Diversity management content model based on organisational team sport intervention

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Abstract

Existing diversity management interventions are often less effective and very costly. Employees are also often forced to participate in these interventions. A need exists to develop an organisational team sport intervention model that organisations can utilise as a diversity model. It is each employee's decision whether he or she wishes to participate in sport and this intervention is therefore not forced upon any employee. The purpose of this research study is to compile a diversity management content model based on organisational team sport interventions. This study is a qualitative exploration study and was conducted among 63 sport participants and nine sport coordinators employed by nine different financial organisations in the Gauteng region of South Africa. The data were collected by means of individual interviews and focus groups. The results indicate that team sport interventions in an organisation, when used as a diversity management initiative, hold benefits for both the employees and for the organisation. No studies regarding a team sport intervention model in an organisation that can be utilised as a diversity management model are known to have been done. The findings of this study will contribute valuable new knowledge to the literature on sport and diversity management.

Key words: cohesion; commitment; communication; diversity management; friends; productivity; team sport; trust; respect

Introduction

Employees benefit from diversity management initiatives when organisations become more inclusive. Employees who have been discriminated against or stigmatized –for example poor and lower class employees, employees of different sexual orientations, employees of colour, disabled employees and women – benefit in both the short and long run when they work in an inclusive workplace. Improved salaries and opportunities are obvious gains, while improved mental and physical health are less obvious gains. These benefits extend to the entire work environment. The workplace also improves for heterosexual employees when sexual orientation is no longer a negative issue. Similarly, when older employees are treated with respect, and are treated well, this will in turn reassure younger employees, because they will someday be in the same position (Bullock, 1999; Stroh, Varma, &Valy-Durbin, 2000).

Although it is much easier to focus on employees, organisations also benefit from diversity initiatives that are well managed. For example, when an organisation develops leadership potential for minority groups, the process will allow the organisation to utilise talent that serves as a blueprint for the type of competencies that are needed in today's world of work. All employees benefit when they become aware of how bias operates, especially when they

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gain enhanced insight into their own biases, attitudes and prejudices towards diverse employees. Employees also benefit from an awareness of their own cultural heritage and they benefit through the development of conflict management skills, interpersonal communication skills, feedback-seeking skills and role-modelling skills (Chrobot-Mason & Thomas, 2002; Stroh et al., 2000).

Organisations face many challenges when they do not develop multicultural competencies. White-dominant organisations are exposed to litigation while organisations in which diversity is well managed are able to preventing costly discrimination court cases. A non-inclusive organisation will create problems for its employees. Well-managed diversity intervention help to reduce organisational costs with regard to high turnover and withdrawal, low productivity and medical aid costs as a result of stress-related illnesses which are caused by unfair treatment (Sagrestano, Heavey, & Christensen, 1998; Cooper & Cartwright, 2013).

The purpose of this research was to compile a diversity management content model based on organisational team sport interventions.

Literature study

A number of studies have been conducted to confirm the contribution that organisational team sport interventions have on diversity management (Joubert & de Beer, 2012).As far as is known, however, no diversity management content models based on organisational team sport interventions have been developed. The relevant case studies are discussed below.

The impact of sport on the United Kingdom workplace:

A study assessing the impact of the successes and failures of organisational team sport interventions was performed by Hudson under the auspices of the Social Issues Research Centre (SIRC) (Chandler, 2006).Data were obtained from focus groups and one-on-one interviews drawn from a sample of2 000 people. The participants' ages ranged from 18 to 70.Qualitative and quantitative research techniques were applied.

The findings of this study were (Chandler, 2006):

- More than half of the women (52%), and 63% of the men, indicated that success in sport positively influenced their approach to work.
- Almost half of the women (47%), and 40% of the men, reported that success in sport helped them to be more productive at work.
- Only 20% of the men and 12% of the women were of the view that sport encouraged them to be more motivated at work.
- A minority of only 30% of the total sample indicated that success in sport had a negative effect and made them less productive.

The results further indicated that the participants' views and perceptions with regard to the 2010 Soccer World Cup would positively influence their world of work. An astonishing total of 70% of English men and 62% of English women indicated that, if England were to win the 2010 Soccer World Cup, it would boost the nation's productivity and morale (Joubert, 2013).

Also revealed in the study was that, when employees have discussions about sport, this tends to break down the social barriers among them and to improve relationships between colleagues from different cultures (Chandler, 2006).

Additional findings of this study are that:

- A total of 16% of the women and 53% of the men indicated that they talked about sport with their work colleagues almost on a daily basis.
- A total of 24% of the women stated that they used conversations about sport to become more accepted in work-related conversations.
- Thirty percent of the respondents were of the view that sport conversations allowed them to communicate more effectively with their co-workers.
- Eight percent of the women and 18% of the men reported that conversations about sport were able to break down the hierarchical barriers between them and their CEOs and managers (Chandler, 2006).

The main conclusion from this study is that sport, in general, positively influences work behaviour in organisations (Joubert, 2013).

The influence of sport participation on work success

The findings of another study, conducted by Standard Chartered Bank (Sawer, 2007), were that employees who participate in team sport, such as netball, cricket or soccer, are more successful than employees who do not participate in sport. It was found in this particular study that employees who participate in team sport normally work in fast-growing organisations. This may indicate that those employees who do participate in sport have a positive influence on this rapid growth. Another reason for the growth could be that such employees are generally more motivated to improve the organisation's performance and productivity.

This research further indicates that there is a significant positive correlation between participation in team sport and benefits for the organisation (Sawer, 2007).

Additional findings of this study were that:

- Of the participants, 48% reported that relationships between subordinates and management had improved.
- A total of 80% of the participants questioned for this study confirmed that they had learnt more about more about employees in other departments than they would have had they not participated in sport.

Organisational team sport interventions as a diversity management initiative

Joubert and De Beer (2011) took a qualitative research approach to determine participants' experiences with regard to participating in organisational team sport interventions. The researchers used focus groups and individual interviews with 26 participants working at two different financial organisations. Only respondents who were already active organisational team sport were eligible to be included in the survey.

The findings of this study indicate that the participants did experience various benefits arising from their participation in organisational team sport with colleagues. The benefits noted included improved interpersonal communication, more support from one another, learning more about one another, being ill less often (which, in turn, reduces absenteeism), making friends, an increase in overall commitment, a more harmonious climate in the organisation and increased trust and respect among the participants. The participants also indicated that participation in organisational team sport interventions enhanced their

knowledge of others because they were able to transfer information and share the same physical space.

A further conclusion drawn from this study was that the participants felt that the organisation supported its sport-playing members. They therefore perceived the organisation as viewing the employees as valuable human beings. This ensured that the employees would be more willing to be more engaged in their work, thus helping the organisation towards increased productivity.

The input-output system approach

Ivancevich and Gilbert (2000) developed a theoretical input-output system approach which could be applied in this research. This model emphasizes that an effective diversity initiative will have an influence on both personal and organisational outcomes. The diversity management model developed in this research study acknowledges the concept of a team sport intervention as a diversity management intervention (input) which would minimize the diversity constraints (output) (Joubert & De Beer, 2012).This model is represented in figure 1 below.

Figure 1:The input-output systems model (Ivancevich and Gilbert)
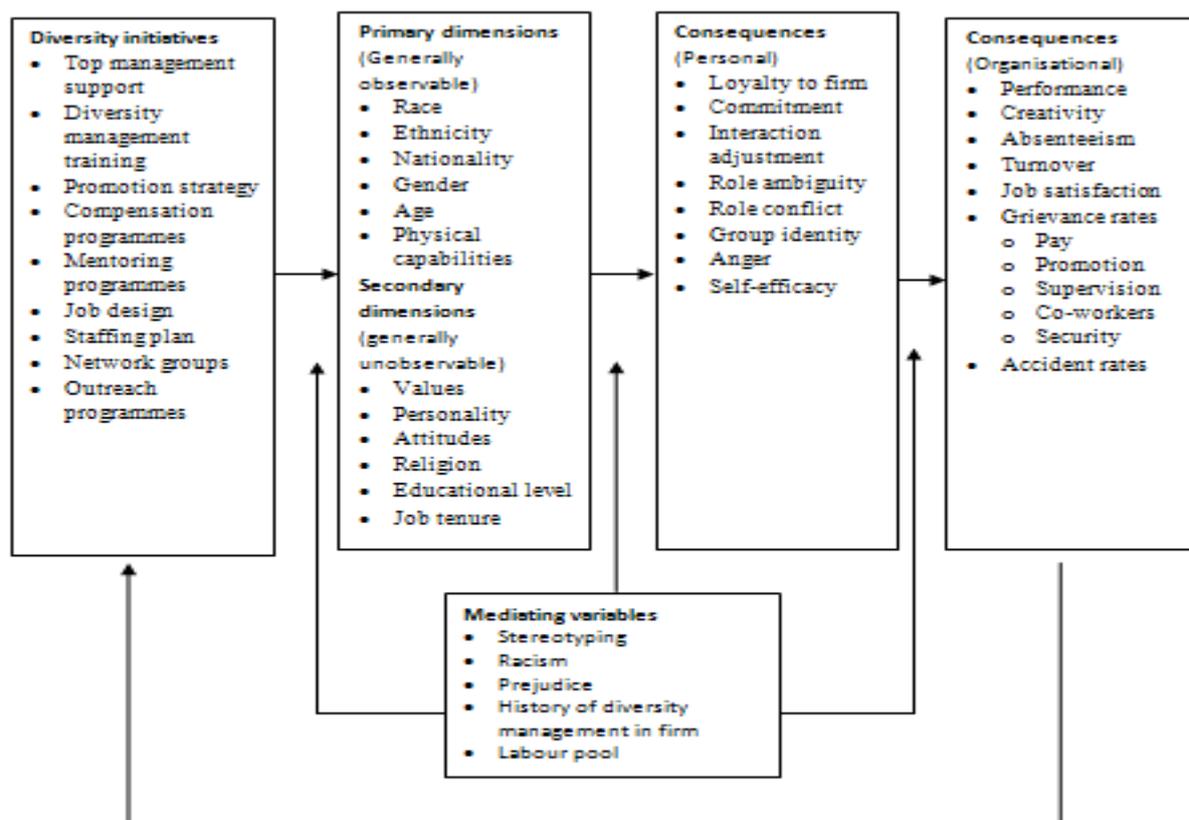
Source: Ivancevich and Gilbert (2000, p. 78)

This model indicates that management initiatives (inputs) such as diversity management training, top management support, implementation of promotion strategies, outreach programmes, compensation and mentoring influence personal consequences (outcomes).

These include increases in commitment, employee loyalty towards the organisation, group identity and reduced levels of anger. The inputs are seen to influence the organisation with regard to lower absenteeism and turnover, higher creativity, better work performance and increased levels of job satisfaction.

Figure 1 further indicates that the surface-level (primary dimension) and deep-level (secondary dimension) contribute as inputs to the systems. The mediating input variables include aspects such as stereotyping, prejudices, racism, the organisation's history and diversity management.

The main contributions that this model makes towards diversity management theory are the following:

- It simplifies and identifies the actions (input) that are required to bring about change.
- It postulates that what the organisation puts in will be visible as outcomes or results.

The relevance of the input-output model for this research study is that organisational team sport interventions are regarded as an input in an organisation's diversity management strategy. As such, this input would have consequences at both the personal and organisational levels if applied correctly.

Research design

Research approach

The aim of this research study was to listen to and understand the sport coordinators' and sport participants' views and perceptions. A qualitative approach was thus considered most appropriate for this study. Guiding and probing questions were asked by the researcher to gain an in-depth insight into the participants' views and perceptions. The methods in this type of research focus on meanings and interpretations (Rice & Ezzy, 2002).

A grounded theory paradigm was used in this research study because of its organised approach towards gaining an understanding of and listening to the participants' perceptions of their own context, history and beliefs. A holistic approach towards the participants' perceptions of and interaction with various aspects of their environment – as well as towards the participants as human beings – is maintained through a qualitative research approach (Babbie & Mouton, 2003).

Research procedure

Sport coordinators and sport participants from nine financial organisations in the Gauteng region of South Africa were approached to be part of this research study. A qualitative research study can be considered as trustworthy only when the study is accepted as true (McNeill, 1990).Trustworthiness in this study was improved by analysing the data using the software programme Atlas.ti to ensure credibility (Welsh, 2002), because computers are not concerned with emotional experiences but are concerned with structure (Goulding, 1999).To determine whether the findings of this study are relevant to the reader's own personal circumstances, the biological information of the sample (personal information of sport coordinators and sport participants) is presented. The researcher also participated for nine years in a team sport and has personal experience of the benefits of team sport interventions in an organisation, which further increases the trustworthiness of this study. The researcher is also known to some of the participants in the study and has a good working relationship with the participants. After sport coordinators and sport participants from six different financial organisations were interviewed the researcher experienced data

saturation. To obtain a more valid study, the researcher interviewed three more financial organisations. No new information was obtained in the last three individual and focus group interviews.

Population

In this research study, the research population was comprised of sport coordinators and players working at financial institutions in the Gauteng region, South Africa and participating in team sport. Nine different financial institutions were selected for this study. While random sampling could not be applied, participants were readily available and a convenience sample was therefore used.

Sample

A purposive participant technique was used to identify nine sport coordinators for the individual interviews and 63 sport participants for the focus group interviews when data-saturation occurred. To be included in the study, the participants had to already be participating in organisational team sport and in the employ of a financial organisation in the Gauteng region of South Africa. The individual interviews with sport coordinators and the focus group interviews with the sport participants were conducted in the boardrooms of each financial organisation. This enabled the researcher to gather the required information to enable her to achieve the research objectives. The first focus group (a netball team) consisted of six females. The second focus group (a cricket team) consisted of seven players (four males and three females), the third focus group (a cricket team) consisted of seven players (five males and two females), the fourth focus group (a soccer team) consisted of six players (two males and four females), the fifth focus group (a soccer team) consisted of six players (three males and three females), the sixth focus group (a volleyball team) consisted of eight players (five males and three females), the seventh focus group (a cricket team) consisted of seven male players, the eighth focus group (a cricket team) consisted of eight male players and the ninth focus group (a soccer team) consisted of eight male players.

Data collection

This study collected a large quantity of data. For this reason, the researcher used a qualitative data analysis software programme (Atlas.ti) to manage the data (Maclaran & Catterall, 2002).When there is an enormous amount of qualitative data, the use of a computer software programme is required for data analysis by coding data. This makes it possible to present a visual model of the gathered data which is based on emerging categories (Brown, Stevens, Troiano, & Schneider, 2002). Atlas.ti is a theory-builder code-based programme and is designed to become an extension of the researcher him or herself (Babbie & Mouton, 2003).In this study, data from the interviews were collected through digital recordings which were then transcribed verbatim. The transcripts were typed in a Word document using one-and-a-half spacing and wide margins, thus enabling the researcher to add comments and notes.

Individual interviews with sport coordinators and focus group interviews with sport participants were used. Rich, in-depth responses were obtained from the focus group interviews as the sport participants knew one another and also felt able to express opinions different from those of the other participants, as well as to put forward their own ideas and views. Individual interviews with sport coordinators were conducted because the samples drawn from the various financial organisations were small and there were not sufficient sport coordinators from each of individual financial organisations to conduct a focus group interview. The focus group interviews and the individual interviews were conducted on the same basis and according to the same principles. Interviews of both types were conducted

in a boardroom at a specific time. The boardroom provided for an undisturbed area at the participants' workplace. Each individual interview took approximately 45 minutes and each focus group interview took approximately an hour to complete.

The individual interviews and focus group interviews were semi-structured because the researcher used guided interviews built around broad objectives. The participants were encouraged to describe their views and experiences in a certain situation and the researcher was free to explore any matter that may arise (Grbich, 1999).A reliable digital recorder in a quiet environment was used during the interviews (Kvale, 1996). The researcher also compiled field notes that detailed the interview setting and her personal impressions as well as information and facts about the interviews.

The questions posed during the focus group and individual interviews to enable the researcher to collect the data for the study are presented in table 1:

Table 1: Focus group and individual interview questions

Interview questions
1. What are the advantages of diversity management interventions for the employees in an organisation?*
2. What are the advantages of diversity management interventions for the organisation?*
3. How did the experience of being part of a diverse sports team help you to overcome the diversity constraints in your workplace?
4. In your view, do you think that, when an organisation implements organisational team sport that it will make the organisation unproductive (loss of work time)?

- Questions 1 and 2 were included to satisfy Carlile and Christensen's (2004) requirements.

Data analysis

The qualitative data obtained from the interviews were analysed using Atlas.ti and Tesch's content analysis method. The following eight steps of Tesch's (1990) method were applied in this study to identify the main code names:

- *Step 1*: The digitally recorded individual interviews with the sport coordinators and the focus group interviews with the sport participants were typed up. Field notes were made as they came to the researcher's mind.
- *Step 2*: The most interesting interview was selected (in this study the researcher used the longest focus group interview) and, in the margin, the researcher wrote down ideas to help as a starting point in identifying the main codes.
- *Step 3*: The wording that occurred the most for the different topics in this study was analysed and themes were created.
- *Step 4*: A list of all the main topics was made. The various topics were written down on a separate piece of paper and similar topics were grouped together. Three categories: "main topics", "exclusive topics" and "leftovers" were developed and the topics were grouped into categories identified.
- *Step 5*: The main topics were abbreviated and the researcher allocated codes to the topics.
- *Step 6:* A final decision for each main theme with regard to the abbreviation was made and the codes were alphabetised.

- *Step 7*:The data for main theme were assembled and the researcher did a preliminary data analysis.
- *Step* 8:Findings were reported after the preliminary analysis.

Atlas.ti supports grounded theory and content analysis and was therefore used to confirm the data in this study. In addition, and where possible, it was also used to extend the data gathered using Tesch's content analysis method. Atlas.ti allows for the analysis of audio, graphical and textual data (Muhr, 1994).It was chosen because of its computer-aided data analysis method and because it is known for its ability to retrieve and index gathered data through efficient data management, identify themes and linkages in the data and to create a picture of the relations between the data (Maclaran & Catterall, 2002). Atlas.ti is also very user friendly and is a strong tool for network displays (Miles & Huberman, 1994).

During the development of the diversity management content model, the researcher pursued the following three steps (Carlile& Christensen, 2004):

- *Step 1:observation.*The researcher observed the phenomena and measured and described the information presented by the participants. Thorough documentation, assessment and observation of the phenomena in words and numbers are important during this step because the theory will not be trustworthy if the participants cannot agree upon the description of the phenomena.
- *Step 2:classification.*After the researcher had observed and described the phenomena these were classified into categories. The first four steps of Tesch's (1990) method were used. Researchers normally refer to these categories as *typologies* or *frameworks.*
- *Step 3:defining relationships.* In this final step, the relationship between the observed outcomes and the category-defined features were explored by the researcher. Researchers recognize and make clear distinction between differences in attitudes and size of the outcomes during the descriptive theory building stage. The output obtained during the final step is referred to as *models.*

3.7 *Ethical considerations*

Individual interviews and focus group interviews were conducted in a venue (boardroom) that ensured the privacy and comfort of the participants. In each case, a private boardroom at the participants' workplace – where no or only limited disturbances could occur – was used. The researcher ensured that the participants' written, informed consent had been obtained before they were allowed to participate in the study (Silverman, 2002). The participants were free to withdraw at any time during the interviews. The data was available only to the researcher in order to ensure confidentiality. None of the participants had access to the data. However, should the participants request access to the findings, the researcher will make it available to them via i.e. a presentation, or articles which were published in journals. The data was stored at the researcher's office for a period of 5 years. The participants remained anonymous.

Findings and discussion

- **Question 1: What are the advantages of diversity management interventions for the employees in an organisation?**

The researcher observed that there was a satisfactory consensus among the participants and that they perceived the advantages of diversity management for the employee to be that there was improved communication among them (3 participants), they learned more about one another (21 participants), they became friends (9 participants), there was respect among

the employees (2 participants), there was trust among the employees (2 participants), they were able to work together as a team (7 participants), there was less discrimination and stereotyping among the employees (6 participants), they were able to learn new skills from other diverse employees (6 participants), and they were of the view that they all had equal opportunities in the organisation (3 participants).

Some of the verbatim responses from the participants to support the above were:

Improved communication:

The advantages for the employees are that it is easier for the employees to interact with the next person and to make the person feel at home. So if you understand the person better, there will be better communication and it helps you to know more diverse people.

People come together and communicate much more easily.

Learn more about one another:

To make the person understand you better, and you can also understand the other person better, because if you don't know how to interact with the next person you would not know what to say.

Even to add on to the cultures. There is stuff that you find out that you didn't even know exists like the headbands and all that type of stuff.

The different cultures have their own beliefs and understandings of certain areas or issues and the advantages thereof are that you learn more about their beliefs and you understand them better.

Became friends:

You get exposed to many different types of people and cultures. When I started to work I had different friends and learnt about different cultures.

Advantages for employees will definitely be on social trip, where employees can make new and more friends within the company.

Trust:

When people understand each other, there is more respect and trust between them.

… and you trust the persons.

Respect:

It ensures that everyone is treated with respect, regardless of their gender, race, religion and culture.

Now that I am working in a diverse organisation I have learned more about the other races and I have more respect for them because I understand them better.

Work together as a team:

It makes it comfortable to interact with your fellow colleagues, breaks boundaries and brings about teamwork.

It brings people together and employees learn to adapt, understand and work with a large range of diverse employees.

Less stereotyping / discrimination:

I will, for instance, not discriminate against another person if I know where he comes from and if I understand his culture.

People stop being narrow minded. They are open to different perceptions and think out of the box. They stop with their stereotyping.

Learn new skills from one another:

In a diverse organisation there are different cultures with different views and you learn from these people.

You have better perceptions of the diverse group, acknowledging the differences to enable one to work better together and enrich your life. Learn from each other and understand each other better.

Equal opportunities

The advantages for employees – they know that equal opportunities are being offered to everybody.

Mainly it is to give everybody an equal opportunity and not to look at one person only.

This high level of consensus among the different participants satisfies Carlile and Christensen's (2004) requirement that the first step in building a model is that the participants agree on the meaning of the basic benefits and concepts of the study, in this case diversity management.

- **Question 2: What are the advantages of diversity for the organisation?**

The perceptions of the participants with regard to the advantages of diversity management for the organisation were that the organisation was able to achieve its goals (5 participants), the organisation was more productive (15 participants), the organisation had different employees with different ideas and creativity (9 participants), there was cohesion among the employees and they were able to work together (10 participants), that diversity made the organisation an interesting environment (2 participants) and that the organisation's service to clients would improve (4 participants).

The researcher obtained the required evidence from the first two questions that agreement among the participants regarding the benefits of diversity management was sufficient (Carlile & Christensen, 2004) and that the researcher could therefore continue to compile a diversity management content model.

In support of the above, the verbatim responses from the participants were:

Achieve goals:

When the people are aware of differences, one can go forward and work towards one goal.

> *Common goals can be achieved more quickly because employees network with each other and that open doors to other opportunities …*

Productivity:

> *And also will it help for the productivity in a business – I am for instance in sales. I need to know exactly what the client's need is. If I don't understand the client, I will not be able to give him what he needs.*

> *When I look at diversity – different race, different age levels and so on, I don't want to use the word "manage", but if you manage it correctly, then it definitely can increase productivity, because you have different people doing things differently and that gives the company the ability to do more in less time.*

Creativity / new ideas:

> *If the employees collaborate it creates new ideas that are good for the company. That will make the company more profitable.*

> *Definitively also creativity and innovation. If a person comes from let's say Kwazulu-Natal, geographically speaking - there will be different opinions and different ways of doing certain things. So innovation is also an advantage for diverse organisations.*

Cohesion:

> *There is unity within a company, because I know that person and it is easy for me to go to someone else, it doesn't matter what race or age or religion he or she is, for some help.*

> *There is a better understanding - you know where to go and who to talk to. It is more relaxed because people are able to work together.*

Creates an interesting environment:

> *I think that it makes the environment interesting. You learn from each other.*

> *It makes the organisation interesting because everyone is different.*

Improved client service:

> *It also helps with the external communication with the clients and the members. For example, if an Indian phones in there will be an Indian guy in the company to assist him because they all speak the same language. That means better client services.*

> *It would help the employees in an organisation to work together in a group and that will help the organisation to offer better client services.*

- **Question 3: How did the experience of being part of a diverse sports team help you to overcome the diversity constraints in your workplace?**

From the participants' information gathered it is clear that the most important benefits with regard to diversity management emanating from participating in organisational team sport interventions with co-workers were that their interpersonal communication had improved (13 participants), they had learned about one another (cultures) (11 participants), they had become friends (15 participants), they now knew more about one another (17

participants),there was more trust among the participants (3 participants), organisational team sport interventions had helped them to work together as a team and towards the same goal (16 participants), there was more respect between the participants (8 participants), organisational team sport interventions had improved client service in the organisation (7 participants), they had overcome hierarchical barriers (7 participants), that participation had taught them to be more competitive (2 participants), that there was stronger commitment among the participants (4 participants), that the participants were more self-confident (2 participants) and that sport was a stress-reliever (2 participants).

Improved interpersonal communication:

… And in that way, when you come to work it is easier to speak with them on another level – not so formal and you are more confident with them.

Because we play in the same team, we don't just walk past them, which is what we would have done if we had not played in the same team. We actually stop and start a conversation. Just to hear how it goes. We have always something to talk about, even if it was last night's game.

Learned about one another:

I am more open-minded to anything – even if it is just a remark or the way people talk. I now know, for instance, the white culture.

I mean, the laughs and smiles make up for the games that we lost. In having fun you learn much about different individuals and cultures. There is a harmony in the team.

Become friends

You are more intimate with your team players, because you become friends. When I receive a call and I need to transfer it to someone else then you might think "oh, I know someone from that department".

We learned how to react differently both on the field itself and in the work environment. It has given us an opportunity to become friends on the field because at work there is a lot of stress and it is not that easy to become friends in such a stressful environment.

Know one another:

With myself, especially when I started with the sports team, it is fun and when you have fun there are always positive things to look at and you get to know the people at a lighter note.

You also get to learn and know each and everybody's weaknesses as well as their strengths. You can identify each weakness and you can help them in that matter how to improve it.

Trust:

We trust the goal shooter when she has the ball. We know that she will score a goal. Sometimes when she has the ball, we just turn around and walk back to our position. We know it is a done deal.

Work together as a team:

In sport the goal is to win and everyone is aware of the goal and works hard to get that goal. In the workplace there are also goals that you need to get and through sport you know how to work together to reach the goal.

A positive thing is that when you make a mistake in the team you want to improve. We work towards a common goal and when a problem happens we know how to deal with it. We all make mistakes and we learn from each other.

Respect:

Over time, during the season that we are playing, you build relationship to a point that what I expect from the guys is what I will also be willing to give to the team. If they give a 100% I must also give a 100%. That means that we have mutual respect for each other.

We have the same goal and that is to win. But if the opposite team scores a goal, we will not blame the goal keeper because he has done his best because each and every one of us has our own role to play and there is respect between the players because we know that all the members are doing their best.

Improved client service:

We know the people from other departments and because of that it will speed up the process because we know who to contact if we need help.

It is basically establishing a network base in the company – if you want something to be done quickly you can go to your sport buddy in any department.

Overcome hierarchical barriers:

Sometimes you are so scared of the managers and when you come together in the game you start to realise that "ok, he is not that bad"; he is also just a person.

In the company he may be higher on the hierarchy than you but if you have something like sport you will see that they are also human, the same as you.

Competitiveness:

I am very competitive and playing in a diverse group it brings out the drive, because everyone is competitive.

What I have experienced previously in this organisation, there is a lot of competitiveness - male/female, white/ black.

Commitment:

In sport you learn to be committed – be on time for the games and bring your best - and a company also requires you to be committed.

There is more commitment between people who participate together in sport … When participants are committed in their sport activities, they will also be committed in the workplace.

Stress reliever:

I was playing and working and playing and working, it was so nice. It was like a stress reliever.

Sport is a stress reliever because it is not only work work work, but it also includes "play". People are therefore more motivated towards their working environment.

Self-confidence:

When I walk on the court I don't think "oh my gosh, I am the only darky in the team". I walk on the court with self-confidence. "Bring it on!!"

You also grow within yourself. Before I started being part of a sports team I was always shy and did not speak. I only played. And as I go on, I get more self-confidence.

There was a significant and noteworthy overlap between the perceptions of the participants with regard to diversity management and organisational team sport. Question 2 (regarding the benefits of organisational team sport interventions) corresponded with question 4 (regarding the benefits of diversity management interventions) in that both highlighted improved communication, learning about one another, becoming friends, working together as a team and building trust and respect.

- **Question 4:In your view, do you think that, when an organisation implements organisational team sport, that it will make the organisation unproductive (loss of work time)?**

The researcher observed that the organisations had gained from employees participating in organisational team sport in that the employees were more motivated and had a more positive attitude (4 participants), the employees were healthier (5 participants), it had given the organisations' a corporate social investment (2 participants) and the employees have built good relationships among themselves (2 participants).

In support of the above, the participants' verbatim responses were as follows:

Positive attitude and motivated employees:

Staff needs to be entertained. They must not only work, but they also need to play, which will change their attitude towards the organisation.

When I started here, we were busy with our interdepartmental challenge and it was awesome. I was new, but I immediately felt good towards the organisation.

Healthier employees:

When people are doing sport they are healthier and that will help the organisation with less absenteeism.

Sport makes the employees happy and healthy and their work will therefore be a success.

Corporate social investment:

*The company will be promoted - it is like corporate social investment for a company.*

And also if you are playing sport in the company, other companies play against you and that will help with the marketing of the company.

Good relationships:

Relationships are also built and therefore you want to be at work because you are friends with the players….. And people become friends, so they want to work for the company.   They have friends at work and don't mind coming to work.

The researcher conducted the Atlas.ti method for content analysis on the diversity management experiences (outcomes) of employees who participate in organisational team sport. From the participants' experiences the researcher could construct a generic diversity management model for organisational team sport interventions. Figure 2 presents the diversity management model that is intrinsic in organisational team sport interventions. Various main groups or "families" of diversity management experiences and outcomes were created on Atlas.ti, namely (1) advantages of diversity management for employees; (2) advantages of diversity management for organisations; (3) benefits in the workplace while participating in sport; and (4) sport making an organisation productive.

Figure 2:Diversity management model intrinsic in organisational team sport interventions (identified utilizing Atlas.ti) *
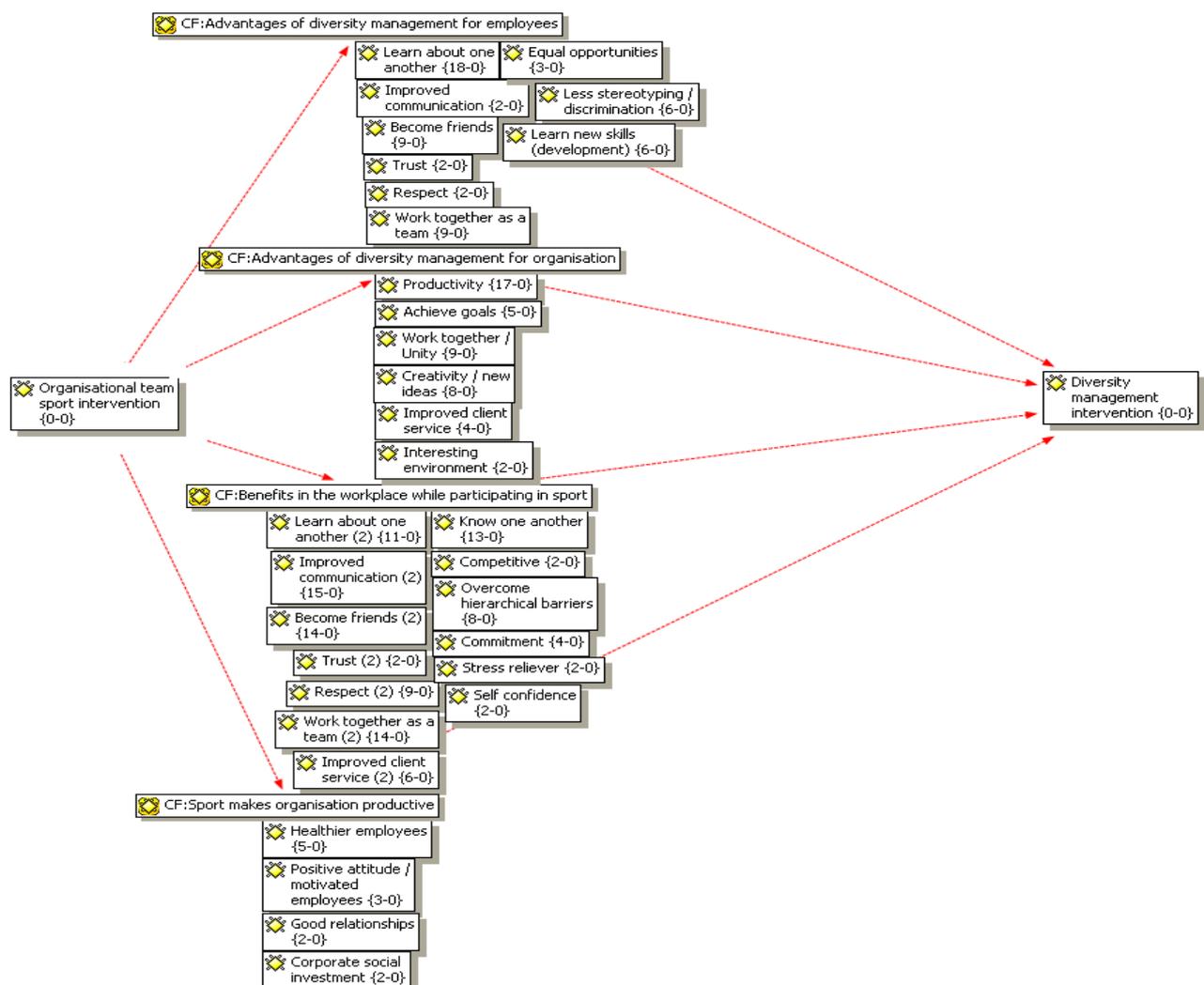
∗   The arrows in figure 2 are connected from organisational team sport interventions to the
main categories of experiences (families) and from the main categories of experiences
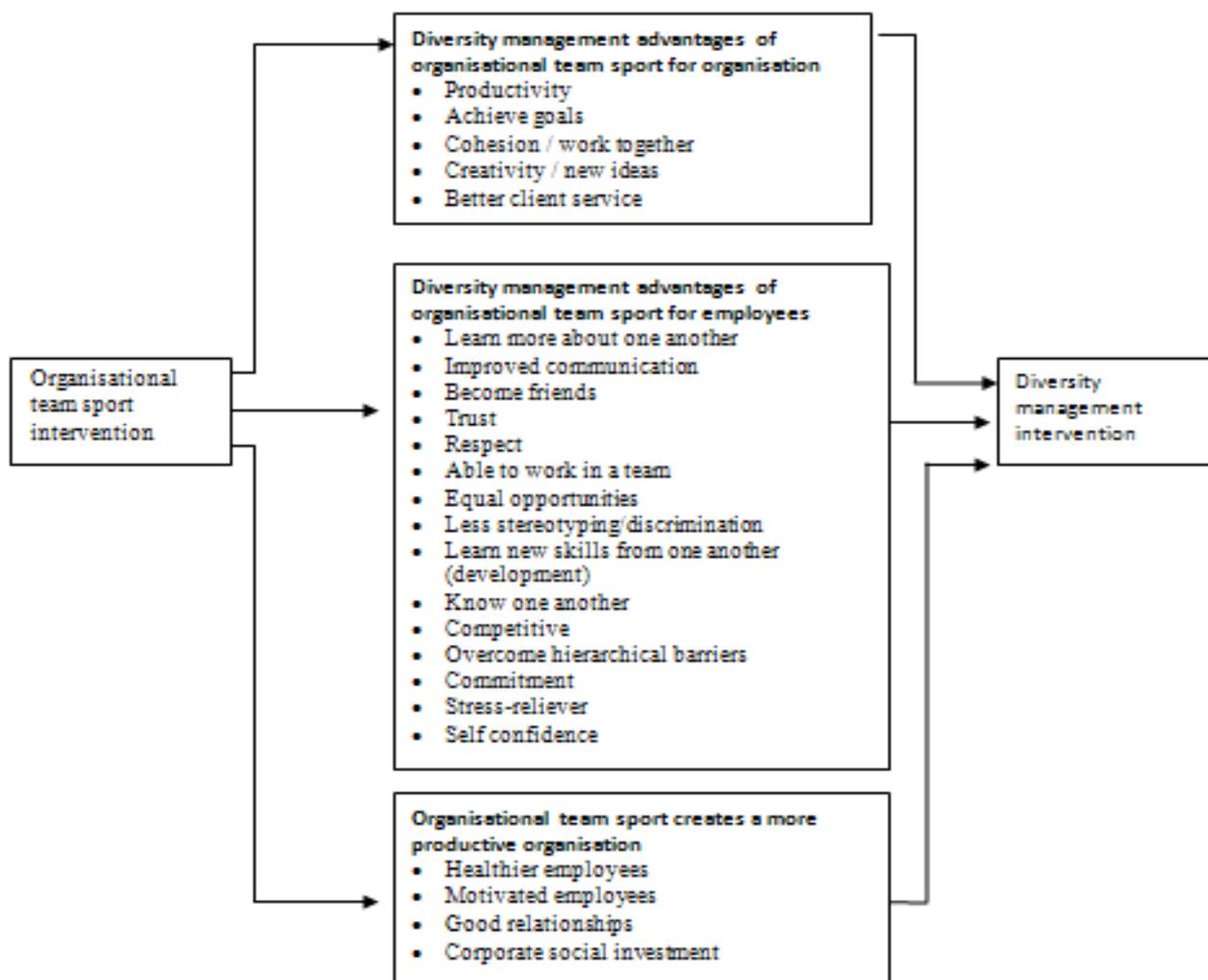(families) to diversity management intervention.

The main groups consist of numerous sub-categories or codes. The codes under the main
category of experience (1),"Advantages of diversity management for the employees" are:
learn about one another, improved communication, become friends, trust, respect and work
together as a team. The codes under the main category of experience (2), "Advantages of
diversity management for organisations" are: productivity, achieve goals, work
together/unity, creativity/new ideas, improved client service and interesting environment.

The codes under the main category of experience (3),"Benefits in the workplace while
participating in sport" are: learn about one another, improved communication, become
friends, trust, respect, work together as a team, improved client service, know one another,
competitive, overcome hierarchical barriers, commitment and stress reliever. From the main
category of experience (4),"Sport makes the organisation productive" the following codes
were identified: healthier employees, positive attitude/motivated employees, good
relationships and corporate social investment.

The participants' views regarding questions 2 and 4(regarding the benefits that the
employees experience from diversity management) and question 3 (regarding the benefits
for the organisation when diversity management is implemented) were used to create this
model. Organisational team sport interventions can be used as an input-output diversity
management model. The diversity in an organisation is managed through organisational
team sport interventions (input) and will benefit the employees and the organisation and
have a positive impact on the diversity constraints (output).

A revised model was compiled by the researcher (figure 3) which explicitly emphasises the
simplified input-output nature of the model. The first column under the main category of
experience (1), "Benefits in the workplace while participating in sport" does not appear in this
column because it has already appeared in the other categories of experiences. Figure 3
represents a diversity management model based on organisational team sport interventions,
which was the aim of this study (Joubert, 2012).

Figure 3: Summarised diversity management model based on organisational team sport interventions

Conclusion

The aim of this study was to compile a diversity management content model based on organisational team sport interventions. The researcher explored the experiences of sport coordinators and sport participants with regard to the impact that team sport in organisations has on diversity management.

Many studies have been done on the benefits of sport for organisations and their employees, but no diversity management content model has previously been developed based on organisational team sport interventions. The results of this study indicate once again that team sport in an organisation holds benefits for both the employees and for the organisation itself. These benefits have been mentioned above. When employees participate in organisational team sport interventions, or when supporters attend sport events – or even when employees have conversations about sport –relationships within the business can be created. Organisational team sport interventions can therefore be used as a vehicle to create possibilities to enhance individual commitment, share visions and goals, improve trust and respect between employees, increase cohesion, increase the employees' knowledge of one another and enhance communication in a workforce. This study recommends that organisational team sport interventions be used as a diversity management initiative in

organisations. Based on the findings of this study the researcher was able to develop a diversity management content model based on organisational team sport interventions. Ivancevich and Gilbert's (2000) input-output diversity management model can be applied to describe the diversity management content model. The model indicates that an organisation who is able to manage its diversity effectively through organisational team sport interventions (input), will have a positive impact on the management of diversity constraints (output) (Joubert, 2012).

While this study was limited to employees of nine financial organisations in the Gauteng region of South Africa it is recommended that several other organisations in other regions be considered in further studies.

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