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The Pride of Australia

# 2020

**HOCKEY AUSTRALIA  
LIMITED (HA)**

# WHAT YOU SAY MATTERS

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**Head Office**

66 Jolimont St,  
East Melbourne VIC 3002  
ph. (03) 9947 9900

—  
**High Performance Office**

Perth Hockey Stadium, Hayman Rd  
Bentley WA 6102  
ph. (08) 9458 0216

—  
[ha@hockey.org.au](mailto:ha@hockey.org.au)

[hockey.org.au](http://hockey.org.au)

ABN: 265 469 554 55

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## What you say matters – Communication Resource for Coaches

As a coach you are a major influence on players (grass roots participants to elite athletes). You directly influence their attitudes, behaviours and performance, and are a strong influence on their satisfaction and continued involvement in hockey. You can also have an effect on their quality of life. This effect can be either positive or negative and has much to do with what you say or don't say.

### So what have you been saying lately – because what you say matters!

This resource provides information, strategies and tips to enhance your communication skills, particularly verbal skills, resulting in:

#### **Better coaches**

- improved communication with all players
- improved and more trustworthy coach-player relationships

#### **Better players**

- increased satisfaction and enjoyment
- improved performance

#### **Better clubs**

- more enjoyable, respectful and inclusive environments
- greater retention of players and members

#### **Better people**

- more respectful relationships on and off the field
- more tolerant and supportive of diversity

This resource will also assist you in achieving communication competencies under Hockey Australia's coach training programs (see Additional information section).

## Club Culture

Each club has a culture that is unique. This culture reflects the values, beliefs, attitudes and behaviours that are shared by the members of the club and influences how decisions are made, acceptance is given and rejection occurs. A club's culture is formed and impacted by several factors including the club's:

- leader/s
- diversity of membership
- location
- facilities (quality, safety and cleanliness)
- alcohol management practices
- policies and codes of conduct.



All clubs have a responsibility to ensure they provide an inclusive, safe and welcoming environment. A key part of achieving this is through you – the coach. As a coach you are responsible for the safety and welfare of the players in your care. Club and community members look to you to set the standard for others, particularly young people.

What you say and do will shape the culture of your team(s) and often have more influence in setting the expected standard of behaviour at the club than the club’s written codes of conduct. Your words and behaviour can influence the way people are seen and treated by others, and the way in which people feel about themselves. It can determine whether players feel accepted and respected, irrespective of their age, disability, gender, gender identity, sexuality, Indigenous background or diverse cultural background. It will help determine whether males treat females with respect, whether people who identify as gay, lesbian or transgender feel safe in coming out to their team mates and whether players feel comfortable in bringing their partners and/or children to club functions.

The club culture also impacts on how the club is perceived and supported by the community, the media and existing or potential sponsors.

It is important therefore that you model the behaviours that you expect from others, speak positively rather than negatively and take control of your words rather than letting your words control you.

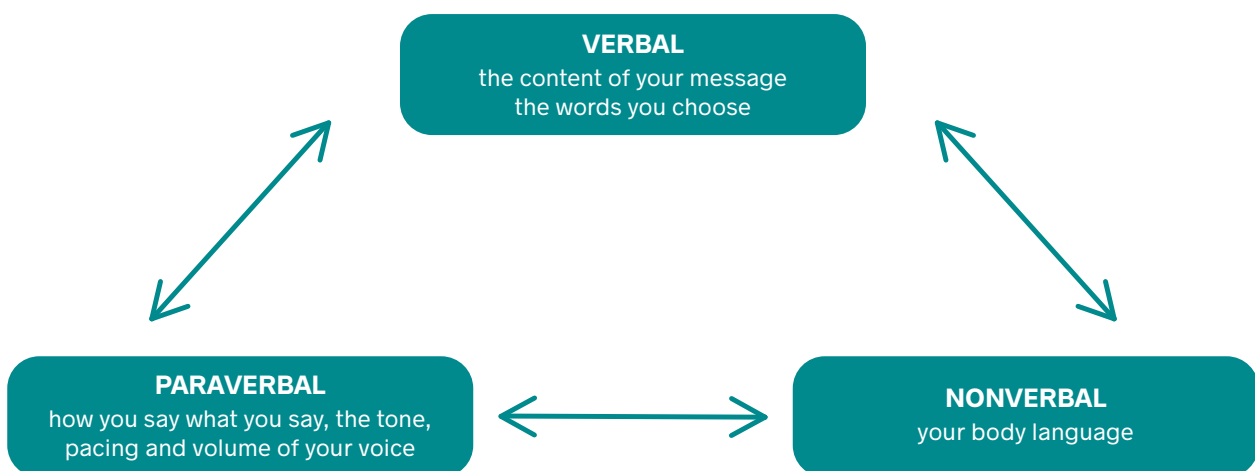
### Communication: What is it?

Communication is a process that involves exchanging information, thoughts, ideas and emotions.

Communication promotes the development of shared knowledge and understanding and forms the basis for initiating, maintaining and ending your coach-player relationship.

As a coach, you use communication to persuade, evaluate, inform, motivate, share ideas, understand others’ perspectives and problem solve.

The act of communicating involves three components: verbal, nonverbal, and paraverbal.





## Why is good communication important?

Good communication is the foundation of all successful coaching.

It is an essential ingredient to the development and performance of players and for effective relationships with your players. A coach with good communication skills can:

- shift a player or a team from negative to positive attitudes
- express the intricate mechanics of movement in a manner which is clear and understandable
- lift a player from mediocre to elite performance by zoning in on a player's individual learning and motivation styles.

Good communication is also essential to ensure the words you use have a positive impact on others.

## Impact of words

An important key to success in life and maintaining positive and healthy relationships is to understand the power and impact of words.

A word is a thought eternalized. Our thoughts have a great effect on us even though they are internal. What we think effects the way we live our life, it effects our emotions, our attitudes and our behaviour.

A thought **spoken**, however, has even more power. It sends a message which creates a reaction in others and can never be taken back.

Unfortunately, we rarely stop and think about what we are saying and are often oblivious to the positive or negative effect our words have on the people around us.

Words can uplift, inspire, motivate and create forward momentum. They can dissolve fear and create safety and trust. On the other hand, words can create distrust, self-doubt, fear, intolerance, violence and wars.

Offensive and inappropriate words can result in feelings of **humiliation, embarrassment, anger and intimidation** for the person on the receiving end. Sometimes these words are used intentionally and maliciously but more often they arise from thoughtlessness or habit.

Either way, the words can contribute to an environment that is unpleasant and threatening. The words, and usually the accompanying behaviour, can also be harassment.

**Harassment** can impact on a person physically, emotionally, economically and socially and affect a person's career, athletic and/or academic performance or potential. It can also have an impact on the club, sport, school, work place or wider community. Some forms of harassment are also unlawful.

Examples of negative or inappropriate words, catchphrases, jokes and comments that are sometimes heard on and off the hockey field include 'that's so gay', 'you're playing like a girl' and 'you're behaving like a retard'. Not only are these words offensive and hurtful but they perpetuate damaging stereotypes.



## Examples of the impact of harassment

### Physical

- Change in appetite
- Decreased energy
- Headaches
- Insomnia or other sleep disturbances
- Stress-related ailments

### Emotional

- Anger
- Anxiety
- Depression
- Fear
- Feelings of isolation
- Self-blame and guilt

### Social

- Alcohol or drug abuse
- Dependency on others for support
- Generalised fears of people or things that remind them of harassment
- Physical or emotional withdrawal from friends, family, team mates and co-workers

### Career, academic, sport

- Absenteeism
- Decreased concentration
- Resignation from team/sport, dropping out of school or quitting job
- Reduced performance
- Reduced productivity

### Tips to address offensive behaviour

- Treat all people respectfully - on and off the field
- Do not engage in behaviour or make comments or jokes that are sexist, racist or homophobic
- Read, understand and commit to hockey's code of conduct and discuss this with your team
- Advise players that behaviours like sledging, wolf-whistling or harassing girls and women, telling stories about them, spreading rumours or speaking to them in derogatory ways are not acceptable
- Explain to players that saying they were joking or they didn't mean it, or that no one else had a



problem with their behaviour is never an excuse for sexist, racist, homophobic or other offensive comments

- Ensure players understand what harassment is, its impact and repercussions and that many forms of harassment are unlawful. Also outline what they can do/where they can go if they feel like they are being harassed
- Acknowledge the importance of social events but talk to players about responsible consumption of alcohol and the link between excessive alcohol consumption and inappropriate behaviour.
- If concerned about behaviours or attitudes, don't ignore it. Find an appropriate time to talk to the player about the harm or impact his or her behaviour might have on others. Talk about positive and respectful ways of relating to people particularly to girls and women, people with a disability and people from culturally diverse communities.

More information on dealing with inappropriate comments and managing sensitive conversations is covered in the Strategies section.

### Effective communication skills

The ability to effectively use words to communicate is one of the most powerful skills you can learn - but words are only one way of communicating. To be effective, all three types of communication - verbal, nonverbal and paraverbal - need to be used consistently. For example, if you say one thing but your body language says the opposite, your players may become confused. Inconsistency can also create a lack of trust and undermine your coach-player relationships.

#### Verbal communication

- Accounts for about 7% of what is perceived and understood by others
- Should be brief, succinct, clear and organised

#### Nonverbal communication

- Accounts for about 55% of what is perceived and understood by others
- Conveyed through facial expressions, postures, gestures

#### Paraverbal communication

- Accounts for about 38% of what is perceived and understood by others
- Includes tone, pitch, pacing of voice and emphasis placed on words, for example:

“I didn't say you played poorly”

“I didn't say YOU played poorly”

“I didn't say you played POORLY”

### Communication planning tips

Take a moment and figure out what you want to say and why before communicating with a player. Consider:

- WHY you want to communicate - what is your objective
- WHO you want to communicate with



- WHERE and WHEN the message could best be delivered
- WHAT is it that you want to communicate
- HOW you are going to communicate the information

## Effective listening

Listening is an integral part of effective communication but few are ever taught how to listen effectively. For most, 'hearing' is synonymous with 'listening'; however they are two distinctly different functions.

**Hearing** - is a physical act; the process, function or power of perceiving sound.

**Listening** - is an intellectual act; hearing sounds with thoughtful intention.

Unlike hearing, which for most is a natural function, listening is a skill that improves through practicing **active listening techniques**.

Active listening involves demonstrating an interest and understanding in what is being said through staying focused, asking questions, listening for the main point(s) and listening for the rationale behind what is being said. Being actively involved in the listening process is important as it:

- shows you are interested
- gives you a deeper understanding of a player's perception
- helps build relationships
- helps to understand a player's motivation, attitude and behaviour
- helps you gather more complete information.

The basic techniques for active listening include: nonverbal attending, paraphrasing, reflecting feeling, questioning and summarising.

## Active listening techniques

Technique	Purpose	Example
Nonverbal attending	<ul style="list-style-type: none"><li>• Assists you to stay focused on what is being said</li><li>• Sets a comfortable tone</li><li>• Encourages the speaker to keep talking</li><li>• Demonstrates your concern and interest</li><li>• Signals to the speaker that you are interested in what they have to say and that you are following the conversation</li></ul>	<ul style="list-style-type: none"><li>• Maintaining eye contact</li><li>• Leaning slightly forward</li><li>• Open (non-defensive) posture</li><li>• Allowing pauses</li><li>• Raising eyebrows</li><li>• Smiling</li><li>• Nodding</li><li>• Sending brief verbal messages (umm-humm, oh I see...)</li></ul>





Paraphrasing	<ul style="list-style-type: none"> <li>Shows you are listening and understand what the speaker is saying</li> <li>Checks your interpretation or understanding is correct</li> <li>Helps the speaker explore the issues more fully without suggesting that you agree</li> </ul>	<p>Some possible introductory phrases for paraphrasing:</p> <p>“So, what I hear you saying is...”</p> <p>“It sounds like you...”</p> <p>“If I understand you correctly...”</p> <p>“You are telling me that...”</p>
Reflecting feeling	<ul style="list-style-type: none"> <li>Conveys an understanding of the meaning and feelings of what has been said</li> <li>Helps the speaker feel understood, accepted and encouraged to share more information about their feelings</li> </ul>	<p>“You feel that...”</p> <p>“You felt you didn’t get a fair hearing.”</p>
Questioning	<ul style="list-style-type: none"> <li>Establishes rapport</li> <li>Gain more information or additional facts</li> <li>Explores possibilities</li> <li>Gain clarification</li> </ul>	<p>Questions can be open or closed. <b>Open</b> questions can’t be answered “yes” or “no” and begin with words like “Tell me about; Why; How; Describe; What happened; Explain...”</p> <p><b>Closed</b> questions can be answered with a single word or a short phrase.</p> <p>“Did you play well?”</p>
Summarising	<ul style="list-style-type: none"> <li>Shows you understand all that was said and not just some points</li> <li>Serves as a springboard for discussion of new aspects of a problem</li> </ul>	<p>“These are the key issues you have expressed...”</p> <p>“May I just check that I have understood this correctly? You have told me of a few choices open to you...”</p>

### Basic listening skills

- Stop talking (you can’t listen while you are talking)
- Engage in one conversation at a time
- Empathise with the person speaking
- Ask questions
- Don’t interrupt
- Show interest
- Concentrate on what is being said (actively focus on the words, ideas, feelings of the speaker)
- Look at the speaker (even without vision people can tell whether you are facing them or not)
- Don’t jump to conclusions
- Control any anger you feel
- React to ideas, not to the speaker
- Share the responsibility for communication
- Get rid of distractions (including pen and paper)

Improved communication skills will enable both you and your players to gain much more from your coaching relationship.



It is important to note, however, that communication is sensitive to cultural differences and therefore care should be taken to adapt communication techniques for different cultures.

### Communication tips

- Be consistent with verbal, nonverbal and paraverbal messages
- State your needs and feelings clearly and concisely
- Separate fact from opinion
- Focus on one thing at a time
- Avoid hidden agendas
- Reinforce with repetition
- Look for feedback that your message was received accurately
- Give all players in your training groups' equal attention
- Communicate as appropriate to your player's thinking and learning styles
- Make the messages appropriate to the player's level of understanding
- Ensure you listen as well as talk to your players
- When providing feedback, look for something positive to say first and then provide the information that will allow the player to effect a change of behaviour or action.

### Diversity

All players bring different backgrounds, cultures, experiences and understanding to your coaching sessions. As a coach you are not expected to have an in-depth knowledge of every player's background, culture or circumstances, but having some cultural, disability, gender and sexuality sensitivity can help create better coach-player relationships.

#### Players from culturally and linguistically diverse (CALD) communities

Research has identified that while many people from CALD communities have participated in sport in their own countries, it has often been in an unstructured setting. The structure of an organised training session may be unfamiliar to some individuals from CALD communities and they may be eager to begin before you have had a chance to introduce yourself or explain the session. As with all coaching sessions, assess the competency level of each participant and modify your approach as required.

A player's cultural background may also influence:

- the way they view and manage time and whether they are comfortable sticking to or creating schedules
- how much information is usually communicated in any given situation, and how formally or informally this is communicated
- how they view personal space, and how much personal distance is appropriate
- how they treat and relate to different genders



- whether or not it is appropriate to ask questions. In some cultures, people are hesitant to ask too many questions in case they are seen as being impolite.

However, players are individuals and will be shaped by their own unique experiences, influences and circumstances no matter what cultural aspects they may share with other members of their cultural group.

### Communication tips relating to cultural diversity

- Listen attentively
- Explain technical terms
- Keep language simple and use short sentences
- Speak slowly and clearly
- Make messages visual if you can
- Check to see that the message has been understood – ask questions and be patient
- Give players plenty of time to respond
- Recognise the influence of culture on communication styles & meanings – e.g. the degree of directness or indirectness, formality and informality, non-verbal/body language
- Learn and use some words in the language of your player

### **DON'T:**

- Shout, mumble or speak really slowly
- Show impatience
- Use technical terms, abbreviations, slang or jargon
- “Dumb down” your language by speaking in broken English or in an accent

### Indigenous players

Indigenous players come from communities that have a rich diversity of traditions, customs and languages. The extent to which you may need to modify your methods of communication will vary depending on where the Indigenous player has come from (e.g. remote or urban community) and the player’s own unique influences and experiences.

### Communication tips relating to Indigenous players

- Provide lots of face-to-face demonstrations
- Make sure that any written information is in clear, plain English and avoid the use of jargon and acronyms
- Respect the use of silence and don’t mistake it for misunderstanding a topic or issue
- Always wait your turn to speak
- Do not imitate Aboriginal speech patterns or assume Indigenous players will be more open with you by attempting to speak Aboriginal English with them



- Understand that being too direct may be seen by some Indigenous players as being confrontational and/or rude
- Be aware that asking ‘Does everyone understand?’ does not always help, as some Indigenous players may be less likely to say they don’t understand or ask questions for clarification
- Do not refer to an Elder or leader as Aunty or Uncle as this may not be appropriate unless a strong relationship has been established
- Be aware that in some Indigenous communities looking someone in the eye, particularly elders, may be regarded as disrespectful – it does not mean the player isn’t paying attention
- Always consult with Indigenous staff/people if unsure

### Players with a disability

There is still debate within the community about how people with a disability should be described. In addition, words and terms that are considered appropriate and acceptable change over time.

The following list of inappropriate terms and appropriate alternatives is a guide only. When considering which terms are most appropriate to use in any situation it is best to ask the player how he or she would like to be referred to.

Words to avoid	Acceptable alternatives
Afflicted with (most people with a disability don’t see themselves as afflicted)	Player has (name of disability)
The blind, the visually impaired	Player who is blind, player with a vision impairment
Confined to a wheelchair, wheelchair bound (a wheelchair provides mobility not restriction)	Uses a wheelchair
The deaf	Player is deaf (refers to players who can’t hear but don’t necessarily identify with the Deaf community) The Deaf (refers to players who identify themselves as part of the Deaf community and who use sign language)
Deaf and dumb	Player who is deaf and non-verbal
The disabled/the handicapped	People/player with a disability
Epileptic	Player with epilepsy
Fit, attack, spell	Seizure
Physically challenged, intellectually challenged, differently abled	Person/player with a disability
Special (e.g. special person)	Describe the player, event or achievement as you would normally

### Tips for communicating with players with a disability

- Speak in an age-appropriate tone – treat adult players as adults



- Establish and maintain eye contact at the same level as much as possible. When speaking with a player who uses a wheelchair, try to find something to sit on in order to be at eye level with them
- A player's personal space can include their wheelchair and crutches
- Don't touch or push a player's wheelchair or move their crutches without their permission
- Always respect the player's dignity, individuality and desire for independence. If help is required in a given situation, do not assist without asking first
- Face and speak directly to the player rather than through the companion, attendant or sign-language interpreter who may also be present
- Never speak about the player as if he or she is invisible, cannot understand what is being said or cannot speak for him or herself

### **FOR PLAYER'S WITH A VISION IMPAIRMENT**

- Make sure you verbalise any thoughts or feeling as the player can't rely on visual cues (nonverbal messages)
- When arriving or leaving, say something that indicates your presence or that you are leaving

### **FOR PLAYER'S WITH A HEARING IMPAIRMENT**

- Gain the attention of the player before speaking (a gentle tap on the shoulder, a wave or some other visual signal to gain attention)
- Face the player directly and maintain eye contact
- Make sure your mouth is visible
- Look directly at the player while speaking and speak evenly - not too fast or slow
- Don't exaggerate your mouth movements as this will make it more difficult to lip-read
- Use short sentences and don't shout

### **Sexuality and gender diversity**

Sexuality discrimination and homophobia are usually hidden, ignored and brushed aside in our society - particularly in sport. Only a small percentage of gay, lesbian, bisexual, intersex and transgender people who are actively participating in sport are open and 'out' about their sexuality or gender identity. Many remain silent about their sexuality and gender identity in order to 'fit in' with other players and club members, and sometimes to avoid verbal and even physical abuse.

Despite many clubs saying they are inclusive, research reveals that sporting environments continue to be a key site for homophobic harassment, discrimination and exclusion for gay, lesbian, bisexual, transgender and intersex (GLBTI) sports people. This can have serious implications for a person's health and general well-being.

Unfortunately hockey is not immune as was highlighted recently by former State League hockey player, Gus Johnston. Gus played hockey for 19 consecutive seasons, the last 12 in State League One for the Essendon Hockey Club. He retired at the end of the 2010 season and produced a thought provoking video to highlight his personal challenges and experiences in relation to his sexuality (see the Resource section for the link to the video).



As a coach, you can play an important key role in stopping anti-gay harassment in sports and educate players to respect difference and accept and support players who are gay, lesbian, bisexual or transgender.

### Tips for creating an environment supportive of GLBT

- Treat all players fairly and respectfully regardless of their sexual orientation
- Don't judge people's sexuality based on how much pink they wear or how short their hair is. Stereotypes are a way for people to classify others without really getting to know who they are
- Don't tolerate homophobic behaviours and attitudes – challenge players who make slurs, jokes or other comments or who do things that demean or attack people on the basis of their sexual orientation or gender identity, or their perceived sexual orientation or gender identity
- Use inclusive language that does not assume all people are of the same sexual orientation (for example, inviting 'partners' to team social events rather than husbands and wives)
- Don't ask personal and irrelevant questions about the player's private life and do not disclose personal information about the player's sexuality without their consent
- Don't insist that the player keep their sexuality a secret or modify their behaviour to make other people feel comfortable
- Speak out – the most important agent in educating people about LGBT issues is to talk. If you or players are being harassed, speak out against it. If you stay silent, then you're just adding to the problem.
- Listen to how others feel – talking is important, but listening is just as imperative. Take time to listen to what your players and other coaches are saying. It will make their lives easier to know they have people supporting them.

### Strategies

The following provides some strategies for responding to inappropriate comments and behaviour (e.g. homophobic, racist or sexist) and for handling sensitive conversations that might arise in a coaching environment. As every situation is different, not all the strategies will be appropriate (and some may elicit anger) so you will need to exercise your judgement.

#### **Sensitive conversations**

There may be occasions when you will need to discuss sensitive issues with a player/s – for example a young player struggling with the effects of premenstrual syndrome (PMS) or sexual identity, or a player showing the signs of an eating disorder or illicit or performance enhancing drug use. If unsure of how to approach the situation, seek advice from your state association, Hockey Australia, Australian Sports Anti-Doping Authority, sport psychologist, doctor etc.

#### Tips for managing sensitive conversations

- Pick your moment carefully
- Be clear about what you want to say and ensure it is relevant
- Be sensitive of others overhearing the conversation



- Consider whether the training environment is the appropriate place for the conversation
- Maintain a clear purpose to the conversation – are you looking to achieve a specific outcome from it (e.g. whether you intend to raise an issue, resolve an issue or gain some information)
- Be honest; if necessary, acknowledge that you feel awkward having this conversation as this may lead to a more open and relaxed conversation
- conversation as this may lead to a more open and relaxed experience
- Draw on examples of other players’/people’s experiences of which you may have first-hand knowledge (while maintaining confidentiality)

## Body image

Comments relating to a player’s weight, size or shape, can have a profound negative effect on the player. The way a person thinks about their body (body image) is developed over a lifetime and is influenced by a range of factors, including representation in the media, cultural traditions, the personal characteristics of the person (which may make some more susceptible to negative body image than others) and attitudes of friends, family and other influential people such as coaches.

Although the effects are complex and varied, research indicates that a poor body image can contribute to: low self-esteem, disordered eating (including eating disorders) and depression; inhibit participation in social activities; and lead to social isolation. In general, female adolescents report greater body dissatisfaction than males.

If you need to have a discussion about a players’ weight, pick your moment carefully (as outlined in sensitive conversations), be clear about the purpose of the conversation and what you want to say and ensure it is relevant and appropriate.

### Communication tips relating to body image

- Avoid discussing weight or sizes of players
- Females often internalise comments about their bodies, taking them as reflections on their personalities or self-worth rather than motivations. Help them develop positive self-images and to love their bodies for their strength, flexibility and grace, not just for how they look
- Discourage players (male and female) from making disparaging comments about their own bodies or other people’s bodies).
- Do not focus on body weight (and understand that weight gain is a normal part of puberty and adolescence for females).

## Inappropriate behaviour

Boys and young men are constantly exposed to messages that suggest that to be a ‘real man’ they need to be tough and in control. Sometimes these messages suggest that being a man is to be someone who treats girls and women disrespectfully or who uses sexist language in male-to-male conversations. Sometimes the messages suggest that any male who does not conform to a heterosexual, masculine image is a gay male and is to be treated disrespectfully or they use homophobic language in every day conversations.



In addition, both male and female players (and some coaches) still engage in racial abuse, particularly on the field and particularly in relation to Indigenous players.

As a coach, you have an opportunity to respond and challenge these kinds of attitudes and help shape the way players treat and develop their relationships with others.

## Responding

Before responding to an inappropriate comment, try to work out if the player's intention is to offend by judging the situation, context of the comment, the player's background, how others have reacted etc. Although difficult to know for sure what the intent behind someone's comment is, it will help you to determine how best to respond. At times, you may decide the best approach is to ignore the comment - however, be aware that ignoring the situation may leave other players feeling unprotected and victimised and give tacit permission for the comments (or behaviour) to continue.

Type of response	Example/description
Thought-provoking	Questions that cause the player to think about what was just said. (e.g. "What is your experience with that?", "What led you to say that?", "Can you explain that to me?", "Why do consider that funny?"). Thought-provoking questions can de-escalate a situation and lead to a constructive conversation but they can also be confronting.
Personalised	A statement about how it makes you feel (e.g. "When you speak like that, I feel angry", "Hearing that makes me feel uncomfortable", "I am extremely upset about what you said", "I feel really sad when I hear that kind of comment"). You can also personalise your comment by using your own experiences - this can be very powerful. Sharing personal experiences and feelings can de-escalate a situation and makes an argument less likely to occur.
Informative	Naming the comment or behaviour (e.g. "That's a racist remark") and providing brief facts or a clear explanation including why/how words can hurt.
Satirical	A light satirical comment or rhetorical question when the setting or time doesn't allow for a more in-depth exchange. Light responses allow you to say something rather than nothing at all. Be careful that your response is not seen as condoning or trivialising the comment or behaviour.
Authoritative	A statement used by someone in a leadership/authoritative position where that position requires respectful behaviour of others (e.g. "That language is disrespectful and is not to be used").

Coaches have a duty of care to their players. It is therefore important that any player negatively affected by an offensive "joke", comment or incident is taken care of after the incident. This includes making sure that the player(s) affected by the comment or behaviour has someone to talk to and knows how the incident will be dealt with (e.g. ensuring the person/people who made the comments are made aware that this behaviour is not acceptable and taking disciplinary action if necessary).





## Resources

The following provides some additional resources organised by topic.

### Coach-athlete relationship

- The coach-athlete partnership, The Psychologist, July 2005, Vol 18, Part 7  
[http://www.thepsychologist.org.uk/archive/archive\\_home.cfm?volumeID=18&editionID=125&ArticleID=895](http://www.thepsychologist.org.uk/archive/archive_home.cfm?volumeID=18&editionID=125&ArticleID=895)
- Crookes, Complan Column. Athletics Coach, 1991, 25 (3), p. 13

### Communication

- Windle, R & Warren, S. Communication Skills, Cadre,  
<http://www.directionservice.org/cadre/section4.cfm>
- Mackenzie, B. (1997) Communication Skills [WWW]  
Available from: <http://www.brianmac.co.uk/commun.htm>
- Australian Institute of Interpreters and Translators  
[www.ausit.org/eng/showpage.php3?id=646](http://www.ausit.org/eng/showpage.php3?id=646)
- We speak your language: guide to cross cultural communication  
<http://www.vits.com.au/downloads/guide.pdf>

### Body image

- Sports Medicine Australia Clean Edge - Body Image  
<http://www.cleannedge.com.au/Pub/pStart.asp>
- Body Image - Australian Government strategy to promote the positive body image among young Australians (Australian Government) <http://www.youth.gov.au/bodyimage/Pages/default.aspx>
- The Butterfly Foundation - dedicated to bringing about change to the culture, policy and practice in the prevention, treatment and support of those affected by eating disorders and negative body image <http://thebutterflyfoundation.org.au/>

### Harassment and discrimination

- Discrimination and harassment online training (Play by the Rules)  
<http://www.playbytherules.net.au/online-learning>
- Harassment and discrimination (Australian Sports Commission)  
[http://www.ausport.gov.au/supporting/ethics/harassment\\_and\\_discrimination](http://www.ausport.gov.au/supporting/ethics/harassment_and_discrimination)
- IOC statement on 'Sexual Harassment and Abuse in Sport'  
[http://multimedia.olympic.org/pdf/en\\_report\\_1125.pdf](http://multimedia.olympic.org/pdf/en_report_1125.pdf)

### Inclusive coaching

- Inclusive coaching (Australian Sports Commission)  
[http://www.ausport.gov.au/participating/coaches/tools/coaching\\_specific\\_groups/Inclusive](http://www.ausport.gov.au/participating/coaches/tools/coaching_specific_groups/Inclusive)
- Webinar 2 - Adapting & modifying for individual differences, Sports CONNECT Webinar series (Australian Sports Commission) [http://www.ausport.gov.au/participating/disability/get\\_involved/webinar\\_series/previous\\_webinars](http://www.ausport.gov.au/participating/disability/get_involved/webinar_series/previous_webinars)



- Sports Tip Sheet 4: Engaging CLD young women in sports and physical activity (Centre for Multicultural Youth) [http://www.cmy.net.au/Assets/329/1/SportTips04\\_CLDwomen.pdf](http://www.cmy.net.au/Assets/329/1/SportTips04_CLDwomen.pdf)
- Sports Tip Sheet 1: For coaches and trainers (Centre for Multicultural Youth) [http://www.cmy.net.au/Assets/333/1/SportTips\\_01\\_Coaches.pdf](http://www.cmy.net.au/Assets/333/1/SportTips_01_Coaches.pdf)
- Culturally Inclusive Planning for Sports Toolkit - organisational cultural diversity audit and action plan (Centre for Multicultural Youth) <http://www.cmy.net.au/Assets/162/1/CIPSToolkit.pdf>
- Centre for Multicultural Youth resources for sport <http://www.cmy.net.au/MulticulturalSport/PublicationsandResources>
- Coaching female athletes (Coaches Association of British Columbia) <http://www.promotionplus.org/Groups/Resource%20Library/New%20publication%202007/Coaching%20Female%20Athletes%20brochure.pdf>

### Organisational culture

- Bertrand B, Transformation within Organizational Culture: The Gap between Paper and Reality, 2002, WeLEADInLearning.org, <http://www.leadingtoday.org/weleadinlearning/bb-oct02.htm>

### Sexuality and gender identity

- A silence so loud it screams, The Age, 2011, <http://www.theage.com.au/national/a-silence-so-loud-it-screams-20111022-1mdac.html>
- Fair go, sport!: Promoting sexuality and gender diversity in hockey <http://www.hockeyvictoria.org.au/index.php?id=373>
- Homophobia (Australian Sports Commission) [http://www.ausport.gov.au/supporting/ethics/harassment\\_and\\_discrimination/homophobia/resources](http://www.ausport.gov.au/supporting/ethics/harassment_and_discrimination/homophobia/resources)
- Homophobia - information for coaches (Play by the Rules) <http://www.playbytherules.net.au/got-an-issue/unfair-treatment/homophobia>
- Symons, C, Sbaraglia, M, Hillier, L & Mitchell, A. Come Out to Play: The Sports experiences of Lesbian, Gay, Bisexual and Transgender (LGBT) people in Victoria, May 2010, Institute of Sport, Exercise and Active Living (ISEAL) and the School of Sport and Exercise at Victoria University <http://www.vichealth.vic.gov.au/en/Publications/Physical-Activity/Sport-and-recreation/Come-Out-to-Play-VU.aspx>

Additional resources to assist clubs create healthy, welcoming, inclusive and equitable sporting environments will be available from VicHealth under the Everyone Wins for State Sporting Associations and Everyone Wins for Clubs website from 2012.



## Additional information

This resource will assist with achieving the following communication competencies under Hockey Australia's coach training programs.

Coaching accreditation level	Competency number	Competency
Community	3	Demonstrate a positive attitude towards coaching
Level 1	17	Demonstrate positive and clear communication skills
	19	Communicate and work effectively with officials, parents, volunteers and administrators
Level 2	23	Identify communication methods applicable to coaching
	34	Promote enjoyment and satisfaction amongst players in an inclusive manner
	35	Provide constructive feedback to individual players and teams
	38	Identify and apply appropriate conflict resolution strategies
Advanced	45	Utilise a range of leadership and communication styles
	58	Encourage and promote an inclusive environment