

Transformational Leadership and Motivation: Conceptual Reflections and Boundaries Between Constructs

Liderazgo transformacional y motivación. Reflexiones conceptuales y fronteras entre constructos

Octavio Álvarez ¹

Ignacio Celsi ^{1,2}

Juan Facundo Corti ^{1,2}

Lucía Arias-Casasús ¹

Nerea Torres-Moya ¹

Isabel Castillo ¹

¹ University of Valencia. Advanced Research Group in Psychology of Physical Activity, Exercise and Sport (GIAPAFED-University of Valencia).

² National Scientific and Technical Research Council (Argentina).

e-MOTION

Revista de Educación,
Motricidad e Investigación

NÚM. 25

ISSN 2341-1473

<https://doi.org/10.33776/EUHU/remo.vi25.9356>

Editorial
Universidad
de Huelva

EUHU

Abstract:

Transformational leadership, achievement goal theory (AGT), and self-determination theory (SDT) are three theoretical models that explain leadership and motivation from the paradigm of positive psychology, which provides an active (cognitive-social and organismic) conception of the human being. Both AGT and SDT consider context to be an antecedent of the mechanisms that operate in human motivation. On the other hand, transformational leadership is conceived of as a process in which leaders influence their groups by fostering intrinsic motivation among group members. The present study endeavors to delineate the conceptual boundaries between the contextual aspects of motivational theories (i.e., AGT and SDT) and transformational leadership theory. Furthermore, it emphasizes the active transactional aspects associated with the transformational ones in the effectiveness of the leader's behaviors.

Keywords:

Transformational leadership, achievement goal theory, self-determination theory, positive psychology.

Resumen:

El liderazgo transformacional, la teoría de metas de logro (AGT) y la teoría de la autodeterminación (SDT) son tres modelos teóricos que explican el liderazgo y la motivación desde el paradigma de la psicología positiva, la cual aporta una concepción activa (cognitivo-social y orgánica) del ser humano. Tanto la AGT como la SDT tienen en cuenta el contexto como antecedente de los mecanismos que operan en la motivación humana. Por su parte, el liderazgo transformacional concibe los procesos de influencia del líder desde los efectos en la motivación intrínseca de los miembros del grupo. El presente trabajo intenta encontrar dónde están los límites conceptuales entre los aspectos contextuales de las teorías motivacionales (i.e., AGT y SDT) y la teoría de liderazgo transformacional. Adicionalmente, se incide en los aspectos transaccionales activos unidos a los transformacionales en la eficacia de las conductas del líder.

Palabras claves:

Liderazgo transformacional, teoría de las metas de logro, teoría de la autodeterminación, psicología positiva.

Received: November 5, 2025

Accepted: December 1, 2025

Correspondence: Octavio Álvarez. E-mail: octavio.alvarez@uv.es



This is not the original version of the manuscript, but an English translation generated with artificial intelligence using ChatGPT (OpenAI), model GPT-5.4 Thinking, on March 11, 2026. This version has not been reviewed by a professional human translator. The original-language manuscript remains the definitive version.

Introduction

The aim of this paper is to review how, within the paradigm of positive psychology, several variables of interest in the study of physical activity and sport participation are intertwined, revealing conceptual boundaries and truly diffuse frontiers between them. To this end, we will mainly examine two of the psychosocial variables that have received the greatest attention in the scientific literature: leadership and motivation (Castillo et al., 2005).

To understand theoretical models such as those addressed here, it is important not to overlook the paradigm underlying the theoretical proposal. We are referring to the conception of the person advanced by positive psychology. This conception is essential for theoretical proposals to be coherent and effective in explaining and understanding the relationships between different variables and people's thoughts, behaviors, and emotions. Within this approach to human nature, humanistic, cognitive-social, interactionist, and organismic perspectives are key, all of which emphasize the person's active tendency, from birth, with an innate predisposition to interact effectively with the environment (Ryan & Deci, 2017). This nature toward action, oriented toward what is interesting to the individual, underlies positive psychology's interest in flourishing, positive development, and well-being, among other aims (Seligman & Csikszentmihalyi, 2000). In other words, when the concept of what a human being is changes, explanatory models of behavior, thoughts, and emotions also change, taking into account the volitional and experiential aspects of behavior.

Among the approaches to leadership derived from positive psychology, transformational leadership—and particularly Bass's (1985) transformational leadership theory—has received the most attention in the literature as an explanation of influence processes over the last four decades (Álvarez et al., 2016; Beauchamp & Morton, 2011). However, the application of this theory and similar proposals under various labels (such as charismatic leadership theory; Conger & Kanungo, 1987) to physical activity and sport did not emerge until the work of Zacharatos et al. (2000). Since then, it has progressively established itself as a widely used theory for studying the different influential figures involved in physical activity, sport, and exercise, such as coaches, instructors, teachers, parents, and peers (Álvarez et al., 2016).

Regarding motivation, positive psychology has proposed theoretical models that explain motivated behavior. In contrast to deterministic perspectives that have viewed people as passive beings guided mainly by drives, cognitive, cognitive-social, and organismic approaches have emerged that recognize the individual as an active agent who interprets the environment, develops beliefs, and constructs meanings that guide behavior (Ames & Ames, 1984). The two theories that have addressed motivation from the perspective of positive psychology are achievement goal theory (AGT; Ames, 1992; Nicholls, 1989) and self-determination theory (SDT; Deci & Ryan, 1985; Ryan & Deci, 2017). From a more contemporary perspective, consistent with positive psychology, the human being is conceived as a volitional agent capable of internalizing norms, values, and beliefs underlying motivated behaviors (Roberts et al., 2007). Thus, motivation constitutes a fundamental explanatory element of why people behave as they do, and the quality of motivation is more decisive than its quantity in explaining motivated behavior (Ryan & Deci, 2017). Along the same lines, it is necessary to consider both contextual

and individual factors affecting motivation, since both influence psychological well-being and adherence to physical activity and sport participation, among other outcomes (Castillo & Álvarez, 2023).

Leadership as a Process of Social Influence

Models that do not take into account the active nature of the human being tend to focus on which behaviors an influential figure should reinforce in order to modify group members' behavior. The underlying idea in this approach is that influence is exerted upon the person; therefore, it is the leader who decides which behaviors in group members should be reinforced. In this view, aspects such as task clarity, the benefits the person will obtain from achieving the objectives, corrections from the authority figure, expectations, and relationships among group members are fundamental. In short, models centered on how to administer reinforcement and facilitate the group's task have offered excellent explanations of what authority figures should take into account in order to be effective leaders, since all of these behaviors can be carried out either with the participation of group members in goal setting (democratic style) or without it (e.g., autocratic leadership). However, it was not until the application of models such as transformational leadership that a more robust explanation could be offered of what leads people to go beyond in their commitment to participation (i.e., extra effort) due to their intrinsic interest in the activity, this being the product of the leader's behaviors.

As we can already begin to sense, this brings us to one of the most diffuse boundaries between two psychosocial variables: leadership and motivation. If we focus on the behaviors of the influential figure in transformational leadership, in Bass's (1985) original formulation we find the four major behaviors (initially five, since idealized influence distinguished behavior and attribution) of the transformational style: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. In addition, the model distinguishes three behaviors of the transactional style, based on external reinforcement of behavior (i.e., Contingent Reward) and corrective actions (i.e., Active Management by Exception and Passive Management by Exception). Finally, the model accounts for those leaders who do not truly act as leaders and are generally ineffective and passive, referring to this as *laissez-faire* leadership.

The great contribution of transformational leadership theory was not to replace transactional leadership but to add to it through what Bass (1985) called the augmentation effect. In other words, if the leader applies contingent reward behaviors, objectives and the consequences of achieving them are clarified, and if the leader uses active management by exception, corrections are provided to athletes. Both behaviors have been identified as part of the effective leader's behavioral repertoire and have been empirically supported in some of the earliest studies applied to sport participation (Álvarez et al., 2010; Rowold, 2006). This idea is important for the leader's day-to-day work, since it implies that athletes, especially in performance contexts, positively value corrective feedback delivered through active management by exception and the clear establishment of goals through contingent reward. Leadership models such as Chelladurai's multidimensional model (1978, 1993, 2001), centered on reinforcement behaviors, indicated that training and instruction behaviors, together with democratic, social support, and positive feedback behaviors, were associated with higher levels of athlete well-being, performance, and satisfaction (Castillo & Álvarez, 2023).

Developments in Transformational Leadership: Transformational Parenting and Transformational Teaching Styles

Transformational leadership has been used to study leaders in a variety of contexts, such as the family through transformational parenting styles (Morton et al., 2010, 2011; Popper & Maysseless, 2003), the educational setting through transformational teaching style (Beauchamp et al., 2010), and, as already noted, the sport context through transformational leadership style (Bass, 1985). In all contexts, empirical evidence has shown that when influence processes are carried out through transformational behaviors, the effects on group members are positive in areas as diverse as motivation, well-being, and the prevention of ill-being, both for the leader (Castillo et al., 2017) and for group members (e.g., Álvarez, Castillo, Molina-García et al., 2019; Castillo et al., 2020). For reviews of the literature, see Álvarez et al. (2016), Arthur et al. (2017), and Turnnidge and Côté (2018).

Motivation and Leadership: Diffuse Boundaries?

Bass's (1985) theoretical model of transformational leadership has three effects on group members (i.e., extra effort, leader effectiveness, and satisfaction with the leader), which are the product of their intrinsic motivation, itself resulting from the leader's influence. These processes are not explained solely by transactional (i.e., exchange-based) relationships, but by the connection group members make between what must be carried out and their own interests, beliefs, and values as transmitted by the leader through a key component of the model: vision. Unsurprisingly, prior literature has shown strong relationships between transformational leadership and motivation (for a review, see Álvarez et al., 2016).

Given the strong relationship between leadership and motivation, and considering that positive psychology itself emphasizes the volitional nature of the human being, we may ask the following question: can motivation, through its contextual aspects, explain what leadership and processes of social influence have traditionally explained? The short answer is no. Judging by the attention it has received in the literature, and thanks to the two motivational theories mentioned above—AGT and SDT—major advances have also been made over the last four decades in understanding, explaining, and promoting physical activity and sport participation.

From a theoretical-conceptual point of view, without the characteristics that define effective leadership, group effects cannot be explained solely by motivational processes. We will attempt to shed light on the boundaries between leadership and motivation throughout the following paragraphs.

When we speak of motivation, we refer not only to the reasons for participating or not participating, but also to how the person understands their relationship with participation. That is, how much intensity, energy, and persistence they devote to the activity, and whether they do it for autotelic motives (i.e., the activity is justified in itself) or for exotelic motives (i.e., for goals to be achieved or avoided through the behavior). Thus, motivation takes into account both contextual and individual aspects.

In AGT, contextual aspects are referred to as motivational climates and relate to the person's perceptions of what is reinforced within the structures of the group to which they belong. Accordingly, two types of motivational climate are distinguished: task-involving climate (or mas-

tery climate) and ego-involving climate (or performance climate). In task-involving climates, the context emphasizes self-referenced improvement, effort, and cooperation among group members. By contrast, in ego-involving climates, since the goal is to distinguish the most talented from the least talented, tasks are presented in the form of competition, those who achieve results first are rewarded, and what matters is outperforming the other group members, often through public distinctions between the talented and the rest. In SDT, these contextual aspects are explained through the interpersonal styles of influential figures. Depending on the conception of the human being held by the influential person, they will tend either to promote autonomy-supportive styles that foster group members' self-determined tendencies, or to promote controlling styles that fit a mechanistic and passive conception of group members, relying on seduction, pressure, or threats to motivate behavior that, to a greater or lesser extent, is decided by others rather than by the individual.

As for individual aspects, both theories (AGT and SDT) address cognitive processes that distinguish what is important to the person. In AGT, the person may be strongly oriented toward self-reference and continuous improvement (task/mastery orientation) and/or toward comparison with others with the aim of outperforming them (ego/performance orientation). SDT, in turn, refers to processes of basic psychological need satisfaction/frustration, which in turn have implications for the quality of motivation for participation, thereby explaining the whole process through to the classic variables of positive psychology: well-being and ill-being. The literature has widely linked these two theoretical models, together and separately, to adherence to participation, lived experience, and positive development, especially among young participants (De María et al., 2024; Fabra et al., 2023; García-Esteban et al., 2023).

For example, transformational parenting styles have been associated with autonomy-supportive interpersonal styles, with both variables serving as protective factors against burnout in adolescent football players (Álvarez, Castillo, & Moreno Pellicer, 2019). Meanwhile, Castillo and colleagues (2020) found that physical education teachers with transformational teaching styles were more likely to create task-involving climates. Similar associations between transformational leadership and task-involving climates have also been found in the sport context between coaches and their athletes (e.g., Álvarez, Castillo, Molina-García et al., 2019; Kao & Tsai, 2016).

If motivation takes contextual aspects into account as antecedents of motivation (i.e., motivational climates and interpersonal styles), is it possible that these comprehensive motivational models occupy the space traditionally occupied by leadership? If we turn to any widely accepted definition of leadership, we will find some common characteristics across all of them, and perhaps the key one is that leadership is always defined as a process of influence, linked to the behaviors of the person who leads, necessarily implying someone who is led. In other words, leadership is inherently a process that begins through an external agent influencing the person (e.g., Haslam et al., 2011). We may even consider the most critical leadership theories, which emphasize the importance of the led person's perception (Campbell, 1977; Pfeffer, 1977), which in any case would still be influenced by an external agent.

Thus, we have a context in which the person functions, within that context there are influence agents (i.e., leaders), and there is also the person or persons who are influenced. Complexity increases precisely when we attempt to explain in depth the mechanisms through which this influence external to the person (i.e., leadership) is transformed, through the whole motivational process—as though it were a mechanism for digesting the contextual—into the individual behavior of the person, both as an individual (outgroup) and as a member of a social group (in-

group). For example, Álvarez, Castillo, Molina-García et al. (2019) showed that transformational coaches tend to create task-involving climates, finding differences in motivational processes at the group (ingroup) and individual (outgroup) levels, such that group processes were mediated by task-involving climates, whereas individual processes, in coach-player dyadic relationships, were mainly explained by the coach's transformational leadership style. Accordingly, we suggested the analogy of motivational processes as a black box in which many mechanisms occur and in which contextual inputs are processed by the person.

The complexity lies in understanding where the boundaries between the concepts of leadership and motivation are located, since their frontiers are permeable. Clearly, in practice it is very difficult to distinguish the behaviors of a transformational leader from their autonomy-supportive style, since both refer to the same way of understanding the human being from positive psychology. The difference, theoretical and necessary for deeper analysis, is that interpersonal styles or motivational climates are MOTIVATION, that is, the most contextual part of the cognitive-affective pathway through which people process contextual inputs. In this case, leadership would be the context external to the person, and it would connect with the contextual part outside that black box.

Probably, the difficulty in appreciating the boundaries between motivation and leadership is related to the broad consensus regarding what good practice by authority figures means. Thus, transformational leadership styles, the creation of task-involving motivational climates, and autonomy-supportive interpersonal styles are all recommended as the best combination for the positive development of participants, well-being, and adherence to sport participation. For example, when a coach stimulates an athlete so that both of them seek causes, find solutions, and identify ways to improve sport performance, the coach is simultaneously carrying out two actions through a single behavior: using intellectual stimulation (i.e., a transformational leadership behavior) and an autonomy-supportive interpersonal style (i.e., motivation, in its contextual aspects). Moreover, if we situate ourselves within AGT, we could also classify this behavior as characteristic of a coach who creates task-involving climates.

Ultimately, all these antecedents validate the figure of the leader as an agent of social influence so that these contextual processes have cognitive-affective consequences in the adoption of motivated behaviors by the people being influenced. In SDT terminology, it is logical that, in a transformational leadership context, group members perceive their leaders as supportive agents and facilitators of the satisfaction of their basic psychological needs, thereby fostering autonomous motivational regulations, with the already well-known consequences for well-being and adherence to participation.

Conclusions

In sum, the view of human nature provided by positive psychology has encouraged the literature to offer models for understanding the human being in relation to psychosocial variables such as leadership and motivation, among others. Throughout this reflective work, we have argued that both variables are complementary: leadership explains the processes of social influence external to the person, whereas motivation accounts for the cognitive-affective processes that, through the perception of such contexts, convert social influence into individual behavior, both for the individual as a member of a social group and for the individual as a person with individual characteristics. Although there are permeable boundaries between both constructs

where the contextual dimension connects them, both leadership processes and motivational processes are necessary to explain the effects of context on well-being, positive development, and adherence to physical activity and sport participation.

Conflict of Interest

The authors declare no conflict of interest.

References

- Álvarez, O., Castillo, I., Molina-García, V., y Balagué, G. (2016). Transformational leadership on the athletic field: An international review. *Revista de Psicología del Deporte*, 25(2), 319-326. <https://archives.rpd-online.com/article/view/v25-n2-alvarez-castillo-molina-et-al.html>
- Álvarez, O., Castillo, I., y Falcó, C. (2010). Estilos de liderazgo en la Selección Española de Taekwondo. *Revista de Psicología del Deporte*, 19(2), 219-230. <https://www.redalyc.org/pdf/2351/235116352005.pdf>
- Álvarez, O., Castillo, I., y Moreno-Pellicer, R. (2019). Transformational parenting style, autonomy support, and their implications for adolescent athletes' burnout. *Psychosocial Intervention*, 28(2), 91-100. <https://doi.org/10.5093/pi2019a7>
- Álvarez, O., Castillo, I., Molina-García, V., y Tomás I. (2019). Transformational leadership, task-involving climate and their implications in male junior soccer players: A multilevel approach. *International Journal of Environmental Research and Public Health*, 16, 3649. <https://doi.org/10.3390/ijerph16193649>
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84(3), 261-271. <https://doi.org/10.1037/0022-0663.84.3.261>
- Ames, C., y Ames, R. (1984). Goal structures and motivation. *The Elementary School Journal*, 85(1), 39-52. <https://doi.org/10.1086/461390>
- Arthur, C. A., Bastardoz, N., y Eklund, R. (2017). Transformational leadership in sport: Current status and future directions. *Current Opinion in Psychology*, 16, 78-83. <https://doi.org/10.1016/j.copsy.2017.04.001>
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press. <https://doi.org/10.1002/hrm.3930250310>
- Bass, B. M., y Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Erlbaum Associates, Inc. <https://doi.org/10.4324/9781410617095>
- Beauchamp, M. R., Barling, J., Li, Z., Morton, K. L., Keith, S. E., y Zumbo, B. D. (2010). Development and psychometric properties of the transformational teaching questionnaire. *Journal of Health Psychology*, 15, 1123-1134. <https://doi.org/10.1177/1359105310364175>
- Beauchamp, M. R., y Morton, K. L. (2011). Transformational teaching and physical activity engagement among adolescents. *Exercise and Sport Sciences Reviews*, 39, 133-139. <https://doi.org/10.1097/jes.0b013e31822153e7>
- Campbell, J. P. (1977). Comment on the Cutting Edge. In J. G. Hunt y L. L. Larson (Eds.), *Leadership: The cutting edge* (pp. 231-234). Illinois University Press.
- Castillo, I., y Álvarez, O. (2023). *Psicología social de la actividad física, el deporte y el ejercicio*. McGraw Hill.

- Castillo, I., Álvarez, O., y Balaguer, I. (2005). Temas de investigación sobre aspectos psicosociales del deporte a través de la base de datos PSYCINFO (1887-2001). *Revista de Psicología del Deporte*, 14(1), 109-123. <https://www.redalyc.org/pdf/2351/235119222008.pdf>
- Castillo, I., Álvarez, O., Estevan, I., Queralt, A., y Molina-García, J. (2017). Passion for teaching, transformational leadership and burnout among physical education teachers. *Revista de Psicología del Deporte*, 26(3), 57-61. <https://www.redalyc.org/pdf/2351/235152046011.pdf>
- Castillo, I., Molina-García, J., Estevan, I., Queralt, A., y Álvarez, O. (2020). Transformational teaching in physical education and students' leisure-time physical activity: the mediating role of learning climate, passion and self-determined motivation. *International Journal of Environmental Research and Public Health*, 17(13), 4844. <https://doi.org/10.3390/ijerph17134844>
- Celsi, I., Raimundi, M. J., Corti, J. F., Castillo, I., y Alvarez, O. (2025) Exploring coach and parent transformational leadership and their associations with social identity in adolescents. *Psychology of Sport & Exercise*, 77. <https://doi.org/10.1016/j.psychsport.2024.102801>
- Chelladurai, P. (1978). *A contingency model of leadership in athletics* [Tesis Doctoral no publicada]. University of Waterloo, Canada.
- Chelladurai, P (1993). Leadership. In R. N. Singer, M. Murphey, y L. K. Tennant (Eds.), *Handbook of Research on Sport Psychology* (pp. 647-671). Macmillan.
- Chelladurai, P. (2001). *Managing organizations for sport and physical activity: A systems perspective*. Holcomb-Hathaway.
- Conger, J. A., y Kanungo, R. N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review*, 12, 637-647. <https://psycnet.apa.org/doi/10.2307/258069>
- Corti, J. F., Raimundi, M. J., Celsi, I., Alvarez, O., y Castillo, I. (2023). The Moderating Effect of Athletes' Personal Values on the Relationship between Coaches' Leadership Behaviors and the Personal and Social Skills of Young Basketball Players. *Sustainability*, 15(5), 4554. <https://doi.org/10.3390/su15054554>
- De Maria, A., Mallia, L., Tomás, I., Castillo, I., y Zelli, A. (2024). The satisfaction of basic psychological needs mediates the relation between perfectionism and sport performance: a longitudinal cross-national investigation. *International Journal of Sport and Exercise Psychology*, 22(7), 1776-1794. <https://doi.org/10.1080/1612197X.2023.2235597>
- Deci, E. L., y Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.
- Fabra, P., González-García, L., Castillo, I., Duda, J. L., y Balaguer, I. (2023). Motivational antecedents of young players' intentions to drop out of football during a season. *Sustainability*, 15(3), 1750. <https://doi.org/10.3390/su15031750>
- García-Esteban, L., Marentes-Castillo, M., Castillo, I., y Álvarez, O. (2023). El estilo transformacional del entrenador como facilitador de la identidad social de jóvenes jugadores/as de baloncesto: el papel mediador de las necesidades psicológicas básicas. *Cuadernos de Psicología del Deporte*, 23(2), 12-25. <https://doi.org/10.6018/cpd.551961>
- Haslam, S. A., Reicher, S. D., y Platow, M. (2011). El liderazgo como gestión de la identidad social. En F. Molero y F. Morales (Coords.), *Liderazgo: hecho y ficción* (pp. 77-116). Alianza editorial.
- Kao, S. F., y Tsai, C. Y. (2016). Transformational leadership and athlete satisfaction: the mediating role of coaching competency. *Journal of Applied Sport Psychology*, 28(4), 469-482. <https://doi.org/10.1080/10413200.2016.1187685>

- Morton, K. L., Barling, J., Rhodes, R. E., Masse, L. C., Zumbo, B. D., y Beauchamp, M. R. (2010). Extending transformational leadership theory to parenting and adolescent health behaviours: An integrative and theoretical review. *Health Psychology Review*, 4, 128-157. <https://doi.org/10.1080/17437191003717489>
- Morton, K. L., Barling, J., Rhodes, R. E., Masse, L. C., Zumbo, B. D., y Beauchamp, M. R. (2011). The application of transformational leadership theory to parenting: Questionnaire development and implications for adolescent self-regulatory efficacy and life satisfaction. *Journal of Sport & Exercise Psychology*, 33(5), 688-709. <https://doi.org/10.1123/jsep.33.5.688>
- Nicholls, J. G. (1989). *The competitive ethos and democratic education*. Harvard University Press.
- Pfeffer, J. (1977). The ambiguity of leadership. *Academy of Management Review*, 2, 104-112. <https://doi.org/10.2307/257611>
- Popper, M., y Maysseless, O. (2003). Back to basics: Applying a parenting perspective to transformational leadership. *The Leadership Quarterly*, 14, 41-65. [https://doi.org/10.1016/S1048-9843\(02\)00183-2](https://doi.org/10.1016/S1048-9843(02)00183-2)
- Roberts, G. C., Treasure, D. C., y Conroy, D. E. (2007). Understanding the dynamics of motivation in sport and physical activity: An achievement goal interpretation. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of Sport Psychology* (pp. 3-30). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118270011.ch1>
- Rowold, J. (2006). Transformational and transactional leadership in martial arts. *Journal of Applied Sport Psychology*, 18(4), 312-325. <https://doi.org/10.1080/10413200600944082>
- Ryan, R. M., y Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Seligman, M. E. P., y Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14. <https://doi.org/10.1037/0003-066X.55.1.5>
- Stenling, A., y Tafvelin, S. (2014). Transformational leadership and well-being in sports: The mediating role of need satisfaction. *Journal of Applied Sport Psychology*, 26(2), 182-196. <https://doi.org/10.1080/10413200.2013.819392>
- Turnnidge, J., y Côté, J. (2018). Applying transformational leadership theory to coaching research in youth sport: A systematic literature review. *International Journal of Sport and Exercise Psychology*, 16(3), 327-342. <https://doi.org/10.1080/1612197X.2016.1189948>
- Zacharatos, A., Barling, J., y Kelloway, E. K. (2000). Development and effects of transformational leadership in adolescents. *Leadership Quarterly*, 11(2), 211-226. [https://doi.org/10.1016/S1048-9843\(00\)00041-2](https://doi.org/10.1016/S1048-9843(00)00041-2)