



STANDARD QUALITY

GLOBAL CONNECTION



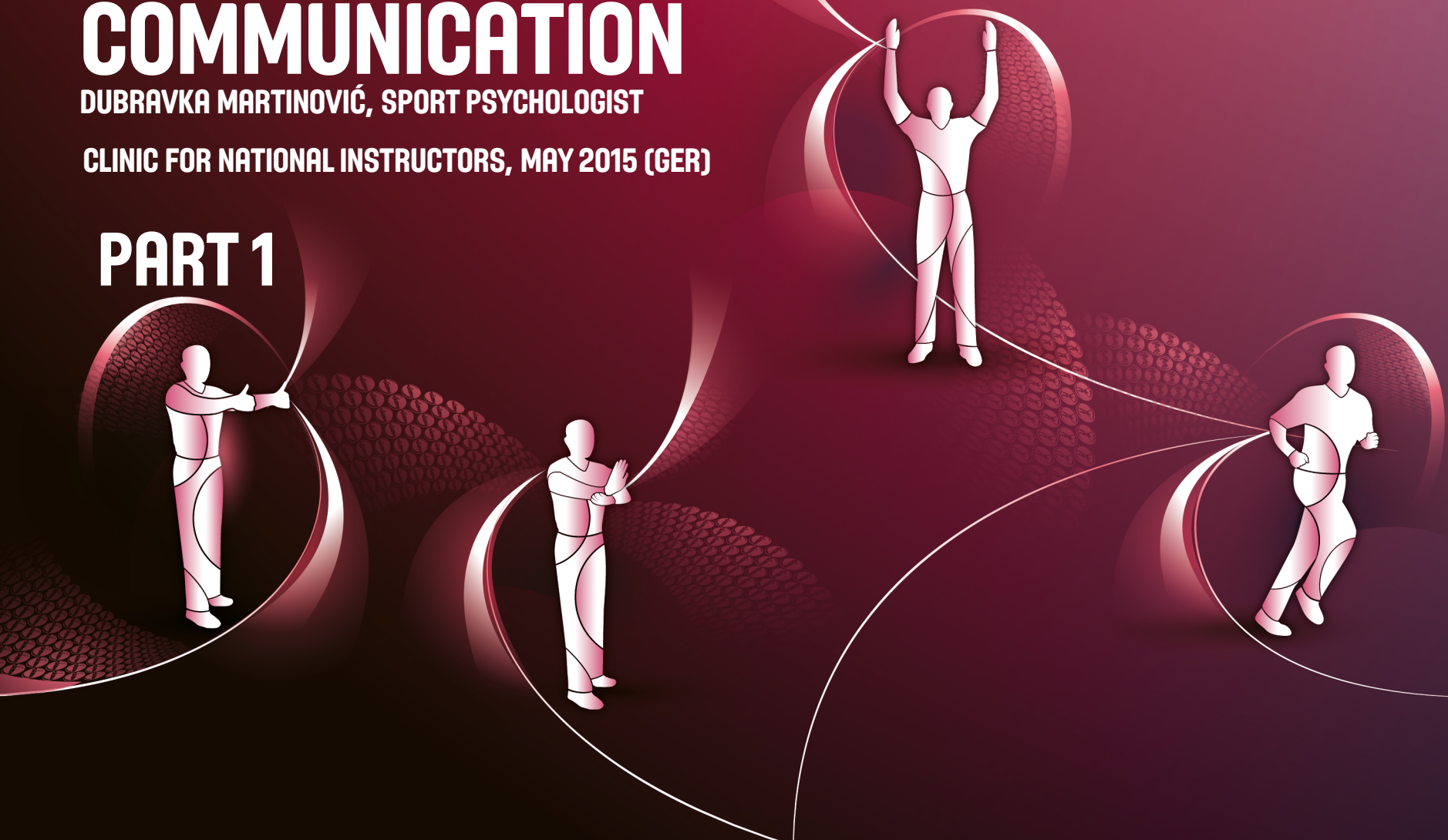


COMMUNICATION

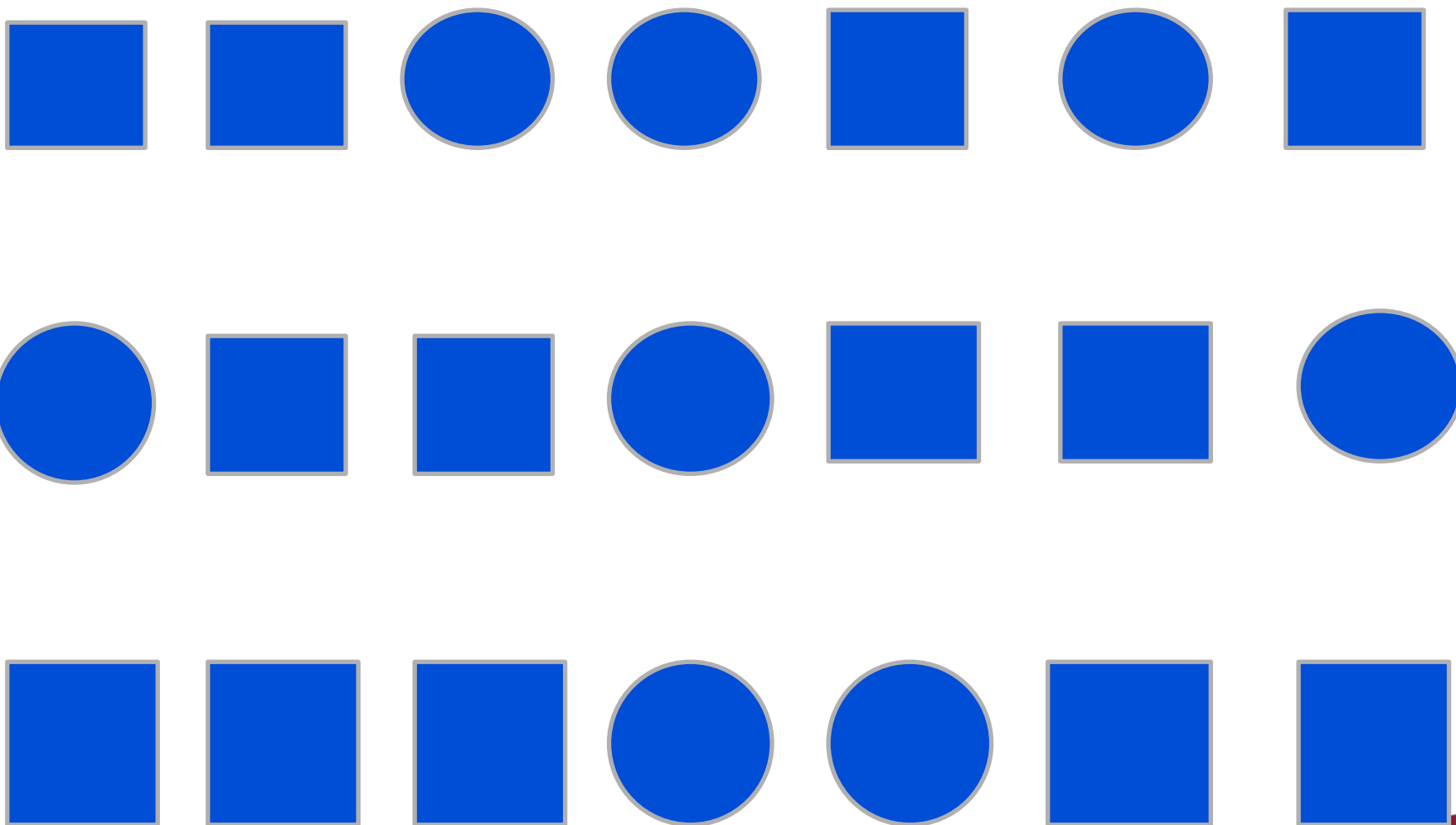
DUBRAVKA MARTINOVIĆ, SPORT PSYCHOLOGIST

CLINIC FOR NATIONAL INSTRUCTORS, MAY 2015 (GER)

PART 1

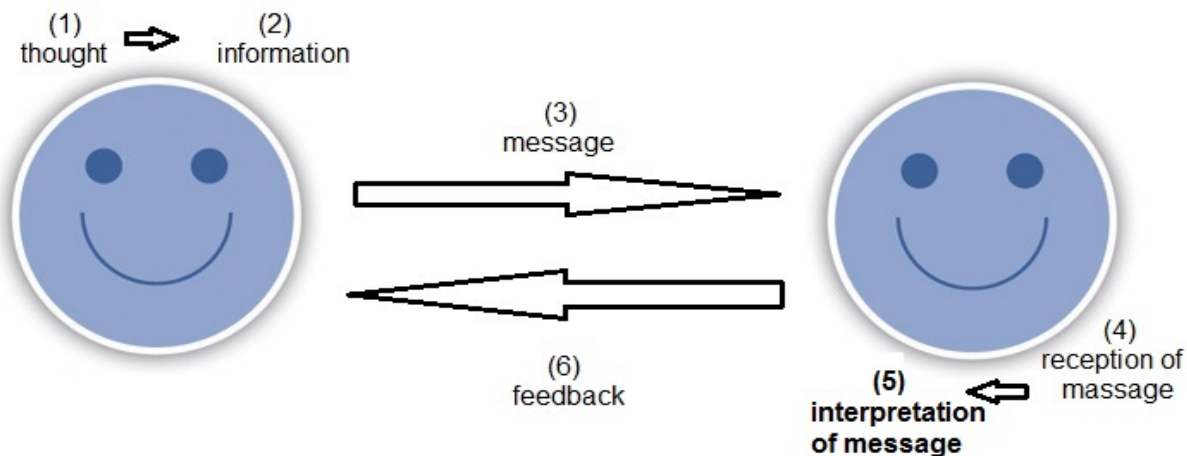




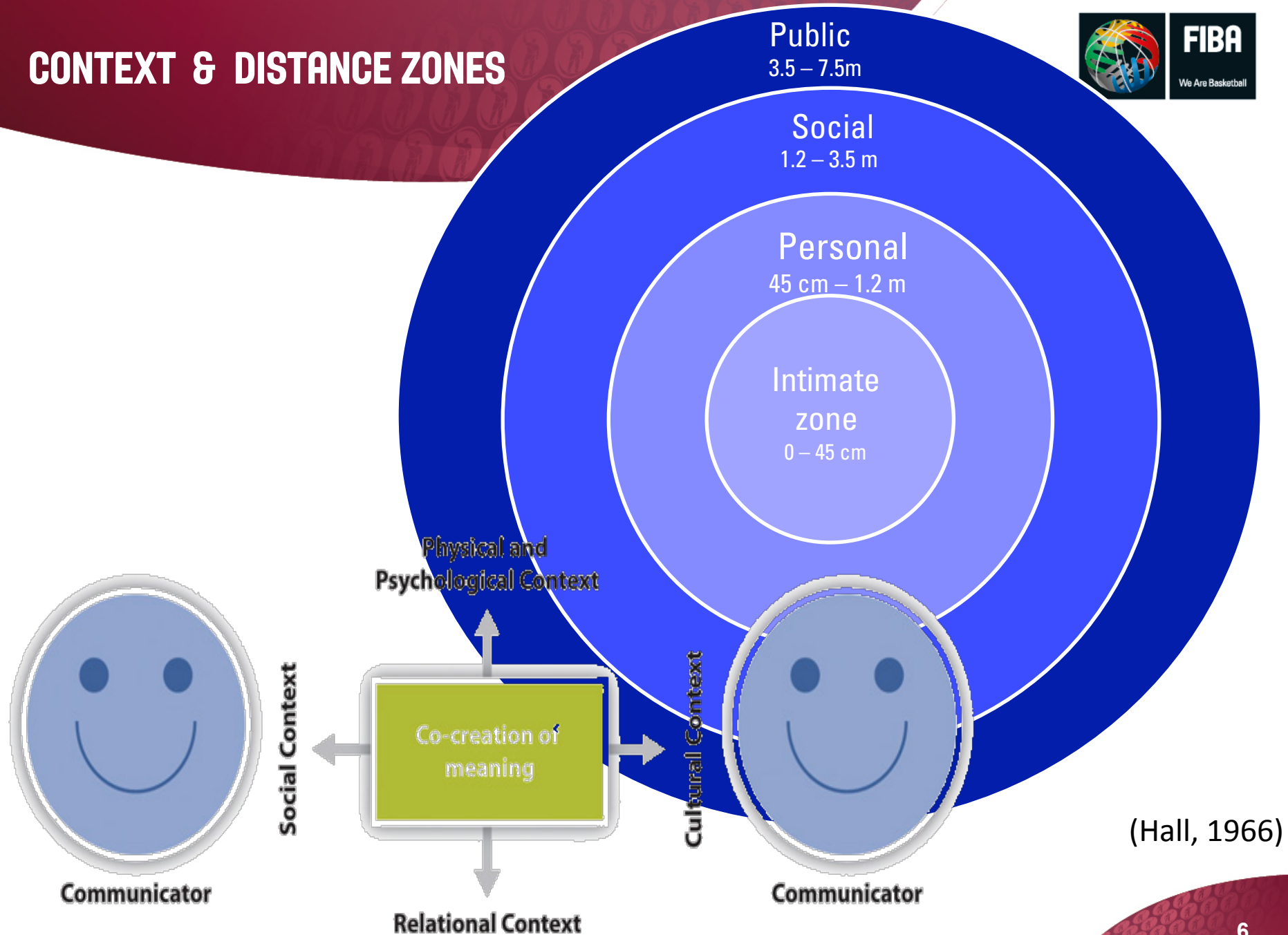


Communication is always a process of transforming information that involves substantial cognitive component –
interpretation.

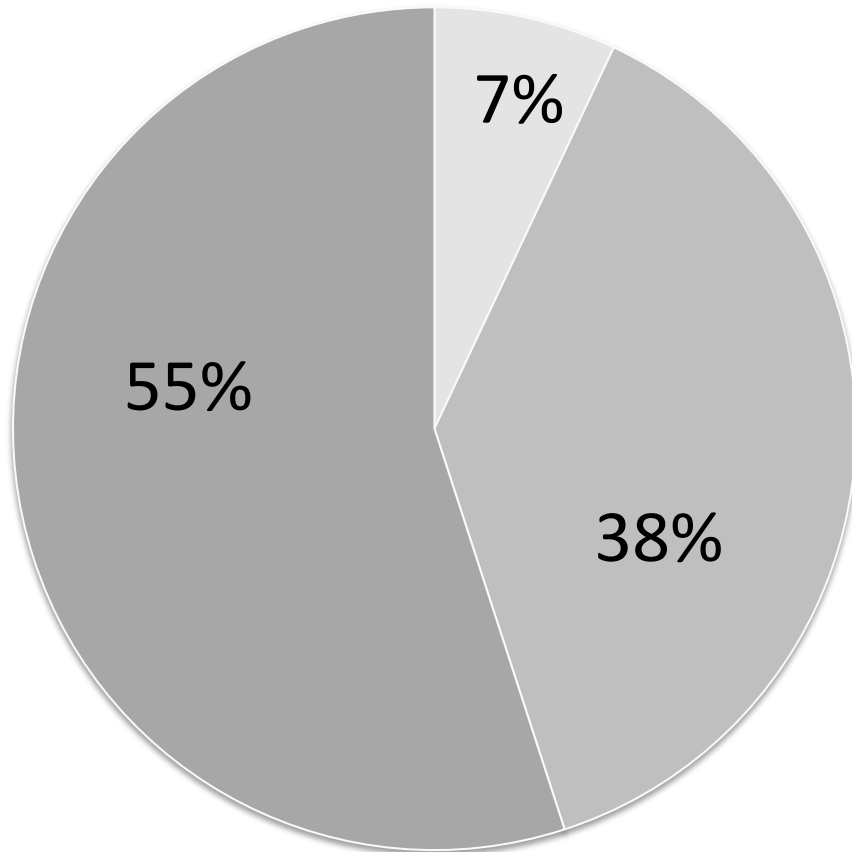
Communication process (Martens, 1990)



CONTEXT & DISTANCE ZONES



COMMUNICATION IN NUMBERS



- WORDS (content) 7%
- VOICE (tone, velocity, high/low pitch) 38%
- BODY LANGUAGE (eye contact, facial expression, posture, gesture, appearance, proximity) 55%

(Mehrabian, 1971; Borg, 2008)

93% - refers to attitude, feelings, mood
7% - refers to information / content

- Communication is something we all know.
- Communication is verbal.
- Communication can be avoided.
- Communication is aware and intended activity.
- It is possible to fully control over communication process.
- Extensive communication leads to better relationship and better problem solving.

“SEVEN DEADLY SINS OF SPEAKING ”



- Gossiping
- Judging
- Negativity
- Complaining
- Excuses
- Exaggeration
- Dogmatism (*facts vs opinions*)

- Well developed:

- ✓ Listening skills
- ✓ Observational skills
- ✓ Non-verbal expression skills



- ✓ Verbal expression skills

- ✓ Good communication
- ✓ Presence of the praise
- ✓ Mutual respect

- ✓ Lack of communication
- ✓ Lack of praise
- ✓ Lack of respect
- ✓ A lot of criticism

PARAPHRASING:

- Restating what someone has said just to make sure you understood it.

REFLECTING: *

- Crystallizing what person is saying to let him/her know you are following.

OPEN-ENDED QUESTIONS:

- They let people open up and tell you more. (What?, Where?, How?, Why.?)

HEADLINING:

- Capturing an idea in a few words before expanding on it.

REFLECTING:

- Reflecting with the benefits before concerns. Looking at the strong points of an idea first, before looking at an idea's flaws.

(Gordon, 2003)

= listening with empathy, responsibility and acceptance of the other person.

- Listening is a skill!
- 40% of communication is listening.

INCLUDES:

- Eye contact
- Interest in speaker
- Monitoring, responding and feedback
- Confirming – “a ha”, “so that’s what you mean”
- Asking questions – further deepening in the conversation
- Paraphrasing – repeating in other words to show him/her that you well understood

INTROVERT & EXTROVERT (1)



I = Person who generally prefers solitary activities than social contacts.

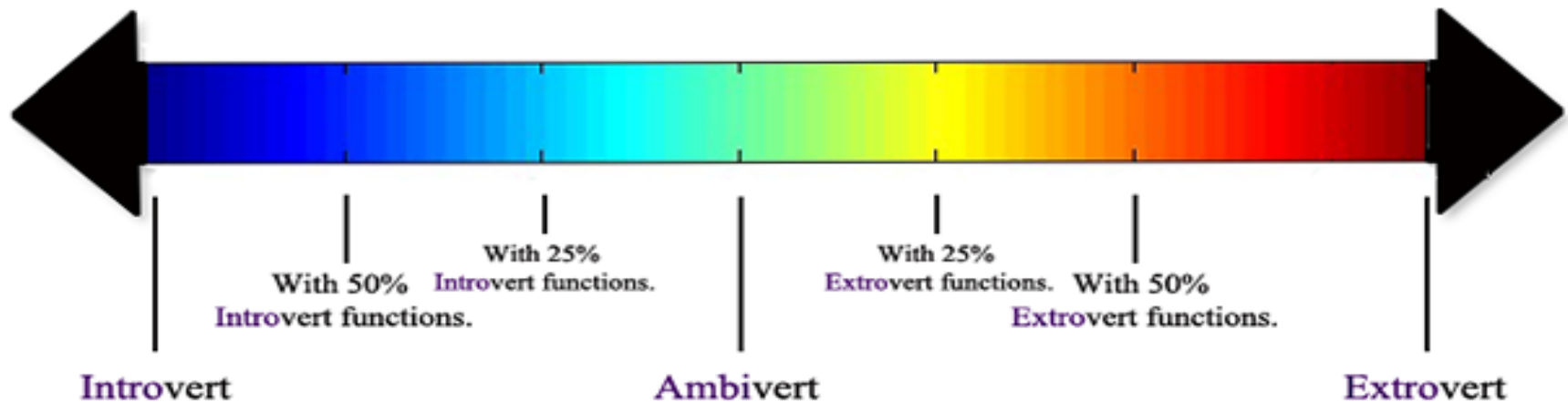
- They think before they speak.
- Analytical
- Reserved
- Reflective

E = Prefers social contacts and being around other people.

- Tend to think as they speak.
- Enthusiastic
- Assertive
- Talkative

They have different level of arousal.

Ambivert Personality Continuum Scale



LonerWolf.com

INTROVERT & EXTROVERT (2)



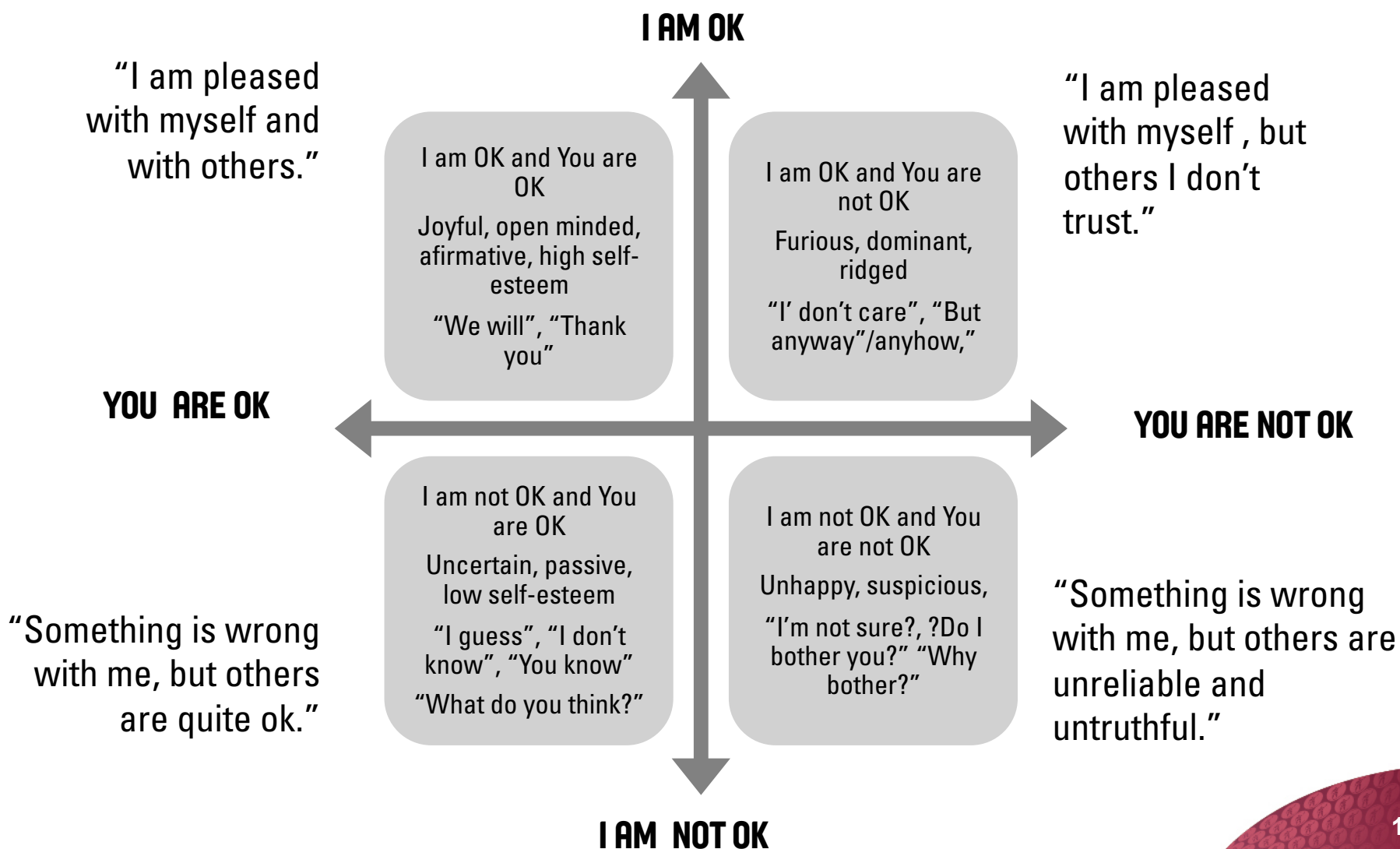
TALKING WITH INTROVERT

- Include time for them to get to know you better, and trust you
- Encourage response with open-ended questions like “What do you think about...?”
- Have more individual or one-on-one talks
- Allow him/her some time to answer
- Be aware of your body language

TALKING WITH EXTROVERT

- Show energy and enthusiasm
- Respond quickly without long pauses to think
- Communicate openly
- Do not censure
- Allow multiple solution proposals and ideas storming

"I AM OK, YOU ARE OK" MODEL (ERNST, 2008)



- KEY WORDS – INSTRUCTIONS !!!
 - WHAT TO DO & WHAT NOT TO DO! *
- Demonstration & video clips
- Learning through experience! ➡ Situational

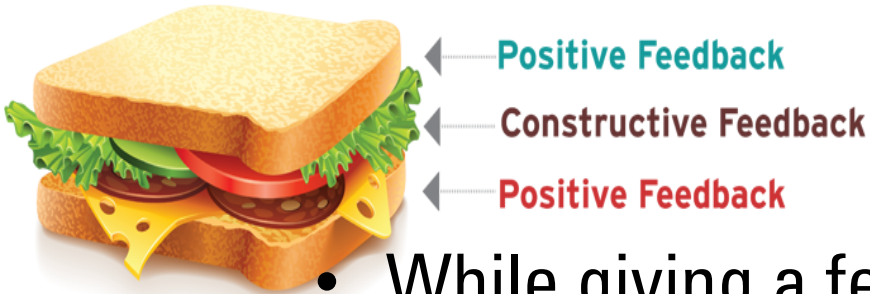
“ What I hear I forget. What I see I remember. What I do I understand.”
(Confucius, 551 – 479 BC)

- Feedback about the learning progress!

$(+/-/+)$ & $(-/+)$ "SANDWICH TECHNIQUE"



(Martens, 1990)



- While giving a feedback it will be good to use the following structure:
 - Tell them what they did well
 - Tell them what they can fix it for the next game performance
 - Finish with generally positive ending - what positive thing they learned from the performance.

*e.g.



FIBA

We Are Basketball

“Train people well enough
so they can leave;
Treat them well enough so
they don’t want to.”

— Richard Branson

www.facebook.com/powerfactorleadership

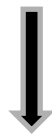
Twitter: @stephenhester

- **PERFECTIONISM** - an essential precondition for the success in any field of performance

Perfectionism correlates with success and
some measurements of mental health

... but...

also with some psychological distress



PERFECTIONISM PARADOX

- Adaptive perfectionism
(AP)= perfectionist
behaviour is motivated by
the desire for personal
growth and development
- Maladaptive perfectionism
(MP) = perfectionist behaviour
is motivated by the fear of
failure and possible
disappointment from
significant other

Athletes with the high level of AP and MP are characterised by:

- ✓ High achievement motivation
- ✓ Working ethics
- ✓ Commitment and discipline

- Athletes with a high level of AP aspire to achieve high but realistic goals.
 - ↓ anxiety, ↓ fear of failure, ↓ level of burnout, ↑ self confidence and self esteem
 - *“I’m satisfied with my performance, but I want to be even better next time!”*
- Athletes with a high level of a MP tend to set unrealistically high goals (excuse for the potential failure).
 - ↑ anxiety, ↑ fear of failure, ↑ level of burnout, ↓ self confidence and self esteem
 - *“I accidentally performed well and I had a lot of mistakes during the game. Next time I’ll probably have a lot of mistakes if I’ll perform like that”*

(Greblo, 2011)

- It is important that both coaches and significant others be more supportive and focused on skills development during the first years of referees education – it is positively correlated to AP!
- It is also important to communicate properly when giving feedback and evaluation of the referees performance during the game!

- Try to avoid saying “big words” – you never, you always, only you, you must, nothing is good, everything is bad, it was a disaster, . . .
- Try to use “boost words” – skill, solution, gain, improve, advancement, training, focus, performance, try, you will, you do, usually, sometimes, develop, . . .

- Pre-game conference
 - Key points about:
 - Teams specifications
 - Coachs' specifications
 - Place (crowd, fans, ...) specifications
 - ...
 - WHAT TO DO! (not what not to do!!!)
- *(red elephant in the room)



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