

# PRINCIPLES OF PREVENTION

## Hazing



### Strategic Components

#### **Risk Domains**

A specific area or level where the identification of key risk and protective factors can influence preventative measures or actions to reduce or eliminate problematic behaviors.

#### **Risk Factors**

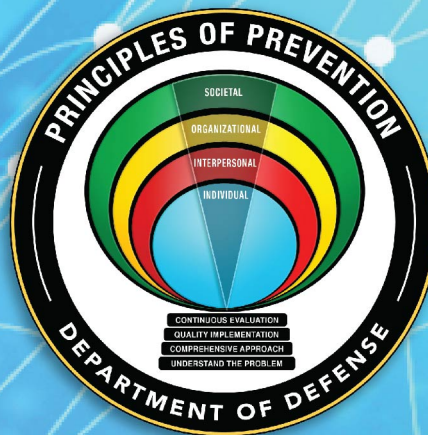
Variables associated with higher probability of a negative situation or outcome.

#### **Protective Factors**

Conditions or attributes within the individuals, communities, and societies that mitigate or eliminate risk of a negative situation or outcome.



Principles of Prevention = Combat Readiness



# Harassment Prevention





# PRINCIPLES OF PREVENTION

## Hazing:

### *Risk and Protective Factors*

#### Overview

The Principles of Prevention is a comprehensive strategy that supports DoD Instruction 1020.03, Harassment Prevention and Response in the Armed Forces. This document orients leaders to the components of prevention and their linkage to Harassment.

The Principles of Prevention (PoP) is a model which aids leaders in understanding, responding to, and preventing harassment across four interrelated risk domains (individual, interpersonal, organizational, and societal). Within each risk domain there are characteristics (risk and protective factors) which, if identified, can assist in developing prevention methods to reduce or eliminate potential problematic behaviors. Using relevant tools, leaders and unit members should attempt to identify these areas, and apply this knowledge to develop proactive preventative measures for their organizational teammates. The description of Risk/Protective Factor include:

1. Individual  
This domain considers biological and personal history, to include age, education, income, substance use, or history of abuse, etc. Prevention strategies would focus on providing access to resources such as education and life-skills training, would promote positive attitudes, beliefs, and behaviors.
2. Interpersonal  
This domain examines an individual's close relationships and social circles like partners, families, work colleagues, educational peers, etc. Prevention strategies would be designed to promote active group/bystander intervention, mentoring programs, or support networks or resources for at-risk individuals.
3. Organizational  
This domain focuses on larger settings like command climates, organizational traditions, exclusive groups, and unit environments. Prevention strategies would affect the social and physical environments. For example, there would be a focus on promoting inclusive environments through cross-cultural competence, reinforcing unit values and expectations and improving communication and accountability. It is also important to improving leader presence, involvement, and buy-in.
4. Societal  
This domain emphasizes broad cultural factors that affect climate like media influences, differences in norms and standards, large social movements, etc. Prevention strategies would be positive changes to high-level policies and laws. Within the DoD, it may be difficult for leadership to affect meaningful change at the societal-level, but leadership must remain aware of societal-level effects and their impact on their peers and subordinates.

#### Relevant Definitions

**Risk Domain-** A specific area or level where the identification of key risk and protective factors can influence preventative measures or actions to reduce or eliminate problematic behaviors.

**Risk Factor-** Variable associated with higher probability of a negative situation or outcome.

**Protective Factor-** Condition or attribute within the individuals, communities, and societies that mitigate or eliminate risk of a negative situation or outcome.

**DoDI 1020.03 Definition:**

1. Hazing—

a. A form of harassment that includes conduct through which Service members or DoD employees, without a proper military or governmental purpose, but with a nexus to military Service, physically or psychologically injures or creates a risk of physical or psychological injury to Service members for the purpose of: initiation into, admission into, affiliation with, change in status or position within, or a condition for continued membership in any military or DoD civilian organization. Hazing can be conducted through the use of electronic devices or communications, and by other means including social media, as well as in person.

1. Hazing is evaluated by a reasonable person standard and includes, but is not limited to, the following when performed without a proper military or other governmental purpose:

- i. Any form of initiation or congratulatory acts that involve physically striking another person in any manner or threatening to do the same;
- ii. Pressing any object into another person's skin, regardless of whether it pierces the skin, such as "pinning" or "tacking on" of rank insignia, aviator wings, jump wings, diver insignia, badges, medals, or any other object;
- iii. Oral or written berating of another person with the purpose of belittling or humiliating;
- iv. Encouraging another person to engage in illegal, harmful, demeaning, or dangerous acts;
- v. Playing abusive or malicious tricks;
- vi. Branding, handcuffing, duct taping, tattooing, shaving, greasing, or painting another person;
- vii. Subjecting another person to excessive or abusive use of water;
- viii. Forcing another person to consume food, alcohol, drugs, or any other substance; and
- ix. Soliciting, coercing, or knowingly permitting another person to solicit or coerce acts of hazing.

b. Hazing does not include properly directed command or organizational activities that serve a proper military or governmental purpose, or the requisite training activities required to prepare for such activities (e.g., administrative corrective measures, extra military instruction, or command-authorized physical training).

c. Service members may be responsible for an act of hazing even if there was actual or implied consent from the victim and regardless of the grade or rank, status, or Service of the victim

d. Hazing is prohibited in all circumstances and environments including off-duty or "unofficial" unit functions and settings.

2. For Risk and Protective Factors on this topic, see Tabs A and B.

**TAB A**  
**Risk Factors – Hazing**

<b>HAZING – RISK FACTORS</b>			
<b>RISK DOMAINS</b>	<b>INDIVIDUAL – TARGET<sup>1</sup></b>	<b>INDIVIDUAL – OFFENDER</b>	
	<ul style="list-style-type: none"> <li>• Personality               <ul style="list-style-type: none"> <li>○ Risk-taker, especially for social approval</li> <li>○ Over-conforming</li> </ul> </li> <li>• Gender               <ul style="list-style-type: none"> <li>○ Men are more likely than women to experience hazing</li> </ul> </li> <li>• Personnel               <ul style="list-style-type: none"> <li>○ With low social status in group/Rank</li> <li>○ Who are new to the organization</li> <li>○ Who feel the need to please authorities</li> <li>○ Who need/seek a role model</li> <li>○ Who deny fears and insecurities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Personality trait               <ul style="list-style-type: none"> <li>○ Moral disengagement</li> </ul> </li> <li>• Has been hazed, watched or participated in hazing</li> <li>• Past history of being abused</li> <li>• Bullies and/or displays aggressive behaviors</li> <li>• Identifies with authoritarian figure(s)</li> <li>• Lacks empathy</li> <li>• Engages in activities that have no legitimate purpose</li> <li>• Wants to belong</li> </ul>	
	<b>INTERPERSONAL</b>	<b>ORGANIZATIONAL</b>	<b>SOCIETAL</b>
	<ul style="list-style-type: none"> <li>• Discrepancy in status, role, and power<sup>2</sup></li> <li>• Peers who stand and watch or participate in hazing to please authorities or fear of being victimized</li> </ul>	<ul style="list-style-type: none"> <li>• Large group<sup>3</sup> <ul style="list-style-type: none"> <li>○ Promotes de-individualization—loss of individuality, self-evaluation apprehension, and self-awareness)</li> <li>○ Diffusion of Responsibility—blame is diffused across group</li> </ul> </li> <li>• Exclusive jobs or unit types (combat arms, pilots, submarines, special operational units, etc.)</li> <li>• Location of units</li> <li>• Organizational leaders ignore hazing acts</li> <li>• Anti-hazing policies are lacking or not enforced</li> <li>• Organization, leaders or groups justify hazing as "traditional-mandated obstacles to overcome as a way to force bonding"</li> <li>• Mission erodes</li> <li>• Maintaining status quo/traditions</li> <li>• Leaders who lack awareness or inability to change system</li> <li>• Leaders who are protecting their reputation or the organization's reputation</li> <li>• Lacking organizational anti-hazing policies</li> <li>• No supervision in training or extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Socially acceptable through media as it builds character</li> <li>• Culturally acceptable in organizations as initiation per traditions</li> </ul>

<sup>1</sup> Plimmer, G., Proctor-Thomson, S., Donnelly, N., & Sim, D. (2017). The mistreatment of public service workers: Identifying key risk and protective factors. *Public Money & Management*, 37(5), 333-340.

<sup>2</sup> Hamilton, R., Scott, D., LaChapelle, D., & O’Sullivan, L. (2016). Applying social cognitive theory to predict hazing perpetration in university athletics. *Journal of Sport Behavior*, 39(30), 255-277.

<sup>3</sup> Cimino, A., (2013). Predictors of hazing motivation in a representative sample of the United States. *Evolution and Human Behavior*, 34(6), 446-452.

**TAB A**  
**Risk Factors – Hazing**

HAZING – PROTECTIVE FACTORS			
<b>RISK DOMAINS</b>	INDIVIDUAL – TARGET <sup>4</sup>	INDIVIDUAL – OFFENDER	
	<ul style="list-style-type: none"> <li>• Personality               <ul style="list-style-type: none"> <li>○ Resistant to peer pressure</li> <li>○ Empathetic</li> <li>○ High self-esteem and self-awareness—does not feel the need to belong in large group</li> </ul> </li> <li>• Know and understand organization's anti-hazing policies</li> <li>• Report hazing incidents</li> <li>• Associate with peers and friends who oppose hazing or do not use abusive language</li> <li>• Question authority figures when something doesn't seem right or is not right</li> <li>• High individual commitment, motivation, and morale</li> </ul>	<ul style="list-style-type: none"> <li>• Personality               <ul style="list-style-type: none"> <li>○ Resistant to peer pressure</li> <li>○ Empathetic</li> <li>○ High self-esteem and self-awareness—does not feel the need to belong in large group</li> </ul> </li> <li>• Develop healthy relationships with peers and leaders that do not participate in hazing or other illegal activities</li> <li>• Educate self on hazing and anti-hazing policies</li> <li>• Know the reporting procedures for hazing</li> <li>• Question inappropriate behavior</li> <li>• Report hazing</li> </ul>	
	INTERPERSONAL	ORGANIZATIONAL	SOCIAL
	<ul style="list-style-type: none"> <li>• Peers/Leaders               <ul style="list-style-type: none"> <li>○ Resistant to peer pressure</li> <li>○ Empathetic</li> <li>○ High self-esteem and self-awareness—does not feel the need to belong in large group</li> </ul> </li> <li>• Peers/First line supervisors who are not bystanders, but intervene and report</li> <li>• First line supervisors monitor training and extracurricular activities to ensure no inappropriate behavior occurs</li> <li>• First line supervisors promote group cohesion and team building and create a safe environment</li> </ul>	<ul style="list-style-type: none"> <li>• Punish offender and leaders who engage or allow others to haze</li> <li>• Publicly criticize hazing through policy, adds/posters, media and other available forums</li> <li>• Separate those who haze from the service</li> <li>• Deglamorize the use of alcohol</li> <li>• Conduct surveys like the DEOCS, focus groups, etc.</li> <li>• Conduct professional ceremonies like promotions</li> <li>• Communicate policies and reporting procedures</li> <li>• Listen to reports of hazing and intervene/investigate</li> <li>• Train subordinate leaders on how to handle hazing incidents</li> <li>• Have an open door policy</li> </ul>	<ul style="list-style-type: none"> <li>• Organizations develop relationships with civilian agencies for sharing information and developing support/partnerships</li> </ul>

The above non-inclusive list of conditions or attributes are areas where prevention strategies could be potentially enhanced, reinforced, or developed, and then incorporated to positively address problematic indicators or behaviors in regards to hazing.

<sup>4</sup> Plimmer, G., Proctor-Thomson, S., Donnelly, N., & Sim, D. (2017). The mistreatment of public service workers: Identifying key risk and protective factors. *Public Money & Management*, 37(5), 333-340.

## IT'S ALL ABOUT CONDUCT

**Let's Talk Strategy!** After identifying and analyzing risk and protective factors in a given situation, leaders should consider what proactive measures they could develop to address concerns, or reinforce positive behaviors, in an attempt to reduce or prevent future occurrences. Prevention programs must be realistic and focus on attainable goals from assessments and consultations. Strategies include policies and programs divided into three categories: primary, secondary, and tertiary.

- Primary prevention strategies transpire prior to problematic behaviors
- Secondary prevention strategies respond immediately after the occurrence
- Tertiary prevention strategies are to mitigate the lasting effects of problematic behaviors and prevent future occurrences

### Examples of Primary Prevention Strategies

- Conducting hazing prevention training (tailored, and facilitated to the targeted audience). Training should focus on:
  - Clearly defining what is, and what is not hazing (provide real-life examples)
  - Developing life skills and coping mechanisms for newly arrived members
  - Identifying members with a greater chance of wanting to “fit in”
  - Creating an atmosphere of inclusion without forcing belongingness or assimilation
  - Understanding reporting procedures, and policies and regulations
- Monitor trends (e.g., monthly, quarterly), identify patterns and establish a plan of action to prevent hazing behaviors
- Mandate leader presence in all workplace settings
- Conduct unit activities that build group inclusion, cohesion, trust, and respect
- Conduct required climate assessments (per Service requirements); develop and implement proactive measures
- Clearly define differences between hazing, extra-curricular activities, physical training, or team building
- Discuss how “volunteering” to be hazed is not acceptable

### Examples of Secondary Prevention Strategies

- Take all allegations/reports of hazing seriously and take appropriate actions to resolve allegations
- Inform leadership of hazing complaints (provide updates as requested/required)
- Remain neutral and professional; ensure all members are treated with dignity and respect throughout the investigative process
- Identify why hazing occurred (e.g., lack of policy, education, enforcement of the rules)
- Resolve complaints expeditiously using unbiased processes
- Provide resources and support to all involved members (e.g., spiritual, medical, legal)
- Separate non-conforming members from military Service as needed/required

### **Examples of Tertiary Prevention Strategies**

- Develop and reinforce strong Service Ethos and Values; reinforce at multiple opportunities
- Establish inclusive environments that supports the organization's values and mission statement
- Conduct follow-up assessments on complaints within 45-60 days after complaint resolution to ensure the complaint is resolved, to ensure no retaliation has occurred
- Using lessons learned, develop training to prevent any possible future hazing events
- Review current policies and revise as needed
- Ensure required climate assessments are completed (based on Service requirements/or as directed)
- Work with community members to leverage resources available for Service, Civilian and Family Members especially newcomers