



PÉCSI TUDOMÁNYEGYETEM
ÁLTALÁNOS ORVOSTUDOMÁNYI KAR

Sports psychology II.

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Relation to Medicine

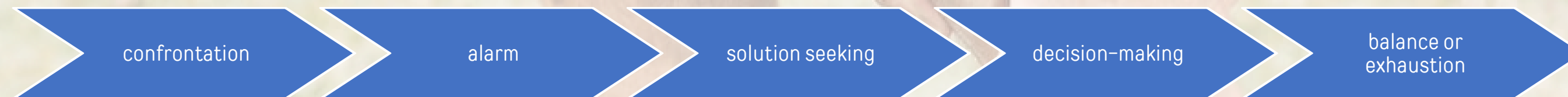
- **Sports Physician** (screening)
- **Prevention and health promotion** (programs, counseling aimed at behavior change regarding to healthy lifestyle, physical activity, motivation, psychological well-being etc.)
- **Pediatrics** (psychological aspects of symptoms and conditions)
- **Psychiatry, Psychosomatics** (e.g., substance abuse, eating and body image disorders, anxiety and mood disorders, psychosomatic issues)
- **Rehabilitation** (e.g., return to sport, injury-related anxiety)

Recognition → Referral → Support / Follow-up



I. Injury prevention and rehabilitation

- **injury**= accidental/situational crisis (5 stages)- depends: severity of injury, consequences, timing, personality, environment



- **mental aspects** e.g.: stress, anxiety, attention, focus, mood, emotion regulation
- **attributes of injured athlete:** restricted attention, decreased mental capacity, decreased emotional control and self-regulation, changes in relationships, regression
- **psychological consequences:** stress, anxiety, anger, issues related to compliance, depression, concentration/ attention problems, exercise addiction



II. Injury prevention and rehabilitation

- **process the injury, rehabilitation, return**
- Reducing anxiety, stress management, strengthening coping strategies, enhancing self-efficacy and self-confidence, increasing perceived social support
- **Goal setting, relaxation techniques**
- **Return: anxiety** -> re-injury (often same bodypart), fear of injury, low self-confidence, decreasing performance and motivation, depression

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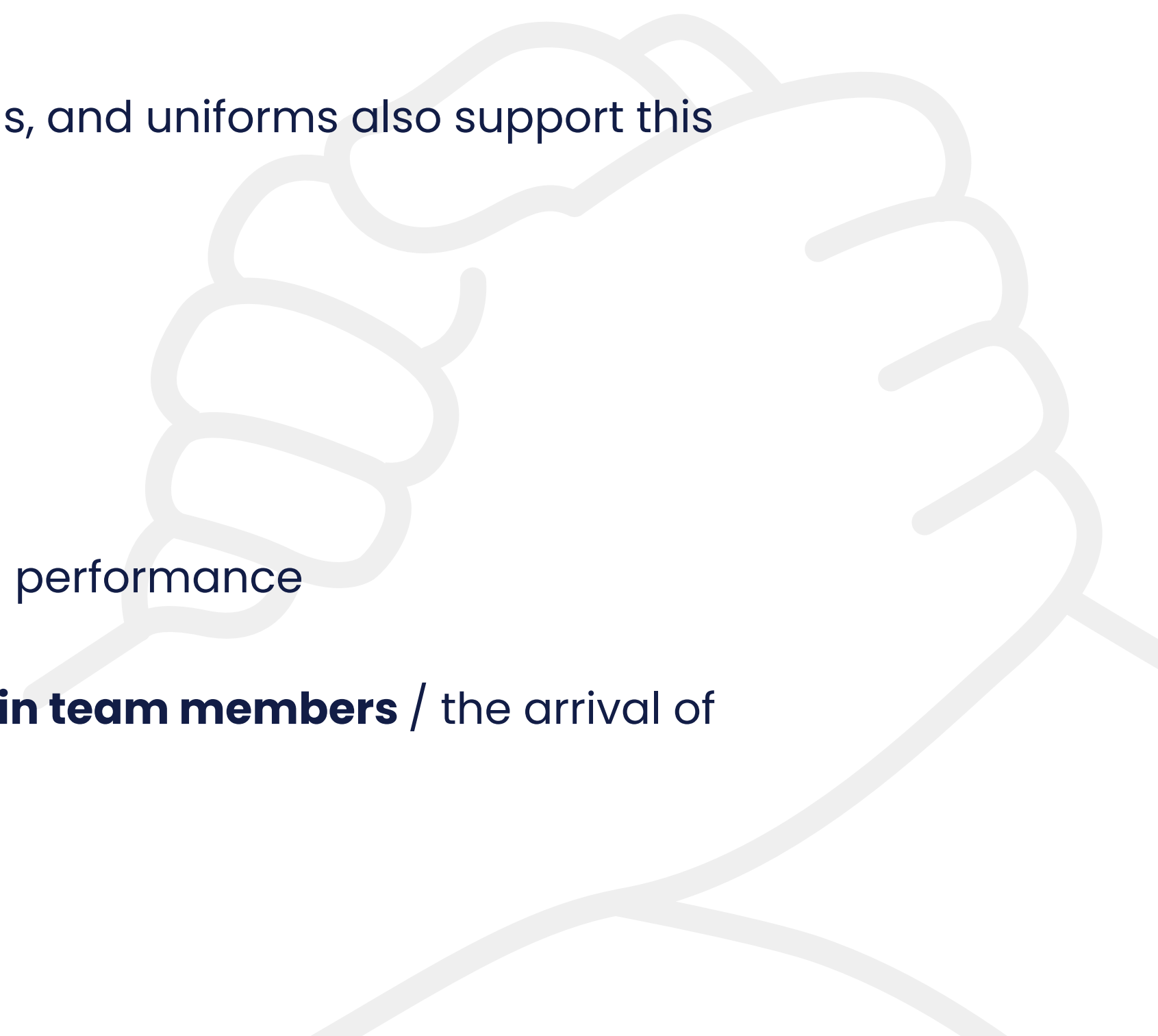
CASE

An aerial photograph of a soccer field with white boundary lines. Several players in various colored jerseys are scattered across the field. The text "Team sports" is written in a large, white, sans-serif font across the center of the field, partially overlapping the center circle. The background is a vibrant green, and the lighting creates long shadows across the grass.

Team sports

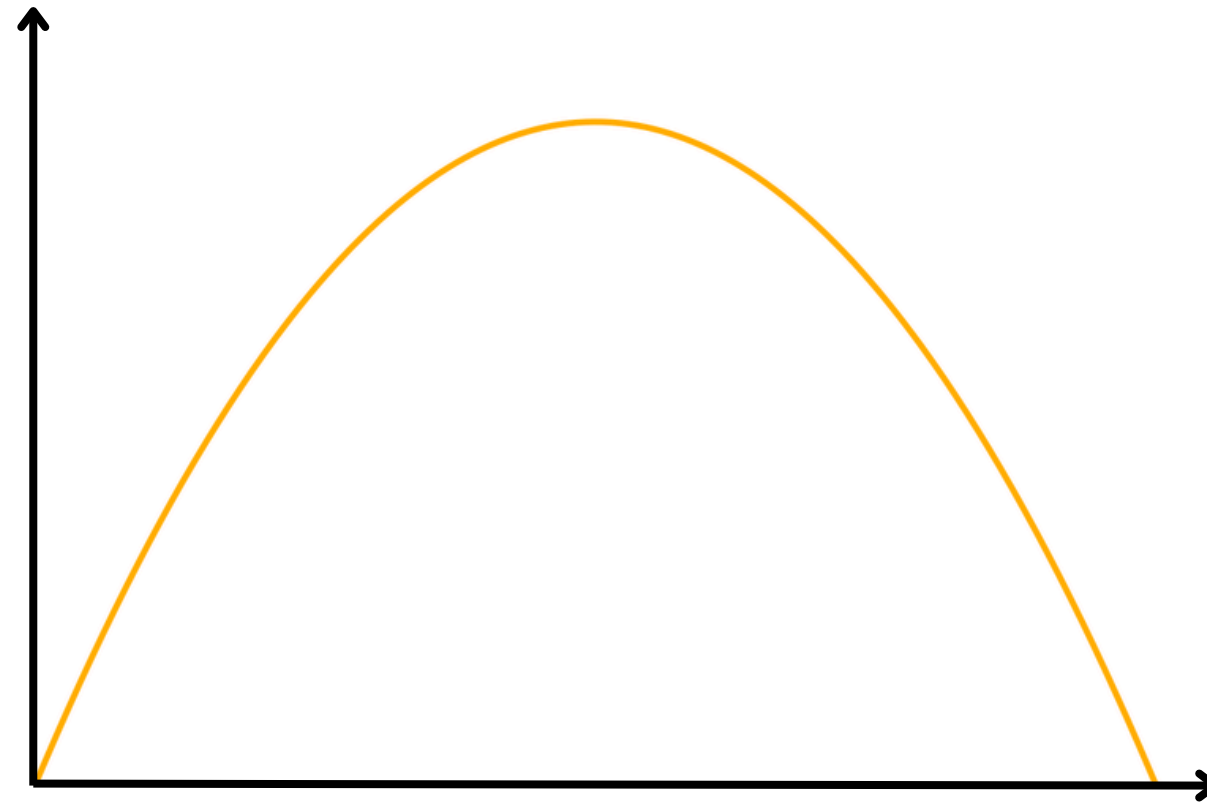
Team as a whole

- being **physically close** and **share experiences** → players tend to **form connections**, while distancing from outsiders: **increases the sense of belonging, strengthens group identity and cohesion.**
- (at the organizational level: elements like logos, symbols, and uniforms also support this sense of unity)
- higher cooperation → more success
- **individual achievements <-> team achievements**
- psychologist: supporting team cooperation, optimizing performance
- weak performance is often linked to **frequent changes in team members** / the arrival of new players
- team size: large or a small group?



Wildmeyer et al. (Gill, 2000):

performance



number of players

small team size: more opportunity: playing time, gaining experience; lower risk of group conflicts, less (or no) competition for positions
BUT! difficult replaceability (illness or injury)

large team size: greater safety (injury/ illness), more training sessions and participation -> promotes healthy competitive spirit
BUT! fear, uncertainty -> does not promote cohesion, more internal conflicts, and communication is difficult

In a team...

- successful players/ teams tend to have **stronger communication and cohesion** than less successful ones
- leadership: at least **one leader is necessary**, but multiple leaders can take on different roles

leader's personality: charismatic, directive, open to learning, responsive to the players, supportive

leader's behaviour: what is effective in one situation may be counterproductive in another: able to evaluate situations!

(e.g. generally, it is seen as positive if a leader listens and involves team members in decision-making – democratic style. However, in high-pressure situations (e.g. during competition), this may appear uncertain or indecisive – in such cases, an authoritarian approach can be more effective)



In a team...

- **position:** usually clearly defined (e.g. coach, player positions)
- **norm** (in general): stable and long-lasting; can persist across generations (*Jacobs & Campbell, 1961*)
- negative norm e.g. offensive behaviour towards outsiders; or lack of trust within the team- once established, it may require active intervention to change
- positive norm: if the leader accepts it, others do too
- **role:** expected behaviour
(e.g. coach- training athletes, plan strategies and tactics, manage responsibilities, and handle communication with parents, media, and the public etc.)

- **Role: formal vs. informal** (*Mabry, Barnes, 1980*)

formal: officially assigned (e.g. team captain)

informal: the result of the communication and interactions within the team (e.g. social leader, “clown”)

- **Role-clarity** (*Schriesheim, 1980*)- *individuals understand*

role adoption: accept their roles

role performance: strive to fulfill these roles to the best of their abilities

→ group efficiency improves

BUT! roles are often unclear

(e.g. a team captain might not know what their informal responsibilities are vs. their formal duties

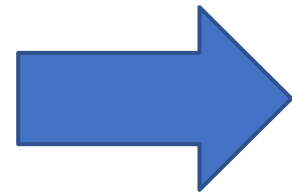
- *shaking hands with the referee (formal) <-> communicating with teammates (often informal but essential)*
- responsibilities are often undefined or inconsistent, and can vary widely

Team development stages



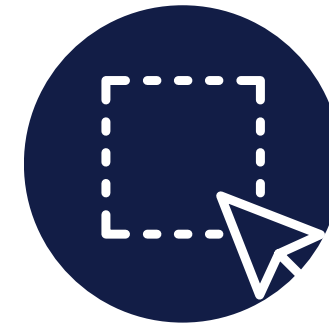
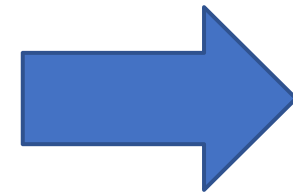
forming

getting to know each other; exploring roles (leaders support integration)



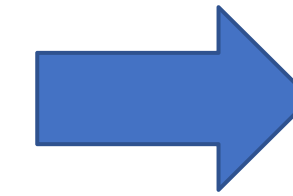
storming

conflicts and uncertainties arise (trust and open communication!- how the team manages this phase builds resilience)



norming

exploring and establish common norms and boundaries enabling (-> more flexible and effective functioning)



performing

teamwork is visible: training, matches, and sessions
process is cyclical – it may repeat with each new situation or team change.

Thank you for your attention!



potecho: PTE712



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Pécs, 2025. Áprill

Literature

- Gyömbér, N., Kovács, K. és mtsai (2012). *Fejben dől el: Sportpszichológia mindenkinek*. Budapest: Noran Libro.
- Goschi, G., Pálvölgyi Á. És mtsai (2022). *Dobbantó- A sportpszichológia tankönyve I*. Budapest: Sport és lélek Sport-pszichoterápiás Egyesület.

