LTA Equality and Diversity Training

- Promoting Equality
- Championing Diversity
- Including Everyone
Agenda

1. Welcome, Introduction and Objectives

2. What do we mean when we say Equality and Diversity
   - Define Equality, Diversity and Inclusion

3. Why the LTA cares about Equality and Diversity
   - What role it plays in tennis?
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     - Moral reasons
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     - Examples of how protected characteristics impact on tennis
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   - What is it?
   - Examples of subtle discrimination and things to be aware of

6. Case Study Exercise Part B

7. Useful tools
   - Equality and Diversity Policy
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   - Links and websites

8. Action planning and next steps
   - What Equality/Diversity issues do you/your team face?
   - What can you/your team do to make tennis more accessible and welcoming of difference?
   - What are you going to do differently as a result of this training?
   - What will you take with you into your role/team?
2. What do we mean when we say Equality and Diversity?
As a National Governing Body we are focused on increasing participation, winning major tournaments and building a foundation that will sustain growth and development. Therefore we need to be aware of how issues of equality and diversity impact on how inclusive the tennis experience is.

**Equality / Equal Opportunities:** is about fairness; creating an environment that acknowledges that disadvantage, prejudice, stereotyping and discrimination exists; whilst actively challenging the behaviours and structures that produce and reproduce unequal outcomes. To achieve equality we need to recognise that it will be necessary in some circumstances to treat some people differently in order to be fair.

**Example** – ensuring tennis is accessible to everyone regardless of wealth or social status. Developing opportunities to play and providing free/reduced coaching, rackets and balls in deprived areas.

*There are other times when regardless of the individuals we need to treat them the same i.e. applying the same standards for acceptance into a tournament, the same treatment/application of the rules - unless they are explicitly unfair, bias discriminatory etc. at which point we would challenge them.*

**Diversity:** is concerned with difference among individuals and groups and the impact that difference can have – positive and negative. Understanding diversity is recognising that difference exists within and across all social categories and not stereotyping groups or individuals that identify with a particular characteristic. To benefit from diversity, difference needs to be welcomed and identified as a positive contribution that encourages creativity and allows people to feel comfortable to be themselves.

Diversity groups exist across:
- Age
- Disability
- Ethnicity/Race
- Gender
- Gender Reassignment
- Religion or Belief
- Sexual Orientation

**Example** – specifically targeting people from ethnic minority backgrounds and women to be coaches as they are greatly underrepresented and being able to articulate why we need to target these groups.

**Inclusion/Social Inclusion:** Positive action taken to involve and assist all sections
of society to participate in all societal functions.

Inclusion makes Equality and Diversity work. This is achieved by reducing inequalities between the least advantaged groups/communities and the rest of society. This will close the opportunity gap and ensure that support reaches those who need it most. Without taking an inclusive approach to address equality and diversity issues the impact will be limited as the ethos will not be embedded. Individuals, groups and communities need to be involved and consulted, not feel that they are “having things done to them”.

Notes
3. Why the LTA cares about Equality Diversity? What role does it play in tennis?
Operational Priorities
The LTA’s objectives outlined in the 2012 British tennis Playbook clearly articulate the organisation’s desire to grow and sustain British tennis and ensure it is accessible and welcoming to all who want to participate. Within the four priority areas there are key equality and diversity issues that individuals and teams will need to address in order that the objectives are satisfied.

Places
This priority is vital in attracting new people to tennis and opening the sport up to individuals and groups who feel or have previously felt excluded from tennis. Places to Play need to have an integrated approach to tennis activities. The messages that are created, their design and how and where they are promoted will influence the audience that is attracted by it.

The Equality and Diversity links within this objective are far reaching and not only cover attracting new and diverse groups, but also the need to ensure policies, practices, attitudes and behaviours of places to play, clubs, coaches, members etc is not contrary to principles of equal opportunities and fair access.

People
We are committed to investing in those who have the biggest impact on tennis. That means equipping people in British tennis to understand how to best work with diverse group and the types of equality issues they could be presented with in their role.

For coaches it is essential to ensure that their assessment, training and development explicitly addresses these issues and encourages participation from all equality groups at all levels.

Another role for LTA colleagues and all those involved in tennis is to provide supportive challenge to those not wanting to change how things are run or the types of people they want to attract. Being able to speak with authority about the link between tennis as a healthy, competitive sport and one that is open and welcoming to all is essential. Having tennis players, volunteers and coaches that reflect society’s diversity will better position the sport to be sustainable, create a wider talent pool with better opportunities to develop champions which will provide greater funding opportunities.

Notes

Programmes
Equality and Diversity Training 2013
Through creating inclusive and integrated programmes we increase our opportunity to increase participation. The LTA is investing large sums of money in community tennis pilots in order to engage with diverse group and increase their participation in tennis. There are also established performance and coaching pathways that explicitly address Equality, Diversity and Inclusion issues. The LTA is also extending its community outreach activities by organising and running a series on tennis events in non-traditional environments.

**Promotion**

The allplay campaign is aimed at helping more people play tennis and has a great opportunity to increase and diversify participation. Further, the programmes, activities and education carried out by the LTA helps break down barriers and dispel myths that tennis is an elitist and expensive sport. We are learning more about our member through having increased monitoring which will help identify underrepresentation and priority areas. Through addressing these issues British tennis is positioning itself as a current, modern, inclusive sport for everyone.
Statistics

This graph shows the percentage of males and females across the different areas of British Tennis. The gender split for BTM is approximately 60% male and 40% female. This however is not reflected across most of the other categories, including Council, Coaches and Regularly Competing Juniors (RCJ) where it is over 70% male. It is therefore important to look at what can be done at a local, county and national level to increase female representation in these areas.

Notes
This graph shows the breakdown of the 10 &U National Talent ID players from 2010, showing an increase each year in participants from a non-white background.

This is encouraging and shows that our sport is diversifying and talented players from different backgrounds are progressing through the talent process. The Office of National Statistics estimate figures from 2009 reveal that the percentage of the population aged 0 – 15 years was 16.1% the same as those players attending National Talent ID.

The “Non-White” column is a combination of Asian, Black, Mixed and Other Background.

The 2011 census figures for age and ethnicity have not yet been released. The percentage on young people from a Non-White ethnicity will increase when the 2011 figures are released.

These graphs highlight the need for monitoring.
This graph shows the difference between the percentage of boys and girls from white and non-white backgrounds.
A breakdown of the different ethnic groups represented in the 9 Community Tennis pilot. This information helps inform who and how to target different groups and by monitoring take up it is possible to assess if those participating in the pilots are representative of the local area.

Notes
A breakdown of the 8 Community Tennis Pilots by age, showing great diversity between locations.
Moral reasons
In the LTA’s Equality and Diversity policy it commits to operating within and upholding the principles of equal opportunities and acknowledges that for society to be fair people should not suffer any detrimental effects because of their individual characteristics. Sport has the potential to challenge and overcome inequalities and set the aspirational expectations for how society should operate in order that people are treated fairly and no-one is disadvantaged. As an exemplar employer, provider of services/funding and as a national governing body the LTA believes it has a moral responsibility to set fair and equitable standards and to adhere to these standards so inequalities within the sport are removed and tennis is accessible and welcoming to all.

Legal reasons
As an employer, a national governing body and provider of services/funding the LTA has requirements which stipulate that it is illegal to harass, bully or discriminate (directly or indirectly) against individuals and groups.

The Equality Act 2010 came into effect on 1st October 2010 and consolidates previous legislation that covered race, gender, gender reassignment, disability, sexuality, age and religion and belief.

The Equality act 2010 strengthens and extends the rights of individuals to be protected against discrimination because of their personal characteristics. It is important that organisations, managers, employees, clubs and volunteers understand not only the LTA’s moral justification for committing to promote Equality and Diversity, but the legal protection that individuals have.

Under the Equality Act 2010 the following areas are considered protected characteristics:

- Age;
- Disability;
- Ethnicity/Race;
- Gender; (including pregnancy, maternity, marital & civil partnership status)
- Gender Reassignment;
- Religion or Belief; and
- Sexual Orientation.

Notes
<table>
<thead>
<tr>
<th>Protected Characteristics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>This refers to people of any age and not just young or older people.</td>
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<tr>
<td>Disability</td>
<td>Disability has a broad meaning. It is defined as a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.</td>
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<td></td>
<td>'Impairment' covers, for example, long-term medical conditions such as asthma and diabetes, and fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease.</td>
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<td></td>
<td>A mental impairment includes mental health conditions (such as bipolar disorder or depression), learning difficulties (such as dyslexia) and learning disabilities (such as autism and Down’s syndrome).</td>
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<tr>
<td></td>
<td>Some people, including those with cancer, multiple sclerosis and HIV/AIDS, are automatically protected as disabled people by the Equality Act 2010. People with severe disfigurement will be protected as disabled without needing to show that it has a substantial adverse effect on day-to-day activities.</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Relates to any and all ethnic origins. Everyone has an ethnicity, but may define it differently to how you would. It is an individual perspective. i.e. some people may identify as Black British, whereas others may prefer Black Caribbean/British.</td>
</tr>
<tr>
<td>Gender</td>
<td>Covers both men and women. Men and women are also protected regarding their marital or civil partnership status and maternity/paternity and women are covered regarding issues relating to pregnancy.</td>
</tr>
<tr>
<td>Gender Reassignment</td>
<td>Covers those people who have changed their gender surgically and those who identify as a different gender to what they were born, but who are not under medical treatment. The process of gender reassignment may involve different stages, from change of name, title and/or appearance through to surgical intervention. But the Equality Act 2010 does not require a person to be under medical supervision to be protected, so a woman who decides to live permanently as a man but who does not undergo any medical procedures is protected.</td>
</tr>
<tr>
<td>Religion &amp; Belief</td>
<td>Covers people following a religion, religious or philosophical belief. This includes all major religions, as well as less widely practised ones i.e. Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism, Humanitarianism, Secularism.</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>Describes a pattern of emotional, romantic, or sexual attraction and covers those who identify as heterosexuals, lesbians, gay men and bisexuals. It is an individually defined characteristic. Some people however refuse to accept any labels in regard to their sexual orientation – it is their right to disclose a sexual orientation or not.</td>
</tr>
</tbody>
</table>
Examples of protected characteristics impacting on tennis

Ethnicity / Race

In 1950 Alice Marble winner of 18 Grand Slam titles wrote an article in American Lawn Tennis magazine and said

“Miss Gibson is over a very cunningly wrought barrel, and I can only hope to loosen a few of its staves with one lone opinion. If tennis is a game for ladies and gentlemen, it's also time we acted a little more like gentle-people and less like sanctimonious hypocrites.... If Althea Gibson represents a challenge to the present crop of women players, it's only fair that they should meet that challenge on the courts.”

She continued saying, if Gibson were not given the opportunity to compete, "then there is an ineradicable mark against a game to which I have devoted most of my life, and I would be bitterly ashamed."

Gibson, age 23, was given entry into the 1950 U.S. Championships, becoming the first African-American player, man or woman, to compete in a Grand Slam. This was prior to the Civil Rights moment beginning and showed how tennis had been able to progress beyond the bigotry and segregation that was present in general society.

The following year she was the first African American to be invited to enter the all-England tournament at Wimbledon. In 1956 she won the French Open, and the 1957 and 1958 Wimbledon and the US Open Championships.

In 2008 after beating Italy in the quarter finals the Spanish Fed Cup team posed for photos where they slanted their eyes and published the photo on their official website with a caption that read “We are prepared for China”.

Spanish Fed Cup team photo taken from official website
Religion / Ethnicity

In 2009 Shahar Peer of Israel was refused a visa to play at the Dubai tournament. Israel has no diplomatic ties with the United Arab Emirates and Peer was only informed that she had been denied a visa 12 hours before she was due to leave for Dubai. It was suggested that as she was Israeli the tournament organisers believed it would have antagonised the fans if she would have participated because of the recent attacks in Gaza and warned that "the entire tournament could have been boycotted by protesters". Such arguments held no water with some of the big names in tennis; eventual champion Venus Williams made an impassioned address, noting that "it was a shame one of our players couldn’t be here" during her victory ceremony.

She said “I thought she had to be mentioned and I felt I was going to, whether anyone else did or not… “I had the opportunity because I had the microphone”

“It also made me think of all the people who gave something for me to be here. I am not hear to rock the boat or upset anyone - I'm just here to try to do what's right, to represent what's right, and I think the right things will happen next week on the men's tour.”

The tournament was fined $300 000 by the WTA.

The following week Andy Roddick the defending champion refused to play the men's event on moral grounds.

In 2010 Peer was granted a visa but had to play on outside courts with limited spectators and was not allowed to socialise with the other players. She was surrounded by body guards and commented.

“We talked a lot – me and the bodyguards – and they were very kind. The way they treated me was amazing.”
Sexual Orientation

Tennis has had numerous women come out as Lesbian over the years and whilst there has generally been a positive or neutral reaction it has not always been the case and prejudices still exist.

Billy-Jean King commented on her forced outing
“I had people tell me that if I talked about what I was going through, it would be the end of the women’s tour. I couldn’t get a closet deep enough. I’ve got a homophobic family, a tour that will die if I come out, the world is homophobic and, yeah, I was homophobic.

“Her tennis isn’t going to straighten out until she straightens out her life.” Chris Evert on Martina Navratilova 1982.

In a documentary for the BBC Martina Navratilova believed that sport had become so homophobic that straight girls in America did not want to participate or become a champion for fear of being thought of as a lesbian.

To date no top level male tennis player has come out. But the issue is not about having the poster child of a gay male tennis player. It is about creating an environment where people feel comfortable to be themselves, where there is no stigma or ridicule associated with being lesbian, gay or bisexual and that if a player is sharing their life with someone of the same sex, that they can have them sit in the players area, can celebrate a win with them and that no homophobic language is used by other players, coaches etc. When this is achieved then people will feel comfortable to be themselves and be out.

In 2010 Tennis was voted the most “Gay Friendly” sport in a survey conducted by campaigning charity Stonewall, with 65% ranking it as the best. While this great news we cannot assume that everything is perfect, there is still a long way to go. The government recognises this and has created a “Charter” to end homophobia and transphobia in sport. In March 2011, the LTA, the Football Association, Rugby Union, Rugby League and the English and Welsh Cricket Board all signed up to the “Charter” as founding signatories, committing to end homophobia and transphobia at all levels of their sport.
Tackling Homophobia and Transphobia in Sport
The Charter for Action

1) We believe that everyone should be able to participate in and enjoy sport – whoever they are and whatever their background.

2) We believe that sport is about fairness and equality, respect and dignity. Sport teaches individuals how to strive and succeed, how to cope with success and disappointment, and brings people together with a common goal.

3) We are committed to making these values a reality for lesbian, gay, bisexual and transgender people. We will work together, and individually, to rid sport of homophobia and transphobia.

4) We will make sport a welcome place for everyone – for those participating in sport, those attending sporting events and for those working or volunteering in sports at any level. We will work with all these groups to ensure they have a voice, and to challenge unacceptable behaviour.

**Founding signatories**

- ECB
- RFL
- RFU
- The FA

HM Government
Disability

The Social Model of Disability explains that it is the way society is constructed that excludes and is disabling not people’s individual impairments. For example, someone is not “disabled” because of their impairment, being unable to walk or having a mental health issue, but because buildings have stairs and not ramps and the way people treat others who are in a wheelchair or have a mental health issue.

Tennis has taken a Social Model Approach as there have been variations of the game created so that people with different abilities and impairments can participate.

The ability to make tennis accessible to everyone is an amazing achievement and is a credit to the sport; those who helped create it and continue to develop it.

It is important for tennis to be inclusive and welcoming to disabled people and ensure any discriminatory behaviour and offensive language be challenged. An example is Lleyton Hewitt who in frustration called the umpire a “spastic” during a match at the French Open. He was heavily criticised by disability groups.

Tennis participation needs to be about integration and inclusion. People with impairments can and should be integrated into generic tennis sessions and we should look for the ability not the disability. The majority of impairments are not visible which reinforces the need to work with people as individuals and not assume what people can or can’t do. Each person’s impairment will be unique to them so we can’t stereotype by impairment or disability groups. To be fully inclusive coaches and tennis venues must look to make adjustments to sessions dependent on individuals/ability and look for solutions to overcome barriers.

Disability Tennis is still a relatively new sport with Wheelchair tennis beginning in 1976 and entering the Olympics as a demonstration sport in 1988. The forms of performance disability tennis include wheelchair and quad tennis, deaf tennis, blind and visually impaired tennis and tennis for people with learning difficulties. The positive effects from participating in sport and not being excluded should not be underestimated.
Gender

Within the Grand Slams, women had previously been paid less than their male colleagues. This caused a lot of controversy and unfortunate comments by some media and players. Now all the Grand Slams have equality across the genders, but that doesn’t mean that overt and covert sexist attitudes or behaviours have been removed completely. An example of this would be the overt sexualisation of women’s tennis by some, either in their comments or the way matches have been scheduled to place the more “glamorous” players on centre court regardless of rankings. A couple of examples of the sexist comments are provided by Richard Krajicek when “apologising for calling 80% of women players fat pigs in 1992.

“I may have exaggerated a bit when I said that 80 percent of the top 100 women are fat pigs. What I meant to say was 75 percent of the top 100 women are fat pigs.”

Another comes courtesy of Justin Gimelstob ATP board member who made the following comments about Anna Kournikova

“I’m going to serve it right at the body, about 128 [mph], right into her midriff,” he said. “If she’s not crying by the time she comes off court then I did not do my job.” “Hate is a very strong word. I just despise her to the maximum level just below hate.”

He added that he would not like to sleep with Kournikova, “because she’s such a douche”. Instead, “I wouldn’t mind my brother, who is kind of a stud, nail her and then reap the benefits.” Alize Cornet, the French player he said was a “sexpot”, and Nicole Vaidisova, the Czech teenager he described as a “well-developed young lady”.

Notes
Intersex

Intersexed people are individuals born with anatomy or physiology which differs from contemporary ideals of what constitutes "normal" male and female. It is a general term used for any form of congenital (inborn) mixed sex anatomy. This doesn't mean that a person with an intersex condition has all the parts of a female and all the parts of a male; that is physiologically impossible. What it does mean is that a person with an intersex condition has some parts usually associated with males and some parts usually associated with females, or that she or he has some parts that appear ambiguous. It is completely unacceptable to refer to someone who is intersexed as a hermaphrodite as this is considered offensive and outdated.

Sarah Gronert is a German female tennis player who was born intersexed. In 1999 she had surgery and is legally and medically female. This created controversy as she has been cleared to play on the women's tour.

"Sarah Gronert is legally and biologically a woman and as such perfectly entitled to compete in ITF Pro Circuit events and, at some point if her ranking warrants it, in WTA Tour events." WTA spokesperson.

Sarah has faced prejudice and bigotry and is constantly under scrutiny by media, coaches and players. To be able to compete under that pressure and controversy is a credit. The WTA have handled this issue with respect and is encouraging for other people who are intersex.
Age

The LTA’s message is that you can play tennis at any age and we need to ensure that we do not just focus on the sport being for a game for juniors and those considered to have the talent to be professional. We want to attract and retain people regardless of age or ability.

There has been concern over the ability of players to cope with the physical and mental pressures of playing competitive tennis at an early age for some time which prompted the WTA to restrict when female players could turn professional, how many tournaments they can play a year and how many wildcards they can receive. This was done following a number of high profile players starting very young and suffering burnout.

<table>
<thead>
<tr>
<th>Player</th>
<th>Turned pro</th>
<th>Age turned pro</th>
<th>Age retired</th>
</tr>
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<tbody>
<tr>
<td>Tracey Austin</td>
<td>1978</td>
<td>15 yrs 10 months</td>
<td>20</td>
</tr>
<tr>
<td>Andrea Jaeger</td>
<td>1980</td>
<td>14 yrs 8 months</td>
<td>19</td>
</tr>
<tr>
<td>Jennifer Capriati</td>
<td>1990</td>
<td>13 yrs 11 months</td>
<td>17</td>
</tr>
<tr>
<td>Martina Hingis</td>
<td>1994</td>
<td>14 yrs 4 months</td>
<td>23</td>
</tr>
<tr>
<td>Anna Kournikova</td>
<td>1995</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>
4. Case Studies Part 1
a) You are working in the NTC Operations team while a junior training camp is taking place. You are walking through the café and overhear a group of girls talking about another player. "Oh she’s retarded… my mum say she’s dyslexic, she can’t even keep score. What is she doing here?"

Later in the day you see one of the girls that you saw in the morning walking closely beside another girl who appears upset. When both girls spot you, the girl you recognise from the morning turns and walks the other way. You ask the girl who looks upset if everything is ok? You can see tears in her eyes, but she tells you she’s fine and walks off.

b) You are visiting a Clubmark club to see how they are progressing. It has been previously commented that the club membership does not represent the diverse community and this is an area that needs to be addressed. When you return and you ask for an update from the Club President he says, “oh I’m sure someone’s on it, we’ve been quite busy” and changes the topic.

c) You are told there are a number of players in the local area that play at school or their local park and seem to have some talent, but it is largely thought they would not be able to afford private coaching or the upfront fees to join a club. Some of the children have commented that they know others who weren’t welcomed to join the local club because they lived on a council estate.

d) Over lunch you are discussing your weekend with some members of your team. You say that you went out with old work colleagues in Soho for dinner and drinks. Jase a member of your team makes a comment about Soho being fully of “Batty Boys” and that he would never go there. You tell him that language is rude and offensive and not to use it again. Another team member who has not lived in the UK for long asks what the word means? You say that it is a derogatory word for gay men. Jase laughs at you and says it’s not derogatory, that’s what they are.

e) You are at a team dinner with colleagues. It is the start of the night and you’ve all had one drink. The person beside you is a friend who you usually share a joke with. Another colleague on the table has recently been introduced to Blind Tennis and is talking about how impressed he was. The person beside you leans over and whispers something disparaging about Blind Tennis and Disability Tennis as a whole and starts to laugh.

(i) What would you do if you were faced with the following situation?

(ii) If you have a concern would say something or raise the issue with someone else? Why/Why not? Would you know who to raise it with?

(iii) What could you or others within the LTA put in place to try and prevent/minimise the risk of this happening again?
f) You are approached by an Iranian family who are thinking about joining the local tennis centre, but mentions to you that they are hesitant about the reaction they would receive from the other members as they have been verbally abused in the area and their children at school because of their race and religion. Their daughter is particularly worried she will be bullied for not wearing skirts or other “western styled” tennis outfits.

g) You are a female member of staff working on reception. You have noticed that some of the senior male colleagues call you love and dear when they speak to you. Your male colleague has also noticed this and has made some jokes about it to you. You don’t feel that you are being taken seriously or treated as other colleagues but don’t want to make the situation worse.

h) An AEGON Pro Series tournament is being run at the NTC and you are working over the weekend. You are with one of your colleagues as a group of players arrive. Your colleague uses a term to refer to the group of people which you find racist. You tell them that it is racist to call someone that, but they disagree and say it is not racist in my country, I have friends and they call themselves that.

i) You have been working in the catering team at the NTC for three months. It is lunch time and as usual it is busy. The next person in line to pay begins to move forward, but at the same time they are speaking to their friend and you hear her say, “I can’t believe how rude he was, it always the same, why work here, if you hate it so much?” You wait for them to stop speaking and then ask for the first person’s money. They pay and before you ask for the next person’s money they responds to their friends comment and says “his foreign, he’s rude, they all are”. You ask for the next person’s money and she looks a little embarrassed and says to you “oh I wasn’t talking about you, you’re always nice”.

j) A position of head coach has become vacant and you are part of the panel that will be responsible for recruiting someone to the position. You meet with your fellow panel members to discuss creating the advert and interview criteria. A colleague walks in and is adamant that they know the perfect person for the position. Young, dynamic, full of life and a real energy that will enthuse and excite the kids. She goes on to say “We need some new young blood that isn’t stuck in the past to really move forward and out of the dark ages.”

(i) What would you do if you were faced with the following situation?

(ii) If you have a concern would you say something or raise the issue with someone else? Why/Why not? Would you know who to raise it with?

(iii) What could you or others within the LTA put in place to try and prevent/minimise the risk of this happening again?

Notes
Section 3 Quiz

A. “One guy said: 'I wish it was '75 [a reference to the 1975 Los Angeles race riots]; we'd skin you alive'."

B. “Maybe (by being) black, they have a lot of other advantages because they can always say it's racism or something like that. “It's not the case at all. Not from my standpoint. I don't care who is on the other side, I treat them with respect.”

C. “If I had a child playing tennis today I wouldn’t let that child go on her own on the circuit because I think there is a wrong spirit (on the women's tour). Young people can get snared into that world. People go into homosexuality thinking they're like that and they're actually not. I'd want to keep them on the straight and narrow.”

D. “Female tennis players’ role is as much about ‘selling sex’ on court as it is about their sporting prowess. The noise detracted from the players’ ‘sex appeal’ sounds disgusting, ugly, unsexy!”

E. “My personal view is that we should have equal pay for men and women at the Championships (Wimbledon). Tennis needs to be a modern sport, one which reflects the wider world. My vote will continue to be for equality of pay”

F. “You know, we always said sports can reach places where no religion or politics or politician can reach. I think it's above all the religion and politics... If you can change few people's mind on Indian or Pakistan's side, I think it's a great thing. And I am seeing that anyway every day.”

G. “As long as I am winning, people shouldn't care whether my skirt is six inches long or 6 feet long. How I dress is very personal thing.”

H. How many countries were represented in the men’s and women’s 1980 Wimbledon Championships and how many in 2010?

I. Which countries had the most players in the men and women’s draw in 1980 and 2010?

J. What percentage of the British Olympic team in 2008 where from an ethnic minority?
5. Discrimination
Discrimination, harassment and bullying can exist in many different guises and at varying levels. Some will be very obvious and therefore easy to speak out against or take action against, but this will not always be the case.

People usually employ discriminatory behaviour or language to threaten, intimidate and/or isolate someone. The person or group targeted usually do not fit with the “norm” associated within the particular environment that they find themselves in. The person/group under attack will already be fully aware that they stand out, are not the same or are different. It is likely they have been exposed to negative/discriminatory behaviour before and understandably they could be expecting to be treated again in a similar way.

You may not feel that your behaviour is discriminatory, but that is not your decision to make. It is the impact of your behaviour on the other person that determines whether something is or isn’t discriminatory.

**Types of Discrimination**

**Direct discrimination** is where someone is treated less favourably than another person because of a protected characteristic.

**Discrimination by association** is direct discrimination against someone because they are associated with another person who possesses a protected characteristic.

**Discrimination by perception** is direct discrimination against someone because the other person thinks they possess a particular protected characteristic.

**Indirect Discrimination** occurs where the effect of certain requirements, provision or practices imposed by an organisation has an adverse impact disproportionately on one group or other. Indirect discrimination generally occurs when a rule or condition, which is applied equally to everyone, can be met by a considerably smaller proportion of people from a particular group; the rule is to their advantage and it cannot be justified on other grounds.

**Harassment** is defined as unwanted conduct that violates people’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.” In determining whether conduct can reasonably be considered as having such effect, the perception of the Complainant will be taken into account. Employees can now complain of behaviour they find offensive even if it is not directed at them.

**Victimisation** is illegal and considered to take place when someone is treated badly because they have made/supported a complaint or grievance.
### Types of Discriminations and Protected Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Age</th>
<th>Disability</th>
<th>Ethnicity</th>
<th>Gender</th>
<th>Reassignment</th>
<th>Marriage &amp; Civil Partnership</th>
<th>Pregnancy &amp; Maternity</th>
<th>Religion or Belief</th>
<th>Sexual Orientation</th>
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<tbody>
<tr>
<td>Covered in existing legislation - no change</td>
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<td>Covered in existing legislation - some changes</td>
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<td>Not covered in existing or new legislation</td>
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#### DIRECT DISCRIMINATION
Someone is treated less favourably than another person because of a protected characteristic (PC)

#### DISCRIMINATION BY ASSOCIATION
Direct discrimination against someone because they associate with another person who possesses a PC

#### DISCRIMINATION BY PERCEPTION
Direct discrimination against someone because the others think they possess a particular PC

#### INDIRECT DISCRIMINATION
Can occur when you have a rule or policy that applies to everyone but disadvantages a particular PC

#### HARASSMENT
Employees can now complain of behaviour they find offensive even if it is not directed at them

#### HARASSMENT BY A THIRD PARTY
Employers are potentially liable for harassment of their staff by people they don’t employ

#### VICTIMISATION
Someone is treated badly because they have made supported a complaint or grievance under the Act
Subtle Discrimination / Unconscious Bias

Subtle and subversive discrimination has been identified as one of the most common ways those people outside of the "norm", experience unequal treatment. It happens where people are perceived to be "different." Subtle discrimination can be made up of covert, short-lived, or apparently trivial events that are frequently unrecognised by the perpetrator and often not evident to the person injured by them or hard to prove. These "micro-inequities" interfere with equal opportunity by excluding the person who is different and by interfering with that person’s self-confidence and productivity. Within an organisation, where there are repeated cases where one group is treated in an inequitable, bias way it would then be considered institutionalised through out the culture.

There is less overt discrimination that takes place in society than previously before, but that does not mean that the attitudes or opinions that were previously held have disappeared completely. There will undoubtedly be people who suppress rather than resolve their prejudice. Suppressing prejudice attitudes and behaviours can also contribute to subtle forms of discrimination as it is likely these behaviours and attitudes will find a way of influencing the person to act in a discriminatory way, even if it is not overt.

Examples of subtle discrimination

- I’ll be the only woman in a boardroom, and when we take a 'bio break' I come back from the ladies’ room to find I am the only one who has returned. The guys are still in the bathroom talking about business. It’s nothing personal; they just don’t realize I’m left out. Christine Jacobs Chief Executive of Theragenics

This highlights how being female in this environment goes against the norm and the behaviour of her male colleagues leaves her to feel excluded – even if that is not their intention. This example maps across well to a tennis and employment environment. Whilst
women and girls are much more common in tennis and within employment than they are as CEO's of multi million pound business they can both be male dominated environments and it therefore possible for them to feel excluded, patronised etc by certain behaviour. This example is also transferable to people who come from a lower socio-economic background, identify as belonging to an ethnic or religious minority, disabled people, gay, lesbians, bisexual and transgender people or any children who may have a parent/s who identify with any of those characteristics. The feeling of isolation and exclusion can be heightened if they are the only members at the club or within the workplace that identify with a different set of identity characteristics. Another example is assuming people are married, their partner is of the opposite sex, the same ethnicity, non-disabled etc all these assumptions even if done without any intent can potentially isolate or make people feel uncomfortable.

Hypothetical Example

There are more male coaches that are involved in talent identification days. All the coaches have the same qualification and are meant to do the same role. However the male coaches take the majority of the on court activities and the female coaches take on the co-ordination and administration of the day.

Impact/Issues

- Both groups are missing out on a well-rounded experience and could impact their ability to progress.
- It is unconsciously suggesting that performance coaching is a role for men.
- People can fall into habits or presume that specific groups are suited for particular roles.
- Equal consideration needs to be given to the male and female coaches to ensure a fair and balanced approach is adopted.
- It could reinforce ideas that female coaches, women, women's tennis are not as good as men.

Overt Example

- A BBC source said: 'It's the Wimbledon play committee, not us who decides on the order of play... But obviously it's advantageous to us if there are good-looking women players on Centre Court... No one has heard of many of the women now, so if they are pretty it definitely gives them an edge. Our preference would always be a Brit or a babe as this always delivers high viewing figures.'

Whilst this an overt sexist comment in isolation, when combined with other less obvious but undermining comments about women's tennis it unfortunately become thought of as “fact” and acceptable. These types of comments and attitudes have seen women’s tennis become sexualised to a point where women’s tennis is undermined as the focus is on attractiveness, beauty and sex appeal rather than the ability, athleticism and achievements of female players. Whereas discussions and attitudes towards men’s tennis remain concerned with the game; women and women’s tennis are devalued by those preoccupied with players’ appearance, demeanour and ability to fit within an acceptable version of femininity. This reinforces negative attitudes which believe women and women's tennis are not equal to men and renders their athletic and tennis accomplishments insignificant when compared with the ability to appeal to men sexually.
6. Case Studies Part 2
k) You are coaching six teenage boys at a training camp. Throughout the first day some of the boys have been “taking the mick” out of each other when they hit a bad shot, mocking the person and saying “how gay”. Some of the boys have even referred to themselves in frustration when they hit a bad shot, saying “faggot”. There have also been comments about the girls’ team training on the next courts; laughing and mimicking the noises and shots they hit and the shortness of their clothes.

(i) What do you do if you are coaching the boys?
(ii) What do you do if you are coaching the girls and their own coach has not intervened?
(iii) Would you report the incident or discuss it with anyone?

l) Samuel is playing at a tournament. He is frustrated with the way he is playing and starts talking to himself and is becoming louder. He loses his serve and screams fxxxxxg Jew idiot. The referee is on the court so hears the comment and defaults him from the match. Samuel objects saying he was talking to himself.

(i) Why has the referee defaulted Samuel?
(ii) Do you think he should have been defaulted if he was talking about himself? Why/Why not?
(iii) What could be the impact if comments like these went unchallenged?

m) You are a recruiting manager who is offering a candidate the position over the phone. They are excited to be offered the position and say they look forward to starting work at the LTA. You let the HR know and they prepare the paper work and send it through to them. After receiving the offer letter and paper work, they call you and say that they want to clarify that the LTA operates flexible working which would allow them to leave work every Friday in enough time to be home before sunset and not work or travel until the next evening.

(i) What would you do if you were faced with this situation?
(ii) Would your cause of action be different for different job roles? If yes, why and what positions? If no, why not?
(iii) Is there anything you could do avoid this situation? If yes what? If no, why not?

n) You are a coach working with performance disability players. You have noticed that some of them refer to themselves as “cripples” when they hit a bad shot or when they are frustrated with themselves saying “stop playing like cripple”.

(i) What would you do if you were faced with the following situation?
(ii) If you have a concern would say something or raise the issue with someone else? Why/Why not? Would you know who to raise it with?
(iii) What could you or others put in place to try and prevent/minimise the risk of this happening again?
o) It is your quarterly meeting with a lead sponsor just ahead of the main summer tournaments. In the meeting they say it is important that their brand reach a wide and diverse audience and ask:

What is being done within British tennis to get more people playing?

What are you doing to attract a more diverse audience to the tournaments?

How are you presenting tennis and by association their brand to appeal to a wider audience?

(i) What would you do if you were faced with this situation?
(ii) Would this make you think differently about your teams approach with sponsors?
(iii) Would you discuss or raise the issue with anyone else?

p) You are a committee member of a Clubmark Club and a parent calls to complain about the content that she has seen on Facebook page of her son’s coach. She explains her 14 year old son is Facebook friends with his coach and saw a comment on his page that said: “can’t believe our team was disqualified because Stephen said f**k off back to where you’re from. It’s not like he called him a Paki.”

She tells you this is unacceptable and wants to know what you are going to do about it?

(i) What would you do if you were faced with the following situation?
(ii) If you have a concern would say something or raise the issue with someone else? Why/Why not? Would you know who to raise it with?
(iii) What could you or others put in place to try and prevent/minimise the risk of this happening again?

q) Joanna wants to join your Place to Play. She submits her membership application to the secretary who says all members need to be approved by the committee. The secretary tells you and the other committee members that they don’t think Joanna’s application should be accepted. When questioned as to why, they say that he is a man dressing as a woman and there are lot of children and families, so not appropriate.

(i) What would you do if you were faced with the following situation?
(ii) If you have a concern would say something or raise the issue with someone else? Why/Why not? Would you know who to raise it with?
(iii) What could be some of the consequences if Joann’s membership is not accepted?
(iv) How confident would you / your Place to Play / County be in addressing the issue?
r) You are the tournament referee and you are watching a match where players are scoring their own match when one player calls the ball out when you see it is clearly in. As you have recently been on the tournament organisers and referees training run by the LTA you are 100 percent confident that you must go on court, tell the player that you saw the ball clearly in and, as this may have been a mistake, tell players to replay the point. In line with the training you also advise the player that made the bad call that further instances will result in a code violation.

The Player who made the call tries to reassure you that they saw it in and that if they were wrong it was a genuine mistake. Both players then quickly move back into position to replay the point. When you make your way back over to the side of the court the parent of the player who made the bad call comes over to and asks why you went on court.

You guide the parent over to the side, so it is a bit more private. You explain what happened to parent. As you are explaining what happened they become visibly more agitated.

When you finish they ask if you would have treated any other player in the same way? You respond saying yes in the same situation you would do the same thing again. They then say that they don’t believe you and say that they think you are prejudice towards them/their child because of their race and that this is not the first time they have been treated badly because of their race. They go on to say that their child had been racially abused at a previous tournament and nothing was done, this is just the same.

(i) What do you do in this situation?
(ii) Would your approach change if you knew the parent involved?
(iii) Would you report the situation or discuss with anyone else?

s) Hemal is an AEGON FutureStar and receives funding towards his tennis. He posts on twitter “what a sxxx day, should have got the win, ref a f*ng joke! #hatecheats. Nick who is also a funded player replies “Shut up you girl, take it like a man, oh you do.

(i) Is there any problem with Nick and Hemal talking this way on twitter? Why/Why not?
(ii) What could be the consequences that they face?
(iii) Would there be a problem if they used this language in other tweets but weren’t talking about tennis? Why/Why not?
t) You are coach at the NTC and have noticed that one of the Aegon FutureStars girls who you work with has become quite distant and unfocused in your training sessions. You have attempted to address the focus issue in your sessions, but it appears that things are getting worse. There are no conduct issues, but you are worried that she is becoming very timid on and off the court.

At your next on court session you continue to push her to be more aggressive in her play, but she continues to play poorly, making many mistakes. One of the boys who is also an Aegon FutureStar walks past her on the balcony and she miss hits a forehand badly. The girl turns and looks up at the boy who is laughing, picks up a ball and hits it at him, then runs off court.

(i) What would you do if you were faced with the following situation?

(ii) If you have a concern would say something or raise the issue with someone else? Why/Why not? Would you know who to raise it with?

(iii) What could you or others within the LTA put in place to try and prevent/minimise the risk of this happening again?

Part B Scenario

You attempt to speak to the girl to find out why she reacted in this way, but she refuses to talk to you about it and just said she was angry and clams up when you try to discuss it further.

u) You provide secretarial support to a member of the LTA Executive and co-ordinate a number of council and leadership team committees and groups.

During a meeting which you are recording the minutes a new member is dismissive of a proposal to work with a charity that specialises in increasing ethnic minority participation in sport. They openly say that it is a waste of money and this shouldn’t be what British tennis is about. The person presenting, further explains the project and why it would be of benefit to British tennis and how it could help to grow the game.

The new member turns away, puts his hands up and says “it’s always about the bloody immigrants”. You clearly hear them say this and look around for other people’s reactions. You notice the few people you are sitting next to look uncomfortably at the ground. The person presenting does not appear to have heard or the chair.

(i) What would you do if you were faced with the following situation?

(ii) If you have a concern would say something or raise the issue with someone else? Why/Why not? Would you know who to raise it with?

(iii) What could you or others within the LTA put in place to try and prevent/minimise the risk of this happening again?
7. Useful tools
Equality and Diversity Policies

The LTA has created a number of Policies that cover Equality, Diversity and Conduct issues. Those that explicitly relate to this training are:

**Internal Equality and Diversity Policy**: outlines the LTA’s commitment to reducing inequality, having fair and transparent processes and explicitly states what is expected of colleagues.

**External Equality and Diversity Policy**: sets out how the LTA will operate and what is expected from players, supporters, officials, coaches and volunteers.

**Dignity at Work Policy**: stipulates the expected attitudes and behaviours all LTA colleagues are to adhere to, the procedures for raising complaints and the disciplinary action colleagues may face for a breaching this policy.

It is everyone’s responsibility to read, understand and be able to articulate how these policies relates to their role and will be implemented throughout their work.

Managers need to ensure the people they manage understand these policies and if required, that they receive the support needed to fully embed the ethos of these policies into their work.
8. Action Planning and next steps
Spend some time thinking about the different issues discussed throughout this session and apply it to your working environment, the people you work with, the players, coaches and officials you have contact with.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What are some the key or potentially hidden Equality/Diversity/Inclusion issues you/your team face?</td>
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<tr>
<td>What can you/your team do to make tennis more accessible and welcoming of difference?</td>
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<tr>
<td>How can you/your team use this training to inform and influence your objectives and how they are delivered?</td>
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</tbody>
</table>
Answers to Quiz

A. Richard Williams (Father of Serena and Venus Williams)
B. Martina Hingis (former no.1 and winner of 5 Grand Slam singles titles)
C. Margaret Court (former no.1 and winner of 24 Grand Slam singles titles)
D. Michael Stitch (Wimbledon Champion 1991)
E. Roger Draper
F. Aisam-Ul-Haq Qureshi (Finalist US Open Men and Mixed Doubles 2010)
G. Sania Mirza (Winner Mixed Doubles Australian Open 2009, Indian Muslim)
H. How many countries were represented in the men’s and women’s 1980 Wimbledon Championships and how many in 2010?

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<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
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<tbody>
<tr>
<td>1980</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>2010</td>
<td>36</td>
<td>42</td>
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</table>

I. Which countries had the most representatives in the men and women’s draw in 1980 and 2010?

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<tr>
<th></th>
<th>Men</th>
<th>Women</th>
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<tbody>
<tr>
<td>1980</td>
<td>USA (48)</td>
<td>USA (52)</td>
</tr>
<tr>
<td>2010</td>
<td>Spain/USA (14)</td>
<td>Russia (15)</td>
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J. 8%

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