Manitoba Midget Triple A Hockey Coaches' Environment: Coaches' Perspectives

By Lainie A. Wintrup

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A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University of Manitoba in partial fulfillment of the requirement of the degree

Of

MASTER OF SCIENCE

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Now, to you: The idea for this research came as a result of experiencing behavioural misconduct by persons in a position of power. Part of the problem in situations of abuse and harassment is that the victims do not know where to turn. If you are a student at U of M and are in need of assistance, please contact the Student Advocacy / Student Resource Services.

DON'T LET YOUR FEARS STAND IN THE WAY OF YOUR DREAMS!

Abstract

The purpose of this qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches was to gain their perspectives regarding Midget Triple A team dynamics. Seven former or current Midget Triple A hockey coaches who met the research criteria volunteered for the one-with-one interview whereby topics regarding communication with players, opposition coaches, officials, organization, and league representatives and codes of conduct were explored. Sub-categories to emerge from these interviews include conveying a positive and negative message via verbal and non-verbal indicators, unwritten rules of team dynamics, player leadership, dressing room dynamics, and instances of disempowerment. The information garnered from this dialogue was then discussed within a framework of current abuse, harassment and masculine culture literature whereby a symbiotic relationship of the sport environment and Masculinization is discussed.

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CHAPTER ONE: INTRODUCTION

The crisp evening air brings a tingle of excitement as it burns with each breath. Underfoot one can hear the crunch of the ice with each bite of the skate. The evening is charged with excitement of the impending game—Lord Stanley's Cup is on the line. There are no penalties in this game. All the players have the opportunity to skate, pass, shoot-SCORE! Each goal is met with the cheers of thousands. Goals are exchanged—back and forth—the score teeters on the brink of a tie until a player exclaims, "Next goal wins, I've got to get home for supper!" The team that wins gets momentary bragging rights until the next match-up: after supper.

As the last fading rays of the winter sun stretch across the prairie sky many Canadian hockey players of all ages and sizes will spend hours playing on frozen ponds or outdoor rinks dreaming of winning the coveted cup. The real Stanley Cup, as it is referred to, goes to the victor of the National Hockey League (NHL), home of the premier professional hockey players. Winners have their names proudly engraved onto it after their team is victorious in the Stanley Cup Finals. Unfortunately, many consider the game at the professional level to have morphed into a violent and ethically suspect game. Media coverage of hockey in the last decade has revealed that the hockey environment in North America is a problematic one. Recent issues of 'excessive' player violence—Todd Bertuzzi (2004), Marc Messier (2003), the McSorley court case (2002), recent team brawls between Ottawa Senators and the Philadelphia Flyers (March 2004), NHL and other players speaking out regarding sexual abuse and harassment of underage players by hockey coaches and other hockey participants (Kennedy, 1997; L. Robinson, 2000), and

the incidents of hazing and other acts involving criminal charges have been covered in print and television media. As thousands of amateur players strive towards their goal of participating at the NHL level, something must be occurring to make the stream poisonous to the participants.

Midget Triple A represents the elite level of Minor Hockey, a level where young male players are poised to advance to the semi-professional environment of Junior Hockey, and then quite possibly, into a professional league. For those players who have invested a substantial amount of time and training towards their dream, they may not be inclined to complain about ill treatment by a powerful coach or administrator. By the time a player has developed into an Elite Midget Triple A hockey player, his parents have invested a significant amount of money in assisting this dream.

The intention of this project is to gain an understanding of the Midget Triple A environment utilizing a qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as these topics relate to abuse, harassment and masculine culture.

Chapter two, the literature review, will consist of two parts. Part one will provide a synopsis of the NHL's evolution from the roots of the organization's early years of development as it impacts the game's sporting culture. It is not a history of the NHL[1]. This chapter is to provide background information for those individuals not familiar with

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[1]To provide this backdrop, the NHL-recognized, "The Official Encyclopaedia of the National Hockey League, Total Hockey," edited by Diamond et al., 1998, has documented over 1800 pages of historical accounts from the early years of hockey to the modern day game, including game statistics and biographies of not only the NHL players but of the early franchise owners and league commissionaires that brought the game and the NHL to where it is today.

the NHL and its early influences on the sport delivery system of minor hockey that is unique to Canada.

Chapter two, part one, will describe the reach of NHL's influence into the fabric of Canadian culture which emerged early in the last century that coincides with the inception of the league. While the league experienced growing pains as a result of WWI, the depression of the 1930s, and the great influenza epidemic, eventually what is known today as the 'Original Six Teams' survived (Zweig, in Diamond et al., 1998). Players, as young as sixteen years of age, were 'owned' by teams and team management told these players how much they were 'worth' (Duff, in Diamond et al., 1998; Hunter, in Diamond, et al., 1998; Zweig, in Diamond et al., 1998). In many cases aspiring players left home to play on junior teams in order to develop and wait for 'their shot' at the parent club. This started the pattern of young boys leaving home to play hockey.

The ever-increasing attempts by NHL players to unionize in order to improve salaries and create a pension plan also marked the NHL-business in the early years (Duff, in Diamond, et al., 1998). Those NHL players who were fighting owners for better pay risked being sent down to the farm teams or getting traded (Hunter, in Diamond, et al., 1998).

In the post WWII era until the 1980 Entry Draft, the NHL became firmly entrenched into the Canadian society -- directly influencing amateur hockey. The drafting of young players went through an evolution of its own between 1967 and 1980. The NHL still provides Hockey Canada with financial compensation for players.

Junior hockey programs continue to select players as young as sixteen years of age and relocate them away from home to play hockey, continuing the pipeline to the

NHL. A young player away from home is at an increased risk for abuse (Brackenridge, 1997). Players are away from support structures-family and friends-and are placed into a competitive team environment with players up to 21 years of age, who themselves are trying to make it to the NHL and are not willing to lose their spot on the junior team to a rookie.

The nature of the junior hockey business gives coaches and management the power to trade a young player, not play him and outright cut / release him from their program. These people can label players with the NHL scouts as having a reputation for being difficult to handle

Part two of chapter two's literature review will focus on definitions of abuse towards children, harassment, and masculine culture utilized in this research project. Historically, children were referred to as the property of their parents. Within the context of the family unit the parents could maltreat a child without interference from an outside authority due to the lack of regulations pertaining to the rights and protections of children (Canadian Red Cross: Abuse Prevention Services Manual 1997).

Due in part to the ubiquitous nature of child rearing and the human values projected on children across cultures and time, some of these characteristics have transferred into today's society, providing the foundations for the lived experiences of modern day Canadian children. The premise of this research takes into account the nature of the hockey team as an extension of family (Kirby, et al., 2000). It is through the experiences of the Midget Triple A hockey coaches that symptoms of possible problematic behaviours directed at adolescent male players within the context of abusive

and / or harassing conduct encased within the male-dominated Midget Triple A hockey culture was explored.

The scope of this project is not to create new definitions of abuse, harassment, nor to justify male culture. However, the review of literature addresses the institutional, legal and sport use of 'abuse' terminology, supplies a framework for utilizing the term 'harassment', and explores male culture. The abuse literature review outlines the evolution of the academic research outside of sport that provided the basic terminology used in the sporting experience. Due to the ambiguity of the harassment term, a number of researchers included sexual harassment within the context of abuse, and it was unclear if other forms of harassment, like those outlined by Sport BC, were utilized in their research.

Masculine sport culture, combined with the aggressiveness of the sporting milieu (Hargreaves, 1986; Theberge, 1989) that encourages homophobia or superior heterosexual masculinity (Harek, 1986; David and Brannon, 1976, in Brannon and Juni, 1984; Messner and Sabo, 1990), may contribute to the lack of males reporting abuse or harassment, due to the perception of appearing 'weak'.

Chapter three describes the foundation of the research project. A qualitative interpretive methodology employing a semi-standardized interview technique (Berg, 1989) was utilized by the researcher to enquire into the perspectives of Triple A Hockey Coaches. From the transcribed interview, the data was subsequently revealed to the researcher who then logged and analyzed it according to the tenets of qualitative method, University of Manitoba's Research Ethics guidelines, and personal integrity.

Within chapter four, the data analysis was conducted concerning within the coaches' descriptions of the Midget Triple A environment. A qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as these topics relate to abuse, harassment and masculine culture was explored.

Each of the seven coaches reviewed their version of the Midget Triple A culture as it was witnessed and experienced. Views shared by the seven coaches reflect certain key aspects regarding environment, communication, and the sub-culture of hockey at the Midget Triple A level. These aspects reveal behaviours and situations that could put players at risk to abusive and / or harassing conduct. In this chapter the following phenomena were covered: Triple A Organizations' administrative practices; league, organization, and team level codes of conduct; written and unwritten codes of conduct; competitive environment and consequences; communication; and the occurrences of disempowerment experienced by some of the coaches.

The seven coaches were frank and open with a majority of their interpretations of their Midget Triple A hockey experiences. Each coach took the time to discuss their personal philosophies with regards to both the written and unwritten codes of conduct that the players are expected to follow as team participants. The coaches were very open about their own personal experiences, during games, within the confines of the dressing room, and as a leader.

Chapter five delves into the limitations of the research as well as the recommendations from the analysis of the data and literature review. As in many other research settings, not only are the findings of the data important, so is the learning

process during the actual research procedure. The main drawbacks that emerged from this research include the method, the data gathering tools, the limited pool of candidates, and time constraints. It is the expectation that through this learning process that this researcher and others may have a greater understanding and appreciation in the ways people learn and cognitively comprehend their environment.

The recommendations deal with accountability within a volunteer based sport model: retention of coaches over a two year plan with a focused commitment towards the development of the over-all player, an outline for an independent third-party Coach Assessment Committee whose primary responsibility is to assess the coaches via questionnaire and observation, and the advent of a Player Representative that may follow-up complaints, act as resource for player education seminars, and sit in on coach / player suspensions for all the players in Midget Triple A.

For over 100 years Canada has been the proud parents and keepers of hockey. Like a rite of passage, Canadians have integrated the sport of hockey into their lives from childhood games, idolizing NHL players, to proudly cheering the teams on at the Olympics. However, the romantic illusion of hockey appears to be continuously overshadowed by a darker, more ominous reality

CHAPTER TWO: REVIEW OF LITERATURE

Part I: NHL's Impact and Canadian Amateur Hockey

Introduction

When looking at a qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget A team dynamics with an emphasis on communication and codes of conduct as these topics relate to abuse, harassment and masculine culture a brief synopsis for understanding how Midget Triple A evolved into 1) a masculinized sporting environment, and 2) how this division is affected by the NHL at the game and business levels is necessary to provide background information for those individuals not familiar with the NHL and it's relationship with amateur hockey.

The following section is not a comprehensive history of the NHL. It is a brief description of the early beginnings of the NHL franchises' business practices between the owners and the players, the Union attempts by players in response to the owners' business practices, and the impact of the NHL's Entry Draft on amateur hockey in Canada.

NHL: In the Beginning

1917-1939: The Birth of the NHL to Pre-WWII

The National Hockey League (the League) was born from the ashes of the National Hockey Association in 1917. At the time, the League consisted of franchises in Ottawa, two in Montreal, and two in Toronto until ownerships' were developed in Boston, New York, Detroit, and Chicago during the 1920s and 1930s (Diamond et al., 1998).

Due to WWI, influenza, the depression of the 1930s, and finally, WWII, the League, once home of twelve professional franchises through the 'roaring '20s', dwindled down to six: The Toronto Maple Leafs, the Montreal Canadians, the Detroit Red Wings, the Boston Bruins, the New York Rangers, and the Chicago Black Hawks (Zweig, in Diamond et al., 1998). The teams were owned by rich and powerful businessmen. Some of these men also owned the arenas, sat on the NHL Board of Governors, and in some cases, owned portions of the other teams through various business holdings. In those days the owners were in a good position to make a lot of money from the league (Zweig, in Diamond et al., 1998). Unlike the rosters of today's teams, in the early years teams consisted of rosters with fewer than twelve players. Unlike today's teams with multi-person coaching staffs, the coach could be one of the players. Although teams were generating large sums of money through gate revenue and souvenir sales, not to mention the revenue from the arena concessions, players on average

were making $200.00 per week over a six-month period (Duff, in Diamond et al., 1998; Zweig, in Diamond et al., 1998).

During the 1924-25-hockey season, the NHL expanded the number of games from 24 to 30. Most of the owners increased the player salaries on their team, but the Hamilton ownership did not. In protest, the Hamilton Tigers staged a walkout prior to their play-off series with the Montreal Canadiens. The Hamilton players were adamant that each one receive an additional $200.00 for their services, therefore, a 'strike action' was utilized to bring weight to their demands. When the players refused to budge from their position, the league president, Mr. Frank Caulder, awarded the series to the Canadiens. He fined each of the striking players $200.00 and the fine was to accompany a written letter of apology from each player should that player want to be considered eligible to play in the 1925-26 season (Duff, in Diamond et al., 1998).

Always looking for more ways to generate interest in the NHL, and increase revenues, Conrad (Conn) Smyth had his team's (The Toronto Maple Leafs) games broadcast over the radio. Foster Hewitt's broadcasts of the Toronto Maple Leafs' games were carried across Canada by 20 different radio stations by 1933. Nearly one million listeners tuned into the games in a country of fewer than ten million people at the time (Zweig, in Diamond et al., 1998). Soon, Montreal-based teams were broadcasting their own games to the French and English-speaking fans of Quebec.

Through radio waves broadcasted into living rooms, pubs, and anywhere the signal could reach a radio, the passion for the NHL would bring a nation together every Saturday night, and continues in the present day in the form of the television broadcast—Hockey Night in Canada by the publicly owned Canadian Broadcasting Corporation. The

NHL heroes became national heroes to people who might never have actually seen them play in-person, but knew of their hockey skills through the voice of Foster Hewitt.

The revenue generating, big business aspect of the NHL characterized the 1917-1939 early era of the NHL. As a result of radio broadcasts, the NHL was accessible to nearly one-tenth the Canadian population. However, NHL players were not reaping the benefits of the increased revenue. Further exploitations of players was occurring during the 1940s and the players continued to fight the owners for better contacts.

1940s – 1979: Further Unionization Attempts to Entry Draft

As the game matured through the 1940s to the expansion draft of 1967, the opportunity to play in the NHL propelled dreams of many boys playing hockey in blue-collar towns across Canada. Prior to the NHL's Russian Invasion and the influx of Western European players in the 1980s, the NHL was comprised of 95 % Canadian players. In order for the NHL teams to find talented players, boys as young as 16 years of age were signed to a C-form to ensure that these players would not become the property of other NHL teams.

> [Players were] scouted and signed as teens and fed into the developmental system at the junior level. Once their signature was on a C-form-a promise of professional services that allowed a professional club to call them up within one year-they were literally the property of a team for life. (Hunter, in Diamond et al., 1998, p.59)

The extent of the agreement was still evident when a player retired from the game. So strong and binding was the signing of the C-form that should the retired player get an offer for a position within a different hockey club, he would have to get permission from his former club prior to accepting the offer (Hunter, in Diamond et al., 1998).

The Canadian Amateur Hockey Association (CAHA; today they are known by the corporate name, Hockey Canada) of that era did have officials that resented the NHL's domination at the amateur level. An 'uneasy alliance' developed between the CAHA and the NHL. The CAHA was the main pipeline for players participating within the NHL. In return the NHL made an annual block payment to the CAHA as financial compensation for these players (Hunter, in Diamond et al., 1998).

For the six NHL clubs to retain the large number of players who were not yet ready to make their small rosters, NHL teams sponsored amateur clubs and paid salaries to amateur players across the country, to the dismay of supporters of small, local amateur hockey programs. There was little that the supporters of amateur sport could do as the CAHA was at the 'money trough' of the NHL.

Due to the amateur structure of hockey in Canada, there were few checks in place to ensure that the best interests of the players would be respected. The CAHA, compensated by large amounts of money, certainly were not going to rock the boat. Older players trying to maintain a living were in tough competition for a position on the six teams. Players were bought and traded on a whim by the owners. Owners told players what they were worth and there was little in the way of negotiation. Any player could be shipped out to the farm team if their performance in that evening's game was not up to par, or for any other 'infractions' (Hunter, in Diamond et al., 1998).

Finally, in the season of 1946-47 some players were uniting in an attempt to create a players' union to fight the owners for more money and better post-career conditions. The owners conceded to the players demands for a pension fund but the union would not be formed. However, in 1957, under the leadership of "Terrible Ted" Lindsay, the players, with the help of a New York-based lawyer, again tried to unite. The owners crushed the attempts made by the players and "On July 23, 1957, Lindsay was traded to the Chicago Black Hawks as punishment for his attempts to form a strong players' union. Chicago had missed the playoffs four years in a row and in 10 of the last 11 seasons..." (Zweig, in Diamond et al., 1998, p.1788). [2]

What characterized this era of the NHL was the impact of the NHL-business on the amateur leagues and the National Sport Governing Body, the CAHA. With so few NHL roster spots available for young players, some Canadian Junior Hockey programs provided playing opportunities for these signed players. These select junior programs had NHL-paid young stars drawing fans into the stands and the junior club would reap the ticket sales revenue.

In 1967 the players were finally able to form the National Hockey League Players' Association (NHLPA). However, it would be almost ten years (1976) before they would become a certified union. Until then a player,

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[2] The author recognizes that many NHL players' biographies, in written and documentary format, numerous interviews, and movies that outlined the lives of the early NHL player's especially around the early struggles the players had with the NHL Owners exist. The intention of this section is to identify how the NHL influenced the development of the Amateur Hockey programs in Canada, as well as its impact on a young Canadian culture.

> ...was subject completely to the whims of the team owners, he could be promoted, demoted, traded, buried in the minor leagues, and paid whatever salary the owner deemed appropriate-all without recourse. Players lived in constant fear of losing their jobs, whether through injury, fading skills, or by running afoul of management. (Hunter, in Diamond et al., 1998, p. 61)

1967 not only brought in the NHLPA, but the league for the first time in 16 years doubled from what is known today as the original six to equal twelve franchises in total. Because the league added the six new teams, a formalized draft of new prospects was developed. The first amateur draft had been held in 1963. However, at that time teams still had protected players who were ineligible for the draft because the players had already become property of an NHL team. It was not until the 1969 draft that all teams would have an equal opportunity to select the best juniors, as these players were no longer sponsored by NHL clubs. Before that draft, players as young as sixteen years of age were signed by NHL clubs, even though the League had changed the draft age to twenty in 1967 (Tredree, in Diamond et al., 1998).

In response to the upstart World Hockey Association, a rival for professional players, the NHL revisited the issue of lowering the amateur draft age to add depth to the talent pool of available players. The League decided in 1974 that teams could select one "eighteen year old prospect...with underage selections limited to the first two rounds" (Tredree, in Diamond et al., 1998, p. 296).

As the young pre-NHL players were fighting their way to the NHL, their junior teams and the CAHA were receiving financial compensation; the then-current NHL players were waging their battle with the owners for better salaries and post-career

benefits. So powerful was the ownership of the NHL teams, that it took until 1967 for the players to form an official association. It took until 1976 for the players to become a certified union to negotiate with the NHL owners for better contract conditions.

The Impact of the 1980 Draft Changes and Today

The biggest adjustment came to the Draft in 1980. Known as the Entry Draft, players as young as eighteen years of age are eligible for selection by any of the NHL clubs. Junior clubs claimed that through the process of drafting such young talent these teams would suffer. To maintain good business relations, it was decided that the drafted young player who did not make the NHL roster would be sent back to his original junior club rather than to the NHL's minor professional team (Diamond et al., 1998). As of 1981, if that junior player was returned to his club, the NHL would not recall the player, as the NHL had entered an agreement with the Canadian Hockey League to leave the player at his junior level until the junior play-offs were complete.

Pressure on young junior hockey talent was increased for the 1990 draft. The NHL, through the Central Scouting Bureau, produced the rankings of eligible 18- and 19-year-old prospects. Translated, this implies that for an 18- and 19- year-old North American born player to be eligible for selection by an NHL team, his name must appear on that list. However, by 1995, 18-and 19- year-old players were required to register, or more commonly known as "opting in" to the Entry Draft, with the NHL's Central Registry department who would then determine the player's eligibility for the upcoming

draft. When the player is determined to be eligible, his name is then added to the list of players who are available for the draft (Diamond et al., 1998).

> From its quiet beginnings as a draft of unsponsored 17-year-olds, in 1963 (when just 17 players were selected) to today's big crowds, live television coverage and much anticipated draft ranking, the NHL Entry Draft has become a rite of passage for the world's best young hockey players and for their families. (I)t remains one of the most dramatic days on each year's hockey calendar. (Tredree, in Diamond et al., 1998, p.348)

Over-All Summary

When questioning Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as these topics relate to abuse, harassment and masculine culture, a brief synopsis for understanding how hockey developed into a masculinized sporting environment and the impact of the NHL on amateur levels was necessary.

The reach of NHL's influence into the fabric of Canadian culture appears to have started at the inception of the league itself in the early twentieth century. While the league experienced growing pains as a result of WWI, the depression and influenza outbreak of the 1930s, eventually what is known today as the 'Original Six Teams' survived. Players as young as sixteen years of age were owned by teams and told what they were worth. In many cases players left home to play on junior teams in order to develop and wait for their shot at the parent club. This was the beginning of young boys leaving home to play

hockey. In contrast, the NHL players were fighting owners for better pay and risked being sent down to the farm team.

In the post WWII era until the 1980 Entry Draft, the NHL became firmly entrenched into Canadian society via the radio waves and television broadcasts. The NHL also had a significant influence on amateur hockey. The drafting of young players further evolved between 1967 and 1980. With the NHL today still providing Hockey Canada (CAHA) with financial compensation for eligible players, Junior Hockey programs select players as young as sixteen years of age and relocate them away from home to play, continuing the pipeline to the NHL.

It is within the circumstances of players who relocate away from home that the susceptibility for abuse and harassment increases. These players are away from possible support structures-family and friends-and are placed into a competitive team environment with players up to 21 years of age, who themselves are trying to make it to the NHL and are not willing to lose their spot on the junior team to a rookie.

Junior Hockey coaches and management have the power to trade a young player, not play him, or outright cut / release him from their program. These people also have the power to label players with the NHL scouts as having a reputation for being difficult to handle.

Therefore, the intention here is to gain an understanding of the Midget Triple A environment from Manitoba Midget Triple A Hockey Coaches using their perspectives on team dynamics with an emphasis on communication and codes of conduct as these topics relate to abuse, harassment and masculine culture. The Midget Triple A level is the spring board for players to make it into the Junior levels. At this level scouts are looking

at players, players are competing against other players to enhance their draft positions, and coaches may be interested in moving into coaching at a Junior level.

Part II: Abuse, Harassment, and Masculine Culture

Introduction

Across cultures and through time, children have often been referred to as the property of their parents. Within the context of the family unit the parents could maltreat a child without interference from an outside authority because no state provided regulations pertaining to the rights and protections of children. The potential of early society's emancipation of children may have germinated at humanity's political and philosophical touchstone. Aristotle wrote, "The justice of a master or a father is a different thing from that of a citizen, for a son or slave is property, and there can be no injustice to one's property" (Weeks, 1995, in Canadian Red Cross: Abuse Prevention Services Manual, 1997). Slavery (in the context in which Aristotle lived) no longer exists in North America. The assumption by parents that one's child is their property, used in any manner considered 'reasonable,' has maintained a stranglehold on limiting societal and governmental intervention on the protection of children and youth to the present day.

The General Assembly of the United Nations adopted the *Convention on the Rights of the Child* on 20 November, 1989. United Nations Convention on the Rights of the Child decrees that "The child shall enjoy special protection and shall be given opportunities and facilities, by law and other means, to enable him (her) to develop physically, mentally, morally, spiritually, and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interest of the child shall be paramount." Canada signed this document on 13

December 1991 (Multiculturalism and Citizenship Canada, 1991; Fairholm and Ferguson, 2000). The definition of a child may vary in Canada by province; however a child is a human being / minor below the age of majority as determined by the Provincial / Territorial Child Protection Acts. In Manitoba, eighteen years of age marks the age of majority.

Due in part to the ubiquitous nature of child rearing and the human values projected on children across cultures and time, some of these characteristics (spankings / corporeal punishment; withholding of food, water, medical treatment, etc.; child labour; exploitation of children for economic gains, sexual gratification, etc.) has occurred in today's society, providing the foundations for the lived experiences of modern day Canadian children. In this research, I accept the argument that sports teams are reminiscent of a family (Kirby et al., 2000) and thus this argument applies to a hockey team. Based on this concept that the hockey team is a family, this research seeks for an understanding of this via the experiences of the Midget Triple A hockey coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as these topics relate to abuse, harassment and masculine culture.

The scope of this project was not to create new abuse or harassment definitions, nor to justify male culture. However, the review of literature will look at the institutional, legal and sport use of 'abuse' terminology, supply an operational framework for utilizing the term 'harassment', and finally look at 'male culture' as it would pertain to the lived experiences of the coaches and players participating in a male dominated culture such as Midget Triple A hockey.

Controversy in Definitions

There is a variety of terminology surrounding the concepts of 'abuse' and 'harassment'. Research such as Kirby et al., (2000), supported by Brackenridge (1997), indicates that the variance of terminology creates confusion across all disciplines, jurisdictions, and especially for new researchers. For instances, Kirby et al., (2000) states,

> Numerous terms for sexual abuse exist, among them: sexual harassment, chilly climate (Lenskyj, 1994); sexual assault, sexual predation (Canadian Council for Ethics in sport, 1997); sexual exploitation and grooming (Gonsiorek, 1995; Brackenridge, 1996b); sexual exploitation, pornography, prostitution and trafficking (Kelly et al., 1995). (p. 34)

It appears that researchers utilize terms appropriate for the subjects, paradigm, purpose of research, and utilization of recommendations garnered from their data. For example, the terminology utilized in the Kirby et al., (2000) study was chosen, according to the researchers, because these terms had "...straight forward definitions..." (p. 34); definitions these researchers considered would, "...be easily understood by all national-team members" (p. 34), or more specifically, their focus group of subjects.

To limit the confusion, my research utilized the definitions widely accepted and understood within the Canadian Hockey community. All minor hockey coaches in Canada (this includes Midget Triple A) must attend a Canadian Hockey's Speak Out! Act Now! seminar for abuse prevention to be eligible to coach from the bench. This program was created with the assistance of the Canadian Red Cross who developed such programs

as Prevention in Motion for adults who work with minors and Abuse Prevention Services Outreach Programs for children and teens.

Abuse – What is it?

The definitions widely accepted within the Canadian Hockey organizations are used in this research. These definitions emerged through academic disciplines such as Social Work by leading researchers such as Finkelhor (1979, 1986, and 1989), Gabarino, Guttman, and Seeley (1987), and Finkelhor and Korbin (1989) and compiled for the Canadian Red Cross' Abuse Prevention Services by Fairholm et al., (1997)[3], the forerunner to the Speak Out! Act Now! abuse program for the Canadian Hockey Association.

Emotional Abuse

The Canadian Red Cross calls emotional abuse the cornerstone of all abuse *(TABLE 3.1). Emotional abuse is a chronic attack on a child's self-esteem; it is psychologically destructive behaviour by a person in a position of power, authority or trust* (Fairholm et al., 1998, p. 5; Fairholm et al., 2000, p. 10, in Gabarino, Gutman and Seeley, 1987, p. 8; Fairholm, 1997). It can take the form of name-calling, threatening, ridiculing, berating, intimidating, isolating, hazing or ignoring the child's needs.

[3] For an extensive bibliography created by Fairholm please see the Abuse Prevention Services' (APS) Prevention in Motion, APS Outreach Programs, and / or the Speak Out! Act Now! workbooks. Or contact the Canadian Red Cross in your area.

Within the context of hockey, one example of an emotionally abusive coach would be an individual who repeatedly undermines the self-esteem of a player through the use of derogatory remarks. Calling a player "stupid" or "no good" either in front of or away from the team injures the player. This action could isolate the player from other teammates if the coach specifically singled out that player.

Table 2.1: Emotional Abuse

Types of Rejecting

Isolating

- Abandonment; refusal to return smiles and vocalizations.
- Leaving child in room unattended for long periods; denying all access to child by interested others.

Terrorizing

- Teasing; scaring; unpredictable and extreme responses to child's behaviour; beating family members.

Corrupting

- Reinforcing development of bizarre habits and creating addictions.

Ignoring

- No response to infant's spontaneous social behaviours.
- Infant expected not to cry; should show love to parent.

School Age

- Treating adolescent like a young child; verbal humiliation and excessive criticism; expelling youth from family.

Exploiting / Adultifying Maltreatment

- Preventing youth from participating in activities outside the home; punishing for engaging in normal social experiences.
- Threats to reveal intensely embarrassing characteristics or behaviour to peers or adults; ridiculing youth in public; beating spouse.
- Involving youth in intense, socially unacceptable forms of sexual, aggressive, and alcohol / drug deviance.
- Refusing to discuss youth's activities and interests; showing no interest.
- Expecting youth to support family financially, emotionally and physically; sexually abusing; expecting youth to carry the weight of younger siblings and parents.

Canadian Red Cross **Abuse Prevention Services** Overhead (2000)
(Based on Fairholm et al., 1998, p. 6-7; Fairholm et al., 2000; Fairholm, 1997)

Physical Abuse

Physical Abuse is when a person in a position of power or trust purposefully injures or threatens to injure a child or youth (Fairholm et al., 1998, p.9). Some types of physical abuse are, but not limited to, beatings, burning, pushing, hit with weapons, shaken, and grabbed. This would also include the chronic neglect of a child. *Neglect by a caregiver is the chronic inattention to the basic necessities of life such as clothing, shelter, nutritious diet, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air* (Fairholm et al., 1998, p.9). An example of neglect within the context of hockey would be the coach who regularly has a two hour practice without providing a water break so as to 'toughen them up,' or to punish the players.

Sexual Abuse

*Sexual abuse is when a young or less powerful person is used by an older or more powerful child, adolescent or adult for sexual gratification. There are two categories: contact and non-contac*t (TABLE 2.2) (Fairholm et al., 1998, p. 13). Kennedy stated, as a minor and junior hockey player he survived over 350 sexual experiences at the mercy of his hockey coach (personal correspondence).

Table 2.2: Sexual Abuse

Non-Contact:

- Shown sexual videos and pornography.
- Forced to listen to obscene telephone calls.
- Forced to pose for seductive or sexual photographs.
- Forced to look at sexual parts of the body.
- Forced to watch sex acts.
- Objectified and ridiculed about sexual body parts.
- Intrusive questions, comments, observations verbally, on the computer or in notes.
- Object of voyeurism.

Contact:

- Touched in sexual areas.
- Forced to touch another's sexual areas.
- Kissed or held in a sexual manner.
- Forced to perform oral sex.
- Forced to perform vaginal or anal penetration with object or finger.
- Vaginal or anal intercourse.
- Physically and sexually tortured in ritualized abuse.

Canadian Red Cross **Abuse Prevention Services** Overhead (2000)
(Based on Fairholm et al., 1998, p. 13; Fairholm et al., 2000; Fairholm, 1997)

Reason for Utilizing These Definitions

The scope of this research project is not to create new definitions on abuse or harassment nor to justify or judge male culture such as hockey. There are three reasons why the Canadian Red Cross definitions for Abuse and Harassment were used in this project. First, the definitions coincide with the Criminal Code of Canada *(Canada, 1985)* as abuse and harassment relate to victims and perpetrators who are minors or adults in the eyes of the Canadian law. Fairholm (1997) and Fairholm and Ferguson (2000) differentiate that under Canadian law, instances of suspected abuse involve an external investigation conducted by police or Child Welfare and offenders are charged under the law. Whereas, regarding harassment (excluding physical / sexual assault or criminal harassment, i.e., stalking), organizations conduct an internal investigation utilizing their own policies. In some cases, outside agencies such as labour tribunals, and Human Rights Tribunals at the Provincial or Territorial level, may also investigate along with the organizations. The Criminal Code may be needed in some cases. Utilizing the Canadian Red Cross' definitions decreased the ambiguity that occurs with academic definitions created by others when used in conjunction with Canadian laws. Much of the sport and abuse / harassment literature by researchers such as Brackenridge (1993, 1994,1997b,1997c), Brackenridge and Kirby (1997), Volkwein, et al. (2002) use Academic definitions created whole or in-part outside the jurisdiction of the Criminal Code of Canada. Kirby and Wintrup (2002) acknowledge that the "...definitions for sexual harassment and abuse vary over jurisdictions within nations and between nations..." (p. 52).

The definitions by the Canadian Red Cross have been integrated within the Canadian Hockey environment for nearly a decade. Therefore, when those within hockey view the research findings, such as the research participants, the opportunity for confusion over the terminology will be minimized.

The third reason for utilizing the definitions by the Canadian Red Cross, supported in their creation by academic research and the Criminal Code of Canada, is that these definitions allowed the researcher to ascertain if minor age players were exposed to other forms of abuse such as emotional and physical, and not limited to the sexual behaviour that appears to be the focus of other academic definitions.

Perpetrators: The Debate Over Naming Them

For many people, the very idea that a coach could sexually abuse players was unimaginable. The UK faced similar situations when a former Olympic swim coach and a football coach were sentenced to seventeen and eight years imprisonment respectively for there sexual abuse of a number of young athletes in their care (Boocock, 2002). In general society and within academic literature, numerous words are used to describe an individual who sexually molests children: paedophile (Lanning, 1992; Wolfe, 1984; Finkelhor, 1979, 1984, 1988, 1989), perpetrator (Finkelhor, 1986; Canada, 1985) offender (legalese), child molester, etc. However, Brackenridge (1997c) challenges the traditional academic beliefs of a paedophile and his cycle of abuse when it pertains to the sporting environment.

To better understand the abuse of children within the framework of sport, it is important to first understand the phenomenon as it pertains to all children. Lanning (1992) and Finkelhor's (1979, 1984, 1988, 1989), both leading experts from their respective fields of Law Enforcement and Social Work, have done significant investigations into child abuse, including incidents of children sexually abused by non-family members.

Kenneth V. Lanning, Supervisory Special Agent, Behavioural Science Unit, Federal Bureau of Investigation, is the leading expert from the area of law enforcement, due to his extensive study of child abuse over a number of years. He concluded that society as a whole was inclined to be in denial about children being used by adults for sexual gratification (Lanning, 1992). He particularly noted that the bad guys and the good guys do not look distinctive from each other. Unfortunately, the child molester may be someone we know and like. The existence of the acquaintance molester is the most difficult offender for society to accept.

It is the known offender—the coaches, scout leader, neighbour—who have a profound impact on young victims. When a stranger confronts a child, children were taught tools to thwart would-be abductors. However, Lanning (1992) states that when confronted by someone they know and trust, children are not equipped to know what to do. The guilt of the young victim is compounded because of their inability to stop the abuse by someone they trust.

Paedophile or Predator? The Sport Differentiation

We start by looking outside the framework of sport to first begin to analyze abuse as it pertains to children. One of the first areas of academia to research the issues surrounding child abuse was Social Work. Finkelhor (1984) lead the way. His work on daycare sexual abuse lead to the model of the abuser's psychological rationale. Subsequent experience in attempting / succeeding to abuse children illustrated Finkelhor's understanding about how and why men (known as paedophiles) sexually abuse children.

The cornerstone of Finkelhor's research is the premise that paedophiles characteristically re-offend and subsequently have a low rehabilitation rate, due in part to the intrinsic nature of the motivation to abuse by the offender. The four-stage paedophile model (Table 2.3) illustrates the role of external factors, in conjunction with the original intrinsic motivation on behalf of the paedophile. Within the context of this model, the four preconditions to abuse are motivation to sexually abuse, internal inhibitors, external inhibitors, and resistance by the child. Hockey Canada has targeted their prevention of abuse literature towards youth. Within this policy, Hockey Canada is utilizing the theory that an external barrier on behalf of the child, resulting through the education of the child, will strengthen the barrier for resistance to the advances of a paedophile.

Table 2.3: Finkelhor's Four Preconditions of Sexual Abuse (Brackenridge, 1997b)

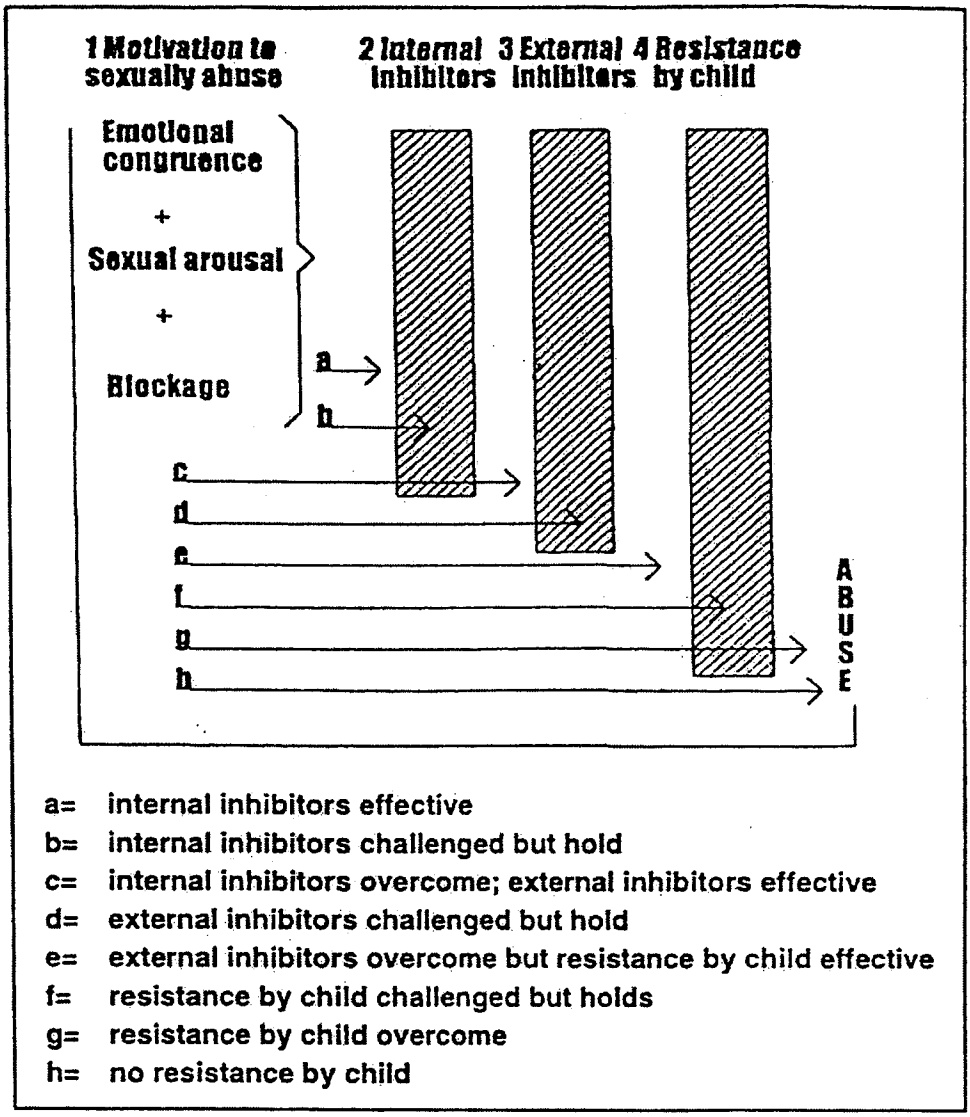


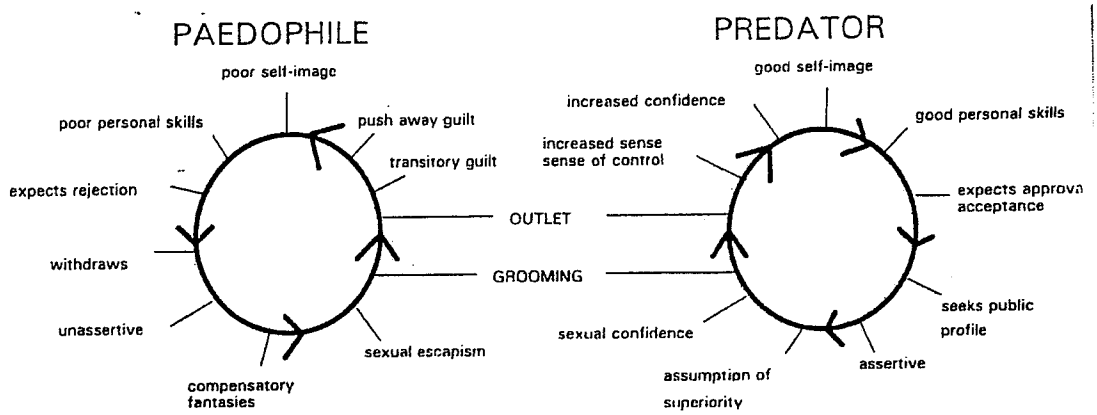
Figure 2 Finkelhor's four preconditions of sexual abuse (adapted)

Wolfe (1984, in Brackenridge, 1997c) also looked at paedophilic behaviour. Wolfe states that a paedophile experiences a cyclical response as a result of their behaviours. This response predisposes them to continue to reabuse. Characteristics of this individual include poor people skills and a poor self-image predisposing them directly to poor self-confidence. Interestingly, when juxtaposed to Brackenridge's work within the context of sport, her research has discovered quite the opposite. The sexually abusive coach has exactly the opposite characteristics in areas of self-esteem and social intelligence to Wolfe's paedophile.

In contrast, Brackenridge labels the self-assured, assertive, good self-imaged coach of her research as a predator. Seeing the two models juxtaposed in figure 2.1, one can compare the similarities and the differences. The Predator model was developed utilizing the evidence provided by the athlete subjects from various elite sports who came forward. These athletes constructed a similar description of their abusive coaches.

The predator model, representing the abusive elite level high performance coach, operates within a cyclical construct similar to the paedophile cycle found in Wolfe. Within Wolfe's model the paedophile continuously experiences an increased amount of guilt after he has abused someone. Brackenridge's discovery differs as the predator experiences a heightened level of confidence through his increased sense of control after abusing athletes of which he does not exhibit outward signs of guilt. This cycle of abuse will continue as the coach continues to generate an increased amount of confidence and sense of superiority.

Figure 2.1 Wolfe (1984) / Brackenridge (1997b) Two Cycles of Sexual Offending (In G. Clark and B. Humberstone, 1997c)



In Brackenridge's theoretical piece, the athlete-victims described coaches with similar coach variables and circumstances for abuse. Coaches were older, highly accredited successful males held in high regard by their Sport Governing Bodies (SGB) and parents. Numerous opportunities were presented for the coach to be alone with the female athletes-generally as a result of travel and overnight stays with limited parental supervision (Brackenridge, 1997b). In this scenario, predatory coaches had the opportunity to take advantage of athletes. Kirby and Greaves (1996) and Brackenridge and Kirby (1997) would describe the athletes as in the State of Imminent Achievement. (See Athletes for description.)

Power and Coaches

The Strachan and Tomlinson (1997) report discussed the use of negative and positive power by coaches[4]. The report, prepared for the Canadian Coaches Association of Canada, focused on the inherent power imbalances among coaches and athletes. Strachan and Tomlinson outline two types of power the coach may utilize: the power-to and power-over. Potore, Latin for power, translates to mean the ability to choose. Ideally, when a coach enables an athlete, giving power-to the athlete, the athlete is empowered to act. In this situation, motivation for success in athletes is quite different from the situation involving a power-over type of coach. Traditionally the coach has held the reins of power over the subordinate athlete in such areas as nutritional habits, weight training, access to financial resources, and if the athlete may attend or participate at major competitions (Strachan and Tomlinson, 1997). At the extreme, the power-over coach could use any measure to retain and justify power over the athlete. In the working environment the power-over coach creates, athletes would have to shape their behaviours to correspond with the expectations of the coach to be successful. The argument here is that in an athlete-centred model, the power-over coach would not flourish. The power-over model facilitates an abusive / harassing situation between an athlete and their coach. "The central issue in mistreatment is the misuse of power" (Gabarino and Gilliam, 1988, p. 32, in Fairholm, 2000, p. 17).

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[4] The author is aware that extensive literature about different coaching styles does exist as well as coaching courses, such as those provided by the National Coaching Certification Programs (NCCP) and academic institutions provide extensive information for coaching development. However, this project was not about comparing coaching styles to existing literature, nor to see if coaches implement the information learned at the NCCP courses.

The bodies of research and literature regarding abuse and harassment (See Harassment section to follow) by Brackenridge (1987, 1990, 1996b, 1997a, 1997b, 1997c, 2001), Brackenridge and Kirby (1997), Kirby and Greaves (1996), Kirby, Greaves, and Hankivsky (2000), Lenskyj (1992a, 1992b, 1994), and Leahy, Pretty, and Taenbaum (2002) is consistent with the themes in the Strachan and Tomlinson report (1997).

Athletes and Abuse

If coaches are improperly treating the athletes, why is it the athletes do not just quit? Kirby and Greaves (1996) define young athletes, below the age of majority, on the verge of national / international success within their sport as in the State of Imminent Achievement (SIA). Young females and males in SIA are in their pubescent years, thousands of dollars have been invested into the athlete's 'career', and years were invested into the sport. Should an athlete complain about a successful coach they may be jeopardizing their future.

At the Government level, the 1996 Ontario Health Supplement confirmed that child physical and sexual abuse was 'profoundly unreported.' Of the male respondents, one in three reported being touched sexually in their lifetime. Of these who reported abuse, four of five males indicate that abuse occurred while the male was a child or youth.

The report reasoned that male sexual abuse (and harassment) was vastly underreported for a variety of reasons. One of the reasons that males do not report is

society's conventionalized idea of masculinity—the strong, dominant, in control male. Society will accept the female victim because of the stereotypical qualities of femininity—weakness, vulnerability, and passiveness. Therefore the notion that a male could be a victim does not measure up to society's idea of masculinity.

Finkelhor (1986, in Findlay, 2000, p. 34) has indicated that 3%-31% of males interviewed in relevant studies reported being a victim of sexual abuse. Research by Leahy, Pretty, and Tenenbaum (2002) assessed the risks of sexual abuse for elite level and club level athletes in Australia. The qualitative survey (n=370) found 31 % of males were victimized within their sporting environment. In 46.4 % of the cases, athletes were sexually abused by personnel within sport. A Danish study, by Toftegaard (in Bringer, Brackenridge, and Johnston, 2002), of 250 female and male college athletes found coaches to be the predominant harassers. Twenty-five percent of college aged athletes reported that prior to eighteen years of age, they had either experienced sexual harassment (abuse Canadian Definition) by a coach or knew of another athlete who had.

A lack of harassment and / or abuse policy that is implemented by a sport or academic institution enables a coach to prey upon his young athletes' vulnerabilities. "The sexually abusive coach... depends upon maintaining control over his athletes in order to groom them and secure their cooperation through His micro-cosmic hegemony" (Brackenridge, 1997b, p. 126).

Impact of Abuse

The impact of abuse takes a variety of forms: physical, emotional, psychological and / or a combination of each that manifest themselves via behavioural and physical changes (Fairholm, 1997, p. 6.14, in Fairholm, 2000, p. 25). In the case of physical, and in some instances of sexual abuse, the child / adolescent may display bruises and abrasions to indicate that the child has undergone some form of physical trauma. However, the residual emotional scarring that all forms of abuse inflicted on the victims is more difficult to identify. Those who have suffered abuse usually develop low self esteem and low self worth, as they may blame themselves for the abuse. As a result of the psychological impact of abuse, adolescents will act out through high risk, dangerous behaviours, such as drug and alcohol abuse, vandalism, instigating fights, running away, and attempting suicide (Fairholm, 1997, p. 8.12-8.14, in Fairholm, 2000, p. 31-33; Nelson, Higginson and Grant-Worley, 1995, p. 1256, in Fairholm, 2000, p. 22). Cavanagh Johnson and Friend (1995, p. 50-51, in Fairholm, 2000, p. 33) indicates that the most consistent indicator of sexual abuse is sexualized behaviour. The trauma of sexual abuse continues long after the abuse (Fairholm, 2000, p. 33).

Those who cannot leave their abusive environment, or are unable to cope with the feelings of past trauma, may have sleeping disorders, depression, inability to trust others, underachievement, and behavioural extremes (Fairholm, 1997, p. 8.12-8.14, in Fairholm, 2000, p. 31-33). One example of the emotional scarring resulting from the trauma of abuse would be the rarely penalized player who uncharacteristically starts to get penalties for on ice violence. If their on ice behaviour has not changed then their off ice behaviour

may include excessive drinking, violent behaviour, or they may eventually leave the sport.

There is no prior research that has specifically targeted past or present male hockey players about their occurrences or impact of abusive behaviour within the hockey environment, specifically as a result of coaches or other persons in a position of power. For now, Canadian estimates show that there are close to five million male victims of unwanted sexual touching (Mathews, 1996, in Canadian Red Cross Abuse Prevention Services Manual). The 1996 Ontario Health Supplement confirmed that child physical and sexual abuse was 'profoundly unreported'. The goal of this research is not to create theory but to acknowledge that child abuse is the harm done to children resulting from proscribed, proximate and preventable human actions whereby an alternative action to prevent harm could have been used by caregivers (Finkelhor and Korbin, 1989) and to utilize the official policy within Hockey Canada "...that there shall be no abuse and neglect whether physical, emotional, or sexual of any participant in any of its programs" (www.hockeycanada.ca/e/ development /speakout/policies). This research will employ a qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as these topics relate to abuse, harassment and masculine culture as a starting point.

Finkelhor (1979, 1984), Kirke (1997), and Kirby and Greaves (1996), Kirby, Greaves, and Hankivsky (2000), Leahy, Pretty, and Tenenbaum (2002), Fasting, Brackenridge, and Walseth (2002), Toftegaard (2001; in Bringer et al., 2002) have all indicated in their findings that male victimization of sexual abuse, including those found

in the sport environment, go unreported. The literature that deals with the grooming of the subordinate athlete who is preyed upon by the dominant coach figure generally speaks of the female athlete abused by her male coach. As a result of these findings, it was important to look at the different results of abuse (and harassment) from a range of sources.

Harassment

Contained within much of the previously reviewed literature relating to the various forms of abuse, acts of harassment, including sexual harassment, may have been included. This following section will connect how the *Criminal Code* (Canada, 1985) has been used to develop harassment policies in sport, including Hockey Canada's policies.

Findlay (1998) and Findlay and Corbett (1997), working within a sport law context, utilize the existing legislation in the *Criminal Code* (Canada, 1985) as well as Human Rights Statues to help sport organizations deal with abuse and harassment. Their body of work has been widely accepted (and used at Sport BC), on behalf of the Provincial Sport Organizations (PSOs) of which components are used in Hockey Canada's Speak Out! Act Now! campaign and the Canadian Red Cross literature. These definitions have also been referred to by researchers Kirby, Greaves, and Hankivsky (2000).

The *Criminal Code* (Canada, 1985) defines harassment at various levels of sexual contact or interaction, behaviours punishable by sanctions meted out by a criminal court However, behaviour attributed to harassment is not exclusive to sexual misconduct.

Statutes regarding human rights legislation states that behaviour associated with harassment is that which is directed towards an individual on the basis of age, sex, race, colour, religion, marital status, desirability, and in some provinces, sexual orientation (Findley, 1998; Criminal Code, 1985; www.gc.ca).

The difficulty in assessing and researching harassment is largely due in part to the subjective nature of harassment. The extent to which one individual may perceive the behaviour as harassing may not be considered harassing by another who is instigating the suspected behaviour. However, the harassed person will experience uncomfortably negative feelings that range from embarrassment to fear (Findley and Corbett, 1997). It is up to a subjective third party to determine if the offending behaviour(s) meet the guidelines of harassment (Findley and Corbett, 1997; Findley, 1998; Kirby et al., 2000; Sport BC, 2002). Harassing behaviour, as defined by Sport BC, is as follows:

Table 2.4 Harassment Policies for Sport Organizations

Harassment: Any behaviour that satisfies one or more of the following definitions of Harassment.

a) Personal Harassment: Behaviour, including communication, conduct or gesture, which:

   (i) is insulting, intimidating, humiliating, hurtful, malicious, degrading, or otherwise offensive to an individual or group of individuals (including a statement with respect to a Prohibited Ground or otherwise); and

   (ii) would be considered by a reasonable person to create an intimidating, humiliating or uncomfortable work or sport-related environment.

b) Sexual Harassment: Behaviour involving unwelcomed sexual advances, requests for sexual favours or other communication (verbal or written) or physical conduct of a sexual nature when:

(i) such conduct might reasonably be expected to cause embarrassment, insecurity, discomfort, offence or humiliation to another person or group; or

(ii) submission to such conduct is made, implicitly, a condition of employment or participation in a sport related activity; or

(iii) submission to or rejection of such conduct is used as a basis for any employment or sport-related decision; or

(iv) such conduct has the purpose or the effect of interfering with a person's work or sport performance or of creating an intimidating, hostile or offensive work or sport environment.

Types of behaviour that may constitute Harassment include, but are not limited to:

- written or verbal abuse or threats;
- physical assault;
- unwelcome remarks, jokes, innuendoes, or taunting about a person's body, sexual orientation, attire, age, marital status, ethnic or racial origin, or religion;
- displaying of racist or other offensive or derogatory material, racial, ethnic or religious graffiti;
- practical jokes which cause awkwardness or embarrassment, endangering a person's safety or negatively affecting performance;
- hazing or initiation rites;
- obscene gestures;
- intimidation;
- behaviour which undermines self-respect or adversely affects performance or working conditions;
- false accusations of Harassment motivated by malice or mischief, and meant to cause harm.

(Harassment Policies for Sport Organizations, 2.9 Harassment, 2002, p.4)

At the Canadian Hockey level, harassment constitutes:

Table 2.5 Hockey Canada Speak Out Policies

It is important to note that the behaviours described in items 5 to 7, when directed towards a child or youth, constitute abuse under child protection legislation. This may also be true of other behaviours, for example, certain hazing practices. In such cases, the duty to report provisions of the Recognition and Prevention of Abuse Policy come into effect.

1. Unwelcome jokes, innuendo or teasing about a person's body, looks, race sexual orientation etc.
2. Condescending, patronizing, threatening or punishing action which undermine self-esteem.
3. Practical jokes which cause awkwardness or embarrassment, or may endanger a person's safety.
4. Any form of hazing.
5. Unwanted or unnecessary physical contact including touching, patting, pinching.
6. Unwanted conduct, comments, gestures or invitations of a sexual nature which are likely to cause offence or humiliation, or which might on reasonable grounds be perceived as placing a condition of a sexual nature on any employment or on any opportunity for training or advancement.
7. Sexual assault or physical assault.

(www.hockeycanada.ca/e/development/speakout/policies.html#1.d.6 1 October 03)

It is important to recognize that harassment differs from abuse definitions, in that harassment can be peer-to-peer: be it between two athletes at the same age, including those under that age of majority, or between two adults. When an adult directs the behaviour to a minor, the incident would constitute an abuse situation.

The combined abuse and harassment literature recognizes that there are individuals that are paedophiles (Lanning, 1992; Wolfe, 1984; Finkelhor, 1979, 1984, 1988, 1989), while others are predators (Brackenridge). The harassment policies identify behaviours of individuals which in some instances can be criminal, but within the sport environment may have been considered socially acceptable in the past. Therefore, the qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as these topics relate to abuse, harassment and masculine culture provides a unique opportunity to explore the realities of this environment.

Research in Harassment and Sport

Much of the research in harassment is also connected with abuse in sport, hazing, or in some instances, the researchers utilized definitions of harassment that can be interpreted as abuse by Canadian definitions (Bringer et al., 2002; Kirby et al., 2000; Kirby and G. Wintrup, 2002; Toftegaard, 2001). Research by Volkwein, Schnell, Sherwood, and Livezey (1997), Volkwein-Caplan, Schnell, Devlin, Mitchell, and Sutera (2002), Fasting, Brackenridge, and Sundot-Borgen (2000), and Fasting, Brackenridge, and Walseth (2002), and Kirby and Greaves (1996) assessed harassing behaviours experienced by adult athletes.

In Canada, Kirby and Greaves (1996) conducted research with National team members and recently-retired Olympic athletes and found that sexual harassment

(including their definitions of abuse) was a ubiquitous phenomenon. One in seven of the national team respondents, female and male, felt susceptible to some type of sexual violence. However, the main point is one in five males fear child sexual abuse occurring under the age of sixteen years of age.

In Kirby, Greaves, and Hankivsky (2000), the authors acknowledge that numerous terms exist for sexual activities synonymous with sexual abuse in everyday vernacular and in different legal jurisdictions:

> Numerous terms for sexual abuse exist, among them: sexual harassment, chilly climate (Lenskyj, 1994); sexual assault, sexual predation (Canadian Council for Ethics in Sport, 1997); sexual exploitation and grooming (Gronsiorek, 1995; Brackenridge, 1996b); sexual exploitation, pornography, prostitution, and trafficking. (Kelly et al., 1995, in Kirby, et al., 2000, p. 34)

Kirby, et al., (2000) further discussed the problem of innumerable terms used to describe perpetrators of these crimes found within different settings:

> ...sexual abusers, sexual harassers, sexual molesters, sexual predators, paedophiles, sexual exploiters, child traffickers and pornographers (Brackenridge, 1997a; Brackenridge and Kirby, 1999; Gonsiorek, 1995). Kelly et al., (1995) write that there are grounds for both consensus and disagreement in legal, policy, media, organizational and individual uses of these definitions. (p.5, Kirby, et al., 2000, p. 34)

Kirby, et al., (2000) acknowledge that the basis for selecting the definitions for their study was that these definitions were easy to understand and straightforward for the vast number of participants to be the surveyed. They also stated that the choice of definitions was in itself a controversial point within the research. The authors stated, "We

avoided legal language. Too wide a variety of definitions...could be overwhelming and the ones we chose are easily understandable, in fairly common usage and allow other researchers to do some comparative studies' (p. 35).

> *Sexual Harassment* is defined as a form of sexual abuse—sexual behaviour that is unwanted or any sexual solicitation or advance directed at an individual / group by another individual / group of the same or opposite sex who knows (or ought to know) the attention is unwanted and is an abuse of power. Often the harasser is someone in a position of authority and is potentially exploitative.
> *Sexual Abuse* is defined as any sexual activity performed against the wishes and consent of the victim. It includes being forced to engage in unwanted sex and to participate in unpleasant, violent or frightening sexual acts. You can be sexually assaulted without being touched. If you've been forced to watch sexual acts, movies or videos, or read a pornographic magazine, that's sexual abuse. If someone continually refuses to respect your privacy while you're dressing or when you're in the bathroom, that is also sexual abuse.
> *Sexual Assault / Rape* is defined as a violent crime of power in which sexual activity is used as a weapon. Sexual assault / rape is an intentional, violent act of forced sexual activity—whether it is committed by a stranger or a known offender. (Kirby, et al., 2000, p. 34 and 35)

Included with their definitions of sexual harassment, sexual abuse, and sexual assault / rape were examples that the athletes could use to make sense of their experiences.

These definitions were not used for a couple of reasons. At the outset, the coaches interviewed coached minor hockey under the umbrella of Hockey Canada. As such, this sport had nationally recognized definitions of abuse and harassment as they relate to adults and minors. More specifically, the researcher wanted to find out if minor aged players were at risk to other forms of abuse, such as physical or emotional, as the coaches discussed their personal experiences. As well, if, during the course of the interviews,

coaches revealed any knowledge of instances that pertained to peer harassment that may not have been sexual in nature (e.g., racially motivated) that players may have been subjected to as members of the team, the Canadian Red Cross provided for these situations. As such, a coach did mention how one member of his team (player) was teased for being Black, "... in a nice way..." (CC1).

Volkwein et al.'s, (1997) study of 210 American female campus athletes concerning sexual harassment revealed that 2 % had experienced sexually verbal or physical harassment comments directed to them by a coach. Slightly fewer than one in five dealt with sexist or derogatory comments directed to them from a coach. (The method was unusual in that coaches distributed the surveys.)

The sexual harassment definitions used by Volkwein et al., (2002) came from the academic literature:

> Unwanted attention on the basis of sex which can be described as lewd comments, pinching, touching, caressing, sexual jokes, or intimidating sexual remarks. (Brackenridge, 2001, p. 29, in Volkwein, et al., 2002, p. 69)

Volkwein, et al., (2002) further utilizes Brackenridge (2001) when defining sexual abuse in her research:

> Groomed or coerced collaboration in sexual and or genital acts where the victim has been entrapped by the perpetrator. It may include exchange of privileges for sexual favors, forced sexual activity or physical violence.
> (Brackenridge, 2001, p. 29, in Volkwein et al., 2002, p. 69)

Brackenridge's definitions are fundamentally employed as the foundation for most of the academic research into sport and abuse / harassment. However, the problem with utilizing these definitions is that they were created outside of the Criminal Code of Canada, and do not differentiate between adults and minors as either the victims nor as the perpetrators. Furthermore, the academic definitions available are primarily limited to sexual behaviour and do not encompass an extensive enough range of abuse definitions that is available through the Canadian Red Cross definitions used within the Hockey Canada system.

Fasting, Brackenridge, and Sundgot-Borgen, (2000) surveyed 600 female athletes in Norway on the topic of sexual harassment and compared these findings to non-athlete females. Results indicated that the subculture of athletics may tolerate and accept more sexual harassing behaviours than those in society at large. Their findings support the initial research conducted by Volkwein et al., (1997) and confirms the findings in Kirby et al., (1996, 2000).

Much of the literature, with the exception of Kirby et al., (1996, 2000) and Fusco and Kirby (2000), looked at the experiences of only female athletes. The prior research conducted within the sport atmosphere has contributed some distinct themes such as team travel, limited parental supervision, coach / player communication, and dressing room environment, within a highly competitive male team environment. To further explore these themes, they were used within the interview questions utilized in the study. However, none of the prior studies looked specifically at underage male team dynamics and the coaches within this environment.

With limited empirical knowledge (Kirby and Wintrup, 2002; Wintrup, 2003; Kirby et al., 2000; Bryshun, 1997; Kirby et al., 1996), the meanings of the male experiences might be buried within the masculine culture of the sporting environment. The context of this project is a qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as these topics relate to abuse, harassment and masculine culture. To bring meaning to the experiences of the coaches, an understanding of the masculine culture is necessary.

Male Culture and Sport

Historically, sport has served as an extension of skills necessary for hunting and for war. Early in Canada's history, military garrisons and educational institutions of the British provided the foundations for emerging sports within the general population. (LeClair, 1992) Sport participation in North America, historically, was dominated by male participation at many levels, on the field and off. Canadian hockey participation is no exception. For over the past 100 years every aspect – players, coaches and administration – of amateur and professional hockey has been male dominated, and its culture reflects it.

To narrowly define male culture would be inaccurate. According to Wintrup (2003) the exact form of masculinity depends on the resources and status of men within an institution. Masculinity then, should be defined within the context of hegemony (Wintrup, 2003, p. 88). According to Johnson (1996) "*hegemonic masculinity* is defined

as the dominant form of masculinity to which most men subscribe, and is characterized by a gendered division of labour and power and male dominance and control over women" (Johnson, 1996, p. 23). Johnson (1996) makes use of the terms 'dominance' and 'control' to explain the differing status between women and men. Therefore, according to Johnson (1996) hegemonic masculinity is about males acting and feeling as if they have a higher status than women within a male-driven culture. However, within sport, females are also socialized into the dominant masculine culture. Although there is a lack of research regarding this phenomenon, all the data regarding initiation and hazing of athletes (Wintrup, 2003; Johnson, 2000; Alfred University, 1999, 2000; Bryshum, 1997) show that gender was not relevant to the activities performed. Thus, within the realm of sport, gender is not a relevant factor for athletes when determining status.

Masculinity has a variety of expressions within the masculine contexts where it is found-military, sport, and academia. Although it may not be acceptable to push your competitor into the chalkboard at school when 'competing' over a math question, within the context of the sporting arena it may be encouraged. Masculine characteristics which determine the norms for expressing competitiveness in an academic setting might require a more intellectual rather than physical expression. There are some authors who look at masculinity within the context of a cultural construct, rather than an innate biological reflex of testosterone. The following will look at masculinity on its own and within the context of sport.

Researchers (Bem, 1974; Erlanger, 1979; Hargreaves, 1986; Herek, 1986; Klein, 1990; Messner, 1990a, 1990c; Taubman, 1986; Thompson and Pleck, in Weinstein, Smith and Weicenthal, 1995) agree that masculinity in a traditional context include

mechanisms such as aggression, honour, dominance, loyalty, respect, courage, instrumentality, adventure, and risk-taking.

Weinstein et al., (1995) compared the literature relating masculinity to the male hockey environment. Their study supported the hypothesis that male hockey players' participation in violence on the ice stems from learned beliefs of 'appropriate' masculine behaviour. The research in this project attempts to look at where the players might learn this belief through the experiences of the coaches.

Many of the findings in the literature discussed the identity the players create through violence (Faulkner, 1973, 1974) and pain (Young, White, and McTeer, 1994; Messner, 1990a, 1990c) by utilizing the tool of masculinity to give the expressions a social meaning (Gruneau and Whitson, 1993) within the socially acceptable environment of sport (Hargreaves, 1986; Messner, 1990c; in Weinstein et al., 1995). The popular global sports – soccer, football, rugby and hockey – that use masculine behaviours favour those behaviours that require strength, power, violence and domination (Hargreaves, 1986; Theberge, 1989).

Combining hegemonic masculinity, minus the gendered division of status with the aggressiveness (Hargreaves, 1986; Theberge, 1989) of the sporting milieu that encourages homophobia[5], or superior heterosexual masculinity (Harek, 1986; David and Brannon, 1976 in Brannon and Juni, 1984; Messner and Sabo, 1990), results in the dominant masculine culture in sport. Since masculine culture typically exists in a group consisting mainly, or entirely, of males (Wintrup, 2003), the masculinization of the sport

[5] Homophobe n. one who fears homosexuals—homophobia v. New Webster's Dictionary and Thesaurus, 1991, p. 464.

culture started to occur when sport began. Thus, the masculine behaviours that dominate sport have been firmly entrenched throughout the centuries of this institution.

Masculine behaviour is partly defined as the absence of feminine behaviours, often compounded by homophobia. Therefore, it is imperative for males in a masculine environment to abstain from stereotypically feminine characteristics (e.g., emotional, sympathetic, and submissive) or those deemed homosexual by nature (e.g., intimate relations between males, lack of such relationships with females), as other males can perceive them as threatening (Harek, 1986; Segal, 1993, in Weinstein et al., 1995) or unworthy to be a part of the collective group.

Messner, in Messner and Sabo (1990), a predominate researcher into masculinity and sport, stated that within the construct of masculinity and sport, males get a feeling of higher status over any person perceived to be weak / feminine, and or untalented / unsuccessful in general (Messner, 1990; in Wintrup, 2003).

These feelings of superiority continue after the male has completed their sport career:

> ...having been a successful...athlete enhances one's adult status among other men in the community, but only as a badge of masculinity that is added to the...athlete's status...and organized sport...is a crucial locus around which ideologies of male superiority over women, as well as higher status men's superiority over lower status men, are constructed and naturalized. (Messner, 1990; in Messner and Sabo, 1990, p. 104)

The finding of these researchers correlates with the elements of Brannon's Masculinity Scale (David and Brannon, 1976, Brannon and Juni, 1984, in Weinstein et

al., 1995) whereby four essential elements were outlined to describe how a 'man' is to conduct himself:

- "No Sissy Stuff" – Avoidance of emotional expression;
- "Being a Big Wheel" – Achieving a level of social status;
- "A Sturdy Oak" – Emanating an air of toughness, confidence and independence;
- "Give 'em Hell" – Be willing to take risks and engage in violence.

The authors Kindlon and Thompson (2000) suggest that characteristics of hyper masculinity are damaging to the emotional development of young males. The expectations for males to grow into a "macho" standard for achieving manhood can be so damaging during the developmental phases of males that as they mature from boys to adolescence, early forms of depression may begin and in some cases lead to suicide.

To summarize the research into masculinity and sport in North America, it appears that male dominated sports that involve team combat – hockey, football, and soccer—and stress the strength and power of the participants, also have a tendency to not encourage perceived 'feminine traits' nor homosexual tolerance amongst participants. Hockey players' participation in violence on the ice (and off?) may stem from learned beliefs of 'appropriate' masculine behaviour. This research looks at where the players might learn this belief through the experiences of the coaches. The expectation of the qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as these topics relate to abuse, harassment and masculine culture is for the coaches to define their and the players' experiences within

the male dominated environment of Midget Triple A hockey. Therefore, to bring meaning to these experiences, an understanding of the masculine culture was necessary.

Canadian Hockey League's Kirke Report

The mid-late 1990s was not very kind to Hockey. News outlets reported sexual abuse with hockey connections, NHL players charged with assault, and the NHL was leaving Canadian Markets to relocate teams to the United States (Quebec Nordiques to Denver, Colorado and Winnipeg Jets to Phoenix, Arizona). The Kennedy / James trial, sentencing, and aftershocks were felt right down to the grassroots of Canada's national pastime, especially in Western Canada.

Sheldon Kennedy grew up in Manitoba, played minor hockey on a rural team, moved at a young age to Winnipeg, Manitoba, then on to Saskatchewan to play Junior Hockey for Graham James. Graham James was a Junior Hockey coach and a schoolteacher in Winnipeg, prior to moving on to Saskatchewan, eventually winning Canada's Junior Hockey Coach of the Year. These individuals had a direct impact on the state of the game in Manitoba. As a result, the idea for this research came into fruition.

Hockey's then-national sport governing body, the Canadian Hockey Association (CHA; now called Hockey Canada; formerly known as the CAHA and named in a civil lawsuit by the second witness, an unnamed player of the Graham James criminal case) held a summit in the summer of 1999 to unearth and examine the problems facing the Canadian amateur hockey system. People across Canada wanted answers. Unfortunately, with so little research into the power of hockey participants that can lead to abuse,

maltreatment, and harassment within the context of sport, the extent of the problems that players and coaches endured had not been clearly determined. However, there are a few key experts within their fields, including academia, who have addressed the relationships between players and coaches, the power of coaches, athletes, and sports administrations, and the risk of abuse and harassment within the context of sport as well as within other institutions where children and adolescents have proven to be at risk.[6]

The Canadian Hockey League (CHL) requisitioned a report in response to the serious allegations that had surfaced regarding the sexual exploitation of junior hockey players.[7] Gordon I. Kirke, Q.C. (7 August, 1997) brought forward recommendations for players and employees to have a support system and counselling network should any of these individuals experience harassment. The report came as a response to Sheldon Kennedy's speaking out about his years of abuse at this level of hockey as well as utilizing the statistics from the Ontario Health Supplement (See Abuse). Kirke (1997) recommended that the CHL Junior 'A' (WHL, OHL, QMJHL) organizations implement a screening system when hiring coaches, conduct an ongoing assessment of coaches, utilize player education, and establish a community member to serve as an advisor for all members of the team and staff.

The report identified the power coaches have regarding the players' hockey future and identified the potential for abuse of authority. Therefore, Kirke recommended utilizing screening procedures by the hiring committees. In assessing the coach – athlete

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[6] News media summarized by Fusco and Kirby (2000) and reprinted in Kirby, Greaves, and Hankivsky (2000) documented the case of four former hockey players from the same team who committed suicide after experiencing sexual abuse from their hockey coach. It had been revealed that this coach was a long-time paedophile who preyed upon children in other institutions.

[7] Speculations of a former Junior Hockey coach rumoured to have showered with his players had surfaced and he has since died of AIDS related illnesses.

dynamics, Kirke utilizes the term 'predator' as one type of coach who will attempt to take advantage of lax screening procedures (See figure 2.1, page 33).

Another coach recommendation was the use of midseason and postseason evaluations of the coaching staff. The report identified the option of utilizing anonymous player/ parent evaluations that may be inclusive to the process. Advisors, who are in a pro-active position to spot problems, provide feedback, and address situations as they arise, would handle these evaluations and reviews.

The report chose not to focus on the junior draft, instead it identified that children can be abused in their own neighbourhood. It did note that players away from home- without support systems- are at greater risk. Therefore, the report recommended the use of player and employee education on harassment, mandatory lifestyles training addressing racism, homophobia, substance abuse, self-respect and respect for others.

Individuals in Advisor positions should be trained to provide standardized CHL expectations across the league in such areas as reporting procedures and investigations of formal complaints, player training (as mentioned above), and access to resources from the CHL and the communities. These advisors would report their findings to the Player's First Committee.

The development of the Player's First Committee is to ensure that each team within the CHL league does comply with the report's recommendations. This committee would be comprised of the three league commissionaires, one administrative representative from each league (at least one of these individuals has experience in the area of abuse and harassment), and an Ad Hoc representative familiar with the resources

necessary to establish an educational curriculum, counselling support services, and conduct standards.

This report detailed the expectations and characteristics of the advisors, support service providers, and complaint investigators. It did not go into the details of those who had direct influence on the players—coaches, managers, billets—and asked the league commissionaires be mindful of the 'underlying beliefs and philosophies' the report embodied when assessing reviews and penalties for on-ice conduct.

Manitoba Midget Triple A

W. Brenton (personal correspondence), a long-time Midget Triple A coach in Winnipeg, suggested that players drafted by CHL teams and called up periodically to participate in games, were probably not exposed to the same educational materials as the Junior players. According to Brenton, in the past, individual teams educated the players on acceptable and unacceptable behaviour not as a result of a Midget Triple A league mandate. Therefore, it appears that the players are learning their hockey values based on what the coaching staff deems important. However, even if the coaches are modeling and teaching 'appropriate societal values', in some organizations, if that coach is not producing a 'winning' program, he may be replaced at the end of the season.

Over-All Summary

Historically children were considered property and could be maltreated by their parents due to a lack of state regulations prohibiting ill treatment. The scope of this project is not to create new definitions of abuse, harassment, nor to justify male culture but to provide the terminology as it exists and apply relevant definitions to the Midget Triple A environment. This review of literature summarized the institutional, legal and sport use of 'abuse' terminology, supplied an already utilized framework for the term 'harassment', and finally, looked at an evolving area of research of masculinity within the context of the male dominated sub-cultures of sport.

The abuse literature outlined the evolution of the academic research outside of sport. This provided the basic terminology for the emerging study within the context of abuse in sport which includes terminology unique to the sporting experience. What does stand out from the abuse literature is the under-reporting of males as victims of both abuse and harassment. Due to the ambiguity of the harassment term, many researchers included sexual harassment within the context of abuse, and it was unclear if other forms of harassment, such as the Sport BC outline, were utilized.

The lack of male-reporting may be associated with the type of male-dominated culture within which athletes may be immersed, where they learn the beliefs of 'appropriate' masculine behaviour. These Masculine behaviours are predominant in sports such as soccer, hockey, football, and rugby that require strength, power, violence and domination.

A masculine sport culture combined with the aggressiveness of the sporting milieu that encourages homophobia, and / or superior heterosexual masculinity, may contribute to the lack of males reporting abuse or harassment, due to the perception of appearing 'weak'.

This research was not intended nor equipped to define the various forms of abuse and / or harassment to which children may be susceptible to. Nor is the intent of this research to generate or test theory. This study involves a qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as they relate to abuse and harassment within a masculine culture.

CHAPTER THREE: METHOD

Introduction

This research project involves: A qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as they relate to abuse, harassment and masculine culture. A semi-standardized interview technique was employed. The interviews were transcribed by then analyzed in accordance with the tenets of qualitative methodology, University of Manitoba's Research Ethics guidelines, and the researcher's personal integrity.

The following sections will explore research paradigms in order to demonstrate why qualitative interpretive methodology most suited this research, explain a semi-standardized interview, and conclude with how the data was logged and analyzed utilizing a qualitative interpretive methodology.

Research Paradigm

Social scientists utilize various forms of reference—paradigms—in the search for meaning (Wagenaar and Babbie, 2001). According to Wagenaar and Babbie (2001) paradigms are general frameworks for viewing social reality and are grounded in various assumptions about the nature of reality. They further state that the term paradigm is often mistakenly used interchangeably with the term theory. Wagenaar and Babbie (2001)

believe in a clear differentiation between paradigm and theory. According to Wagenaar and Babbie (2001) a paradigm provides a way of looking at some aspect of social life whereas a theory is a systemic set of interrelated statements that seeks to explain some aspects of social life.

In Wagenaar and Babbie's (2001) discussion of paradigms, they state that paradigms range from a macroscopic (macro) level to a microscopic (micro) level. The macro theory examines society at large or at least large portions of it. Micro theory examines social life at the level of individual and small groups (Wagenaar and Babbie, 2001). Three key social science paradigms are Positivist, Critical, and Interpretive that will be explored in the following section (Jackson, 1999).

The Three Paradigms of Social Science

Jackson (1999) and Wagenaar and Babbie (2001) identify three broad paradigms utilized within the context of social science research. These are Positivist, Critical (or Conflict), and Interpretive (Wagenaar and Babbie, 2001; Jackson, 1999). Each school of thought has its own unique characteristics that differentiate it from the other schools, including the major figures that worked with or developed the paradigm. The intention here is not to conduct an in-depth comparative analysis of the three paradigms employed by social scientists, but to identify the strengths and weaknesses of each as they relate to the qualitative research methods utilized for this research.

Table 3.1 Jackson (1999) Summary of Three Key Methodological Approaches

ITERION	POSITIVIST	INTERPRETIVE	CRITICAL
jor figures	Comte, Durkheim, Skinner	Weber, Mead, Goffman, Becker, Schutz, Turner, Garfinkel	Malthus, Marx, Simmel, Dahrendorf, Coser, Collins, Hubumas
ools ociated n	Operant and Classical Conditioning, Behaviourist, Exchange Theory, Functionalist	Symbolic Interactionist, Ethnomethodological, Grounded Theory	Conflict, Critical, Marxist, Segmentation, Feminist
w of nce	A tool for uncovering general laws of cause and effect in social behaviour	A tool for understanding the reality experienced by people	A tool that should be used to improve the condition of the oppressed
w of an aviour	Caused by forces acting on the individual; characterized by regularity and order	Determined by context and individual perception of meaning	Consists of groups attempting to exploit others for their own advantage
ls of arch	To predict behaviour; to test general theories of behaviour by testing of hypotheses	To provide an adequate reflection of peoples' experience of the social world; testing grounded theory	To improve the social conditions of the oppressed; to achieve a just society; advocacy
e of es in arch	Research should be value-free; relativistic	Research should be value-free; relativistic	Absolutist; research should impose moral absolutes derived from theory
earch gns ciated	Surveys, experiments, quasi-experiments, secondary data, historical analysis; (tends toward quantitative orientation)	In-depth interviews, participant observations, field studies, document analyses; (tends toward qualitative orientation)	Historical, comparative, interviews, advocacy research; uses both qualitative and quantitative approaches

(In Jackson, 1999, p. 11)

Positivist

Most notable figures associated with the positivist paradigm are Auguste Comte (1798-1857) and Emile Durkheim (1858-1917) (Wagenaar and Babbie, 2001; Jackson, 1999). Comte laid the foundation for social science development and as such is referred to as the father of Sociology. He suggested that society was organized according to scientific observations and experiments, and could therefore be studied logically and rationally, to reveal social patterns (Wagenaar and Babbie, 2001; Jackson, 1999).

Today, social scientists utilize the positivist approach as a tool for predicting and understanding human behaviour patterns as well as testing theories of behaviour (Wagenaar and Babbie, 2001; Jackson, 1999).

Critical

The essence of the Critical paradigm is the notion that conflict among individuals or groups underlies their social interaction (Wagenaar and Babbie, 2001). Early theorist credited for developing a critical approach are Karl Marx (1818-1883) and George Simmel (1858-1918) (Wagenaar and Babbie, 2001; Jackson, 1999).

Marx utilized a macro level conflict approach when examining the conflict among the different economic classes, whereas, when Simmel discussed the issue of conflict within groups he was utilizing a micro-level critical approach (Wagenaar and Babbie, 2001). Proponents of the Critical Paradigm share a common ideology for improving the human condition. "Knowledge...empowers citizens, helping them to become agents of social transformation" (Fay, 1987, in Jackson, 1999, p. 27).

Interpretive

According to Jackson (2001), noted German scholar Max Weber (1864-1920) had a significant influence on the development of the Interpretive Paradigm. When utilizing the Interpretive approach social scientists examine how people interpret theirs' or others' actions and make sense of their lives. Three major theoretical perspectives which emerged from this paradigm are the symbolic interactionist, ethnomethodological perspective, and grounded theory (Wagenaar and Babbie, 2001; Jackson, 1999).

Research utilizing the Interpretive Paradigm will usually emphasize verbal descriptions to communicate their findings rather than a numerical approach (Jackson, 1999).

Selecting a Paradigm

Each of the three previous paradigms has strengths and weaknesses for being utilized in a project such as this one. However, this research endeavour was couched in the Interpretive paradigm for two reasons. First, the Interpretive paradigm allows for the participant-subject to reflect on their lived experience without judgement from the imposed values of the researcher or other academic literature (Wagenaar and Babbie, 2001; Jackson, 1999). Secondly, this research project was neither about implementing social change nor predicting behaviours with the qualitative data collected. Thus the Positivist and the Critical paradigms were not as suitable as the Interpretive paradigm for this research endeavour.

Qualitative Method

Qualitative methodology (Hernery, 1986; Orlick, 1986; Orlick and Parington, 1988; Kirby and McKenna, 1989; Fusco, 1995; Thomas and Nelson, 1996; Perry, 1998) provides the researcher the opportunity for gathering an understanding of the lived realities of people as they describe it. To expand on this simplistic notion of qualitative methodology, Thomas and Nelson (1996) provide an all-encompassing definition of qualitative research:

> Qualitative research focuses on the 'essence' of the phenomena. The view of the world varies with one's perception and is highly subjective. The objectives are primarily description, understanding, and meaning. The researcher does not manipulate variables through experimental treatments but takes more of an interest in process than in product. The researcher observes and gathers data in the field, that is, the natural setting. There is no preconceived hypothesis...qualitative research strives to develop a hypothesis from observations" (p. 367).

Jackson, (1999) states that qualitative research places significant value on the verbal descriptions participants explain and experience regarding the social practices which constitute human behaviour. At a macro level, qualitative research can look into institutions and organizations. The micro level delves into individual behaviours. Jackson (1999) further states that the qualitative research method is characteristically employed with the Interpretive approach.

The unique characteristics of qualitative research require distinct tools for data collection. These include, but are not limited to only one while conducting research: participant observations, single person in-depth interviews, field studies,

and focus group interviews (Wagenaar and Babbie, 2001; Jackson, 1999; Corbin and Strauss, 1998; Kirby and McKenna, 1989; Lofland and Lofland, 1984). After careful consideration of the situation it was decided that the best qualitative approach to collect data for this research endeavour was a semi-standardized open-ended, in-depth, one-with-one audio-taped interview technique. The following section will discuss this method.

Method Employed (Semi-Standardized Interview)

As stated, semi-standardized open-ended, in-depth, one-with-one audio-taped interview technique was utilized for the collection of data because it allowed for a better exploration of the coaches' experiences. Broken down into its component parts (standardized; open-ended; in-depth), this data collection method denotes:

> 1. (Structured) Standardized Interview: "...to obtain a pre-ordered form, specific information from each participant...Shopping list of 'information required' is kept and the interviewer solicits information and fills the gaps as best as possible during the interview." (Kirby and McKenna, 1989, p. 74)
>
> 2. Open-ended Question: A Respondent is asked to answer some questions, or to offer some suggestion or opinion, but without any pre-set categories being provided for the answer. (Jackson, 1999, p. 569)
>
> 3. In-Depth Interviews: Personal interviews where probing is used to explore the issues in details. (Jackson, 1999, p. 567)

Berg (1989) posits the semi-standardized (semi-structured) interview somewhere between the unstandardized (informal) interview and the standardized (formal) interview.

> This type of interview involves the implementation of a number of predetermined questions and / or special topics. These questions are typically asked of each interviewee in a systematic and consistent order...the interviewers are permitted (in fact expected) to probe far beyond the answers to their prepared and semi-standardized questions. (Berg, 1989, p. 17)

While conducting research in this manner (the semi-structured interviews) the researcher: "...should seek to *discover* the informants' *experience* of a particular topic or situation" (Lofland and Lofland, 1984, p. 12).

Combining the above three listed components (standardized; open-ended; in-depth) together creates the semi-standardized interview structure that was employed as the data collecting tool for this qualitative interpretive research project.

Deriving Information

The quality of the information obtained in an interview is largely dependent on the interviewer. Employing the qualitative research method of the semi-standardized interview technique allowed the seven volunteer coaches to be open with their responses and provided guidance to the interviewer without inhibiting the interviewer from using probes.

> We interview people to find out from them these things we cannot directly observe. We cannot observe feelings, thoughts, and intentions. (Patton, 1990, p. 278)

As the research project unfolded, it was important that the researcher remained open to what the coaches and the data was telling her. Strauss and Corbin (1998) stress the importance of the researcher's ability to be objective throughout the process of analyzing data. As the researcher, with 'recognizable and unrecognized assumptions,' it is important to "somehow...break through...or at least learn to work with them, [assumptions] if we are to make any advances in knowledge" (Strauss and Corbin, 1998, p. 70). To ensure the voices within the research have been validated objectively, Jackson (1999) suggests that the researcher has to be aware of his / her biases.

To remain open to new possibilities, to listen to the participants, and provide a voice for the coaches' experiences, it was imperative that the following conditions of emergent research were utilized:

1. Think comparatively:
   Use literature to stimulate thinking.
   (Corbin and Strauss, 1998, p. 43)

2. Obtain multiple viewpoints:
   Interviews provide 'varied meanings and interpretations.'
   (Corbin and Strauss, 1998, p.44)

3. Step back:
   "See through the eyes of the interviewee."
   (Corbin and Strauss, 1998, p. 45)

4. Scepticism:
   "All theoretical explanations, categories, hypotheses, and questions about the data arrived at through analysis should be regarded as provisional." (Corbin and Strauss, 1998, p. 46)

5. Research procedures are followed.
   "...the procedures of making comparisons, asking questions, and sampling based on evolving theoretical concepts are essential features of the methodology." (Corbin and Strauss, 1998, p. 46)

Through the process of interpreting the data the identifiable risk factors for the various forms of abuse players may have been exposed to may provide the substance to assist in the determination for how change may occur within the hockey culture, should there be a need to do so, for the safety of the players and the coaches. It was my intention, through interpretive qualitative methodology to provide the seven coaches the opportunity to reflect and share their experiences.

Participants in the Study

> ...human experience is an inherent structural property of the experience itself, not constructed by an outside observer.
> (Dukes, 1984, in Creswell, 1999, p. 55)

Individuals must be chosen carefully as they must have experienced the phenomenon that is being explored. These individuals must be able to fully articulate their experiences (Dukes, 1984, in Creswell, 1990, p. 55). In a study such as this undertaking, Dukes (1984) and Jackson (1999) recommend three to ten participants as an adequate number to describe a phenomenon that is already experienced by a small number. This study had seven participants that met the criteria. (See below)

Sampling criteria

This study utilized the experiences of Midget Triple A coaches who coached in Manitoba for a minimum of one season. To ensure the quality of the study each prospective coach must have: had their name on a Midget Triple A team roster submitted

to Hockey Manitoba at least once; participated for at least one full season at Midget Triple A in the role of a coach (devoid of prolonged absences either as a result of personal matters, work-related, or resulting from hockey suspensions) prior to the individual consenting to the interview. It was important that coaches who were participating in the interview had spent time in the role of a coach, partaking in the experience as fully as possible. Although head coaches' experience was preferred, assistant coaches that met the criteria were not turned away. Head coaches have the additional pressure of dealing directly with parents, the organizations, and league representatives. As well, the team's success and failures are his responsibility. Due to the limited pool of candidates available, assistant coaches were also acceptable as they do put in many hours of time, and directly coach players, and have the unique position to be experiencing the phenomenon without the same pressure as the head coaches.

Coaches responding to the advertisement in the sports bulletin section found in the two major newspapers in Manitoba, or through a hockey e-mail list, did provide further resources, as they identified other potential coaches who were interested in becoming a member of the study. This snowball sampling (Jackson, 1999), or 'friendly network' (Fusco, 1998) extended the sample size to the seven current or former Midget Triple A Hockey coaches that consented to be interviewed over the course of eight weeks, beginning in August 2001.

The sample consisted of seven former or current Midget Triple A coaches in Manitoba. Patton (1990) states: "Qualitative inquiry focuses in depth on relatively small samples... selected purposefully." This was a purposive sampling, identifying a particular group of individuals who provide understanding of the research focus and elicited the

most comprehensive information on the topic (Bockstael, 2000; Fusco, 1995; Lincoln and Guba, 1985). These coaches would appear to be a reflection of the population of Midget Triple A coaches in Manitoba in coaching education, race, and age of participation when compared to the other coaches the researcher has met at other coaching meetings.

- CCI was the first interview conducted. White Male, 53 years of age; home in Winnipeg when coaching City-based Midget Triple A team for two years. 30 years of coaching at a variety of sports and levels. At the time of the interview he was no longer coaching hockey at the Midget Triple A level.

- CC2 White Male, 43 years of age. Had coached a City-based Midget Triple A team. As a player, he was coached by at least two men that went on to professional careers (NHL, etc.) as hockey coaches. Not coaching Midget Triple A at the time of the interview.

- CC3 White Male, 33 years of age. At the time of the interview he was Head Coach of a Midget Triple A team.

- CC4 White Male, 49 years of age. Started out with his young sons when they first entered hockey and continued to coach after his sons finished. At the time of the interview he had decided to leave Midget Triple A and pursue coaching at a different level.

- CR1 White Male, 39 years of age coached in a rural setting. He decided to leave Midget Triple A while his own children were involved in Minor Hockey. He would like to return to Midget Triple A one day, after his children have completed their participation in Minor Hockey.

- CR2 White Male, 33 years of age. He recently left a rural Midget Triple A team to pursue a professional coaching career.

- CR3 White Male, did not respond to age. He had participated in Midget Triple A as an assistant coach on a rural team.

Table 3.2: Coach Questionnaire Summary

Coach	Age	Years Coaching in MAAA	NCCP Theory Last Level Participated	NCCP Theory Last Level Completed	CHA Last Levels Participated	CHA Last Levels Completed
CC1	53	2	Theory III	Theory III	Advanced I	Advanced I
CC2	43	3	Theory III	Theory III	Advanced II	Advanced I
CC3	33	3	Theory II	Theory II	Advanced I	Advanced I
CC4	49	5	*Theory IV	*Theory IV	Intermediate	Intermediate
CR1	39	2	Theory III	Theory III	Advanced I	Advanced I
CR2	33	5	Theory III	Theory III	Advanced II	Advanced II
CR3	DNA	1	Theory II	Theory II	Advanced I	Advanced I

* Coach Education Prior to NCCP

Utilizing the Interview Guide

The semi-standardized interview can be used when the researcher wants to enter into the other person's perspective. In choosing to approach the Midget Triple A coaches in this format to extract their lived realities, the research conclusions are strengthened. Validity may be enhanced as the possibility of bias that comes from having different interviewers for different people was reduced. Three major reasons for using semi-standardized interviews as part of the evaluation, as per Patton (1990):

1. The exact instrument used in the evaluation is available for inspection by decision makers and information users;

2. Variation among interviewers can be minimized where a number of different interviews must be used; and

3. The interview is highly focused so that interviewees' time is carefully used.

The semi-standardized interview ensures that planned areas are covered and each coach has the opportunity to speak on each topic. (Denzin and Lincoln, 1994) However, when adopting a semi-standardized interview format the interviewer is free to use probes and pursue any subjects of interest during the latter parts of the interview.

Within a comfortable environment of their choice, each participant had the opportunity to tell their story through their personal experiences during their interview. This form of interviewing technique has proven to be quite suitable for gathering rich and dense data from participants (Perry, 1999; Patton, 1990; Berg, 1989; Kirby and McKenna, 1989; Roberts, 1981). The data gathered through non-invasive means was utilized to reflect the perceptions of the participants. As Kirby and McKenna (1989) stated, non-invasive means are based on the process of gathering data where the needs of the participants are respected.

As a result of this interviewing technique, and in response to the interviewee, the researcher rearranged or rephrased the questions in order to suit the pace of each interview. Part of this technique allowed the interviewer to seek out clarification of coaches' comments by utilizing unprepared probing questions (or probes) (Monnette, Sullivan, and De Jong, 1990, Kirby and McKenna, 1989) (see Appendix E for examples).

As an insider within hockey, although not within Midget Triple A, the researcher may have had some advantage over other researchers. This familiarity with the hockey environment proved most advantageous when asking for interpretations of slang or hockey jargoned language and during the interpretation of the responses of the jargonized

language by the participants (Berg, 1989, p.68; Berg and Doerner, 1987; Glassner and Berg, 1980, 1984; Becker and Geer, 1957). As well, the coaches expected the researcher to already be familiar with the interview topics.

The list of questions (see Appendix D) was designed to probe the coach for his personal coaching philosophies. To fully delve into the individual coach's philosophies as it would relate to his position of power and leadership, questions about player codes of conduct, coaches' codes of conduct, and how these coaches demonstrated those qualities that they felt were important, were utilized. This line of questioning was used to pull out information regarding what qualities the coach role-modelled in front of his players. Questions relating to communication with players, officials, and opposition coaches were asked to glean an understanding about how the coach interacted with the other participants within the hockey environment. Questions regarding dressing room environment were asked to gain an understanding of this private male domain.

After the interview, the participants' story was transcribed into a written text. That text, which contains the participants' subjective interpretation (Fusco, 1995) of their experience, was then interpreted by the researcher to find themes (Perry, 1999; Kirby and McKenna, 1989; Glaser and Strauss, 1967).

Data Management

Labelling

As was anticipated, these interviews lasted from one to two and a half hours. These audio-taped interviews were transcribed by another person into a text document (see Analysis Section). Within the text of the transcriptions, the coaches were given a

code to ensure that they could speak with the assurance of anonymity. An 'R' indicated that the coach was based in rural Manitoba, a letter "C" to signify a Winnipeg-based coach. A number 1- 4 indicated the order in which the coaches were interviewed (see Part II Interviews).

Prior to the themes emerging, it was of the utmost importance to ensure that the data should be kept in an organized, systematic, filing system (Berg, 1989; Lofland and Lofland, 1984). Coaches were assigned a labelled sealable file folder with their code on the cover. Within the file folder their transcripts, questionnaire, and interview tape was placed for safekeeping. The files were then locked up in a filing cabinet. A second copy of their interview transcript was locked up in a secure office file cabinet at a separate location as a spare should the originals become damaged.

Logging Data

> i.) Process: recording information (Lofland and Lofland, 1995, p.66) through various forms such as field notes, interview write-ups, and mapping, etc.
>
> ii.) Informal process occurs in recording information composed of initial "jottings" (Emerson, Fretz, and Shaw, 1995), daily loop, and summaries. (Sonjik, 1990, in Lofland and Lofland, 1995, p. 128)

Analysis

In order to generate themes for analysis, the audio-tape of each interview was transcribed verbatim. Of course, identifying names of teams, individuals, and participants were left blank. To ensure that the interviewee would not be lead to reveal similar

responses or to focus on any one topic, the data analysis did not begin until the last interview was transcribed.

The Interpretive paradigm can use the constant comparative method (Wagenaar and Babbie, 2001; Jackson, 1999; Kirby and McKenna, 1989) when processing qualitative data. As a result it is expected that the researcher, will conduct an ongoing comparison of specific codes and / or themes which emerge from the transcriptions (Wagenaar and Babbie, 2001; Jackson, 1999; Kirby and McKenna, 1989). Coding is fundamental to qualitative data collection. It entails the naming of pieces of data within the transcripts indicating specific phenomena (Wagenaar and Babbie, 2001; Jackson, 1999; Kirby and McKenna, 1989). "The codes emerge from the data. That is, when you look closely at a section of a transcript...and have the research question in your mind, what is important will emerge" Kirby and McKenna, 1989, p. 140. As the data emerges in the form of codes, subsequent themes (a collection of similar code words that describe the same phenomena) can be placed into categories (elements of substantive theory, Kirby and McKenna, 1989, p.135) that may or not have already have emerged (Kirby and McKenna, 1989). A further analysis between the themes and categories was done in order to determine if other themes and categories would emerge. During this process some codes or themes may not fit into the newer category and may fit better in the previous or subsequent categories (Kirby and McKenna, 1989).

Outline for Generating Findings

The following outlines the process for generating findings from the interview transcripts:

1. Read each transcript, used single word or small phrase to describe findings.
2. Cross-referenced each transcript for similar words / phrases for emerging themes.
3. Used large classroom-sized whiteboard to compile words and phrases.
4. Wrote words / phrases onto small post-it notes to move around or regroup with other themes to assess if other themes emerged.
5. Rechecked single subjects' observations not validated by others' words: assessed if they fit within another theme or if they stood alone.

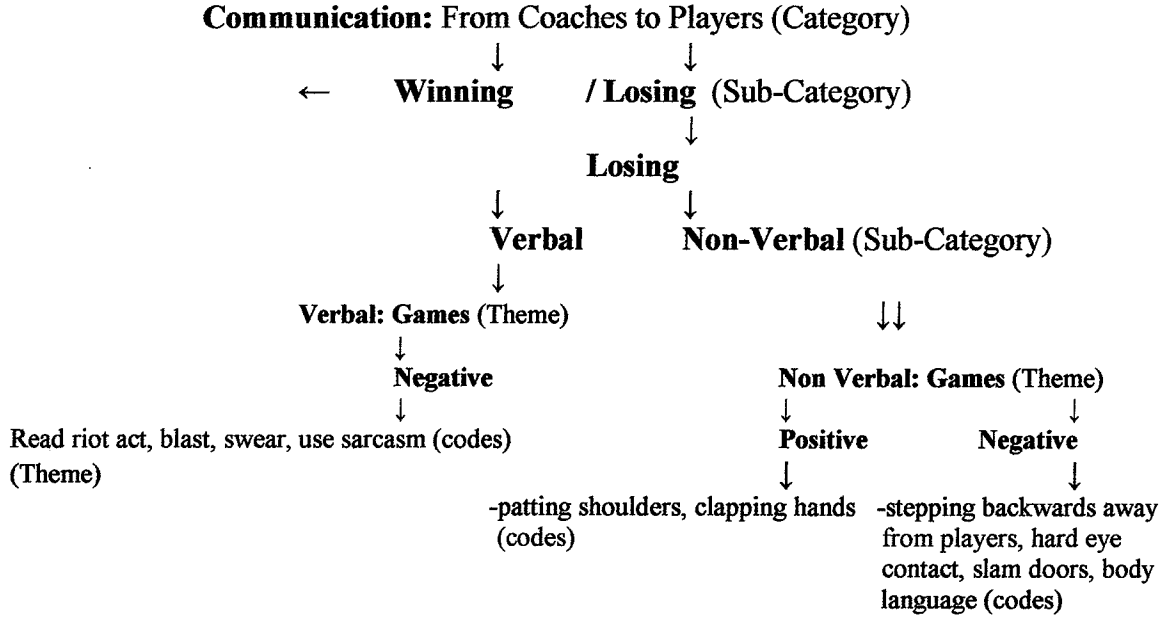
(See Table 3.2, p. 77 for an example of codes - themes - categories used)

During this data analysis process utilizing a qualitative interpretive research approach, the researcher was aware that the research should be 'with persons' and not 'on persons' (Kirby and McKenna, 1989). Thus, the seven hockey coach subjects who volunteered for the study were important in the process of generating and verifying the interpretation of the data.

It is without a doubt that coaches, in this case Midget Triple A coaches, wield a significant amount of power within the environment of hockey (Brenton, 2000; Kirby and Greaves, 2000; Brackenridge, 1997; Strachan and Tomlinson, 1997). Therefore, it was important for the researcher to be accurate and try to fully understand how these coaches interpreted their role within that position of authority.

Table 3.3 Data Trail: Example: Categories, Themes, and Codes*

From Transcriptions:



* This is not an exhaustive list of the categories, themes, and codes. Please see Chapter Four: Descriptive Analysis for a summary of the final categories and themes that made it into the thesis.

Addressing Trustworthiness and Credibility

> [O]ne important strategy for conducting evaluation research is to employ multiple methods, resources, researchers, and perspectives but to do so reasonably and practically. (Patton, 1990, p.187)

Triangulation

The importance of utilizing a qualitative triangulation tool is to ensure the overall study has validity and support. Like a one legged stool, if the researcher has only one form of support for the data, the data will succumb to weakness. When only one method

is used, the entire process is vulnerable to errors linked to that method. To achieve triangulation within qualitative inquiry, the research process must combine different kinds of qualitative methods in order to adequately support the data. The clearest connections to the research process to be utilized are:

> i.) Member checks: summaries of the transcribed findings were given to the interviewees for confirmation of their interpretations of the questions to assist in the validity of the research. (Janesick, in Denzin and Lincoln, 1994, p. 216)
>
> ii.) Literature checks: Appropriate literature reviews is undertaken to give academic balance to the data. (Morse, in Denzin and Lincoln, 1994, p. 231)
>
> iii.) What must also be kept clear is that as the analyst, there is an obligation to subsequently report these analytical procedures and processes as fully and truthfully as possible. (Patton, 1990, p. 214)

Field notes

Field notes, Jackson (1999) claims, can serve an extremely useful purpose as they are utilized in "... captur(ing) the essence of the group being studied" (p. 156). Field notes, which contain research related interpretations by the researcher regarding the research process and the data analysis, are utilized in much the same manner as the appropriate review of literature. Comprehensive field notes were kept for this project and these dated, reflective pieces where brought into the data analysis research process (Jackson, 1999; Creswell, 1998; Fusco, 1995; Kirby and McKenna, 1989) and also served to enhance the trustworthiness as the findings emerged (Mactavish, 2004).

For the most part, the notes made during the interviews were useful when certain portions of the transcript did not come out clear. In this instance, a phrase in the field notes addressed the incorrect word or phrase in the transcript. Therefore, interview notes,

found in the same book as the field notes, were kept accessible when combing through the interviews.

However, once the actual data was being compiled the researcher did not want the other dated reflective pieces the field notes book to get in the way of the coaches' voices. The intention was to review the relevant field notes from each interview prior to analyzing the transcript. However, the researcher found that after reading her field notes from the first interview prior to analyzing the interviews, the themes that were recalled in the field notes were apt to be the ones keyed onto quickly in the data analysis. As a precaution, it was decided not to utilize the field notes until the researcher was confidant that even the less obvious themes were able to make themselves heard from each transcript.

After the codes and themes emerged into their categories, reflective pieces found within the field notes were reviewed and it was found that corresponding themes had emerged in earlier notes prior to the completion of the data analysis. As a result, the field notes aided in the support of the findings similar to a litmus test (Mactavish, 2004).

Also, questions about the themes that arose in the reflective pieces, such as those that emerged on the topic of masculinity, were used in the further expansion of the literature review. Other points from the field notes were used in building the discussions surrounding the recommendations and limitations of the study.

Table 3.4: Summarized Data Audit Trail

Interview ↔ **Field Notes Collections / Literature Exploration** (both ongoing)

↓ ↕

Transcribed Interview ↔

↓

Individual Interview Contents Distributed to Coach

↓

Awaited Reply from Coach Prior to Data Analysis ↔ **(Coach Supported)**

↓ ↕

Data Analysis

Coding Interview → **Read Interview Notes (1X)**

↕ ↕

Cross Reference with Other Interviews
(by interview section / question= starter category)

↓ ↓

Emerging Themes ↔ **Categories**

↕ ↕

Cross Analysis of Themes into other Categories
(creating new themes and / or new categories with codes)

↓ ↕

Final Categories ↔ **Used All Field Notes and Proceeded with Ongoing Literature Review**

↕ (Noted Similar in Earlier Observations)

Supported by Themes **Supports Final Categories.**

↕

Supported by Codes

Questions generated during conceptual phase

As a result of the researcher's extensive hockey background (as a coach, player, and organizer) and educational background (abuse and harassment training, ethics seminars, and coaching courses), she had to be conscious of her conceptual baggage related to these areas (Fusco, 1995; Kirby and McKenna, 1989). Questions that were generated during the conceptual phase arose around the topics of masculinity (see Literature Review) and the systemic delivery of the sport at the Board of Directors and League level. The researcher's curiosity was piqued by the revelation from coaches at this high performance level that a balanced approach to the assessments of coaches and

their seasonal training plan appeared to be non-existent. Could the lack of assessment be an oversight or is it politically motivated?

The ideas and questions that were reflected upon during the course of the investigation were not only used within the creation of the literature review, but they played a substantive role in the discussion about the topic of sport environment and masculinity. The reflective pieces were further used in the recommendations portion of the thesis.

Preconceptions

A clear articulation of the researcher's preconceptions as they relate directly to the purpose of the research is necessary. The researcher has experienced the joy of being a player and continues to strive to become a high level coach. She has completed the three technical courses provided by her Provincial Sport Governing Body, theory courses by the National Coaching Certification Program, and is a graduate of the National Coaching Institute-Manitoba Level 4/5 Theory of Coaching Program. During this time, the researcher had the opportunity to coach females and males at a variety of ages, at recreational and competitive levels, as well as from different socio-economic backgrounds. During her coaching career, she had parents asked her to yell at their sons to get them to play tougher / better and mothers ask her in awe if the boys listened to her. When she coached female players, parents would ask her not to be 'too tough' on their daughters before she had watched the girl play.

There is also an awareness of the 'arena' politics found within hockey that were witnessed or discussed while in the role of a volunteer coach and professional hockey

coach at the Division I level in the United States. In the past, other volunteer coaches have mentioned the parents who make demands / complaints on the behalf of their children to Board Members about coaches not giving players enough ice time or who are put on lines with other players not deemed worthy enough by the parents because their son is so much better.

Due to this awareness of the negative aspects of the sport, specifically in 'arena' politics, the researcher anticipated that some coaches would refer, either directly or indirectly, to parents demanding coaches to be tough on their sons to produce better performances, parental involvement at the BoD levels, and the politics around the game. It was hoped that the coaches' philosophies and style of coaching would emerge as the questions were answered as the researcher's interest was in the inter-personal dynamics between coach—player and player—player. Unfortunately, it was anticipated that coaches would indicate that parents could negatively impact those dynamics. It was the researcher's experience while coaching a Double AA boys' team that a few parents (fathers) did not like her because she was female (had breasts, as one father stated), and did not want her to coach their sons. As a result, these parents disrupted the team dynamics between players and caused a rift with other parents.

Ethical Guidelines

At the outset, the ethical guidelines supplied by the University of Manitoba and the researcher's personal values established the integrity of the research. The participants were aware that their participation was strictly voluntary and they could withdraw from the study at anytime without penalty. Confidentiality was assured throughout the

compiling of data and the subsequent reporting processes. These details are outlined on the consent form that each participant was required to read and sign. A qualitative interpretive method expects the researcher to ensure the privacy and dignity of the participants. The participant names, others, and identifying teams were removed. As well, it was imperative that the participants who agreed to take part in the data gathering process were also an equal partner in the research process (Kirby, 1991). As a result of the power wielded by the researcher, throughout the interview, upon the reflective stage, and ending the process (Ristock, 1989), she had to be responsible to her participants (Kirby and McKenna, 1989).

Over-All Summary

A qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding team dynamics, communication, and codes of conduct as these topics related to abuse, harassment and masculine culture was the purpose of this research. To conduct the research a qualitative interpretive methodology employing a semi-standardized interview technique was utilized. From the transcribed interview, the data was analyzed and stored as per the tenets of qualitative method, guidelines from University of Manitoba Ethics and the researcher's personal integrity.

Different research paradigms were discussed to demonstrate why a qualitative interpretive methodology most suited this research endeavour. A detailed explanation of a semi-standardized interview was discussed, an outline of the coach participants was presented, as well as how the data was logged and analyzed utilizing qualitative interpretive techniques.

CHAPTER FOUR: DESCRIPTIVE ANALYSIS

Introduction

To adhere to the methodology of the research purpose--qualitative interpretive analysis with Manitoba Midget Triple A Hockey Coaches on their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct as they relate to abuse and harassment within a masculine culture--each of the seven coaches had the opportunity to share their version of the Midget Triple A culture as they had witnessed and experienced it. Segments of data unique to the individual at the time of participation- age, geographical location of the team, and most poignantly, the interpersonal structure of the Midget Triple A members (individual characteristics of players, officials, parents, and organizational members)-were discussed during the interviews and subsequently surfaced during the data analysis.

Specific experiences shared by the seven coaches reflect certain key aspects regarding environment, communication, and the sub-culture of hockey at the Midget Triple A level, which in turn is associated with behaviours and situations that could put players at risk for abusive and / or harassing conduct. In this chapter the following will be covered: Triple A Organizations' administrative practices, code of conduct; competitive environment and consequences; communication; and the occurrences of disempowerment experienced by some of the coaches.

Table 4.1 Summary of Final Categories and Themes*

Organization

I Administration

I) Board of Directors

i. Parent-Run

ii. Volunteer-Run

iii. Comparison of Parent and Volunteer BoD
- Rural
- City

iv. Hiring Practice
- Rural
- City

II Performance Reviews

i. Lack of

ii. Reason for
- Parent
- Certification
- Independent

Codes of Conduct

I Coaches
- Rural
- City

ii. Players
- i.) Team
  - Unwritten
  - Written

iii. Individual
- i.) On Ice
  - Emotion
  - Support

II Player to Player
- i.) Unwritten
  - Leadership

III Living With Competitive Environment
- Dressing Room

Communication

I Coach to Player

I) Non-Verbal

i. Positive
- i.) Games
  - Win
  - Loss
- ii.) Practice
- iii.) Other

ii. Negative
- i.) Games
  - Win
  - Loss

iii. Practice

iv. Other

II) Verbal

i. Games
- i.) Winning
  - Play-off
- ii.) Losing
  - Play-off
- iii.) Tie

II Coach Disempowerment

*This is not an exhaustive list of Categories and Themes. These reflect the most in-depth information used in this Thesis as headings.

Administration of Program

Each Midget Triple A team is governed by an Organization. The Organization has jurisdiction over the management of the team. Therefore, the Head Coach and his staff are representatives of that organization. Players who are selected by the coaching staff for the team are also an extension of the Organization by participating as representatives of the Organization within the Midget Triple A league in Manitoba. Interestingly, some of the coaches expressed strong opinions with regards to the hiring (and firing) process and the criteria for a review of performance.

Volunteer-Run vs. Parent-Run Board of Directors

'If you were still there, then obviously you were doing o.k.' (Laughingly) CC4

With respect to the individual environments of the different Midget Triple A organizations, each organization through its policies ratified at the BoD level reflects the integrity of that Organization as well as determines the norms expected by its members, including the coaches and players. It is within the mores and values of each individual organization that the coaches' conduct and behaviours are viewed. Therefore, possible problematic behaviours that would put a player at risk of abusive and / or harassing conduct by a member of the coaching staff or teammate(s) may not be considered outside the norms of conduct within the environment of the Midget Triple A Organizations' expectations.

Each organization is run differently. With respect to the BoD, there are those organizations that are administered by parents of players directly associated with the teams, and there are others that are volunteer-based, whereby adolescent players are not related to members of the BoD.

One observation made by CR2 with regards to the impact BoD's have on the individual teams dealt with the hiring and retaining of coaches. It was the impressions within the Triple A Community that BoD's run by volunteer committees were better run organizations and better at retaining coaches -- who in turn could develop hockey programs over a longer term. It was the observation of CR2 that organizations that were parent-run had a higher turnover rate of coaches than those run by non-parental volunteers.

> "...the dangers of parent-run is with all minor hockey sucks from is they can't separate themselves from the best interest of the kid. And they have to separate it to have the best interest of the team...from an observer's point of view, they have a higher turn-over of coaching...Whether it be a coach quitting on them or getting rid of a coach...it gives me a thumbs down on a program." CR2

Through the words and reactions by the group of seven, their impressions was that to continue to be retained as a Midget Triple A coach, specifically within the city of Winnipeg, it meant that somebody in a position of power must like what they are doing. Just as importantly, their coaching style must fit in with the expected norms of the organization they represented.

Some coaches were expected to reapply for their position on the team as per the regulations of their Organizations' by-laws, while others were simply asked to return the following year. Sometimes, in the midst of the playing season, coaches would see a newspaper advertisement accepting applications for their coaching position for the following season.

Hiring Practices

Coaches interact with players for six months of the hockey season with 2-3 practices and a couple of games per week. Game schedules could include a two-night stay in hotels after a bus ride that in some cases takes up to eight hours. It is for these reasons that it is important to know the type of individuals who are interacting with these adolescent males. The screening processes for hockey coaches in Canada include a Child Abuse Registry background check. Surprisingly, the group of seven coaches did not convey an understanding of an overall screening process with regards to their hiring as either the Head Coach or as an Assistant. However, there did seem to be a difference in the hiring practices for those coaches located in rural Manitoba to those coaches who were hired within the City of Winnipeg.

Rural

Neither of the rural coaches mentioned if they had been put through a re-hiring interview, either as the Head Coach or as the Assistant Coach. CR2 mentioned that his

earlier retainer on his year-to-year contract was confirmed with a 'Gentleman's Handshake' and had no formal interview for his position. However, this was not always the case.

> "I was in contact with the President and General Manager. Fortunately enough we had some success. So in the later years it was a matter of 'Are you coming back?' Um, in the first couple of years it was, um, 'We'll get back to you.' So, they definitely reviewed it. CR2

City

According to CC4, during the rehiring interview, information compiled by a post-season questionnaire responded to by players and parents, may be conveyed to the coaches at that time. The coaches subjected to the questionnaire were not given the actual returned questionnaire nor were they privy to a summary of the contents. During the actual re-hiring interview with the Triple A Coaches Selection Committee, time was not set aside to formally discuss the responses to the questionnaire. The impression of CC4 was that the individual chairing the meeting was ill prepared. He did not appear to have brought the information with him but relied on memory to summarize the contents as they related to that particular coach.

This post-season questionnaire was shared with the Coach Selection Committee as well as the Triple A Organization's BoD. Therefore, should the coach be re-issued a team, his impression was that he must be doing a good job and his affiliated organization must be happy with his performance. None of the coaches were able to verbalize as to

their ability to perform within the parameters of the job by the written expectations from their organizations. They assumed that they were meeting these expectations if they were rehired. However, peers within the Midget Triple A coaching ranks did not necessarily agree with some of the Coaches Selection Committees final selections.

> "...in my opinion, a lot of the guys there are hired or fired not on what kind of program they run, but how well they get along with certain executive members. And...whether they win or lose." CC3

The impression left with the researcher, specifically after analyzing CC4's outline of the interview and his subsequent rehiring, is that city coaches were left feeling unworthy of being bequeathed with a Midget Triple A team and were amazed to receive their confirmation letter in the mail. CC4 found the coach interview process to be a negative experience. He found after discussing it with some other coaches that they too, found the interview to be quite a negative experience. This was a result of one particular prestigiously ranked coach on the Selection Committee who demeaned the coaches during their interviews; "...felt like scum." This influenced CC4's decision to leave Triple A Hockey. He was subsequently hired at the Manitoba Junior level with another former Midget Triple A city coach.

Review of Performance

None of the coaches indicated that any organization approached them with a prearranged plan for program and / or individual coaching assessments. Each of the seven coaches indicated that they had not participated in any formalized procedure relating to their coaching style or team development. Nor, for those still involved at Midget Triple A, were they informed that there would be any in the future.

One coach, CC3, inquired to a review on an annual basis with the intention of actively soliciting feedback as to what impression the organization had of his performance as Head Coach, as well as the hockey program that he designed. CC3 indicated that his only formal review was due to Advanced Level certification. To become certified a third party representative of Hockey Manitoba reviewed his program. In this scenario an active or retired coach of a higher hockey coach certification qualified by Hockey Manitoba standards is sent out to observe both a practice and a game. This highly certified hockey coach may or may not have provided verbal or written communication back to these coaches. A member of Hockey Manitoba would have observed six of the Midget Triple A coaches as they have indicated that they have completed their Advanced Level Certification. Finally, CC3 distributed his own questionnaire to his players to invite feedback on his coaching style and his program.

A rural organization had a parent and player questionnaire that evolved from an unsolicited letter from a disgruntled parent. Neither the contents of the letter, nor the issue was discussed by CR3. His only comment that, again, there was no formal review process and a questionnaire was then made available at the end of the season. This rural

organization continued to distribute the questionnaire annually. However, CR3 did not mention if the coaches were informed of the results.

From the coaches' perspective, no group or individual from their Triple A organization met with them for a formal sit-down to discuss the coaches' yearly plan or the goals of the organization that should be incorporated in the design of the coaches' hockey program. Any issues that the organization would like to have handled differently were not discussed as part of a review. However, teams did have a manager that some coaches referred to as being a liaison between the BoD, the parents and the coaching staff.

> "Triple A was quite simply, (pause) if they ultimately decided at the end of a certain season, that things weren't working right, or they didn't see you fitting in, then you were just gone." CC4

The impression left with some of these coaches was that as long as they were repeatedly asked to return the following year to continue coaching they must have been running a good program. Or, at the very least, the executives liked them.

Summary

With respect to the individual milieu of the different Midget Triple A organizations, each organization through its policies ratified at the Board of Directors level reflects the integrity of that Organization. The norms expected to be adhered to by its members, including the coaches and players, are outlined by these policies. It is within

the mores and values of each individual Organization that the coaches conduct and behaviours are viewed through the hiring and review process. Possible problematic behaviours that would put a player at risk of abusive and / or harassing conduct by a member of the coaching staff or teammate may not be considered outside the norms of conduct within the environment of the Midget Triple A Organizations' expectations. The information on Abuse and Harassment in Chapter two provides the parameters in which Canadian Society expects children to be treated by adults and peers alike. It would appear that while coaches are expected to adhere to these expectations after they attend their mandatory Speak Out! Act Now! course, it may be that administrators and parents are not supportive of these protective measures depending on the values the Organization places on the over-all development of the player. In some cases the Organization may be putting players at risk by supporting coaches who will attempt to win at any cost, regardless of the possible 'negative' (abusive) impact on the players.

However, the experience of these coaches indicated that parent-run organizations were not as effective in retaining coaches as the volunteer-run programs. The opinion of some of the coaches on parent-run organizations was their tendency to focus on the individual players' needs of the team rather than the overall vision of the team. Generally, the individual players are those whose parents or friends of parents that are on the Board are promoting the perceived needs of that player (ice time, different position, specialty teams) over the rest of the team.

As each member of the coaching staff is a representative of the Organization to which they are hired, it would appear that the Organizations do not articulate to the coaches during that process the criteria for hiring. In a matter whereby the safety of

adolescent males, in an environment that previously expressed symptoms of problematic behaviours by both coaches and players of an abusive and / or harassing nature towards other players there appears to be a lack of understanding by the seven coaches with regards to the hiring process and review of performance by these organizations. The possible explanation may be that without a guideline for hiring, coaches can be released if their values do not reflect those of the organization—especially useful for organizations with questionable values.

Code of Conduct

Each coach was provided the opportunity to express their personal philosophies and familiarity in the possible design and implementation of a team / coach implemented player code of conduct. In addition, coaches discussed if they personally were subject to a code of conduct developed or utilized by their Triple A Organization and / or the governing body of the Midget Triple A league.

The discussion with the seven coaches on the use of a code of conduct to govern the team environment brought up attention-grabbing differences and similarities. Therefore, the following topics include whether or not city and rural coaches were to adhere to a coaches' code of conduct, the creation and utilization of a players' code of conduct, in a written and / or unwritten codes of conduct, and an unwritten code between the players.

Coaches

Depending on the coach, the organization, and quite possibly the time frame that the coach participated in the Midget Triple A league, the answer as to whether or not the coach was subjected to adhering to a Code of Conduct varied between the affirmative, not sure, implied, and examples of a written or a non-written format.

Rural

Each of the three rural coaches had a very different response when asked about a coach's code of conduct. CR1 wrote his own for the staff to follow that matched similar expectations for the players. With his Coaches' Code of Conduct in place, he was very unclear as to the ramifications should one of his coaches conduct himself outside of the coach-monitored expected norms.

> "Ah, we never had a problem. But I would assume either termination of their services if it was severe enough or at least sitting out a game or whatever sanctions that was thankfully not discussed." CR1

CR2 was certain that two distinct codes of conduct specific to the coaches existed. One was provided from the league. It was unclear if it was a written code. He seemed to be convinced that it might be. However, the second code of conduct was quite interesting. This came down from the Organization.

> "Again, unwritten."
> "...where integrity comes in...same as the players...
> respect organization, be on time..." CR2

What separates CR2 from the other two rural coaches, and the city teams, is that he is the only coach to indicate that the General Manager had some authority to intervene. Interestingly, he had mentioned that he would have liked more interaction and feedback from the General Manager with regards to his own conduct.

> "Um, it was a written package that was done by the board and I, I gather it was a couple of years old. It wasn't just done when I started...I think it was followed up at the board level, through the General Manager, who was directly on the board." CR2

The package, as further described by CR2, contained details synonymous of an operations manual rather than an expected behavioural code of conduct. Contained within the Organization's manual was a 'General Rules and Responsibilities' section whereby coaches were expected to adhere to Midget Triple A league expectations. As per the memory of CR2, these include, but are not limited to: coaches are to conduct all on-ice practices, plan schedules and itineraries, work with the General Manager, attend required BoD meetings, as well as set up a Code of Conduct for the players.

City

The interpretation by the four city coaches as to a Coaches' Code of Conduct was: 'unwritten', 'implied', 'not really', and 'Oh, Yes!' Interestingly at least three of the four coaches, CC1, CC3, and CC4 either coached against each other or as part of the same coaching staff at Midget Triple A. Therefore, either what was considered a Coaches' Code of Conduct varied from organization to organization, the question was not appropriately asked, or there was a handbook from either the league or the organization that outlines similar expectations that CR2 discussed.

> "...not really...there's a couple of general sections...in the league handbook about acting in a professional manner, but nothing specific, no. But I think if somebody's coaching at that level they should sort of understand what is expected of them." CC3

Again, the inference was made to an "unwritten" expectation of behaviour by the coaches from the upper levels of the Midget Triple A hierarchy. Both CC1 and CC2 had alluded to an unwritten level of expectations. CC1 specifically stated the Triple A League provided the Code of Conduct and that it was "unwritten". If it was written, he was unaware of its existence. However, CC4 has coached with and against CC1 and he was quite emphatic that he certainly did receive a copy of a Coach's Code of Conduct. From his description, this information was dispersed from the organizational level.

> "Oh, Yes! Each and every year, each and every organization...expectations, Code of Ethics...given to coaches...a lot of them are similar, some of them vary...then it covers, pretty much in general, the same type of thing...showing your respect for one another, showing respect to your organization, the officials, the other team...." CC4
>
> "...doing more on health issues...concussions...all that stuff, equipment..." CC4

The responses made by the group of seven are quite varied. Nevertheless, three key themes do emerge: the "unwritten expectations" of the coaches as they represent the league and their organizations, though not necessarily in relation to their conduct within the team atmosphere. The second theme to emerge was not in what the coaches said, but as one coach made reference to, "the sanctions" should coaches not conduct themselves adequately. Within a self-policing environment as some of these coaches have alluded, there would not appear to be a procedure to ensure that the coaches are monitored fairly, or at all. Should an infraction be noted the protocols or procedures do not appear to be in place. Nor does it appear that a governing body to report or administer sanctions, if these infractions occur within the team environment, was made available. The third, and most obvious, is that these coaches do not know if they have a Code of Conduct from either their Midget Triple A league or their Organization in a written format. There would appear to be a discrepancy between those that do believe that they were provided some sort of outline of expectations of conduct and those who were not. Therefore, either the Midget Triple A league or the Triple A Organizations have not clearly defined their

expectations of conduct within the team setting as clearly as these coaches have made available for their own teams.

Written Code of Conduct: Players: Team

> **"...that feeling that you don't wanna do anything you wouldn't wanna see as a headline in your hometown paper the next day." CR1**

Each member of the group of seven coaches had some form of a written Code of Conduct or rules to govern the off-ice functioning of their hockey team. The written document that served as the teams' constitution was created in relation to the leadership styles of the Head Coach and contained the values of that coach and his staff. Most of the coaches prepared a document for their first player and parent meeting outlining the expected rules and regulations that would govern the off-ice conduct of the players. Areas covered in the document include for each coach a variation on dress code, time expectations, and a reminder that the players are representing their Zone, town/city, Midget Triple A league, and team. Respect was a frequent theme throughout the discussions with the coaches vis-à-vis this document. The expectation of respect was levied towards officials, use of language, how the facilities the team utilized would be left upon the team's departure were some of the overlapping expectations. Some distinctive points brought up included, 'no spitting' (CC3), 'no grey areas' (CC4), 'nutrition' (CR1), 'team spirit' (CR3), and 'playing roles' (CC2).

In conjunction to receiving a code of conduct, players were generally given a travel itinerary that would spell out certain expectations by the coaching staff. Curfews, meal times, when to eat, what to eat, when to be done eating, times to arrive for the bus, and returning hotel towels were generally part of the travel itinerary. What is left unclear within the transcribed interviews was whether these itineraries were reviewed as per each road trip, or if it was discussed and handed out at the initial meeting.

The overall intent of the Coaches' Code of Conduct, or more commonly referred to as team guidelines was to inform both the player and parents as to the group expectations for their child in the role of Midget Triple A player on the team, and outline the level of respect for dealing with each other, the officials, the opposition, and the community.

While a majority of the coaches arrived at their first meeting with guidelines in hand to outline the behaviours expected by the players as members of the team, CC2 and CR2 incorporated the players into designing the written rules for governing the team. For CR2 this was an opportunity for the players to commit to each other after they had defined the goals for the season. CC2 took the approach that if players had input into the process and the rules they would be more apt to buy into the program developed by the coaches when they see the benefits to the program. In this case, coaches may concede to rules that they may not necessarily agree with, i.e., earring are allowed, in order to win a battle on a more pressing issue, i.e., no baseball caps. However, the coaches were not without influence when the players were involved within this process.

> "...funny as time went on, in spending five years there, essentially your values come out in the rules. Returning players already have your values. The player brings back your values the next year... or it's just an expectation."
>
> CR2

CC3 was the only coach to mention that the Midget Triple A league held a player orientation. At that time a drug and alcohol policy is handed out, discussed, and "...the rest is kinda uh, 'We expect you to act in a mature manner.' Nothing detailed." The coaches did not mention this orientation, quite possibly, due to its limited scope regarding behaviour. CR3 indicated that his Organization had a written code of conduct for the players. Information regarding this code of conduct was not forthcoming.

It sounded as if the written code of conduct was a set of guidelines for players, as well as the parents, to outline the structure of which the superfluous functioning of the team within the public setting was expected. Specific guidelines relating to internal communication cues, such as respect for each other, were certainly noted by the coaches. However, when the parents leave and the coaches and players get together, it is then that the "unwritten" rules and expectations were discussed.

Players: Unwritten Rules: Team

> **"...that there's some that are unwritten, and some that are expected and certainly some that are, relayed and talked about, but not necessarily...um put down in a handout." CC2**

As opposed to the lack of clarity the coaches expressed regarding an understanding and adhering to a code of conduct produced from a higher level of authority, once the parent and player meetings are finished, these coaches make their players aware of exactly what type of behaviour is expected of them on the ice. It was expressed that these discussions were commonplace on teams with regards to on-ice behaviour and discipline.

On-Ice Individual Emotional Expectations

Self-discipline is a topic that came up a number of times by the group of seven, either in relation to controlled emotional behaviour on the ice during games or the lack of control during a 'stupid' penalty. In times of threat or face - to - face conflict, the individual player is expected to stand up for himself in a controlled manner. It is not acceptable behaviour to cower, "...you have to stand up for yourself, but better make sure the other guy started it..." (CC4, 1192). It was not acceptable to initiate a confrontation with an opposing player, nor instigate an emotional retaliation penalty.

An expectation by the coaches at this level was that players demonstrate a certain level of emotional awareness and control in an emotionally charged setting. The

discussions generally related to topics such as a player taking a "stupid" penalty or do not personally handle a situation on the ice without losing his cool. This is important as other members of the team suffer as a result of any penalized time being served by that player. In some cases, other players may lose out on more ice time than the penalized player based on line rotation after the infraction has been served (CC2). In some circumstances, the lack of ice-time may create friction within the team setting should this behaviour be repetitive. The player may be further penalized within the team setting to curb their behaviour. (See Discipline)

An example of a player not acting in a mature manner on the ice, described by CC1, was a player simulating masturbation after being ejected from a game. To CC1 this behaviour embarrassed the team and the Organization. Clearly this player was not putting the needs of the team first, due to his being tossed as well as his gyrations in front of the fans. According to CC1, this player had "crossed the line."

Teammate Support

> **"...I think it is important, ... if somebody is in trouble, when there's a physical threat there, um, you would want your, your, players or expect your players to be there, to support them and back them up." CC2**

The notion of teammate support, as described by CC1, CC2, CC3, and CC4 discussed the idea of players protecting each other on the ice and players ensuring that each member of the team came prepared to play and practice. CC2 analyzed the purpose of teammate support from a position of necessity. He was of the opinion that if players

did not have some sense of being supported on the ice by their fellow teammates; this would be "detrimental" to the program the coach had developed. Therefore, players were expected on his teams to stick up for each other, as there was "safety in numbers." He clearly stated that in order to be successful, it was imperative that players "...stick up for each other...and I don't think that needs to be outlined...on paper, you're going to have to just talk about it."

Unwritten Rules: Between Players: Leadership

"...it may be a one of your leaders stepping up in the room and challenging another guy..." CR2

The level of authority continues to become increasingly myopic down the chain of command. Once the coaches have left the picture, a pecking order within the team has already begun between veteran players and rookies. (The dressing room environment will be further reviewed in a subsequent section). The focus in this section is on the level of authority and strength of leadership wielded by the veterans and / or the rookies within the group dynamic.

In general, veterans are usually found amongst the team leaders. Team captains and assistant captains are usually the authority within the team, and function as an extension of the coaching staff's values and work ethic within the group dynamic. When asked about code of conduct between players CC1 commented that it depended on who are the team leaders. "We had a wonderful leader on our Midget Triple A team first year. One of the finest captains I've ever had. He would take players aside in the dressing

rooms...dressing down..." A reason for a player to be dressed down on this team may be a result of the second player not pulling his weight, poor effort, not being focused, or prepared to play.

Part of the pressure for a new player selected for a new team is the integration of a new player into the team dynamic. Two coaches in particular, CR3 and CC3 elaborated on two distinct instances of rookies being integrated. CR3 told of the more general expectation of rookies proving themselves on or off the ice that they belong.

> "The rookies have to prove themselves whether...on-ice play or...verbal banter in the room...The dynamics of a team rely so much on...on where people fit and putting the pieces of the puzzle together...Any rookie coming up wants to be accepted." CR3

CC3 took a more indirect approach to the integration of one particularly, socially underdeveloped rookie player. He specifically asked his captains to make sure that this player was permitted the opportunity to socially integrate himself slowly. That comments in jest were not to be directed at him whereby he would be forced to take a public stand. This coach felt that this player would not be up to that type of social pressure within the team dynamics.

However, veterans are not the only players within the team that can influence the inter-team power dynamics. In one particular season, the rookies outnumbered the veterans on CR3's team. The usual unwritten rule of rookies picking up the pucks at the end of practice was not being adhered to. Therefore, what started as bantering between veterans and rookies became a loud confrontation. The veterans were basically telling the

rookies that they had to do it. However, the team had fewer veterans than the number of rookies to 'enforce' this unwritten rule.

Eventually this problem was worked out amongst the players within the dressing room. But, as one coach put it, the dressing room could be a thesis on its own.

Summary

Discussions on the topic of Coaches Codes of Conduct as it pertained to each of the individual coaches revealed a broad scope of Midget Triple A-expected values. Generally, the discussion revealed relationships amongst themselves as coaches within the Midget Triple A league, with the Midget Triple A league representatives, game officials, and their affiliated Organizations. Responses varied with each individual when details as to how the information was distributed to the coaches, including the format and specifics of the expected codes of conduct. Replies varied, stating a handbook that was covered at a league meeting to nothing was written down from a league or organization level. Interestingly, coach-player expectations were not discussed at this level.

The coach-player dynamics were covered at the team level. Unanimously, the coaches stated that the players were exposed to a code of conduct in a written format to govern on and off ice expectations. The development of the document varied from coach imposed to team developed. The discussion also included the expected unwritten rules by the coaches. In addition, player-to-player unwritten rules were also explored.

Mired within the unwritten codes of conduct, coaches revealed the expectation that players would be expected to fight opposition players. Players are expected to back

up one another in the face of trouble all within the guise of masculine sport expectations. It could be hypothesized that within the unwritten rules and expectations, players may be at risk to some forms of abuse and harassment. If a player refused to fight he might be at risk for emotional abuse via the continuous verbal attack by a coach on a player for not wanting to fight. The result could lead the player to become isolated from the other teammates and / or the ridiculing of a player by their peers for not 'standing up' for their teammates or themselves. From an ethical perspective, fighting could be putting a player's safety into jeopardy.

Hence, in response to the questions with regards to a code of conduct, the seven coaches outlined quite a comprehensive précis into the development of the social mores contributing to the Midget Triple A environment. However, in some instances, the team values may contradict those of the larger society.

Competitive Environment: Living by a Code of Conduct

Up to this point most of the information has covered the Midget Triple A from a theoretical perspective with respect to the existence of a Code of Conduct. However, the real crux to this point is the actual utilization or the living under the written and unwritten Codes of Conduct. The coaches were asked to be a tour guide through this environment. The information from the coaches with respect to the actual inter-team dynamics as they experienced Midget Triple A was utilized to identify symptoms of possible behaviours which would put adolescent male players at risk to abusive and / or harassing conduct was explored. Therefore, the following will look inside the environment of the dressing

room and consequences to players for not following the codes of conduct expected by the coaches.

Dressing Room Environment

> **"I sometimes call it the dark culture. Where boys are allowed to come in...and act rather immaturely when you think about it. And not being held accountable for that type of thing. And with this language, whether its comments that are inappropriate comments. That sort of thing and it seems to be a bit of a breeding ground for bull." CR2**

To some, it is the mystery behind the closed door, or as CR2 so eloquently stated, "The Dark Culture." In this case it is the sanctuary of adolescent boys, on the verge of adulthood. Each year sees a different combination of players' personalities. Consequently, each dressing room will be different. As well, the personalities of the coaching staff offer a myriad of values, morals, and experiences that may influence the culture within.

Each of the coaches mentioned that the dressing room area was monitored to some degree. Again, possibly as an unwritten rule, verbalized—or not—the dressing room is considered the domain of the players. Here is where the players will change, shower, socialize, and prepare for their games and practices. It will eventually work itself out as to who will sit in certain corners, who will sit nearest the door. Temporary players called up to fill in for a night will find out quickly if they are in "somebody's spot." It is here that boys will be boys, monitored by men who were once boys like themselves. However, these coaches do influence the tone of the dressing room.

CC3 made a point of discussing the Hockey Manitoba Handbook's section on hazing. To him, the bottom line was, none of that would be acceptable behaviour while these players were members of his team. "...something that you think is funny somebody else could be very uncomfortable with...none of that was acceptable."

CR2 specifically told his players that the dressing room was theirs. Conversely, his role was to control the environment, but it was up to the players to set the tone of that environment. "It has to be positive control...it gives them a place to be themselves. I just made sure the guys knew they had to have some sort of accountability even in the room." His point of influence was through role modeling of his own behaviour while he monitored the room.

Conversational topics for this age group can vary. Some players are WHL-bound and take their hockey preparations quite seriously. Others may be inclined to play the role of class clown to keep the room light. However coaches basically stated that conversations within the dressing room also included sports, girls, cars, sex, parties, school, sex and girls, and sex. As CC2 stated, "Nothing is out of bounds except mothers." In a hormone-driven environment of jokes, music, regiment, nudity, profanity, and no parents to judge behaviours, the group of seven coaches all stated sex was mentioned in their dressing rooms regularly.

Homophobic comments were heard as well. CC1 and CC2 mentioned that it was a guy thing and a macho thing for these boys. CR2 stated, "No Question. Guys, whether guys in and out of the shower...I guess comments get kind of racy." Other coaches such as CR1 did not say specifically that homosexual comments were heard, but did comment, "—there's always those meant in jest comments..." when questioned about types of sexual commentary he has overheard.

> "I think that's a common, ah, discussion point of that particular age group, yeah, I think everyone's still searching for their ah, their own sexuality and uh, yeah, it's, maybe it's a protectionism, a protection mechanism, but, yeah, I mean, you know, fag, homo, I mean those are common terms that are used at that level." CC2

Interestingly, not one coach mentioned that the behaviour within the dressing room was out of line with the Code of Conduct or team guidelines that was discussed at the beginning of the season. It was repeatedly remarked that the coaches and the players monitor the players' adherence to the guidelines. Then again, one may not be too quick to judge if one is participating in the social commentary.

When inquired as to the participation of the coaches in the dressing room humour, CC3 comment was "...if coaches are at the same level socially as the players then maybe there's something that's a little bit wrong there..." Interestingly, CC1, CC2, CR2, and CR3, each stated that coaches would be apart of some of the dressing room humour, including comments directly related to race and sex.

> "Never been an issue where you have to sit down and say cool it already, it's mixed with a lot of things. Probably no more than the ribbing of some guy's nationality. We had a black kid on the team and we'd bug him about being black, in a nice way, though." CC1

CC2 stated that coach participation was generally not the norm, however, "If they did it was on a superficial basis." Girls were certainly a topic that CR2 mentioned he could joke with the boys about. It was a form of camaraderie amongst the coaches and

the players. And finally, again on the topic of girls, in conjunction with sex, CR3 as a coach, has made light of players' alleged multiple sexual exploits with the opposite sex, however, "Certainly not as an in-depth conversation."

Overall, the dressing room environment can be characterized by the leadership within. If the players who are most vocal regularly discuss sexual activity, and the leadership at a peer level is unwilling, unable, or partaking in the behaviour and the coaching staff permits such discussion to take place, those players who are not in a position of power or influence may have to accept the behaviour as part of the hockey experience. When the information on masculine culture and abuse / harassment is juxtaposed with the actual lived realities of the coaches, it does appear that individual underage players may be expected to tolerate explicit sexual innuendos, either directed to them or as part of the social team environment. To not tolerate such behaviour, or going against the majority, may put these players at risk within the team dynamic.

Consequences

In order for guidelines, or Codes of Conduct, to be effective, the coaches require the players have to buy into the necessity of these rules and the rules must have consequences if broken. While each of the group of seven coaches was quite adamant that rules were in place, the topic of consequences or discipline generally brought hesitation. Nevertheless, three themes did emerge from this discussion: coaches dealt with the problem, coaches had input from players, or the players dealt with issues.

During the discussion, both CC4 and CR1 stated that it was the coaching staff that met out the discipline without player input. CR1 did not readily state what the predetermined consequences were, nor discussed it in conjunction with the guidelines. Fortunately, he did not have to deal with infractions--such as running in hotel hallways--as his teams did not break the rules. A slightly different scenario was presented by CC4.

The coaching philosophy emerging from the conversation with CC4 was one of regimental precision and timing. During the preseason discussion of the rules and regulations this particular coach handed out a number of pages (some years the number varied) as to the expectations, rules, and acceptable behaviour. However, on his final page, he would discuss with the player "reasons A-K" as to why they could miss hockey, and "L-R", and so on; until finally players realized that the back page was blank on purpose. For him, there is NO good reason to neither be late nor absent. This coach expected total dedication, punctuality, and work ethic. Consequences were included.

> "...expectations, rules, regulations, um...what they can do on the ice, what they can't do on the ice..."
> "...of course the players have to have total focus, total commitment, total work ethic..."
> "...it's a marriage of learning, from each other, learning what the expectations are..."
> "...the ramifications are, that whatever the rule, or whatever it said would happen, has happened."
> "...there's 18 hockey players and hockey player #19 is two minutes late...that player sits the wall." CC4

In this case, the late arriving player had to lean up against the wall, knees at a 45-degree angle from the floor, and hold that sitting position for two minutes. CC1 also expressed a liking for using this form of consequence. Both coaches stated that the

players took to it as a bonding tool as the other players would encourage the disciplined players. It was not clear, but CC1 may have had the entire team sit against the wall for the infraction as opposed to the one offending player. Ten minutes seemed to be the record for his team. CC1 spoke proudly of that accomplishment.

> "It's amazing how it brought them together. It wasn't punishment, it was team building... 'way to go'... support each other, 'keep going'... the wall became hard to break. It's a disciplinary measure and it's also team building, kids can relate to it." CC1

The question arises: when does physical punishment cross the line and become a form of abuse? Abuse: of power by coaches? Physical, emotional to players?

Similar to his peers, it did appear that CR2 had a set of guidelines that his players were expected to follow. As well, it was his position that the coaches were the backbone of the team, to provide the "parameters" to ensure the direction of the team was maintained. This, too, in his estimation, would ensure that players would not have to punish each other for infractions. However, as the interview unfolded, it does appear that CR2 may have misconstrued the information to some degree regarding team guidelines, therefore, affecting the subsequent consequences for transgressions of the rules.

> "Sometimes... awarding someone with positive feedback, sometimes it's a punishment... it's a price to pay... examples... mainly playing, playing privileges in one form or another. We avoid hard and fast rules... don't want to get into a situation... all situations are different. Rules are guidelines... players have a say in what should happen as well." CR2

CR2, with input from his players, designed written rules to govern the team. It is apparent from his response that while some infractions are certainly punishable by withholding playing privileges, what those infractions may be were not specifically outlined. Also unclear is whether or not these are infractions of the written or unwritten rules as, evidently, 'hard and fast rules' are not created. Therefore, they cannot be broken.

Such is not the case for CC2. Within the context of the discussion about consequences for players who may not adhere to the code of conduct or team guidelines, CC2 was not direct in his response. However, he did indicate that repercussions were outlined when the rules were put into place.

> "...with every rule, there has to be consequences, and those consequences have to be outlined when the rules are applied. You can't... make a rule and not suffer the consequences...the rule has...no real application...so I think it's important that ... whoever makes up the rule is also involved in the consequences." CC2

The interpretation of this scenario, considering CC2 previously stated that the players were involved in the development of the rules, was that these same players were also given the responsibility to determine some of the consequences for rule infractions. Again, this may only be relevant to the written rules and may not have any bearing on infractions of the "unwritten" rules.

In the case of CC3, he too, required player input. Again, it was not distinctly clear if that input came from player representatives or from the players who committed the infractions. Generally the amount of playing privileges was decreased, suspensions over a

period of time have been utilized, and, in one scenario, three players were segregated from their teammates while on a road trip due to immature behaviour. The punished players had to sit at a separate table for their meals, ride in a different part of the bus away from teammates, as well as not play during games. The coach observed that none of the three players appeared comfortable with this situation. One player in particular had a difficult time with the segregation.

CR2 would also look to his players for input regarding discipline. His reference sounded as if the offending player was asked what his punishment ought to be. CR2's experience: the more conscientious player will suggest a much harsher penalty than what he, himself, would recommend.

CR3 revealed more information with regards to players dealing with each other. For example, he stated that his captain would take care of those people who would basically need to be talked to. In relation to this topic of peer-imposed consequences, CR2 mentioned that in some cases players would deal with issues before the coaches would be informed of any transgressions. He saw a number of times how a Midget Triple A player would approach another teammate and punch him. The implied communication of the punch was to inform the player to 'smarten-up.'

Interestingly, only one coach mentioned that a staff member had suffered a 'consequence' as a result of their actions. CR3 mentioned that a manger of his Midget Triple A team was subject to a fine for his participation in a rookie initiation or hazing. CR3 alluded that the manager was in attendance to supervise. It was a situation that at the time of the initiation, which took place away from the hockey environment, the other members of the coaching staff were not aware of what was happening.

CR3 did not agree with the fine to the coaching staff, nor did he feel that the manager's future with the team should have come into question. As for the rookie hazing ritual itself, the coach declined to explain the details. He did state that, "The players were lining up to take part. Nobody ran away or fought it or had any reservations about it." He did state that there was nothing sexual in nature, nor were the individual's rights infringed upon.

Summary

Utilizing the coaches as tour guides through the Midget Triple A hockey environment revealed first hand the experiences of players and coaches as well as the social construct of this closed-door environment. The information from the coaches with respect to the actual inter-team dynamics as experienced at Midget Triple A was utilized to identify symptoms of possible problematic behaviours that may put adolescent male players at risk to abusive and / or harassing conduct. The two most notable areas are the dressing room environment, whereby adult supervision is limited to those members of the coaching staff and what types of consequences players are subjected to should they not adhere to the Players' Code of Conduct.

Communication: From Coaches to Players

"The kids that are into kick and scream, that's gotta wear off." CR2

The topic of communication was split into smaller discussion topics to garner more information on each topic. These areas were: communication with players, as well as communication with players concerning the team winning and losing. Further sub-categories included non-verbal communication within these categories as they arose in conversation with the individual coaches.

To begin, it was important to understand the coaches' form of communication in a non-game or practice related atmosphere. This would be an atmosphere that is devoid of activity that may heighten emotions and influence their verbal communication form. Within the context of general communication, coaches usually brought up player meetings, either in a full team setting, 1 on 1's, with team leaders, or positional meetings. CR3, CR2, and CC3, each indicated that for the best, most effective form of communication with players, it was important to utilize a variety of different styles for different players. In order to do this, it took time to understand the player and to assess how they interpreted feedback. In order to better understand his players, CR2 took a personal investment approach to his players. It is important to him to have a "Day-to-day basis of communication" on topics outside of their hockey environment with his players to gain a better understanding as to who they are as people. A very good example of fine-tuning his communication with his players by understanding their needs from him came from CC3:

> "...skilled players...confidant players-more matter-of-fact approach, appreciate directness; low self-esteem / confidence...take offence or play nervous...have to be very positive...ask them to tell the coach what they thought." CC3

Active listening was also brought up by CR3. In this case it was important to over hear what it was that players were discussing in their conversations in order to detect information that the coach had been, in his opinion, over-communicating. The feedback from the players was a gauge of the players' understanding of the terminology that the coach was utilizing.

CC4, CR3, and CC3, mentioned that it was important to keep the communication positive. CR1 stated that he was very direct and utilized humour as a very important tool in keeping the lines of communication open.

With regards to clarity of communication between the coaches and the players, CR1 and CR3 mentioned that it was important to keep the terminology at a level that the players would understand. Coaches maintained their consistency of the language over the course of the season. As CR1 put it "...didn't change the speed of our language, we kept the same language in place."

When it came to meetings, both CC2 and CC3 mentioned that these meetings had a theme or point in need of clarification that took more than five minutes to discuss. The tone came across as quite businesslike from these coaches. CR2, CC2, and CC3 each indicated that team meetings were on a regular basis, with CC2 indicating that meetings took place every four to five weeks. CC2 maintained that a regular meeting with players to review their role on the team was critical to the ongoing operations of the team. A

democratic meeting style was specifically utilized by CC3, and stressed that his players had input as to the direction the team was heading.

Non-Verbal Communication:

> **"...they know, either stand there and talk with me and know that we are going to have a talk, or...take 4 steps back." CC4**

The inclusion of non-verbal communication was purposeful in ascertaining if coaches were aware of the messages they may be sending out to players via facial expressions and body language. At the Coach Level Certification, the initial entry-level coaching clinic for new coaches, non-verbal communication is discussed. As a discussion point with elite level coaches, it was interesting to garner their understanding of the messages that they either purposefully or unintentionally put across to their players. As a result, coaches were both aware and not immediately sensitive to the messages they broadcasted.

The expression of the range of emotions that coaches were either trying to mask or to express was quite simple. They either wear their hearts on their sleeves, positive and expressive in their nature (CR 1 and 2), slamming doors (CR2), hard eye contact (CR3 and CC4), or quite the opposite (CC1 and 3). Regardless of the circumstances, all but CC3 was aware of his non-verbal communication. CC3 had a third party observe and interject constructive criticism on his style. Until then he was unaware of his perceived body language.

Positive Non-Verbal Communication

One coach that gave examples of positive reinforcement was CR1. Generally, he used a smile to positively reinforce his players. CC4 and CR2 discussed how adrenaline or the excitement of the game as it was being played could be shown through their body language. However, specific examples were not forthcoming. CC1 was concerned that his non-animated non-verbal body language could be interpreted for apathy. His main goal was that players understood him to be "in control" of the situation and that he had "proper perspective" on what was going on around them.

Negative Non-Verbal Communication

It was interesting to listen as the coaches explained how to express their emotions when demonstrating their unhappiness with their team's performance, either in practice or in games between periods. During practice the 'classic' stick slamming on the ice or a shot puck to attract attention was mentioned by CR2. It seemed that coaches were not quite so forthcoming with their own actions only to state that they were sure their players could read and understand their body language. As CC2 put it so eloquently to drive home his point, "...instantaneous feedback...outhouse or penthouse, no suburbs, so it's quite volatile...always ups and downs."

One coach had a unique way of showing no emotion at all. In doing so, his players took that to mean that there was something wrong. Generally, a positive and vocal coach, CC3 has been observed to pull back physically from the situation. In

practice he will strike a pose, 'a la Ken Dryden' when he is displeased with the effort that he is witnessing. With this pose he becomes noticeably less vocal, "I tend to get a little quieter, um, I think they know I'm not particularly pleased." However, he personally takes this to be a weakness that he must overcome. In games, he was observed to physically move back from his position on the bench. He unconsciously withdraws as he feels his temperature rising. His father was the person that pointed out this buffer mechanism that he uses to ensure he does not verbally explode. Now when he can feel himself withdrawing, he will call a timeout to reiterate technical points made in the dressing room. Basically, he contains his temper and channels it back into coaching by providing useful vocal feedback to his players.

CR1 did make a very interesting point when discussing non-verbal communication. He mentioned that players who were subjected to being ignored by their coach would interpret this action as a negative form of communication. In his estimation, for those players who lacked self-confidence it was especially difficult to be treated in this manner.

Verbal -- Non-Verbal Communication: To Players: Games

> **"...back in those times...I maybe expressed my frustration in the wrong ways, and, you know, ah,...ah loud...ranting...excessively at times, which is probably not the best way to communicate yourself, but, I think sometimes maybe that's the only response those players are looking for, at that particular age group, and they expect that, you know, because...its an emotionally charged age group and they're expecting that rah rah...yelling and screaming and door kicking and...it's not maybe a positive role model, but maybe it accesses or generates results that you're looking for." CC2**

CR3 and CC4 were the only two coaches to indicate that they did not 'blast' their team (CC2), read 'the riot act' at the team (CR1), or just basically say that at some point they could be seen yelling and screaming at their players (CC1 and CR2).

Interestingly, as some of these coaches had moved into their thirties and beyond they noticed a curbing of their 'blasting' and took a more even-keeled approach with their emotions. As CC4 stated, "What have you gained by going in there telling everybody they're a bunch of bums?" This is a coach with over twenty years of experience. CC2 is in his early thirties; tries to utilize the positives through the negatives as he has seen what the negative reactions by coaches have had on the mental state or emotional state of the team. It can 'pull everybody down.' However, this was not always the case.

> "Years before, I'd have been pretty upset. I think that's just growing as a coach. And you kinda have to work through those things and they kinda temper you...the wave of your emotions." CC3

CR2 has also seen the negative verbal effects on teams. In some of those instances he has witnessed both the overuse and the effectiveness of giving the team a negative verbal blast. However, CR2 is a bit of a contradiction within himself. He does not favour the use of profanity and stated that he did not use it. Yet, as the interview continued, he then further admitted that he would occasionally use profanity. His main mode to verbally communicating his displeasure with the team's performance was through the use of sarcasm. He felt that to appeal to his players' emotional state to improve performance on the ice, it had to be met with his own energy and emotion. His usual phrase, "Are we giving our best effort tonight?"

CC1 stated that he would take a calm approach, unlike in the past, and tell his players that they were "...making it very difficult for themselves." Again, this coach has been involved in coaching for nearly thirty years and had witnessed his own personal emotional evolution.

CR1 offered up his own emotional growth. He witnessed the pendulum of his own emotions swing from the more emotional coach that he was in his early twenties to the coach he was when he re-entered Midget Triple A in his early thirties where he participated until his mid-thirties. By the time he left Midget Triple A he was using a notepad to keep track of things that annoyed him, or items that he wanted to bring up between periods, as well as to keep a rein on his non-verbal and verbal indicators of stress. The comments that made CR1 stand out from the others was his willingness to share the actions and words of what he calls 'Career Coaches."

In the estimation of CR1, career coaches would step on the ego of any young player to further their opportunities of reaching the higher ranks of hockey. Characteristics of these coaches at the minor hockey level are:

- demean players and scream at them from the bench;
- have a short fuse;
- are very intense and result orientated.

These coaches have a tendency to "Demean their players a little bit more than the average coach." A case for emotional abuse of players by a coach: A chronic attack on a player's self –esteem.

As a result of their coaching style they do not move up to higher levels since they do not seem to have much success at the Midget Triple A level. As CR1 so eloquently stated, "They're kind of sliced with their own sword that way..." as without the success they demand from the players for their own benefit, in the end, neither the team nor the coach has reaped success.

Communication: To Players: Verbal: Winning

"...reinforce the behaviour that you're looking for, but it's not as ...it's not as.... maybe not as common as as when you're at the other end of the spectrum." CC2

For the most part, the coaches supported that statement. CR1 and CR2 each used the word 'reinforce', CC2 used supportive, when asked about their conduct during a game their team was winning. CR2 and CR3 each stated that they were reinforcing the

skills players had learned and were successfully demonstrating them either individually or through the execution of the team's strategy. CC2's observed that less is said when a team is winning. CR3 maintained that he had a pretty jovial attitude on the bench as the players were demonstrating that they were 'in their zone.' However, he was quick to point out that should the tide turn his mannerisms would shift to pull the team back around. CC3 and CR2 would celebrate with their players. CC3 specifically stated that he would become quite a cheerleader at that point, too.

One interesting observation came from CR2. He maintained that, "Sometimes, silence was the best thing." It would appear that CC4 might agree with that statement, too. "Game Over. You feel fantastic... everybody does, so what is to be said."

Summary

The group of seven coaches maintained that ideally an even keeled emotional level was most suitable for this environment when dealing with their players. Team meetings and 1 on 1's were conducted with a business-like tone. However, when the team is in the emotional throes of a game, emotions may start to run high, including the coaches'. However, the coaches varied as to where an outburst of unhappy emotions may erupt. It seemed that the between periods of the game, behind the closed door of the dressing room, coaches were most apt to express their displeasure at the teams' performance. In doing so, the expectation is that performance will improve. Interestingly, coaches expressed disapproval of those coaches who took this behaviour out of the dressing room and had it on display during the course of the game from the bench.

Disempowerment

> **"Injured players...that's where I can lose it. You start to move outside of coach...blatant poor officiating...that will get me." CR3**

The root of the word 'power' is the Latin '*Potore*', meaning to have the ability to choose. The purpose of asking the coaches if they ever felt disempowered i.e., having lost the ability to make a choice, was to ascertain if these coaches ever felt they had lost emotional control in front of their teams. Interestingly, only one coach, CC1, interpreted the question regarding a loss in the play-offs that he, to this day, continues to contemplate how it happened. He distinctly mentioned that he had no outward display of emotions.

As for CC3, CC4, CR1, CR2, and CR3, each described situations that it could have happened or scenarios where that is exactly how they felt when it did occur. In these situations, players on their teams were injured, or an attempt to injure one of their players had occurred. There was little significant variance between the coaches as to how they exhibited their 'extreme' emotional distress.

An example of an outward display by a coach, in a situation that would resound with the scenario that CR3 highlighted, CR2 responded to one of his players, who had been butt-ended and hit from behind by the opposition,

> "I was...out of control. I was down off the bench; I was right at the door...all I could say to this guy [referee] was over and over, 'This is your responsibility! This is your responsibility!' and that he didn't control the game." CR2

CR2 stated that he was certainly not proud of his performance in his first, possibly second year of coaching at the Midget Triple A level. He was keenly aware that this was a situation he felt he had learned from. Conversely, he did say that a similar frustrating experience occurred in his fourth year.

While an altercation on the ice between opposition players is the norm in most of these situations, CC3 remarked on an incident whereby one of his players tried to injure a fellow teammate. In this situation, Player A ran the opposition's goaltender. In the resulting mêlée with the opposition that subsequently occurred, Player B was attempting to remove Player A from the altercation. In response, Player A speared Player B in the throat. At that point, CC3 had lost control,

> "And I unloaded on him. I said, 'Just don't even come near the bench; go right to the dressing room, get your stuff off and get on the bus right now!' I don't recall what I said, I was that upset. I've never been so embarrassed to be a part of a team as I was at that point; everybody in the stands was absolutely shocked." CC3

Over-All Summary

The seven coaches were open and frank with a majority of their interpretations of their Midget Triple A hockey experiences. Each coach took the time to discuss their personal philosophies with regards to codes of conduct (the written and unwritten) that the players were expected to follow as team participants. Should a player not follow the codes of conduct, both written and unwritten, consequences would result. In the case of the coaches, should they not follow the codes of conduct, there was little in the way of a

coach's review with an upper level authority. Basically, coaches indicated that if they were liked by the Board of Directors (BoD) and won games, their position as coach was not in jeopardy. Some areas mandated that the coach had to reapply for the position; however, there was a general understanding that if they were doing a good job they would get a team the following year.

How the coaches interacted with the players seemed to be insignificant as witnessed by the limited feedback from their BoD. There did not appear to be a regular performance review or an instrument for measuring the quality of the coaching programs the coaches were developing for the players.

'Career Coaches' who would verbally barrage their players more so than the average coach, seemed to have less opportunity to continue coaching as they did not enjoy the success of winning as often. Unfortunately these coaches may have driven out players from the sport, so in actuality the players lost more than just the game.

The seven coaches commented on the importance of communication with players, officials and opposition coaches. The importance of understanding how players learn and interpret the information being passed on to the players seemed quite important to these coaches. Interestingly the coaches also stressed the importance of not just the tactical understanding the players were expected to learn, also the emotional responses the coaches may embody as a result of poor execution of skills during games and practices.

The coaches commentated on their verbal and non-verbal skills. Not every coach was aware of the messages they were sending. Verbally, they knew what point they were trying to get across, and in most instances, they were keenly aware of their body

language. On the other hand, one coach did discuss his lack of awareness as to the messages that he was projecting in both practice and game settings.

Lastly, the coaches discussed the importance of control of their own emotions during the adrenaline rush of the games. A common theme from the coaches was their personal identification as to how their emotions during games have swayed over the years and evolved into an even keeled, rational approach. Exceptions and rare flare-ups of emotions whereby the coach did mention that their emotions had gotten the better of them during the intensity of the game was discussed

The Manitoba Midget Triple A Hockey Coaches discussed their perspectives regarding Midget Triple A team dynamics with an emphasis on communication and codes of conduct that relate to abuse and harassment within a masculine culture. Without the coaches making direct references to abuse or harassment, it is apparent when coach / player realities are juxtaposed with the definitions of abuse and the harassment found in the literature review, players could potentially find themselves in abusive and / or harassing situations.

CHAPTER FIVE: DISCUSSION and CONCLUSION

Introduction

Within this chapter a discussion of the aforementioned literature review will be utilized in conjunction with the information acquired from the data. A more in-depth assessment regarding limitations of the data collection will follow. The limitations will look at the method used, time constraints that affected the work, and the limited number of available participants that experienced the phenomenon. The end result of the literature, the data, and the subsequent discussion will be the proposing of three distinct recommendations.

Discussion

Limitations to the discussion are due mainly as a result of the methodology selected for this project. The questions posed to the coaches tackled a multitude of scenarios and topics in order to provide breadth to the experience of Midget Triple A hockey coaches. This breadth limited the depth of the research findings. However, within the spectrum of the questions, the issues around abuse, harassment and masculinization were revealed without targeting these topics specifically.

Sport Environment and Masculinization: A Symbiotic Relationship?

Throughout the project, during the data collection and the data analysis stage, an underlying understanding by the coaches of the unwritten expectations that reflect the values of the team dynamic was observed. One question that arose from these discussions: Did hockey create masculinized attitudes utilizing unwritten rules and expectations of conduct, or are these characteristics and values found within masculine culture that are acceptably expressed within (certain) sports?

It could be proposed that the sport environment has undergone an evolution of masculinization. This statement is supported by the literature and the Midget Triple A participants. Within the literature, Weinstein et al., (1995) compared research relating masculinity specifically to the male hockey environment. Their study supported the hypothesis that male hockey players' participation in violence on the ice stems from learned beliefs of 'appropriate' masculine behaviour. This research project attempted to find out where the players might learn this belief as shared through the experiences of the coaches.

Many of the findings in the literature discussed the identity that players create through violence (Faulkner, 1973, 1974) and pain (Young, White, and McTeer, 1994; Messner, 1990a, 1990c) by utilizing the tool of masculinity to give the expressions a social meaning (Gruneau and Whitson, 1993) within the socially acceptable environment of sport (Hargreaves, 1986; Messner, 1990c; in Weinstein et al., 1995). The popular global sports -soccer, football, rugby and hockey- that use masculine behaviours favour

those behaviours that require strength, power, violence and domination (Hargreaves, 1986; Theberge, 1989).

Combining hegemonic masculinity, minus the gendered division of status with the aggressiveness (Hargreaves, 1986; Theberge, 1989) of the sporting milieu that encourages homophobia, or superior heterosexual masculinity (Harek, 1986; David and Brannon, 1976 in Brannon and Juni, 1984; Messner and Sabo, 1990), results in the dominant masculine culture in sport. Since masculine culture typically exists in a group consisting mainly, or entirely, of males (Wintrup, 2003), the masculinization of the sport culture started to occur when sport began. Thus, the masculine behaviours that dominate sport have been firmly entrenched over the centuries within this institution, ergo: the masculinization of the sporting environment.

The coaches left the impression that housed within the unwritten rules regarding behaviours on the ice by the players was the core beliefs of being an honourable hockey player. For example, teammates are expected to support one another in the face of one on one combat. Within the unwritten rules is the value of 'integrity' that implies if a player was disrespected by an opposing player, the disrespected player would have to stand up for himself. In doing so, the player expects that his teammates will stand behind him and fight with him should there be a need to do so: strength in numbers. However, where in the game's evolution did the expectation emerge that players should fight to protect their honour, and the team's honour? It may be the case that the sport itself does not expect players to battle with fisticuffs, but the nature of the sport provides the opportunity for extreme masculine behaviour in the form of violence, abuse and harassment, to coexist under the guise of expected values within the sport.

One reason that might explain this evolution may have started at the very outset of the sport's beginnings. With players able to make a living playing hockey during the time of the NHL's own embryonic state, the sport really did not have much time to develop it's own value structure and mores in the same manner as those sports who did not experience 'professionalism' and capitalism from the beginning. An argument can be made that the absence of virtue within the embodiment of the sport participants off the ice—owners, management, and coaches—carried itself over to the players experiences, creating the context of the sport as it is organized in North America via masculinity's expectations rather than expectations specific to the sport. Overt masculinization of hockey was embodied off the ice by early NHL owners and team managers to improve their financial return on their hockey investment: ownership of the arenas, the teams, and the individual players. To improve financial returns, the owners and team managers would encourage coaches within the NHL to provide the incentive for players to utilize those means for expected on ice masculine behaviour.

As players retired and moved into coaching positions, or as coaches developed 'winning' teams, next-generation coaches were modeling the expected behaviours that bread success for previous successful coaches. Therefore, it is not surprising that at the time of the Midget Triple A coaches' interviews with regards to codes of conduct, expectations outlined from the League and Organization basically skated over the expected values by utilizing the word respect for all individuals involved within Midget Triple A.

Members of Organizations who influence the hiring of coaches, and measure the success of the teams by the scoreboard, may be inclined to seek out coaches that will

drive their players to win. The coaches interviewed commented on the hiring practices as ranging from informal discussions in the arena to structured interviews. However, issues of other coaches getting hired due to being favourably liked by their organization or liked by members of the BoD's, but who did not "measure up" to the other Midget Triple A coaches, was an issue that arose in the interviews. One coach shook his head in disgust at the prospect of a certain coach given the opportunity to continue coaching at Midget Triple A by another organization. He was of the opinion that this individual did not embody quality coaching skills or ethics. Outcome-based coaches or career coaches, rather than development-based coaches, tend to focus only on the winning aspects of the game. In doing so, they elicit whatever form of motivation, generally negative, believing it will provide the desired outcome. It is these coaches that regularly violate the proscribed abuse and harassment guidelines such as Speak Out! Act Now! utilized by Hockey Canada or the Harassment Template by Sport BC. Triple A Organizations have the power to make changes in behavioural expectations.

With the implementation of these consciousness-raising policies in conjunction with the changes to the coaching certification programs, a shift may occur within the dynamic of the values Organizations expect from their coaches and from the coaches themselves. However, if the League and Organizations that hire coaches continue to be outcome orientated, a paradigm shift within coaching will not be supported, as those coaches working to develop overall programs for the benefit of the entire team will find themselves without coaching positions.

Therefore, to answer the question, 'Did hockey create masculinized attitudes utilizing unwritten rules and expectations of conduct, or are these characteristics and

values found within masculine culture that are acceptably expressed within (certain) sports?' the answer would be yes to both. The nature of the business of hockey and the competitive nature of the sport of hockey created a symbiotic relationship whereby excessive masculine characteristics that are found also in other masculinized organizations such as business, politics, and academia, may be expressed on the ice and off by it's participants due to the male role model ideals of the early owners and players. The sanctity of the games' early predecessors appears to have entrenched the ideals of masculine behaviour. In doing so, some participants appear to have taken advantage of these qualities and exhibit them in the form of abuse and harassment.

An extensive review of literature on the topics of abuse and harassment was done as a result of the communication findings from the coaches. If a schoolteacher were to stand at the front of the class and berate the students for a poor showing on a provincial math exam, the school would probably be fielding a few phone calls from upset parents. However, in some instances these same parents may be walking up to coaches and telling them that in order for their son to play hard, 'you have to yell at him.' At some point, verbal abuse, emotional abuse, and in some cases sexual abuse, were tools that became entrenched into the norms of hockey.

In some instances, paedophiles did slip into coaching positions as an opportunity to groom potential victims. However, much like the predatory model of Brackenridge (1997b), it would appear that some coaches utilize tools that the rest of society has labeled unacceptable in other forums. However, unlike the unsuspecting math students, players and coaches appear to have become conditioned into accepting some forms of abuse as part of the environment. Is this a case of the individual ego utilizing a form of

expressing displeasure within a masculine guise to ensure it's own survival? Have the participants within the sport grown so accustomed to the subtle (and not so subtle) forms of abuse and harassment that to speak out against it would result in the individual being labeled a problem? These questions are beyond the scope of this research, but from personal experience, this researcher would agree with both statements.

Coaches are human. Some see the success or failures of their team in direct response to their own self worth. In order to protect their self worth, self-esteem, and position, they will utilize any means available to them to ensure they are kept in tact. Other coaches, further emotionally developed, may start to recognize that their own self worth is not tied into the successes and failures of their teams. This explanation may account for why each coach stated that their emotions moved to a more even keel as they matured. For some coaches, they may never recognize that need to mature and continue to create a hegemonic environment where they rule supreme.

LIMITATIONS

As in many other research settings, not only are the findings of the data important, so is the learning process during the actual research procedure. In life, as in research, when a mind is open to new and different experiences, there will be mistakes and opportunities to learn from them. This research endeavour was no different. The main drawbacks that emerged from this research are in the method, the data gathering tools, the limited pool of candidates, and time constraints. It is the expectation that through this

learning process, the researcher and others may take from this a greater understanding and appreciate the way people learn and cognitively comprehend their environment.

Main Drawbacks

Method

To begin, the changes that became most apparent early in the research was during the actual semi-standardized interview stage. There seemed to be a need to clarify or redirect coaches during the interview due to their open interpretation of the questions and considerable number of times that they asked it they were answering the question 'right'.

The interview guide could have been less detailed to augment more time as coaches began to discuss other relevant areas in relation to the subject matter as well as to delve deeper into the topic. However, since most of the coaches had a limited time frame in which to participate in the interview, these subjects were not further explored while they talked about them passionately. With the coaches who did have more time, rather than allow the interview to flow with a few questions, there seemed to be times that the discussion had to be segued into an already predetermined question in order to have covered the questions rather than delve more fully into the personal experience.

Data

The shear lack of available participants due to the limited number of those individuals qualified to be a participant is the single most important limitation to the

study and subsequent data gathering. Due to the evolution of the Midget Triple A league over the last 15 years, there is not an extended population base in which to choose candidates. A well as the limited number of participants, these participants are extended right across the Province of Manitoba due to the regionalization of the teams within the league. The Northern region of Manitoba was not represented within this sample of coaches. As a result, individual coaches that have different cultural heritages, such as Aboriginal, were not interviewed. This limits the interpersonal and cultural experiences of 'Minority' individuals – coaches and players alike – and their interpretations of leadership, communication, and environment. Teams from the more heavily populated southern parts of Manitoba would have a less extensive travel schedule than the team from the Northern Manitoba. The Northern Region and the Kenora teams have the unique experience of extensive travel by team bus, the possibility of prolonged contact with teammates and coaches at hotels, and possible limited parental opportunities for travel may itself be a unique experience that differs from the Southern Manitoba and Winnipeg based teams.

Time

This research endeavour was not funded by any grants, research funding, nor outside interests. As a consequence, time constraints held up the project, and lapse in progress ensued. However, as an exploratory piece of work, subsequent research endeavours by others interested in the area of male sports culture, and / or adolescent male hockey culture, may find this information to serve as a template for further inquiry.

Summary

Utilizing a qualitative research approach, where research should be 'with persons' and not 'on persons' (Kirby and McKenna, 1989), the seven coach subjects who volunteered for the study were actively involved in the process of generating and verifying the interpretation of the data.

It is without a doubt that coaches, in this case Midget Triple A coaches, wield a significant amount of power within the environment of hockey. (Brenton, 2000; Brackenridge, 1997; Kirby and Greaves, 2000; Strachan and Tomlinson, 1997) Therefore, it was important for the research to be accurate and to understand how these coaches interpreted their role within that position of authority.

There continues to be a need for research that explores the relationships between coaches and athletes- is there an impact by coaches as role models on adolescent males? If so, how? Answers to these questions may shed light on the types of uncomfortable behaviours in the guise of masculine-expected traits that underage players might have encountered from teammates and coaches that lead them to exit the sport prematurely and subsequently impacted on their personal development. A cross-referencing of the nature of the Midget Triple A hockey environment from other regions of Canada would make an interesting contrast.

RECOMMENDATIONS

Within the context of a volunteer-based sport model, there appears to be a loose standard of acceptable hiring practices of coaches, as well as limited expectations of accountability by BoD's within the framework of the governing body within the league, the hiring committees, and finally the coaches. Those held with the most accountability are the players—the ones with the least amount of voice or power as to how their league and organizations may run.

The interviewees mentioned that the coaching positions within the Midget Triple A league were not filled by quality coaching individuals with the necessary coaching skills, but, individuals who knew the right people; a case of 'Who you know not what you know' scenario. When individuals of questionable coaching skills are allowed to influence the development of young hockey players, the players will suffer due to lack of over-all *personal* development.

The following recommendations, in relation to the research focus—the environment that Midget Triple A players are exposed to through the perceptions and experiences of the coaches—deal with accountability within a volunteer based sport model. The following recommendations that put the best interests of the players' over-all development and safety will be put forward and discussed:

- Hiring Head Coaches for two consecutive years
- Coaches' Code of Conduct Committee
- Development of a Coach Assessment Committee
- Player Representative—Improve Player Education
- Improved Communication of Codes of Conduct

Recommendation #1

By hiring coaches for a minimum of two consecutive season blocks, the coaches can focus their attention on putting together long-term two year athlete development programs rather than short-term success via the scoreboard. Coaches could utilize an athlete-centred approach for the over-all development of the program. This would provide more consistency for the returning player. Having a coach with the program for two consecutive seasons would allow the player and coach to work together towards identifying and improving skills.

With a limited turnover within the coaching ranks, coaches could select representation for a Coaches' Code of Conduct Committee who would work with the league to implement and educate coaches with regards to the code they have helped to create and design.

Recommendation #2

A second recommendation that emerged from the data would be the creation of a Coach Assessment Committee [CAC] with a Player Representative who does not have any official Triple A affiliations. Coaches mentioned that they were seeking input from others to assess or critique their programs. Those that had experienced feedback via questionnaires did not have the information in a timely manner to affect change within their programming, nor were they satisfied with the delivery of that information. Therefore, with the creation of the CAC, the process of creation, delivery, and assessment

of the questionnaire is centralized by one body. This body would be mandated to share the findings of the assessment with the individual coaches. As well as utilizing a questionnaire, this body would do independent observational audits of coaches at games and practices, using the Coaches' Code of Conduct as a mandate by which to evaluate the coaches.

Recommendation #3

Finally, a Player Representative, one who is there to voice the best interest of the players, much like a Union Representative at the bargaining table, would sit on the Coach Assessment Committee. This person may also take part in the ongoing assessments of the coaches, but would also act as a liaison for players who may have questions or concerns. These people could then follow-up, or investigate and report back to players. Issues of concern may include the Junior Draft, NHL draft, assisting players who may have had to relocate, resources for drug and alcohol dependency, and abuse issues.

This individual would represent the players' interests at any coach selection interviews, reviews, or suspensions for players and coaches. This individual would also design and implement a yearly leadership skills seminar for those players identified from within their organizations as Captains and Assistants. It would be expected that these players would be taught decision-making skills and role-play leadership challenges. The outcome for this workshop would be for players to identify their leadership skills, identify the influence they have within the peer group, and to realize why it is important for them to improve these skills.

Summary

The three recommendations listed above may be incorporated into a volunteer-based sport system. While it is the volunteers that enable the Midget Triple A league to run, it is important not to lose sight as to what sport is for and for whom the sport is to benefit—the Players. While sport in Canada continues to lack funding overall, a donation of $1.00 per player from their annual fees would enable the CAC and the Player Representative to outline a budget for supplies and office services. This dollar would be an investment in better communication between the coaches and league, improved coaching conditions for those coaches who are athlete driven not score board obsessed, as well as an investment in the over-all safety and development of athletes at this critical age in their personal development and hockey careers.

Over-All Summary

Within this chapter a discussion of the aforementioned literature review was utilized in conjunction with the information yielded from the data. A question surrounding the symbiotic nature of hockey and masculinity was explored and the use of abusive and harassing behaviours between coaches and players that influences player-to-player dynamics was also discussed. A more in-depth assessment regarding limitations of the data collection followed. The limitations looked at the method used, time constraints that affected the work, and the limited number of available participants that experienced the phenomenon. Other constraints such as the limited number of potential participants who participated at Midget Triple A that had the time to participate were discussed. As a result of the literature review, the data, and the subsequent discussion, three distinct recommendations were brought forward. The three recommendations target the organizations hiring principles, the utilization of a third party to advocate on the behalf of players, and a more structured educational process to be implemented to influence the values already deeply ingrained within the hockey experience.

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Appendix A: Advertisement

Wanted:

Looking for any current or former Midget AAA coaches who would be interested in being interviewed for a University of Manitoba research project about their hockey experience. If you are interested in participating please call and leave your name and a number (s) that you may be reached at during the day or evening

Appendix B: Consent Form

Statement of Informed Consent

Thesis research by Lainie A. Wintrup
(204)

Thesis Advisor - Dr. S. Dixon
(204)

Purpose
The purpose of this study is to explore the understanding of the Coaches experiences in Midget AAA Hockey in Manitoba by former/current coaches through their own subjective interpretations.

Participant's Consent
I hereby acknowledge that I have been informed as to the purpose of this research and I agree to participate in the study conducted by Lainie A. Wintrup (University of Manitoba, Winnipeg) for her MSc. Thesis.
I understand that my account will be tape-recorded in an interview, with the researcher, lasting approximately 60 to 90 minutes. The option to refuse to be tape-recorded is also available. I understand that the text of the tape-recording will be transcribed to print for analysis and the tape-recording will be erased when the research is completed.
I understand that, as a participant in the study, I am a volunteer and that I may refuse to answer any or all questions without penalty, and that I may withdraw from the study at any time. If I choose to withdraw from the study I also have the option to withdraw the information that I have provided.
I understand that a second interview and further contact may be requested by both myself and the researcher. Also, I shall be given an opportunity to ask questions at any time during the study and after my participation is complete. I may contact the researcher by leaving a message at 204.
I understand that any information I provide in the course of this interview will be strictly confidential and that my identity will not be revealed during any stage of the data analysis or in the publication of the research findings. I am aware that I may request documentation of the findings of this research and the request will be complied.
Should I have a complaint regarding the research / researcher, I may direct my comments to the Human Ethics Secretariat (474-7122) as this study was approved by the JFREB, PSREB or ENREB of the University of Manitoba.
I have read and understood the nature of this research and my participation in it, my signature below signifies my willingness to participate.

_____ _____
Participant's Signature Date

_____ _____
Researcher's Signature Date

Appendix C: Pre-Interview Questionnaire

Pre-Interview Coach Questionnaire

COACH ID#_____
RESEARCH USE ONLY
AGE_____
SEX_____

YEARS COACHING HOCKEY_____COACHING MIDGET AAA_____

DID YOU PLAY HOCKEY?_____
If so, at what level did you attain?_____
At what age did you finish playing?_____
Was it your decision to stop playing?_____

WHAT YEAR DID YOU BEGIN TO COACH HOCKEY?_____
WHAT CATEGORY AND AGE?_____

WHAT NCCP THEORY LEVELS HAVE YOU ATTENDED AS A PARTICIPANT?_____
COMPLETED?_____

WHAT CANADIAN HOCKEY ASSOCIATION LEVELS HAVE YOU ATTENDED AS A
PARTICIPANT?_____
_____
_____
_____
LEVELS
COMPLETED?_____
Please include the year that you completed your level(s)

DO YOU PARTICIPATE IN OTHER HOCKEY DEVELOPMENT SEMINARS OR CONFERENCES?_____
If so, please list the name of the conference(s) and year you attended. Please note if you were a presenter and your topic.

_____
_____
_____

Appendix D: Interview Guide for Coaches

Interview Guide for Coaches

Greet the coach. Gain consent for recording the interview on tape and ask the coach if they understand the conditions set out in the consent form.

Background information (Part 1)

Why do you coach?
What are your personal goals as a coach?
How would you characterize yourself as a coach?
Have you incorporated any coaching styles of former coaches that you have had?
If so, what are they?
What are the styles of coaching you have chosen not to incorporate? Why?
What types of coaches do you admire? Why? Have you incorporated their style into your own?
Are you personally the same kind of coach that you were when you started coaching?
If not, what has changed? Why?
Why would players want to play for you?

Values-Ethics (Part II)

Does the values demonstrated by the individual player, both off and on the ice, influence your decision for selecting them?
Do you expect your players to have certain values? Please explain.
What are the ethics that you use to make coaching decisions?
In your role as coach, do you feel a sense of responsibility for the overall development of athletes as people?

Communication (Part III)

How would you explain your verbal and nonverbal communication style when relating to athletes? Opposition coaches? Officials?
Do you ever feel disempowered / not in control of your emotions in a coaching setting?
If so, does this feeling happen often?
How do react to your players when your team is losing an important game?
Winning?
How do you motivate your players to bring their level of play up? Team and Individuals.

Leadership (Part IV)

Are there codes of conduct expected by the players? If so, who designs, explains, and monitors the players' conduct?
What is it?
An example of conduct not adhering to the code would be....?
If these codes are not adhered to, what are the consequences for the player(s)?
Have you witnessed or overheard sexual comments, gestures by players or others associated with your team, directed to players on your or the opposing teams?
Would these comments fall within or outside the permitted codes of conduct by team staff / players?
Is there a code of conduct for coaches? If so, who outlines and monitors it?
As a Midget AAA coach are you subjected to reviews of performance?
Do you teach leadership skills to your players?
Has a physically healthy Midget AAA calibre player left your program / team in mid-season?
If so, what were the circumstances of the player leaving?
Ask the coach if there is anything they wish to add. Thank the Coach for their time.

Appendix E: Examples of Interview Probes

How did that change when you entered again at 31?

How would you describe your bench management at 31 as opposed to 23?

So would you say the pendulum....swing emotionally a little broader?

Can I interpret that as to mean respect?

How would you be able to pick out a career coach?

Could you define for us reading the riot act?

For who?

Ok um who monitored the coaches then?

Example of trash talk?

At this time are you the head coach or the assistant coach?

Could you explain to me what 'sitting the wall' is?

Do you think they would probably come up with something worse than what you would have done?

Would you give me some examples of role responsibility?

So they have a lot of puck-bunny type followers?

A dark culture?

And what would be something that would be said?

Examples that you might relate to?

All up, the door slamming?

Profanity now and again?

In big trouble?

Could you define for us 'delay of game'?