



# Promoting Values and Tackling Discrimination and Inappropriate Behaviour in Sport

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Educator: Dr. Frauke Kubischta, MSc Sport Coaching

# Training modules

- **Module 1: Introduction**

- Module 2: What is Fair Coaching?
- Module 3: Safe Sport for All
- Module 4: Preventing discrimination and inappropriate behaviour in sport
- Module 5: Step-by-step guide on how to intervene to discrimination, bullying and inappropriate behaviour

# Module 1: Introduction



# Content of the module

- Task 1 Coach self-assessment
- Fair Coaching project 2020-2023
- Fair Coaching project background
- Fair Coaching project study key findings
- Goal for the Fair Coaching training
- Finnish study in competitive sports

# Task 1: Coach self-assessment and topic survey



# Fair Coaching – project 2020-2023

- 7 project partners
  - Lega Pallavolo Serie A – Italian National Volleyball League (Italy)
  - ASSIST – Associazione Nazionale Atlete (Italy)
  - Alice Milliat Association - FAMI (France)
  - Fare Network (Netherlands)
  - K E A - Fair Play CODE Hellas (Greece)
  - Serbian Rugby League Federation (Serbia)
  - Finnish Coaches Association (Finland)
- Erasmus+ funded project
- Production of education material is one of the intellectual outputs of the project



# Fair Coaching project - background

The aim of the FAIR COACHING project is to support and provide awareness to those who are involved with coaching and sport trainers, in order to recognize and not enact such behaviours as unfair behaviour, gender, sexual discrimination and any other discrimination from possible sexist and discriminatory coaching attitude.

The main aim of the project is to engage coaches, sport clubs and federations, athletes, families and supporters in promoting a fair, inclusive, respectful sport environment with more ethical approaches, such as fair play, social and moral values.

It also intends to create awareness of unfair coaching and spread a culture of respect in the sporting sphere and in the whole society.

# Fair Coaching project study key findings

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1. Despite the fact that coaches may present themselves as good role models, unfair treatment or behaviour in sport is prevalent and appears in a variety of forms.

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2. Prevalence of violence and discrimination among coaches and trainers in professional and grassroots sports shows the need of developing and applying tools regarding FAIR COACHING.

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3. Existing support structures and cooperation with other (external) stakeholders need enrichment.

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4. The need of attending educational/training initiatives on the topic of fairness in coaching or regarding the use of tools about fair coaching is significantly strong.



# Goal for the Fair Coaching training



**To increase understanding and knowledge on the topics**



**To stimulate discussion**



**To improve coaches' skills and understanding**



For all coaches, volunteers, semi-professional, professional coaches, coaching managers, junior managers, stakeholders in the sport environment, etc.

# Finnish study in competitive sports

Source: <https://suek.fi/wp-content/uploads/2020/09/Ha%CC%88irinta%CC%88-suomalaisessa-kilpaurheilussa.pdf>:



# Finnish study in competitive sports (2020)



## *Background:*

- This study investigated the prevalence of sexual and gender-based harassment in Finnish competitive sports.*
- The study involved 48 sport federations and organisations and targeted competitive athletes aged 16 and older.*
- The target group of the study was an estimated 160,000 competitive athletes.*
- A total of 9,018 responses to the electronic survey were received, at a response rate of 5.6 percent.*
- The study was carried out by the Finnish Center for Integrity in Sports (FINCIS). The Research Institute for Olympic Sports KIHU acted as a partner in the project.*

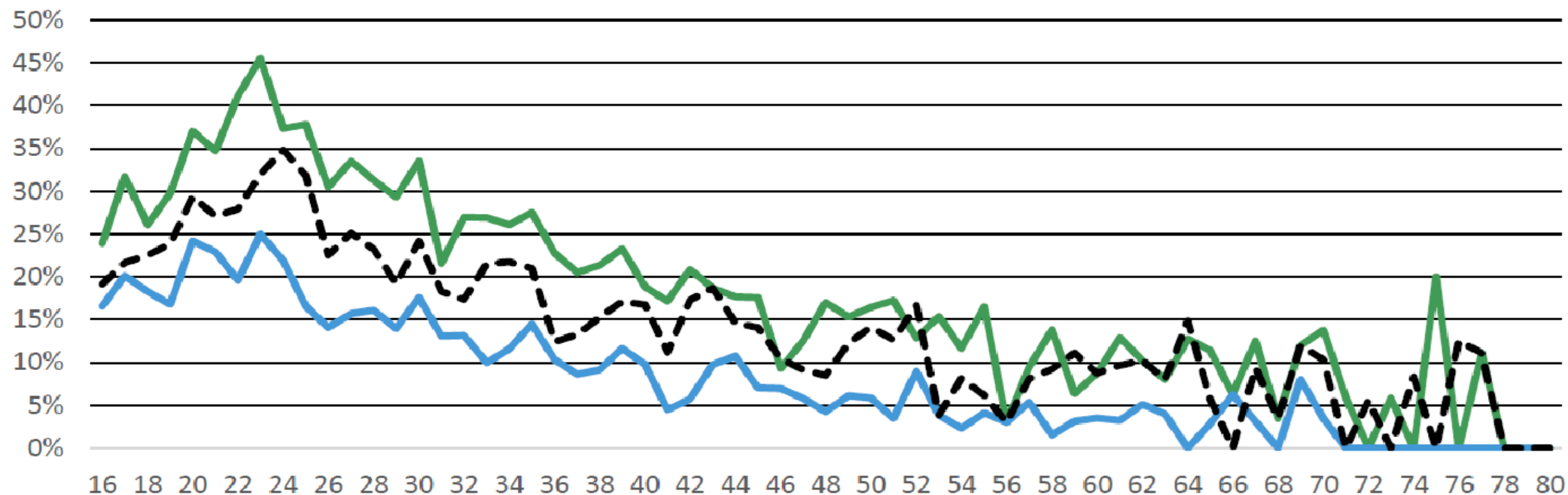


# Main results

- Based on collected data, sexual and gender-based harassment is common in sports, but not more common than elsewhere in society.
- Harassment in sports is linked to cultural structures such as gender inequality and the status of minorities
- The risk of suffering harassment was increased by female gender, young age, and competing at higher levels of competition.
- The risk of experiencing sexual and gender-based harassment was also increased by belonging to a sexual minority, a linguistic minority, a religious minority, or an ethnic minority

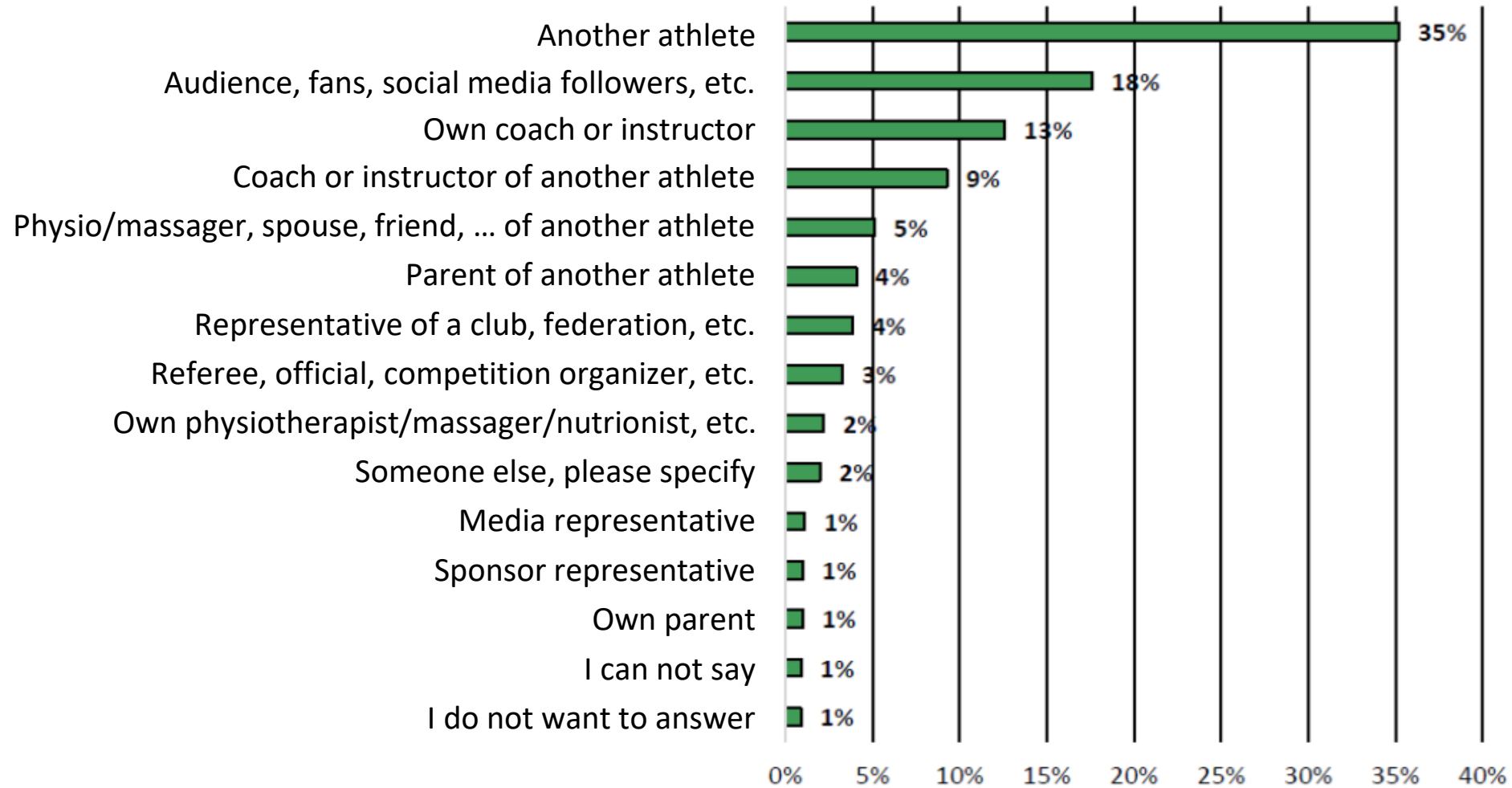


# Experiences of sexual and sexual harassment and observations by age (%)



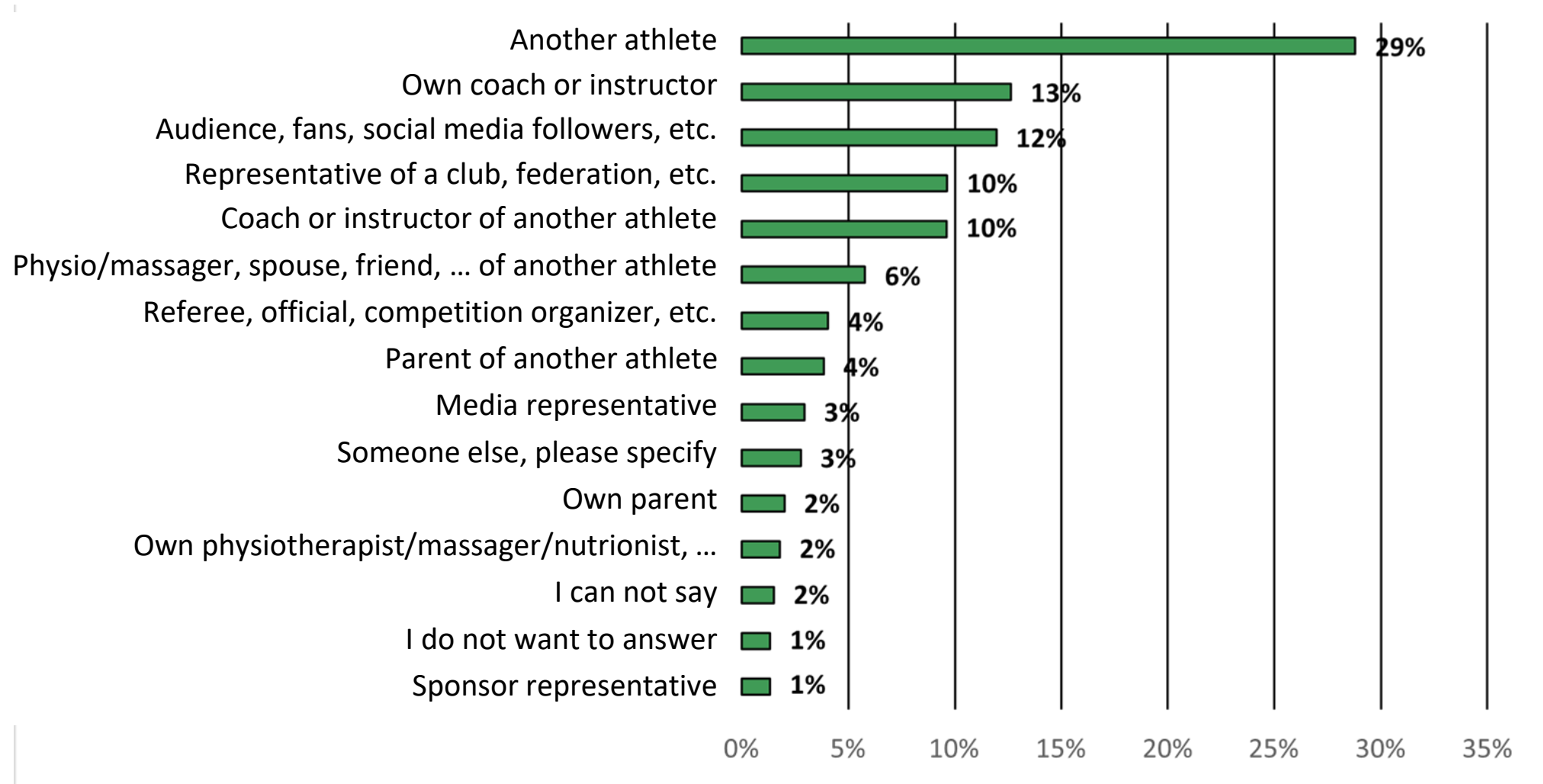
— Experienced sexual harassment  
— Experienced gender-based harassment  
- - Observed sexual or gender-based harassment

# Perpetrators of sexual harassment





# Perpetrators of gender-based harassment



# Experience and observations of sexual and gender-based harassment



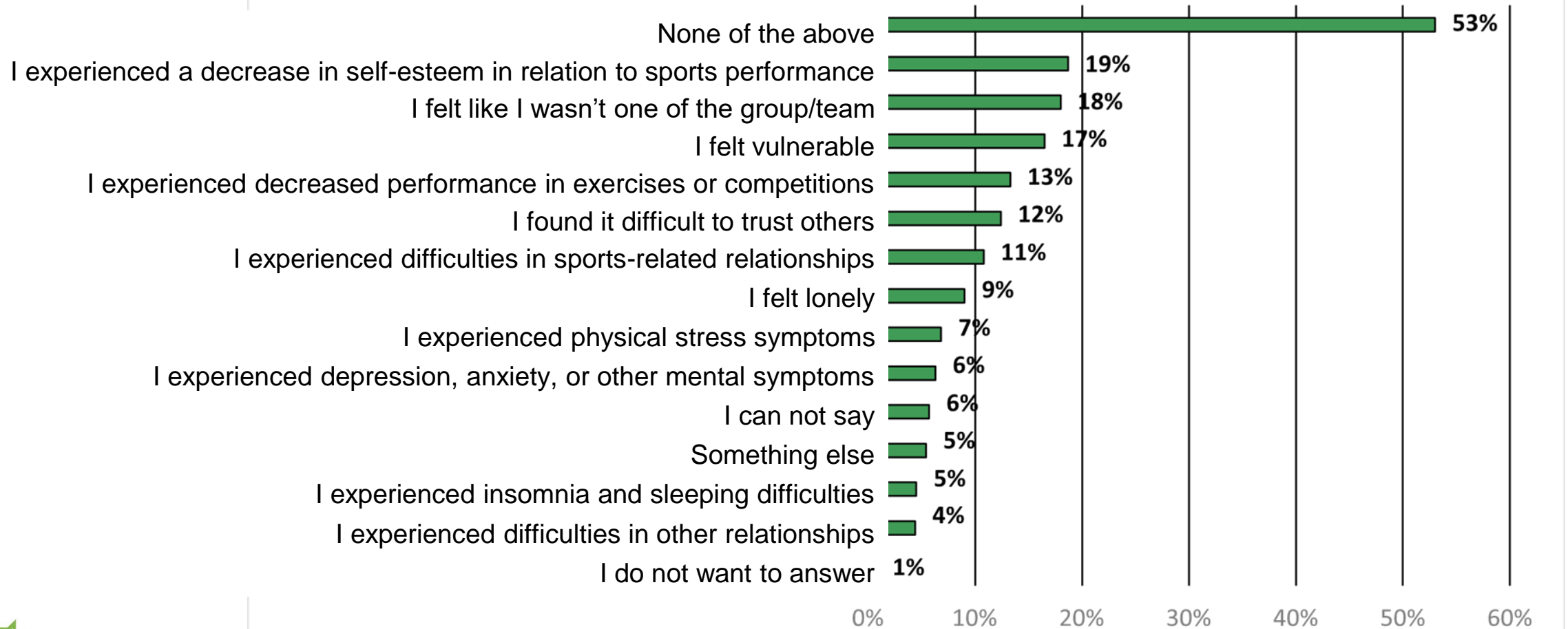
Gender	Respondents	Experienced sexual harassment	Experienced gender-based harassment	Observed sexual or gender-based harassment
Women	4751	1497 (32 %)	1109 (23 %)	1259 (26 %)
Men	4236	801 (19 %)	139 (3 %)	504 (12 %)
Other	12	5	4	3
Did not want/could not answer	19	5	4	3
<b>In total</b>	<b>9018</b>	<b>2308 (26 %)</b>	<b>1256 (14 %)</b>	<b>1769 (20 %)</b>



# Consequences of harassment

- Athletes who were harassed said the harassment had a variety of consequences.
- The most common psychological consequences were experiences of decreased self-esteem in relation to sports performance (19%), feeling of being the odd one out (18%), and vulnerability (17%). Psychological consequences of harassment were experienced most by young female athletes. Men who had experienced sexual harassment reported milder psychological symptoms than women

# Those who experienced sexual or gender-related harassment (n = 2685) experiences of the psychological consequences of harassment





# The attitude or activities of a sports association towards preventive work

In your opinion, has your own sports federation interfered with harassment in sport/worked to prevent harassment in sport?		
I can not say	5353	59 %
Some	1293	14 %
Quite a bit	1030	11 %
Not at all	548	6 %
Quite a lot	516	6 %
A lot	243	3 %
I do not want to answer	35	0 %



***FAIR*** ***COACHING***

***BE RESPECTFUL***

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# Module 2: What is Fair Coaching?

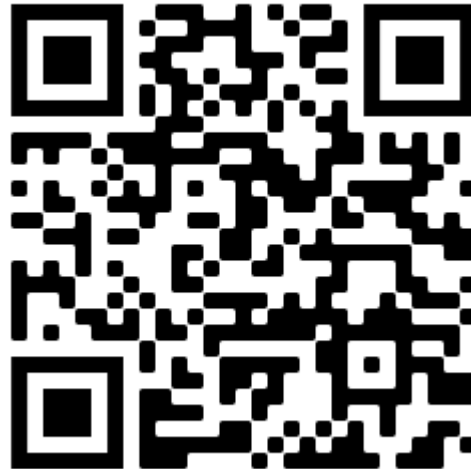


# Content of the module

- Task 1 Discussion on Coaching culture and behaviour in sports
- Task 2 What is Fair Coaching
- Task 3 Connection between coaching philosophy and good/fair coaching
- Values of good sport
- Good Coaching
- Signs of good coaching/practice



# Task 1. Discussion on coaching culture and behaviour in sports



# Task 1. Discussion on coaching culture and behaviour in sports

**Coaching culture and behaviour in sports**  
Group work

**What kind of inappropriate behaviour have you observed or experienced in sports and coaching?**

- Insulting referees
- Touching the athletes in inappropriate places
- kids punching each other
- Insulting athletes
- Everything**  
example: Coaches undermining each other behind their backs, inappropriate physical contact, punching the players or referees or coaches
- Talking about weight a lot
- Talking too much about physical appearance
- Arrogant ice hockey referees (a lot of them!)
- Unequally gender favorising
- Aggressiv yelling
- Inappropriate joking
- Comparing athletes to each other

**What is inappropriate behaviour in sports?**

- Swearing, pushing, hitting, kicking, biting
- Same like in normal life  
Give examples
- Verbal abuse, physical abuse, undermining, racism, bullying
- cat calling
- All behavior that pushes the athlete to bad attitude
- When celebrating doing bad political gestures
- Favorising one over the other
- Laughing / making jokes about not with someone

**What is inappropriate behaviour in general?**

- Everything which is morally questionable
- everything that makes another person uncomfortable
- Against like general norms
- Behaviour in sport environment which is against good, cultural and ethical manners
- Intentionally or unintentionally making someone feel bad about themselves
- Bad manners: swearing a LOT, bullying. Make someone feel bad with unacceptable action.**
- Going above a personal line

**What is the line between inappropriate behaviour and appropriate behaviour?**

- Depending on the trust and previous set rules between athlete & coach
- Using kind and right words at the same time and in private conversations
- If you overtake another persons border
- Situation / context
- The relationship
- The in
- The trust between the athlete and the coach
- depends on the person
- Culture, groups, relationships, situation
- Defined by athletes and coaching staff (Based on the agreement of their Values and Believes)
- Depends on the person, you need to know each other well to know where is the "grey area"**
- Depends on words, actions, situations, people ...

**Are there some specific rules or actions in sports where you may tolerate inappropriate behaviour?**

- Setbacks, Frustration... as long its do not influence others performance or the own performance
- trash talk within teams
- If it's not your team or athlete who is being mistreated, do you interfere?
- Swearing in and after bad performance
- Gender specific disciplines
- For example if a footballer scores a goal and takes off his shirt
- Beach volleyball
- Pulses of emotions**

**Is there a cultural implication involved? Country and/or sport?**

- more common in teamsports
- Yes, in example difference between countries throughout cultural development and behavior
- Different hand signs have different meanings in another culture and can be offensive
- Every country has their own culture in sports but also individual sports has their own cultures**
- Showing emotions, greeting each other, etc differences in other cultures
- show me the study



# Task 2. What is Fair Coaching?



# Task 2. What is Fair Coaching?

## What is Fair Coaching?



Follow the rules with respect of each sports

Be respectful and equally to everyone involved in your environment.

Respecting everyone. Give everyone a chance. Equality. Good quality of the coaching.

Coach is giving everyone the same amount of attention, advices and compliments.

In fair coaching you set clear boundaries and communicate the responsibilities for each individual. Furthermore in fair coaching the coach interacts with everyone evenly and acting upon the individual and group's interests.

Treat each and every athlete with the same respect and teach them the values of Fair-Play and what is appropriate and what isn't. Respect other coaches and everyone else involved in the sport, referees, managers, parents, executives etc. Be Better

Give everyone same opportunities, treat everyone as a how you want to be treated,

# Task 2. What is Fair Coaching?

## What is Fair Coaching?

 Mentimeter

Fair coaching embodies empathy, respect and understanding of ethical and society rules

Treating all athletes with respect and acknowledged all the same. Fair isn't always same equal. Including everyone

To respect and acknowledge all athletes

To set the development of each individual at first and act through all ethical and society rules. Working with the athletes on an humility way Focusing of individual to find there role in live

Respect and acknowledge rules, athletes, coaches, judges, referees, parents, ...etc. Involved in sports equally

*Example*

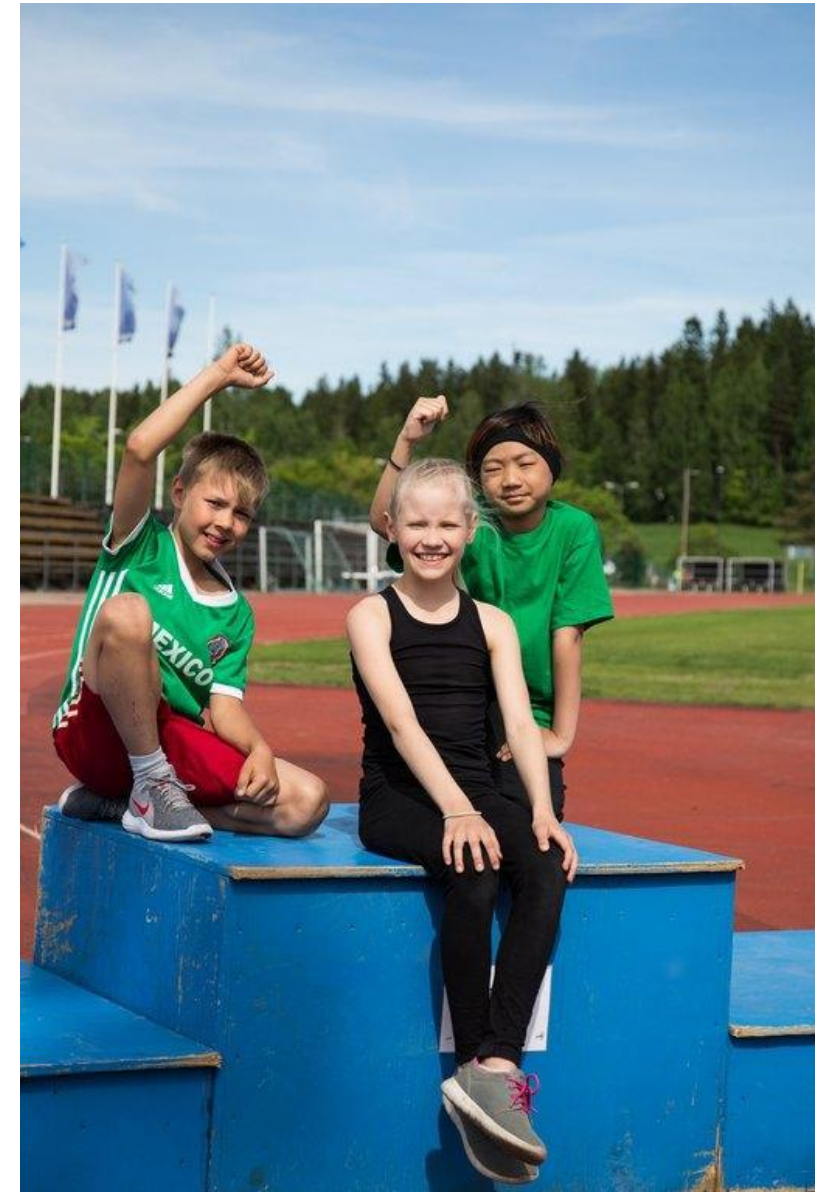
Fair Coaching is...

”Athlete-centered and inclusive good coaching carried out in a physically, mentally and socially safe environment.”

# Values of good sports

## 1. Joy, excitement and passion

There are many reasons for doing sports. Exercise promotes good health and sparks joy, emotion and experiences. At its best, all activity is summoned from the athlete's own joy, excitement and passion for sports. Exercise is valuable in its own – one does sports for pleasure.

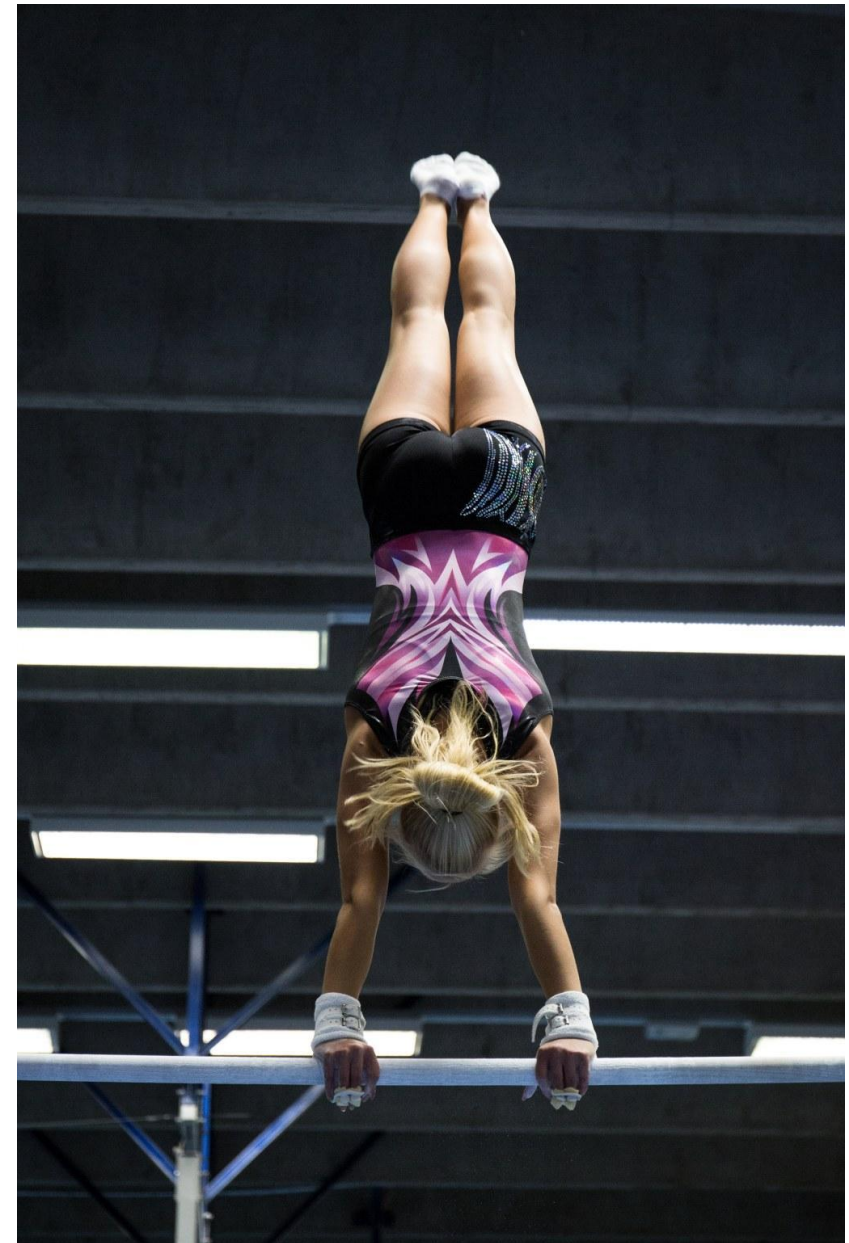




# Values of good sports

## 2. Strive for excellence and to continuous self-development

In sports, one strives for the best possible performance. Success in sports is based on the development of the performance, strenuous coaching and on the athlete's ceaseless will to develop themselves.

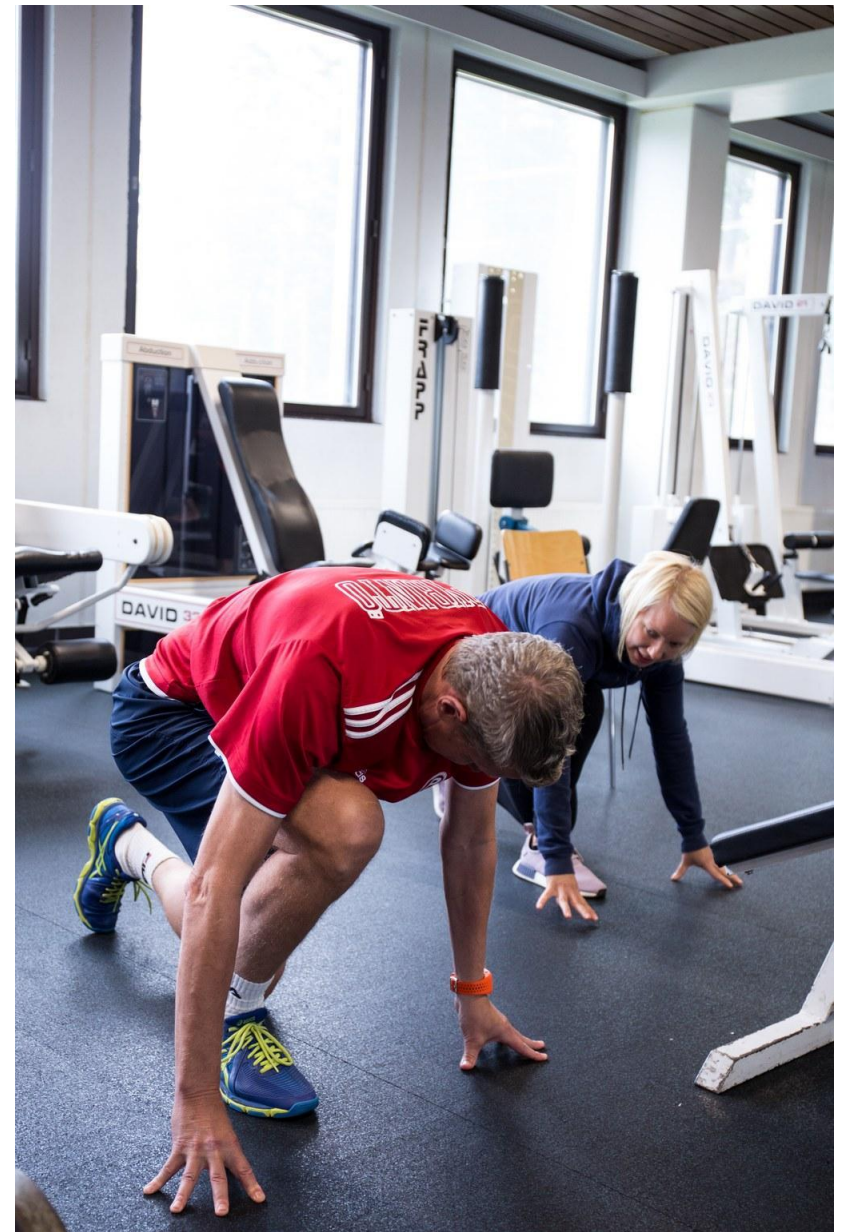




# Values of good sports

## 3. Trying and perseverance

The athlete faces both success and adversity in coaching and competition. Adversities are a fundamental part of learning and progress. Sports is a long-term development process founded on trying and trying again. In order to see possibility for growth in a problem, one has to keep a positive mindset.



# Values of good sports

## 4. Respect and fair play

Respect for life and others is a part of good sports. It means respecting the sport, the athletes, all actors in sports, as well as the rules.

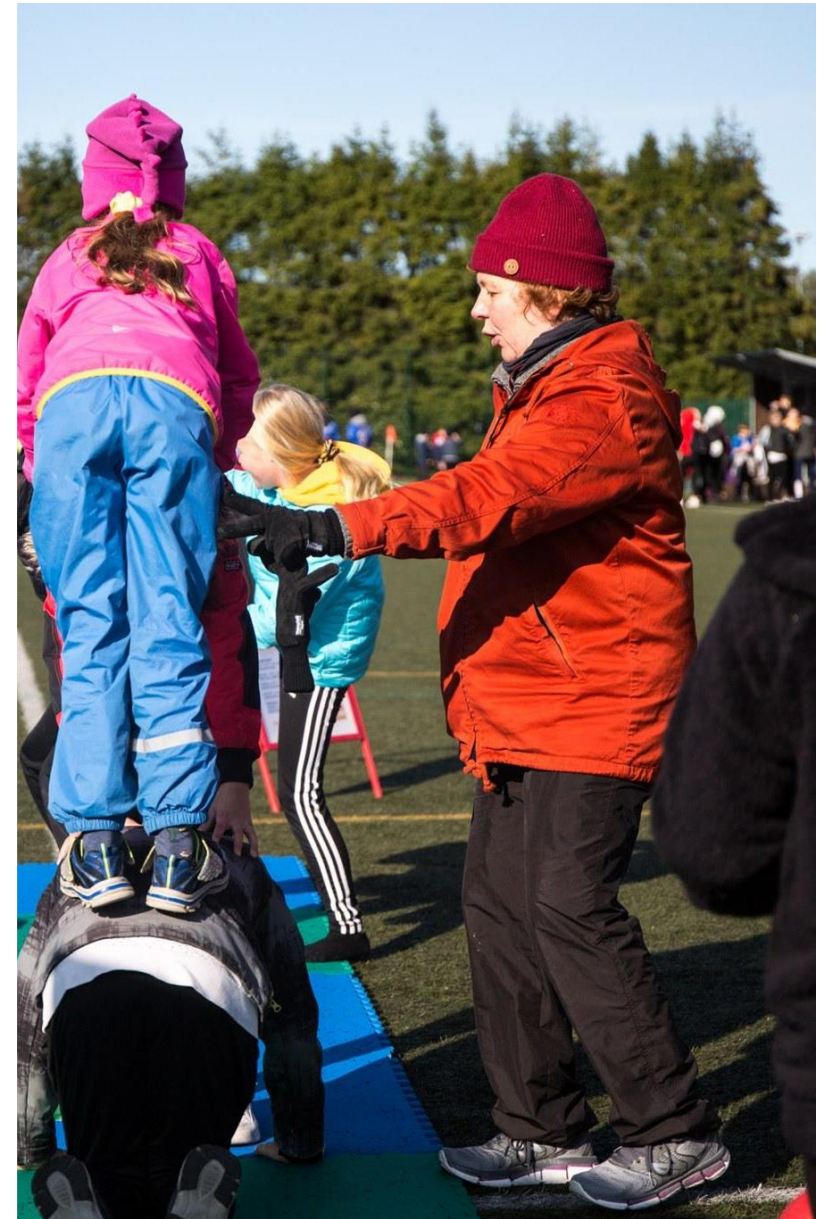




# Values of good sports

## 5. Acting together

- In sports, the goal is common. Coaching and competing is a team effort of many people. In sports, one is always a part of a larger scheme. Sports is a team effort and it creates a sense of community to its actors and spectators.



# Good Coaching

- Good coaching means coaching of a person in both individual and team sports. In order to succeed in helping the athlete, the coach has to know both his/herself, as well as their athlete.
- Coaching is a long-term development process, in which both counterparts learn.
- The learning is based on the athlete's inner motivations.
- In coaching, this means that the coach helps the athlete find their inner motivations and their personal sources of strength.

# Good Coaching

- In athlete-centered activities, the coach's most important goal is to help the athlete to develop and use their own resources.
- The athlete is at the center – and so are his/her resources and inner desire to learn.
- The athlete is involved in all stages of the coaching process: planning, implementation and evaluation.
- In such a way, the athlete grows responsible for their own actions and has a strong sense of ownership of practising the sport.

# Good Coaching

- In athlete-centered activities, both the role of the coach and athlete are demanding.
- It is different from coach-centered or performance-based coaching and requires the ability to build athlete-coach interaction.
- The coach has a responsibility in the overall picture of the coaching process.
- The coach's role and responsibility varies according to where the athletes are on their path.

# Post-workshop survey





# Signs of Good Training/Practise

- Safe operating environment
- Positivity: joy, kindness, appreciation, support
- Relationships and interaction: trust, safe atmosphere
- Learning: supporting trying and striving
- Presence: enthusiasm and passion
- Meaningful/Significant: goals, growth and development



**FAIR COACHING**

**BE RESPECTFUL**

**Thank you!**

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# Module 4: Preventing discrimination and inappropriate behaviour in Sports



# Content of the module

- Task 1 Definition of terms and provide explicit examples for each term
- Example definitions for terminology
- UEFA Campaign against racism



# Terms for Task 1

1. Discrimination
2. Psychological abuse
3. Integrity
4. Consent
5. Respect
6. Unwelcome or unwanted attention
7. Physical abuse
8. Neglect
9. Inappropriate behaviour
10. Bullying
11. Gender-based harassment/sexism
12. Sexual harassment
13. Equality
14. Equity
15. Racism
16. Sexual abuse
17. Sex offence

# Task 1: Definition of terms and provide example

Find a definition for each term and provide an explicit example of the term observed/heard in a real situation



Example

# Inappropriate behaviour

- Inappropriate behavior is against good behavioral standards. Behaviour can appear as acts of negligence and may be intentional or unintentional.
- Inappropriate behaviour can be systematic, continuous or one-off and, in extreme cases, is even illegal.
- It can be for example:
  - Blackmailing of specific personal characteristics, traits or peoples' intimate affairs
  - exclusion from the training community
  - shouting, barking, swearing, calling of inappropriate names, derogatory looks, talking badly about another person, or making fun of someone else
  - physical violence or intimidation
  - abuse of power or power position
  - sexual harassment
  - gender-based harassment
  - Inappropriate behaviour due to substance abuse.

# Playing vs. Bullying?

Example

- The difference between playing and bullying is that in play, a person feels safe and the activity produces pleasure. Bullying produces bad feelings and isolates one from the group. It's not possible to rule out that the perpetrator thinks that their actions and doings are playful. Bullying also takes many different forms. In addition to physical bullying, there is also, for example, verbal and social bullying.
  - Physical - pushing, shoving, punching, hitting, kicking, taking away a person's belongings (this may also constitute assault).
  - Verbal - name calling, banter, threatening, teasing, intimidating, yelling abuse, using put-downs.
  - Psychological - ganging up, preventing a person from going somewhere, taking a person's possessions, sending hostile or nasty emails or text messages.
  - Socially - excluding, alienating, ignoring, spreading rumors.

# What is gender-based harassment/sexism?

Example

- Unwanted behaviour targeted at gender, gender identity or the expression of gender
  - Bullying based on the gender of the person being bullied
  - Derogatory comments on another person's gender



# What is sexual harassment?

Example

- Unwanted verbal, non-verbal or physical sexual behaviour
  - Sexually suggestive gestures or facial expressions
  - Sexual talk, double entendres, calling people gay or a whore, comments and questions about people's bodies, clothes or intimate private life
  - Sexually charged messages, e-mails, telephone calls, images and videos, posts on social media
  
- Sexually harassing a person under the age of 16 may constitute an offence

# What is a sex offence?

Example

- An act violating the bodily integrity of a person or the normal development of a child
  - Sexual abuse of a child
    - persuading a child for sexual purposes
    - touching a child's breasts, genitals, backside or thighs
    - sexual proposals, comments and messages targeted at a person under the age of 16
    - showing sexual materials to a child
    - Having intercourse with a person under the age of 16
  - Sexual harassment
  - Rape

# Equality

Example

In Finland, equality means that all people are equal, regardless of age, gender, citizenship, origin, language, religion or belief, opinion, political or trade union activities, family relationships, disability, health status, sexual orientation or for any other personal reason.

Example

# Racism

- prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized.
- the belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.

# Unwelcome or unwanted attention

Example

- Attention still given by someone in a power position to an athlete or other person in the sport environment after it was made clear by the athlete/person that it is unwanted and is unpleasant



Example

# Discrimination

- Discrimination occurs when a person is unable to enjoy his or her human rights or other legal rights on an equal basis with others because of an unjustified distinction made in policy, law or treatment. Amnesty International's work is rooted in the principle of non-discrimination. Working with communities across the world, we challenge discriminatory laws and practices to ensure all people can enjoy their rights on an equal basis.

# Neglect

Example

- to not give enough care or attention to people or things that are your responsibility

Example

# Psychological abuse

- Psychological abuse involves the regular and deliberate use of a range of words and non-physical actions used with the purpose to manipulate, hurt, weaken or frighten a person mentally and emotionally; and/or distort, confuse or influence a person's thoughts and actions within their everyday lives, changing their sense of self and harming their wellbeing.

Example

# Physical abuse

- Physical abuse basically involves a person using physical force against another person, which causes, or could cause harm.
  - Physical abuse can involve any of the following violent acts:
    - scratching or biting
    - pushing or shoving
    - slapping
    - kicking
    - choking or strangling
    - throwing things
    - force feeding or denying food
    - using weapons or objects that could hurt
    - physically restraining (such as pinning against a wall, floor, bed, etc.)
    - reckless driving
    - other acts that hurt or threaten

Example

# Sexual abuse

- Sexual abuse of a child over the internet:
  - Sending nude pictures of a child
  - Soliciting sexual suggestions
  - Sexual exploitation and rape through the use of a webcam
  - Sending of nude pictures of the perpetrator
- Can occur within families, or with another person in a relationship of trust or authority

Example

# Consent

- Athletes/each individual decides what their boundaries are and who is allowed to touch their body and how
- Athletes' have the right to know and decide what goes into their body
- An athlete/person cant be forced to do what they don't want to do
- An athlete/person is always in control of their own body

Source: <https://olympics.com/athlete365/what-we-do/integrity/safe-sport/>



# Integrity

Example

- the quality of being honest and having strong moral principles that you refuse to change

# Respect

Example

- admiration felt or shown for someone or something that you believe has good ideas or qualities

# Equity

Example

- the situation in which everyone is treated fairly and equally

# UEFA: Campaign against racism





***FAIR*** ***COACHING***

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