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Sports management

**Values perceived by players in Czech rugby compared to the stated  
values of the sport**

Bachelor Thesis

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I declare that I wrote my graduation dissertation bachelor's independently, and that I have stated all the information sources and literature I used. Neither this thesis nor any substantial part of it have been submitted for the acquisition of another or the same academic degree.

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## Gratitude

First of all, I would like to thank my thesis advisor Mgr. William Morea Crossan, Ph.D., for support, constructive criticism, and useful comments. I would also like to thank all participants who agreed to be part of this project.

## **Abstrakt**

**Název:** Hodnoty vnímané hráči v českém ragby oproti uváděným hodnotám daného sportu

**Cíle:** Hlavním cílem této bakalářské práce je zjištění, jak vnímají hráči ragbyové hodnoty u sebe a ve svém okolí. Dalším cílem bylo hledání trendů v odpovědích, pomocí statistických nástrojů. Třetím cílem bylo hledání případné derivace od ragbyových hodnot a jejich zdroje.

**Metody:** V praktické části této bakalářské práce byla použita kvantitativní metoda výzkumu, konkrétně metoda dotazníku a kvalitativní metoda, konkrétně metoda polostrukturovaných rozhovorů. Respondenty kvantitativního výzkumu jsou hráči, kteří hrají českou Extraligu. Respondenty kvantitativního výzkumu jsou vybraní trenéři z klubů, které hrají Extraligu.

**Výsledky:** České ragby se aktivně snaží ctít ragbyové hodnoty, které definují tento sport. Z výsledků je ale zřejmé, že v některých oblastech jsou problémy. Hráči mají problém s disciplínou a ačkoliv se hráči individuálně ohodnotili pozitivně, tak trenéři vnímají nedostatky ve vášni v jejich týmech.

**Klíčová slova:** hodnoty, ragby, fair play, trénink

**Abstract:**

**Title:** Values perceived by players in Czech rugby compared to the stated values of the sport

**Objectives:** This bachelor's thesis aims to determine how rugby players perceive rugby values in themselves and their surroundings. Another objective was to identify trends in the responses using statistical tools. The third objective was to look for deviations from rugby values and their sources.

**Methods:** In the practical part of this bachelor's thesis, a quantitative research method, specifically the questionnaire method, and a qualitative method, specifically the semi-structured interview method, were used. The respondents of the quantitative research are players who play in the Czech Extraliga. The respondents of the qualitative research are selected coaches from clubs that play in the Extraliga.

**Results:** Czech rugby actively strives to honor the values that define this sport. However, the results clearly show that there are problems in some areas. Players have issues with discipline, and although they rated themselves positively, coaches perceive a lack of passion in their teams.

**Keywords:** values, rugby, fair play, training

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# 1 Introduction

Rugby, a sport with a long history and rich tradition, requires physical strength, strategic thinking, and an emphasis on teamwork. However, what makes rugby stand out is the set of values deeply rooted in its culture, which this bachelor's thesis explores.

Since its humble beginnings, rugby has been built on fair play, respect, solidarity, and determination principles. These values are integral to the rugby world and serve as the cornerstone of its ethos. Fair play is not just a phrase; it is a way of life for a rugby player, manifested both on and off the field. Respect for opponents, referees, coaches, and fans is fundamental to every aspect of rugby. Teamwork, essential for achieving success, fosters a collective spirit and creates strong cohesion within the team. Determination brings resilience and perseverance, key attributes for the game of rugby and life in general.

It was this reputation that inspired the author to focus on this topic. The values of the sport are clearly determined and defined. The main objective of this thesis was to discover if the Czech players and coaches honor the esteemed values of rugby that they are so proud of.

To answer that question, thorough research was required to evaluate the perception of values at different levels of the Czech Rugby Union. The respondents evaluated themselves, their team, and their coach. The coaches described their perception of values and evaluated their team. The players and the coaches then evaluated the manifestation of rugby values in other teams. After collecting and putting all the data together, a total picture of the Czech Rugby Union and rugby values was created. Finally, coaches of the national teams offered an insight on the functioning of the Czech Rugby Union and their emphasis on value.

## **2 Literature review**

### **2.1 History of rugby**

The beginnings of rugby are associated with the British Isles, according to Sláma (1984). A game similar to football and rugby emerged on the islands in the early 19th century. Players could physically tackle opponents for the ball, but the ball was not carried in their hands. This new sport was called "football," without unified rules. Before each match, both teams would agree on the rules to be played by.

In 1823, students at the Rugby School in the English town of Rugby played football. Among them was the founder of rugby, William Webb Ellis, who grew tired of the rules of football, so he took the ball in his hands and ran towards the football goal. (Nauright, 1999)

### **2.2 Definition of Rugby**

Sláma (1984) defines rugby as a collective ball sport where two teams play with 15 players each play a match that consists of 2 halves of 40 minutes each (semi-continuous time) on a field the size of a soccer field, with a goal area at each end for scoring a try and a goal shaped like the letter H (h-shaped).

The game aims to get the ball into the opponent's goal area, where it must be placed on the ground to score points, known as a try. It is also possible to kick the ball through the posts of the goal (upper half) either during open play (drop goal), after a successful try, or from a penalty kick.

From long-term observation of league and international matches, as stated by Sláma (1984), it follows that during a tough rugby match, a player covers 6–10 km, experiences an average weight loss of 3 kg, and has a metabolic expenditure of 1400 to 1600 calories. The struggle for the ball is short but frequent, expressed by a heart rate frequency of 180 beats per minute. The alternating intensity arises from the style of play, in which maximum intensity during impact pressure in scrums, during sprint duels between attacker and tackling defender, during jumps and battles for the ball in the lineout alternates with medium and low loads during player reshuffling for set scrums, during throwing in from touch, during penalty or free kicks.

Players must master the ball-handling techniques of basketball or handball and the techniques of soccer players. A rugby team consists of 15 players, distributed in the individual rows of teams. Individual positions have specific names corresponding to the numbers on the backs of their jerseys.

### **2.3 Modifications of rugby**

Rugby has undergone various modifications over time, resulting in distinct game forms. Rugby union, the most widely recognized variant, features teams of 15 players competing for territory and points through running, passing, and kicking the ball. Rugby league, on the other hand, employs teams of 13 players and emphasizes quick, continuous play, with structured tackles and a limited number of tackles before possession changes. Rugby sevens condense the game further, with only seven players per team and shorter match durations, prioritizing speed and agility. Touch rugby removes physical contact entirely, focusing solely on ball-handling skills and evasion tactics. Each modification caters to different preferences and skill sets, contributing to rugby's versatility and broad appeal across diverse communities and playing environments. (World Rugby, 2024)

### **2.4 Rugby in the Czech Republic**

Although rugby does not belong to the most favorite sports in the Czech Republic, it has a long and rich tradition and history. The game was brought in 1926 by Ondřej Sekora, known most as an author of books for children. He visited France that year, encountered rugby, and used his writing skills to translate the first guide and rulebook of rugby in Czechoslovakia. His terminology is still used to this day. (Vasić, 2014)

As mentioned, three popular forms of rugby exist in the Czech Republic. Rugby Union, Rugby League and Rugby Sevens. Rugby Union and rugby sevens fall under the same union, creating the largest rugby organization in the Czech Republic (7's being a tiny margin). In this bachelor thesis, the focus will be solely on the Rugby Union members. The Czech Rugby Union is divided into the following competitions:

**Men's** (České ragby, 2024)

- Championship of Czech Republic in 7's
  - The championship occurs once per year, at the end of the rugby XV season. There need to be more players in the Czech Republic to allow

specialization, meaning the player can play only one form of rugby he chooses. Therefore, the championship must not collide with Rugby XV, which is considered more important by most of the rugby community.

- Extraliga XV (highest level of rugby)
  - It is the most prestigious form of rugby contest in the Czech Republic. Most of the national team's roster plays in this league. Thanks to the game's growth, most teams allocated funds to bring international players to boost their teams. These players have great skill, excellent work ethic, and a different mindset. Spending time on the field with them helps the local players to improve their performance. Most clubs also use their international reinforcements as youth coaches. Combined, their arrival increases the overall game's quality throughout categories.
- Development leagues – these leagues help youngsters integrate into the adult game and learn from experienced teammates who are past their prime.
  - 1. League XV
  - 2. League XV
  - 3. League XV

#### **Women's** (České ragby, 2024)

- Championship of Czech Republic in 7's – Since women in the Czech Republic do not have an active rugby XV league, players can specialize and focus on Rugby Sevens. This Championship helps the national team coach identify potential in players or see their current form.
- U17 Series in 7's

#### **Youth** (České ragby, 2024)

These leagues teach the players to build a community in their teams, to love the game, and the basic tactical knowledge to prepare them for the higher level of adult rugby. The Czech Rugby Union gathered data showing a clear player drain during this stage. Most players stop playing while they are in these leagues, preventing the game from growing.

- U18 League XV
- U16 League XV
- U14 League XV

## 2.5 The current popularity of rugby

World Rugby gathered data about global rugby participation. "The Global Value of Grassroots Report" also shows that rugby increases happiness, health, and social connection.

The report mentions figures that paint a clear picture. Participation in 2023 surged by 11%, reaching **8.4 million**, showcasing the sport's remarkable expansion following the global health crisis (COVID-19 pandemic). In the post-pandemic landscape, 57% of players are under the age of 13, with girls constituting 24% of this demographic. Nearly a quarter of all participants are female, reflecting a deliberate strategy to foster growth. A substantial investment of £575 million by World Rugby has been earmarked for the sport's development from 2020 to 2023. (World Rugby, 2023)

The survey also focused on the emerging nations experiencing strong growth. The six nations on that list are Belgium, Spain, Singapore, Ghana, Nigeria and Zambia. The group of nations is a diverse mix. Data show that rugby can grow in different cultures and countries worldwide.

### 2.5.1 Popularity in the Czech Republic

According to the data, there are **4442 active rugby players** in the Czech Republic (České ragby, 2024). Analyzing the yearly report, we can observe that most rugby players in the Czech Republic are men. However, we can see a spike in the active female player base in the juvenile categories. From the table, it can also be observed that the weakest retraction of female players happens in the U15 age category. This shows an area in which the Czech Rugby Union must improve. For the men, the most significant drain of players happens during the transition from U18 to Men. The competition is more physically, tactically, and mentally demanding. Also, many players lose their student status and start working at jobs, drastically decreasing their time possibilities.

**TABLE 2-1 ACTIVE PLAYERS IN THE CZECH REPUBLIC (SOURCE – CZECH RUGBY UNION)**

Category	Men	Women	Total
Adults	1008	204	<b>1212</b>
U18 boys / U17 girls	286	62	<b>348</b>
U16 boys / U15 girls	416	26	<b>442</b>
U14	462	78	<b>540</b>
U12	469	75	<b>544</b>
U10	540	103	<b>643</b>
U8	413	79	<b>492</b>
U6	181	40	<b>221</b>
<b>Total</b>	<b>3775</b>	<b>667</b>	<b>4442</b>

According to Skála and Haitman (2006), the beginnings of rugby in the Czechoslovak region can be traced back to 1895 when Czechoslovak athlete Rössler-Orovský brought the first rugby ball from England. A group of enthusiasts attempted to learn the new sport at the Czech Yacht Club. Still, a public match never occurred—however, the first match on the soil of then Czechoslovakia was witnessed in 1925 in Bratislava. The establishment of the Czechoslovak sports club Slavia Bratislava was significantly influenced by the English consultant Mr. Dowden. The team consisted of consulate officials as well as Slovaks. In nearby Vienna, rugby was already played by Wiener Amateure and Wiener Sportklub members. In 1925, a friendly match took place in Bratislava between the local Slavia and Viennese Amateure, with the guests winning 8: 3. A year later in Vienna, the Bratislava team won 6: 5. In 1927, the establishment of the first rugby club in Prague, SK Slavia Praha, took place. Ondřej Sekora, an academic painter, editor of the Lidové noviny newspaper in Brno, author of many children's books, and the creator of Ferda Mravenec, is considered the founder of Czechoslovak rugby. As a journalist, he often traveled and spent time in France in 1924 and 1927. He became acquainted with rugby during his studies in Paris. Starting in January 1926, he published rules translated from French, English, and German in the Brno magazine SPORT. Ondřej Sekora founded rugby in Czechoslovakia, translating rules, organizing, coaching, refereeing, and even serving as the chairman of the second headquarters of The Czechoslovak Rugby-Football Association from 1927 to 1928. However, he never actually played rugby himself. In 1926, he published a book titled "Rugby, the game and its rules." The founding year of Czech rugby is 1926, marking the beginning of rugby history in the country.

## **3 Values**

### **3.1 What are values?**

There are different answers, depending on the philosophy and perspective of the writer. One of the definitions is by Rokeach (1973), who defines value as follows. A value is "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence."

Fraleigh (1983) classified sports values as inherent, "instrumental values." Martinkova (2012) approached with a different idea and tried to broaden Fraleigh's definition by delineating between competitive and humanistic values. Kretchmar (2005) divided sports values into moral and non-moral because he took into consideration the aspect of fair play. This paper describes values as norms or principles that guide an individual's interactions and convictions. As Warner (1976) summed up, values are variables that matter.

### **3.2 Categories of values**

As mentioned, different values are connected to the world of sports. When we split the primary purpose of the values, we will get categories that play a distinct role in achieving the goal. According to Greenwood (2015), the goal is to help the player become a complete player as far as his physical, mental, and emotional limitations allow.

#### **3.2.1 Intrinsic values**

Intrinsic values refer to the qualities or principles generated within a sport through participating in and practicing the sport itself. According to Martínková (2013), intrinsic values are not an "end" or a "goal" that can be directly achieved but side-products of the process of active sports participation itself. In her book, she lists excitement, joy, and a sense of mastery as examples. One does not go running in the woods to achieve happiness. One achieves happiness through running in the woods.

Rugby offers other exciting intrinsic values, such as a sense of rivalry, the tension of the uncertainty of outcome, and enjoyment of the contest. It also provides different examples of intrinsic values, listed by Crossan (2022), that revolve around the direct outcomes of active sports participation on the human body. For example, strength, by moving and



exercising, the body will get stronger. Health, regular sports activity in modest proportions will have. A positive influence on health.

### **3.2.2 Guiding values**

Guiding principles are moral values that set a workplace standard for behavior and attitude. Coaches establish guiding principles to shape the culture of their work environment and ensure that their players understand what moral behavior they expect, Crossan (2022).

The guiding values differ from coach to coach. Aware or unaware, their guiding values reflect the values they implement in their training. This is where the gears start to grind because the coaches must understand and adapt to the ever-changing developmental needs of athletes. That may require changes in their coaching strategy and approach, which they may want to do differently. They must critically self-reflect on their coaching values to move from just a pragmatic coaching philosophy.

This process is followed by assessing the teams they coach before instrumentally implementing developmental values. The core problem is that the coaches must prioritize the player's needs rather than their experience and education.

### **3.2.3 Instrumental values**

Fraleigh (1983) defined instrumental values as values not inherent to the sports activity itself but used practically to bring about a given end. As the mentioned approach of Kretchmar (2005), many of the moral values he emphasized as essential for fair play are not values that occur automatically when the sport is played but values instrumentally adopted for the protection of good sport. In summary, instrumental values are principles or behaviors considered important in achieving a desirable outcome or end goal. They are

how individuals or organizations pursue their goals and objectives, and they help guide behavior and decision-making.

**PICTURE 3-1 INSTRUMENTAL VALUES BY ROKEACH**

Ambitious	Hard-working, aspiring
Broadminded	Open-minded
Capable	Competent, effective
Cheerful	Light-hearted, joyful
Clean	Neat, tidy
Courageous	Standing up for your beliefs
Forgiving	Willing to pardon others
Helpful	Working for the welfare of others
Honest	Sincere, truthful
Imaginative	Daring, creative
Independent	Self-reliant, self-sufficient
Intellectual	Intelligent, reflective
Logical	Consistent, rational
Loving	Affectionate, tender
Obedient	Dutiful, respectful
Polite	Courteous, well-mannered
Responsible	Dependable, reliable
Self-controlled	Restrained, self-discipline

### **3.3 Role of values in sport**

Sports values are the foundation upon which athletic competition is built and the guiding principles that shape the character of athletes. Over time, scholars have delved into the intricacies of values in sports, offering various perspectives on their classification. Fraleigh (1983) distinguished between inherent and instrumental values, while Martinkova (2012) expanded on this by introducing the concepts of competitive and humanistic values. Kretchmar (1994, 2005) further refined the discussion by dividing values into moral and non-moral categories, which was later adapted by others to focus on moral and performance values (Lumpkin et al., 2002; Simon, 2003). More recently, Lee et al. (2013) incorporated competence, moral, and status values into the discourse, reflecting the multifaceted nature of values in sports.

Coaches play a pivotal role in instilling values in athletes, serving as role models and mentors. Athletes often learn values such as integrity, respect, commitment, and resilience from their coaches (Koh et al., 2016). The instrumental use of values,

particularly for moral and performance outcomes, has gained significant attention, emphasizing the importance of coaches leading with specific values to amplify their impact on athletes (Cameron et al., 2014). Programs like the West Point Competitive model exemplify how core values like Trust, Respect, Loyalty, and Teamwork can lead to remarkable performance success among elite athletes (Pim, 2016).

Understanding the evolving needs of athletes across developmental stages is crucial for coaches to align their values with the athletes' requirements. Mismatched coaching behaviors and developmental needs can lead to negative outcomes like high dropout rates and shorter careers (Fraser-Thomas & Côté, 2009; Gearity & Murray, 2011). By fostering a culture where values are relevant to athletes' needs and transferable to life beyond sports, coaches can create a lasting impact on their athletes' character development and success. When coaching behaviors and athletes' perceptions of desired values are aligned, skill acquisition and training are maximized (Weaver & Chelladurai, 1999).

The role of sports values extends beyond the athletic arena, as athletes often report being able to transfer the values they learn in sports to other domains of their lives (Danish et al., 1997). By critically reflecting on their own guiding values and creating a culture that emphasizes values relevant to athletes' needs and transferable to life, coaches can harness the power of sports to instill important life lessons and shape the character of the athletes in their charge.

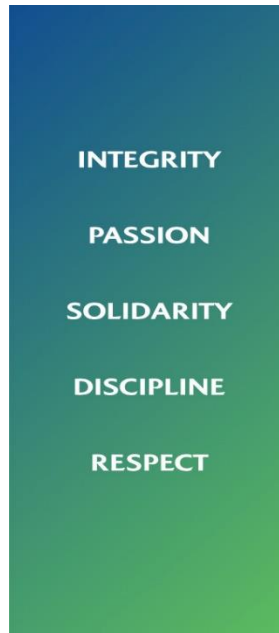
### **3.4 Values of rugby**

Integrity, respect, solidarity, passion, and discipline. In 2009, member unions identified these values as defining characteristics of rugby. These are now collectively known as the World Rugby core values and are written down in the World Rugby Playing Charter (World Rugby). The document aims to make sure that rugby maintains its unique character both on and off the field. Players, coaches, referees, and even fans are expected to follow these principles in the code of conduct. Even though rugby has fully embraced the professional era, it also retained the ethos and traditions of the recreational game. In an age in which many traditional sporting qualities are being diluted or even challenged, rugby is rightly proud of its ability to retain high standards of sportsmanship, ethical behavior, and fair play.

### 3.4.1 Rugby Values

To examine the core values of rugby, we must first define them. Following are the definitions of the rugby core values by World Rugby:

PICTURE 3-2 RUGBY VALUES BY WORLD RUGBY



- **Integrity** is central to the fabric of the game and is generated through **honesty** and **fair play**.
- Rugby people (not only members of the team but fans, too) have a **passionate** enthusiasm for the game. Rugby generates excitement, emotional attachment, and a sense of belonging to the global rugby family.
- Rugby provides a **unifying spirit** that leads to life-long friendships, camaraderie, teamwork, and loyalty, transcending cultural, geographic, political, and religious differences.
- **Discipline** is an integral part of the Game, both on and off the field, and is reflected through adherence to the Laws, the Regulations, and Rugby's core values.
- **Respect** for teammates, opponents, match officials, and those involved in the game is paramount.

### 3.4.2 Integrity

In the context of rugby, integrity refers to the adherence to a set of moral and ethical principles, both on and off the field. It encompasses fair play, honesty, and sportsmanship. Maintaining integrity in rugby involves respecting the rules of the game and treating

opponents, teammates, and officials fairly and respectfully. The important part is upholding the values of the sport.

### **3.4.3 Passion**

Passion is an integral part of rugby's identity, driving the sport's growth, popularity, and enduring appeal. It is the passion of players, fans, and coaches that keeps the rugby spirit alive, inspiring generations to experience the thrill, camaraderie, and values that make rugby an exceptional sport. It arises from within, for it is fueled by a genuine love for the activity or cause itself.

### **3.4.4 Solidarity**

The article "The Constitutive Values of Fair Play" by Miloš Bednář from 2024 offers another take on solidarity. It is stated in the article that solidarity in sports promotes equality by counterbalancing inequalities through acts of fairness, such as charity or helping competitors in need, often directed towards disadvantaged members of sporting communities, underprivileged groups, or those affected by natural disasters, with solidarity funds established by sporting bodies to support athletes; solidarity also arises when athletes face personal problems, even outside of sports, drawing attention to lesser-known athletes through social media, and can be expressed through material support or verbal expressions that hold significant value in fostering unity and support within the sporting world.

A great example of rugby solidarity is the case of "Project Alcatraz" in Venezuela. (Reeves, 2019) The origin story of this project started in 2003 in the oldest distillery of rum in Venezuela, Santa Teresa, when three thieves were trying to rob the security officers and were captured. The rum maker's chief executive, Alberto Vollmer, offered them unpaid labor to atone for their sins instead of calling the police. On the second day, their whole gang of 20 members arrived to demand a job. Venezuela was and still is struggling with a poor economy, high unemployment rate, and alarmingly high criminal rate, and many youngsters end up in gangs because there is no alternative. Vollmer introduced them to rugby to build bridges with their new community at the Hacienda Santa Teresa. This became a starting point of Project Alcatraz, a rehabilitation program that has expanded to include vocational training, psychological counseling, and formal

education. In 2019, around 2000, primarily poor youngsters regularly played rugby as part of a preventive program to deter them from joining gangs.

Project Alcatraz is a stellar example of a sport used as a means for the prevention of social unrest and crime (Martínková, 2013). As stated in her book, sports most commonly expected to reduce socially aggressive tendencies are very physically demanding sports, such as rugby. Instead of making trouble in society and getting into trouble, players let off steam on the rugby pitch.

### **3.4.5 Discipline**

Another example of rugby's crucial role in taming aggression is the "Get Onside" initiative in England. The Get Onside program is a 10-week rugby-based intervention for young offenders aged 18-21 years that serves as another testament to rugby's capacity for positive impact. The program aims to engage offenders, help them develop positive attitudes, and aid re-engagement with society. The program includes a range of activities, including a rugby program, and their attitudes towards offending, aggression, impulsivity, and self-esteem were assessed before, during, and after the program. The results showed that offenders who attended the program significantly improved across these measures after commencing treatment.

Rugby becomes a catalyst for reshaping individuals' perspectives and aiding their re-engagement with society.

### **3.4.6 Respect**

Bednář (2024) defined respect with the example of the post-match ceremony in rugby. Respect is a powerful tool of interpersonal communication that requires empathy, understanding, and the ability to find the good in others, deserving of appreciation and respect, which helps satisfy the need for esteem and self-esteem; however, respect cannot be demanded unconditionally, and fair play in competition can only occur based on mutual respect, which creates an atmosphere of fair play, credibility, and responsibility for all actors in sports competitions. As exemplified by rugby, where respect for rivals is the norm, and the "third half" is a time of dignity and appreciation for a game well played, respect clearly points towards the value of goodness within the value system.

Respect stands as a cornerstone within the fabric of rugby culture, embodying the principles of sportsmanship, integrity, and camaraderie. Off the field, respect extends to

fostering a sense of camaraderie and inclusivity within the rugby community. Players, coaches, and supporters alike uphold values of fairness, empathy, and understanding. Respectful behavior off the pitch helps strengthen bonds within teams and promotes a positive environment for the sport as a whole.

In 2010, a groundbreaking advocacy campaign emerged in Tbilisi, Georgia, as rugby stars, traditionally associated with toughness and masculinity, took an unexpected stance against violence towards women and girls. These billboards, a collaboration between the United Nations Entity for Gender Equality and the Georgian Rugby Union, challenged societal norms by addressing the taboo issue of domestic violence openly. Upon learning about the disturbing situation, the rugby players readily embraced the opportunity to advocate for change.

This partnership exemplifies the power of sports in promoting gender equality and addressing social issues. Rugby players, esteemed figures in Georgia and Samoa, where the sport holds significant cultural influence, leveraged their platform to emphasize the values of respect and solidarity inherent in rugby. By engaging with communities, including students and athletes, they highlighted the pivotal role of sports in combating violence and fostering a culture of empathy and understanding. Through their actions, they underscored that violence against women and girls is unacceptable, signaling a collective call to action for all to stand against such injustices.

### **3.5 Comparison with other sports**

An inspiration for this bachelor thesis is the article “An Exploratory Study of the Use of Values by Coaches in the Czech Republic,” written by Crossan, Bednar, Baghurst, and Komarc. The study from 2021 involved 571 coaches from seven different sports in the Czech Republic. The coaches were asked to complete a survey that included both open-ended and closed-ended questions related to their coaching values.

The closed-ended questions sought to identify the specific values that the coaches deemed important in their coaching practices. Respondents were asked to rate the importance of various values on a scale.

The open-ended questions provided coaches with the opportunity to freely express the values that guided their coaching and the values they aimed to instill in their athletes. This allowed the researchers to gain a deeper understanding of the coaches' value priorities

and their approach to integrating values into their coaching. The combination of closed-ended and open-ended questions enabled the researchers to explore the coaches' values from multiple perspectives, providing a comprehensive understanding of the role of values in Czech coaching practices.

The authors suggest that this oversight may be due to a lack of conscious effort by coaches to align their value priorities with the developmental needs of their athletes. This is particularly relevant in the context of Eastern European coaching, which has been influenced by the methodologies of the former Soviet Bloc.

To address this issue, the authors recommend that coaches make a concerted effort to carefully consider the values they wish to instill in their athletes and to deliberately integrate these values into their coaching practices. By doing so, coaches can enhance their ability to foster holistic athlete development and ensure that the desired values are effectively communicated and reinforced.

The open-ended responses highlight the importance of deliberate reflection on and implementation of values in the coaching process. The authors emphasize the need for coaches to be mindful of the values they prioritize and to make a conscious effort to align these values with the developmental needs of their athletes.

The closed-ended questions in the survey revealed the specific values that Czech coaches deemed most important in their coaching practices. Regardless of factors like gender, age group coached, coaching experience, licensing, or coaching level, the coaches consistently prioritized the values of Hard Work and Respect for Others. Other values that the coaches highly ranked included Discipline, Teamwork, and Responsibility. These findings suggest that Czech coaches strongly emphasize values related to effort, interpersonal relationships, and personal accountability within the coaching context.

By deliberately reflecting on and implementing a broader range of values, coaches can enhance their ability to foster holistic athlete development and instill the desired values in the individuals they work with.

The findings of the study highlight the importance of deliberate reflection on and implementation of values in the coaching process. The authors argue that without a



conscious effort to integrate values into coaching, coaches may miss opportunities to emphasize moral values and the instrumental use of values in their work.

### **3.6 VBL**

The coach can also act as a leader in the team. It is common in rugby that coaches are former players, therefore they have a great understanding of what their players are going through. The coach knows what helped him when he was a player and it can shape his coaching and leadership. The article "The Impact of Values-Based Leadership on Sports Coaching" delves into the significance of authentic values-based leadership (VBL) in the realm of sports coaching. The research clearly demonstrates that VBL must be authentic to achieve success in sports coaching. A study of 12 NCAA basketball coaches who were eliminated primarily due to a lack of authenticity, despite ascribing to VBL theories, highlights the importance of consistency in implementing VBL principles.

Hess and Cameron's (2006) concept of the 'amplifying effect' of a leader's values on their followers is a central theme, emphasizing the impact of positive emotions, social capital, and prosocial behavior on athlete development, team commitment, and satisfaction. The amplifying effect of VBL behaviors in a coach is illustrated in Figure 1, which likely depicts the VBL sport model with outcomes. This diagram showcases how VBL behaviors impact team dynamics and athlete development.

The study identifies vital VBL theories, behaviors, and benefits for sports coaches, such as authentic leadership, ethical leadership, servant leadership, and transformational leadership, each contributing to enhanced team cohesion, athlete commitment, and positive organizational outcomes. By applying the amplifying effect of VBL behaviors, coaches can foster positive emotions, build social capital, and promote prosocial behavior among athletes. This improves team performance, cohesion, and satisfaction.

Hess and Cameron (2006) state that factors contributing to the amplifying effect of VBL leaders include positive emotions, social capital, and prosocial behavior. These factors have been observed in teams led by coaches implementing various VBL behaviors, such as authentic leadership, ethical leadership, servant leadership, and transformational leadership. Positive emotions, such as inspired players, team pride, enjoyment of practice and games, and organizational satisfaction, are highly correlated to leaders/coaches who demonstrate the values they espouse. Social capital, represented by positive relationships

among employees or good team cohesion, has been previously correlated with teams led by coaches implementing VBL behaviors. Prosocial behavior, the tendency to engage in helpful behavior toward others, is an intrinsic motivation to help others, visible in the values identified by the coaches studied. These pro-social behaviors are especially apparent in coaches employing VBL servant and transformational leadership behaviors.

Extrapolating the VBL findings to the team level, one could expect that teams with VBL coaches would be more likely to recover from defeat, be less affected by inconsistent referees, remember team plays, and respond to scouting reports. At the organizational level, if values-driven companies enjoy higher profitability, productivity, quality, and satisfaction by both employees and customers, then it can be extrapolated that VBL teams will have more effective practices, better concentration, and greater loyalty among teammates and fans. Figure 1 summarizes these benefits at the player and team levels.

In conclusion, the research emphasizes the critical importance of authentic values-based leadership in sports coaching. By applying the amplifying effect of VBL behaviors, coaches can foster positive emotions, build social capital, and promote prosocial behavior among athletes, ultimately leading to improved team performance, cohesion, and satisfaction. The VBL sport model with outcomes, as depicted in Figure 1, provides a visual representation of the relationship between VBL and its impact on sports coaching, highlighting the key theories, behaviors, and benefits for sports coaches.

## **4 Goals and tasks of the work, research questions**

The main goal of this bachelor thesis is to discover how the players and coaches in the Czech Republic perceive the core values of their sport, rugby.

To achieve this goal, the following tasks need to be accomplished.

1. Selection of suitable candidates for interviews
2. Literature review, selection of source materials for research
3. Execution of the research with the selected candidates, specifically an interview about their own approach to values, their team's perception of values, and their insight on opposing Teams.
4. To conduct a survey about the active players of the Czech Rugby Union. In the questionnaire, the following topics were covered:
  - a. Demographics about the respondent
  - b. For how long have they been playing rugby
  - c. Assessment of how much they emphasize rugby values themselves
  - d. Assessment of how much the respondent's team emphasizes rugby values
  - e. Assessment of how much the respondent's coach emphasizes rugby values
  - f. Assessment of the other team's emphasis on the rugby values
  - g. Evaluation of the results
  - h. Comparison with previous studies

## **5 Methods**

### **5.1 Characterizing the Respondents**

In the practical part of the Bachelor thesis, the main focus was on the manifestation of the coaching methods regarding rugby values from the coach's perspective and the players' feedback. Getting both sides' opinions helped to create a better picture of the situation.

Comparing the output from the coach with the actual input that the players receive helped to discover hidden problems and threats within the team.

The coaches received more space than the players to explain their answers and reasons. The players filled out a questionnaire with neutral questions and rated using the Likert scale. There also was a deep interview with the coaches.

For a better understanding of the answers, a comparison with the insight from a coach of a national team of the Czech Republic rugby and high-ranking officials from the Czech Rugby Union was made, such as the sporting director of the union and the regional coach.

The sample group for the quantitative part of the research were men from the Czech Republic who have actively played Rugby in the Men's leagues. They are registered rugby club members and fall under the Czech Rugby Union. The respondents have been categorized according to their age, their highest education achieved, and their experience with rugby.

### **5.2 Methods of Research**

There are multiple methods used for research. The two main methods used for this thesis are qualitative and quantitative. The qualitative data was analyzed and summarised in a written conclusion. The quantitative data was displayed with charts and compared with data from different clubs.

Quantitative research methods were used for data that we expect can be, to some extent, measured. (Watson, 2015)

Qualitative methods of research include interviews, group interviews, and discussions. Interviews can be unstructured or semi-structured. Some contact and connection with the respondent are expected. (Hendl, 2016)

The fundamental distinction between these methods is the number of respondents. In comparison with the quantitative gathering of data, the qualitative has a small number of respondents. Usually, it is a personal conversation in which one can examine the discussed topic more deeply. A quantitative method of data gathering is a questionnaire, which allows us to obtain more answers simultaneously. (Survio.com, 2020)

### **5.3 Deep interview**

A deep interview is a discussion, one-on-one” in which the interviewer seeks the answers to his questions. Usually, indirect techniques are used that have the goal of uncovering hidden motivational factors. (Komedová, 2013)

Qualitative and quantitative methods were conducted in the first phase of the practical part. The quantitative method was for the players, and the qualitative method was for the coaches. A deep interview was used for the qualitative part because, unlike other methods, it was a direct personal contact with the respondent. The interviewer could use different tools to motivate the respondent to give more profound and longer answers.

This method is practical because the number of respondents was low. The estimated number of interviews was 3. It enables the interviewer to motivate the respondent for longer and deeper answers, and it also helps to clarify any misunderstandings during the interview. The conversations took place after an agreement was recorded, and the audio was not longer than 60 minutes maximum.

Finally, the most vital characteristic of a deep interview was that the validity of the obtained data was more significant, which means that the results were considered more realistic. The more detailed information gathered in the interview made the comparison with the data from the players more valuable.

### **5.4 Questionnaire**

Questioning can be personal, written form, telephonic or electronic. Written questioning is appropriate when the respondents are not keen to offer an interview or personal questioning. Electronic questioning is based on today's prevalent technologies and the internet. Telephonic questioning is a special modification of personal questioning, with the advantage of the partial anonymity of the respondent. Therefore, this allows the respondent to be more open. The disadvantage is that the questioner cannot use visual

tools as he would during personal questioning, for example, mimicking, gesticulation, etc. (Wikisofia.cz, 2013)

As mentioned before, a quantitative method was used to analyze the answers from the players. Respondents were a large group, far away from each other. Therefore, the electronic questionnaires were a suitable method for gathering data for the research. The advantages of electronic questioning in comparison with personal questioning are speed, use of computer technology, and relatively little difficulty with organization. The fact must be taken into consideration that electronic questionnaires have a low rate of return. This means that not everyone filled out the questionnaire and participated in the research. Another disadvantage is the absence of physical contact with the respondents, and there is no certainty if the questionnaire was filled out by the person we expected or by someone else.

## **5.5 Creating the Questionnaire**

Since the questionnaire plays a significant role in the practical part, it was necessary to determine the purpose and goal of the questionnaire. It was crucial to outline the information that needed to be obtained through the questions.

- Outlining the information that was needed
- To determine the correct methods of questioning (Neutral fan)
- Specification of the target group of respondents and their selection
- Questions should be constructed according to the information needed.
- Construction of the overall questionnaire
- Pilot study – verification of the validity and reliability

While constructing the questionnaire, a process called operationalization must happen, where complex concepts will be simplified. Based on the operationalization, easy and intelligible questions were formed and presented to the respondents.

Questions and answers can be processed differently. The categories of questions can be open, closed (multiple choice, scales), and semi-closed (the possible answer is "other"). In the quantitative method, there were primarily closed and semi-closed questions. This is because of the fact that closed questions are more accessible to process, and at the same

time, it is easier and faster for the respondents to answer them. The answers were mainly written and numeric answers, which were more unambiguous.

The questionnaire begins with demographic questions about the respondent's age, experience with rugby (in years), and highest education achieved. After the demographic part, questions about the values follow. The respondent first read the definition of the value, as the organization World Rugby defines it. This prevented confusion among respondents, so their own interpretation of the value did not influence their answers. After their individual, team, and coach review, they will be asked to evaluate other teams. The respondents were shown a table with a list of 8 teams (Říčany, Sparta, Praga, Tatra, Dragon, Vyškov, Slavia, Zlín). The teams were members of the 2023 Extraliga. Next to the teams were two columns with checkboxes. One column was described as "least emphasis" and the other as "most emphasis." The respondents were to check only two teams, one in each column.

## **5.6 Likert Scale**

Since its introduction in 1932, the Likert scale has sparked debates regarding its optimal use in terms of reliability and validity. Likert proposed infinite definable attitudes that could be grouped into response clusters, emphasizing clear presentation and empirical importance of chosen issues. Advocates suggest that a 7-point Likert scale may offer better reliability compared to a 5-point scale due to its increased variety of options, aligning more closely with respondents' attitudes. The 7-point scale may alleviate the dilemma of forced choices between two equally undesirable points on a 5-point scale, potentially enhancing engagement and measurement accuracy. The validity of the Likert scale depends on topic relevance to respondents and clarity of response options, with more options potentially enhancing content and construct validity. In this questionnaire, one equals the least, and seven equals the most. (JOSHI, Ankur, Saket KALE, Satish CHANDEL a D. PAL, 2015)

## 6 Results

### 6.1 Demographics

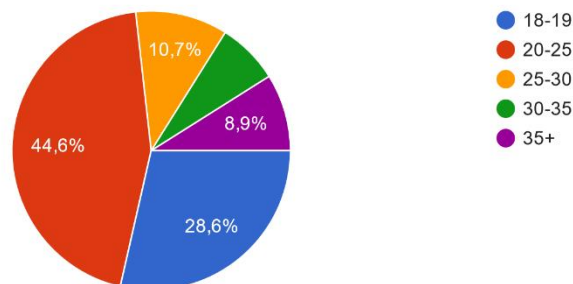
The questionnaire results are displayed in this practical part of the bachelor thesis, accompanied by graphs and tables. This chapter aims to verify how the players emphasize the rugby core values and how they perceive the values around them. That is the exact reason why the players' answers are supplemented with the answers of the coaches and officials from the Czech Rugby Union. Both perspectives can then be compared.

In the first part, the results from the questionnaire will be displayed. In the beginning, demographic questions were asked to gain data, which allowed the categorization of the participants.

#### 6.1.1 Age

FIGURE 6-1 AGE GROUPS

Do jaké věkové skupiny patříš?  
56 odpovědí



This graph shows that almost half of the respondents (44,6%) are players in the age group 20-25 years old. The second biggest group of participants (28,6%) are in the age group 18-19 years old. It has to be noted that this data does not mean that the majority of rugby players in the Czech Republic are this young. A possible explanation would be that younger people are keener to cooperate. What should also be mentioned is the fact that the questionnaire was digital. Older players may lack technical skills or a smartphone to cooperate. Also, the number of older players is relatively small due to the nature of the sport. Rugby is physically very demanding, and with passing age, regeneration slows down. There is also another factor to consider. Rugby players above 35 are allowed to join a different competition for players above 35+. This competition consists of



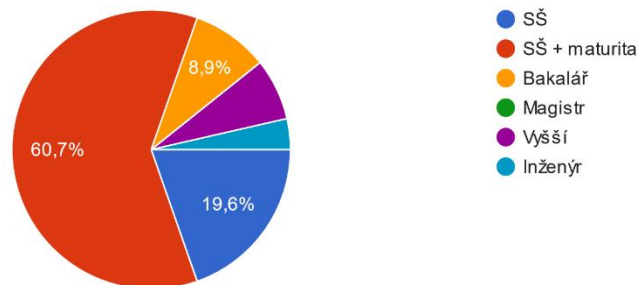
tournaments and friendly international matches. The intensity of this competition is much smaller than that of the Extraliga. Therefore, it could be said that only the most dedicated players aged 35 and more can stay in the Extraliga competition. To stay on that physical level requires more hard work and training.

## 6.1.2 Education

FIGURE 6-2 EDUCATION

From this graph, it can be observed that most of the respondents achieved high school

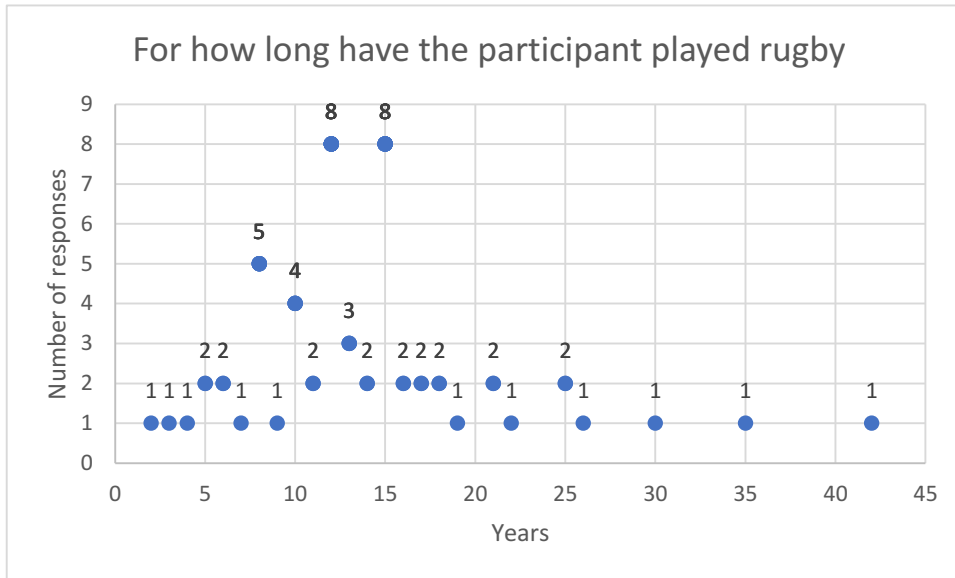
Jakého nejvyššího vzdělání jsi dosáhl?  
56 odpovědí



with a graduation exam (maturita). This group is followed by high school without graduation exams. The gap between the first and second groups is significant, as the high school with graduation exams is around 62% of the respondents.

### 6.1.3 Experience with rugby

FIGURE 6-3 EXPERIENCE WITH RUGBY



In this case, there is no dominant category. The most common answers were 12 and 15 years of experience with rugby. The lowest answer was one year, and the undisputedly longest career is forty-two years long. Further investigation of the data shows that the vast majority of the respondents have more than ten years of experience in rugby. This data shows that the participants are experienced in the way of life of a rugby player and give weight to their answers. This question is supplemented by a question that was posed in one of the interviews.

*“Friendship is the fundamental currency of our sport, especially at the amateur level. It is also the main reason why many players have come and stayed for so long.”*

In this case, the answer from the interview matches the statistical data from question three. Furthermore, the definition of the value “Solidarity“ by World Rugby explains this phenomenon as well:

*“Rugby provides a **unifying spirit** that leads to life-long friendships, camaraderie, teamwork, and loyalty, transcending cultural, geographic, political, and religious differences.”* (World Rugby, 2024)

It can be assumed that the rugby spirit is one of the main reasons why this sport retains players for such a long time.

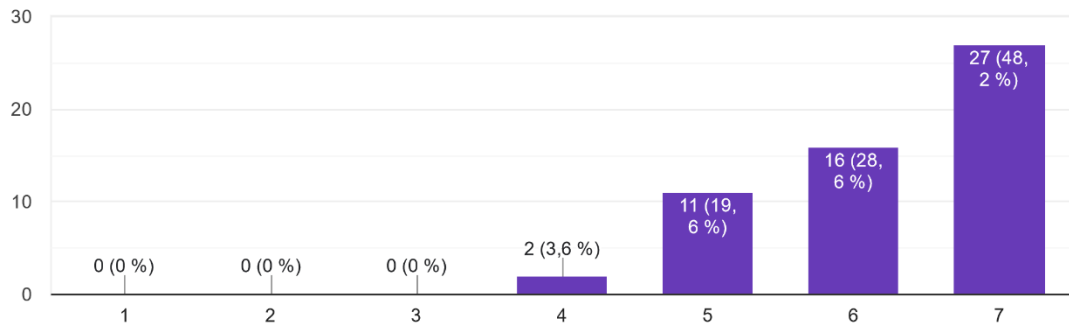
## 6.2 Respect

### 6.2.1 Individual Emphasis on Respect

FIGURE 6-4 EMPHASIS ON RESPECT - INDIVIDUAL

Jaký důraz kladeš na respekt ty?

56 odpovědí



*Respect for teammates, opponents, match officials, and those involved in the game is paramount.*

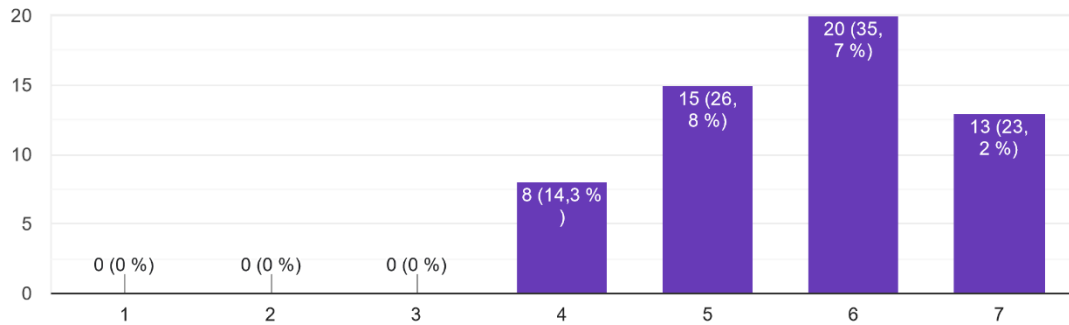
The column chart illustrates how much emphasis the respondents have on the value of respect. Most respondents, 27 (48,2%), rated themselves on the Likert scale with the highest score, which means that the majority of the respondents consider themselves very respectful. The second highest rating was 6 out of 7, where 16 (28,6%) respondents rated themselves. The third group of respondents rated themselves 5 out of seven, 19 (28,6%) respondents. Only two players responded with four out of seven. No one rated themselves three or less out of seven.

Based on these results, we can assume that the majority of the players are confident and that their performance on and off the pitch is in line with the guidelines of core values, such as respect.

## 6.2.2 Team Emphasis on Respect

FIGURE 6-5 EMPHASIS ON RESPECT - TEAM

Jaký důraz klade na respekt tvůj tým?  
56 odpovědí



In this column chart, it can be observed that the results vary from the individual responses. Most responders, 20 (35,7%), rated themselves six out of seven. In comparison with the previous question, where the majority rated themselves seven out of seven, the team rating has a worse score. Furthermore, the second biggest group is 15 (26,8%) participants, rating five out of seven. Yet another decrease in the score. The third group is 13 (23,2%) participants, who rated it seven out of seven. For the last group, an increase in responses can be seen, with 8 (14,3%) ratings four out of seven.

To put matters in perspective, the coaches were asked to review the manifestations of respect in their own teams and in other teams.

*“I believe that overall, there is respect here because, again, I think that without respect, it's very difficult for the team to function in any way. I think we have a minimum level of respect in the team. I can imagine it at a significantly higher level, perhaps in how the guys interact with each other. I think that a lot of those dialogues or how they talk to each other, I think it's almost disrespectful, and it should be with more respect, even though I understand that it's some form of masculine boasting or something like that, but in my opinion, it doesn't really align with respect as such. But then again, on the other hand, I can't say that the guys don't respect each other.”*

In the statement above, the coach emphasizes the importance of respect in team sports. On the other hand, he provided a clear example of a possible reason why players could

have rated their teammates based on the above-mentioned results. Rugby is one of the most physical sports, filled with testosterone and violence. Players may feel the urge to behave masculinely to fit in this picture. To have a masculine presence isn't natural for everyone, and some may attempt to reciprocate it with unsuccessful attempts of trash-talk.

In another interview, when the coach was asked to review the manifestation of respect or disrespect in other teams, he stated the following:

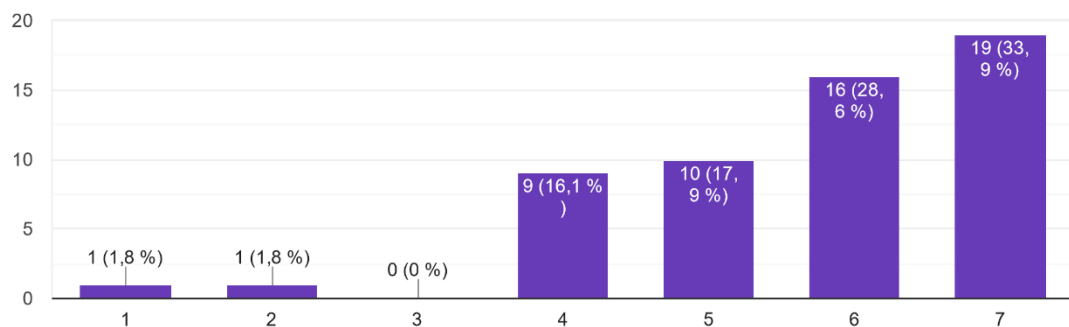
*, Team 2, because their behavior seems superior to everyone else's to me. And it's not even like a specific action; it's their behavior in general. Like verbally disrespecting the opponent.“*

After reviewing the gathered data, specific reasons for the ratings cannot be stated, but thanks to the comparison with the interviews, a possible explanation can be drawn.

### 6.2.3 Coach's Emphasis on Respect

FIGURE 6-6 EMPHASIS ON RESPECT - COACH

Jaký důraz klade na respekt tvůj trenér?  
56 odpovědí



For the first time in this research, the first two lowest ratings were given. However, only two participants felt that the coach wasn't emphasizing respect enough. The majority of responses, 19 (33,9%), indicate that the coach was doing a great job. Second most respondents 16 (28,6%) rated their coach six out of seven. The other respondents didn't have such a positive outlook on the matter; 10 (17,9%) rated five out of seven, and 9 (16,1%) voted four out of seven. Data shows that although the coaches may have good intentions, they may not have the desired effect on the team.

In the interviews, the coaches were asked about their own emphasis on the value of their coaching style.

*“I try to live or function with respect towards people around me, and for it to be visible even from my behavior on the field, and for it to be transmitted to the team because our sport is greatly about respecting all participants or people who are currently involved, not only in the matches but also in the training, whether it's spectators, parents, referees, coaches, opponents, and so on, basically anyone who is currently part of the community. I think it's like a daily marathon; it doesn't just mean that if a referee arrives now, we won't want to upset them, so we'll respect them, but I think it applies to all people around, and it's also a fundamental life value.*

This coach is an example of positive influence. He understands the importance of respect not only in rugby but also outside of the game. The most important part of that answer is the comparison with a marathon. Being respectful cannot be accomplished on the short run, it is a way of live that one should practice for his whole life. It isn't easy to get on that path, but rugby is a great opportunity, how to get on that path. It isn't a shortcut, but since respect has such deep roots in the sport, then the whole sport and community can have a great positive impact on the individual.

*„When I say something, I try to fulfill it at all costs, as it's a form of respect. When I agree with someone on something, or I have something prepared, I really try to fulfill it and respect that the other person is counting on it. At the same time, I believe that a person should have respect for themselves. I can't imagine being a coach weighing 150 kilos and drinking all day; I wouldn't be able to respect myself.”*

Another important lesson is about self-respect. In the modern age of social media, personal respect and confidence can take a hit anywhere anytime, everytime you open your phone. Under the constant bombardment of unrealistic body expectations, rugby helps to accept your body and gives you purpose, because each role needs a different somatotype. You don't see many fat footballers or runners, but in rugby, they aren't fat, they are front rows. This is especially helpful for kids and adolescents, where young people are still learning about their bodies and how to live with them.

Several key statistical measures were employed to gain meaningful insights from the numerical responses collected through the questionnaire. The average (or mean) allows to determine the central tendency of the data, providing an overall indication of the typical or central value. The mode identifies the most frequently occurring value, highlighting the most common response. Additionally, the standard deviation indicates how much the responses deviate from the mean. By calculating these statistical functions - average, mode, and standard deviation - an analysis of the numerical data from the questionnaire, uncovering patterns, central tendencies, and the degree of consistency or variability in the responses, can be done.

**TABLE 6-1 STATISTICAL DATA - RESPECT**

<b>Functions</b>	<b>Emphasis - Myself</b>	<b>Emphasis - Team</b>	<b>Emphasis - Coach</b>
Average	6	5,48	5,55
Mode	7	6	7
Standard Deviation	1,09	1,16	1,46

No drastic change in the data can be observed in the table above. The numerical data only confirms the above-mentioned conclusions that were drawn from the charts.

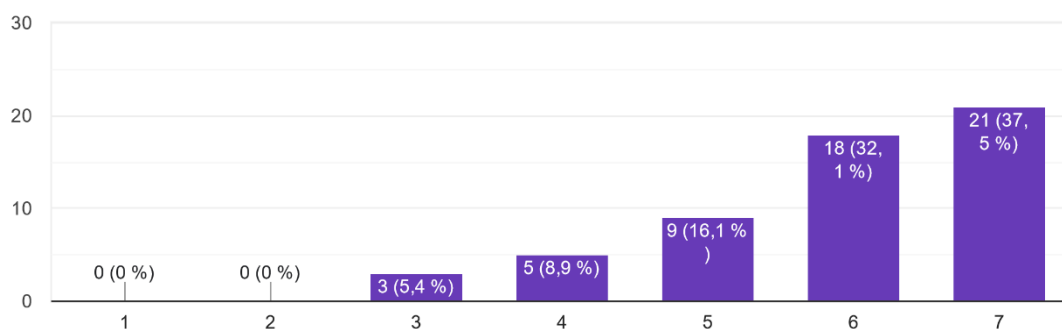
## 6.3 Discipline

### 6.3.1 Individual Emphasis on Discipline

FIGURE 6-7 EMPHASIS ON DISCIPLINE: INDIVIDUAL

Jaký důraz kladeš na disciplínu ty?

56 odpovědí



The next value in the questionnaire was discipline. The value was defined according to the World Rugby definition.

*“Discipline is an integral part of the game both on and off the field and is reflected through adherence to the laws, the regulations, and rugby’s core values.”*

This definition explains that discipline does not need to be only about rules but that discipline is also the thoroughness with which an individual follows the rugby values. The column chart above shows an interesting situation where no group of responses can be accurately labeled as dominant. The biggest group of respondents, 21 (37,5%), rated themselves seven out of seven. The second largest group, 18 (32.1%), rated six out of seven. The difference between the first two groups is only three votes. Therefore, there is no dominant group. The rest of the votes are divided into smaller groups, with 9 (16,1%) rated five out of seven, 5 (8,9%) voting four out of seven, and 3 (5,4%) giving themselves only three out of seven.

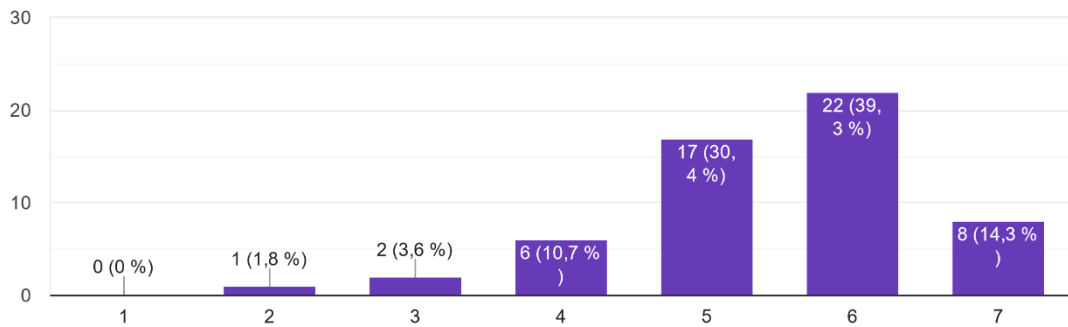
The results show a clear difference in the players' perception of respect and discipline. The data shows that respect plays a bigger role and is of greater importance to players than discipline, whereas the results of the questionnaire were lower than the results about respect.



### 6.3.2 Team Emphasis on Discipline

FIGURE 6-8 EMPHASIS ON DISCIPLINE: TEAM

Jaký důraz klade na disciplínu tvůj tým?  
56 odpovědí



For the first time, the highest score on the scale, seven out of seven, has the third smallest group, 8 (14,3%), of respondents, with only two votes more than the fourth group. The option with the most responses is six out of seven with 22 (39,2%). The second largest group is five out of seven with 17 (30,4%) ratings. The last two groups share three votes in total, with three out of seven having 2 (3,6%) and two out of seven having 1 (1,8%).

The difference between values was already apparent in the comparison between Figures 4 and Figure 8, which displayed individual ratings. The data from Figure 9 clearly shows that the respondents aren't confident in the discipline of their fellow teammates. The answers were supplemented with answers from the interviews.

*It's an internal value of each individual. I think we're not doing very well in that regard. When I compare the whole team, probably not. Of course, each person is a bit different. Some are doing better, and some are doing worse. However, overall, the discipline is poor. And again, it's already linked to passion and motivation. When someone lacks passion and motivation to have that goal higher, then they do not have the discipline to pursue that goal, and it shows. The overall problem is that people here do not have proper motivation. They have passion, sure. Nevertheless, I think that passion is very fleeting. They might see the World Cup, get a lot of that passion, and then that passion can quickly disappear. Motivation is far more lasting, and that's what we lack. When people aren't motivated, they usually can't maintain discipline either. And I think motivation stands*

*above all. But the discipline is poor. An example of discipline for me is attendance at training, which isn't good.*

In the very first sentence, the coach confirms the results from the questionnaire. The review from the players matches the review from the coach. The coach explains why that could be and draws a parallel between discipline and motivation. He believes his team has poor discipline because they are not motivated enough. He also addresses the difference between passion and motivation, especially the longevity of both values. Finally, he names an example of a lack of discipline: attendance at training. From a coach's perspective, a motivated player wants to train to succeed in competitions and win because that is what he wants, what is motivating him. An unmotivated player is satisfied with his current situation and does not strive for more. A different approach can be seen from another interview quote.

*“I always see discipline in the team when there is enough energy and enough seriousness. Being able to concentrate maximally and even be aggressive in the game when needed, but still within the rules. I always have my behavior somehow under control. So, to see how the guys behave in those contact situations and that they do not forget the rules is a significant indicator of discipline.”*

Whereas the previous quote talked about internal discipline, such as attending training, this coach talks about discipline being the ability not to lose control of himself. Especially since rugby is a contact game, losing control can end in seriously injuring another player or himself.

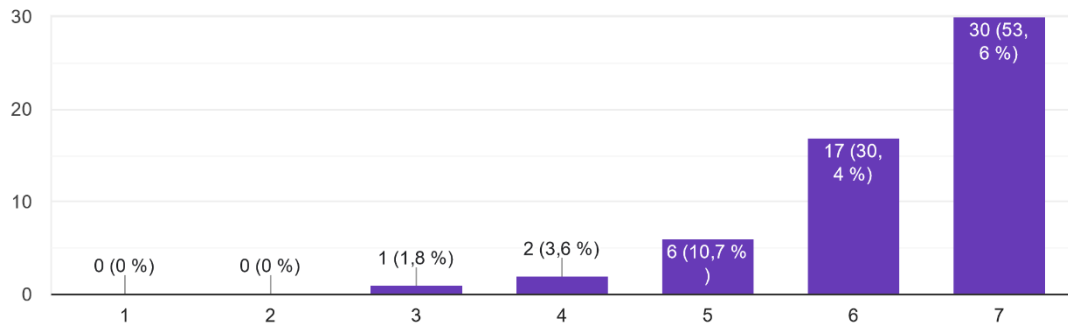
### 6.3.3 Coach's Emphasis on Discipline

The column chart above displays that more than half of the overall respondents, 30

FIGURE 6-9 EMPHASIS ON DISCIPLINE – COACH

Jaký důraz klade na disciplínu tvůj trenér?

56 odpovědí



(53,6%), gave the highest rating for their coach. The second largest group is 17 (30,4%), with ratings six out of seven. The first two groups are significantly bigger than the rest; combined together, they hold 84% of all responses. The third largest group of respondents, 6 (10,7%), responded five out of seven. The remaining responses were 2 (3,6%), four out of seven, and 1 (1,8%), three out of seven responses. Apart from three ratings, the responses are overall positive. The following quotes from the interviews give an insight into the emphasis on discipline of the coaches.

*“Discipline means the inner discipline of each player. It's not just discipline in the game for me. It's like setting my own goal and having a plan. Then, you need discipline to pursue that plan, to stick to it, and to achieve that goal. It's an inner discipline. I set myself the goal of going for a run at five in the morning, so I get up and go for a run. Whether it's raining or whether I feel bad, it doesn't matter. For example, my discipline is about staying at a certain physical level. I don't want to be an overweight coach because I think when someone wants to explain something to someone else, they should lead by example, so I'm always trying to maintain myself at a good physical level, and that's my personal discipline.”*

Once again, discipline is explained as an inner strictness to follow certain steps in order to achieve a chosen goal.

*“It means being punctual, having the training prepared, and so forth because when players see that example in the coach, it's much easier to have a disciplined team. I don't like when discipline is enforced at the cost of, let's say, harassment or something, and the coach wants something from the players that they do not do themselves. So, I think the first step of discipline starts with each coach, and then it's much easier or even more natural to transfer it to the team.”*

Even though the last quote is relatively short, it opens a few ways for interpretation. First of all, this coach believes in leading by example. The most frequent answer in rating the emphasis on discipline of the coach was seven out of seven. Clearly, this mindset and philosophy influenced the decisions of the players, who perceive the actions of the coach. Second of all, the coach mentions an alternative to his method, which is enforcing discipline with punishment, even though the coaches don't follow the same principles that they require from the players. In the theoretical part, a comparison was made with an article that addressed this issue in Czech sports precisely. The aforementioned issue is particularly relevant in the context of Eastern European coaching, which the methodologies of the former Soviet Bloc have influenced. To address this issue, the authors recommend that coaches make a concerted effort to carefully consider the values they wish to instill in their athletes and to deliberately integrate these values into their coaching practices, just like the coach did with discipline.

**TABLE 6-2 STATISTICAL DATA: DISCIPLINE**

<b>Functions</b>	<b>Emphasis - Myself</b>	<b>Emphasis - Team</b>	<b>Emphasis - Coach</b>
Average	5,89	5,44	6,32
Standard Deviation	1,17	1,08	0,92
Mode	7	6	7

## 6.4 Solidarity

### 6.4.1 Individual Emphasis on Solidarity

In the table above, a difference in the averages can be observed. The coach has a better result than the individuals and the team. From this data, a conclusion can be drawn that the players don't hold the coach personally responsible for the lack of discipline. The third researched value was solidarity. This value was defined in the questionnaire as follows:

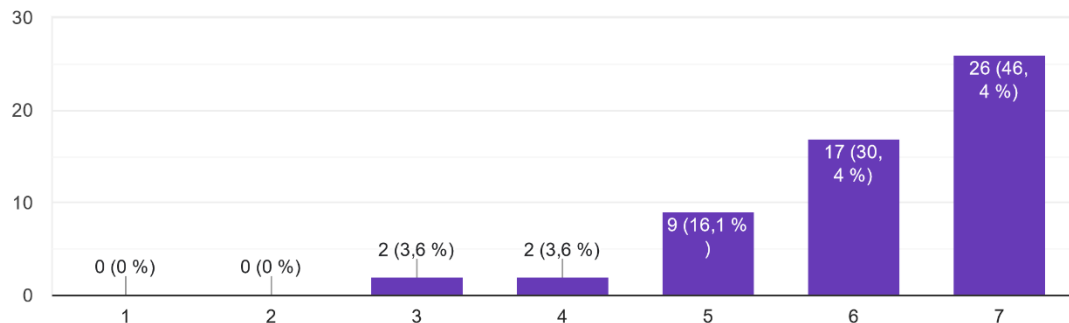
“Rugby provides a unifying spirit that leads to life-long friendships, camaraderie, teamwork and loyalty which transcends cultural, geographic, political and religious differences.”

A different word to describe this value would be unity. In the quote from an interview under Figure 4.3 – Years in Rugby, the coach described friendship as the universal currency of amateur rugby. That opinion aligns with the definition by World Rugby.

**FIGURE 6-10 EMPHASIS ON SOLIDARITY: INDIVIDUAL**

Jaký důraz kladeš na solidaritu ty?

56 odpovědí

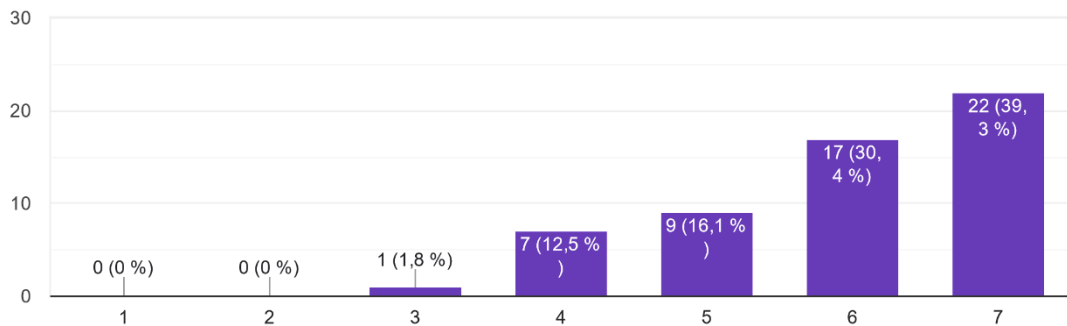


In the presented column chart, a dominant group of 26 (46,4%) responses can be seen in seven out of seven responses. The second biggest number of responses, 17 (30,4%), gave a rating of six out of seven. The third group got 9 (16,1%) responses for five out of seven. The last two groups had an equal number of responses; three and four out of seven both received 2 (3,6%) responses. The overall data show a positive result.

## 6.4.2 Team Emphasis on Solidarity

FIGURE 6-11 EMPHASIS ON SOLIDARITY - TEAM

Jaký důraz klade na solidaritu tvůj tým?  
56 odpovědí



A slight decrease can be observed compared with the previous column chart. The dominant group is still rating seven out of seven with 22 (39,2%), but that is four responses less than in the individual ratings. The second and third groups have remained the same, with no changes. The rating of four out of seven recorded an increase to 7 (12,5%) responses, while the rating of three out of seven decreased by one to 1 (1,8%) response. The results from the questionnaire are supplemented with quotes from the interview.

*“I love it when my team operates on the principle “either everyone or no one,” when they stand by each other, working together not only out of self-motivation but also for each other. I’m really glad when I see the strength of the team precisely in that cohesion, not just when they stand together in a circle before a match or so, but when I see that the players support each other not only on the field but also in life, sticking together.”*

This coach witnessed the manifestation of solidarity as World Rugby defines it, especially the part “*camaraderie, teamwork, and loyalty.*” “Everyone or no one” is a clear example of loyalty and camaraderie, as is helping each other on and off the field.

*“I think we’re fine. Solidarity is most evident in our team when young guys come from the juniors to the seniors. Probably the biggest indicator of that solidarity is how many young guys we can actually retain. It’s a bit tougher for us now, but I think over time, we’ve*

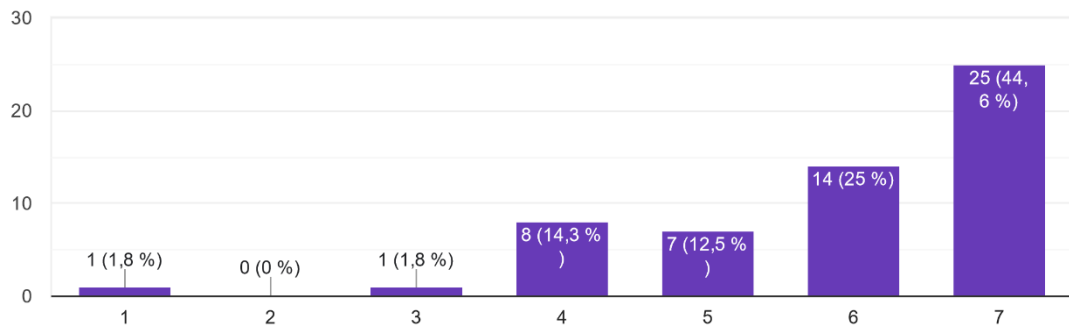
managed to improve that aspect. So, solidarity with the young guys and the example of retaining those young guys in the A-team or in general.

Integrating new players into an established team and retaining them is an interesting way to measure solidarity. The argument is sound. If the camaraderie isn't good in the team, the new players won't try to integrate.

### 6.4.3 Coach's Emphasis on Solidarity

FIGURE 6-12 EMPHASIS ON SOLIDARITY – COACH

Jaký důraz klade na solidaritu tvůj trenér?  
56 odpovědí



The data show that the survey participants voted for seven out of seven the most, with 25 (44,6%) votes. The group with the second most responses was the rating six out of seven, with 14 (25%). The third group was a tight contest between five and four out of seven, with the first group having 7 (12,5%) and the second 8 (14,3%). The last two responses were given to one and three out of seven, with 1 (1,8%) response each. In the qualitative part of the research, coaches were asked what they do to emphasize solidarity. *“I exercise solidarity by letting people play, even those who might not necessarily deserve it based on their performance, but simply because they attend training sessions regularly, they get that chance. That's solidarity.”*

In the quote, the coach refers to solidarity as the value of “sticking together.” He also offers an insight into his team selection. Between a talented and hard-working player, he would choose the latter. It appears to be a reward for the player's discipline.

*“I try to be one with the team because, as a coach, we often think or know what players should do best to maintain discipline and cohesion in the team. I believe the key to the*

*coach's cohesion and solidarity with the team is to be accepted by the team. The players perceive the coach as one of them, not someone who elevates themselves, not someone who just knows everything or has consumed all the wisdom of the world, but someone who is also capable of acknowledging their mistakes. Players need to feel that the coach has their backs.”*

The second coach describes his methods to achieve cohesion with his team. A piece of crucial information in the paragraph is the mention of the down-to-earth approach by the coach. He tries to put himself in the shoes of his athletes and is careful about how he is perceived. Being a coach in a sports team naturally means that he is an authority above the team and responsible for it. However, being able to admit mistakes and not having an answer for everything shows the human side of the coach and allows the players to empathize and bond. This argument is supported by findings by Isordia et al. (2015), in which most coaches were unaware and unreflective of their coaching values. Therefore, it is necessary for coaches to exercise critical reflection on their own guiding values before they can implement values in the teams they coach.

**TABLE 6-3 STATISTICAL DATA - SOLIDARITY**

<b>Functions</b>	<b>Emphasis - Myself</b>	<b>Emphasis - Team</b>	<b>Emphasis - Coach</b>
Average	6,14	5,95	5,91
Standard Deviation	1,03	1,10	1,31
Mode	7,00	7,00	7,00

In the table above, a difference in the averages can be observed. The coach has a worse result than the individuals and the team. Data don't suggest any major finding.



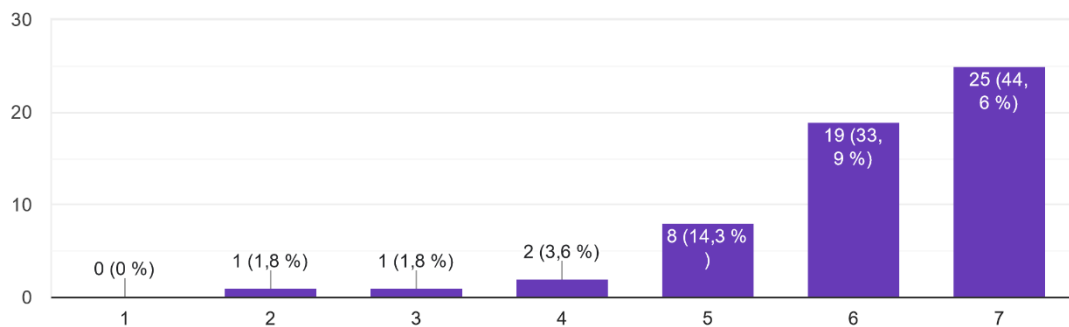
## 6.5 Passion

### 6.5.1 Individual Emphasis on Passion

FIGURE 6-13 EMPHASIS ON PASSION - INDIVIDUAL

Jaký důraz kladeš na vášeň ty?

56 odpovědí



The fourth researched value was solidarity. This value was defined in the questionnaire as follows:

*“Rugby people have a passionate enthusiasm for the game. Rugby generates excitement, emotional attachment, and a sense of belonging to the global rugby family.”*

The quote describes passion as enthusiasm for the game. The generated excitement manifests as celebrating tries and victories as players and as fans. It also mentions emotional attachment and a sense of belonging, which is similar to solidarity.

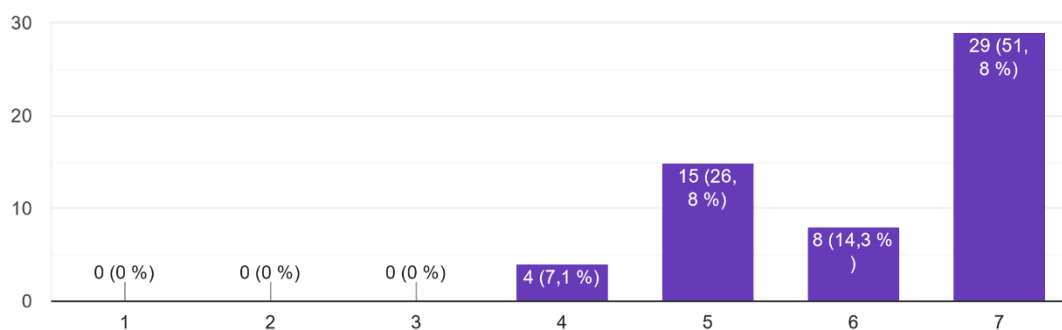
The most dominant group of respondents, 25 (44,6%), rated themselves seven out of seven on the scale. The second most responses were given to six out of seven, with 19 (33,9%) responses. The third group of respondents is significantly smaller than the previous two, with 8 (14,9%) ratings of five out of seven. The remaining responses represent a very small group of respondents, representing 7,2% percent of the survey pool. The four out of seven-rating received 2 (3,6%) responses. Three and two out of seven received 1 (1,8%) response each.

## 6.5.2 Team Emphasis on Passion

FIGURE 6-14 EMPHASIS ON PASSION - TEAM

Jaký důraz klade na vášně tvůj tým?

56 odpovědí



Although the dominant group remained, a shift in the distribution of the responses can be observed. The major group of responses (seven out of seven) slightly grew by 7,2%, but the second biggest group, six out of seven, suffered a loss of 19,6% of responses. For the review of the emphasis on the passion of the team, only 8 (14,3%) players responded six out of seven. The rating of five out of seven with 15 (26,8%) responses nearly doubled in comparison with the individual review. The last responses were given to the four out of seven rating.

In one of the interviews, an interesting contrast with the player's perspective can be observed.

*“Overall, there's simply not enough of that passion, and I believe it's manifesting relatively low-key. But then again, on the other hand, when I see that these guys actually go and train four times a week, play matches, and work, then I realize there must be some passion there. When I see how it unfolds, especially in the locker room, I think there is some fundamental passion there, but I think it's at a relatively low level. I could imagine that there would simply be significantly more. Passion, for me, is something much deeper than just rejoicing over scoring points or winning a match. Passion is simply like an obsessive desire for something; that's what passion is to me. I think that's what's missing here.”*

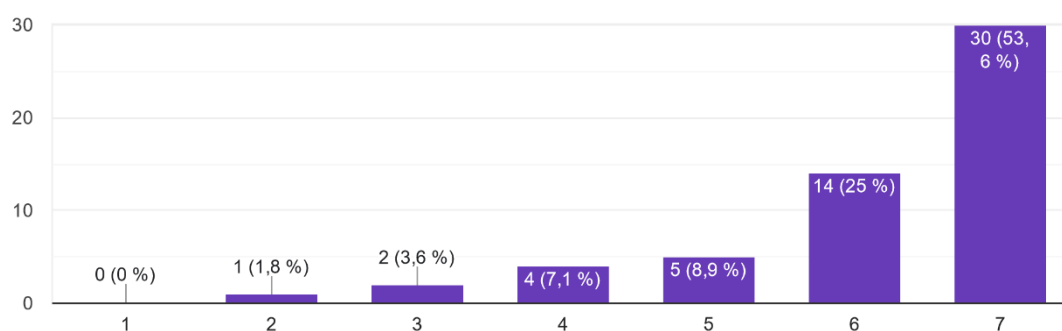
Both individual and team reviews showed that the majority of the responding players believe that they deserve the highest score on the scale. However, the coach points out that his players may not even realize what passion truly is. For the coach, passion is devoting himself to a cause, to a goal, and having an obsessive desire to achieve it. He compliments the team for being passionate in the locker room before the match, but he also names manifestations of passion that don't align with his beliefs.

### 6.5.3 Coach's Emphasis on Passion

**FIGURE 6-15 EMPHASIS ON PASSION - COACH**

Jaký důraz klade na vášně tvůj trenér?

56 odpovědí



In comparison with the previous figure about the value of passion, the rating seven out of seven received the most responses from the respondents in this question. More than half of respondents, 30 (53,6%), gave their coaches the highest rating on the scale. The second biggest group, which is less than half of the first, got 14 (25%) responses for the rating six out of seven. Five out of seven received 5 (8,9%) responses, and four out of seven received 4 (7,1%) responses. The last two groups were 2 (3,6%) responses for three out of seven and 1 (1,8%) response for two out of seven.

Coaches were asked how they emphasize passion.

*“Passion is something for me when I want to do a certain activity, and I am willing to sacrifice for it and give up some of my comforts. I am willing to prioritize that thing higher on my value scale than others. As a coach, passion manifests in doing extra things for which I might not even be paid simply because I enjoy them.”*

*“I always try to have some favorite stories for each of these values that I then share with the players, like successful sportsmen from other sports. I try to show them how important these values are in the healthy functioning of the team. For example, I really enjoy the energy that you can beautifully see in southern nations, how emotionally players experience anthems, or how emotionally coaches are able to support their teams and fans. On the other hand, I must carefully consider the balance in those values because it can sometimes work against discipline. That's because when there's too much passion for the game, sometimes we tend to break the rules. We sometimes encounter moral dilemmas when, for example, I know that my team may have won a match, but it's at the cost of breaking the rules, like if I saw a player stepping out of the field before scoring. Whether I am able as a coach to suppress that passion and return to discipline or some honesty and admit it, or if the passion prevails over me. Values are very much about balancing between them, and sometimes they can work a bit contradictory, just like, for example, discipline being surpassed by passion.”*

There are a few topics in this quote that deserve to be analyzed. To begin with, the coach lists an example of drawing inspiration from other successful athletes and using it to fuel the passion and motivation of his players.

The next important topic he mentions is the balance between values because, sometimes, values can work against each other. He names the example of passion working against discipline. The definition of value at the beginning describes passion as the excitement from the game and emotional attachment. The coach's argument is that passion generates too much emotion, which takes control over the player. In the quote under the Seventh question, the coach talks about concentrating in contact situations and being in control. However, too much excitement and emotion can make concentrating harder, which leads to rushed and spontaneous decisions.

Finally, the coach addresses the conflict between passion and integrity. In the given example, victory is achieved by breaking the rules. The coach must internally decide what is more important to him. The victory, or the moral integrity of him and his whole team.

**TABLE 6-4 STATISTICAL DATA - PASSION**

<b>Functions</b>	<b>Emphasis - Myself</b>	<b>Emphasis - Team</b>	<b>Emphasis - Coach</b>
Average	6,12	6,12	6,14
Standard Deviation	1,08	1,03	1,22
Mode	7	7	7

A rare result can be observed in the data above. The average response for the individual and team is equal. Data from all three questions are nearly identical.

## 6.6 Integrity

### 6.6.1 Individual Emphasis on Integrity

The last value in the questionnaire was defined as follows:

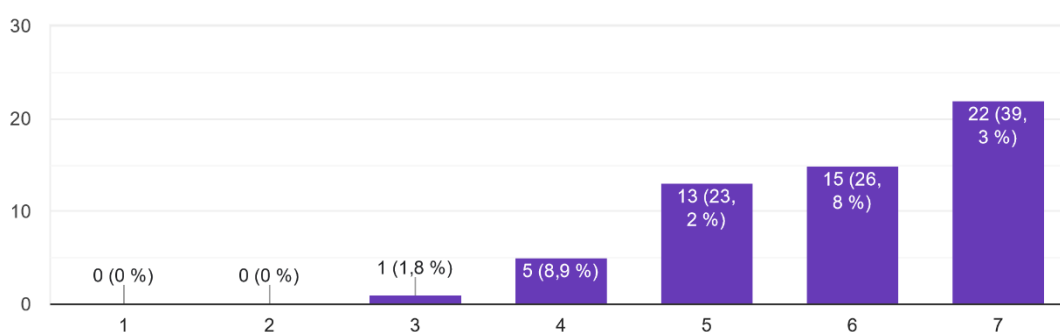
*“Integrity is central to the fabric of the game and is generated through honesty and fair play.”*

Although the definition of the value is short, it captures the essence and manifestation of integrity in the game. In the chapters about passion, one of the coaches talked about the contradictory effect of passion and integrity, where he talked about prioritizing the goal, victory, or integrity and sticking to rules. The latter is the aforementioned “fair play.”

**FIGURE 6-16 EMPHASIS ON INTEGRITY - INDIVIDUAL**

Jaký důraz kladeš na integritu ty?

56 odpovědí



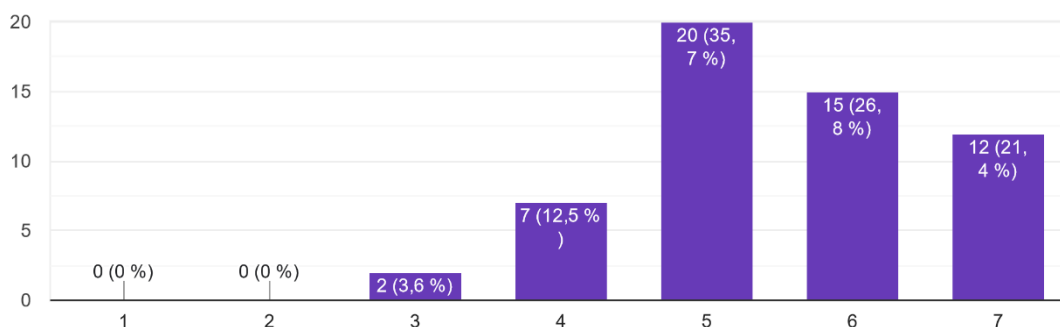
From the data plotted in the graph, it is evident that most respondents, 22 (39,3%), rated themselves seven out of seven, making it the dominant group of respondents. The second and third groups have a similar number of responses, with five out of seven having 13 (23,2%) and six out of seven having 15 (26,8%) responses. Four out of seven gathered 5 (8,9%) responses, and three out of seven received 1 (1,8%) response.

The results indicate that the respondents appear to be hesitant with the ratings, not being confident enough to give themselves the highest rating. The dominant group still had the highest rating, seven out of seven, as often happened in the previous questions, but as the table with the statistical data shows, the review of individual integrity has the second lowest average, behind discipline. That may come as a surprise since fair play and honesty play a big role not only in rugby but in sports in general.

## 6.6.2 Team Emphasis on Integrity

FIGURE 6-17 EMPHASIS ON INTEGRITY - TEAM

Jaký důraz klade na integritu tvůj tým?  
56 odpovědí



For the very first time during this research, the group with the most responses from the respondents in five out of seven, with 20 (35,7%) ratings. Seven out of seven received only 12 (21,4%) responses, which is the lowest number of responses for this rating in the whole survey. In between is the rating six out of seven with 15 (26,8%) responses. The last two groups are four out of seven with 7 (12,5%) responses and three out of seven with 2 (3,6%) responses.

The data from the questionnaire is supplemented with quotes from the coaches.

*“I perceive a lot in those key moments when it's not just about, let's say, fair play, but also about maybe helping an opponent, in the sense that if something happens to them on the field, or in that way, of course, the rivalry ends there, but there should be a certain sense of honesty. I see a lot of it in my team; I always have joy when I see those moments full of sincerity and willingness to address things straightforwardly. But with respect among each other, and if players simply behave nicely or fairly towards each other.”*

The review from the coach is positive, naming an example of the manifestation of integrity, where the players put aside their competitiveness to help their injured opponent. He also draws a link to respect, that to be sincere and honest, most come with the other value of rugby, respect, in order to work.

*“Integrity doesn't really manifest in a fundamental way. I think that most people don't completely adhere to it from a moral standpoint. I believe the overall functioning of*

*society greatly influences this as it is now. I talked about it with the officials from the club, but they don't really care for it. In my opinion, the club must have its own values; it doesn't have to be the official values from the rulebook, but we should have club values that come from our vision, and we should raise our players according to the values and that's not happening."*

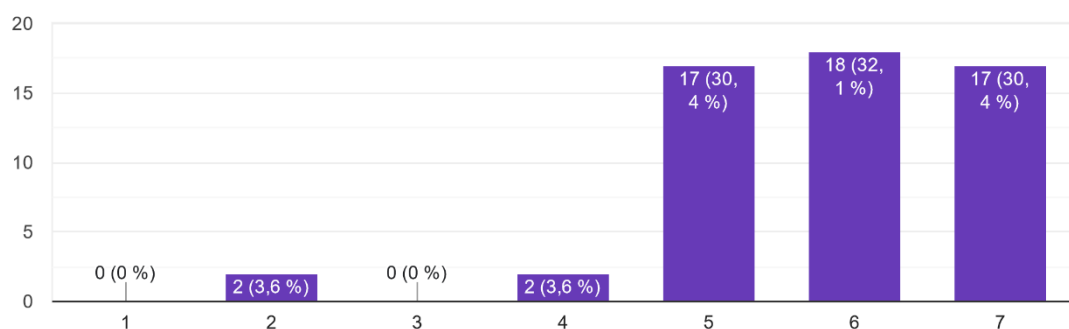
In comparison with the previous quote, this is much more negative from the coach. In the text above, the coach mentions the external and internal factors that are heavily influencing his players. Firstly, he blames the current state of our society for the decline of values. Secondly, he feels that the club isn't doing enough for its players. The line of argumentation is a long-term plan. It starts with a vision, which direction the club is headed, what goal they have, and how they want to achieve it. Then, the club creates its own identity through values according to the vision, which will be implemented throughout all age categories, creating a unifying element among all players.

To offer insight into the problems of his own club shows that the coach truly follows the rugby principles, especially integrity. To put his quote into perspective, an average for him from his own players was calculated. The data shows that the average score of his players is 6,25, which is a very positive score.

### 6.6.3 Coach's Emphasis on Integrity

FIGURE 6-18 EMPHASIS ON INTEGRITY - COACH

Jaký důraz klade na integritu tvůj trenér?  
56 odpovědí



In the column chart above, a rare result can be observed. First of all, the difference between the first and second biggest groups of respondents is only one response. Second



of all, the second biggest group of respondents is a tie between the two ratings. The first three groups combined represent 92,9% of the whole questionnaire takers. Another draw is between the two lowest ratings, with two out of seven and four out of seven both having 2 (3,6%) responses.

The biggest group is seven out of seven, with only 18 (32,1%) responses, which is the lowest number of responses in a dominant group in the whole research. The shared second biggest group is five out of seven and seven out of seven, both having 17 (3,4%) responses.

An interesting fact occurred in the cross-tab analysis. The four responses from the lowest ratings are from 3 different clubs. Therefore, it can't be said that it's the fault of one coach only.

*“I try to deal with the players honestly. I try to tell them what their problem is. Moreover, I am not afraid to say something unpleasant because I don't want to lie to my players.”*

In the quote above, a coach talks about his manifestation of integrity in his coaching style. One of the four responses, giving a low rating on a scale, comes from one of his players. The quote provides a possible explanation that the coach had an honest but uncomfortable chat with one of his players, and the player didn't take it well, which could have led to his decision to give him a bad score. The data show that all other players from the coach's clubs gave the coach a high rating, which supports the argument that this may be a personal problem between the player and the coach.

**TABLE 6-5 STATISTICAL DATA - INTEGRITY**

Functions	Emphasis - Myself	Emphasis - Team	Emphasis - Coach
Average	5,95	5,51	5,81
Standard Deviation	1,07	1,06	1,13
Mode	7	5	7

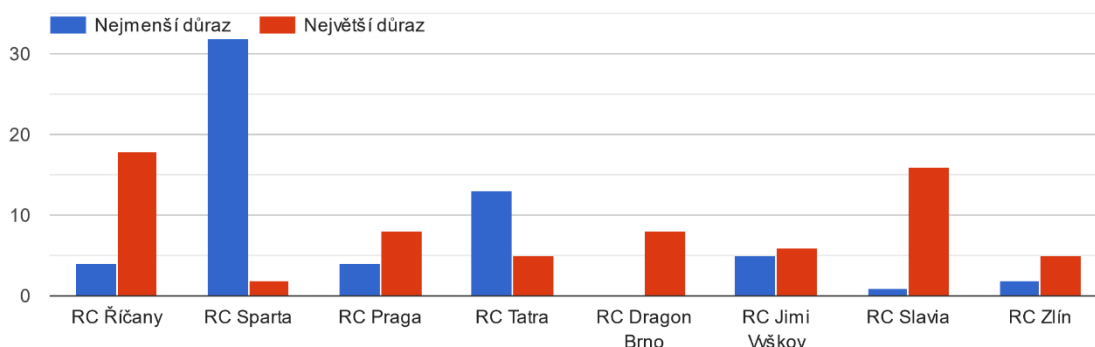
The statistical data above clearly show that the quantitative results are the second lowest from the whole research, right behind the discipline. The mode data in the table 6-6 is the lowest mode recorded.

## 6.7 Team analysis of values

### 6.7.1 Respect Team Evaluation

FIGURE 6-19 OTHER TEAMS - RESPECT

Vyber jeden tým (mimo vlastního) co klade největší a jeden tým co klade nejmenší důraz na následující hodnotu: respekt?



The data for the most respectful opponent don't show a clear dominant group. The first place is held by Říčany with 18 votes, with Slavia being right behind with 16. However, the respondents voted Sparta as the least respected team. Nearly half of the respondents gave their vote to this team.

*I often observe this after matches, where, before the game, as we all know each other, it is always nice when you arrive somewhere and you are warmly welcomed. You chat with friends. However, for a specific example, there is the post-match hospitality, the classic "third half," which might take place at the clubhouse. Even after the match, there is some communal reflection, thanking each other for the game, highlighting the best players, and so on. It creates an atmosphere full of respect and openness, just as I believe it should, and it seems to work well in the long run.*

Another coach gave a negative review, in which he named an example of a negative manifestation, or rather the lack of it.

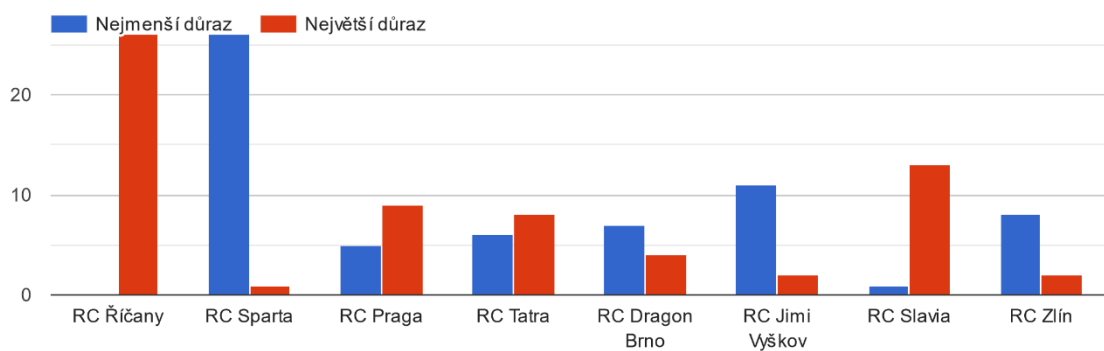
*"Tatra, because their behavior seems superior to everyone else's to me. Furthermore, it is not even like a specific action; it is their behavior in general. Like verbally disrespecting the opponent."*

Tatra is second in the number of negative ratings. However, the data and the quote prove that apart from one team, most of the teams in the Czech Rugby Union are true to rugby values and practice respect.

## 6.7.2 Discipline Team Evaluation

FIGURE 6-20 OTHER TEAMS - DISCIPLINE

Vyber jeden tým co klade největší a jeden tým co klade nejmenší důraz na následující hodnotu: disciplína?



In the last column chart, a clear winner for both categories can be seen, and they are the same two teams as the one in the previous question. Říčany claim their second victory by receiving the most votes as the most disciplined team. Sparta, however, received the most answers and was the least disciplined team in the competition.

As in other sports, cards are given by the referee for breaking the rules, in other words, for having poor discipline. For the purpose of this bachelor's thesis, all yellow cards for the eight teams in the past two years were counted. The data is displayed in the pie charts below. The data show that in both years, the same team received the most cards, Sparta.

**FIGURE 6-21 YELLOW CARDS 2023**



**FIGURE 6-22 YELLOW CARDS 2024**



Yellow cards are given for repeated infringements or for dangerous play. Red cards are given when a player receives a second yellow card or for serious offenses, such as tackling an opponent by his head, biting, punching, contact with eyes, etc.

In the pie charts above, it can be observed that Říčany, who have received the most positive evaluation of their discipline, belong to the group with the lowest amount of cards. In conclusion, there is a possibility that the decision of the respondents was influenced by the infringements against the rules, which would explain why Sparta has the worst and Říčany the best rating.

**FIGURE 6-23 RED CARDS - 2023**



**FIGURE 6-24 RED CARDS 2024**



The pie charts above show that Sparta receives red cards well. In comparison with the years 2023-2024, a decrease in red cards can be seen, but Sparta’s result remains the same. One of the coaches even mentioned it in his review of other teams.

*“Sparta has the biggest problem with discipline because they seemingly fail to maintain discipline during the game unnecessarily. The number of cards they have received speaks for itself.”*

Overall, the data about the received cards give a clear explanation of the results of the questionnaire. An interesting note: Praga has, in both years, a very high number of yellow cards, but there is no correlation between the cards and negative reviews since only a few respondents voted for Praga.

A correlation between passion and discipline was already established in the previous chapters, as confirmed by the following quote.

*“On the other hand, sometimes I observe how that passion can sometimes overshadow people and can lead to a lack of discipline.”*

In the next chapter, passion will be analyzed, and perhaps the results will confirm this correlation between values.

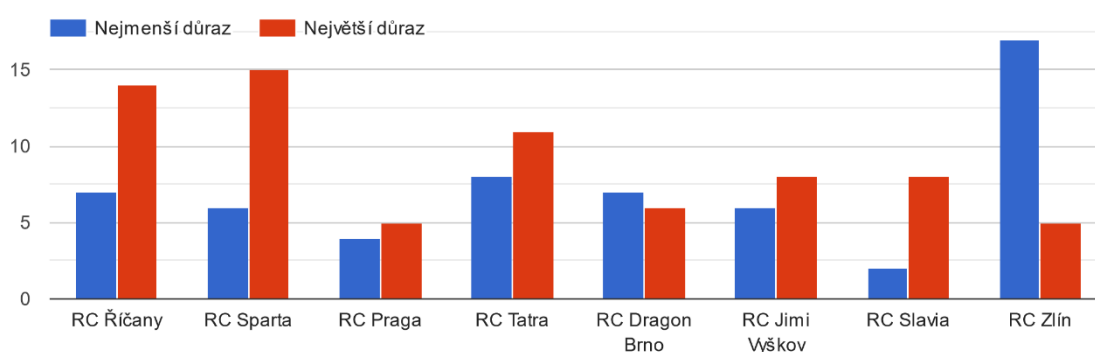
To conclude this chapter about discipline, the positive review must also be further analyzed. Apart from receiving a low number of cards, one of the coaches named Říčany when he had to review discipline among other teams.

*“I think their long-term dominance lately is precisely conditioned by discipline and overall training morale. That team really consistently prepares well and develops youth, but overall, I must say, I appreciate every instance of discipline. When a tough match is played without any malicious moments.”*

### 6.7.3 Passion Team Evaluation

FIGURE 6-25 OTHER TEAMS - PASSION

Vyber jeden tým co klade největší a jeden tým co klade nejmenší důraz na následující hodnotu: vášeň?



In the column chart above, it can be observed that Sparta received the biggest amount of votes for the most passionate team. Close behind is Říčany. The least amount of emphasis put on passion, according to respondents, is given by team Zlín.

The answers from the coaches supplement the answers to the questionnaire. Two of them agreed with the respondents and voted for Sparta as well.

*“Passion, the first team that comes to my mind is Sparta because even though they have poor training morale and do not train much, they always manage to enter the game with great passion and commitment and can win matches just with that. Or they were able to until recently.”*

*I think that Sparta will best represent passion. It is just visible on them that even when the team is not functioning somewhere for some reason, thanks to that passion, they always come together and manage to achieve results.*

This coach, on the other hand, joined the second biggest group of respondents and said the following about Říčany.

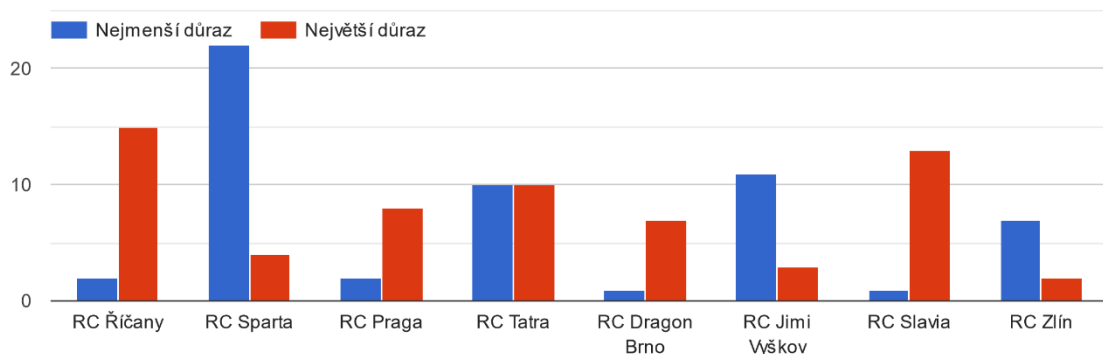
*“Říčany has been leading the Extraliga in recent years, and even though they suffered a defeat with us after about 2.5 years of being undefeated, they managed to react with great energy in the following match. It shows that the passion is still there, although it might*

have slightly diminished. However, you can still see the effort to play professional rugby in amateur conditions, and without that passion or energy, it simply would not work.”

## 6.7.4 Integrity Team Evaluation

FIGURE 6-26 OTHER TEAMS - INTEGRITY

Vyber jeden tým co klade největší a jeden tým co klade nejmenší důraz na následující hodnotu: integrita?



The same result occurs in the third review of other teams as well. Říčany received the most votes for putting the most emphasis on integrity as a team, while Sparta received the most votes for putting the least emphasis on integrity. Říčany is once again closely followed by Slavia, and Sparta is again followed by Tatra and Vyškov.

The following quote gives a possible explanation of the background of the results.

*I would choose Říčany. I think they have a coach who works with them on such things, and I think it is a team that would probably express it the most. They always acted honestly. I know that when we were discussing a statement for the disciplinary committee from one of the players, he was willing to honestly admit that it was different from what the referee had called. He did not have to do that.*

After a crosstab analysis to investigate the quote, the players gave their coach in Říčany a mostly positive rating, making an average of 6.1 out of 7.

On the other hand, Sparta received once again the worst rating from the majority of the respondents. The data can be interpreted as showing that Sparta appears to have a problem

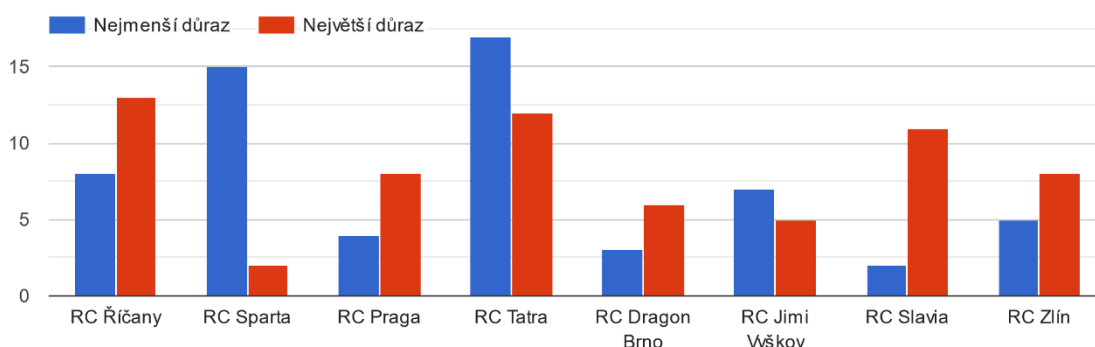


with values in the men's team, which manifests in the form of bad discipline and lack of fair play.

### 6.7.5 Solidarity Team Evaluation

FIGURE 6-27 OTHER TEAMS - SOLIDARITY

Vyber jeden tým co klade největší a jeden tým co klade nejmenší důraz na následující hodnotu: solidarita?



The graph displays the responses, showing most players voted for Tatra for putting emphasis on solidarity the least. The second worst rating is Sparta. The biggest number of positive reviews is Říčany, and second place is Tatra, with only one vote setting them apart.

The data present the reality that Tatra received many positive and negative reviews, having the most responses in this review.

*As a club, we strive to attract families to rugby so that we can spend time together. When we spend time together, we get to know each other better and understand family problems. On the other hand, as a coach, I can better perceive if a player is experiencing any issues. I can detect if there is a drop in their performance, and this is where these meetings with players and their families come in. I want our values to be present both on and off the field. I would like to take it to another level, not the men's team but as a whole club. The guys do go to events together, I am not saying they do not. But it's not within the context of families or taking children along, or if it is it's just a small group of players. We are quite capable of doing this on the field after the match, or especially the gatherings with families. I think that works well for us. However, we are somewhat lacking in our ability*

*as a whole club, across all age groups, to, for example, take the kids and go somewhere like the mountains for a longer period. We have those one-off events.*

The coach offered an insight into the efforts of his Men's team to integrate their families into the club and the game in general. An interesting point is the ability of the coach to empathize with the player when he learns about a problem or a difficult situation at home. He understands that his players have lives outside the game and that sometimes a drop in performance can have its source from outside the field. It shows how personal he is with his players and that the coach has a deep bond of trust with not only his players but their families as well. From the inside, Tatra puts great emphasis on solidarity.

This insight can potentially explain the positive votes for the club if the players from other teams are familiar with Tatra's policy.

A possible reason for the negative quotes was already quoted in the chapter about respect, where one of the coaches listed Tatra as an example of disrespect for their arrogant behavior and verbal disrespect of the opponents. Perhaps the strong feeling of solidarity amongst Tatra players gives them too much confidence and pride in their club, which can lead to the aforementioned issues.

**TABLE 6-6 STATISTICAL DATA - EDUCATION**

<b>Education</b>	<b>Respect</b>	<b>Discipline</b>	<b>Integrity</b>	<b>Solidarity</b>	<b>Passion</b>
High school	6,09	5,09	6,18	5,91	6,18
high school + maturita	6,09	6,03	5,60	6,09	6,03
Bachelor	6,60	6,40	6,80	6,60	6,00
Engineer	7,00	5,50	7,00	6,50	6,00
Higher	7,00	6,50	6,75	6,50	7,00

**TABLE 6-7 STATISTICAL DATA - AGE**

<b>Age</b>	<b>Respect</b>	<b>Discipline</b>	<b>Integrity</b>	<b>Solidarity</b>	<b>Passion</b>
18-19	5,94	5,31	5,94	6,06	5,94
20-25	6,04	6,04	6,50	5,96	6,33
25-30	6,83	6,50	6,50	6,50	6,33
30-35	7,00	5,75	7,00	6,50	6,75
35+	6,80	6,40	6,60	6,60	6,40

Table 6-6 data were analyzed, and no trends were discovered. The only noteworthy result is that high school graduates and engineers have discipline, with the lowest average of all five values.

Table 6-7 focuses on searching trends among age groups of the respondents. As in the previous table, discipline has the lowest average. An interesting observation is that the youngest category has the lowest average. However, the older the respondents are, the better the results are. The best score has the age group 30-35, with the age group 35+ closely behind. Two possible conclusions can be taken from this analysis. First, the more time you spend with rugby, the more you perceive and exercise the values. Second, mature players are more open to the values, whereas young players may not give the values much weight, as they may not grasp the significance of values.

**TABLE 6-8 STATISTICAL DATA - EXPERIENCE**

Experience with rugby (in years)	Respect	Discipline	Integrity	Solidarity	Passion
1–10	6,22	6,17	6,00	6,06	6,06
10–15	5,91	5,30	5,83	6,09	5,83
15–20	6,57	6,43	5,86	6,00	6,57
20+	6,78	6,44	6,22	6,56	6,67

To confirm or deny the previous assumption, table 6-8 displays the statistical data about the number of years spent in rugby and the individual ratings of the respondents. In comparison between the results of the first group (1-10 years) and the last group (20+ years), an improvement of the averages can be observed. Therefore, it can be said that the more time the player spends in rugby, the more he focuses on values.

## **6.8 Perspectives from coaches in the national teams**

To have a role in the national team is the peak of the career not only for the players but for the staff as well. It is a privilege for the best of the best. Therefore, coaches of the national teams, being part of the Czech Rugby Union, were asked to evaluate the emphasis of the Czech Rugby Union on rugby core values.

### **6.8.1 Emphasis of the Czech Rugby Union on Values**

*“It is emphasized by putting it on posters everywhere and saying it everywhere, but I do not think that they care much about their enforcement. I do not think it is entirely their fault, but simply that there are very few people working in the Union, they have too much work, and they cannot afford to dedicate themselves specifically to this. I think it is set aside. Furthermore, I do not think they have as much of a chance with those values. How do we control it, let alone establish it, to somehow influence those people to have these values? Because it is mainly a question for the clubs. In the club, people are together more often, are closer, and can influence each other more. I think the only thing that has the possibility is during matches. I would probably say through the referees that the referees can mostly influence it. The Union should influence the referees, and the referees should influence other players. Then it can influence, of course, fans, which I think is a big tragedy of Czech rugby, especially the fans, and they should somehow at least adjust their values. It is difficult; it is a vicious circle. It is again related to those referees because*

*if they are good, then I think there is much less negativity around the field than when the referee is, let us say, bad and arrogant on top of it. That stimulates even more of those bad traits in people. It bubbles up more on the team. When I think about it, the referee is the key to improving rugby values. It is simply a matter of money again; if you do not have money, you cannot afford someone to deal with it, and when someone does it only half-heartedly, it does not produce such high-quality work, and it is back to the beginning. You realize that everything ends with money because if you do not have money, you do not have people to dedicate themselves to it, and you do not have someone above to control someone. Money is a double-edged sword. It can be beautifully used, but it can be easily abused. I think you start with money, but you need to use them well to use them well; those people in charge already need to have those values set when they get the money.”*

*“I think it places too little emphasis, and our marketing department, which does not exist, should be doing a tremendous job. I believe this sets us apart from other sports, clearly defining our environment, which is entirely different from other sports or most sports. We should take pride in it. As an organization that oversees everything in our little Czech valley, we should strictly require that these values are upheld, fulfilled, presented, and sold, but it is not enough. The current situation is not enough. We know it is a problem, but we do not have the capacity for it. As I said, it is largely a marketing issue. Unfortunately, it is something that's currently impossible because we lack the capacity for marketing – it practically does not exist. However, that does not mean we should not emphasize it and mention it. At least we here, as officials who are sitting here, should adhere to it. I know that this is not always the case.*

Both coaches mentioned the problematic situation in the Czech Rugby Union and the lack of resources to invest in promoting the values. Both coaches understand the importance of the values and highlight that it is making rugby unique. These two quotes show that even though the research was mostly positive, the bigger picture is much different from what the players perceive.

## **7 Discussion**

In this section of the bachelor thesis, the results of the conducted research (see in the practical part) are compared with studies by other authors who have dealt with a similar topic in recent years.

Rugby greatly emphasizes its values, claiming that it sets it apart from other sports. The organization governing Rugby globally, World Rugby, defined passion, solidarity, discipline, integrity, and respect as core values of rugby. One of the objectives of this study was to find out how these values are perceived by the players, by the coaches, and how they perceive each other.

To achieve that, respondents were asked to evaluate themselves, their team and their coach. After evaluating their club's internal environment, they were also asked to evaluate other teams in Extraliga. They chose one team, apart from their own, that emphasized the rugby core values the most and one that emphasized the least. The quantitative research offered insight into players' perceptions of values in domestic competition. After the quantitative research, half of the picture was painted. To finish the other half, qualitative research was conducted. Interviews with selected coaches about themselves, their teams and the other league teams. Their perspective on the matter shined a light on the results of the questionnaire.

The answers from the players were gathered through a questionnaire, in which the respondents rated themselves, their teammates, and the coach through a Likert scale. The only open questions were about their age and how many years of experience they have with rugby. The answers from the Likert scale were grouped into clusters, which allowed a clear presentation of the results. After analyzing the responses to the individual evaluations, the value discipline came out with the lowest average score (5,89). Another result that is connected to this, is the team evaluation, in which discipline also has the lowest rating (5,44). The research shows that discipline is the most problematic in the Czech Rugby. The interviews with the coaches confirmed these results and the statistical data about given cards by the referees in the past two years. Discipline is a broader term; therefore, it was divided into two parts. First, as an inner discipline to achieve a goal that the person set for themselves. Another word to describe this could be strictness. In this regard, the coach was not happy with his team, which is connected to passion and

motivation, for without passion or motivation to achieve something, discipline cannot work. An emphasis, or lack of emphasis, in this case, is training attendance, something that can be easily tracked and measured, and therefore, the coach is well aware of the state of his team. Second, losing focus and control over himself leads to the player breaking the rules intentionally or unintentionally. A study of the number of yellow and red cards in Extraliga in the years 2023 and 2024 was made, where the same team had the most cards in both years. The coaches were well aware of this situation, as they directly quoted the cards in their evaluation of other teams when asked about discipline.

The lowest rating of the coach given by the respondents was respect. Most respondents gave higher ratings to the coach from multiple clubs, showing that most clubs have a good relationship between the team and the coach, apart from one. The players from the team with the most cards and the worst discipline gave their coach the lowest ratings on his emphasis on respect. The results indicate that the bad results are directly connected to the coach. Crossan and Bednář (2021) suggest that this oversight may be due to a lack of conscious effort by coaches to align their value priorities with the developmental needs of their athletes. This is particularly relevant in the context of Eastern European coaching, which the methodologies of the former Soviet Bloc have influenced. The coach of the troubled team is 64 years old, which fits into the narrative of Crossan and Bednář (2021). The coach appears to choose his guiding values based on his experience, rather than the needs of the players in his team. Crossan, Copeland & Barnhart (2021) describe Value-based-leadership and how they can have a positive effect through amplifying effects. As an example, a passionate coach whose behavior is authentic can, through positive emotions, help develop a love for the game in his players. Adapting this line of argument, it could be that the coach can also have a negative impact, which could support the result of this research.

To further research the topic of individual evaluations, the answers from the respondents were categorized and cross-analyzed. The analysis proved, if there are any trends and which. The categories of respondents were age, experience with rugby and highest education achieved. The analysis based on highest education achieved offered no clear trend. However, analysis based on the age groups showed a clear trend: the older the players were, the more emphasis they put on values.

Rugby adopts fair play as its own, but it is important to put fair play in a broader context. The concept of fair play is a central tenet in the world of sports, underpinning the ethical and moral foundations of athletic competition. A comparative analysis of the definitions and perspectives on fair play presented by World Rugby and the article "The Constitutive Values of Fair Play." Bednář (2024), was made.

Both sources recognize that fair play extends beyond the mere adherence to the written rules of a sport. Rather, they conceptualize fair play as a broader set of ethical principles and values that should guide the behavior of athletes, officials, and spectators alike. Key shared values include respect for opponents and officials, integrity and honesty in competition, sportsmanship and graciousness in victory or defeat, and prioritizing the spirit and enjoyment of the game over the sole pursuit of victory.

However, the sources differ in their specific approaches to fair play. Bednář's article offers a more general, philosophical framework for understanding fair play as a "fundamental moral axis of sport" that is essential for the ethical and moral conduct of athletic endeavors. In contrast, World Rugby's definition is more tailored to the unique context and culture of the sport of rugby, emphasizing that fair play is "observed both on and off the pitch" and is often enforced through the imposition of penalties by officials for infractions.

This distinction highlights the nuanced ways in which the concept of fair play can be interpreted and applied within the context of different sports. While the underlying values may be shared, the specific manifestations and enforcement mechanisms can vary based on each athletic discipline's unique characteristics and traditions.

Ultimately, World Rugby and Bednář's article converge on the fundamental importance of fair play as a vital component of ethical sporting behavior. They recognize fair play as essential for promoting respect, integrity, and the true spirit of competition, transcending the mere adherence to the game's written rules.

This comparative analysis underscores the multifaceted and contextual nature of fair play, offering insights into the ways in which this concept is understood and operationalized within the broader landscape of sports and athletic endeavors.



## **8 Conclusion**

This bachelor thesis aimed to research the values of rugby and how the members of the Czech Rugby Union perceive them. The main question was whether the Czech rugby environment is faithful to the core values of the sport and, if not, where and why. In this regard, the bachelor thesis succeeded. The combination of gathering perspectives from both sides, players and coaches, revealed the problematic area and its possible origins. An especially interesting result was the comparison of one coach with the results of another academic paper, that wrote about the problematic approach of an authoritarian style of coaching in times

The results of the practical part showed that the players mostly perceived the core values well. The most problematic value in Czech Rugby is discipline. The discipline is especially bad in one of the clubs, Sparta. The players and the coaches had the same results, when evaluating other teams. An interesting addition to this situation is a quote from one of the coaches, who states that values can have a contradictory effect on each other if not balanced. In this regard, he mentioned that discipline can be surpassed by passion. The results from both the questionnaire and the interviews proved that everyone evaluated the team with the worst discipline as the most passionate team. As mentioned, this is an example of an interview with a coach giving an explanation to the results of the questionnaire.

Another interesting result was the comparison of evaluations according to the age of the respondents. The data clearly displayed that older players put more emphasis on the core values than younger ones. An interesting observation was the fact that the results were rising progressively.

The interviews with the coaches showed, that the interviewed coaches were really emphasizing the rugby core values. As former players, some even had international careers, they all had a feel for the game and a modern approach toward the personnel development of their players. However, they criticized many issues in their teams, especially in terms of the mindset of their players. This bachelor thesis focused on adult men playing rugby in the Czech Republic. A possible direction for future study in this area would be the career analysis before the player joins the Men's team. How do adolescent players perceive values? Do they even know them? Does the coach know

them? The adults are the products at the end of the line, their mentality is mostly formed and rigid. Implementation of rugby core values must begin much sooner than in the adult category in order to improve the Czech Rugby environment. That begins with a higher engagement in this topic by the clubs. Educating their coaches and players.

One of the points of criticism by the coaches was about motivation and inner discipline to achieve a goal. Most players in the Czech Extraliga do not receive financial rewards for playing rugby; they play as amateurs. The lack of funding is reflected in the state of the Rugby Union, especially regarding personnel. Coaches of the national teams, which are employees of the union, were asked about the union's emphasis on rugby core values. They both acknowledge that rugby's core values are what sets it apart from other sports. In today's age, it is also viewed as a strong marketing instrument. Both coaches mentioned in the interviews that the Union does not have the personnel capacity to have a marketing team that would promote the core values. The Czech Rugby Union also has a problem with enforcing the values. The clubs are mostly responsible because they are more in touch with the player and can influence his personal growth. A recommended solution was to improve the performance of referees in Czech Rugby. According to the coach, the level of referees is not sufficient. Because of a lack of referees, the Czech Rugby Union cannot afford to be strict with them because a possible loss could lead to a collapse of the Extraliga and lower leagues. Both the promotion and enforcement is tied with money. To hire a skilled marketing team, you must attract and retain workers with a salary the Czech Rugby Union cannot offer. To have skilled referees, you need to do the same. Nevertheless, money itself cannot solve all the problems because it can be easily misused. The upper management of the Czech Rugby Union must be aware of the problems, and to enforce the values, they must follow the core values themselves.

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## Picture sources

VITALE Conie (2019). Table 1 : *Definitions of Instrumental Values Instrumental Value Definition*. ResearchGate [online]. Available on: [https://www.researchgate.net/figure/Definitions-of-Instrumental-Values-Instrumental-Value-Definition\\_tbl1\\_330888176](https://www.researchgate.net/figure/Definitions-of-Instrumental-Values-Instrumental-Value-Definition_tbl1_330888176)

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## **9.1 List of Attachments**

Attachment No.1: Informed consent for interviews

Attachment No.2: Informed consent for questionnaires

Attachment No.3: The questionnaire

Attachment No.4: Interview 1

Attachment No.5: Interview 2

Attachment No.6: Interview 3

Attachment No.7: Interview 4

Attachment No.8: Yearly report about the number of active players

## Attachment No.1: Informed consent for interviews - original

UNIVERZITA KARLOVA  
FAKULTA TĚLESNÉ VÝCHOVY A SPORTU  
Josef Martího 31, 162 52 Praha 6-Vešelavín

### Žádost o vyjádření Etické komise UK FTVS

k projektu výzkumné, kvalifikační či seminární práce zahrnující lidské účastníky

**Název projektu:** Hodnoty vnímané hráči v českém ragby oproti uváděným hodnotám daného sportu.

**Forma projektu:** výzkumná práce – bakalářská práce

**Období realizace:** listopad 2023–prosinec 2023

Výzkum bude realizován v souladu s platnými epidemiologickými opatřeními Ministerstva zdravotnictví ČR.

**Předkladatel:** Jakub Pospíšil, UK FTVS, Management TVS

**Hlavní řešitel:** Jakub Pospíšil, UK FTVS, Management TVS

**Místo výzkumu (pracoviště):** anonymizováno, rozhovory budou probíhat na neutrálním, bezpečném, předem domluveném místě

**Vedoucí práce (v případě studentské práce):** Mgr. Billy Crossan, Ph.D.

**Popis projektu:** Hlavním cílem bakalářské práce je prostřednictvím kombinace kvantitativního a kvalitativního výzkumu porovnat hodnoty českého ragby v porovnání s uváděnými hodnotami daného sportu. Výzkum se zaměří na hráče a trenéry a jejich vnímání hodnot v ragby. Cílem je tedy zjistit, jak vnímají účastníci českého ragby hodnoty daného sportu a zda dochází k odchylce.

Pro získání požadovaných dat bude využit polostrukturovaný dotazník (pro kvantitativní metodu) a polostrukturované rozhovory s vybranými činiteli v ragbyové unii. V rozhovorech nebudou zjišťovány civilové informace. Kvantitativní dotazník bude skrze manažera týmu zaslán hráčům, kteří na něj anonymně odpoví. Dotazník nebude veřejně dostupný na internetu.

Díky výzkumu lze zjistit, zda se koncepce ČSRU (Česká ragbyová unie) ohledně hodnot dostane přes trenéry až k hráčům a jestli odpovídají hodnotám ragby.

**Charakteristika účastníků výzkumu:** Při první tzv. kvantitativní části by mělo dojít k rozeslání dotazníku do týmů, které hrají v soutěžích vyhlášené ČSRU – viz níže. Pozvání k účasti organizacím, případně přes vlastní kontakty. Odpovědi se budou vracet online formou. Očekávaný počet je cca 40 dospělých hráčů.

V druhé tzv. kvalitativní části budou osloveni dospělí trenéři a činitelé (3-5), ve věkovém rozsahu 35-55 let, se kterými bude proveden rozhovor. Díky rozhovorům lze nahlédnout to trenérské koncepce a filozofie a díky dotazníkům lze zjistit, jaký to má efekt na hráče. Bude se také zkoumat, zda trenéři ctí ragbyové hodnoty v jejich trenérské identitě. Účastníci kvalitativního výzkumu budou kontaktováni pomocí jejich pracovních emailů zveřejněných na webu.

**Zajištění bezpečnosti:** Rizika prováděného výzkumu nebudou vyšší než očekávaná rizika v rámci daného výzkumu. Rozhovory budou probíhat na neutrálním, bezpečném, předem domluveném místě.

**Etické aspekty výzkumu:** Výzkum je bez účasti vulnerabilních skupin a jednotlivců.

**Potenciální střet zájmů:** Vztah k danému sportu: předkladatel je aktivním hráčem ragby. K potenciálnímu či skutečnému střetu zájmů v rámci výzkumu dojít nemůže, jelikož předkladatel neprovádí rozhovor s žádným z jeho aktuálních trenérů. Zároveň je výzkum zcela dobrovolný a dotazovaný má tak plně právo odmítnout zodpovězení otázky či se výzkumu neúčastnit. Předkladatel nemá žádný zájem na ovlivnění výzkumu a jeho výsledků. Výzkum bude čistě objektivní. K žádnému ze zkoumaných klubů nemám vztah. Mám vztah k ragbyovému klubu, který není součástí výzkumu. Názvy klubů se nebudou publikovat, budou pseudonymizovány. Zkoumat se bude 4-6 týmů z nejvyšší soutěže a možnost 1-2 týmů z nižší výkonnostní soutěže.

**Ochrana osobních dat:** Data budou shromažďována a zpracovávána v souladu s pravidly vymezenými nařízením Evropské Unie č. 2016/679 a zákonem č. 110/2019 Sb. – o zpracování osobních údajů. Budou získávány následující osobní údaje: **dotazník:** věk a odpovědi na otázky z dotazníku, případně e-mail;

**polostrukturovaný rozhovor:** jméno, příjmení, věk, emailová adresa a odpovědi na otázky z rozhovoru.

Všechny získané údaje budou bezpečně uchovány na heslem zajištěném počítači v uzamčeném prostoru, přístup k nim bude mít vedoucí práce a já. Uvědomuji si, že text je anonymizován, neobsahuje-li jakékoli informace, které jednotlivě či ve svém souhrnu mohou vést k identifikaci konkrétní osoby – budu dbát na to, aby jednotliví účastníci nebyli rozpoznatelní v textu práce. Osobní data, která by vedla k identifikaci účastníků výzkumu, budou do 1 týdne po testování anonymizována. Získaná data budou zpracovávána, bezpečně uchována a publikována v anonymní podobě v bakalářské práci, případně v odborných časopisech, monografiích a prezentována na konferencích, případně budou využita při další výzkumné práci na UK FTVS.

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Josef Martího 31, 162 52 Praha 6-Vešleslavin

**Poživování fotografií/videí/audio nahrávek účastníků:** Rozhovor bude nahrán na diktafon či mobilní telefon, poté bude nahrán do počítače a bezprostředně poté z diktafonu či mobilního telefonu smazán. Po přepsání rozhovoru a anonymizaci osobních dat bude nahrávka smazána nejpozději do 1 týdne. Neanonymizovaná nahrávka verze rozhovoru bude bezpečně uchována pouze u hlavního řešitele na heslem zabezpečeném počítači a nebude nikde zveřejňována. Po přepsání bude respondentům text předložen ke schválení. Zveřejněny budou pouze přepsané anonymizované a respondenty schválené rozhovory či jejich části. Poté bude vymazán i záznam z počítače, který již nebude zapotřebí. V maximální možné míře zajistím, aby získaná data nebyla zneužita.

**Text informovaného souhlasu (IS):** přiložen IS a zjednodušený IS k dotazníku

Povinností všech účastníků výzkumu na straně řešitele je chránit život, zdraví, důstojnost, integritu, právo na sebeurčení, soukromí a osobní data zkoumaných subjektů, a podniknout k tomu veškerá preventivní opatření. Odpovědnost za ochranu zkoumaných subjektů leží vždy na účastnících výzkumu na straně řešitele, nikdy na zkoumaných, byť dali svůj souhlas k účasti na výzkumu. Všichni účastníci výzkumu na straně řešitele musí brát v potaz etické, právní a regulační normy a standardy výzkumu na lidských subjektech, které platí v České republice, stejně jako ty, jež platí mezinárodně. Potvrzují, že tento popis projektu odpovídá návrhu realizace projektu a že při jakékoli změně projektu, zejména použitých metod, zašlu Etické komisi UK FTVS revidovanou žádost.

V Praze dne: 22. 11. 2023

Podpis předkladatele:

Datum a podpis odpovědného pracovníka z místa výzkumu:

### Vyjádření Etické komise UK FTVS

**Složení komise: Předsedkyně:** doc. PhDr. Irena Parry Martínková, Ph.D.

**Členové:** prof. MUDr. Jan Heller, CSc.

prof. PhDr. Pavel Slepíčka, DrSc.

PhDr. Pavel Hráský, Ph.D.

Mgr. Eva Prokešová, Ph.D.

Mgr. Tomáš Ruda, Ph.D.

MUDr. Simona Majorová

Projekt práce byl schválen Etickou komisí UK FTVS pod jednacím číslem: 149/2023

dne: 22. 11. 2023

Etická komise UK FTVS zhodnotila předložený projekt a neshledala rozpory s platnými zásadami, předpisy a mezinárodními směrnici pro provádění výzkumu zahrnujícího lidské účastníky.

**Řešitel projektu splnil podmínky nutné k získání souhlasu Etické komise UK FTVS.**

UNIVERZITA KARLOVA  
Fakulta tělesné výchovy a sportu  
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Etická komise UK FTVS

- 20 -

podpis předsedkyně EK UK FTVS

## **Attachment No.1: Informed consent for interviews - blank**

### **INFORMOVANÝ SOUHLAS k žádosti 179/2023 - rozhovory**

Vážený pane,

v souladu se Všeobecnou deklarací lidských práv, nařízením Evropské Unie č. 2016/679 a zákonem č. 110/2019 Sb. – o zpracování osobních údajů a dalšími obecně závaznými právními předpisy (jakož jsou zejména Helsinská deklarace, přijatá 18. Světovým zdravotnickým shromážděním v roce 1964 ve znění pozdějších změn (Fortaleza, Brazílie, 2013); Zákon o zdravotních službách a podmínkách jejich poskytování (zejména ustanovení § 28 odst. 1 zákona č. 372/2011 Sb.) a Úmluva o lidských právech a biomedicíně č. 96/2001, jsou-li aplikovatelné), Vás žádám o souhlas s účastí ve výzkumném projektu na UK FTVS v rámci bakalářské práce s názvem "Hodnoty vnímané hráči v českém ragby oproti uváděným hodnotám daného sportu" prováděné na s Vámi domluveném, k výzkumu neutrálním a bezpečným místě.

Projekt bude probíhat v období: od listopadu 2023 do prosince 2023.

Výzkum bude realizován v souladu s platnými epidemiologickými opatřeními Ministerstva zdravotnictví ČR.

Cílem výzkumného projektu je zjistit, jak se hráči a trenéři v českém ragby staví k ragbovým hodnotám.

Metoda sběru dat je neinvazivní. Jde o osobní dotazování formou polostrukturovaných rozhovorů. Rozhovory budou probíhat na základě dohody s Vámi na předem domluveném neutrálním bezpečném místě a budou trvat maximálně 45 minut.

Jednotlivé otázky byly prokonzultovány s vedoucím bakalářské práce. V případě, že by i přes tuto snahu některá z otázek vyvolala emocionální reakci, bude Vám navrhována možnost rozhovor pozastavit a dokončit jej v jiný den. Pokud Vám některá z otázek přijde neadekvátní, bude z rozhovoru vynechána (nemusíte odpovídat na všechny otázky!).

Rozhovor bude nahrán na diktafon či mobilní telefon, bezprostředně poté bude nahrán do počítače a z diktafonu či mobilního telefonu smazán. Po přepsání rozhovoru a anonymizaci osobních dat bude nahrávka smazána nejpozději do 1 týdne. Neanonymizovaná nahraná verze rozhovoru bude bezpečně uchována pouze u hlavního řešitele na heslem zabezpečeném počítači a nebude nikde zveřejňována. Po přepsání Vám bude text předložen ke schválení. Zveřejněny budou pouze přepsané anonymizované a Vámi schválené rozhovory či jejich části. Hned poté bude vymazán i záznam z počítače, který již nebude zapotřebí.

Rizika výzkumného projektu nebudou vyšší než běžně očekávaná rizika v rámci tohoto typu výzkumu.

Výzkumu se nezúčastní osoby s akutním (zejména infekčním) onemocněním.

Vaše účast v projektu je zcela dobrovolná a nebude finančně ohodnocena.

Přínos tohoto výzkumného projektu bude pro další generace dětí, kluby i širší veřejnost. Nashromážděná data mohou pozitivně zlepšit fungování vybraného sportu.

S celkovými výsledky a závěry výzkumného projektu se můžete seznámit na e-mailové adrese [pospisiljakub15@gmail.com](mailto:pospisiljakub15@gmail.com)

Ochrana osobních dat: Data budou shromažďována a zpracovávána v souladu s pravidly vymezenými nařízením Evropské Unie č. 2016/679 a zákonem č. 110/2019 Sb. – o zpracování osobních údajů.

Budou získávány následující osobní údaje: jméno, příjmení, věk, e-mailová adresa a odpovědi na otázky z rozhovoru – tyto údaje budou bezpečně uchovány na heslem zajištěném počítači v uzamčeném prostoru, přístup k nim bude mít vedoucí práce a já. Uvědomuji si, že text je anonymizován, neobsahuje-li jakékoli informace, které jednotlivě či ve svém souhrnu mohou vést k identifikaci konkrétní osoby – budu dbát na to, aby jednotliví účastníci nebyli rozpoznatelní v textu práce. Osobní data, která by vedla k identifikaci účastníků výzkumu, budou do 1 týdne po testování anonymizována.

Získaná data budou zpracovávána, bezpečně uchována a publikována v anonymní podobě v bakalářské práci, případně v odborných časopisech, monografiích a prezentována na konferencích, případně budou využita při další výzkumné práci na UK FTVS.

Pořizování fotografií/videí účastníků: Během výzkumu nebudou pořizeny žádné fotografie a videa.

V maximální možné míře zajistím, aby získaná data nebyla zneužita.

Jméno a příjmení předkladatele a hlavního řešitele projektu Jakub Pospíšil

Jméno a příjmení osoby, která provedla poučení: Jakub Pospíšil Podpis:  
.....

Prohlašuji a svým níže uvedeným vlastnoručním podpisem potvrzuji, že dobrovolně souhlasím s účastí ve výše uvedeném projektu a že jsem měl(a) možnost si řádně a v dostatečném čase zvážit všechny relevantní informace o výzkumu, zeptat se na vše podstatné týkající se účasti ve výzkumu a že jsem dostal(a) jasné a srozumitelné odpovědi na své dotazy. Byl(a) jsem poučen(a) o právu odmítnout účast ve výzkumném projektu nebo svůj souhlas kdykoli odvolat bez represí, a to písemně Etické komisi UK FTVS, která bude následně informovat předkladatele projektu. Dále potvrzuji, že mi byl předán jeden originál vyhotovení tohoto informovaného souhlasu.

Místo, datum .....

Jméno a příjmení účastníka ..... Podpis:  
.....

Souhlasím s textem přepsaného a anonymizovaného rozhovoru v rámci výše uvedeného výzkumu.

Místo, datum .....

Jméno a příjmení účastníka ..... Podpis:  
.....

## **Attachment No. 2 - Informed consent for questionnaires**

## **Zjednodušený informovaný souhlas pro dotazníky**

Dobrý den,

jmenuji se Jakub Pospíšil a jsem studentem 4. ročníku UK FTVS a dělám výzkum na téma „Hodnoty vnímané hráči v českém ragby oproti uváděným hodnotám daného sportu“. Cílem výzkumného projektu je zjistit, jak se hráči a trenéři v českém ragby staví k ragbyovým hodnotám.

Dotazník obsahuje 24 otázek a zabere zhruba 10 minut.

Dotazník je určen pro hráče ragby z České republiky ve věku 18–45 let, kteří se aktivně věnují výkonnostnímu ragby.

Dotazník je možné vyplnit nejpozději do 30. listopadu 2023.

Výzkum byl schválen Etickou komisí UK FTVS pod číslem 179/2023.

Získaná data budou zpracována, publikována a uchována v anonymní podobě, budou využita pro výzkum na UK FTVS a ochráněna před jiným užitím. S výsledky studie se můžete seznámit na emailové adrese: [pospisiljakub15@gmail.com](mailto:pospisiljakub15@gmail.com)

Vyplněním a odevzdáním dotazníku potvrzujete, že dobrovolně souhlasíte se svojí účastí v této výzkumné studii, o které jste byl/a informován/a, jakož i o právu odmítnout účast nebo svůj souhlas kdykoli odvolat bez represí, a to písemně Etické komisi UK FTVS. Předem děkuji za Vaši ochotu a spolupráci.

## Attachment No. 3 – The questionnaire

### Bakalářská práce - Ragbyové hodnoty

Dobrý den, jmenuji se Jakub Pospíšil a jsem studentem 4. ročníku UK FTVS a dělám výzkum na téma

„Hodnoty vnímané hráči v českém ragby oproti uváděným hodnotám daného sportu“.

Cílem

výzkumného projektu je zjistit, jak se hráči a trenéři v českém ragby staví k ragbyovým hodnotám.

Dotazník obsahuje 20 otázek a zabere zhruba 10 minut.

\* Označuje povinnou otázku

1. K jakému týmu patříš? (napiš celé jméno, ne jen zkratku, př. Slavia) \*

.....

2. Kolik let hraješ ragby? \*

.....

3. Do jaké věkové skupiny patříš? \*

*Označte jen jednu elipsu.*

18-19

20-25

25-30

30-35

35+

4. Jakého nejvyššího vzdělání jsi dosáhl? \*

Označte jen jednu elipsu.

- SŠ
- SŠ + maturita
- Bakalář
- Magistr
- Vyšší
- Inženýr

#### Ragbyové hodnoty ČSRU

Nejprve si ukažme, jak World Rugby definuje ragbyové hodnoty:

- **Respekt** - respekt k spoluhráčům, soupeřům, rozhodčím a všem, kdo jsou zapojeni do hry, je zásadní.
- **Disciplína** - je nedílnou součástí hry jak na hřišti, tak mimo něj a projevuje se dodržováním pravidel, předpisů a hlavních hodnot ragby.
- **Solidarita** (vzájemná podpora) - Ragby poskytuje sjednocující duch, který vede k celoživotním přátelstvím, kamarádství, týmové spolupráci a loajalitě, která překračuje kulturní, geografické, politické a náboženské rozdíly.
- **Vášeň** - Lidé milující ragby projevují vášnivý zájem o hru. Ragby vyvolává vzrušení, emocionální připoutání a pocit přináležitosti k celosvětové ragbyové rodině.
- **Integrita** (věrnost morálním zásadám) je středobodem hry a vytváří se prostřednictvím upřímnosti a fair playe.

Budete požádáni, abyste vyhodnotili sebe, svůj tým, svého trenéra a ostatní týmy na základě každé z těchto hodnot.

#### Respekt

Respekt - respekt k spoluhráčům, soupeřům, rozhodčím a všem, kdo jsou zapojeni do hry, je zásadní.

5. Jaký důraz kladeš na respekt **ty**? \*

Označte jen jednu elipsu.

1 2 3 4 5 6 7  
Nejr        Nejvíce

6. Jaký důraz klade na respekt tvůj **tým**? \*

Označte jen jednu elipsu.

1 2 3 4 5 6 7  
Nejr        Nejvíce

7. Jaký důraz klade na respekt tvůj **trenér**? \*

Označte jen jednu elipsu.

1 2 3 4 5 6 7  
Nejr        Nejvíce

#### Disciplína

Disciplína - je nedílnou součástí hry jak na hřišti, tak mimo něj a projevuje se dodržováním pravidel, předpisů a hlavních hodnot ragby.



8. Jaký důraz kladeš na disciplínu **ty**? \*

Označte jen jednu elipsu.

1 2 3 4 5 6 7

Nejr        Nejvíce

9. Jaký důraz klade na disciplínu tvůj **tým**? \*

Označte jen jednu elipsu.

1 2 3 4 5 6 7

Nejr        Nejvíce

10. Jaký důraz klade na disciplínu tvůj **trenér**? \*

Označte jen jednu elipsu.

1 2 3 4 5 6 7

Nejr        Nejvíce

#### Solidarita

Solidarita (vzájemná podpora) - Ragby poskytuje sjednocující duch, který vede k celoživotním přátelstvím, kamarádství, týmové spolupráci a loajalitě, která překračuje kulturní, geografické, politické a náboženské rozdíly.

11. Jaký důraz kladeš na solidaritu **ty**? \*

Označte jen jednu elipsu.

1 2 3 4 5 6 7

Nejr        Nejvíce

12. Jaký důraz klade na solidaritu tvůj **tým**? \*

Označte jen jednu elipsu.

1 2 3 4 5 6 7

Nejr        Nejvíce

13. Jaký důraz klade na solidaritu tvůj **trenér**? \*

Označte jen jednu elipsu.

1 2 3 4 5 6 7

Nejr        Nejvíce

#### Vášeň

Vášeň - Lidé milující ragby projevují vášnivý zájem o hru. Ragby vyvolává vzrušení, emocionální připoutání a pocit přináležitosti k celosvětové ragbyové rodině.

14. Jaký důraz kladeš na vášně **ty**? \*

Označte jen jednu elipsu.

1 2 3 4 5 6 7

Nejr        Nejvíce

15. Jaký důraz klade na vášeň **tvůj tým?** \*

*Označte jen jednu elipsu.*

1 2 3 4 5 6 7

Nejr        Nejvíce

16. Jaký důraz klade na vášeň **tvůj trenér?** \*

*Označte jen jednu elipsu.*

1 2 3 4 5 6 7

Nejr        Nejvíce

### Integrita

Integrita (věrnost morálním zásadám) je středobodem hry a vytváří se prostřednictvím upřímnosti a fair playe.

17. Jaký důraz kladeš na integritu **ty?** \*

*Označte jen jednu elipsu.*

1 2 3 4 5 6 7

Nejr        Nejvíce

18. Jaký důraz klade na integritu **tvůj tým?** \*

*Označte jen jednu elipsu.*

1 2 3 4 5 6 7

Nejr        Nejvíce

19. Jaký důraz klade na integritu **tvůj trenér?** \*

*Označte jen jednu elipsu.*

1 2 3 4 5 6 7

Nejr        Nejvíce

20. Vyber jeden tým (mimo vlastního) co klade největší a jeden tým co klade nejmenší důraz na následující hodnotu: **respekt?**

*Zaškrtněte všechny platné možnosti.*

	Nejmenší důraz	Největší důraz
RC Říčany	<input type="checkbox"/>	<input type="checkbox"/>
RC Sparta	<input type="checkbox"/>	<input type="checkbox"/>
RC Praga	<input type="checkbox"/>	<input type="checkbox"/>
RC Tatra	<input type="checkbox"/>	<input type="checkbox"/>
RC Dragon Brno	<input type="checkbox"/>	<input type="checkbox"/>
RC Jimi Vyškov	<input type="checkbox"/>	<input type="checkbox"/>

21. Vyber jeden tým (mimo vlastního) co klade největší a jeden tým co klade nejmenší důraz na následující hodnotu: **disciplína?**

*Zaškrtněte všechny platné možnosti.*

	Nejmenší důraz	Největší důraz
RC Říčany	<input type="checkbox"/>	<input type="checkbox"/>
RC Sparta	<input type="checkbox"/>	<input type="checkbox"/>
RC Praga	<input type="checkbox"/>	<input type="checkbox"/>
RC Tatra	<input type="checkbox"/>	<input type="checkbox"/>
RC Dragon Brno	<input type="checkbox"/>	<input type="checkbox"/>
RC Jimi Vyškov	<input type="checkbox"/>	<input type="checkbox"/>
RC Slavia	<input type="checkbox"/>	<input type="checkbox"/>
RC Zlín	<input type="checkbox"/>	<input type="checkbox"/>

22. Vyber jeden tým (mimo vlastního) co klade největší a jeden tým co klade nejmenší důraz na následující hodnotu: **integrita?**

Zaškrtněte všechny platné možnosti.

	Nejmenší důraz	Největší důraz
RC Říčany	<input type="checkbox"/>	<input type="checkbox"/>
RC Sparta	<input type="checkbox"/>	<input type="checkbox"/>
RC Praga	<input type="checkbox"/>	<input type="checkbox"/>
RC Tatra	<input type="checkbox"/>	<input type="checkbox"/>
RC Dragon Bmo	<input type="checkbox"/>	<input type="checkbox"/>
RC Jimi Vyškov	<input type="checkbox"/>	<input type="checkbox"/>
RC Slavia	<input type="checkbox"/>	<input type="checkbox"/>

23. Vyber jeden tým (mimo vlastního) co klade největší a jeden tým co klade nejmenší důraz na následující hodnotu: **solidarita?**

Zaškrtněte všechny platné možnosti.

	Nejmenší důraz	Největší důraz
RC Říčany	<input type="checkbox"/>	<input type="checkbox"/>
RC Sparta	<input type="checkbox"/>	<input type="checkbox"/>
RC Praga	<input type="checkbox"/>	<input type="checkbox"/>
RC Tatra	<input type="checkbox"/>	<input type="checkbox"/>
RC Dragon Bmo	<input type="checkbox"/>	<input type="checkbox"/>
RC Jimi Vyškov	<input type="checkbox"/>	<input type="checkbox"/>
RC Slavia	<input type="checkbox"/>	<input type="checkbox"/>
RC Zlín	<input type="checkbox"/>	<input type="checkbox"/>

24. Vyber jeden tým (mimo vlastního) co klade největší a jeden tým co klade nejmenší důraz na následující hodnotu: **vášeň?**

*Zaškrtněte všechny platné možnosti.*

	Nejmenší důraz	Největší důraz
RC Říčany	<input type="checkbox"/>	<input type="checkbox"/>
RC Sparta	<input type="checkbox"/>	<input type="checkbox"/>
RC Praga	<input type="checkbox"/>	<input type="checkbox"/>
RC Tatra	<input type="checkbox"/>	<input type="checkbox"/>
RC Dragon Brno	<input type="checkbox"/>	<input type="checkbox"/>
RC Jimi Vyškov	<input type="checkbox"/>	<input type="checkbox"/>
RC Slavia	<input type="checkbox"/>	<input type="checkbox"/>
RC Zlín	<input type="checkbox"/>	<input type="checkbox"/>

#### **Attachment No.4: Interview 1**

##### **What do you do to emphasize passion?**

*The most valuable thing is always some personal example or experience. That's why I always try to have some favourite stories for each of these values that I then share with the coaches. I try to show them how important these values are in the healthy functioning of the team and actually in every age group, as in everyday coaching practice. For example, I really enjoy the energy that you can beautifully see in the youngest categories, and even when you see it, you can see it a lot in southern nations, but it's there with us too, how emotionally players experience anthems or how emotionally coaches are able to support their teams and fans. On the other hand, we often talk with coaches to carefully consider the balance in those values because it can sometimes work against discipline. That's because when there's too much passion for the game, sometimes we tend to break the rules. So, we sometimes encounter moral dilemmas when, for example, I know that my team may have won a match, but it's at the cost of breaking the rules, like if I saw a player stepping out before the five-meter line. Whether I am able as a coach to suppress that passion and return to discipline or some honesty and admit it, or if the passion prevails over me. So, they perceive that these values are very much about balancing between them, that sometimes they can work a bit contradictory, just like, for example, the importance of some discipline being surpassed by passion.*

##### **What do you do to emphasize integrity?**

*The most important thing is a personal example because we coaches often feel that what we say is decisive, but it's proven that a much greater impact on our players overall is some example from our lives. So, I actually try to live in a way that I can look in the mirror every morning and evening, not in the sense of admiring myself, but in the sense that I've lived that day in harmony and overall with those values and some moral credit. I try to transfer that moral credit to the team as well, even by highlighting. The only case I like when those values are talked about is when someone does something nice, fair, accommodating, or honourable towards the team. It's definitely good to emphasize or highlight that so that everyone sees that this is the path we want to take, which I believe is the best for the team. It's really important to always highlight it, and it can even be small things that actually lead along that path, you know.*

##### **What do you do to emphasize solidarity?**

*I try to be one with the team because as a coach, we often think or know what players should do best to maintain discipline and cohesion in the team. But even during seminars, we often discuss that we don't realize what it means for the coach, for example. In solidarity and cohesion, I believe the key is the coach's cohesion with the team, so that the team perceives that the coach is one of them, not someone who elevates themselves, not someone who just knows everything or has consumed all the wisdom of the world, but someone who is also capable of acknowledging their mistake when it happens, or someone who players feel has their backs. I think that once cohesion is established between the team and the coach or coaches, it's much easier to foster cohesion among the individual players and perhaps even throughout the entire club across different categories.*

**What do you do to emphasize discipline?**

*It might be surprisingly similar to cohesion, or generally to those values I've talked about before. I've already mentioned that we coaches know how players should be disciplined, but I think the first and most important step is what discipline means for the coaches. It means being punctual, having training prepared, and these specific things because again, when players see that example in the coach, it's much easier to have a disciplined team. I don't like when discipline is enforced at the cost of, let's say, harassment or something, and the coach wants something from the players that they don't do themselves. So, I think the first step of discipline starts with each coach, and then it's much easier or even more natural to transfer it to the team.*

**What do you do to emphasize respect?**

*I try to live or function with respect towards people around me, and for it to be visible even from my behavior on the field, and for it to be transmitted to the team because our sport is greatly about respecting all participants or people who are currently involved, not only in the matches but also in the training, whether it's spectators, parents, referees, coaches, opponents, and so on, basically anyone who is currently part of the community. I think it's like a daily marathon; it doesn't just mean that if a referee arrives now, we won't want to upset them, so we'll respect them, but I think it applies to all people around, and it's also a fundamental life value.*

**How would you evaluate the manifestation of passion in your team?**

*For me, it's a lot about energy, it's the joy from the movement itself, and overall, it's about the simple fact of meeting with teammates, with lots of laughter or fun before training, if circumstances allow, during training too, but mainly before, or even before a match. Because I believe it's what gives us that juice, that energy, why we do it, because it's actually a sport we love, and it gives us that strength because most people devote themselves to it, albeit amateurishly, to get fir those trainings in busy schedules, to devote themselves to them well, or even the matches, and basically, always having that drive, that energy within us to improve.*

**How would you evaluate the manifestation of integrity in your team?**

*I perceive a lot in those key moments when it's not just about, let's say, fair play, but also about maybe helping an opponent, in the sense that if something happens to them on the field, or in that way, of course, the rivalry ends there, but there should be a certain sense of honesty. I see a lot of it in my team; I always have joy when I see those moments full of sincerity and willingness to address things straightforwardly. But with respect among each other, and if players simply behave nicely or fairly towards each other.*

**How would you evaluate the manifestation of solidarity in your team?**

*It's amazing how everything is so interconnected, how the basic values and cohesion are, in my opinion, closely linked to integrity. I love it when the team operates on the principle of "either everyone or no one," when they stand by each other, working together not only out of self-motivation but also for each other. I'm really glad when I see the strength of the team precisely in that cohesion, not just when they stand together in a circle before a match or so, but when I see that the guys or players support each other not only on the field but also in life, sticking together.*

**How would you evaluate the manifestation of discipline in your team?**

*I always see discipline in the team when there's enough energy, enough seriousness, but the rules aren't crossed. That means there's also honesty there; it's all interconnected, and it's very, very important in terms of mental preparation. In my opinion, it's like that "blue head" we talk about, being able to concentrate maximally and even be aggressive*



*in the game when needed, but still within the rules. I always have my behaviour somehow under control. So, for me, it's a significant indicator of how the guys behave in those contact situations, that they don't forget the rules.*

**How would you evaluate the manifestation of respect in your team?**

*I think it's a lot about mutual behaviour, whether during training sessions or matches. And I also believe that when camaraderie is established within the team or overall, whether it's within the team itself or extending to opponents, referees, spectators, overall, it fosters respect, a sense of respect or admiration for those people around.*

**How would you evaluate the manifestation of passion in other Teams?**

*I hope it's the same as in our team, or similar, but I don't mean to say that we are some kind of role model. Probably not because there's always room for improvement. There's always work to be done on oneself. On the other hand, sometimes I observe, I observe it maybe even in our team, how that passion can sometimes overshadow people and can lead to a lack of discipline or a desire to win at all costs, even addressing things off the field. For me, these are like warning signs that I don't want for my team, and it's necessary to work on them right from the start.*

**How would you evaluate the manifestation of integrity in other Teams?**

*It's quite interesting to observe how the team appears cohesive. I think it's beautifully evident in body language during matches, especially in crisis situations. But I must say there are teams or clubs that present themselves nicely, appearing cohesive outwardly, like Tatra, for example, which has built a kind of team culture around it. I'm not sure to what extent it's truly internalized within the team, but outwardly, they strongly emphasize it. For instance, they connect the various categories with the team. I see this in other clubs as well; they strive for overall cohesion. It's again an inspiration for us, but I have to say it's really something that's harder for me to evaluate because I see it from the outside. It's extremely important here that cohesion happens from within. I hope that's indeed the case for our team and our club.*

**How would you evaluate the manifestation of solidarity in other Teams?**

*I have to say that this is probably at a quite high level across our movement, or I always feel joy when players, despite the rivalry and competition, are able to treat each other*

*nicely on the field. When, for instance, a team or club is organizing a fundraiser, I notice that players are willing to help other clubs across the movement. So, these moments always bring me joy, and I think that clubs, as long as they don't let the competition overwhelm them excessively and it doesn't exceed the boundaries of the field, are truly capable of treating each other nicely and with solidarity. I believe that this behaviour really advances the entire movement.*

**How would you evaluate the manifestation of discipline in other Teams?**

*Here, of course, I don't have to be entirely objective because I perceive things through the eyes of our team, and I also want our team or our guys to be the most disciplined. Then, when I see what I don't want to call "enemies," but rather mistakes on the part of the opponents regarding discipline, sometimes I feel... Sometimes I feel that rivalry or competition is escalating to the point where players on the field don't control themselves enough. The same goes for their coaches, and with some clubs, I observe this... this over-motivation here, which then disrupts discipline. On the other hand, it's very easy to judge like this because they may perceive us similarly, and I say it's largely influenced by competition and the subjectivity of opinions or perceptions of the situation or the match.*

**How would you evaluate the manifestation of respect in other Teams?**

*I often observe this after matches, where, before the game, as we all know each other, it's always nice when you arrive somewhere, and you're warmly welcomed. You chat with friends, both male and female. But for a specific example, there's the post-match hospitality, the classic "third half," which might take place at the clubhouse or, currently, as we played with an opponent, that actually incorporate it into their protocol. Even after the match, there's some communal reflection, thanking each other for the game, highlighting the best players, and so on. It creates an atmosphere full of respect and openness, just as I believe it should, and it seems to work well in the long run.*

## **Attachment No.5: Interview 2**

### **What do you do to emphasize passion?**

*Passion is something for me when I want to do a certain activity, and I am willing to sacrifice for it, give up some of my comforts, I am willing to prioritize that thing higher on my value scale than others. As a coach, passion manifests in doing extra things for which I might not even be paid simply because I enjoy them.*

### **What do you do to emphasize integrity?**

*I try to deal with the players honestly. I try to tell them what their problem is. Moreover, I am not afraid to say something unpleasant because I don't want to lie to my players.*

### **What do you do to emphasize solidarity?**

*I exercise solidarity by letting people play, even those who might not necessarily deserve it based on their performance, but simply because they attend training sessions regularly, they get that chance. That's solidarity.*

### **What do you do to emphasize discipline?**

*For me, discipline means the inner discipline of each player. It's not just discipline in the game for me. For me, it's like setting my own goal and having a plan. And then you need discipline to pursue that plan, to stick to it, and to achieve that goal. It's an inner discipline. I set myself the goal of running at five in the morning, so I get up and go for a run. Whether it's raining or whether I feel bad, it doesn't matter. That's discipline for me, and my example of personal discipline is not entirely good. For example, it's about staying at a certain physical level. I don't want to be like a 150-kilogram coach because I think when someone wants to explain something to someone else, they should lead by example, so I'm always trying to maintain myself at a good physical level, and that's my personal discipline.*

### **What do you do to emphasize respect?**

*Respect is expressed through behavior towards players, and I think... Like, no one would say that I would humiliate or insult someone or mistreat them in any explicit way. We usually talked it out when I had an issue with someone. But I've never insulted anyone in front of others, and I think I respect every player who can make it to the A-team and*

*function there. For me, a person loses respect when they do morally wrong, then they lose respect from me.*

**How would you evaluate the manifestation of passion in your team?**

*Passion for me doesn't fully manifest in training. What I see as passion in those guys is always in the game. And passion, I see it, not so much in preparing for the match, during the week, or throughout the year, but rather on the day of the match. During the warm-up. That energy, atmosphere. It really depends on what phase of the year, the season you're in. What phase you're in during maybe five years. I've certainly seen much more passion during the first title than the third title. Passion is definitely needed. I think passion is closely related to motivation. When a person lacks passion, they can't be properly motivated. When they're not motivated, they can't work. When they don't work, they don't get results.*

**How would you evaluate the manifestation of integrity in your team?**

*I think we're doing really well, and I believe that the team itself is creating its own integrity, and people who weren't able to fit into it or adapt to certain values simply dropped out of the team. The positive thing for us is that we have a lot of players, so we can afford to lose few. we don't have to completely persuade someone, when we see that someone isn't completely aligned.*

**How would you evaluate the manifestation of solidarity in your team?**

*I think we're fine. Solidarity is most evident in our team when young guys come from the juniors to the seniors. And probably the biggest indicator of that solidarity is how many young guys we can actually retain. It's a bit tougher for us now, but I think over time, we've managed to improve that aspect. So, solidarity with the young guys and the example of retaining those young guys in the A-team or in general.*

**How would you evaluate the manifestation of discipline in your team?**

*As I said, it's an internal value of each individual. And I think we're not doing very well in that regard. When I compare the whole team, probably not. And of course, each person is a bit different. Some are doing better, and some are doing worse. But overall, the discipline is poor. And again, it's already linked to passion and motivation. When*

*someone lacks passion and motivation, to have that goal higher. Then they don't have the discipline to pursue that goal, and it shows. I think the overall problem is that people here don't have proper motivation. They have passion, sure. But I think that passion is very fleeting. They might see the World Cup, get a lot of that passion, and then that passion can quickly disappear. Motivation is far more lasting, and that's what we lack. When people aren't motivated, they usually can't maintain discipline either. And I think motivation stands above all. But the discipline is poor. An example of discipline for me is attendance at training, which isn't good.*

**How would you evaluate the manifestation of respect in your team?**

*People respect each other until someone messes up or breaks some unwritten rules. And that respect is shown by... Again, it's actually linked to integrity, that when those young guys come, they are respected, and when you feel respected somewhere, you're more inclined to stay there than when you come somewhere where you're humiliated and such, well. So it's probably the same as integrity. It's very connected.*

**How would you evaluate the manifestation of passion in other Teams?**

*The first team that comes to my mind is Sparta. Because even though they have poor training morale and don't train much, they always manage to enter the game with great passion and commitment and can win matches just with that. Or they were able to until recently.*

**How would you evaluate the manifestation of integrity in other Teams?**

*I can't think of any specific example.*

**Alright, you let me know if you think of something.**

*Okay.*

**How would you evaluate the manifestation of solidarity in other Teams?**

*Praga, when they were actually fighting against relegation last year, managed to come together as a team, be more supportive of each other, and save themselves. Another example are the players of Sparta are not solidary with each other and often get themselves expelled. For me, a sign of solidarity is controlling one's emotions for the good of the team. If someone slaps me and I don't retaliate because I would get a yellow card, but I remain in solidarity with the team at the expense of my feelings.*

**How would you evaluate the manifestation of discipline in other Teams?**

*Sparta, which seemingly fails to maintain discipline during the game unnecessarily. The number of cards they have received speaks for itself.*

**How would you evaluate the manifestation of respect in other Teams?**

*Tatra, because their behavior seems superior to everyone else's to me. And it's not even like a specific action, it's their behavior in general. Like verbally disrespecting the opponent.*

**What emphasis is the Czech Rugby Union putting on values?**

*It is emphasized by putting it on posters everywhere and saying it everywhere, emphasizing it everywhere. But I don't think that they care much about their enforcement. And I don't think it's entirely their fault, but simply that there are very few people in the Union, they have too much work, and they can't afford to dedicate themselves specifically to this. So, I think it's kind of set aside. And furthermore, I don't think they have as much of a chance with those values. How do we control it, let alone establish it, to somehow influence those people to have these values? Because it's mainly, I think, a question for the clubs and because it's like what I said before. Well, in the club, people are together more often, are closer, and can influence each other more. I think the only thing that has the possibility is during matches. I would probably say through the referees that the referees can mostly influence it. And again, the Union should influence the referees and the referees should influence other players. Then it can influence, of course, fans, which I think is a big tragedy of Czech rugby, the fans, and especially that they should somehow at least adjust their values.*

*It's difficult, it's a vicious circle. It's again related to those referees because if they're good, then I think there's much less negativity around the field than when the referee is, let's say, bad and arrogant on top of it. And that even more stimulates those bad traits in people. And it bubbles up more on the team. So, when I think about it, the referee is the key to improving rugby values. But I'll go back to that; it's simply a matter of money again; if you don't have money, you can't afford someone to deal with it, and when someone does it only half-heartedly, it doesn't produce such high-quality work, and it's back to the beginning. Maybe it's still at the beginning when you get higher and higher, you realize that everything ends with money because if you don't have money, you don't*

*have people to dedicate themselves to it, and you don't have someone above to control someone. Money is a double-edged sword. It can be beautifully used, but it can be easily abused. So, I think you start with money, but you need to use them well to use them well, you have to already have those values set. But those people in charge already need to have those values set.*

### **Attachment No.6: Interview 3**

#### **What do you do to emphasize passion?**

*Even in my age I am man active sportsman, which I think is important, because I am showing my players my passion through the sport.*

#### **What do you do to emphasize integrity?**

*Ultimately, it's basically my sort of functioning principle in life. And that is that I simply try to adhere to principles that I have sort of set for myself or that seem important to me in order to respect myself. Yeah, and then I probably get to that respect. It means I simply try, try not to lie, try to simply in every situation, before which I am, just say to myself whether it is or isn't acceptable in the end.*

#### **What do you do to emphasize solidarity?**

*I am available to my players. When they simply call me, I try to be there for them, and I think it's some kind of expression of cohesion. At the same time, I would add to it, as if I were taking the experience of my personal life, that cohesion could also be interpreted as loyalty and a sort of long-term commitment, maybe in a relationship. I just try to be faithful and at the same time, cooperative in this, in my personal life. When I say we're in it together, like marriage, anything can happen. Crises may arise, but we just have to work on it together and simply solve it together. No one else will solve it for us, and that's the same thing I do in my teams. I say, look, we're here to simply put it together, no solution will come from outside or from anyone who will solve it for us.*

#### **What do you do to emphasize discipline?**

*I try to have a schedule of my activities that I try to follow consistently, because the moment I fail to do something I planned I feel bad. I try to pass the same attitude to my players. I cannot imagine that I would come late to training so that I wouldn't excuse myself if I couldn't attend a session.*

#### **What do you do to emphasize respect?**

*When I say something, I try to fulfill it at all costs, as it's a form of respect. When I agree with someone on something, or I have something prepared, I really try to fulfill it and respect that the other person is counting on it. At the same time, I believe that a person*



*should have respect for themselves. I can't imagine being a coach weighing 150 kilos and drinking all day; I wouldn't be able to respect myself.*

**How would you evaluate the manifestation of passion in your team?**

*I think overall there's simply not enough of that passion, and I believe it's manifesting relatively low-key. But then again, on the other hand, when I realize that these guys actually go and train four times a week, play matches, and work, that means there must be some passion there. When I see how it actually unfolds, especially in the locker room, I think there is some passion there fundamentally, but I think it's at a relatively low level. I could imagine that there would simply be significantly more. Passion, for me, is something much deeper than just rejoicing over scoring points or winning a match. Passion is simply like an obsessive desire for something; that's what passion is to me. I think that's what's missing here.*

**How would you evaluate the manifestation of integrity in your team?**

*Integrity doesn't really manifest in a fundamental way. I think that most people don't completely adhere to it from a moral standpoint. I believe this is greatly influenced by the overall functioning of society as it is now. I talked about it with the officials from the club, but they don't really care for it. In my opinion, the club must have its own values, it doesn't have to be the official values from the rulebook, but we should have club values that come from our vision, and we should raise our players according to the values, and that's not happening.*

**How would you evaluate the manifestation of solidarity in your team?**

*If there isn't a minimum of solidarity and cohesion, the team simply doesn't function. That means solidarity and cohesion are actually the core principles of rugby teams because you can't succeed without them. We see this very often both in training and on the field, where players help each other, fight for one another, stand by each other in the locker room, and support each other, etc. This is one of the few values where I think we really fulfill it in some way.*

**How would you evaluate the manifestation of discipline in your team?**

*Well, discipline, I think, is a bit problematic in terms of fulfilling that value because it's very complex. I feel like a lot of those players aren't sufficiently disciplined, and the team lacks discipline. From my perspective, of course. But, at the same time, I have to admit that I demand a high level of discipline. Yeah, like, for instance, being punctual. Or apologizing when I'm late or apologizing when I don't come to training, just not showing up or not informing anyone. So, first of all, it's kind of bordering on decency, a minimum level of decency, and overall, discipline as such is just... I'd say it's not good, and we often see that. In this process, when the players basically have the only obligation and opportunity to demonstrate their discipline. That means attending training, and if not, at least apologizing. And many of them don't do that.*

**How would you evaluate the manifestation of respect in your team?**

*I believe that overall, there is respect here, because again, I think that without respect, it's very difficult for the team to function in any way. I think we have a minimum level of respect in the team. I can imagine it at a significantly higher level, perhaps in how the guys interact with each other. I think that a lot of those dialogues or how they talk to each other, I think it's almost disrespectful, and it should be with more respect, even though I understand that it's some form of masculine boasting or something like that, but in my opinion, it doesn't really align with respect as such. But then again, on the other hand, I can't say that the guys don't respect each other.*

**How would you evaluate the manifestation of passion in other Teams?**

*I think that passion will simply be best represented by Sparta. It's just visible on them that even when the team isn't functioning somewhere for some reason, thanks to that passion, they always come together and manage to achieve results.*

**How would you evaluate the manifestation of integrity in other Teams?**

*From the perspective of integrity, I would probably choose Říčany, about which I think they have a coach who works with them on such things, and I think it's a team that would probably express it the most. They always acted honestly. I know that when we were discussing a statement for the disciplinary committee from one of the players, he was willing to honestly admit that it was different from what the referee had called. He didn't have to do that. Yeah, he was a hard worker, but I know that the guys I meet like this, I'd*

*say on the national team, I feel like they're honest. But I say it's more of a subjective assessment, but I would say yeah.*

**How would you evaluate the manifestation of solidarity in other Teams?**

*I would choose Slavia because it's kind of like, or actually, it's still a subjective feeling, which I like, to say it subjectively, but I feel like Slavia. I think Slavia went through a very difficult period when they actually got relegated from the top league, when they lost in the playoff by one point, and I think they definitely had what it takes to stay in the top league. But at the same time, I would say they rallied together and that they will come back significantly stronger. And it's actually visible now in the matches of the first league, where performance is of course influenced by something, but I think they are improving. And of course, I have no evidence from within that team, but from the outside, I would just say that those guys are very supportive after that heavy blow that came. It could easily have happened that the team somehow dissolved or that some pressures arose among the players. On the contrary, the opposite is true. Nobody left.*

**How would you evaluate the manifestation of discipline in other Teams?**

*As a basic display of discipline in rugby, I would say it's simply that the players don't act against the rules, which is a form of discipline in a way. Not making mistakes, not getting yellow and red cards, which is quite a statistical matter. And right now, I don't have in mind who gets the fewest cards.*

**How would you evaluate the manifestation of respect in other Teams?**

*As an expression of respect in rugby, the respect towards the opponent will be on that field, and that simply means for me. And although it might sound very strange, simply destroying that opponent, in the end, yes, that's like respecting the opponent, and I think this capacity exists in Sparta. But I'm not convinced that it's respect per se, but it's a kind of respect towards the opponent in the way I described it, meaning that I want to completely destroy them. Yeah, which is a certain form of respect in rugby. I'm not convinced that they're saying hey, we'll respect the opponent so much that we'll destroy them. But in their eyes, simply respecting the opponent is this. They are simply capable of really defeating the opponent, destroying them as much as possible. I also want to mention the act of greeting the opponent after the match, when the match ends. And here I would appreciate all the teams, that they respect each other by going to greet each other,*

*greeting the referees, greeting the opponent, and that, in my opinion, is like a high, high demonstration of respect towards the teammates, opponents, but also towards teammates, and of course towards the referees, that they go to greet them even after a lost match, for example.*

**What emphasis is the Czech Rugby Union putting on values?**

*I think it places too little emphasis, and our marketing department, which doesn't exist, should be doing a tremendous job. I believe this is something that sets us apart from other sports, clearly defining our environment, which is entirely different from other sports or most sports. We should take pride in it. As an organization that oversees everything in our little Czech valley, we should strictly require that these values are upheld, fulfilled, presented, and sold, but it's not enough. The current situation is simply not enough. We know it's a problem, but we just don't have the capacity for it. As I said, it's largely a marketing issue. Unfortunately, it's something that's currently impossible because we lack the capacity for marketing – it practically doesn't exist. But that doesn't mean we shouldn't emphasize it and mention it. At least we here, as officials who are sitting here, should adhere to it. I know that this isn't always the case. Who could have predicted this deviation?*

#### **Attachment No.7: Interview 4**

##### **What do you do to emphasize solidarity in your team?**

*As a club, we strive to attract families to rugby so that we can spend time together. When we spend time together, we get to know each other better and understand family problems. On the other hand, as a coach, I can better perceive if a player is experiencing any issues. I can detect if there is a drop in their performance, and this is where these meetings with players and their families come in. I want our values to be present both on and off the field. I would like to take it on another level, not the men's team but as a whole club. The guys do go to events together, I'm not saying they don't. But it's not within the context of families or taking children along, or if it is just a small group of players. We are quite capable of doing this on the field after the match, or especially the gatherings with families. I think that works well for us. However, we are somewhat lacking in our ability as a whole club, across all age groups, to, for example, take the kids and go somewhere like the mountains for a longer period. We have those one-off events.*

**Attachment No.8: Yearly report about the number of active players**

**Roční zpráva z roku 2023 o počtu hráčů**

Kategorie	Muž	Žena	Celkem
Seniorská	1008	204	<b>1212</b>
U18 kluci			
/ U17	286	62	<b>348</b>
dívky			
U16 kluci			
/ U15	416	26	<b>442</b>
dívky			
U14	462	78	<b>540</b>
U12	469	75	<b>544</b>
U10	540	103	<b>643</b>
U8	413	79	<b>492</b>
U6	181	40	<b>221</b>
<b>Celkový součet</b>	<b>3775</b>	<b>667</b>	<b>4442</b>