



PÉCSI TUDOMÁNYEGYETEM
ÁLTALÁNOS ORVOSTUDOMÁNYI KAR

Sports psychology III.

contact: erdene.temulin.szonja@pte.hu

Pécs, 2026. March



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 in the center of the image, partially overlapping a white circle that is centered on the field's center circle.

Team sports

What makes a team work well?

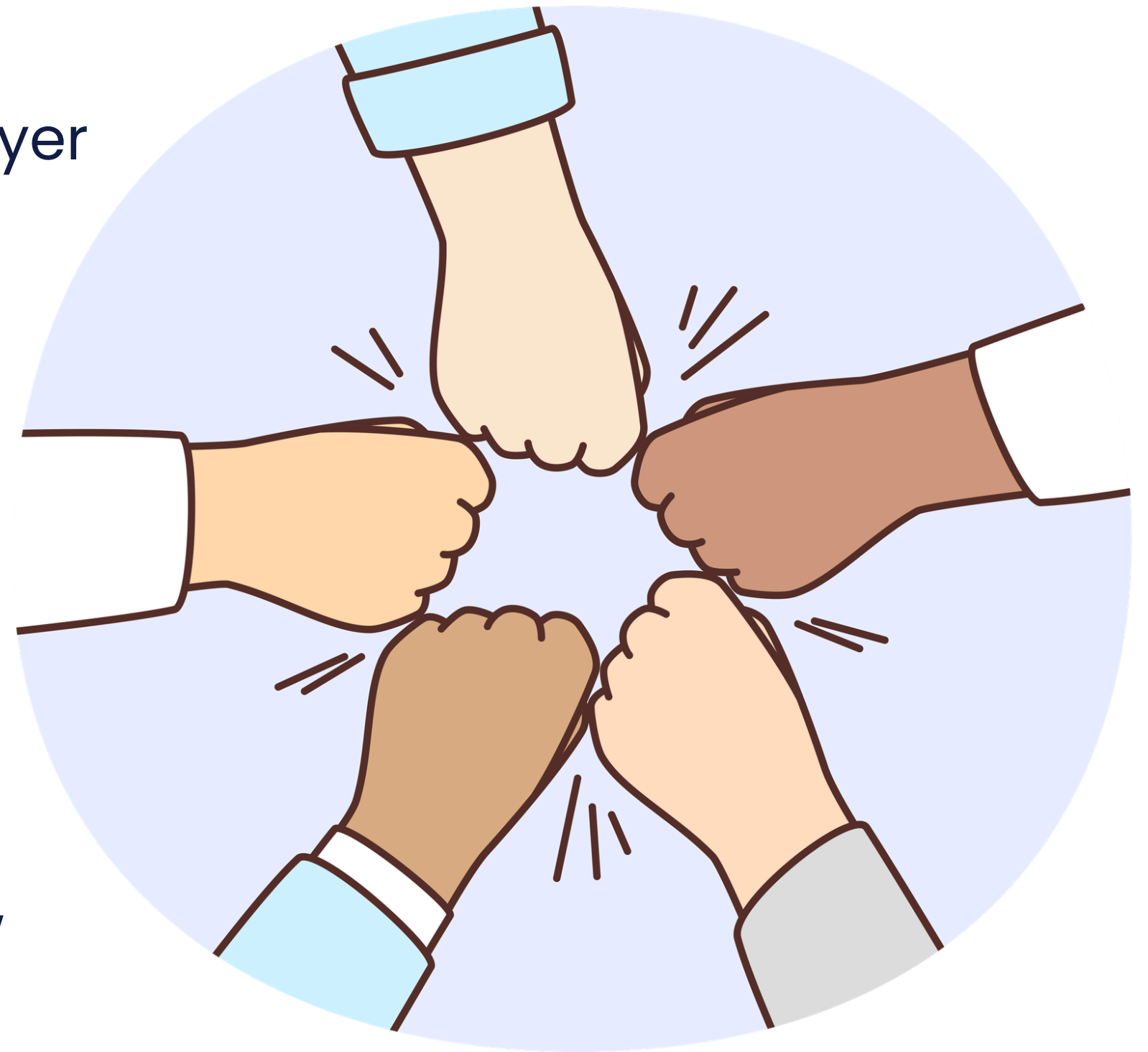


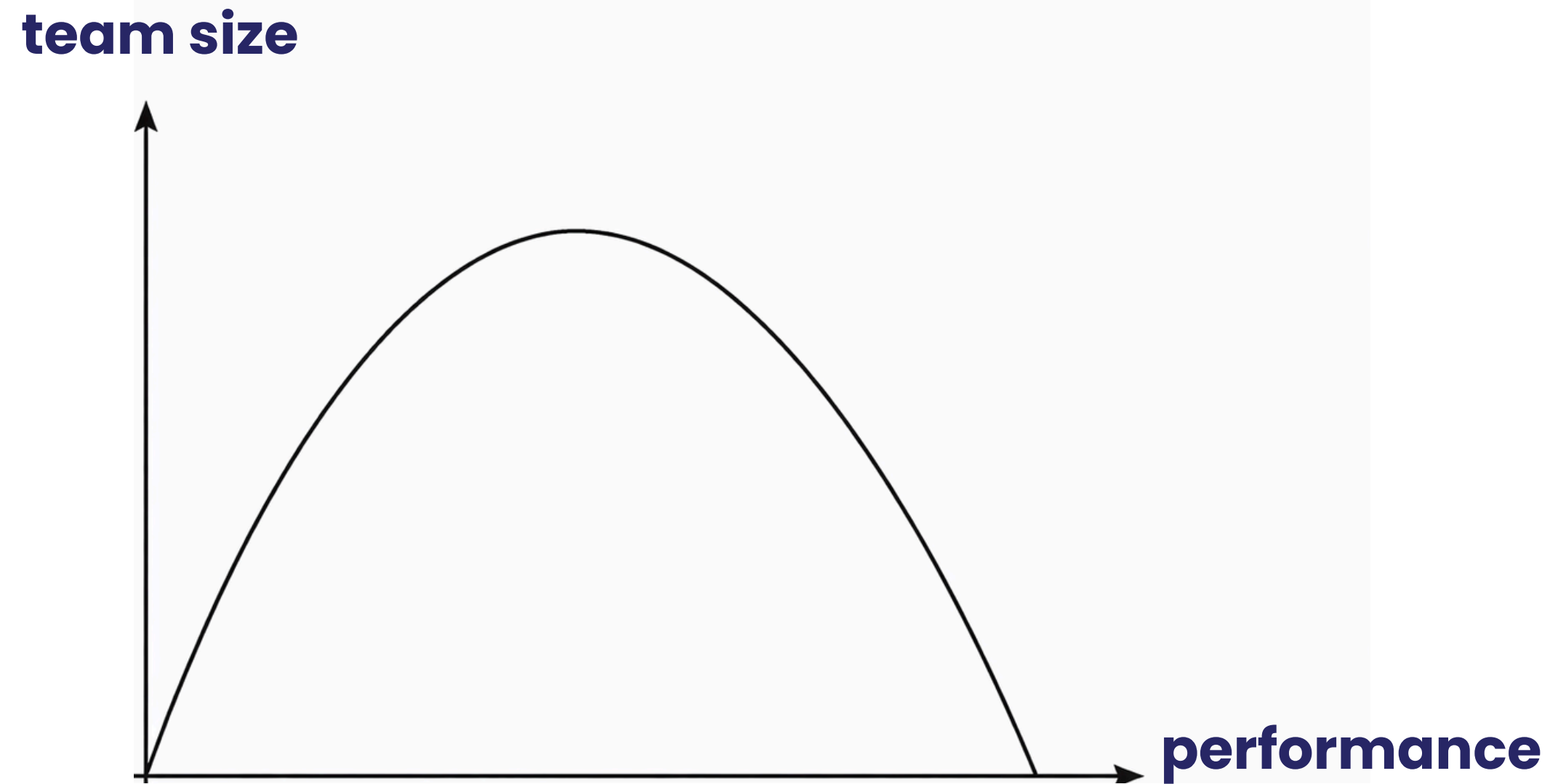
Team, as a Unit

- physically **close** to each other – connection within the team, **distancing** from others – **increases the sense of belonging to the group, group identity, unity**
- more time spent together → **stronger the sense of belonging** (Hewstone, 1995)
- at the organizational level: clothing, logos, symbols etc.
- team cooperation ↔ team success
- individual performance ↔ group performance
- psychologist: supporting positive group functioning



- weak performance is often caused by constant changes in the team (many player transfers)
 - no time to build cohesion
 - unclear roles
 - fragmented communication
 - unstable starting lineup
 - lower performance
- team size: Is it better to have many or few players?





few players:

+:

- more playing time
- more experience
- more routine gained by the players
- lower chance of group conflict
- no/fewer position battles

-: e.g., one illness → immediate shortage

many players:

+:

- injuries/illness → more security
- more training attendance
- more participation
- healthy competitive spirit

-: position anxiety, uncertainty

- cohesion is harder to build
- communication becomes more difficult

Successful Teams

- **successful teams:** stronger communication and cohesion than less successful teams (Patterson, 2005)
- **processing** loss experiences **together**
- **leader:** at least one is always needed! but multiple- for different roles

leader's personality: directive, charismatic, open to learning;

reactive to players and environment; builds group atmosphere

leader's behaviour: recognising the situation – what is

advantageous in one situation may be disadvantageous in another

(e.g. a positive, democratic coach, but makes decisions in high-pressure situations)





In a team...

- **Position:** generally clear, well-defined (coach, positions)
- **Norm:** stable, long-lasting rules accepted by the group; can persist across generations (Jacobs & Campbell, 1961)

negative norm e.g. insulting behaviour toward opponents; lack of trust in the team- for a long time, active steps are needed to stop it

positive norm: leader accepts it, others also (rare), e.g., sportsmanlike behaviour on the field

- **role:** expected behaviour. e.g. coach – training athletes, working on strategies, tactics, organizing tasks, communicating with parents, media, and audience.
- **role can be formal and informal** (Mabry, Barnes, 1980) e.g. formal: captain of the team; informal: the result of the communication within the team: social leader, “clown”
- **role-clarity:** individuals understand their roles, and accept them = role adoption, to the best of their abilities, they try to meet these (role performance)– group efficiency improves (Schriesheim, 1980)

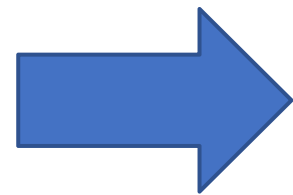
BUT! often it is not clear. . e.g. team captain may not know their informal responsibilities – tasks are not written, not exact, differ everywhere. For example shaking hands with the referee, communicate with the team – tasks are not described, or precise, they vary everywhere

Stages of Group Development



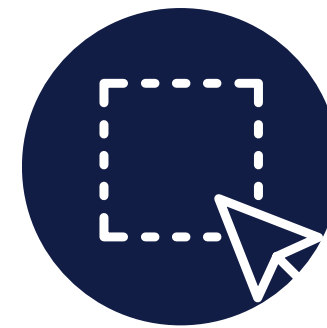
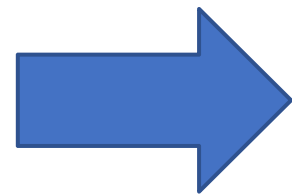
Forming

- members get to know each other and the task



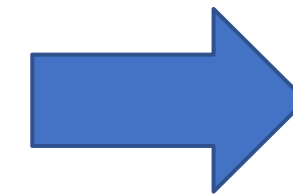
Storming

- conflicts, competition for roles, differing opinions surface



Norming

- group norms and roles stabilise
- increased cohesion



Performing

- group works efficiently
- high collaboration, functioning

**Thank you for your
attention!**



PÉCSI TUDOMÁNYEGYETEM
ÁLTALÁNOS ORVOSTUDOMÁNYI KAR

Pécs, 2026. March

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.