Developing a High-Performance Culture: A Sport Psychology Intervention From an Ecological Perspective in Elite Orienteering

Kristoffer Henriksen

Published online: 19 Nov 2015.

Submit your article to this journal ↗

Article views: 239

View related articles ↗

View Crossmark data ↗

Routledge
Taylor & Francis Group

Developing a High-Performance Culture: A Sport Psychology Intervention From an Ecological Perspective in Elite Orienteering

KRISTOFFER HENRIKSEN

University of Southern Denmark, Odense, Denmark, and Team Denmark

Organizational culture is an emerging topic in sport psychology and recent literature has argued that creating and maintaining high-performance cultures is a key function of the sport psychologist. This article describes a long-term intervention aimed at creating a winning culture in a national orienteering team that took place as an integrated part of the athletes' training and competition environment. The intervention involves three stages: unfreeze (creating survival anxiety and motivation for change), learning (designing new values and strategies), and refreeze (implementing these values in the identity of the team). The case study may produce a much-needed set of guidelines to inform the process of culture change.

KEYWORDS applied sport psychology, culture management, elite sport, organizational culture, orienteering

Sport psychology literature has largely examined the role of psychology in success from an intra-individual perspective and, to some extent, from a team perspective (Cruickshank & Collins, 2012a), and has neglected organizational factors associated with the optimal development of athletes (Fletcher & Wagstaff, 2009). However, it has recently been argued that it is essential for sport psychology researchers and practitioners to better understand organizational influences on athletic performance (Cruickshank & Collins, 2012a; Wagstaff, Fletcher, & Hanton, 2012), and that the expertise in creating and maintaining high-performance cultures is a key function of the sport psychology service (Fletcher & Arnold, 2011). The present article describes a

Address correspondence to Kristoffer Henriksen, Institute of Sports Science and Clinical Biomechanics, University of Southern Denmark, Campusvej 55, 5230 Odense, Denmark. E-mail: khenriksen@health.sdu.dk

sport psychology intervention with the aim of creating a winning culture in a national orienteering team.

Organizational culture is an emerging focus in sport psychology interventions. Factors such as organizational climate and culture have been identified as having a significant impact on performance all the way to the Olympic level (Gould, Greenleaf, Guinan, & Chung, 2002; Greenleaf, Gould, & Dieffenbach, 2001). In the majority of cases, athletes have to prepare and perform under considerable pressure. In a qualitative interview study with international athletes, Fletcher and Hanton (2003) demonstrated that the sources of such pressure were not only competition and training demands but, rather, that a considerable part of the athletes' stressors stemmed from organizational sources, including ambiguous or inappropriate selection processes, a poorly organized training or competition environment, leadership issues, lack of cohesion, team tensions, and lack of communication among athletes or between athletes and staff. Indeed, elite athletes experienced more demands associated with the sport organization than with competitive performance (Fletcher, Hanton, & Mellalieu, 2006; Mellalieu, Neil, Hanton, & Fletcher, 2009). Fletcher and Hanton (2003) advocated that sport organizations at an elite level need to pay careful attention to the environment within which their performers are operating.

Although creating high-performance cultures has been identified as an important future task for the sport psychology practitioner, limited research attention has been paid to factors associated with optimal organizational functioning or excellence in sport (Wagstaff et al., 2012), and "incoming managers (and their supporting consultants) have little domain-specific guidance for transforming an underperforming team culture" (Cruickshank & Collins, 2012a, p. 211). Cultural change is a lengthy process and often at odds with the short-term perspective of coaches, who are often under pressure to deliver instantaneous performance-enhancing change (Cruickshank & Collins, 2012a). We still need to expand our understanding of the role that a sport psychology practitioner can play in this process.

With the introduction of the Holistic Ecological Approach (HEA) to talent development in sport (Henriksen, Stambulova, & Roessler, 2010a, 2010b, 2011), Henriksen and colleagues took a step towards redirecting the focus in talent development from the individual athlete to the environment in which talented athletes develop. These researchers investigated successful athletic talent development environments (ATDEs), and paid considerable attention to the organizational context of the environment. They suggested that successful ATDEs are unique but also share a number of features, including (a) opportunities for inclusion in a supportive training community; (b) role models; (c) support of sporting goals by the wider environment; (d) focus on long-term development rather than short-term success; (e) the integration of factors outside of sport, such as school, family and other components of the

environment; and (f) a coherent organizational culture (Henriksen, Larsen, & Christensen, 2014).

A central element in the HEA is the role and function of the organizational culture. A strong and coherent organizational culture in the club or team has been linked to its success. According to Schein (1990, 2010), all groups are faced with two basic tasks. First, they must survive and grow through adapting to the constantly changing environment. Second, they must retain group functionality through internal integration. Organizational culture emerges as a set of solutions, actions, and values that, in contributing to the group's ability to solve these two tasks, becomes integrated to a degree where it is no longer questioned. The interactions of the members constantly shape and refine the culture and, at the same time, the culture stabilizes these interactions.

Schein (1999) asserted that organizational culture consists of three layers: At the surface is the layer of *cultural artifacts*. Cultural artifacts include stories and myths told in the environment and also customs and traditions, as well as physical cultural manifestations such as clothing, buildings and organization charts. The artifacts are easy to observe but hard to decipher and a deeper familiarity with the culture is needed to determine what they disclose about the culture. *Espoused values* are the social principles, norms, goals and standards that the organization shows to the world; they exist in the minds of the members and serve as visible motivations for actions, although these espoused values (i.e., what the members say they do) do not always correspond to the enacted values (i.e., what they actually do). *Basic assumptions* are at the "core" of the culture and are the ultimate and underlying source of actions. Basic assumptions consist of beliefs and assumptions that are no longer questioned but are taken for granted and which exist at a level below that of the members' consciousness, and are therefore derived by the researcher or consultant. As one moves closer to the core, cultural components become more difficult to observe, measure, and change, but all three levels of culture must be addressed in a culture change effort.

Schein (1999) contended that because culture provides meaning and stability to its members, these members may have resistance to change, making cultural change difficult. Building on the work of Kurt Lewin (1947), Schein suggested that cultural change occurs in three stages (originally termed unfreezing, change, and freezing by Lewin). In the *unfreeze* stage, the members must experience what Schein termed "survival anxiety". This typically involves disconfirmation (e.g., an economic threat or a drop in performance) that motivates the members to change. The survival anxiety must be greater than the learning anxiety that is also involved in all change processes. Therefore the consultant must work to reduce learning anxiety by creating a sense of psychological safety, for example through providing a compelling vision of the future; through positive role models and support groups; and through providing reward systems that are consistent with the desired change. In

the *learning new concepts and meanings* stage, the members learn new be-
haviors, such as through identifying with role models and developing new
solutions through trial and error. In the *refreeze* stage, the new behaviors are
gradually internalized into the members' self-image and incorporated into
relationships and habits.

Schein's (2010) notion of organizational culture reflects a functional ap-
proach in which it is possible to distinguish between more or less functional
cultures in relation to the work of the organization. This idea was supported
by Cruickshank and Collins (2012b), who suggested that "high-performing
cultures prevail when the shared perception and action of elite team envi-
ronment members (a) supports sustained optimal performance; (b) persists
across time in the face of variable results (i.e., wins, losses, ties); and, most
importantly; (c) leads to consistent high performance" (p. 340).

The HEA has implications for sport psychology practice (Larsen,
Alfermann, Henriksen, & Christensen, 2014). Fundamental governing princi-
ples that inform an intervention inspired by the holistic ecological perspective
include: (1) conducting interventions inside the athlete's environment and
involving this environment as much as possible—rather than removing them
from their natural setting and into the practitioner's office; (2) acknowledging
the larger cultural setting, for example, a national culture or a sport specific
culture; (3) aiming to optimize the entire environment around the athlete
or team, particularly in terms of the organizational culture; and (4) viewing
the athletes as whole human beings and supporting the development of a
holistic package of psychosocial skills.

In the present article, I will provide a descriptive account of a sport psy-
chology intervention from an ecological perspective, the aim of which was
to assist the Danish national orienteering team to optimize its organizational
culture. The intention is not to provide objective measures of effect but,
rather, to present a detailed description, as well as professional reflections,
on the delivery of sport psychology services aimed at culture change.

The case has been constructed on the basis of several sources of "data":
(a) the consultant's case notes; (b) notes from the group supervision ses-
sions in the Team Denmark sport psychology team; and (c) the orienteering
team's post-intervention evaluation. In parallel with the team culture project,
runners received individual performance support from the sport psychology
practitioner (SPP), but this article will focus only on the team intervention.

PRESENTATION OF THE INTERVENTION

When, in their efforts to reach the international elite level, the Danish na-
tional orienteering team decided to include a strong emphasis on sport psy-
chology, the team had not produced international results for several years.
The team was composed of both male and female athletes and consisted

of nine permanent members and six athletes who were selected for some but not all camps and competitions. All of these athletes were involved in the process. The athletes primarily compete as individual athletes and sometimes in relays. The author has been the team's SPP for several years. The original culture-change intervention consisted of five steps and was formally evaluated after two years. In reality, however, it remains ongoing because cultivating a high-performance team culture is a neverending endeavor.

Step One: Needs Assessment

During the SPP's introduction to the team, the coach voiced a concern about the team thriving, and argued that an effort was needed to develop the team. The SPP interviewed selected athletes and the head coach about their perceptions of the daily training and competition environment. They all described a less-than-optimal team culture. The athletes reported that they found traveling together taxing, that a disloyal style of communication had destroyed focus, and that they found themselves competing against each other in an unhealthy manner. Examples included talking behind each other's backs and feeling unsure about the intentions of teammates. These team issues had reached a point where they occupied a large portion of the member's focus and had a highly negative impact on performance.

In keeping with the professional philosophy of the Team Denmark sport psychology team (Henriksen, Diment, & Hansen, 2011), an intervention was designed which: (a) focused on developing the team culture; (b) did so over a long period of time and as an integrated part of the team's daily activities, such as training and competitions; (c) involved as much of the performance environment as possible, including athletes, coaches, medical staff, and practical staff; and (d) engaged the coach in a key role as a mechanism to allow him to gradually take over the process.

Step Two: A Workshop Day to Analyze and Create Ownership

Prior to a training camp leading up to a European championship, we planned and held a full-day workshop with the national team to start the process. The day was divided into several elements.

First, the head coach welcomed the athletes and described the overall framework for the project. This included his assessment of the need to develop the team and the overall purpose of the project—international results. Following this, the SPP presented main results from the individual interviews, with an emphasis on the athletes' own descriptions of unhealthy competition, disloyal communication, and a resulting loss of focus. He further introduced the concept of team culture (we used the term team culture

rather than organizational culture) highlighting that culture refers to taken-for-granted values and "how we do things," that a culture can be more or less functional, and that culture grows out of everyday actions of each team member and, therefore, can be changed.

Second, in an attempt to further clarify the problematic nature of the current team culture, the athletes interviewed each other in pairs on the following topic: "Recount an episode or period in which being part of the national team, in your own perception, meant that you performed worse than you could have done." The head and assistant coaches and the medical staff formed their own pairs throughout the day. All involved then held a joint meeting and summarized the interviews, and key problematic issues were written down on a large sheet of paper. Examples of problematic issues included talking behind each other's backs, not discussing maps and strategies but keeping secrets, making excuses and quick-fix solutions, and being isolated during camps. The SPP retained this feedback.

Together, the coach's statement about declining results, the SPP's summary of the initial interviews that displayed a non-supportive culture, and the athletes' interviews of each other created *survival anxiety* and motivation for change, and constituted the *unfreeze* phase of the intervention.

The third part of the day focused on creating visions of a better future for the team. To begin the process of change, athletes again interviewed each other in pairs, but this time, about positive experiences: "What characterizes the team when we are at our best—please talk about an episode or period during which being part of the national team helped you perform better than you would have done without the team." After a short introduction to the concept of values (that values are guiding principles that describe how the team wants to behave or "be" as a team), the athletes presented a summary of their stories in a plenary session and each took notes on what values they could extract from the stories. Each individual athlete was asked to hang his or her list of positive values on the wall.

Fourth, in groups of three, the athletes, coaches and support staff were instructed to produce a video. The video was to be set in a future time, when the team had managed to change their culture into a winning culture. The groups received basic instructions for the production of the video, for example, to portray the rocky road to the new culture (including targets and obstacles) and to include heroes (the new values) and villains (anything that opposes such change). In a plenary session we watched all the videos and discussed what key values they represented, what view of the road to these values the videos portrayed, and how the videos portrayed the overcoming of obstacles. Designing a compelling positive vision served to create a sense of psychological safety and reduce *learning anxiety*. We ended the day by asking each other to reflect further on the future values of the team. We then left for the training camp.

Step Three: Designing the Pillars of the New Culture

During the one-week training camp we set aside one to two hours every day to continue the process. The first task was to extract a number of key values with corresponding sub-themes. In a joint meeting, the team first placed post-it notes with the values they noted during the workshop on the wall. The athletes, coach and SPP moved the notes around and discarded doubles in an effort to group them in meaningful themes. A number of themes emerged and in a plenary discussion, the team agreed on five values, which were written on five separate posters. For example, the title of one poster was: *We make each other better*, with sub-themes such as, *We share in celebrating our successes*, and, *We discuss strategies and techniques among us to become the best nation.* A second poster read: *We act as a team*, with sub-themes such as, *We are active in the team's social life*, and, *We talk to, rather than about each other.* A third poster read: *We train to win*, with sub-themes such as, *We discuss the purpose before every training*, *We are fully and positively present in every training* and, *We dare to set ambitious goals.* The fourth and fifth posters read: *We lead professional lives*, and *We have clear agreements* (e.g., about routines and procedures). These values were accepted as the team's *espoused values,* and formulating the values constituted an important part of the *learning* stage.

Step Four: Integration of the Values Into the Daily Team Practices

The fourth, and most difficult step was to integrate these values into the daily life of the team, in other words, to go from espoused to enacted values and to incorporate the new values and behaviors in the team's identity as basic assumptions. With this purpose in mind, it was decided that the delivery of sport psychology services should be integrated into the team's normal activities and should adopt a long-term focus. This meant that the sport psychologist travelled with the team to a number of training camps and competitions as well as regularly attended daily training. The focus was on developing a team culture within the team's normal routines. In the months that followed (including several training camps and a world championship), the focus was on integrating the values into the team's daily practices. Initiatives included the following:

ONGOING EVALUATION

Every day during the noon break (at camps), or once a week (when training at home), we selected one poster and evaluated how well the team had lived up to the values it contained. We did this in a number of ways, but mostly by "throwing shoes." The SPP would draw an imaginary line to represent a range of evaluations from, "we completely lived up to the values" to "the

values were completely absent." The athletes were then asked to throw a shoe at a spot along the line to reflect their experience. The SPP would then ask selected athletes in front of the team about their reflections, using questions such as, "What made you throw your shoe in that exact spot?" "Why not more/less?", and, "What could the team have done for you to have moved your shoe a few more inches towards the positive side?" We often did this evaluation outdoors and in front of athletes from other nations, and, at one point, an athlete recounted that a foreign competitor had asked her "What's the story with your new shoe-thrower guy?"

POSITIVE STORY OF THE DAY

Every evening at camps and competitions there would be a meeting where the coaches provided information about practical issues such as the program for the following day. To this meeting we added "the positive story of the day." The rules were simple: speak directly to a teammate about something good that he or she did that day and how the action was an extension of one of the values. There was a symbolic prize for the best story (this might be awarded for the person who told it or the person who received it). This tradition caught on with the athletes and today the athletes ask for it if the coach happens to forget.

POSTERS UP

The posters displaying the values were hung on the walls of the meeting room, kitchen or similar gathering points on every trip and, therefore, were visible in the daily training areas. In this sense, the posters served as visible artifacts of the new team culture.

HUG OR HIGH FIVE

One of the values read: "We let the good atmosphere win." This turned out to be difficult, particularly when an athlete had performed below expectations. In such cases the team had a tendency to be very careful not to upset the runner further, and the runner would repeatedly explain to teammates about the reasons for the poor performance. This had a negative impact on the atmosphere and also meant that the runner was voicing his or her evaluation of the race whilst in an emotional (rather than an analytical) state of mind. To counter this problem we agreed that every athlete would approach the other athletes in the finish area and would decode their emotions in a non-verbal manner. If a runner looked sad, the team member would give him or her a hug. If the runner looked happy the teammate would give a high five. No explanations were given. This separated the emotional evaluation

("I feel disappointed") from the analytical evaluation ("I performed badly because . . . "). If a runner was unable to contribute positively after a series of hugs, he or she left the team tent and did not return until ready to do so.

WHAT'S MY GOAL?

Another value read: "We train to win and dare to set ambitious goals." The athletes had not previously talked about their goals because they feared that their teammates would find them too ambitious and laugh behind their backs. We discussed this dilemma openly and agreed that being ambitious was allowed, and that for even the most ambitious athletes—who sometimes failed—the ambition was not misplaced. We introduced a session at the start of every competition where the athletes would state their desired result and process goals. After a period of initial nervousness, the athletes appreciated knowing their teammates' goals and ambitions.

THE MENTOR

When an athlete debuted in the national team, he or she would be assigned a mentor who presented the team values and strategies and helped prepare positive stories for the evening meeting.

These are just a few examples of the many strategies that were implemented to bring the values to life. Other strategies included role playing, writing short stories for the team's blog, and so on. Together, these strategies served to support the long-term incorporation of the values into the team's identity and reflect several of Schein's (1999) strategies for cultural change. Involving the learners and creating mentoring and support teams created psychological safety and reduced learning anxiety. Designing systems and structures that are consistent with the desired changes (e.g., evaluating the values and not only performance, rewarding stories about athletes who live the values, and designing specific strategies that are consistent with the values) helped to incorporate the values in the team's relationships and identity - ultimately as basic assumptions. As such, developing and testing the strategies reflect the *learning* stage, and the repeating them in every camp and competition reflect the *refreeze* stage.

Step 5: Evaluation and a Ritualistic Goodbye to the Old Culture

After about a year, the team met up for one of several progress evaluations. At the end of this meeting the SPP took out the original poster that displayed the problematic behaviors that the team had engaged in before the project began. We examined every action and discussed if such actions still characterized the team or if the team had genuinely moved on. The members agreed that

the problematic old culture was no longer characteristic of the team. As a ritualistic goodbye to the old culture, the poster was burnt and the ashes spread over an interval trail on the beach. The story of this event is often told to new members and thus serves as a verbal artifact of the new team culture.

The impact of sport psychology interventions is hard to measure, but during an evaluation meeting after two years, several athletes mentioned that they felt there was a more supportive group culture. In the words of one athlete, "I have never in my time at the national team felt so at ease and at home—and just wanted to perform." Another athlete stated, "I genuinely wish for the team to perform well. It is no longer so much me against my teammates, but us against the other nations." The team also actually started to perform well and have since medalled in several European and World championships (of course, there are many potential reasons for this) including a historically successful World Championship in which the team won six medals (the team had never before won more than one medal at a world championship). The coach and support staff equally developed through the project. Today the coach is very aware of the culture in the team and his role in developing and maintaining it. He emphasizes that the intervention has provided a room for him to engage with the team regarding issues that go beyond the training and competition plans. The support staff now sees themselves less as service providers and more as members of the team.

Today, the team has identified different sport psychology targets, but the continual work on the team culture has become a natural and integrated part of their practice. For example, the values have been adjusted and the positive story of the day is a permanent feature of the program on every training camp and in every competition. This is now guided by the coaches.

REFLECTIONS ON THE PROGRAM

The above case study is described as an example of the application of the Holistic Ecological Approach (Henriksen et al., 2010a). As such, the program did not mainly target the psychological skills of individual athletes but, rather, aspects of the sporting environment, particularly the organizational culture. The intervention further involved athletes, coaches, medical staff and practical staff. In that sense, I argue that the intervention was ecological. However, the intervention was not truly holistic because it did not involve the entirety of the athletes' environment. Indeed, the intervention could have involved club coaches, federation management, or even the athletes' families. However, although the HEA invites us to consider the whole environment, I believe that the application of the framework will usually be limited to the aspects of the environment that are selected in the needs assessment phase.

The program presented here focused on improving performance through improving the organizational culture of a team. Changing and managing culture is difficult (Cruickshank & Collins, 2012a, 2012b), and practical guidelines to inform such processes are lacking. The case above describes one possible approach and one set of guidelines. Different sets of guidelines are likely to be necessary in other cases, particularly when interventions target the management board more than the athletes.

In the present example, changing a team's organizational culture basically involved three overall stages (Schein, 1999): In the *unfreeze* stage, focus was on creating survival anxiety and motivation for change through disconfirmation. More specifically, the SPP helped the athletes see that the current team culture would not lead to international results. In the *learning* stage, the team designed their new values and developed and tested strategies to live by the values. In the *refreeze* stage, the SPP focused on implementing these values in the daily practices and in the identity of the team. At the same time, the intervention targeted all three levels of culture (Schein, 1990). *Espoused values* were explicitly formulated. Posters displaying the values were hung up representing physical *artifacts*, while stories concerning the intervention and specific strategies represented verbal and behavioral artifacts. And as the team began to thrive and perform better, specific values and strategies were incorporated into the team's identity as basic assumptions.

The change of culture turned out to be a difficult and lengthy process. It would have been unsuccessful if the athletes had been unreceptive, rather than motivated for change and displaying a sense of urgency. The process also turned out to have an important impact on performance. Indeed, the sport psychology practitioners in Team Denmark have conducted similar programs in different sports, adapting them to fit different sport-specific cultures. Developing high-performance cultures is a service much in demand by the federations.

Recent literature has argued that managing organizational change processes is an important task in elite sport and talent development that however often ends up in a twilight zone between the macro-level sport policy focus of sport managers and the more individual level focus of the SPP (Fletcher & Wagstaff, 2009). It has been argued that culture change falls within the tasks of the sport psychology consultant (Fletcher & Arnold, 2011). However, expertise in managing cultural and organizational change is rarely a part of educational programs in sport psychology and it is therefore expected that sport psychology practitioners often lack the education, expertise, and experience to successfully work to optimize organizational culture. For SPPs to successfully manage such processes in the future, educational programs need to include organizational psychology in the education and training of practitioners. Also, we likely need to develop and expand the notions and expectations that sporting organizations may have regarding the roles and functions of the SPP.

Although lacking a scientific evaluation, the process used for this program confirmed the main hypotheses underlying the intervention: (1) that organizational culture has a significant impact on performance (Wagstaff et al., 2012); (2) that relieving the organizational stress experienced by athletes allows them to focus on performance (Fletcher & Hanton, 2003); and (3) that a strong and coherent organizational culture, with a correspondence between espoused and enacted values, is linked to the success of a sporting environment (Henriksen et al., 2014; Henriksen et al., 2010a).

REFERENCES

Cruickshank, A., & Collins, D. (2012a). Change management: The case of the elite sport performance team. *Journal of Change Management*, *12*(2), 209–229. doi:10.1080/14697017.2011.632379

Cruickshank, A., & Collins, D. (2012b). Culture change in elite sport performance teams: Examining and advancing effectiveness in the new era. *Journal of Applied Sport Psychology*, *24*(3), 338–355. doi:10.1080/10413200.2011.650819

Fletcher, D., & Arnold, R. (2011). A qualitative study of performance leadership and management in elite sport. *Journal of Applied Sport Psychology*, *23*(2), 223–242. doi:10.1080/10413200.2011.559184

Fletcher, D., & Hanton, S. (2003). Sources of organizational stress in elite sports performers. *Sport Psychologist*, *17*(2), 175–195.

Fletcher, D., Hanton, S., & Mellalieu, S. D. (2006). An organizational stress review: Conceptual and theoretical issues in competitive sport. In S. Hanton & S. D. Mellalieu (Eds.), *Literature reviews in sport psychology* (pp. 321–374). New York, NY: Nova Science.

Fletcher, D., & Wagstaff, C. R. D. (2009). Organizational psychology in elite sport: Its emergence, application and future. *Psychology of Sport and Exercise*, *10*(4), 427–434. doi:10.1016/j.psychsport.2009.03.009

Gould, D., Greenleaf, C., Guinan, D., & Chung, Y. (2002). A survey of U.S. Olympic coaches: Variables perceived to have influenced athlete performance and coach effectiveness. *The Sport Psychologist*, *16*(3), 175–186.

Greenleaf, C., Gould, D., & Dieffenbach, K. (2001). Factors influencing Olympic performance: Interviews with Atlanta and Nagano U.S. Olympians. *Journal of Applied Sport Psychology*, *13*(4), 254–184. doi:10.1080/104132001753149874

Henriksen, K., Diment, G., & Hansen, J. (2011). Professional philosophy: Inside the delivery of sport psychology service at Team Denmark. *Sport Science Review*, *20*(1-2), 5–21. doi:10.2478/v10237-011-0043-6

Henriksen, K., Larsen, C. H., & Christensen, M. K. (2014). Looking at success from its opposite pole: The case of a talent development golf environment in Denmark. *International Journal of Sport and Exercise Psychology*, *12*(2), 134–149. doi:10.1080/1612197X.2013.853473

Henriksen, K., Stambulova, N., & Roessler, K. K. (2010a). Holistic approach to athletic talent development environments: A successful sailing milieu. *Psychology of Sport and Exercise*, *11*(3), 212–222. doi:10.1016/j.psychsport.2009.10.005

Henriksen, K., Stambulova, N., & Roessler, K. K. (2010b). Successful talent development in track and field: Considering the role of environment. *Scandinavian Journal of Medicine & Science in Sports*, *20*(Suppl. 2), 122–132. doi:10.1111/j.1600-0838.2010.01187.x

Henriksen, K., Stambulova, N., & Roessler, K. K. (2011). Riding the wave of an expert: A successful talent development environment in kayaking. *The Sport Psychologist*, *25*(3), 341–362.

Larsen, C. H., Alfermann, D., Henriksen, K., & Christensen, M. K. (2014). Preparing footballers for the next step: An intervention program from an ecological perspective. *The Sport Psychologist*, *28*(1), 91–102.

Lewin, K. (1947). Frontiers in group dynamics: Concept, method and reality in social science; Social equilibria and social change. *Human Relations*, *1*, 5–41.

Mellalieu, S. D., Neil, R., Hanton, S., & Fletcher, D. (2009). Competition stress in sport performers: Stressors experienced in the competition environment. *Journal of Sports Science*, *27*: 729–744.

Schein, E. (1990). Organizational culture. *American Psychologist*, *45*, 109–119.

Schein, E. (1999). *The corporate culture survival guide*. San Francisco, CA: Jossey-Bass.

Schein, E. (2010). *Organizational culture and leadership* (4th ed.). San Francisco, CA: Wiley.

Wagstaff, C., Fletcher, D., & Hanton, S. (2012). Positive organizational psychology in sport. *International Review of Sport and Exercise Psychology*, *5*(2), 87–103. doi:10.1080/1750984x.2011.634920