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Optimal development of young male volleyball players through transformational coach leadership

Abstract:

Leadership styles of coaches affect athletes' sport and social skills. Recently, transformational leadership gained recognition as a beneficial, motivational and inspirational coaching style. Our study attempts to extend the understanding of transformational leadership in Polish youth sport through investigation of whether a transformational coach can lead a team effectively, while simultaneously contributing to athletes' well-being and high performance. A male volleyball coach and twelve male volleyball players (15–16 years old) participated in a study consisting of semi-structured interviews and participant observations. The results showed that characteristics of a transformational coach had an influence on athletes' intrinsic motivation and involvement in training, and they served as means of satisfying the needs for autonomy, competence, and relatedness.

Keywords:

transformational leadership, needs satisfaction, positive youth development, coach-athlete relationship

Streszczenie:

Styl przywódczy trenera może mieć istotny wpływ na rozwój sportowych i społecznych umiejętności zawodników. Wielu badaczy zainteresowanych zjawiskiem przywództwa transformacyjnego wskazuje, że ten styl pracy z zespołem sportowym może być niezwykle inspirujący i zarazem motywujący zawodników do osiągania przez nich ambitnych celów. Jako że w polskich badaniach do tej pory nie

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zajmowano się szczegółową analizą tego fenomenu, w artykule postanowiliśmy zaprezentować wyniki badań dotyczące zarówno rozumienia istoty przywództwa transformacyjnego w sporcie, jak i potencjalnych zasobów trenera w efektywnym zarządzaniu zespołem sportowym. W jakościowych badaniach opartych na częściowo ustrukturalizowanych wywiadach uczestniczył jeden trener piłki siatkowej oraz dwunastu zawodników płci męskiej, w wieku 15–16 lat. Wyniki wskazują, że cechy przywódcy transformacyjnego posiadane przez trenera miały pozytywny wpływ na zawodników. Wzmacniały ich wewnętrzną motywację, zaangażowanie w przebieg treningów , a jednocześnie skutkowały zaspokajaniem potrzeby autonomii, ich kompetencji oraz poczucia więzi z członkami zespołu.

Słowa kluczowe:
przywództwo transformacyjne, zaspokajanie potrzeb, pozytywny rozwój młodzieży, relacja trener-
-zawodnik

Introduction

Coaches play a crucial role in the development of youth athletes with whom they spend many hours, and over the years on the same team they share the ups and downs of athletic experience. For many coaches, reaching the athlete's full potential (physical and also psychological development) is the primary objective, and this objective fits the realm of transformational leadership (Bass & Bass, 2008). Only in the last 15 years have researchers started to explore transformational leadership in sport (Arthur & Tomsett, 2015), and in youth sport, the athletes' perceptions of transformational leaders have not yet been qualitatively examined. Alternatively, conditions for optimal growth and performance have been thoroughly investigated within psychology as part of SDT (Self-Determination Theory) through the postulate of satisfying autonomy, competence, and relatedness needs (Hollembeak & Amorose, 2005; see also Ryan & Deci, 2000b). Combining these two research areas, athletic potential and optimal growth, could shed new light on how coaching qualities support young athletes' holistic development and could provide answers to questions regarding how transformational leadership is perceived in a youth sport environment and what its role is in satisfying the needs for autonomy, competence, and relatedness by young sport participants.

Transformational leadership

A transformational leader (TL) is described as charismatic, inspirational, and passionate, takes interest in each follower individually, spends time to get to know them, motivates the subordinates to work hard and stimulates them to think more deeply about their work (Bass, 1990). Further, a TL promotes acceptance of a shared mission, encourages followers to prioritize the group goal ahead of individual goals, and inspires them to reach beyond expectations (Bass & Bass, 2008; Murray & Mann, 2001). A TL's motivation is filled with

a belief in each follower's abilities and usefulness to the group, with promotion of cooperation towards the common goals, and with inspirational cues for the challenges. TL's provide support and a positive vision of the future for their followers. In short, transformational leaders are characterised by individual consideration, inspirational motivation, intellectual stimulation, and idealized influence (Arthur & Tomsett, 2015). This style of leadership thrives on a unique connection between a leader and the followers, and results in optimal performance on both individual and team levels (Riemer, 2007).

Charbonneau, Barling, and Kelloway (2001) tested if transformational leadership affects sports performance indirectly, through intrinsic motivation. The results showed that two factors: intellectual stimulation and individualized consideration are related to all aspects of intrinsic motivation. Further, transformational leadership of a coach was demonstrated to be positively associated with team cohesion (Callow, Smith, Hardy, Arthur, & Hardy, 2009), positive developmental experiences of youth athletes (Vella, Oades, & Crowe, 2013b), the youth players' well-being and needs satisfaction (Stenling & Tafvelin, 2013), and extra effort (Arthur et al., 2011). Moreover, Arthur, Hardy and Woodman (2012) proposed the vision support and challenge model (VSC) as constituting an applied conceptualisation of transformational leadership in sport. VSC is based on a TL transferring an inspirational and engaging view of followers' futures, providing different types of support (e.g. emotional, tangible and informational) and providing challenges that support persistence in pursuing the vision. To date the VSC model has only been investigated qualitatively (Hodge, Henry, & Smith, 2012) and is required to be more empirically tested. The VSC model remains promising, especially taking into account that Chelladurai (2007) underlined that it is the coach's responsibility to create and present a vision while simultaneously convincing followers of their capability in fulfilling it and their irreplaceable role in the joint venture. Further, creating a vision together with inspirational communication, intellectual stimulation, individual and supportive leadership, personal recognition, demanding and directive leadership, or promotion of self-efficacy and self-esteem are parts of Chelladurai's description of leadership in the pursuit of performance excellence. Taken together, a good leader's attributes in sport coincide with the core of the TL profile, and the emerging body of sport psychology and coaching knowledge encourages further research based on transformational leadership theory (see also: Price & Weiss, 2013).

The transformational leadership concept is part of the Full Range Leadership Model proposed by Bass and Avolio (Hoption, Phelan, & Barling, 2007). Two remaining components are transactional leadership and laissez-faire. Transactional leadership style includes two components: contingent reward (promising rewards in exchange for completing an assignment) and management-by-exception. Management-by-exception has

two forms: passive, when a leader takes no actions to monitor deviances and takes corrective action only after the mistake has been made; and active, characterised by a leader actively seeking for errors and applying corrective actions. The augmentation hypothesis states that transformational leadership is built on the effects of transactional leadership (Judge & Piccolo, 2004), implying that rather than treating both styles separately, the interplay between them should be considered. Finally, laissez-faire can be understood as a lack of leadership when leaders delay their actions, do not get involved when needed, and ignore their responsibilities (Bass & Riggio, 2006).

Athletes' development

Having a positive experience with coaches is crucial to young athletes' optimal development (Larsson, 2000), especially given the fact that athletes describe their coaches along with parents as the most important people in their sports career (Wylleman & Lavallee, 2004). Danish, Petitpas, and Hale (1990) pointed to some advantages of sport participation including opportunities to develop emotional control, learning goal setting skills, practicing and learning teamwork, and taking a team goal and team perspective over the individual one. SDT is a theory of motivation which posits that people have an inherent tendency to grow and to fulfil their potential given the presence of a few critical conditions in the social environment (Ryan & Deci, 2000b). Namely, for optimal human development it is necessary to satisfy three psychological needs: autonomy, competence, and relatedness. Of special interest is the social context that can either facilitate or weaken intrinsic motivation (Niemiec & Ryan, 2009). The need for autonomy refers to the desire to become involved in activities aligned with one's values and directed by one's own choice, and to experiencing sense of volition. The need for competence is understood as the need to be effective, observe progress of one's own skills, and obtain outcomes that are personally valued. Finally, the need for relatedness refers to a desire to build and maintain meaningful connections with other people (Ryan & Deci, 2000b). In the sport context, a coach (initially a source of extrinsic motivation for athletes) may provide an environment for meeting the three needs and thereby facilitate athletes' intrinsic motivation (Hollembeak & Amorose, 2005). This outcome is more likely when athletes understand the meaning of a leader's vision and synthesize it with their own values, goals, and beliefs (Pelletier, Fortier, Vallerand, & Brière, 2001). Apart from contributing to young athletes' well-being and psychosocial development, a transformational leadership style has the potential to be a framework to teach life skills through sport. As Gould and Carson (2008) stated, sport psychology needs further research investigating the conditions required to develop life skills, to understand when and how they can and cannot be developed in different settings.

Present study

Taking into account the characteristics of transformational leadership and the postulates of the relevant elements of SDT, our study investigated whether within the environment of youth sport, a coach with aspirations to be a transformational leader can lead teams effectively by contributing to athletes' well-being and high performance outcomes. Further, what characteristics or behaviour of a transformational coach are important in satisfying needs necessary for reinforcing self-determination as experienced by athletes? Due to the fact that transformational leadership in sport has never been explored within Polish culture and to understand more deeply the connection between transformational leadership and satisfaction of basic psychological needs, interviews and observations were utilised for gathering data.

Materials and Methods

Participants

One male coach (31 years old) and twelve male volleyball players (age range: 15–16 years old) participated in the study. The athletes played together for at least one year and had been working with the coach for an average of 4.25 years. The team practiced six times per week, played one or two matches during most weeks of the season, and competed in local, regional, and national leagues.

Procedure

The connection between transformational leadership in youth sport and SDT has not been fully examined. Thus, the present study employed participant observations and semi-structured interviews to account for the exploratory nature of our study. Institutional Review Board approval for the study was obtained prior to data collection. In order to obtain an elementary understanding of the selected team, the primary researcher observed the team during two tournaments, six months and four months prior to the beginning of the study. All interview data collection procedures were pilot tested (interview with a sixteen-year-old female volleyball player) and improvements were introduced where required (e.g., reducing the number of questions, rewording several interview questions). Afterwards, the coach underwent an audio-recorded semi-structured interview that explored his coaching philosophy and leadership style as experienced in every-day coaching and interaction with the players. This interview allowed the researcher to become familiar with the team's culture as well as to form first insights to be explored further both in the upcoming interviews with athletes and participant and non-participant observations. The interview and contact sustained afterwards constituted a first step in gaining entry to the team. The researcher received a consent from the coach to conduct the re-

maining study during a pre-season training camp taking place three months later. Before leaving for the camp, the researcher was introduced to the team members and took part in three training sessions as an observer.

During the camp, observations and individual semi-structured interviews with the athletes were conducted and a demographic survey was administered. Eight players who had the longest relationships with the coach underwent individual semi-structured interviews (Patton, 2002). The interview with the coach lasted 44 minutes. The shortest interview with an athlete lasted 18 minutes, the longest 26 minutes with an average time of 21 minutes. The interviewer started with rapport building questions (e.g. "What is important to achieve success in volleyball?") and moved to a general open-ended exploration phase about the training environment (e.g., "What does your usual practice look like?"). The focused exploration part was based on theoretical constructs and included inquiries about characteristics of transformational leadership (e.g., coach-athlete interactions) and perceptions of satisfaction concerning the needs for autonomy, competency, and relatedness (e.g., "Do players decide about some team matters?"). The closing part of the interview aimed at finishing on a positive note (i.e., "Tell me about your biggest success?"). (The interview guide is available from the first author upon request.)

The primary researcher participated in ten days of the pre-season training camp and observed the interactions between the coach and athletes, as well as among the athletes. The observations were made during practices, meals, psychological workshops, and during leisure time. At the end of every day, the researcher's subjective perceptions and his characteristic behaviour, conversations, or situations were recorded and, if needed, were used in the follow-up questions during interviews to further understand structure in the multiple data collection encounters.

Data analysis

Data from the interviews with the coach and athletes, and participant observations were analysed separately and subsequently combined and integrated. After the interviewer transcribed the interviews verbatim, the transcripts were compared against the recordings to achieve a complete match between the audio and the transcribed text. In the first step, the primary researcher read the transcripts several times to acquaint herself with the data. Next, the most representative sentences were extracted from the transcripts; they were given a name, and were grouped into subcategories while maintaining the participants' language as much as possible (Coffey & Atkinson, 1996). Based on the emerging patterns in the subcategories, categories were identified in relation to the essential theoretical constructs of transformational and transactional leadership styles and satisfaction of SDT's three needs (Miles and Huberman, 1994). Third, the observation data was used to elaborate or extend the themes that emerged during the interview data collection (when

relevant, the insights were presented in the discussion section). The observations contextualised the emerging findings through the researcher's immersion with the goal of an enhanced understanding of the context. Subsequently, refining the emerging findings was achieved through integration of all data sets.

Results

Interviews with the athletes

Five categories emerged in the content analysis of the interviews: (a) characteristics of a transformational coach, (b) transactional behaviours of a coach, (c) coaching behaviours serving athlete self-determination, (d) factors strengthening coach-athlete relationship, and (e) characteristics of a positive team. All the results are presented in Table 1 and a representative quote is provided.

Interview with the Coach

Content analysis revealed that the coach's passion is his coaching, and is a form of self-actualization. The coach mentioned that it is important to him that his teenage athletes make progress, learn important life skills and learn how to cooperate with others. He wished to equip his volleyball players with skills which would help them cope easily with any kind of difficulties in the future; he said, "It would be nice if they could manage well in adult life; only a few of them will become professional volleyball players and will earn money from volleyball. But why shouldn't they have great experiences as adolescents?"

The coach mentioned that through modelling certain behaviours and by communicating his vision he was transferring values such as: industriousness, team-work and persistence. He dedicated time and effort to develop resilience in his athletes and change the meaning of a lost game from failure to a lesson learned. Moreover, he underlined the role of communication and the fact that there are many possibilities and venues to chat with athletes. Also, he treated conversations with the players as moments to teach them something new or to help them understand things better; for example:

> We talk a lot: after a game, before a game. Sometimes, after a game I give each of them a task to say what they failed to do during the game. I asked once a player that hadn't played one second of the game, and he said that he could have supported his teammates more. So they always search for possibilities to be better, even if they didn't play in a given match.

Communication played also a crucial role in building relationships with the athletes. It was observable during the pre-season camp that the coach was intentionally looking for moments to talk with volleyball players about numerous topics. Sometimes they

liked to simply chat about anything, tell jokes, or discuss upcoming training session. On other occasions, their conversations touched upon very important matters such as education or health. It was clear that the coach took an interest in each athlete individually and in all of them as a group. The coach fostered acceptance of team goals and included athletes in the goal setting process, which enhanced athletes' motivation and set a clear direction to work. He aimed to enhance the sense of belonging to the team:

> I say to them: "Listen mate, you are in this gymnasium on the same terms as your friend, you are no better and no worse than him. In the gymnasium, everyone is equal. It doesn't matter whether someone is a starting player or is a third wheel, everyone is on the same terms."

At that time, the coach was coaching this team for several years and he identified time as a very important factor in teaching his team rules and friendly behaviours towards each other, which in turn helped to develop high levels of group cohesion.

Discussion

The data collected from the interviews and participant observations revealed that the volleyball coach: possessed a number of a TL characteristics; presented two types of transactional behaviours; supported athletes' needs for autonomy, competence and relatedness; built and maintained effective coach-athlete relationships; and along with all the players contributed to creating a positive team. The positive motivational climate that was observed during the pre-season camp and that stemmed from the data gathered in the interviews could be partially perceived as the result of the coach's transformational influence for several years of coaching. According to Niemiec and Ryan (2009): "internalization of extrinsic motivation is essential for students' self-initiation and maintained volition for educational activities that are not inherently interesting or enjoyable" (p. 138). Conditions in which a person feels involved and connected to a group and which contribute to satisfying needs, facilitate internalization of the values that this group represents and owns (Deci & Ryan, 2008). In short, it could be hypothesised that during a few years of being on the team, the coach's influence was internalized and became an autonomous motivation composite: identified or integrated regulation. It is congruent with SDT principles which indicate that internalization is more effective when people experience a higher degree of their basic psychological needs satisfaction (Deci & Ryan, 2008). Moreover, Isoard-Gautheur, Guillet-Descas, and Lemyre (2012) underlined that SDT binds self-determined forms of extrinsic motivation with adaptive emotional, behavioural, and cognitive consequences, which could be observed among the interviewed athletes. Further, the coach established a team council, which can be seen as a way of sat-

isfying the need for autonomy. Including athletes in decision-making process allowed them to feel that they had control over their actions. Satisfied need autonomy can have further consequences; Taylor and Bruner's (2012) study on soccer players revealed that "players who feel autonomous, specifically, within the coach-player relationship may have the opportunity to further satisfy their need for autonomy by taking responsibility for their own actions in the larger soccer academy context" (pp. 393–394). Additionally, (on a dyad level) the autonomy fostering behaviours can be connected with individual consideration (i.e. one of the most prominent characteristics of TL) and can contribute to building respect and trust. In turn, these components enhance relationships of a good quality, which contribute to performance success and satisfaction (Jowett & Poczwardowski, 2006). The atmosphere of trust and care on the team added to the experienced sense of relatedness. It can be hypothesised that over the years of coaching, the coach continually communicated to the athletes his values, including: hard work, dedication, and striving for greatness. The athletes individually and the team collectively integrated these values into their own vision of sport participation, and through experiencing an increasing competence level, that process resulted in a high level of internal motivation (e.g. when asked in the interview about a successful volleyball player's qualities, the athletes' answers mirrored the view presented by their coach). Undoubtedly, high level of intrinsic motivation contributed to the high performance outcomes which this team achieved. Therefore, it can be concluded that the environment created by transformational coaches has the capacity to satisfy athletes' basic psychological needs and is oriented toward supporting young players' optimal growth.

Additionally, based on the interviews, we proposed two categories focusing on the (a) coach-athlete relationship and (b) the positive characteristics of the team. Firstly, 'Factors strengthening the coach-athlete relationship' was supported by communication that mediated between behaviours of the coach and its consequences, for example athletes' attitude towards the coach. Attitude was formed during years of training and was supported by good communication and the coach's behaviours. Sport demands sacrifices, dedication and hard work, and the interpersonal relationships that help overcome difficulties and sustain motivation may result in positive outcomes such as respecting and trusting those important others, in this case the coach. The second category, 'Characteristics of a positive team', constituted consequences of the coach's influence on the whole group. The coach's values internalised by the players and his positive behaviours towards the athletes contributed to a 'positive interplay among the players' (i.e., promoting equality) and a 'positive atmosphere'. Promoting equality and fair treatment is well nested in an optimal motivational climate. If it is known that everyone has a chance to be on the first squad, each athlete will do his best and work hard to earn this position. The

coach's behaviours, showing that he cares about every team member and making everyone feel needed, corresponds to the concept of individualized consideration in the transformational leadership model (Bass & Riggio, 2006).

The description of the training environment and some coaching behaviours during practices (noticed in the interviews with the athletes as well as during participant observations) corresponded to the transactional leadership style: contingent reward, active management by exception, and passive management by exception. As proposed by Rowold (2006) active management by exception might be seen as a prerequisite for transformational leadership (Bass, 1985), because only coaches who detect students' mistakes are able to help them correct these mistakes; while doing this, coaches interact with students directly, and therefore, have a better chance to transform their values. Further, in the context of positive team climate and productive coach-athlete relationships, the feedback targeting primarily mistakes did not influence self-esteem and self-confidence negatively. The buffering effect of the context might become an important consideration in future studies because multiple reports underlined an important role of appropriate (positive) feedback, which has not been an evident theme in our study. For example, Deci and Ryan (2000) claimed that effectance-promoting feedback is one of the methods to facilitate intrinsic motivation. Alternatively, the present data seems to support Smith, Smoll, and Curtis's (1979) findings that corrective feedback is a useful strategy in enhancing coach-athlete interactions. Based on the corrective feedback provided by the coach, the athletes developed a clear distinction between good and poor task execution. Therefore, it can be suggested that the coach's transactional behaviours, due to the buffering context of a mastery-oriented environment and the augmenting effect of transformational behaviours, were beneficial for the athletes and contributed to their development.

Limitations, Strengths, and Future Directions

One potential limitation involved is interviewing only eight athletes, regardless of the data saturation achieved. Perhaps conducting interviews with all team members of would have brought deeper understanding of the themes under consideration. Further, adding a quantitative aspect to the design, for example measuring transformational leadership and satisfaction levels of the three needs (i.e., autonomy, competence, and relatedness), could strengthen the overall findings. Mixed-method designs have been shown to respond to similar research questions in a more efficient way (Giacobbi, Poczwardowski & Hager, 2005). However, at the time the study was conducted, the relevant questionnaires had not yet been successfully adapted to the Polish language.

As mentioned, one strength of the study was that it used different data collection methods and two sources of interview data, which allowed for comparing and cross-examining the data. Additionally, the interview data allowed for exploring subjective mean-

ings that participants ascribed to different aspects of their experience (e.g. transactional behaviour was regarded as necessary for making progress). Further, the participant observations allowed for finely tuning emerging themes and enhanced trustworthiness of the findings. Our study suggests that paying attention to satisfying athletes' needs for autonomy, competence, and relatedness, while simultaneously developing in oneself characteristics of a TL, can be considered in the professional development for coaches in team sports; clearly an area for future investigations.

Conclusions

Athletes perceived their coach to present qualities of a TL along with ways of satisfying their needs for autonomy, competence, and relatedness. The results suggest that satisfaction of the basic psychological needs may constitute the mechanism through which transformational coaches transfer their positive effect onto athletes. Moreover, each volleyball player indicated a close relationship with a coach as a factor influencing their motivation and achievement orientation, but also this relationship was a factor in their life outside of sport. During years of collaboration and by being exposed to the coach's influence, athletes internalized his philosophy of work and life based on values such as industriousness, honesty, team-work and respect for others. Having in mind that this team performed highly successfully and also that there was a genuine concern for general well-being, it can be suggested that transformational coaching in youth sport has a capacity to teach life skills through sport whilst being oriented on high performance outcomes.

Such a holistic development view through sports also applies to Positive Sport (Poczwardowski, Nowak, Parzelski & Kłodecka-Różalska, 2012). Positive Sport underlines that two goals: an increase in sport quality performance as well as holistic development, can and should be obtained simultaneously. Therefore, a transformational coach can be seen as an emergent model of coaching in youth sport aligned with the principles of Positive Sport, and further research is needed to explore its potential in various countries, sports, gender combinations, and other contexts.

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Table 1. The results of the interview data with athletes.

Categories	Subcategories	Nr	Coach	Athletes' quote
Characteristics of a transformational coach.				
	1. Concern about athletes' non-sport matters.	7	C	"He [the coach] cares very much about our grades, personal issues, such as what is going on at home, so if anybody told him, he would certainly help him."
	2. Developmental opportunities	3	C	"So let's say I could go to some other club, a more reputable club, but I don't know if I would have there such possibilities for development as I have here."
	3. Individual approach towards athletes.	3		"If he [the coach] has a plan for a practice, and someone can't commit to something, because he is tired or is in pain during this exercise, then instead he can do something different; the athlete proposes that he can do something else because he thinks that this is necessary and important for him, and the coach then says it's okay."
	4. Coach's important characteristics.	5	C	"I like the situational jokes he makes, that he doesn't favour any players, he just thinks that everyone is on a similar level and that every person is needed on the team."
	5. Coach's openness towards athletes.	6	C	"I know he really listens to me when I talk about things that can help."
	6. Coach's involvement in practices and games.	8	C	"It is good that he is involved. We engage in the team and the coach engages in it as well, like emotionally, and the fact is that he helps us with everything we need".
Transactional behaviours of a coach.				
	1. Corrective feedback.	8	C	"It is important that he always expects the best from us. He expects us to improve and to master everything. So, when we do something well, he doesn't say anything. And when we do something poorly, he always corrects us."
	2. Task contingent rewards.	1	C	"So we went to the locker room and started changing into our playing kits. We were talking and motivating each other to perform the best we can. And our coach said that if we won, we would also get new track suits."
Coaching behaviours serving athlete self-determination.				
	1. Focus on skill development.	8	C	"He expects us to make constant progress so we can master everything [every skills]."

	2. Gradation of task difficulty.	4		"I started at some basics like everyone, just passing the ball or something like that, and when this element was mastered, we went to something more difficult."
	3. Informing athletes about the training process.	4	C	"[During training] the coach tells us why we do everything and what the purpose is."
	4. Setting clear and progressively challenging goals.	6	C	"[Goals were] to get as far as possible, to master one's individual skills, and as far as the concrete goals are concerned, we were supposed to win the Polish Championships, or at least to win a medal."
	5. Creating conditions to form close relations on the team.	8	C	"I think that some of my teammates are my best friends. We know each other really well and we spend lots of time together."
	6. Including athletes in the decision making process.	8	C	"To decide on what to do during our free time while at a camp, a coach gives us an idea, we analyse it and vote or someone else gives us a new idea, and then we do the voting."
Factors strengthening the coach-athlete relationship.				
	1. General communication.	8	C	"We spend so much time together. We sometimes talk about school, movies and we play cards together [with the coach]. And very often we talk about volleyball as well, for example about the professional league."
	2. Respect and Trust.	4	C	"We have really great respect for the coach"; "Coach is a person who I can trust for sure."
Characteristics of a positive team.				
	1. Positive motivational climate.	7	C	"When I go to play a game, I feel that I have to win, I mean – I don't have to, but I want to, it's such a feeling in my heart".
	2. Positive atmosphere.	6	C	"Nevertheless, the team atmosphere is probably the most important thing, if there wasn't such atmosphere, then I doubt that anyone would like to play, practice, slog during the trainings."
	3. Positive interplay among the athletes.	6		"We were supporting each other; it's the best when we show support. We thrived on keeping playing and fighting to the end. Because it is the best when someone supports you, then you do everything to win".

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