

**Original citation:** Danielsen, L.D., Giske, R., Peters, D.M. and Høigaard, R. (2019) *Athletes as 'Cultural Architects': A Qualitative Analysis of Elite Coaches' Perceptions of Highly Influential Soccer Players*. *The Sport Psychologist*. ISSN Print: 0888-4781 Online: 1543-2793 (In Press)

**Permanent WRaP URL:** <https://eprints.worc.ac.uk/id/eprint/8588>

### **Copyright and reuse:**

The Worcester Research and Publications (WRaP) makes this work available open access under the following conditions. Copyright © and all moral rights to the version of the paper presented here belong to the individual author(s) and/or other copyright owners. To the extent reasonable and practicable the material made available in WRaP has been checked for eligibility before being made available.

Copies of full items can be used for personal research or study, educational, or not-for-profit purposes without prior permission or charge, provided that the authors, title and full bibliographic details are credited, a hyperlink and/or URL is given for the original metadata page and the content is not changed in any way.

### **Publisher's statement:**

Accepted author manuscript version reprinted, by permission, from *The Sport Psychologist*, 2019, <https://doi.org/10.1123/tsp.2018-0166> © Human Kinetics, Inc.

### **A note on versions:**

The version presented here may differ from the published version or, version of record, if you wish to cite this item you are advised to consult the publisher's version. Please see the 'permanent WRaP URL' above for details on accessing the published version and note that access may require a subscription.

**For more information, please contact [wrapteam@worc.ac.uk](mailto:wrapteam@worc.ac.uk)**

**Athletes as ‘cultural architects’: A qualitative analysis of  
elite coaches` perceptions of highly influential soccer  
players**

18.10.2018

## CULTURAL ARCHITECTS IN SOCCER

### **Abstract**

The main purpose of this study was to gain a better understanding of highly influential players in elite soccer. Semi-structured interviews were conducted with ten elite coaches to determine their perceptions of the characteristics, emergence and impact of highly influential players. The interview guide was anchored in coaching literature and leadership theory, and after exploring the interview data in this frame, we decided to label these athletes as cultural architects. The results of the analysis revealed three general dimensions of cultural architects in elite teams: a) Personal characteristics, which include elements related to their achievements on the soccer pitch, mindset and collectively-orientation; b) Relationship to the coach, which includes integrity and trust; and c) Intra-team facilitator which includes their impact as a task-team and social-team influencer. The results represent original findings identifying the characteristics of cultural architects in soccer, that are most likely transferable to many other team sports.

Key words: soccer, leadership, roles, elite team sport, group dynamics

### **Athletes as ‘cultural architects’: A qualitative analysis of elite coaches’ perceptions of highly influential soccer players**

The leadership role in sport has been investigated with Northouse (2010) defining leadership as a process whereby an individual influences a group of individuals to archive a common goal. In sport, coaches have historically been viewed as the major source of formal leadership, but there is an increasing body of research investigating both formal and informal leadership roles held or developed by players themselves. Role, defined as the pattern of behaviours expected of individuals in a given social situation (Carron, Hausenblas & Eys, 2005), is a structural and a crucial component for effective function and performance in teams. Roles in team sport have been explored in relation to formal and informal roles (Eys, Beauchamp & Bray, 2006).

Formal roles are those that have been directly established and prescribed by the team, club or sport itself including leadership roles such as the coach or captain, or playing position roles (e.g., goalkeeper, central-defender, midfielders, playmaker or attacking midfielder). Such formal roles are often directly concerned with achieving the team’s instrumental objectives (i.e., team success), and individuals are often recruited to and/or trained to perform these specific formal expectation and responsibilities (Carron et al., 2005).

Informal roles are those that evolve as a result of the interactions among team members and are not formally prescribed by the group or organization (Mabry & Barnes, 1980). As a rule, the athletes who are most suited to informal roles often inherit their associated responsibilities (Carron et al., 2005). Informal roles can further be divided into having positive and negative impact depending on how they influence and contribute to team functioning (e.g., cohesion, conflict, satisfaction) and subsequently team performance. Cope, Eys, Beauchamp, Schinke

## CULTURAL ARCHITECTS IN SOCCER

and Bosselut (2011) identified 12 specific informal roles that seem to exist in sport (e.g., comedian, star player, cancer and distractor) and how each role influences the team.

The categorisation of both formal and informal roles can also be characterized by social-, task-, and external-related functions (e.g., Carron et al., 2005; Kogler Hill, 2001; Loughhead, Hardy & Eys, 2006; Mosher, 1979; Rees, 1983). Based on this categorization Fransen, Vanbeselaere, Cuyper, Broek and Boen (2014) developed a four-fold athlete leadership taxonomy, including two leadership roles on the field (the task leader and motivational leader), and two leadership roles off the field (the social leader and external leader). Together, there is a common understanding and agreement that the presence of athlete leaders is crucial for team functioning and team performance (Cotterill & Fransen, 2016; Glenn & Horn, 1993; Todd & Kent, 2004; Yukelson, 1997).

The main purpose for the coach in team performance coaching is, according to Lyle and Cushion (2017), to achieve competitive goals by influencing numerous performance variables. Therefore, the coaches' ability to positively influence players and the team is critical for success. So how can the coach further engender their impact within a team sport? In Latané's (1981) social impact theory it is suggested that the greater the number of sources of social impact in a social situation, the greater the impact will be. The impact increases when higher status individuals are the source, when the action is more immediate, and when there are a greater number of sources (Latané, 1981). Based on this theory it is reasonable to propose that if a coach has a number of players of high status, with the ability to instantly influence the team and who share the coach's vision, the impact of the coach should be increased. High status in groups is determined by individual's possessing superior prominence, respect, and influence in the eyes of others (Anderson & Kilduff, 2009). Having high status and trusted players with a positive attitude, that share and can translate the coach's cognitions of game and practice behaviour, can enhance the coach's message to the team, and

## CULTURAL ARCHITECTS IN SOCCER

hopefully, therefore, success. But do all of these high-status players have to hold formal leadership positions? These players are often considered as highly significant change agents in the team and whilst such influential players may occupy a formal role such as the captain, or vice-captain, they have also been identified as being ‘informal leaders’, acting as ‘cultural architects’ within the team (Cotterill & Fransen, 2016). The term ‘cultural architects’ in the sport context originates from the former English national soccer coach Svein-Göran Eriksson and the appointed sport psychologist Willi Railo (Collins & Collins, 2011; Gibbon, 2002; MacPherson & Howard, 2011).

Even though the term cultural architects is intuitively appealing and perhaps a useful label for such highly influential players, the term is relatively scant in published research. As a start point, a theoretical elaboration of cultural architects may be the etymologically and the linguistic meaning of the term. Cultural architect is composed by two words, *cultural* and *architect*. In the context of team sport, *culture* can be viewed as a pattern of assumption (norms, values, and reality perceptions) that guides behaviour in the team (Sun, 2008).

*Architect* derives etymologically, from the Latin *architectus*, which in turn derives from the Greek (*arkhi-*, chief and *tekton*, builder), i.e., chief builder (Miller, Vandome, & McBrewster, 2009) and therefore identifies someone who plans, designs, and reviews the construction of things. A ‘*cultural architect*’ as a leader in team sport could therefore be defined as someone who significantly contributes to co-creating, interpreting, translating, developing, implementing, executing, and enhancing the coach’s visions and strategies through his/her attitude and actions (both verbally and behaviourally) and who thereby contributes to development of optimal team coordination and culture. This definition encompasses Railo and Eriksson’s original more conventional demarcation of cultural architects where they suggested that they are players who possess the ability to change the mind-set of others and they are able to implement the coach’s strategic plan in the team (Collins & Collins, 2011;

## CULTURAL ARCHITECTS IN SOCCER

Gibbon, 2002; MacPherson & Howard, 2011). In sum, this term may identify leaders who have the potential to strengthen and develop the team, and the attitude and ability to change the mind-set of their teammates, and the potential to enhance the culture in the team. As such they are of vital importance for the coach.

In order to explore the phenomenon of ‘cultural architects’ in sports teams, and thus addressing Cope et al.’s (2011) recommendation to gain a more in-depth knowledge of leadership roles in sports teams the following explorative research question was formulated: How do elite soccer coaches perceive and utilise highly influential players in their teams?

### **Method**

#### **Participants**

The selection of participants was based on purposive sampling procedures oriented to information rich cases (Creswell, 2008). The coaches were recruited progressively until saturation was reached (Patton, 2015). Ten coaches from different elite soccer teams in Norway participated in the study, six male coaches and four female coaches (age 35-63 yrs). Four of the coaches held a “UEFA Pro License” coaching certification (the highest soccer coaching certificate available) (Eggen, 2018). Five coaches held an advanced coaching certificate (the second highest soccer coaching certification available), and one coach was completing this certification. Overall, the coaches were considered successful, having a mean coaching experience of 18 years, and most of those years were spent coaching soccer players in the top division in Norway. The other years were used as coaches in lower divisions in soccer, but one coach had also been a coach at a top level abroad. Six coaches had experience in coaching both male and female soccer players at a higher level, and four had experience of

## CULTURAL ARCHITECTS IN SOCCER

coaching female players on the top level. In addition, four of the coaches were former national team players with a mean of 46 international appearances.

The study was approved by the Norwegian Center for Research Data (NSD), which evaluates proposals from researchers at Norwegian universities and coaches signed an informed consent form prior to participation in data collection.

(Table 1. Coaching background – Placed about here)

### **Data collection**

Telephone calls inviting the coaches to participate, and coaches expressed an interest to participate. Personal contact was then made with these coaches in order to establish rapport between the researchers and the participants. A semi-structured interview was used covering three main topics of investigation: (a) identification of the existence of highly influence players in soccer teams; (b) description and characteristics of highly influential player in soccer teams; and (c) perceptions of this player's influence on the team. Interviews took place in-person and lasted 60-120 minutes. The interviews were audio recorded and transcribed verbatim.

The interview guide consisted of introductory questions (e.g., education/soccer courses?) that allowed the interviewer to develop rapport with the participant and gain an insight into his or her background. The main part of the interview guide then consisted of questions related to highly influential players in soccer teams (e.g., how would you describe highly influential players you have been coach for?). The intention of the topic was to identify whether there are some athletes who excel as leaders in athlete groups (e.g., can you describe your most important athlete leader?) and to explore players who have influence on the team and individuals, who cause the rest of the team to pull in a positive direction (e.g., how do these leaders influence the team and individual players?). The conception and phrasing of the



## CULTURAL ARCHITECTS IN SOCCER

questions in this section were, for the most part, informed by the extant literature on athlete leadership in sport teams. Although the participants were guided through the same themed questions, the order of questioning varied according to the flow of the conversation. This flexibility allowed the participants to develop the interview in the direction that they deemed appropriate (Patton, 2015).

Prior to the interviews, the researcher practised her interviewing skills by conducting a pilot interview under the supervision of a more experienced interviewer. This piloting not only allowed the researcher to enhance her interview skills, it also provided external expert validation of the effectiveness of the interview guide (Bucci, Bloom, Loughhead & Caron, 2012) as it was conducted on a former top-level soccer coach.

### **Data handling & analysis**

Trustworthiness was established through member checking at the end of each interview where all participants were given the opportunity to add or change any answers or ideas that were communicated during the interview (Lincoln & Guba, 1985). Participants then also received opportunity to see interview transcript, and were told that they could revise any of it to make their transcript more accurately reflect their thoughts. None of the participants made any changes. All approved transcripts were used for data analysis.

Thematic interpretational analysis was deemed the most appropriate approach for analyzing the data (Aronson, 1994; Braun & Clarke, 2006; Côté, Salmela & Baria, 1993; Gibbs, 2007) due to its potential to generate knowledge through the emergence and interpretation of themes from the interview transcripts (Fletcher & Arnold, 2011). Incorporation of inductive reasoning in these procedures helped promote innovation (Neuendorf, 2002). This inductive analysis allowed core categories to emerge from the data, and this analysis was undertaken independently by three researchers (Côté et al., 1993). All researchers conducted an

## CULTURAL ARCHITECTS IN SOCCER

independent analysis, and all had to reach agreement in all stages of the analysis. The first stage of the content analysis involved the researchers immersing themselves in the transcripts and extracting raw-data quotes associated with highly influence players in soccer team. The open answers (raw data) were grouped by name or codes of phenomena and statements (Nilssen, 2012). This process was performed in order to compare and contrast tags assigned to the various meaning units. In the next phase (axial coding), the codes were grouped into different themes and categories (Nilssen, 2012). Quotations that represented common topics were set to lower-order themes, before being combined, where appropriate and then categorized as higher-order themes (Aronson, 1994). Higher-order themes were then related to appropriate general dimensions that formed overarching appreciation of the sample's perceptions.

The interview data yielded 252 distinct raw-data quotes, which were abstracted into 17 lower-order themes, and 6 higher-order themes. The higher-order themes formed three general dimensions of cultural architects in elite teams: 'Personal characteristics', 'Relationship to the coach' and 'Intra-team facilitator' (Figure 1).

To ensure the credibility of data analysis, a peer review was used for an impartial party examining (Côte et al., 1993). Peer reviewer was a former top-level coach and now top-rated sports research. He was randomly presented with 20% of the opinion units and asked to place each opinion unit with one of the 17 codes previously generated by the research group. Peer reviewer placed 80% of opinion units with the right codes. A brief discussion between both parties led to peer reviewer agreeing that the researcher's roof was appropriate and that the diversity of misplaced opinion units was attributed to a lack of context.

### Results

In accordance with previous literature (Collins & Collins, 2011; Cotterill & Fransen, 2016; Gibbon, 2002; MacPherson & Howard, 2011), we labelled the high influence players as 'cultural architects' as an initial theoretical working description. During one of the interviews, one of the participants (P-5) used this term as a description of high influence players without encouragement as it appeared in the following quote: "Leadership, they are cultural carriers and continuity carriers. They are what I call cultural architects."

Figure 1 reports the categories that emerged from the data analysis process, which represent participants' coordinating responses. Comments from every coach were represented in each higher-order theme. In some of the lower order categories, only a few coaches were represented. Nevertheless, although certain categories were not so highly represented as others, their inclusion was critical in providing coaches perceptions of highly influential players in soccer. It is important, however, to note that the number of meaning units does not provide an estimate of the importance of each category. The features of the players who are cultural architects in elite teams are presented in Figure 1.

(Figure 1. The features of cultural architects. – Placed about here)

#### **Personal characteristics**

This dimension describes personal characteristics of the athletes and consisted of three higher-order themes: a) sport competence, b) mindset and c) collectivity-orientation (see Figure 1).

*Sport competence:* All coaches agreed that the athletes need to be highly skilled and one of the best players on the team. There should be no question whether they should be in the

## CULTURAL ARCHITECTS IN SOCCER

starting eleven or not. Extraordinary ambitions, highly motivated and devoted in order to improve their own skills and performance was other descriptions.

They must be soccer-related obvious first choice at the place they play. There must never be any doubt about the player to start, or suddenly sitting on the bench. Player must have the soccer professional qualities. (Lower Order: Expert Players; Participant 2)

The player does not do anything if it cannot be the best. I've never experienced a player who is so insane on details as that player. We stood hour after hour, every day. Just put the ball like that. Extremely ambitious to be the best. (Lower Order: Performance standard; Participant 6)

*Mindset:* The coaches describe the players as mentally tough and with a winning mentality. They appear with confidence and low self-doubt. They were unique players in the way they cope with personal set-backs or periods of deficient performance and how they positively encouraged and influenced the whole squad. They aim to change and improve fellow player's mind-set and the "team attitude".

The player must have a winning instinct. So, when the team wears a bit, it is the one who has to grab, because it has to go ahead. In relation to work, fight and stand on. (Lower Order: Mental tough: Participant 2)

They must have confidence, they must be the obvious first choice on the place they play... [name of the player] had an aura and was self-confident, -secure, and in addition, the player was brilliant on the pitch (Lower Order: Confidence: Participant 2)

## CULTURAL ARCHITECTS IN SOCCER

*Collectivity-orientation:* A basic collective attitude and understanding emerged as crucial. The coaches highlighted the importance of sensitivity and awareness in relation to their teammates and to the team as a group. Another aspect that was accentuated was that they showed a cooperative attitude both verbally and behaviorally.

The player takes responsibility for the team collective and focuses on the group dynamics. The player must have social antennas ... The player must be able to see and understand what is happening, and it must be sensitive to this information. (Lower Order: Awareness; Participant 2)

Taking responsibility and get the team to solve things together. (Lower Order: Cooperation; Participant 1)

### **Relationship to the coach**

This dimension characterized the coach-cultural architect's relationship. Two lower order themes emerged: integrity and trust. All coaches were aware that the relationship to the cultural architects was crucial and needed to be based on mutual trust and a basic understanding of the coach's main philosophy. The coaches stressed that it was essential that they were able to lean on cultural architects and that this player was their prolonged arm into the team. Nevertheless, they underscored the fact that a cultural architect should not be afraid to challenge, or be critical of the coach or to confront them, but not in a public context (e.g., in front of fellow team mates).

I need someone that challenge me. ... s/he is such a player challenge me and the team and make decisions and have integrity (Lower Order: Integrity, Participant 10)

## CULTURAL ARCHITECTS IN SOCCER

You know who you can lean on, you know in a way that you have one player who is your prolonged arm into the team. (Lower Order: Trust; Participant 9)

### **Intra-team facilitator**

This dimension characterizes the players' roles in the team, and three themes were identified a) influencer, b) task-team facilitator and c) social-team facilitator (see Figure 1).

*Influencer:* They have a natural power to influence the team through a natural leadership competence. According to the coaches, these players are respected leaders on and off the field. In addition, they communicate convincingly and can make rapid decisions even under stressful situations.

She had the locker room, and I knew if we won or lost so was she right person to be the leader in the locker room. (Lower Order: Influencer; Participant 9)

It is a player who is respected by all the other players. ... quite natural leader. (Lower Order: Respect; Participant 4)

Leader on the field, interlocutor for me as a coach. Can sparring partner and someone to discuss with, say exactly what she means. Have a backbone and stand up for it. Can handle any situation/case, during a conflict, or even handle the immaturity of a player. She tries to be the players lawyer, but also the groups lawyer. The way she is loyal to the coaching-team's decisions is phenomenal. (Lower Order: Communication; Participant 8)

*Task-team facilitator:* They had a coordination function in the team. All coaches agreed that those players are a role model and take responsibility on and off the field. They are highly involved in task related functions in the team and promote effort to achieve the team goals. It

## CULTURAL ARCHITECTS IN SOCCER

appears that the cultural architects can create and develop a high performance team and culture.

So then in the heat of the match, the player can go out on the pitch and give a clear message of how things should be, making it easier for the players to play their game. One who are in the heat of the battle and organize the play. The player just did the job together with them, creating culture just by doing (Lower Order: Coordination; Participant 2)

The player will go ahead as a good example. It must be the one whom the others can look at, that's the club. That's the way we are. (Lower Order: Role model; Participant 2)

Takes responsibility from me as coach, everything from equipment, to clothing to learning ability on the field. Not just being good at things on their own, but also able to transfer that responsibility to the team, without me necessarily being involved as coach. Dare to stand out and dare to take responsibility in such a way that the team works. (Lower Order: Responsibility; Participant 7)

*Social-team facilitator:* All coaches claimed that these players also have some social related functions, like helping behaviour, contributing to a positive team atmosphere and bonding the team together.

The player was so very social, always the one who in some way pulled up the mood in the group anyway. Player felt it was its job to do it and did it automatically. (Lower Order: Team atmosphere; Participant 4)

She leads by the front and in a helping way. [name of the player] played with us last year, many years on national A-team. If there was something on training, she could

## CULTURAL ARCHITECTS IN SOCCER

suddenly run away to help young girls with equipment... I think she create a helping standard in the team like this 'If she can do that, we will do that too'. (Lower Order: Helping behavior; Participant 6)

... ensure that all are doing well, there is none that will come in the locker room with us and get a worse day by getting into the locker room, it should be better. (Lower Order: Bonding; Participant 5)

### Discussion

The main purpose of this study was to gain a better understanding of highly influential players, or 'cultural architects' in elite soccer. Semi structured interviews were conducted with ten top level coaches to determine their perceptions of the characteristics, emergence and impact of highly influential players in a team. First, all the coaches were able to identify and had comprehensive experiences with highly influential players who had been significant for their (team) coaching and, contributed particularly positively to the team atmosphere and the accomplishment of their team goals. *A priori* we labeled highly influential players as cultural architects as an initial theoretical working description based on the work of Railo and Erikson (Collins & Collins, 2011; Gibbon, 2002; MacPherson & Howard, 2011). In the interviews the term cultural architect wasn't used by the research team because we expected that the coaches were not familiar with the concept. To our surprise, one of the coaches used this term when she talked about highly influential players indicating that the term 'cultural architect' may already translate well into the sport team coaching community as an overarching term for such players.

Three main dimensions emerged from the "content" analysis and were labeled: *Personal characteristics*, *Relationship with the coach*, and *Intra-team facilitator*.



## CULTURAL ARCHITECTS IN SOCCER

Personal characteristics of cultural architects included skills and qualities as soccer players and their mental attitude, in addition to a collectivistic orientation. According to the coaches in the study, significant key features of cultural architects are that they need to be experienced and highly competent soccer players, with a high standard for performance, generally one of the best players in the team and always in the starting eleven. Being on the pitch during matches seems to be an important feature, for at least three reasons. Firstly, Jacob-Johnson (2004) suggest that status could be gained through attributes associated with performance and experience and being on the pitch contributes to the increased status and in line with Latané's (1981) social impact theory, their influence in the team will increase. Secondly, to demonstrate confidence and mental toughness in the squad during games you have to be in the 'heat of the battle'. Thirdly, cultural architects need to be involved in the game and be able to coordinate and monitor fellow team members' performance in line with the coach's strategy for the match (Cotterill, 2013). According to the latter, McIntyre and Salas (1995, p. 23) highlighted the importance of mutual performance monitoring and defined it as the ability to "keep track of fellow team members' work while carrying out their own . . . to ensure that everything is running as expected and . . . to ensure that they are following procedures correctly".

Furthermore, cultural architects are also able to take necessary decisions and correct or intensify fellow team members behavior during practice and in matches if performance is below what is expected or not in line with the team's common plan. A hallmark of (effective) expert teams is their ability to be adaptive and make timely decisions in time-pressured and stressful conditions (Salas, Rosen, Burke, Goodwin & Fiore, 2006). Similarly, teams may experience what Apatzsch (2006) described as collective collapse and the presence of a cultural architect may mitigate the likelihood of such breakdowns by them being able to change the mindset to teammates bringing the team out of critical stages by communicating

## CULTURAL ARCHITECTS IN SOCCER

faith, effort and providing backup behavior. According to Railo and Eriksson (Collins & Collins, 2011; Gibbon, 2002; MacPherson & Howard, 2011) a core characteristic of cultural architects is the ability to change the mindset to teammates. This characteristic is held as a pre-condition to break down or overcome team mental performance barriers. Previous research has shown that mental toughness and confidence are vital in mastering such challenges (Sheard, 2013; Thelwell, Weston & Greenless, 2005; Weinberg, Butt & Culp, 2011) and the coaches emphasized the importance of these personal characteristic for cultural architects. Back-up behaviors indicate that the cultural architect can assist team members to perform their tasks, by providing them with feedback to improve performance, assist teammates in performing their own task (or their role in the team) and finally under some conditions to also complete the task for their teammate (Marks, Zaccaro & Mathieu, 2000). The ability to delegate assistance or allocate other players to cover up when needed are included in backup behavior and according to Salas, Sims and Burke (2005) a prerequisite for such practices are an adequate shared mental model and a climate of trust. A mutual trust team atmosphere may also promote athletes' willingness to face challenges and reduces their own fear of failure (Colquitt, Scott & LePine, 2007).

Even if the coaches describe cultural architects as high achievers with a competitive mental profile, they also reported the importance of having a collective orientation. A collective mindset orientation indicates attitude, awareness, and skills regarding inclusiveness, interpersonal, and intergroup relations (Triandis, 1995). Driskell and Salas (1992) argued that team members with a high collective orientation are more likely to attend to the task inputs and needs of fellow team members during performance. This increased attention to fellow team members facilitates the processes of coordination and communication and ultimately improves team performance.

## CULTURAL ARCHITECTS IN SOCCER

The coaches in this study highlighted that a positive coach– cultural architect relationship is fundamental. The importance of the coach-athlete relationship in sport is well documented (Jowett, 2006; Jowett & Cockerill, 2003; Lafreniere, Jowett, Vallerand & Carbonneau, 2011) and often characterized by a high level of interdependence (Jowett & Ntoumanis, 2004). Interdependence can either have a positive or a negative ramification depending on how the interdependence is experienced (Jowett & Nezlek, 2011). The coaches in the present study describe that the relationship between cultural architects and coach must be based on trust and high integrity as a core characteristic promoting a positive coach-cultural architect relationship. Previous research has found that trust has a critical influence on how individuals within a team will interpret each other’s behaviors (Bandow, 2001; Salas et al., 2005; Simons & Peterson, 2000). If the level of trust has not been developed, coaches may be more likely to interpret behaviors such as disagreement and suggestions as intentionally damaging acts against themselves and the team. Frequently, when this attribution is made, the team member will respond in a reciprocal manner, leading to a spiraling degradation of team functioning (Creed & Miles, 1996). Therefore, through the fostering of integrity and mutual trust, the conditions for being critical and airing disagreement are possible and indeed warranted for an effective relationship between the coach and the cultural architect. More specifically, the coaches highlighted that a cultural architect should challenge, make suggestions and have critical input, but not in a manner that would undermine their own leadership standing.

All coaches perceived cultural architects as influencers and natural athlete leaders in the team who are essential for team function and performance. Their unique position in the team and the fact that they perceived cultural architects as a significant “prolonged arm into the team” was highlighted. Even if most of the coaches reported that cultural architects were in a formal athlete leadership role (e.g., the captain), they expressed that this was not a prerequisite condition, and all reported that they have had cultural architects without any formal leadership

## CULTURAL ARCHITECTS IN SOCCER

roles. Nevertheless, impact and respect were identified as significant features underpinning a cultural architect's influencer quality. This is undoubtedly in line with Railo and Eriksson's cultural architects term (Collins & Collins, 2011; Gibbon, 2002; MacPherson & Howard, 2011). Drawing from a social identity perspective leadership is not a property that resides in a person's character as an individual, but rather one that results from a leader's capacity to embody what the group means to its members in any given context (e.g., be prototypical of a shared social identity) (Rees, Haslam, Coffee & Lavalle, 2015). It is then on this basis that cultural architects can exert influence over their fellow teammates. The cultural architects are perceived as leaders embodying 'who we are' and 'what we want to be', and as such imbue the power to influence others (Haslam, Reicher & Platow, 2011). In line with this, a key vehicle in the relationship between cultural architects and fellow players and between the coach-cultural architects was communication, which all coaches perceived as fundamental. Due to the cultural architect's position and status in the team, communication is a bridge between the coach and the players and was Dupuis, Bloom and Loughhead's (2006) suggestion paramount in the team captain's role. Effective communication and communication skills have also been proposed as key elements in the emergence and effectiveness of coaches (Borrie & Knowles, 2003), but also fundamental to team performance, the foundation of group structures (e.g., roles, norms, values) and several other group processes (e.g., cooperation, cohesion, team identity) (Becker, 2009; Jowett, 2007; Lyle & Cushion, 2017; Yukelson, 1997).

In high performance teams, the players coordinate their individual soccer expertise to achieve a common goal in such a manner that performance seems fluid (Lyle & Cushion, 2017). Similarly, in Steiner's (1972) team productivity model, he stated that actual productivity is the result of its potential productivity minus its faulty processes, such as poor coordination. Coordination is a crucial factor in team performance and shared mental models (SMM) of the

## CULTURAL ARCHITECTS IN SOCCER

task, the situation, and their teammates promotes the quality of coordination (Cannon-Bowers, Salas & Converse, 1993). Cultural architects are players that due to their expertise, personality and strategic position in the team firstly, translate and in addition contribute to develop SMM together with the coach, secondly, promote and implement the mental models in the team, and finally make the models operative and fluid during games. This task-team facilitator theme is a crucial part of being a cultural architect, and promotes behavior and backup behavior that fosters coordination, cooperation and teamwork. Based on Fransen et al.'s (2014; 2017) informal leadership typology cultural architects fulfill clearly both a task leadership role (that provides tactical instructions to his/her teammates) and a motivational leader role (recognized as the greatest motivator on the field).

Finally, the social-team facilitator higher order theme contained different social related function and consequences including team atmosphere, helping behavior and bonding the players together. This is of great interest since as it is well documented that factors such as cohesion, team identity, citizenship behavior and commitment to the team are related to team functioning and/or performance (Carron, Wheeler & Stevens, 2002; DeChurch & Mesmer-Magnus, 2010; Høigaard, Boen, De Cuyper & Peters, 2013; Podsakoff, Ahearne & MacKenzie, 1997). One relevant framework for understanding and explaining social team facilitation is transformational leadership behavior. According to Bass and colleagues (Bass, 1985; Bass & Avolio, 1994), transformational leaders inspire and motivate followers to exceed performance expectations by changing their followers' beliefs and attitudes.

Transformational behaviors (Lanaj, Johnson & Lee, 2016) include inspirational motivation (e.g., creating visions, setting high standards for achievement and raising optimism about what the team can accomplish), idealized influence (e.g., leading by example and modeling behaviors or values), individualized consideration (e.g., considering followers' individual needs), and intellectual stimulation (e.g., encouraging follower creativity and helping

## CULTURAL ARCHITECTS IN SOCCER

teammates solving challenges and obstacles). Transformational leadership has in general been linked to various outcomes such as greater motivation, commitment, cohesion and performance (Bass & Riggio, 2006; Weese, 1994). Similar findings are also evident in a sport context where coaches and peer leaders using transformational leader behavior are related to motivation, performance (Charbonneau, Barling & Kelloway 2001), organizational citizenship behavior (Lee, Kim & Kang, 2013), cohesion (Callow, Smith, Hardy, Arthur & James, 2009) and satisfaction (Kao & Tsai, 2016).

Cultural architects are perceived as cultural builders with a strong passion to improve the team and create a well-functioning and high performing team. Therefore, having one or several cultural architects in the team according to the coaches, is of importance for effective team function in the short term (i.e., game by game, day to day or for the season) and in a longer-term perspective for developing or optimizing a high-performance culture. According to Cruickshank & Collins (2012, p. 340) 'a high-performing culture prevails when the shared perception and action of elite team environment members (a) supports sustained optimal performance; (b) persists across time in the face of variable results (i.e., wins, losses, ties); and (c) leads to consistent high performance'. Even if a coach can use several strategies, tactics and mechanisms to develop such a culture (Jones, Armour & Potrac, 2004), encouraging performance-facilitating values to emerge "naturally" from within the group is vital. Indeed, Cruickshank and Collins (2012, p. 349) highlight that: 'influential individuals who reflect the intended culture's ideals are identified and utilized to create direction, deliver messages and set examples to the group. These roles will be sensibly filled by those who hold notable peer respect, be it through inspirational performances, social standing or leadership qualities'.

From a practical point of view, the findings from this study have implications for coaches, sport psychologists, and teams. Firstly, the substantial information about cultural architects

## CULTURAL ARCHITECTS IN SOCCER

derived from the present study provides potential indicators that can help coaches and sport psychologists, to more efficiently, identify cultural architects in the team, or in a recruitment/selection process, or subsequently for developing players to become cultural architects. Secondly, the knowledge about cultural architects can be useful for coaches in order to strengthen their own leadership impact by utilizing cultural architect's skills and influence in an efficient way. Thirdly, for players aspiring to occupy a cultural architect's role in a team, the knowledge about cultural architects can be used as a framework for their own development process. Finally, focusing on, searching for, and/or developing cultural architects may create a team awareness which can clarify the strengths and weaknesses in the team culture, and extrapolate the uniqueness of the team. **In addition to being the first academic research study to elucidate upon the term 'cultural architect' in a sport context, we believe our study provides a unique methodology for researchers to use that justifies academic exploration borne from practitioner-centred real world issues.**

Whilst this study enhances our understanding of highly influential players (e.g., cultural architects) in elite soccer, some limitations should be noted. The term cultural architects is derived from the work of Railo and Eriksson (Collins & Collins, 2011; Gibbon, 2002; MacPherson & Howard, 2011) and the term was not used by the interviewer during the interview, but verified by one of the coaches (P-5). Even if the term is novel and theoretically sound it may be somewhat artificial. Saying so, previous research has shown that highly influential players in elite teams exist and in the present study we have simply labelled these players as 'cultural architects' based on the coaches descriptions of their: personal characteristics, relationship to this players and as intra-team facilitators. Hopefully this in-depth analysis has given more nuanced content knowledge of these players which in the next step can help us to cultivate them. Given the interpretivist nature of the present study we acknowledge that there is other plausible interpretation of the data and future research should

## CULTURAL ARCHITECTS IN SOCCER

explore cultural architects in other team sports, in other national contexts and among players to further validate the concept. Another research avenue could be a quantitative research approach to investigate cultural architects in relation to team variables (e.g., role clarity, cohesion, identity, SMM) and performance.

### **Concluding remarks**

The findings present are interesting to several members within sports, including coaches, athletes and sport psychologists. The results provide new information about cultural architects, their personal characteristics, relationship to the coach and intra-team behavior and influence. Perhaps the most important conclusion that can be drawn is that players can be cultural architects, and these are important contributors to the coach, fellow players and team. The fact that the coach can recruit or develop such players to their team can be crucial to their job and team performance. Finally, these results can be used to help scientists understand the knowledge and strategies used by coaches to achieve success in athlete leadership. From a practical perspective, this knowledge can guide coaches to empower the team by carefully identifying, developing and exploiting the influence and skills of their cultural architects more effectively. It is hoped that the results from the current study will encourage both applied practitioners and researchers to utilize and elaborate the construct in the areas of sport psychology, coaching and leadership. Further research should examine cultural architects from a practitioner perspective. Secondly, longitudinal designs to investigate the impact of cultural architects on team performance are justified. Thirdly, examining cultural architects with social network analysis, and using degree centrality as a potential variable to more quantitatively support this role is recommended.

## References



## CULTURAL ARCHITECTS IN SOCCER

- Anderson, C., & Kilduff, G. J. (2009). The Pursuit of Status in Social Groups. *Association for Psychological Science, 18*(5), 295-298. doi:[10.1111/j.1467-8721.2009.01655.x](https://doi.org/10.1111/j.1467-8721.2009.01655.x)
- Apitzsch, E. (2006). Collective collapse in team sports: A theoretical approach. In F. Boen, B. De Cuyper, & J. Opdenacker (Eds.). *Current research topics in exercise and sport psychology in Europe* (pp. 35-46). Leuven: LannooCampus Publishers.
- Aronson, J. (1994). A Pragmatic View of Thematic Analysis. *The Qualitative Report, 2*(1), 1-3. Retrieved from <http://www.nova.edu/ssss/QR/BackIssues/QR2-1/aronson.html>
- Bandow, D. (2001). Time to create sound teamwork. *The Journal for Quality and Participation, 24*(2), 41-47.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage Publications, Inc.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. New York: Psychology Press. doi:[10.4324/9781410617095](https://doi.org/10.4324/9781410617095)
- Becker, J. A. (2009). It's Not what they do, it's how they do it: Athlete experiences of great coaching. *International Journal of Sports Science & Coaching, 4*(1), 93-119. doi:[10.1260/1747-9541.4.1.93](https://doi.org/10.1260/1747-9541.4.1.93)
- Borrie, A., & Knowles, Z. (2003). Coaching science and soccer. In T. Reilly, & A. M. Williams (Eds.), *Science and Soccer* (pp. 187-197). New York: Routledge.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. doi:[10.1191/1478088706qp063oa](https://doi.org/10.1191/1478088706qp063oa)
- Bucci, J., Bloom, G. A., Loughhead, T. M., & Caron, J.G. (2012). Ice Hockey Coaches' Perceptions of Athlete Leadership. *Journal of Applied Sport Psychology, 24*(3), 243-259. doi:[10.1080/10413200.2011.636416](https://doi.org/10.1080/10413200.2011.636416)

## CULTURAL ARCHITECTS IN SOCCER

- Callow, N., Smith, M. J., Hardy, L., Arthur, C. A., & Hardy, J. (2009). Measurement of transformational leadership and its relationship with team cohesion and performance level. *Journal of Applied Sport Psychology, 21*, 395-412.  
doi:[10.1080/10413200903204754](https://doi.org/10.1080/10413200903204754)
- Cannon-Bowers, J. A., Salas, E., & Converse, S. A. (1993). Shared mental models in expert team decision-making. In N. J. Castellan (Ed.), *Individual and group decision making: Current issues* (pp. 221–246). Hillsdale, NJ: Erlbaum.
- Carron, A. V., Colman, M. M., Wheeler, J., & Stevens, D. (2002). Cohesion and performance in sport: A meta-analysis. *Journal of Sport and Exercise Psychology, 24*(2), 168-188.
- Carron, A. V., Hausenblas, H. A., & Eys, M. A. (2005). *Group dynamics in sport* (3rd ed.). Morgantown, WV: Fitness Information Technology.
- Charbonneau, D., Barling, J., & Kelloway, E. K. (2001). Transformational leadership and sports performance: The mediating role of intrinsic motivation. *Journal of Applied Social Psychology, 31*(7), 1521-1534. doi:[10.1111/j.1559-1816.2001.tb02686.x](https://doi.org/10.1111/j.1559-1816.2001.tb02686.x)
- Collins, D., & Collins, J. (2011). Putting them together: skill packages to optimize team/group performance. In D. Collins, A., Button & H. Richards (Eds.), *Performance Psychology: A Practitioner's Guide* (pp. 361-380). London: Churchill Livingstone Elsevier. doi: [10.1016/B978-0-443-06734-1.00024-9](https://doi.org/10.1016/B978-0-443-06734-1.00024-9)
- Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology, 92*(4), 909-927. doi:[10.1037/0021-9010.92.4.909](https://doi.org/10.1037/0021-9010.92.4.909)
- Cope, C. J., Eys, M. A., Beauchamp, M. R., Schinke, R. J., & Bosselut, G. (2011). Informal roles on sport teams. *International Journal of Sport and Exercise Psychology, 9*(1), 19-30. doi:[10.1080/1612197X.2011.563124](https://doi.org/10.1080/1612197X.2011.563124)

## CULTURAL ARCHITECTS IN SOCCER

- Côté, J., Salmela, J. H., & Baria, A. (1993). Organizing and interpreting unstructured qualitative data. *The Sport Psychologist*, 7, 127-137.
- Cotterill, S. (2013). *Team psychology in sports: Theory and practice*. New York: Routledge.
- Cotterill, S. T., & Fransen, K. (2016). Athlete leadership in sport teams: Current understanding and future directions. *International Review of Sport and Exercise Psychology*, 9(1), 116-133. doi:[10.1080/1750984X.2015.1124443](https://doi.org/10.1080/1750984X.2015.1124443)
- Creed, W. E. D., & Miles, R. E. (1996). Trust in organizations: A conceptual framework linking organizational forms, managerial philosophies, and the opportunity costs of controls. In R. M. Kramer & T. R. Tyler (Eds.), *Trust in organizations: Frontiers of theory and research* (pp. 16-39). Thousand Oaks, CA: Sage Publications, Inc. doi:[10.4135/9781452243610.n2](https://doi.org/10.4135/9781452243610.n2)
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New Jersey: Pearson.
- Cruickshank, A., & Collins, D. (2012). 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](https://doi.org/10.1080/10413200.2011.650819)
- DeChurch, L. A., & Mesmer-Magnus, J. R. (2010). The cognitive underpinnings of effective teamwork: A meta-analysis. *Journal of Applied Psychology*, 95(1), 32-53. doi:[10.1037/a0017328](https://doi.org/10.1037/a0017328)
- Driskell, J. E., & Salas, E. (1992). Collective behaviour and team performance. *Human Factors*, 34(3), 277-288. doi:[10.1177/001872089203400303](https://doi.org/10.1177/001872089203400303)
- Dupuis, M., Bloom, G. A., & Loughhead, T. M. (2006). Team captains' perceptions of athlete leadership. *Journal of Sport Behavior*, 29(1), 60-78.
- Eggen, D. (2018, 03.May). UEFA Pro lisens [UEFA Pro License]. Obtained from <https://www.fotball.no/trener/uefa-pro-lisens/uefa-pro-lisens/>

## CULTURAL ARCHITECTS IN SOCCER

- Eys, M.A., Beauchamp, M.R., & Bray, S.R. (2006). A review of team roles in sport. In S. Hanton & S.D. Mellalieu (Eds.), *Literature reviews in sport psychology* (pp. 227-256). Hauppauge, NY: Nova Science Publishers, Inc.
- 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](https://doi.org/10.1080/10413200.2011.559184)
- Fransen, K., Haslam, S. A., Mallett, C. J., Steffens, N. K., Peters, K., & Boen, F. (2017). Is perceived athlete leadership quality related to team effectiveness? A comparison of three professional sports teams. *Journal of Science and Medicine in Sport, 20*(8), 800-806. doi:[10.1016/j.jsams.2016.11.024](https://doi.org/10.1016/j.jsams.2016.11.024)
- Fransen, K., Vanbeselaere, N., Cuyper, B.D., Vande Broek, G.V., & Boen, F. (2014). The myth of the team captain as principal leader: Extending the athlete leadership classification within sport teams. *Journal of Sports Sciences, 32*(14), 1389–1397.  
doi:[10.1080/02640414.2014.891291](https://doi.org/10.1080/02640414.2014.891291)
- Gibbon, J. (Writer & Producer). (2002, May 23). The England Patient. [VHS recording of television broadcast]. In J. Lynch (Executive Editor), *Horizon*. London: British Broadcasting Corporation.
- Gibbs, G. R. (2007). *Analyzing Qualitative Data*. London, Thousand Oaks Ca, Delhi, Singapore: Sage.
- Glenn, S. D., & Horn, T. S. (1993). Psychological and personal predictors of leadership behavior in female soccer athletes. *Journal of Applied Sport Psychology, 5*(1), 17-34.  
doi:[10.1080/10413209308411302](https://doi.org/10.1080/10413209308411302)
- Haslam, S. A., Reicher, S. D., & Platow, M. J. (2011). *The new psychology of leadership: Identity, influence and power*. New York: Psychology Press.

## CULTURAL ARCHITECTS IN SOCCER

- Høigaard, R., Boen, F., De Cuyper, B., & Peters, D.M. (2013). Team identification reduces social loafing and promotes social laboring in cycling. *International Journal of Applied Sports Sciences*, 25(1), 33-40.
- Jacob-Johnson, C. S. (2004). Status in sport teams: myth or reality? *International Sports Journal*, 8(2), 55-64.
- Jones, R., Armour, K., & Potrac, P. (2004). *Sports coaching cultures - from practice to theory*. New York: Routledge.
- Jowett, S. (2006). Interpersonal and structural features of Greek coach–athlete dyads performing in individual sports. *Journal of Applied Sport Psychology*, 18(1), 69-81. doi:[10.1080/10413200500471335](https://doi.org/10.1080/10413200500471335)
- Jowett, S. (2007). Interdependence analysis and the 3+1Cs in the coach-athlete relationship. In S. Jowett and D. Lavallee (Eds.), *Social psychology in sport* (pp. 15-77). New York, NY: Routledge.
- Jowett, S., & Cockerill, I. M. (2003). Olympic medallists' perspective of the athlete–coach relationship. *Psychology of Sport and Exercise*, 4(4), 313-331. doi:[10.1016/S1469-0292\(02\)00011-0](https://doi.org/10.1016/S1469-0292(02)00011-0)
- Jowett, S., & Nezlek, J. (2011). Relationship interdependence and satisfaction with important outcomes in coach–athlete dyads. *Journal of Social and Personal Relationships*, 29(3), 287-301. doi:[10.1177%2F0265407511420980](https://doi.org/10.1177/0265407511420980)
- Jowett, S., & Ntoumanis, N. (2004). The coach-athlete relationship questionnaire (CART Q): Development and initial validation. *Scandinavian Journal of Medicine & Science in Sports*, 14(4), 245 – 257. doi:[10.1111/j.1600-0838.2003.00338.x](https://doi.org/10.1111/j.1600-0838.2003.00338.x)
- Kao, S. F., & Tsai, C. Y. (2016). Transformational leadership and athlete satisfaction: The mediating role of coaching competency. *Journal of Applied Sport Psychology*, 28(4), 469-482. doi:[10.1080/10413200.2016.1187685](https://doi.org/10.1080/10413200.2016.1187685)

## CULTURAL ARCHITECTS IN SOCCER

- Kogler Hill, S. E. (2001). Team leadership. In P.G. Northouse (Ed.), *Leadership: Theory and practice* (2nd ed.) (pp.161-187). Thousand Oaks, CA: Sage.
- Lafreniere, M. K., Jowett, S., Vallerand, R. J., & Carbonneau, N. (2011). Passion for coaching and the quality of the coach–athlete relationship: the mediating role of coaching behaviours. *Psychology of Sport and Exercise, 12*(2), 144-152.  
doi:[10.1016/j.psychsport.2010.08.002](https://doi.org/10.1016/j.psychsport.2010.08.002)
- Lanaj, K., Johnson, R. E., & Lee, S. M. (2016). Benefits of transformational behaviors for leaders: A daily investigation of leader behaviors and need fulfilment. *Journal of Applied Psychology, 101*(2), 237–251. doi:[10.1037/apl0000052](https://doi.org/10.1037/apl0000052)
- Latané, B. (1981). The psychology of social impact. *American Psychologist, 36*(4), 343–356.  
doi:[10.1037/0003-066X.36.4.343](https://doi.org/10.1037/0003-066X.36.4.343)
- Lee, Y., Kim, S-H., & Kang, J-H. (2013). Coach leadership effect on elite handball players' psychological empowerment and organizational citizenship behavior. *International Journal of Sports Sciences and Coaching, 8*(2), 327–342. doi:[10.1260/1747-9541.8.2.327](https://doi.org/10.1260/1747-9541.8.2.327)
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. London: Sage.
- Loughead, T. M., Hardy, J., & Eys, M. A. (2006). The nature of athlete leadership. *Journal of Sport Behavior, 29*, 142–158.
- Lyle, J., & Cushion, C. (Ed.). (2017). *Sport coaching concepts*. London: Routledge.
- Mabry, E. A., & Barnes, R. E. (1980). *Dynamics of small group communication*. Englewood Cliffs, NJ: Prentice Hall.
- MacPherson, A. C., & Howard, P. W. (2011). The team perspective: Promoting excellence in performance teams. In D. Collins, A. Button & H. Richards (Eds.), *Performance Psychology* (pp. 121-137). London: Churchill Livingstone Elsevier.  
doi:[10.1016/B978-0-443-06734-1.00009-2](https://doi.org/10.1016/B978-0-443-06734-1.00009-2)

## CULTURAL ARCHITECTS IN SOCCER

- Marks, M. A., Zaccaro, S. J., & Mathieu, J. E. (2000). Performance implications of leader briefings and team-interaction training for team adaptation to novel environments. *Journal of Applied Psychology, 85*(6), 971-986. doi:[10.1037/0021-9010.85.6.971](https://doi.org/10.1037/0021-9010.85.6.971)
- McIntyre, R. M., & Salas, E. (1995). Measuring and managing for team performance: Emerging principles from complex environments. In R. A. Guzzo & E. Salas (Eds.), *Team effectiveness and decision making in organizations* (pp. 9-45). San Francisco: Jossey-Bass.
- Miller, F., Vandome, A. F., & McBrewster, J. (Ed.). (2009). *Architect*. Iphascript publishing.
- Mosher, M. (1979). The team captain. *Volleyball Technical Journal, 4*(1), 7-9.
- Nilssen, V. (2012). *Analyse i kvalitative studier – Den skrivende forskeren [Analysis in qualitative studies - The writing researcher]*. Oslo: Universitetsforlaget AS.
- Neuendorf, K. A. (2002). *The content analysis guidebook*. London, UK: Sage.
- Northouse, P. G. (2010). *Leadership: Theory and practice* (5th ed.). London: Sage.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods: Integrating theory and practice* (4rd ed). Thousand Oaks, CA: Sage.
- Podsakoff, P. M., Ahearne, M., & MacKenzie, S. B. (1997). Organizational citizenship behavior and the quantity and quality of work group performance. *Journal of Applied Psychology, 82*(2), 262-270. doi:[10.1037/0021-9010.82.2.262](https://doi.org/10.1037/0021-9010.82.2.262)
- Rees, C. R. (1983). Instrumental and expressive leadership in team sports: A test of Leadership Role Differentiation Theory. *Journal of Sport Behavior, 6*(1), 17-27.
- Rees, T., Haslam, S. A., Coffee, P., & Lavalley, D. (2015). A social identity approach to sport psychology: Principles, practice, and prospects. *Sports Medicine, 45*(8), 1083–1096. doi:[10.1007/s40279-015-0345-4](https://doi.org/10.1007/s40279-015-0345-4)

## CULTURAL ARCHITECTS IN SOCCER

- Salas, E., Rosen, M. A., Burke, C. S., Goodwin, G. F., & Fiore, S. M. (2006). The making of a dream team: When expert teams do best. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 439-453). New York, NY, US: Cambridge University Press.  
doi:[10.1017/CBO9780511816796.025](https://doi.org/10.1017/CBO9780511816796.025)
- Salas, E., Sims, D. E., & Burke, C. S. (2005). Is there a “big five” in teamwork? *Small Group Research*, 36(5), 555-599. doi:[10.1177/1046496405277134](https://doi.org/10.1177/1046496405277134)
- Sheard, M. (2013). *Mental toughness: The mindset behind sporting achievement* (2nd ed). London: Routledge. doi:[10.4324/9780203103548](https://doi.org/10.4324/9780203103548)
- Simons, T. L., & Peterson, R. S. (2000). Task conflict and relationship conflict in top management teams: The pivotal role of intragroup trust. *Journal of Applied Psychology*, 85(1), 102-111. doi:[10.1037/0021-9010.85.1.102](https://doi.org/10.1037/0021-9010.85.1.102)
- Steiner, I.D. (1972). *Group process and productivity*. New York: Academic Press.
- Sun, S. (2008). Organizational Culture and Its Themes. *International Journal of Business and Management*, 3(12), 137-141. doi:[10.5539/ijbm.v3n12p137](https://doi.org/10.5539/ijbm.v3n12p137)
- Thelwell, R., Weston, N., & Greenless, I. (2005). Defining and understanding mental toughness within soccer. *Journal of Applied Sport Psychology*, 17(4), 326-332.  
doi:[10.1080/10413200500313636](https://doi.org/10.1080/10413200500313636)
- Todd, S. Y., & Kent, A. (2004). Perceptions of the role differentiation behaviors of ideal peer leaders: A study of adolescent athletes. *International Sports Journal*, 8(2), 105–118.
- Triandis, H. C. (1995). *Individualism and collectivism*. Boulder, CO: Westview Press.
- Weese, W. J. (1994). A leadership discussion with Dr. Bernhard Bass. *Journal of Sport Management*, 8(3), 179-189. doi:[10.1123/jsm.8.3.179](https://doi.org/10.1123/jsm.8.3.179)



## CULTURAL ARCHITECTS IN SOCCER

Weinberg, R., Butt, J., & Culp, B. (2011). Coaches' views of mental toughness and how it is built. *International Journal of Sport and Exercise Psychology*, 9(2), 156–172.

doi:[10.1080/1612197X.2011.567106](https://doi.org/10.1080/1612197X.2011.567106)

Yukelson, D. (1997). Principles of effective team building interventions in sport: A direct services approach at Penn State University. *Journal of Applied Sport Psychology*, 9(1),

73-96. doi:[10.1080/10413209708415385](https://doi.org/10.1080/10413209708415385)