

Managing Cultural Diversity in Sport Teams

Case studies in Sweden

Marcus Hultin
Erik Lundh

Luleå University of Technology

BSc and MSc Programmes in International Business Administration and Economics
Department of Business Administration and Social Sciences
Division of Industrial marketing and e-commerce

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Marcus Hultin

Erik Lundh

Abstract

Sports teams often set an outstanding example on how to deal with cultural diversity. Teams playing on a professional level all over the world, often have players with different nationalities. Very little research has been conducted of how to manage cultural diversity in a sport team. Therefore, the purpose of this thesis is to gain a deeper understanding of how cultural diversity in sport teams is managed. The thesis has a qualitative approach and the empirical data was gathered through two interviews with two teams participating on a high level of competition, namely Akropol BBK (basketball club) and Assyriskä FF (soccer club).

Since almost none research was conducted in this area we chose to focus on theories concerning how to deal with cultural diversity in an organization or company. The main findings from this thesis is that, sport teams and especially cultural diverse sport teams recruit members by their skills and competences and not by their national or cultural background. Further on, the manager needs to be aware about the diversity in the team. People coming from different backgrounds cannot be treated equally, since they have different values and beliefs. Moreover, the manager should decide that during practices and matches one language should be spoken. This prevents the creation that small groups are formed with members from same countries talking their own language.

Sammanfattning

Idrottslag sätter ofta lysande exempel på hur kulturella skillnader ska hanteras. Lag som runt hela jorden deltar på en professionell nivå har ofta lagmedlemmar med olika nationaliteter. Väldigt lite forskning har genomförts på hur ett mångkulturellt lag ska ledas och syftet med denna studie är att få en djupare kunskap i hur ett mångkulturellt ska ledas. Studien har en kvalitativ angripning och den empiriska informationen var insamlad genom två intervjuer med två lag som deltar på elitnivå. Dessa två lag var Akropol BBK (basket) och Assyriska FF (fotboll).

Eftersom nästan ingen forskning har blivit genomförd på det här området valde vi att fokusera på teorier som fokuserar på hur en mångkulturell organisation eller företag ska ledas. De främsta slutsatserna från denna studie är att idrottslag, och mångkulturella i synnerhet, rekryterar spelare beroende på deras skicklighet och kompetens och inte beroende på vilken nationell bakgrund de har. Tränaren måste även vara medveten om de kulturella skillnaderna i laget och att människor med olika bakgrund inte kan bli behandlade på samma sätt eftersom de har skilda värderingar. Tränaren måste även besluta att ett språk ska användas under träningar och matcher. Detta förhindrar företeelsen av att små grupper bildas där medlemmar från samma land pratar deras eget språk.

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1 Introduction

This chapter starts by providing a background to the topic of the thesis. A problem discussion about managing a cultural diverse team will be presented, after that the purpose as well as the research questions will be formulated. Finally demarcations and an outline of the thesis will be stated.

1.1 Background

Changing Organizations

Organizations are managed and staffed by people, and without people they cannot exist (Cascio, 1995). As the world of organizations is changing rapidly due to globalization, deregulation, e-commerce, telecommuting, virtual teams and outsourcing, people are forced to adapt to new ways of working (Daft, 2002). Another reason why people have to adapt to a new way of living is the fact that ethnic conflicts and economic incentives around the world forces people to move and work at other locations (Richardson, 2004).

The belief that people are all alike is frequently creating people-related problems within organizations, which have to be solved (Cascio, 1995). The differences demand attention so each person can maximize his or her potential, so organizations can maximize their effectiveness, and society as a whole can make the wisest use of its human resources (ibid). Although many leaders are still operating from an old-paradigm mindset, they are increasingly ineffective in today's world. To be an effective leader in the twenty-first century leaders have to respond to new realities (see Table 1.1).

Table 1.1: The new reality for leadership

<i>The new reality for leadership</i>	
OLD Paradigm	NEW Paradigm
- Stability	- Change
- Control	- Empowerment
- Competition	- Collaboration
- Things	- People and Relationships
- Uniformity	- Diversity

Source: Daft, 2002, p. 9

Cultural Challenge

Culture is, according to Hodgetts and Luthans (2003), acquired knowledge that people use to interpret experience and generate social behavior. This knowledge shapes values, generates attitudes, and influences behavior. Culture can affect technology transfer, managerial attitudes, managerial ideology, business-government relations, and also how people think and behave (ibid). The various manners can sometimes cause us great amusement (Lewis, 1999). To adapt in cultures we may put on a show for others, but we follow our own silent programme (ibid).

Management of today is increasingly multicultural (Elashmawi & Harris, 1993). The world is seeing social and political changes that are currently in progress, and this is a real opportunity for world traders and entrepreneurs to engage in peaceful commerce for the benefit of humankind (ibid). Furthermore, the world has seen an increasing trend in population displacements due to wars and ethnic conflicts (Richardson, 2004). The break-up of former Yugoslavia and conflicts in certain parts of Africa, have led to considerable disruptions in the traditional lives of millions of people who have been rendered refugees (ibid). These developments have led to a substantial rise in the number of asylum seekers, and the effect of all these factors is that national populations are becoming increasingly multi-cultural and the labor forces of both domestic and international firms are becoming increasingly diverse culturally (ibid).

The four dimensions of culture

According to Hodgetts and Luthans (2003), researchers have tried to provide a composite picture of culture by examining its dimensions. The Dutch researcher Geert Hofstede found that there are four dimensions of culture that helps us explain why people behave as they do. These are *power distance*, *uncertainty avoidance*, *individualism vs. collectivism*, and *masculinity vs. femininity* (ibid).

According to Hofstede (1994), the first dimension *Power Distance* explains to which extent less powerful members of an organization or institution expect and accept that power is distributed unequally. The second dimension *Uncertainty Avoidance* explains to which extent members of a culture feel threatened by an unknown or uncertain situation. The third dimension *Individualism* explains to which extent ties between individuals are loose, for example everyone is expected to look after himself or herself and his or her family. At the other end of the spectra is *Collectivism*, where people from birth are integrated into strong, cohesive groups, which protect them in exchange for unquestioning loyalty. The fourth dimension *Masculinity* explains how much value is put on earnings and advancements. In contrast *Femininity* puts value on the caring and social-environment oriented role. (ibid)

Impact of culture on international management

The cultural impact on international management is reflected by basic beliefs and behaviors and the culture of a society can directly affect management approaches. According to Hodgetts and Luthans (2003), examples of such are:

- *Centralized vs. decentralized decision-making* - In some societies important organization decisions are made by top managers and in others these decisions are made by for example middle- and lower-level managers.
- *Safety vs. risk* - Organizational decision makers are in some societies risk-averse while in other societies risk-taking is encouraged.
- *Individual vs. group rewards* - In some countries a person who performs an outstanding work will be rewarded with bonuses and commissions, while in other countries cultural norms require group rewards.
- *Informal vs. formal procedures* - In some societies much is accomplished through informal procedures while in others formal procedures are followed strictly.
- *High vs. low organizational loyalty* - In some societies people identify very strongly with their organization or employer while in others people identify with their occupational group.
- *Cooperation vs. competition* - Cooperation between people is encouraged in some societies while some societies encourage competition between their people.

- *Short-term vs. long-term horizons* - In some cultures, focus is primarily on short-term horizons, concerning goals of profit and efficiency while other cultures are more interested in long-range goals, such as market share and technologic development.
- *Stability vs. innovation* - In some cultures stability and resistance to change is encouraged while other cultures put high value on innovation and change. (Hodgetts & Luthans, 2003)

Cross-cultural management

The increasing importance of world business has created a demand for managers sophisticated in global management and experienced at working with people from other countries (Adler, 1997). The domestic work situation features personnel, customers and suppliers who come from diverse cultural and ethnic backgrounds (Elashmawi & Harris, 1993). Cross-cultural management therefore expands the extent of domestic management to include international and multicultural dynamics (Adler, 1997). Thus, true transcultural managers are more “cosmopolitan”; they are effective intercultural communicators and negotiators (Elashmawi & Harris, 1993). They are comfortably operating anywhere in the world and whether representing a business, government, foundation, association, or a profession, they are always high performers. They are also capable of functioning in their own homeland and its regional groupings (ibid).

Culture impact on groups and teams

A group develops its own culture, and the basis for group culture can be membership in a formal or informal group. It can be an occupation, ethnic or religious background or a membership in a sport-team (Fransesco & Gold, 2005). A team is much similar to a group since they experience developmental stages, differentiate into roles, create norms, establish a culture and have a communication structure (ibid). However, when people come together in teams to perform a certain task a synergy effect often occurs since they work towards a common goal and cover each other’s weaknesses (Daft, 2002).

Diverse workforce

The study of diversity or individual differences in the workplace is not a new phenomenon (Diamante & Giglio, 1994). Indeed, there have been differences between people for quite some time (ibid). Diversity should be understood as the varied perspectives and approaches to work, which members of different identity groups bring (Ely & Thomas, 1996). Diversity can be defined as representation in one social system of individuals with distinctly different group affiliations of cultural significance (Aghazadeh, 2004). Lately, there have also been major changes in workforce demographics as well as in attitudes and policies regarding diversity in the workplace (Peppas, 2002). The term diversity has come to designate not only a variety, but also a workforce made distinct by the presence of many religions, cultures or skin colors, both sexes, differing sexual orientations, differing capabilities and usually dissimilar backgrounds (Miller & Rowney, 1999). Developing this diversity within the workforce is an issue in every business and culture (Lewin & Stephenson, 1996). Companies that want to compete fully and be aggressive in the marketplace have to consider recruiting, developing and retaining a diverse workforce (Aghazadeh, 2004). It is widely recognized that for companies to be competitive in today’s global markets, they must take advantage of the benefits such as a diverse workforce brings (Salomon & Schork, 2003).

Creating a diverse workforce provides incredible opportunities for companies and individuals to tap the ideas, creativity, and potential contributions inherent in a diverse workforce (ibid). In today's fast paced, quality driven work environment a successful organization is one where

diversity is the norm and not the exception (Lawrence, 2001). If diversity is assumed to be a strong point within an organization there must be an understanding and respect for different cultural values (Peppas, 2002).

1.2 Problem discussion

Managing a culturally diverse team

Managing a cultural diverse team, as any other workforce, is a complex management issue (Ely & Thomas, 1996). Therefore, a team manager with skills in cross-cultural sensitivity is much in demand today (Elashmawi & Harris, 1993). There are different strategies that are used when describing what approach a club has to take towards a cultural diverse team (Adler, 1997). The first response of managers to cultural diversity is parochial; this term means that managers do not recognize cultural diversity or its impact on the club. In parochial clubs, managers consider that their approach is the only approach to use when organizing and managing. The second response is ethnocentric; here members recognize diversity, however only as a source of problems. In ethnocentric clubs, members believe that their approach is the only approach to organize and work. They regard all other ways as inferior. The third and final approach state that only in clubs where members explicitly recognize the concept of culture, the response to cultural diversity can be synergistic, meaning that their way and others way differ, however neither way is inherently superior to the other (ibid). Further on the author states that culturally synergistic clubs create new forms of management and organization that transcend the distinct cultures of their members.

There are different techniques for managing a cultural diverse team. Fransesco and Gold (2005) highlight five techniques: diversity training, core groups, multicultural teams, senior managers of diversity and other approaches, such as recruitment and selection programs. Husting (1995) names four phases a club has to go through before they can consider themselves as being on top in managing culturally diverse teams. These steps are ethnocentricity, cognition, respect and equal partner (ibid).

Managers nowadays need additional information on how ethnic and racial minorities value their work, what motivates them, what their attitudes are and what they value to create an effective work environment (Peppas, 2002). To derive this value from team diversity an organization must do three things; communicate diversity, cultivate diversity and capitalize on diversity (Cascio, 1995).

Multicultural teams are most effective when they face assignments requiring innovativeness (Hodgetts & Luthans, 2003). Further, multicultural teams are far less effective when they are assigned to routine tasks (ibid).

Culturally diverse sport teams

An area where cultural diversity has developed a strong tradition is that of athletics, particularly that of sport clubs, highlighted in such sports as soccer. Many of the teams that are famous around the world, for example Real Madrid and Manchester United, are based on players from many different countries with different cultures. This is also true for Sweden where teams use foreign players to strengthen their team squads to be able to cope with competition from other teams. Another aspect is that in Sweden and other countries, there are numerous examples of teams that have been formed by immigrants from different countries to compete against teams based on a national team squad.

Managing a culturally diverse sport-team

To communicate as a sport manager one has to be aware that it might be a quite complex process (Watt, 1996). Communication can be vertical, horizontal, diagonal or almost like a spider's web or jigsaw network (ibid). In many cases this can be a benefit as long as managers of a sport team are aware of the potential problems and benefits that exist in such an informal system (ibid). One of the key features of sports operations on the field of play, and also the key to be a successful manager of a sport team is the field of leadership (Watt, 1996). The style of leadership can vary from laid back to authoritarian depending on the organization and the situation the manager is in (ibid). In the area of managing a sport team a great deal of effort is required to lead a band of people towards a common identifiable goal (ibid). In sports management there is no right or wrong what qualities that are preferable, however according to the author he highlights some characteristics. Some of these are integrity, honesty, commitment and the love of sport. A common way of leading a sport team is a transformational style (Watt, 1996). Transformational leaders can be characterized with four interrelated factors and these are (Hodgetts & Luthans, 2003):

- Idealized influence
- Inspirational motivation
- Intellectual stimulation
- Individualized consideration

Communication within a cultural diverse team

People use verbal and non-verbal language in different ways, which are culturally and individually determined (Kippenberger, 2000). An awareness of these differences is essential (ibid). There is no right way to communicate in teams with people from different cultural backgrounds (ibid). The performance of culturally diverse teams might be unpredictable, and contrary to expectations (ibid). Such groups are often outperformed by homogeneous ones (Perkins, 1993). The problem often seems to be communication (ibid). The use of language is probably one of the most obvious barriers in communication within a multicultural team (Elashmawi & Harris, 1993). One must also respect that different behaviors and communication styles are essential to a culturally diverse team (Husting, 1995). To manage cultural diversity in a team appropriate, certain communication skills ought to function effectively; one is that you have to be motivated to communicate, another one is to have the ability to see situations from another person's perspective, one must be able to create a shared social reality and one must have the ability to establish agreed-upon norms for interacting (Adler, 1997). Multicultural teams face substantially greater challenges than a single culture team in developing sufficient communication skills to achieve prerequisite levels of integration needed for great performance (ibid). Effective communication strategies can assist in managing diversity by promoting both integration and equality in the team (Sadri & Tran, 2002).

Advantages and disadvantages of a cultural diverse team

Diversity can be a good stimulation for intellectual, emotional, economical and social growth (Andersson, 1993). Diversity can also help clubs to clarify, explore and transform their current values and practices (ibid). Managing a diverse team implies that a club can gain competitive advantage and improve its performance through human capital by consciously seeking and managing a team that is diverse in terms of its sex, racial and ethnic composition (Lewin & Stephenson, 1996). When people of different cultures come together to solve a problem or come up with an idea, they are more able to reach a common solution (Aghazadeh, 2004). In the early stage of the problem solving, people with diverse

perspectives may generate a more comprehensive view of the problem (Jackson & Joshi, 2004). A given task will be approached differently and therefore a solution will almost always be better with people from different cultural backgrounds (Raatikainen, 2002). If clubs ought to be successful in an ever-changing environment, they must view a cultural diverse team as a business strategy that will distinguish them from the competition (ibid). Diversity may enhance a team's network of external contacts (Jackson & Joshi, 2004). Due to the broad network of external contacts, diverse teams may better be able to access valuable expertise and exercise greater influence (ibid). However, it is not only advantages that occur when working within a cultural diverse team.

Disadvantages of a cultural diverse team

When employees with ethnic, cultural and political backgrounds differ from the current team that is hired, the club is faced with the difficulties of integrating them without interpersonal conflict (Gudmundson & Hartenian, 2000). Too much of diversity in a workplace may increase the number of conflicts and there can also occur a reverse discrimination within the team (Aghazadeh, 2004). People may feel threatened by working with people of a different culture (ibid). This can lead to an increase in turnover and absenteeism (ibid). People might feel more comfortable working with others who are racially similar, and tend to see members of their own racial group as superior to others (Maas, 1999). Another problem that diversity might bring is that communication and integration become more difficult (Adler, 1997). People from different cultures fail to understand one another; they do not work in the same ways or at the same pace (ibid).

Motives for this study

In the world today, the character of sport teams is in many ways similar to large organizations. In many cases sport is big business and if the team perform poor, stakeholders such as sponsors and owners may suffer. Furthermore, the issue of cultural diversity is discussed in media but very little scientific research has been conducted on which effects it has on sport teams. When looking at the work of several authors, it indicates that when using effective management techniques together with a well-developed communication style one should in theory be able to take advantage of cultural diversity in the team and abandon the disadvantages cultural diversity in the team could bring. An overview of how leadership is connected with cultural diversity is provided in Figure 1.1. An area that has not been investigated thoroughly is how a sport team on a day-to-day basis deals with managing a cultural diverse team. The authors will investigate if theories about how to manage a cultural diverse workforce are applicable to managing a cultural diverse sport team. Since almost none research is done within this area we deem it valuable to contribute to research through our present study.

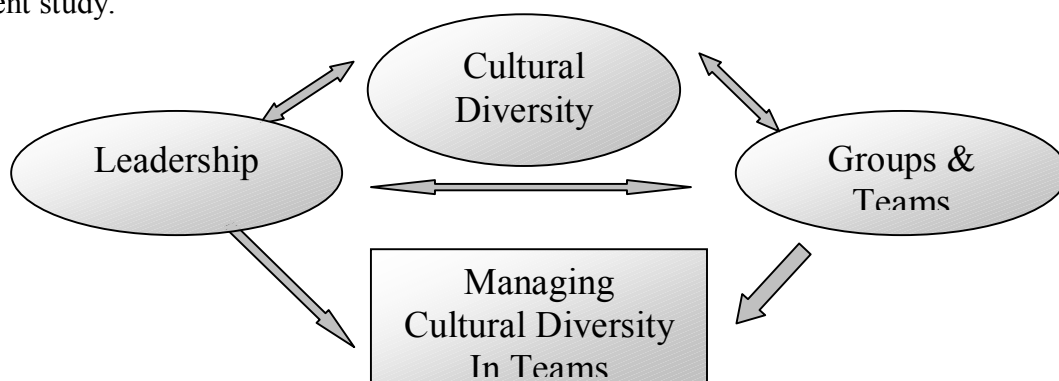


Figure 1.1: Management and Diversity

Source: authors' own construction

1.3 Purpose

The purpose of this study is to gain a deeper understanding of how cultural diversity in sport teams is managed.

1.3.1 Research questions

With the help of the following three research questions we shall try to address the stated purpose of our thesis.

- How can the techniques employed in managing a culturally diverse sport team be described?
- How can the communication between the manager and team members in a culturally diverse sport team be described?
- How can the advantages/disadvantages of cultural diversity in a sport team be described?

1.4 Demarcations of the study

We have limited our research to view the above stated research questions from the perspective of Swedish soccer and basketball clubs' management. The main reason for this is the limitation in time as well in finances; it would be impossible for us to cover all aspects of the research purpose. Furthermore, only the management perspective is investigated. We have chosen to exclude the member perspective as this presents a more indescribable area of research.

1.5 Outline of the thesis

This Master's thesis consists of six different chapters, which are outlined in Figure 1.2. In chapter one a background to the topic was presented. It was followed by a problem discussion, which narrowed down to the purpose, the research questions, and demarcations of our thesis. The following chapters of the thesis will be constructed as follows:

- In chapter two, a literature review based on the relevant theories, which are connected to our research questions, will be presented. This will lead to the conceptual framework, which will function as a foundation for the interview guide and the rest of the thesis.
- In chapter three, the methods used when collecting data for this thesis will be described and justified.
- In chapter four, the empirical data collected for this study will be presented. The structure will be in the same order as our research questions.

- In chapter five, the collected data presented in chapter four will be analyzed and compared with the conceptual framework presented in chapter two as.
- In chapter six, the conclusions from the analysis in chapter five will be presented and provide answers for our research questions. The chapter ends with implications for management, theory, and further research within this area.

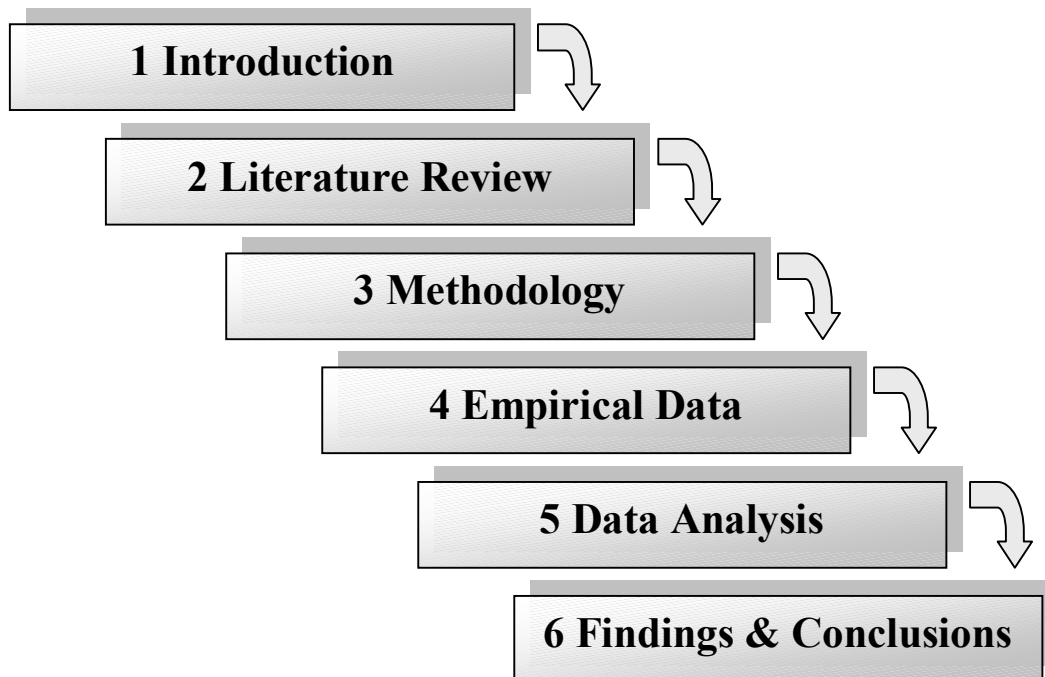


Figure 1.2: Outline of the thesis
Source: Author's own construction

2 Literature Review

This chapter will present literature, which is relevant to the research questions stated in chapter one. Firstly, previous studies concerning different techniques when managing cultural diversity in teams will be brought up. Secondly, studies dealing with communication in cultural diverse teams will be presented. Thirdly, advantages and disadvantages of cultural diversity in sport teams will be described. Finally, the chapter will end with a conceptual framework.

Literature directly connected to the purpose and research questions of this thesis is scarce. Yet, sport teams are becoming more like corporate organizations, especially when competing on a professional level. Because of this, many of the issues discussed within the framework of culturally diverse work groups also apply and find relevance to the topic of this thesis.

2.1 Different techniques when managing a cultural diverse sport-team

In this section literature concerning management techniques in multicultural teams will be presented. Different aspects of management will be presented and different suggestions of how to succeed when managing cultural diversity will be brought up.

Diversity program techniques

Fransesco and Gold (2005) state that organizations need to undertake specific techniques to oversee diversity programs. There are especially five approaches that the authors believe are important when managing diversity:

- Diversity training - tries to create an awareness and sensitivity to diversity issues among its employees.
- Core groups - a number of employees from different backgrounds meet regularly to discuss their attitudes and beliefs about cultural differences.
- Multicultural teams - they contain workers from different cultural groups who learn how to maximize their effectiveness by taking full advantage of their difference.
- Senior managers of diversity - in many organizations diversity issues is so important that the company creates a senior management position responsible for all diversity initiatives.
- Other approaches - this includes recruitment and selection programs that focus on hiring employees who value diversity. It also includes language training and corporate social activities that celebrate diversity.

Managing cultural diversity

Anderson (1993) claims that there are several factors a leader should be able to cover when managing a cultural diverse workforce. According to the author, these factors are:

- Be able to know how to draw their own cultural contexts and those of others.
- Develop a sense of social ethics and social responsibility
- Be willing to tolerate different types of ambiguity and stress
- Understand how their own personal values and ideas affect their views of leadership and diversity

Cultural congruence organization

According to Husting (1995), there are four steps a manager should do to reach a culturally congruent organization. The steps are from one to four; ethnocentricity, cognition, respect and equal partners.

Ethnocentricity

In the early part of the process employees believe that their own cultural beliefs are the best. In this stage you should allow time for open discussion of varying points concerning culture in the organization.

Cognition

Here employees should begin to understand that there may be alternative worldviews and also know that variations within cultures exist. Managers should encourage their cultural diverse workforce to express different sights about their cultural background.

Respect

In this step employees must accept differing views and behaviors. Here one should also begin to value elements of other cultures. Management should develop written norms of behavior that are acceptable to the work group.

Equal partners

In this final step employees in an organization should embody the best aspects of all cultures within the work setting. Employees should continually acknowledge and respect different cultures. Management must in this stage continue to encourage alternative points of views and group discussions.

Transformational leadership

According to Watt (1996), the style of leadership in a sports organization may vary from laid back to authoritarian depending on the organization and the situation. One way of determining leadership style is dividing it into transactional and transformational leadership styles. Transactional leadership is based on managing status quo, the situation, as it exists and organizing around that. However, it is important to go away from the basic transactional level and move to transform individuals and organizations by carrying them past basic performance levels. The reason for this is that today very few situations remain static, and this is especially true with sports organizations. Therefore it seems that the transformational approach is the way to approach sports administration and management. There are four i's that are connected to transformational leadership, these are: (ibid)

- Intellectual stimulation
- Individual consideration
- Inspirational leadership
- Idealized influence

Each of these is equally important and it is suggested that sport managers will benefit by putting such beliefs into practice. This is due to the fact that sport involves enthusiastic and dynamic people who need to have some significant leadership to be able to get the best out of them (ibid).

Managing a sport team

Watt (1996) continues to claim that a manager ought to have certain skills when managing a sport team. The author claims that it is vital to remember that leaders are supposed to have innate qualities, however these qualities must be developed over time. There are a number of skills, which are relevant when managing a sport team (ibid):

- Defining the task - what is supposed to be done.
- Identifying the task - having the ability to identify exactly what is required to be done.
- Planning - making necessary plans for the task to be carried out.
- Controlling - monitoring through the work to ensure that everything is proceeding according to a plan.
- Evaluating - having a realistic assessment of what is happening in the process and how close the successful completion of the task is.
- Motivating - make sure everyone is involved, enthusiastic and committed to fulfilling the task.
- Organizing - ensure that everyone is working coordinated towards the end goal.
- Seeing an example - make sure that you as a manager shows commitment and enthusiasm, which will encourage others to follow.

Management techniques for teams to function well

According to Weiss (1996) in Fransesco and Gold (2005), there are different factors how a team is supposed to be managed to function well. These techniques are:

- Shared leadership - teams have shared leadership between manager and subordinates.
- Accountability - teams have individual and mutual accountability.
- Purpose - teams work towards a specific purpose when doing tasks.
- Work products - teams deliver collective work products rather than on an individual basis.
- Communication, teams are almost always encouraged to have an open ended discussion.
- Effectiveness, teams measure the outcome by direct assessment of their collective work products.
- Work styles, teams often discuss, decide and delegate tasks but they do the work together.

2.2 Communication in a culturally diverse sport-team

In this section, literature concerning communication in a multicultural sport team will be presented. The theories presented are focused on the manager's communication to the team members.

What do I do if they do not speak my language?

According to Adler (1997), there are many ways to increase the chances for accurately understanding people from other cultures. Adler (1997) suggests several recommendations what to do when colleagues are not a native speaker of your language, these are:

Verbal Behavior

The speech should be clear and slow. Each word should be very well articulated and the use of controversial expressions should be avoided. Repetition should be used frequently and each

important idea should be explained repeatedly by using different words. The sentences should be kept simple and long sentences should be avoided. Active verbs should be used and passive verbs should be avoided. (ibid)

Nonverbal Behavior

Nonverbal communication is an important element of communication (Elashmawi & Harris, 1993). Each culture has its own system of nonverbal communication such as hand gestures, tone of voice, and physical contact. Visual statements should be used as often as possible. Examples of such are pictures, graphs, tables, and slides (Adler, 1997). To be clear it is important to demonstrate as many themes as possible and frequent pauses should be used. Written summaries of the presentation can also be handed out (ibid).

Accurate Interpretation

If there is a silence, the best thing to do is to wait. The communicator should not jump in to fill the silence. The reason for this is that the other person is probably just thinking slowly in the nonnative language or translating. It is also important to remember poor grammar skills and mispronunciation does not equal lack of intelligence, instead it is usually a sign of nonnative language use. Also, if there is an uncertainty about language, assume difference, not similarity. (ibid)

Comprehension

In a conversation, understanding between the communicators is not to be assumed. Instead the assumption should be that the other person does not understand. The way to check this is by having colleagues repeat their understanding back to you. However, it is important that the communicator does not just ask if they understand or not, instead let them explain what they understand. (ibid)

Design

Frequent breaks are recommended, since second language comprehension is exhausting. Furthermore, the material should be presented into smaller modules. A longer time frame when communicating is also recommended since it usually takes longer time when presenting to nonnative speakers. (ibid)

Motivation

Encouragement should be used regularly, both verbally and nonverbally, to reinforce speaking by nonnative language participants. The communicator should explicitly draw out marginal and passive participants. But it is important not to embarrass novice speakers. (ibid)

Theory X and Theory Y

According to Sadri and Tran (2002), McGregor's theory X and theory Y can be applied to superior-subordinate communication. Theory X managers typically like to maintain control and assume that employees are lazy and lacking in initiative. Theory Y managers prefer to delegate and to share responsibility and decision making with their subordinates. Theory Y emphasizes the independence, responsibility and growth of individuals in organizations. From this orientation toward employees, a concern for improving superior-subordinate communication is established through openness, trust, supportive organizational climates, and through sharing power. The authors claim that this would improve relational communication, which has the effect that job satisfaction, and work involvement would improve and lead to higher productivity. Although, research indicates that there is stronger connection between communication and satisfaction than communication and productivity. However, the

importance of openness in superior-subordinate communication is undeniable. It does not only help management-employee relations, but also improve the overall job performance. (ibid)

Effective multicultural management

Harris and Moran (1996) state that when communicating in a multicultural environment it is important to remember that the message that counts is the one the other person gets or creates in their mind, and not the one that was sent originally. The authors state the following observations to serve as a practical guideline for developing skills to become a more effective multicultural manager:

No matter how hard one tries, one cannot avoid communicating

All behavior displayed in human interaction has a message and communicates something. No matter if showing activity or inactivity our body language still communicates as well as the color of our skin, the color of clothes, or the gift we give. All behavior contains a message and therefore all behavior is communication, whether intended or not. (ibid)

Communication does not necessarily mean understanding

When two individuals agree that they are communicating with each other, it does not mean that they understand each other. Understanding occurs only when the two individuals have the same interpretation of the symbols being used whether in form of words or gestures. (ibid)

Communication is irreversible

It is impossible for a person to take back one's communication. However it is possible to clarify, explain, and restate one's message. Once communication has occurred, it is part of the experience and it influences present and future interaction. (ibid)

Communication occurs in a context

It is impossible to disregard the context of communication that occurs at a certain time, in some place, using certain media. These factors have a message value and give meaning to the communicators. (ibid)

Communication is a dynamic process

Communication is not static and passive; instead it is a continuous process without beginning or end. A communicator does not necessarily have to be the sender or the receiver of the message, instead both at the same time. (ibid)

Cross-cultural communication

Harris and Moran (1996), state that when working within our own culture we are very perceptive. In general we know what ideas will be accepted or rejected, and when people are listening. However, when communicating with people from different cultures there is a greater possibility of reading incorrectly. Today the workplace is filled with people from different cultures and according to the authors there are three levels in cross-cultural exchange one must take into consideration:

Pay attention to the person and the message

One may subconsciously pay no attention to another because the thought process or thinking patterns they use are more complicated or subtle than one's own. Also the emotional behavior of the speaker may result in that one selectively listens or not listens. To further complicate

the process, a speaker may use a strange accent that can cause the listener to struggle in determining the words and put them in an understandable order (ibid).

Emphasize and create rapport

Empathy towards people with difference in language and culture, can build trust and loyalty. According to the authors, the nonverbal and verbal cues are important because they reveal the thinking pattern of the speaker. Furthermore, attempting to emulate cues, after reading them properly and matching their style, the effectiveness and comfort of the communication increases (ibid).

Share meaning

Sharing your understanding of what you think the individual is saying is important. An effective method is paraphrasing which is an active listening skill, which enables the listener to check the accuracy of the understanding of the message (ibid).

Communication within sports management

According to Watt (1996), the presence of the advanced communication technology brings new possibilities to communication. The substantial growth of electronic communications still must be set alongside with the traditional verbal and nonverbal communication. Furthermore, written and visual communication is important factors in sporting situation. If communication is to be effective it must be the following: (ibid)

- Clear
- Concise
- Courteous
- Correct
- Complete
- Correctly directed

Watt (1996) further states that it should be emphasized that within sports management settings, communication may be a quite complex process. Communication will not go from A to B, more likely from A to B to C, directly back to A and shoot off to D. This is caused by the informal “jungle telegraph” which is very common within sport. Many people know each other well within the team because of playing abilities, past contacts, and informal networks. (ibid)

2.3 Advantages and disadvantages of cultural diversity in sport teams

In this section literature concerning advantages and disadvantages of cultural diversity in sport teams will be presented. The section will start with advantages presented by several authors followed by disadvantages.

Advantages of cultural diversity

Aghazadeh (2004) points out that cultural diversity increases the attraction, and it also retains the most qualified candidates. If organizations advocate a cultural diverse workforce, the author claims that an organization will gain competitive advantage of being able to market and deliver their products and services within different cultures. Having inside information on how to communicate and what a community wants in a product or service is a great asset. A multicultural company can penetrate and widen their markets with the knowledge of political,

social, legal, economic and cultural environments. Having someone within the organization who can negotiate and speak the language of the country is a valuable benefit. Different cultures can shed light upon insightful ideas on the table and these ideas might increase profit for the organization. A multicultural organization is better able to adapt to change and is more flexible, also people talking different languages are more capable to have a higher level of contrasting thinking and cognitive flexibility than those who only speak the common language. (ibid)

Recruit and retain a diverse workforce

Salomon and Schork (2003) classifies that there are different drivers for recruiting and retaining a diverse workforce. If these are fulfilled an organization can draw advantages of its culturally diverse workforce. These three are; enhanced access to a broader talent pool, improved innovation and stronger customer relationships. (ibid)

Enhanced access to a broader talent pool

The ability to attract, retain and motivate talent from all over the world is critical to an organization's success. An organization that aspires to recruit the best and brightest employees cannot afford to ignore any portion of the talent pool. Organizations that restrict themselves to only selected talent pools are forced to recruit deeper into the pool, therefore they have to lower the talent level. (ibid)

Improved innovation

There are several reasons for the connection between innovation and diversity. A culture or organization that is open to diversity will provide a more fertile ground for the growth of new ideas than a culture or organization that is satisfied with sameness. Problem solving is improved by having a team with a diverse set of perspectives, experiences and training. A diverse workforce improves the pace and quality of innovation. Creativity is often looking at something well known and seeing something new. The more different the people are from those who are original inventors of the idea, the more likely they are to provide new perspectives. (ibid)

Stronger customer relationships

Organizations must be balanced to market effectively to a broad customer base. A diverse workforce is needed to bring different perspectives on the development of products targeted to their customer base. Diversity initiatives are becoming more prevalent within customer firms. Customers want to hear about the diversity programs and they want to interface with teams that are diverse. (ibid)

Development of human resources

According to Richardson (2004), the result in having culturally diverse teams within the organization result in greater access and a more effective development and use of the human resources of the organization. This in turns leads to a more productive workforce, a better understanding of markets and competitors, a more efficient organization and a more profitable business. Rather than consider cultural diversity as a dilemma, it should be seen as an exploitable asset (ibid). Adler (1997) recognizes that there are advantages with diversity and these are outlined in table 2.1:

Table 2.1: Advantages of diversity in multicultural teams

<i>Advantages of diversity in multicultural teams</i>	
Diversity permits increased creativity	Enhanced concentration to understand
<ul style="list-style-type: none"> - Wider range of perspective - More and better ideas - Less groupthink 	<ul style="list-style-type: none"> - Ideas - Meanings - Arguments
Increased creativity can lead to	Teams can become
<ul style="list-style-type: none"> - Better problem definition - More alternatives - Better solutions - Better decisions 	<ul style="list-style-type: none"> - More effective - More productive

Source: Adapted from Adler, 1997

Prevention of groupthink

Hodgetts and Luthans (2003) point out that a major benefit managing a cultural diverse team is that they often prevent groupthink¹. When this occurs, participants of the team believe that their ideas and actions are correct and that those who disagree with them are either uninformed or deliberately trying to sabotage their efforts. Multicultural diverse teams are often able to avoid this dilemma, since the members do not think similarly or feel pressure to conform. As a result, they typically question each other and offer other solutions on a task. Conversely, homogeneous groups, where everyone often thinks the same, may be quicker in reaching a general consensus, however the decision may be less effective. (ibid)

Disadvantages of a cultural diverse workforce

Aghazadeh (2004) claims that people may feel threatened working with people of a different culture. There are four different disadvantages a cultural diverse workforce can bring: (ibid)

- Cost of training
- Reverse discrimination
- Conflicts
- Increased turnover and absenteeism

Cost of training

This increases within an organization due to costs associated with seminars, programs and lectures given to promote cultural diversity in the organization. These types of training are given to all levels in the organization, and the purpose is to teach employees how to accept personalities and ideas people have with a different cultural background. (ibid)

Reverse discrimination

Reverse discrimination can be described as, if a white male claims that he is equally or more qualified for a position, he was passed over for a male from a minority group who received the position. This kind of discrimination can easily occur in an organization that highly values a cultural diverse workforce. (ibid)

¹ Social conformity and pressures on individual members of a group to conform and reach consensus.

Conflicts

In a workplace when two or more individuals do not see a situation with the same eyes a conflict may arise. Conflicts arise largely due to ignorance between people. The most common conflict comes from one feeling superior of another. If a manager ignores such conflicts, the organizations performance may suffer. If conflicts can be managed and controlled, performance and creativity can increase. (ibid)

Increased turnover and absenteeism

When people from different cultural background come together and work, turnover rate and absenteeism may increase. Research has indicated that the turnover rate for African Americans in the US workforce is 40 per cent greater then the one of whites. (ibid)

Lack of understanding

Adler (1997) states that diversity makes it harder for teams to function perfectly. The reason for this is because the team members do not see situations in the same way, do not understand them in the same way, and do not act in the similar way. People from different cultures fail to understand one another, and they do not work in the same ways or at the same pace. The potential for increased ambiguity, confusion and complexity becomes high when the organization requires direction and clarity. The disadvantages are outlined in Table 2.2: (ibid)

Table 2.2: Disadvantages of diversity in multicultural teams

Disadvantages of diversity in multicultural teams	
Diversity causes a lack of cohesion	Lack of cohesion causes an inability to
- Stress	- Validate ideas and people
- Miscommunication	- Agree when agreement is needed
	- Take concerted action
Teams can become	
- Less efficient	
- Less effective	
- Less productive	

Source: Adapted from Adler, 1997

Mistrust in a diverse team

Hodgetts and Luthans (2003) state that a problem with a diverse cultural team is the mistrust between people. Employees tend to trust people from their own country more than people coming from another country. Another potential problem may be perceptual. When culturally diverse groups come together, they often initially bring preconceived stereotypes with them. A related problem to previous factors is inaccurate biases. (ibid)

Problems when selecting team members

According to Sadri and Tran (2002), there is a tendency among managers to attract, select, retain and reward organizational members who are similar to the managers already in place. Managers may react more negatively toward workers who are perceived dissimilar to them than toward employees perceived as similar. Such negative reactions can, in turn limit the potential of the individual and ultimately limit the potential of the organization. (ibid)

2.4 Conceptual framework

According to Miles and Huberman (1994), the meaning of conceptualization is to explain the main points that will be studied in the thesis. This can be done either through graphics or text. To begin with there will be a conceptualization of the various management techniques employed when managing a culturally diverse sport team. Thereafter, the communication issues between manager and team members will be conceptualized. Finally, the advantages and disadvantages of cultural diversity in a team will be conceptualized.

When put together a conceptual framework will emerge, which will function as a foundation for the data collection, through an interview guide as well as a basis for data analysis.

2.4.1 Management techniques in a culturally diverse sport team

The theories for this research question are many. In the conceptualization of these theories we have chosen to combine theories from different authors'. The different management techniques when managing a cultural diverse team appears in Table 2.3 and the source for the theories are stated in parenthesis.

Table 2.3: Management techniques when managing a culturally diverse team

Management techniques when managing a culturally diverse team	
- Diversity training (<i>F&G</i>)	- Lead inspirational and be an enthusiastic manager (<i>W</i>)
- Use a senior management to solve problems (<i>F&G</i>)	- Plan your management style well (<i>W</i>)
- Recruitment and selection program (<i>F&G</i>)	- Evaluate your management-style (<i>W</i>)
- Develop a sense of social ethics (<i>And</i>)	- Motivate your team-members and make them involved (<i>W</i>)
- Understand your own personal values when leading a team (<i>And</i>)	- Be a committed manager (<i>W</i>)
- Stimulate your team-players intellect (<i>W</i>)	- Use a shared leadership (<i>We</i>)
- Consider every individual as unique (<i>W</i>)	- Give your team members responsibility (<i>We</i>)

Fransesco & Gold, 2005 - (*F&G*), Anderson, 1993 - (*And*), Watt, 1996 - (*W*), Weiss, 1996 - (*We*)

2.4.2 Communication in a culturally diverse sport team

For this research question the conceptualization will be divided into verbal and other sorts of communication including nonverbal. Theories for verbal communication to be conceptualized are presented in Table 2.4 and the source for the theories are stated in parenthesis.

Table 2.4: Verbal communication

Verbal communication	
<ul style="list-style-type: none"> - Repetition and paraphrasing should be used frequently (<i>A, H&M</i>) - Well articulated (<i>A</i>) - Speech should be slow (<i>A</i>) - Controversial expressions should be avoided (<i>A</i>) 	<ul style="list-style-type: none"> - Sentences should be short and simple (<i>A</i>) - Encouragement (<i>A</i>) - When using media there can be a disregard of the context of communication (<i>H&M</i>) - Jungle telegraph (<i>W</i>)

Adler, 1997 - (*A*), Harris and Moran, 1996 - (*H&M*), Watt, 1996 - (*W*).

The theories for other types of communication including nonverbal to be conceptualized are presented in Table 2.5 and the source for the theories are stated in parenthesis.

Table 2.5: Communication without verbal involvement

Communication without verbal involvement	
<ul style="list-style-type: none"> - Visual statements, for example pictures and tables should be used often (<i>A</i>) - Frequent pauses (<i>A</i>) - Encouragement (<i>A</i>) - Improve relational communication through openness and trust (<i>S&T</i>) 	<ul style="list-style-type: none"> - Tone of voice and physical contact (<i>E&H</i>) - Visual communication (<i>W</i>) - Hand and facial gestures (<i>A, H&M, E&H</i>)

Adler, 1997 - (*A*), Sadri and Tran, 2002 - (*S&T*), Harris and Moran, 1996 - (*H&M*), Elashmawi and Harris, 1993 - (*E&H*), Watt, 1996 - (*W*).

2.4.3 Advantages and disadvantages of cultural diversity in sport teams

On the question of advantages and disadvantages of cultural diversity in sport teams the following concepts will be looked at and will form a basis for data collection and analysis.

Concerning the area of advantages of cultural diversity in sport teams we have chosen theories that are relevant for answering the research question and combined it into Table 2.6 and the source for the theories are stated in parenthesis.

Table 2.6: Advantages of cultural diversity in sport teams

<i>Advantages of cultural diversity in sport teams</i>	
- Increase attraction, retain more qualified candidates (<i>Ag</i>)	- Improved innovation and creativity (<i>S&S, A</i>)
- Widen markets and get access to a broader talent pool (<i>Ag, S&S</i>)	- More effective development of team members(<i>R</i>)
- More and extra insightful ideas that increase performance (<i>Ag, A</i>)	- Wider range of perspective (<i>A</i>)
- Better able to adapt to change and more flexible (<i>Ag</i>)	- Less groupthink (<i>A, H&L</i>)
	- More productive (<i>A</i>)

Adler, 1997 - (*A*), Aghazadeh, 2004 - (*Ag*), Hodgetts and Luthans, 2003 - (*H&L*), Richardson, 1994 - (*R*), Salomon and Schork, 2003 - (*S&S*).

In Table 2.7 the disadvantages of cultural diversity in sport teams are combined and presented. The source for the theories is stated in parenthesis.

Table 2.7: Disadvantages of cultural diversity in sport teams

<i>Disadvantages of cultural diversity in sport teams</i>	
- Mistrust of team members (<i>A, H&L</i>)	- Conflicts (<i>Ag</i>)
- Stress among team members (<i>A</i>)	- Increased turnover and absenteeism (<i>Ag</i>)
- Lack of cohesion causes an inability to agree when agreement is needed (<i>A</i>)	- Stereotyping (<i>H&L</i>)
- Less efficient in terms of time (<i>A, Ag</i>)	- Tendency among managers to attract, select, retain and reward members that are similar to the manager (<i>S&T</i>)
- Reverse discrimination (<i>Ag</i>)	

Adler, 1997 - (*A*), Aghazadeh, 2004 - (*Ag*), Hodgetts and Luthans, 2003 - (*H&L*), Sadri and Tran, 2002 - (*S&T*).

2.4.4 Emerged conceptual framework

As seen in this part of the chapter there are both advantages and disadvantages in having cultural diversity in sport teams. There are several issues the manager has to deal with to be able to manage the team effectively. Further, theories suggest that certain management techniques are more effective when cultural diversity is in question. In addition to this, communicating when managing the team is equally important otherwise it does not matter what management techniques the manager uses. Finally, a conceptual framework emerges which is shown in Figure 2.1.

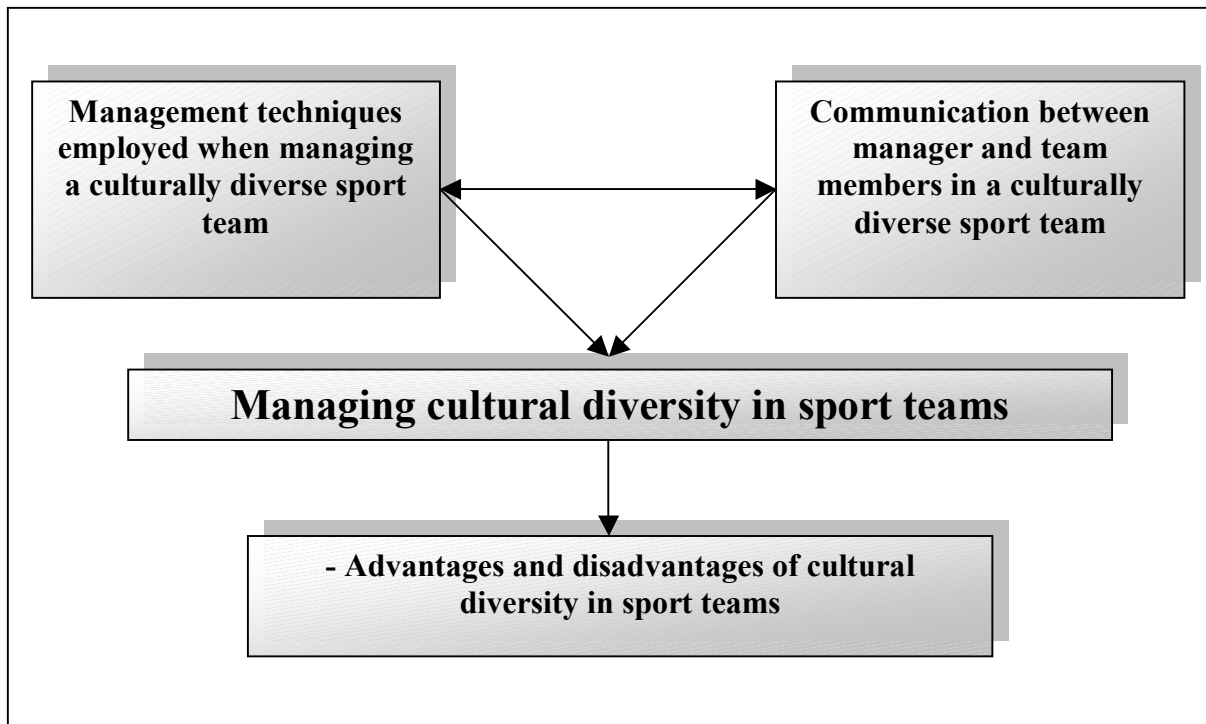


Figure 2.1: Emerged conceptual framework
(Source: Authors' own construction)

3. Methodology

The methodology chapter will present how we collected data in order to find the answers to our research questions and in that way fulfill the purpose of our thesis. The chapter starts by stating the research purpose. It then continues by presenting the research approach and the research strategy used. After that, a presentation of how the data collection was carried out and how the sampling was conducted follows. Finally the choice of general analytical strategy is explained and the quality standards are evaluated.

3.1 Purpose of research

There are many different ways of approaching a problem, and there are several research purposes available. According to Yin (2003), research can be classified as exploratory, descriptive or explanatory. It is also possible according to Saunders, Lewis and Thornhill (2000) to have more than one purpose.

Exploratory studies are valuable means of finding out what is happening, to look for new insights, to ask questions and to evaluate phenomena in a new light (Saunders et. al, 2000). According to the authors' exploratory research is a particularly useful approach if you expect to clarify your understanding of a problem (ibid). Moreover, an exploratory research is suitable when important characteristics and relations are hard to determine (Eriksson & Wiedersheim-Paul, 2001). The objective of descriptive research is to accurately portray a profile of persons, situations or events (Saunders et. al, 2000). Yin (1994) states that the goal of descriptive research is to develop and explain empirical generalizations. According to Eriksson and Wiedersheim-Paul (2001), descriptive research involves the choice of perspective, aspects, level, terms, and concepts. It is also necessary to observe, register, systematize, classify, and interpret (ibid). Studies, which establish casual relationships among variables, may be termed explanatory studies (Saunders et. al, 2000). To explain means to analyze cause-effect relationships, it has to be explained what causes produce what symptoms (Eriksson & Wiedersheim-Paul, 2001). The emphasis is on studying a situation or a problem in order to explain the relationship between different variables (Saunders et. al, 2000). Miles and Huberman (1994) state that explanation concerns the activity of making complex issues understandable by presenting how their component parts connect with theory.

The research purpose and questions of our thesis indicate that initially our thesis was exploratory. In the beginning it was aiming to formulate and define problems, to give us as researchers an orientation in the question to be investigated. When the data is collected and analyzed it becomes descriptive as we document, register, and identify the findings of our research. The reason for doing this is to gain a deeper understanding of how cultural diversity in sport teams is managed, which is the purpose of the thesis.

3.2 Research approach

Studies can be divided into qualitative and quantitative research, based on the researcher's type of data. Quantitative research involves numerical data or contained data that usefully can be quantified (Saunders, Lewis and Thornhill, 2000). It could range from simple counts such

as the frequency of occurrences to more complex data, such as test scores or prices (ibid). The conclusions of qualitative research are based on non-quantifiable data, such as attitudes, values or perceptions (Lundahl and Skärvad, 1992). Qualitative research is characterized by the opportunity to explore a subject in as real a manner as it is possible (Saunders et. al, 2000). Since the primary purpose is to reach a deeper understanding of the research problem, there is no need to draw general conclusions (Holme & Solvang, 1991). Based on the purpose and research questions, the chosen approach for this thesis was a qualitative approach. This approach is appropriate since the aim is to describe and get a deeper understanding of how cultural diversity in sport teams is managed. The intend is not to make any generalizations, instead by studying a relatively small sample we will be able to more deeply investigate several variables and thus reach a deeper understanding.

3.3 Research strategy

The selection of research strategy depends on three conditions (Yin, 2003). These three conditions are the type of research questions posed, the control an investigator has over actual behavioral events, and the focus on contemporary in contrast to historical phenomenon. Yin (2003) states that there are five primary strategies in the field of social sciences: experiment, survey, archival analysis, history and case study. The most important condition for differentiating between the various researches strategies is to identify the type of research question being asked (Yin, 2003). The most common types of questions are formulated as “who,” “what,” “where,” “how,” “why,” (ibid). Yin (2003) claims that, in general “what”-questions may either be exploratory (where all strategies can be used) or about prevalence (in which surveys or the analysis of archival records are favored). “How” and “why”-questions are likely to be more suitable in case studies, experiments or histories (ibid).

Since the purpose of the thesis is to investigate many variables on few entities, in order to get an in depth situational picture, a case study is the best research strategy. A case study can be done either by interviews or questionnaires (Eriksson & Wiedersheim-Paul, 2001). Yin (1994) claims that a case study is superior when answering how and why questions and can be in the form of both a single- and a multiple case study. For this thesis a multiple case study has been chosen. This allows comparison between different cases and at the same time it provides deep and detailed information.

3.4 Data collection

When collecting data for the research it can be either primary (collected for the first time) and/or secondary (information that already exists) data. It is often more convenient to use secondary data in the beginning of the study (Eriksson & Wiedersheim-Paul, 2001). According to Yin (2003), evidence for case studies can be collected in six different ways and these are documents, archival records, interviews, direct observation, participant-observation, and physical artifacts. No single source has complete advantage over the others; instead a good case study wants to use as many sources as possible. A major strength of case study data collection is the opportunity to use several different sources of evidence (ibid). This method of using different data collection methods within one study is called triangulation (Saunders et. al, 2000). The reason to use triangulation is to ensure that the data is telling you what you think it is telling you (ibid).

The data collection methods that will be used for this thesis are interviews and documentation. Yin (1994) argues that interviews allow flexibility and nearness to the respondents and these are important factors in a qualitative research. The documentation will be the secondary data and the primary data will be interviews. According to Yin (2003), there are three different methods to choose from when conducting an interview. These are open-ended, focused, or structural interview (ibid). The interviews performed in this study were open, with open-ended questions. This allowed us to ask for the respondent's opinion as well as actual facts regarding the topic. The two interviews conducted were face-to-face interviews performed at the respondent's home locations, namely Södertälje and Stockholm. Probing technique was used during the interview, which gives the opportunity to check the correctness and accuracy of the answers, by posing follow-up questions to the respondent's (Eriksson & Wiedersheim-Paul, 2001).

The secondary data for this study is based on documentation in the form of academic articles, books and previous studies on the research topic. Additional secondary data used are printed sources provided by the sport teams. Advantages with secondary data, according to Yin (1994), are that it is stable due to the fact that it can be re-examined repeatedly.

3.5 Sample selection

When the appropriate sources of evidence have been determined, it is important to find applicable and manageable samples to gather the empirical data from (Saunders et. al, 2000). We began our sampling selection by deciding that it would be very interesting to study management in sport teams with cultural diversity. Sweden became the chosen target market for this study. The reason for choosing Sweden as target market is because it is closer and easier to find sport clubs that will provide us with accurate data for the thesis.

The two sport teams selected for our multiple-case study was Akropol BBK (basketball) and Assyriska FF (soccer). The reason for choosing these two teams is that they are teams, which originally were formed by immigrants, but as they advanced through the league systems and became among the best teams in their respective sports, they have received players from all over the world, including Sweden. Another reason is that these two teams are the most famous multicultural teams in Sweden and consequently we believed they were most appropriate for this study.

Holme and Solvang (1991) claim that the selection of respondents is vital for the success of a thesis. If the selection is wrong, the research may turn out to be invalid or insignificant (ibid). In order to fulfill the purpose with the thesis it is therefore crucial to reach the person with most accurate knowledge about the topic of our thesis. After calling Assyriska FF, they recommended the coach, Edmund Lutaj, of the men's team to answer our questions since they believed he had the most experience about the topic of the thesis. Concerning Akropol BBK the president Spiros Gogos believed he had most knowledge about the topic, since the manager was new in the club and Spiros Gogos has been president in the club for six years.

3.6 Data analysis

Yin (2003) states that each case study should start with a general analytical strategy. A strategy will help to treat the evidence fairly, produce compelling analytic conclusions, and

also rule out possible alternative interpretations (ibid). According to Yin (2003), there are three different preferable analytical strategies; relying on theoretical propositions, thinking about rival explanations, and developing a case description. This thesis will rely on theoretical propositions since there are previous studies concerning managing a culturally diverse workforce.

After choosing one of the three strategies and the data has been collected, the researcher can start to work through the data in an analytical manner (Miles & Huberman, 1994). Since the research is a multiple case study, the analysis will be performed both within each case as well as between the different cases. According to Miles and Huberman (1994), the qualitative analysis consists of three simultaneously occurring flows of activities:

- *Data reduction*, the reason for making this is to make the data sharp, sorted, focused, discarded, and organized so that the researcher can draw and verify conclusions. At this phase a within-case analysis is also often conducted in order to compare the collected data with the theories used.
- *Data display*, in this phase the researcher takes the reduced data and displays it in an organized and compressed way in order to make it easier to draw conclusions.
- *Conclusion drawing and verification*, at this phase the researcher begins to decide what things mean by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (ibid).

For each research question data will be reduced via a within-case analysis. The within-case analysis will be conducted through comparing the data from the case to relevant theories. Thereafter, the data will be displayed in a cross-case analysis where similarities and differences will be searched for. Finally, conclusions will be drawn based on the two stages described above.

3.7 Validity and reliability

When conducting empirical studies it is important that questions and data collection are well prepared, in order to avoid errors and to increase the quality of the research. Two important concepts are validity and reliability. Validity is a measuring instrument's ability to measure what it is supposed to be measured (Eriksson & Wiedersheim-Paul 2001). Validity is the most important requirement on a measuring instrument (ibid). Reliability refers to that if a later researcher should follow the same procedures as described by an earlier researcher, the conclusions and findings should be the same (Yin, 2003). To judge the quality of an empirical research four tests can be used; construct validity, internal validity, external validity, and reliability (ibid).

Construct validity means to establish correct operational measures for the concepts being studied (Yin, 2003). There are three ways to increase construct validity; the use of multiple sources, establish chain of evidence, and having key informants review a draft of the case study report. To gain multiple sources of evidence we will use triangulation. These sources will be interviews and documentation. We have established a chain of evidence by making references to the sources that have been used throughout the thesis. Moreover, our supervisor has reviewed the draft report.

Internal validity is only a concern in casual or explanatory case studies (Yin, 2003). Since our thesis mainly is descriptive we took little consideration to internal validity.

External validity is whether the findings can be generalized or not. In order to increase the external validity of a thesis, Yin (2003) emphasizes the importance of using replication logic in multiple-case studies. By this he means that theory must be tested through replication of the findings in similar settings. Once replication is made, the findings can be generalized to a greater number of settings. However, since this multiple-case study only contains two cases, overall generalizations are difficult to draw because the use of replication is limited. Because of this the external validity must be considered rather low.

Reliability states whether the investigation will get the same result if made by another researcher at another point of time, or not (Saunders et. al, 2000). According to Yin (2003), the goal of reliability is to minimize the biases and errors in a study. In order to increase the reliability we let our supervisor read our interview guide before we conducted the interviews. However, we did not send the interview guide to the respondents before the interview, instead we explained the subject over phone before the interview. The reason for this is that we did not want the respondents to prepare too much about the topic, instead we wanted to know what knowledge they really possessed and not the knowledge they thought we wanted them to have.

The respondents were asked before the interview if it was okay to use a tape recorder. Both respondents agreed to the use of tape recorder and both interview sessions where recorded on tape. This allowed us listening to the interviews several times and decreased the risk of misunderstandings as well as missing important information. The interviews were conducted in Swedish, which can have the effect that reliability decreases when translating the data into English.

Lastly, the procedures of our research have been explained, in order to increase reliability. In addition the thesis follows a structured approach where every chapter builds on the previous chapter. The methodology is summarized on the following page in Figure 3.1.

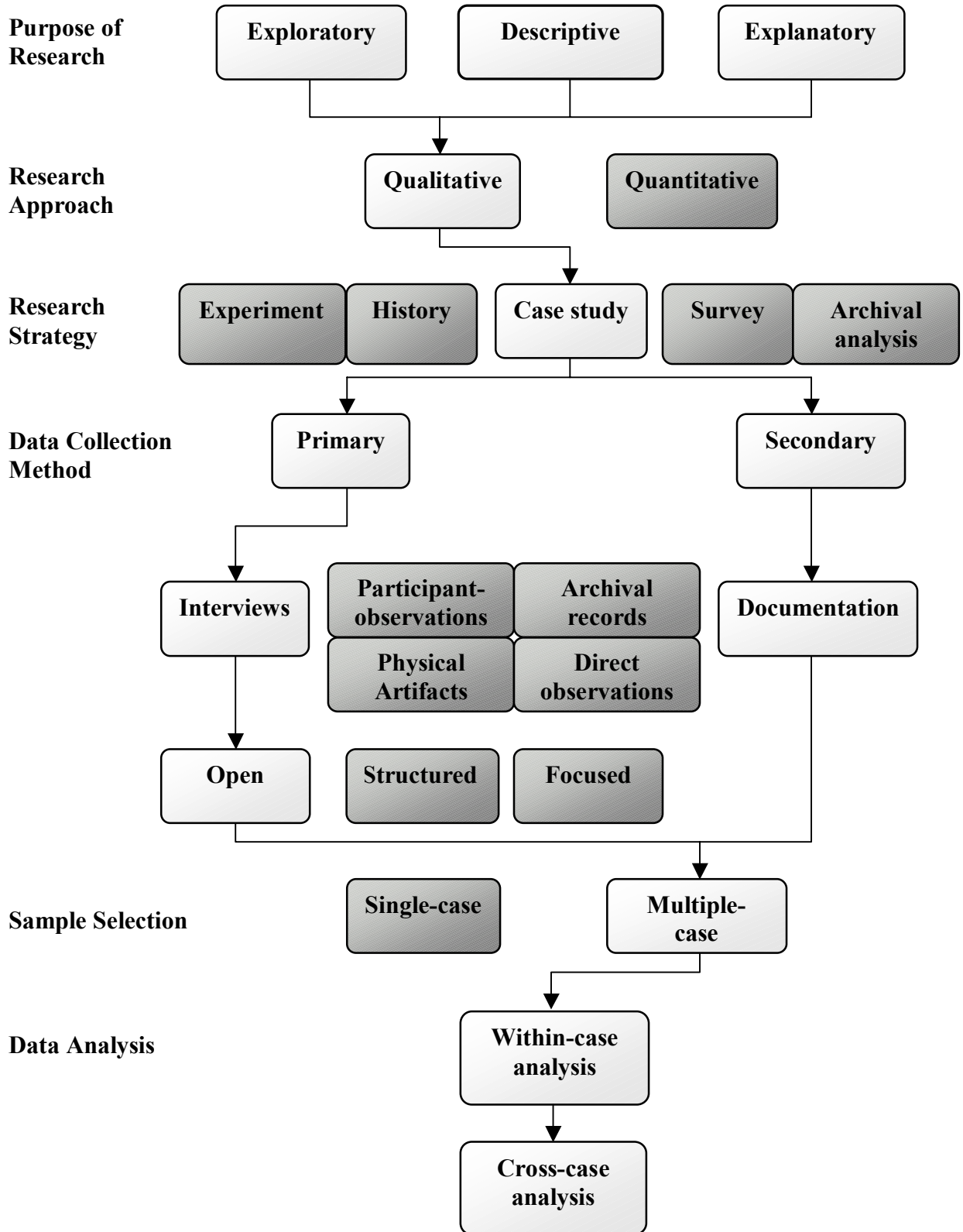


Figure 3.1: Structure of Methodology
 Source: Authors' own construction

4. Empirical data

This chapter will present the collected data, which is made up of two case studies on two Swedish sport clubs namely Akropol BBK and Assyriska FF. The data collection was conducted through two separate face-to-face interviews. The two interviews will be presented separately starting with Akropol BBK moving on to Assyriska FF. The presentation of the interviews will follow the order of the conceptual framework.

The first interview was conducted with Mr. Spiros Gogos, president at Akropol BBK. The interview took place in Östermalm, Stockholm. The second interview was conducted with Mr. Edmund Lutaj, manager at Assyriska FF. The interview took place in Södertälje. The empirical data is complemented with information available on the homepages of Akropol BBK and Assyriska FF.

4.1 Case one: Akropol BBK

Background and organization

Akropol BBK (ABBK) claims to be the only basketball club in Sweden, which is focusing on integrating immigrants. Further on, they argue that the club is the only multicultural sport team in Sweden. In the whole club there are approximately 600 members with 100 different nationalities. Of all these members, 90 per cent is under the age of twenty. ABBK was founded 1986 and a source of inspiration for the foundation was that Greece won the European championship in basketball the same year. In the early days of ABBK there were a big majority of Greek people. Nowadays it is only about ten per cent of the members within the club who are Greeks. ABBK's main focus lies in providing the youth with an activity, and this activity is basketball.

ABBK is situated in Rinkeby, which is a suburb of Stockholm with a huge population of immigrants. The club regards themselves more than a sport team; they want to help immigrants to get a meaningful life in Sweden. Their philosophy is that the youth, through their contact with the club, will be creative and responsible citizens of Sweden. An example is that they opened an after-school centre, which is open every single day of the year. The main reason why it is open all days is due to the different religious backgrounds among the people in Rinkeby. According to the president, the most important value within the club is to be able to respect and have understanding for people with different backgrounds.

In the men's team there are people from eleven different countries. The main reason for having a representative team is to create role models for the youth in Rinkeby and nearby communities. However, ABBK is not only a social activity club. In 2004 the team reached the quarterfinal in the Swedish championship and this year they want to perform, at least, equally well. Before the start of this season the club appointed a new manager from Greece and the future looks quite bright for ABBK.

The main problem for ABBK is the financial support they try to get from sponsors. The club is situated in one of the poorest regions in Stockholm and there are not many

big corporations located there. According to the club, there is distrust about the club since it is a multicultural club with lots of different nationalities. Therefore, ABBK is facing obstacles when attracting Swedish corporations to be their sponsors.

4.1.1 Management techniques

ABBK is not having any particular training for members in cultural diversity; they actually believe that other teams in Sweden can learn from their style of management. They believe that they are on top in Sweden concerning how to manage a team with many different nationalities. No other club has the experience of integration, and according to ABBK this is nothing a club can learn by reading, you have to face the situation in real life to be able to learn about it. Although, a sort of diversity training is the after school centre, where people associate, and thereby learn about each other's cultures.

The manager in the club is not using any particular program when recruiting new members to the club. ABBK just wants to find solid players irrespective of background. The new players coming to the club learn early about ABBK's values. The club does not recruit people just because they have the same values as the manager.

It is usually not a problem for members to accept that the club is multicultural, but if the players do not accept that, they are not recruited to the club. When new members come to the club, ABBK makes them understand that there are certain standards that must be followed. They have to act and behave properly both towards their teammates and their managers.

ABBK highly values life outside the basketball court. They want the representative team to act as role models for the youth. Furthermore, the club wants their youth to be involved in something meaningful besides basketball. One cannot earn a living by playing basketball in Sweden. Consequently, the club thinks it is important attending school and get education as long as possible. The club has a good co-operation with the school in Rinkeby. For example the principal at the school is a member of the club's board of directors.

The managers in ABBK put a lot of time into making the members feel that they are unique. They try to talk one to one with the members in the team on every practice session. When having all these different nationalities in the team the club realizes the importance of letting members talk about their home country. The coaches are very careful to pay attention to the members and listen to what they say.

There are no different management styles used just because it is a multicultural team. However, some members require more attention than others but that is usual and often occurs in homogenous teams as well. Therefore there is no need to plan the management style just because of the multicultural nature of the team. ABBK assumes that the people all around the world have the same fundamental values. One should use common sense and always respect people regardless of their origins. No evaluation of the manager's performance is done. Although, it is something that ABBK seriously think about for the future.

There are no motivational problems for the members to play basketball in the representative team. However, some members need to be inspired differently, since members from different nationalities are motivated in their own ways.

Even though the team members come from eleven different countries they all have come together for one purpose: which is to perform as good as possible and finish as high up in the league as possible. However, on the lower levels in ABBK there are problems motivating people to play basketball because of the cultural differences between manager and members. Therefore ABBK educates its own managers with cultural diverse backgrounds. For example a Moslem mother would not send her child to training if she disliked the coach. Nowadays ABBK has managers throughout the organization with twenty different national backgrounds. ABBK states that it is important that managers on all levels in the club show a great deal of commitment to the teams. The club believes that the teams will perform better if the coach or manager is committed to his task.

Members in the representative team do not have much power in the club. The manager is the one that makes all decisions on the court, however he tries to listen to all players and sees what their opinion is about certain situations but in the end the manager makes the decision.

4.1.2 Communication

At ABBK there does not seem to be any problem with communication within the team. All players speak English; if there is any member who does not understand, members around him translate or explain. When the manager communicates with his multicultural team he does not need to articulate and repeat the words to the members, or use any frequent pauses. The language is usually not a problem in basketball, since professional players all around the world are used to the manager speaking English. When talking to members during practices and games the manager often uses a board where he can draw different tactics, occasionally the team is watching videos of their opponents to prepare for matches. He also uses hand gestures in order to get messages to the members on the court. There is no use of simple sentences for the sake of consensus, nor does the coach use any controversial expressions. The exact same expression can have the opposite meaning in different cultures, therefore the manager of the club is careful with the use of controversial expressions.

The manger has no determined way of encouraging his members, however it is mostly done by verbal communication. Non-verbal encouragement is used but then almost only in the form of applauding the members. When a member does exceptionally well the manager always salutes him with different superlatives, though the manager has to know how much he should praise his member so the member does not get carried away. If members do not perform satisfactory the manager might raise his voice, however this happens rarely. ABBK is careful not only to see the members as sportsmen, it is important that the members have a good life outside of basketball. The club for example makes a clear standpoint in the question of housing for its members. For example four of the new members live in the same building, and these members do not only play basketball together, they spend a lot of spare time together.

During practice sessions the members communicate with each other and with the manager in an open climate. Everyone is free to speak up, nevertheless, when it comes to decision-making the manager always has the final word.

ABBK has an open approach towards media; nevertheless the contact with media is a complex issue. In most of the cases media have good intentions when writing about ABBK. The club always wants the members to talk with the club before going to media. Even though ABBK has not been faced with any major problem with media, the management staff is always careful in their statements. ABBK does not believe they have a different contact with media just because they are a multicultural club.

4.1.3 Advantages of cultural diversity

ABBK sees a lot of benefits in having a multicultural team. The club claims that it is an excellent way for immigrants to get into the Swedish society. In all teams except the representative team, where they speak English, the language spoken is Swedish. The club believes it is easy to attract members, especially among the youth teams since there are many people in this region who plays basketball. However, in the representative team, people joining the club are not coming for the reason that it is a multicultural club. They join the team since they consider it a good option for their career. According to ABBK, basketball is a cosmopolitan sport and players are used to play with people from different ethnical backgrounds. Although one major benefit mentioned is the attraction of players coming from the European Union. Many members in the team are coming from different parts of Europe and they have contacts with other players around Europe and consequently, that is a great opportunity when recruiting new members. Since there are many different nationalities within the representative team they have more contacts with people all around Europe. The club believes they get more and better ideas into the team due to the cultural variety. Members with different backgrounds have different views upon how basketball is supposed to be played. Also the creativity and innovation increases, since influences from many countries come in to every day practices. The members can learn from each other and when they get to know each other better, the club claims that the members develop more effectively and in the long run can improve the game of basketball.

ABBK believe that the manager of the team has a crucial position. If he makes all the people in the representative team work together as a team there is big potential within the team. Because of the diversity in the team there are many different approaches on almost every single exercise, if the coach is able to draw advantages of the best ideas he can raise the quality of the training and consequently make the members better basketball players.

To summarize the benefits, ABBK is sure that the cultural diversity has a positive influence on the performance of the team. The club is certain that multiculturalism brings a dynamic movement, which almost no other club can show in Sweden.

4.1.4 Disadvantages of cultural diversity

When asking the question of cultural diversity, there was a moment of silence. After a few seconds the respondent started to talk about the high cost of getting some of the players from around the world. Foremost there is a high cost of traveling. Another disadvantage is the suspicion against the team. The club is facing complications finding sponsors, many corporations are cautious towards ABBK because of all the immigrants in the team. ABBK is also disappointed in the Swedish government, which does not support the club financially. The club believes that they put in a lot of effort into integrating immigrants in to the Swedish society and they feel that they deserve financial support from the government.

There is no mistrust among the members in the representative team. The members in the team work toward the same goal and at this high level of contest area there is no room for mistrust. There is no stress between the members, conversely ABBK feel that people with different backgrounds can create an environment, which is not stressful at all.

In the representative team almost all members understand English. Almost all throughout the world English is spoken since the sports origin from the US and innumerable professional American players are all around the world. However, there can be a problem when new players from developing countries come to the team, since they might not understand English well. Usually having an interpreter or just a teammate helping in the early stages solves this problem. This process is not at all time consuming. ABBK does not experience any problem in reaching common decisions when needed. All members act professionally and they all put the team's interest above their own even though they do not always agree with that decision.

Fifteen to twenty years ago, when ABBK was founded there was a big problem in integrating the immigrants with each other. The members from the same countries only socialized with each other. Approximately five years ago the club decided that this problem had to be solved and made up guidelines. The most important guideline was that only Swedish language was accepted during practice session for the youth and only English was accepted during practice session for the representative team. This regulation made it easier for members of different nationalities to start socialize and understand each other better. This helped new members who came from countries far away from Sweden and also new Swedish members to feel belongingness quickly. They are all more or less forced to talk the same language; consequently there is almost no discrimination within the team.

Although ABBK is a multicultural team, the turnover rate among the members is not higher than in any other club in the league. There is no high absenteeism among the members either, however ABBK is very keen on paying respect to the religious backgrounds of their members. If there are members in the team who have any religious festival they have to attend, ABBK always will respect that and let members go home if they want to.

According to ABBK, members do not stereotype one another. Members who are playing at the club are used to play with members from many countries and therefore they do not generalize a member just because he is from a certain country.

The manager is not looking for members whom he believes are similar to him. The club recruits people from the perspective of how well they perform on the court. ABBK wants to be respected as being a multicultural club, with many different nationalities, and in Sweden that has functioned really well.

4.2 Case two: Assyriska FF

Background and Organization

Assyriska FF (AFF) is one of few soccer clubs in Sweden, which can say they have members from ten different national backgrounds. Assyrian refugees founded the club in 1971. In 1975 the team played for the first time in the Swedish League system. In 1990 the success started for the club. By this point a crucial decision was made: the club started to invest in youth. The team quickly advanced through the league system and in 1992 they reached division one. There are many factors that can be ascribed the success of AFF. People around, and in the club, are highly dedicated and there is a good harmony and always many spectators attending the matches in Södertälje. However, sometimes this involvement goes too far. Many Assyrians in Södertälje live for their team and frustration can easily be transferred from the supporters to the management of AFF. This is something AFF continuously works with and they try to have a good dialogue with the supporters.

AFF continuously work to establish a successful club in Södertälje, irrespective of origin, race, religion and language. All people should feel welcomed to join the club and play soccer. AFF put a lot of effort into integration. AFF in co-operation with the commission of EU have an undergoing project about how to integrate immigrants into the society.

An important role, which AFF believes they have, is to take care of the youth who originate from other countries than Sweden. Today AFF has around 350 youths in training and its main purpose is integration. The club wants to set a good example in society and show that people with different backgrounds are able to come together and do sports together.

AFF represents the Assyrians all around the world. An example of that is when they 2004 had two play-off matches against Örgryte IS. When the second match was played in Gothenburg it was broadcasted in 82 countries around the world.

4.2.1 Management techniques

The club has no particular diversity training; they do not manage differently because they have a multicultural team. The team does not recruit differently; they do not only search for Assyrians when recruiting. Instead they want to have an even mixture between Swedish members and members of a foreign nationality. They try to find as good members as possible irrespective of their background. There are many different

values in a multicultural team. In AFF the values of the team are always put in front and individual team members' values must be respected. The manager of AFF is an immigrant himself and therefore he is careful about not favoring the foreign members.

Furthermore, the club tries to encourage the members' intellectual capability. The club tries to make them understand that there is a life after soccer. The team is pleased if the members go to school or have a decent job. Another important aspect is to make the members feel that they are unique. AFF does that by showing all members appreciation and give them time to express themselves whenever they want. The optimal situation is if all players feel they are treated as individuals and not only as being part of a group. To inspire the members of AFF the manager always tries to show a positive attitude and tries to transfer that attitude to the team members.

The management style in the club is in between democratic and dictatorship. The manager always has the final word, however the team members can influence the decisions. The leadership style AFF uses now is a bit different. The current manager has more temperament than Swedish managers have. The leadership style must be adapted depending on which members he is managing. Team members react differently and the manager has to be sensitive to that. It can easily be misunderstandings, because of cultural diversity. Members from different nationalities can react differently to the exact same information. At this moment AFF is not making any evaluation of the manager, however this matter has been raised. They want to do that in order to improve the standard of the manager.

Moreover, there is no problem in motivating members in the representative team. They are all in the club for one purpose and that is to win matches. The problem, which can occur when AFF is facing opponents that are trailing in the table, is that they tend to underestimate them. This is both true to immigrants and native Swedes. The manager is well aware of this issue and always tries to find various motivational tools when facing competition, which is not as good as AFF.

The leadership staff is doing their best to show that they are committed to the team. They are always planning the practice sessions well and are constantly prepared for the worse to happen. Furthermore, the manager always shows up for the training sessions much earlier than the rest of the team. The power is shared among the staff and also some of the oldest members in the team are sometimes delegated with power. There is a clear hierarchy in the team but that is seen as something positive. However, there is no difference according to their nationalities, it is just based on age and experience.

4.2.2 Communication

Concerning communication in AFF, the manager often repeats the information given to the team members. This is particularly true to the team members of foreign nationality. According to AFF, the most important is letting everyone understand what is supposed to be done, not how many times it is said. According to AFF, that is more common in AFF than in other teams at the same level. The communication style is characterized by short sentences to avoid misunderstandings. They emphasize on communicating more often but the duration for the communication should be shorter.

The manager also tries to articulate as well as possible. However, he is an immigrant himself, which has the effect that it sometimes not helps. The language style is not slow, instead the manager of AFF expects the team members to ask another team member if he does not understand. The manager in AFF often uses his tone of voice to increase the chances of understanding. This is also useful to enhance messages to the team members. The manager does not use physical contact when communicating.

If the problem arises of a team member not speaking Swedish, a translator will sit next to him and translate; this translator is most preferably another team member. However, as mentioned before, AFF stress all team members to speak Swedish when training and playing matches. To solve the problem of different languages, much information is provided through the use of a drawing board and important information can be taken in both through eyes and ears. To make it even clearer, AFF frequently uses videos to exemplify situations. AFF claims that the communication process would probably be faster in a culturally homogeneous team. However, AFF do not take more pauses during the communication to make it easier for understanding.

AFF states that controversial expressions are sometimes used. This is often unintentionally since different cultures understand certain expressions differently. AFF are aware of it and if such a problem arises they discuss it in the group and sort it out. The communication in the team is rather open. It is okay to criticize the whole team's performance in front of the others and come up with opinions; however, the manager listens to the older and more experienced people first and the nationality does not matter. According to AFF, it is not okay to criticize a single player in front of the whole group.

The manager in AFF tries to encourage the members through making them aware of when they are performing well. It is done through verbal communication or a pat on the back. This should not be done too often, since it may have the effect that the team members expect encouragement every time they do something good. According to AFF, it is important that the team members are aware of the manager noticing everything so they are not forgotten. To highlight this to members of different nationalities the manager uses his tone of voice, as well as a widespread body language, to avoid misunderstandings. The manager of AFF does not use any physical contact to make his statements more clear.

AFF believes that the usage of the jungle telegraph is more common in AFF than in more cultural homogeneous teams. Different nationalities get together on their spare time and it is natural to discuss rumors about what the manager thinks and complain about the training. The manager believes this is normal and nothing to take seriously.

Concerning the involvement of media, AFF admits that some decisions and opinions reach media before they reach the team members. AFF acknowledges that this can affect the content of the message. They believe it is okay to criticize the whole team in media; however it is not okay to blame one person in media. This should be done behind closed doors. It has happened that a single member contact media before taking up complaints with the manager. This is not okay according to AFF. They see no pattern concerning nationality and culture regarding the usage of media instead of confronting the manager.

4.2.3 Advantages of cultural diversity

There is a great mixture of nationalities in AFF, and players coming from other nations bring different skills into the club. In comparison with Swedish players, foreign players are in general more skillful concerning technique. Swedish players are on the other hand more skillful concerning tactical skills. The fans of AFF are very demanding and they want their team to play attractive soccer and the team is capable of that with the help of this blend.

The manager Edmund Lutaj, came to the club in 1998 as a player. He came to the team since he believed he would get an honest chance to be a regular starter. Many immigrants come to AFF because they believe they will get a better chance to participate in the representative team, since AFF encourages immigrants' with better confidence, as other clubs would not do. AFF was one of the first clubs in Sweden, which appointed an immigrant as a manager in the higher level.

Moreover, AFF feels that it is easier to attract new players just because they are a multicultural club. A lot of players mostly with cultural different backgrounds call and ask if they may play in the club. There are many players AFF must reject, and sometimes they miss out on great talents. AFF have a good youth section but youth are not attracted to come to the club. Around the region of Södertälje and Stockholm, there are plenty of teams, which are more attractive, for the youth.

When all these nationalities come together on a daily base there are a lot of different ideas coming up. Swedish members of the team tend to be quieter than those from the Balkan Peninsula. If the members want to address any complaints, or ideas about how to do things differently, the captain of the team almost always does so. However in the end it is always the manager who makes the decision. The innovation as well as the creativity standards are raised in a multicultural team, there are ideas coming up that would not have come up with just a team of Swedish members. The manager's job is to take these ideas into consideration and make the best of them. The high rate of multiculturalism makes the risk of groupthink decrease. There are few situations where people are afraid of saying what they really think.

Further, the members should be able to learn from each other, as in a team like this there is a great deal of experiences. These experiences help the team to perform better on the pitch. According to AFF, the cultural diversity in the team is without a doubt helping the team to become a better and more qualified club.

4.2.4 Disadvantages of cultural diversity

In times when AFF does not perform well, a cultural diverse team can be a disadvantage. Immigrants tend to become more emotional and show their feelings more openly. The Swedish members are more of an introvert nature and therefore control their feelings better. It can be compared as a roller coaster, when the team performs well, all members are really positive but on the other hand, when the team performs badly, the team members are really negative.

There is no mistrust between the members in the team. If you are a good soccer player it does not matter what kind of background you have. There is a high level of stress within the team, due to the fact that AFF has demanding fans. The fans of the club are very passionate and many of them live for the team. There are many Assyrians all around the world who feel they are a part of the team and the pressure can at times be very high for the members. This pressure leads to a high degree of stress. Some of the members react better to this high degree of stress than others.

Usually there is no problem in reaching unity when decisions are to be made. As long as the manager of the team is honest, straightforward and clear in his statements the team mostly often stands behind his ideas.

In addition AFF has to put in more training in the sphere of social competence and language training than other clubs. They do not believe that this affects the productivity of the team or disturbs the activities in the club. In a club with all this different backgrounds conflicts arise. However, immigrants in general forget the conflicts quickly. They have a great deal of temperament early on but five minutes later they have forgotten the whole matter. The members in the team do not accept that players are enemies. There is no reverse discrimination in the team; Swedish players are treated in the same manner as the Assyrians and new members are quickly mixed with the team.

The turnover rate and the absenteeism among the team members are low and there is no difference in this area comparing with other teams. One matter AFF put a bit extra effort in is to blend the members so everyone gets to know each other well. In the long run, this may lead to higher satisfaction because they want to perform well in front of their friends. Furthermore, the manager considers every member as an individual and does not stereotype individuals just on the basis from which country they are.

The manager does not look for team members who share his values. He searches for a certain type of individual, who has certain values and skills. The manager of AFF does not have a final saying of whom to recruit, he can only recommend the board of directors what kind of new members he wants. One important matter is, that a new member can adjust to a new club easily. To make this process smoother the members speak Swedish in the locker room and they always try to mix nationalities in the bus when going to away matches.

5. Data Analysis

In this chapter the data will be analyzed in the same order as the research questions. First, within-case analysis will be conducted for the two cases, by comparing the empirical data with the conceptual framework, which was presented in chapter two. This is done in order to reduce the data. Furthermore, a cross-case analysis will be conducted to compare and analyze the two cases.

5.1 Within case analysis

In this section, we will do an analytic strategy pattern matching, which Yin (1994) proposes. Pattern matching implies that a comparison between the empirical data and the conceptual framework will be done to be able to find out if there are similarities or differences (Holme & Solvang, 1991). When performing a qualitative analysis, as done in this thesis, the authors compare the reviewed theory with the empirical data in a pattern code system. This is done in order to see if there is any correspondence between the empirical data and previous studies within the topic. In this thesis, each research question will be analyzed separately, since the authors want to distinctively separate the two cases in order to make the data more clear and understandable. In order to make it even more explicit, the theories that we conceptualized will be presented in tables compared with the empirical data. In connection with these tables a narrative discussion will be carried out.

5.1.1 Within case analysis: Akropol BBK

Management techniques employed in a culturally diverse sport team

Table 5.1: Management techniques used in a culturally diverse sport team

Management techniques used in a culturally diverse sport team	Data supports theory
Diversity training	NO
Recruitment and selection programs	NO
Develop a sense of social ethics	YES
Understand your own personal values when leading a team	NO
Stimulate your team members' intellect	PARTLY
Consider every individual as unique	YES
Lead inspirational and be an enthusiastic manager	YES
Plan your management style well	PARTLY
Evaluate your management style	NO
Motivate your team members and make them involved	YES
Be a committed manager	YES
Use a shared leadership	NO
Give your team members responsibility	PARTLY

Table 5.1 summarizes a comparison between the empirical data and the reviewed theory. A thorough discussion will follow.

ABBK has no particular diversity training, however Fransesco and Gold (2005) claim that it is important to create an awareness and sensitivity among members in the team. According to the authors, diversity training can create this. Thus, empirical findings do not support theory.

Further on ABBK does not use any special recruitment or selection programs. They do not only want to recruit foreign members, the club is only concerned about the members skills and competences. Fransesco and Gold (2005) state that it is suggested that these kinds of programs should be used in order to get the members you desire. In other words, the empirical findings do not go in accordance with theory.

ABBK has some standards, which must be met by the players. In the early days of ABBK the representative team was created to function as a role model for all the youth immigrants in the region of Rinkeby. That is something that still influences the club nowadays. It is of great importance that the players act as good role models and act properly. If there are any members who have attitude problems the club tries to take care of it. Anderson (1993) argues that a leader should be able to develop a sense of social ethics and social responsibility, when managing a cultural diverse team. Therefore, the empirical findings match theory concerning this matter.

Moreover, the manager in ABBK does not need to understand his own values in order to manage the team in a good way. The manager has certain values, which members

need to follow, but it is not influencing every day practices and matches. Anderson (1993) points out that if the leader or manager understands his personal values when managing a cultural diverse team, the team will function better. Consequently, empirical data is not in accordance with theory.

ABBK is concerned that the team members have a good and productive life beside the basketball. Members in the representative team do not earn sufficient income out of playing basketball; therefore the club encourages the members to educate themselves. Watt (1996) claims that it is important to stimulate the members intellectually within the team. According to the author the team will benefit if these ideas are set into practice. The empirical data that was gathered partly supports the theory in this case.

ABBK is highly concerned about treating all members as unique human beings. Since many of them do not have their families in Sweden it is important to let all the members express and talk about issues they may have. The manager must pay respect to that. This is all in accordance with Watt (1996), who believes that if all members are treated as unique individuals, the team performance can improve.

Another management technique, which should be considered to raise the standards in the team, is to lead the team in an inspirational manner. Since there are many different national backgrounds in the team, the manager needs to inspire all members somewhat differently. Members are inspired by different motives due to their different backgrounds. ABBK and their manager always try to use an inspirational style of management. Watt (1996) states that you can raise the team's performance by leading them inspirationally. Therefore, the empirical data is in line with theory.

The club is not planning their management style more than any other basketball club in Sweden. There is no need to plan the management style differently to a multicultural team, than to a team only consisting of Swedish members. ABBK states that there is a certain level of planning, but it is not due to the multicultural composition. According to Watt (1996) a manager ought to have good planning skills to perform better on the court. One can say that the empirical data partly supports theory.

ABBK does not have any sort of evaluation program for their manager. Although, this was something the club has been thinking of implementing in order to give the manager feedback on his performance. Watt (1996) continues to point out that a manager should have a realistic assessment of what is happening in the process and how close the successful completion of the task is. Thus, the empirical data does not match theory.

There is no problem in motivating the members in ABBK. They have all come together to perform as well as possible and most of the members are paid to perform well on the court. ABBK tries to involve all the members as much as possible in the practice session and really show that they care a lot about all individuals. Watt (1996) believes that it is highly important to make sure everyone is involved in fulfilling the task. Accordingly, empirical data is supporting the theory.

According to ABBK a committed manager is a better manager. If the manager lacks commitment the team will probably perform worse on the court. Watt (1996)

classifies that a manager should show a certain degree of commitment, which will encourage the team members to follow. The empirical data and theory match each other in this matter.

The managers and leaders of the club do not share their leadership with their members. There is a group of people on management level who care of all decisions. It would be too disorganized if all the members were to take part in all decisions, which the club makes. Weiss (1996) believes that a team functions better if it has shared leadership between the manager and his members. Consequently, the empirical findings do not support the theory.

Members in the team do not have much power. ABBK tries to involve the members in the decision making processes. Although, if there are too many people engaged in the decision making process the quality of the decisions most probably will decrease. Yet, members are free to come up with ideas and they are encouraged to speak up during practice sessions. According to Weiss (1996), teams should often discuss and a manager should delegate tasks to his members so that they work together to reach a common solution. Therefore, the empirical data goes partly in accordance with the theory.

Communication in a culturally diverse sport team

Table 5.2: Verbal communication in a culturally diverse sport team

Verbal communication in a culturally diverse sport team	Data supports theory
Repetition and paraphrasing	NO
Well articulated	NO
Speech should be slow	NO
Controversial expressions should be avoided	YES
Sentences should be short and simple	NO
Encouragement	YES
When using media there can be a disregard of the context of communication	PARTLY
Jungle telegraph	YES

Table 5.2 contains a comparison between the empirical data and the reviewed theory. Now a thorough discussion will follow.

Even though ABBK is a culturally diverse team the manager does not need to repeat or paraphrase his sentences to his members. Since the language spoken is English and almost all members are familiar with that language, it would only be time consuming. If there are any members, and this only occurs when new members are recruited, who do not understand English, team members will help. According to Adler (1997), repetition and paraphrasing might be good options to make the members better understand in a cultural diverse team. Since they speak English in ABBK it becomes unnecessarily to repeat and paraphrase. Consequently, the empirical findings do not match with theory.

The manager does not articulate or speak any slower in order to make the members understand better. As mentioned before, only English is spoken during practice sessions and matches and there is no use for the manager to act in this way. Adler (1997) claims that a manager should articulate well and the speech ought to be slow in order to be more understandable by their members. As a result, the empirical findings do not support the theory in this matter.

When ABBK manages their culturally diverse team, they try to avoid controversial expressions. Certain expressions may be interpreted differently in different countries, therefore the manager is careful with the usage of controversial expressions. Adler (1997) points out that controversial expressions should be excluded in order to reduce the misunderstandings as much as possible. In this case, the empirical data is all in accordance with the theory.

The club is not using any simple sentences when communicating. Since the manager speaks English to his members there is no need to use simple sentences in order to increase the understanding. Adler (1997) states that this is a good alternative to use if members origin from different countries. Empirical data does not support theory due to the fact that English is spoken and all the members understand that more or less.

The manager nearly always tries to encourage his members when they perform well. It is mostly done by verbal communication. If a member performs well the manager encourages him with different superlatives, however it has to be balanced how much the member should be praised. If there is too much appreciation the member might get carried away. Adler (1997) recommends that verbal encouragement should be used regularly. Therefore, the empirical findings do match the theory in this matter.

ABBK are careful when communicating with media. Although, they try to keep an open climate towards media but they are careful when talking to them. The club always wants the members to talk with the manager before going and complaining in media. This is done in order to avoid misunderstandings, which can occur if media is involved in the communication process. Harris and Moran (1996) claim that when a member of a culturally diverse team talks to the media misunderstandings can easily occur. Empirical data supports theory partly.

Members speak with each other in all directions and many times without the presence of the manager. Some of the members even live in the same house and that makes them frequently speaking with each other. Accordingly, there is a certain extent of a jungle telegraph. Watt (1996) points out that communicating can be quite complex in a sport team. Many of the members might know each other well and therefore a jungle telegraph occurs. Consequently, the empirical data is all in accordance with theory.

Table 5.3: Non-verbal communication in a culturally diverse sport team

Non-verbal communication in a culturally diverse sport team	Data supports theory
Visual statements, for example pictures and tables	YES
Frequent Pauses	NO
Encouragement	PARTLY
Communication through openness and trust	YES
Tone of voice and physical contact	PARTLY
Visual communication	PARTLY
Hand and facial gestures	YES

Table 5.3 contains a comparison between the empirical data and the reviewed theory. Now a thorough discussion will follow.

During practice sessions and matches the manager has a board where he can draw special tactics. This is done in order to make it easier for the members to understand what message the manager intends to send. Adler (1997) claims that visual statements should be used as often as possible when managing a cultural diverse team. Consequently, empirical data is in line with theory.

The manager speaks English to his members and as a result there is no need to use any frequent pauses during communication. Further on Adler (1997), states that frequent breaks are recommended, since second language comprehension might be exhausting. According to this statement, there is no connection between the empirical data and theory.

Non-verbal encouragement is not often used. Sometimes the manager applauds his adepts, however verbal communication is more commonly used. According to Adler (1997), encouragement should be used non-verbally as well as verbally. However, when encouraging members it is important not to embarrass them. Therefore, the empirical data partly supports theory, since non-verbal encouragement is used.

During practice sessions the members communicate with each other and with the manager in an open climate and everyone is free to speak up. Sadri and Tran (2002) state that to improve relational communication and improve job satisfaction and work involvement, communication should be established through openness and trust. This may have the effect that productivity increases. Consequently, empirical data is in connection with theory.

If members do not perform satisfactory the manager might raise his voice, however this happens rarely. Further on, ABBK is not using physical contacts to increase understanding. According to Elashmawi and Harris (1993), nonverbal communication is important for understanding and examples of such are tone of voice and physical contact. Thus, empirical data do only partly match theory.

The team is occasionally watching videos of their opponents to prepare for matches. According to Watt (1996), visual information is important in sport situations. It makes the communication more effective since it is clear, concise, correct and complete.

The manager uses hand gestures when instructing his members on the court. This is sometimes better than verbal communication since the surroundings can be noisy. The manager has to be careful to use gestures that can be misinterpreted. Adler (1997), Harris and Moran (1996), and Elashmawi and Harris (1993) all claim that it is of great importance to use hand gestures when managing a culturally diverse workforce. Thus, the empirical data of this thesis is all in accordance with the theory.

Advantages and disadvantages of cultural diversity in sport teams

Table 5.4: *Advantages of cultural diversity in sport teams*

Advantages of cultural diversity in sport teams	Data supports theory
Increased attraction, retain more qualified candidates	NO
Widen markets and get access to a broader talent pool	YES
More and extra insightful ideas that increase performance	YES
Improved innovation and creativity	YES
More effective development of team members	YES
Wider range of perspective	YES
Less groupthink	NO
More productive	YES

Table 5.4 contains a comparison between the empirical data and the reviewed theory. Now a thorough discussion will follow.

The club believes it is easy to attract youth members to the club, since there are many youth immigrants in the area of Rinkeby. However, ABBK does not consider them favorable to attract more qualified candidates to the representative team just because they are a multicultural team. Players all around the world join the team since they consider it as a good option for their career not the fact that ABBK is a cultural diverse team. Aghazadeh (2004) claims that cultural diversity within a team increases the attraction and it also retains the most qualified candidates. As seen, empirical data does not support theory in this area.

The area where ABBK's activities are located is an area with a high amount of immigrants. Almost all immigrants in the region who start to play basketball are joining ABBK. Another factor the club can draw advantages of, is the opportunity they have to widen their markets. Many of ABBK's members are coming from different countries in Europe and these members sometimes have valuable contact with players in their home country. This can lead to new recruitment of members. Aghazadeh (2004) states that a multicultural team can gain a competitive advantage by the ability they have to widen their markets. Salomon and Schork (2003) claim that a diverse team has an enhanced access to a broader talent pool. The empirical data and the theory are all in accordance in both of these cases.

Another benefit that the club takes advantage of is all the different ideas the members bring to the club. Due to all the different backgrounds, members have different views upon how basketball is supposed to be played. Even though the manager is the one who decides he can always be influenced by the ideas. These ideas might help to raise

the performance. Aghazadeh (2004) and Adler (1997) state that a multicultural team brings insightful ideas, which can increase the performance. Therefore, empirical data is in connection with theory.

The fact that the team is multicultural raises the creativity and innovation, since influences from many countries come in on a day-to-day basis. Members can learn from each other and especially the manager can learn from the members. Salomon and Schork (2003) and Adler (1997) argue that a team, which is of diverse character, have more innovative ideas and is more creative than homogeneous teams. Consequently, the empirical data fully supports the theory collected for this thesis.

The members in ABBK can learn from each other, especially when they know one another better. This may lead to a more effective development of the members and the club performs better on the court. Richardson (2004) points out that having a culturally diverse team can result in a more effective development of the members. Thus, in this matter, empirical data is all in accordance with theory.

In a multicultural team all members have different perspectives on how basketball is supposed to be organized and played. Therefore, the coach has a crucial spot in organizing and getting the best perspective when needed. Adler (1997) states that a multicultural team acquires a wider range of perspectives than non-multicultural teams. Also in this matter, empirical data go with theory.

All members act professionally and even though one member considers a decision as poorly made, he does not complain, because all other members believe this decision might be the best for the team. As a result one can argue that ABBK is faced with the term groupthink, since many members do not want to raise their opinion in order to cause any problem in decisions. Both Adler (1997) and Hodgetts and Luthans (2003) claim that a major benefit when managing a cultural diverse team is the prevention of groupthink. Accordingly, empirical data does not match with theory.

ABBK is highly confident that the cultural diversity has a positive influence on the team's performance. Members with different backgrounds make the team more dynamic and they are able to perform better on the basketball court. According to Adler (1997), a multicultural team has the possibility to perform better and be more productive than teams, which lack this diversity. Empirical data and theory are all in accordance.

Table 5.5: Disadvantages of cultural diversity in sport teams

Disadvantages of cultural diversity in sport teams	Data supports theory
Mistrust of team members	NO
Stress among team members	NO
Lack of cohesion causes an inability to agree when agreement is needed	NO
Less efficient in terms of time	NO
Less productive	NO
Reverse discrimination	NO
Conflicts	NO
Increased turnover and absenteeism	NO
Stereotyping	NO
Tendency to attract, select, retain and reward members that are similar to the manager	NO

Table 5.5 contains a comparison between the empirical data and the reviewed theory. Now a thorough discussion will follow.

There is no mistrust among the members what so ever. Just because it is a multicultural team, members trust each other highly. All members work towards the same goal and there is no room for mistrust. Everyone is more or less forced to trust the others to perform well on the court. According to Adler (1997) and Hodgetts and Luthans (2003) teams with a diverse composition tend to mistrust one another more than non-diversity teams. Subsequently, empirical data does not match theory.

The level of stress in ABBK is fairly low. Actually the club believes that people with different backgrounds can create an environment, which is not stressful at all. Adler (1997) states that diversity can cause stress among team members. Consequently, the gathered data do not support theory at all.

There is no problem to agree when an agreement is needed. The members are all very professional and even though one member considers a decision as poorly made, he does not complain, because all other members believe this decision is good. The members imagine this inability only as a waste of energy and time and agreement in issues is reached quickly at most times. Adler (1997) claims that there can be a lack of cohesion when members are forced to make an agreement. Therefore, empirical data is not at all in accordance with theory.

As mentioned earlier ABBK does not have any particular diversity training, furthermore the club has no language training either. As a result, the team does not have to invest time in training their members. Due to this fact the team is not becoming less efficient. Basketball is not a sport where complex words are used, and as long as members understand all hand gestures, cohesion is often achieved. According to Aghazadeh (2004) and Adler (1997), multicultural teams can in terms of different training methods be less efficient. Thus, empirical data do not match theory in this matter.

New members, who come from Sweden to the club, do not experience any reverse discrimination. The only adjustment they have to accept is speaking English instead of Swedish. Usually that is not a problem. There is no room for discriminating members within the team, since all members want to do the best possible for the team. Aghazadeh (2004) states that reverse discrimination may occur in multicultural teams since there are many different nationalities and the members from the country where the team originates from, become a minority. Then the team continues to recruit members from abroad just for the sake, and forget the Swedish market. As seen in the discussion above, empirical data does not support theory.

Due to the fact that members have to speak English during practice sessions and matches prevent team members from high degrees of conflicts. Members have an easier time to socialize with each other and they learn to know each other better. Therefore, the level of conflicts is low in ABBK. Aghazadeh (2004) points out that a multicultural team can experience a high level of stress due to the heterogeneity within the group. Thus, empirical data as before, does not match theory.

ABBK does not experience any high absenteeism or high turnover rate. If people decide to come to ABBK they are familiar with the conditions of the team. That is why ABBK do not face higher absenteeism or turnover rate than any other teams in the league. Aghazadeh (2004) claims that, when people come together from different cultural backgrounds, the turnover rate and absenteeism may increase. Consequently, empirical data does not in this matter either agree with theory.

ABBK has no problems concerning stereotyping members. Many of the members have been playing basketball with people from many different countries and almost all members are used to this diversity. So, no preconceived thoughts are brought into the team. Hodgetts and Luthans (2003) state that when culturally diverse teams come together, the members often bring preconceived stereotypes with them. Since this not occurs in ABBK, empirical data does not match theory.

The club does not recruit members who are similar to the manager. Members are recruited due to their ability to play basketball and not how well they can socialize with the manager. However, the manager tries to influence members to act as a good role model for the youth in the club and also to be a good citizen. Sadri and Tran (2002) claim that managers may react more negatively towards workers who are perceived dissimilar to them than towards employees perceived as similar. Such negative reactions can, in turn limit the potential of the individual and ultimately limit the potential of the team. Therefore, empirical data does not support theory in this matter.

5.1.2 Within case analysis: Assyriska FF

Management techniques employed in a culturally diverse sport team

Table 5.6: Management techniques used in a culturally diverse sport team

Management techniques used in a culturally diverse sport team	Data supports theory
Diversity training	NO
Recruitment and selection programs	PARTLY
Develop a sense of social ethics	YES
Understand your own personal values when leading a team	YES
Stimulate your team members' intellect	YES
Consider every individual as unique	YES
Lead inspirational and be an enthusiastic manager	YES
Plan your management style well	YES
Evaluate your management style	NO
Motivate your team members and make them involved	YES
Be a committed manager	YES
Use a shared leadership	PARTLY
Give your team members responsibility	PARTLY

Table 5.6 contains a comparison between the empirical data and the reviewed theory. Now a thorough discussion will follow.

To begin with AFF does not involve its members in any particular diversity training. Instead they believe that it is unnecessary to handle the team differently because of the multiculturalism. According to Fransesco and Gold (2005), organizations need to undertake specific techniques to handle diversity. One of them is diversity training, where awareness and sensitivity to diversity issues among the team members is sought. Accordingly, the empirical findings do not match theory.

Concerning recruitment and selection programs AFF does not look specifically for diversity, instead they try to find a member they believe would contribute most to the team. However, the goal for AFF is to have a mixture of immigrants and Swedes in the representative team. Fransesco and Gold (2005) state that diversity programs include recruiting and selecting employees who value diversity. The empirical findings only partly match with theory since the diversity is not a premium objective, only an underlying goal for the organization.

In AFF there is a lot of different nationalities with different values. AFF handles this issue by emphasizing that the team's values should always be put in front of the individual's values. However, the individual's values should always be respected. Anderson (1993) states that one of the factors a manager should be able to cover when managing a culturally diverse team is to develop a sense of social ethics and social responsibility. Since AFF requests their members to behave in a certain way, empirical data supports theory.

Since the manager in AFF is of foreign origin, he is very careful not to favor the immigrants when it comes to selection and rewards. Anderson (1993) believes that understanding how personal values and ideas affect the views of leadership and diversity is of great importance when leading a multicultural team. For that reason, the empirical data goes in line with theory.

AFF tries to stimulate their team member's intellect by urging them to understand that life is more than soccer. They are pleased if the members are involved in higher education programs or have a decent job on the side. According to Watt (1996), intellectual stimulation is one of four important factors connected to transformational leadership and manager's benefit by putting such beliefs into practice. The empirical data therefore matches theory.

An important aspect for AFF is that all members should feel that they are unique. They claim it is important to show all members appreciation and give them time to express themselves. The ideal situation, according to AFF, is that all members should feel that they are treated as individuals and not only as being part of a group. Watt (1996) claims that individual consideration is connected with transformational leadership and is necessary to get the best out of the team members. Accordingly, the empirical findings support the theory.

The management in AFF always tries to show a positive attitude and act inspirational towards the team members. The reason for this is to create a positive attitude among the team members. Watt (1996) states that inspirational leadership is important to take individuals and organizations past basic performance levels. Concerning this statement the empirical findings fully matches theory.

The manager in AFF has to adapt his management style depending on what members he is managing. This requires the manager to plan his management style, since team members with different nationalities and cultures react differently to the exact same information. Furthermore AFF plans the practice sessions well and are always prepared for the worst to happen. According to Watt (1996), planning for the task to be carried out is a vital skill when managing a sport team. As a result, the empirical findings are in harmony with theory.

Today, AFF is not making any effort into evaluating the manager's performance. Although, this issue has been brought up to attention, but so far nothing has happened. A theory by Watt (1996) suggests that having a realistic assessment of the performance is fundamental when managing a sport team. Consequently, the empirical findings do not support theory.

AFF claims that there is no problem to motivate the team members. They are all in the club for one purpose, and that is to win matches. However, when facing trailing opposition a tendency of underestimating can occur and the manager always tries to find different motivational tools to work around this problem. Watt (1996) states that it is important to motivate and make sure that everyone is committed to fulfilling a certain task when managing a sport team. In view of that, the empirical data is in connection with theory.

The management staff in AFF tries to do its best to show that they are committed to the team. Being early to the practices and making sure that everything is set before the team members arrive is one way of showing their commitment. Watt (1996) claims that when the manager shows commitment others are encouraged to follow him. The empirical data collected goes well together with theory.

AFF describes its management style as between democratic and autocracy. The power is partly shared with the staff and the more experienced members. The nationalities of the experienced players do not matter. However, the younger team members are not involved in the decisions. According to Weiss (1996), for a team to function well it is important with shared leadership between the manager and subordinates. Thus, empirical data partly support theory.

The team members in AFF can have opinions and influence the decisions made by the manager in AFF. Nevertheless, the manager always has the final word. Weiss (1996) suggests that teams should often discuss, decide and delegate tasks. Therefore, the empirical data partly matches the theory.

Communication in a culturally diverse sport team

Table 5.7: Verbal communication in a culturally diverse sport team

Verbal communication in a culturally diverse sport team	Data supports theory
Repetition and paraphrasing	PARTLY
Well articulated	PARTLY
Speech should be slow	NO
Controversial expressions should be avoided	YES
Sentences should be short and simple	YES
Encouragement	YES
When using media there can be a disregard of the context of communication	PARTLY
Jungle telegraph	YES

Table 5.7 contains a comparison between the empirical data and the reviewed theory. Now a thorough discussion will follow.

In AFF the manager often repeats the information given to the members of the team. This is particularly true when it comes to members of foreign nationality. It does not matter how many times the message is sent; the concern is that everyone understands the message. A theory by Adler (1997) classifies that repetition should be used frequently and the same sentence should be explained several times using different words. Harris and Moran (1996) suggest paraphrasing as an effective tool to make sure that the intended message is received correctly. The empirical findings partly support the theory since AFF used repetition but did not mention paraphrasing as a method of communication.

The manager of AFF is of foreign origin and he can have difficulties in articulating some words accurately, but he tries to articulate the words carefully. According to

Adler (1997), the words should be articulated well to increase the chance of understanding between people from different cultures. Thus, the empirical findings partly match theory.

The language speed is not slow when communicating in AFF, instead the team members who do not understand have to ask or watch other team members and learn from them. Adler (1997) states that the speech should be slow in order to increase chances for understanding. Empirical findings are not connecting with theory.

According to AFF, controversial expressions are avoided as often as possible. When used, it is most often unintentionally and the reason for usage is that similar words have diverse meanings in different cultures. Adler (1997) claims that controversial expressions should be avoided when colleagues are not native speakers of the language spoken. Consequently, the empirical findings match with theory.

The sentences used in AFF are in general short. The reason for this is to avoid misunderstandings. Furthermore, AFF put emphasis on more communication interactions, instead of fewer, which automatically lead to shorter sequences of communication. Adler (1997) argues that in order to increase chances for understanding, the sentences should be kept short and simple. Thus, the empirical findings support theory.

In AFF the manager verbally encourages the team members when they are performing well. However, AFF believes this cannot be done too often, because no effect will take place when encouragement is deserved. Adler (1997) states that verbal encouragement should be used frequently to nonnative language participants. As a result, the empirical findings go in line with theory.

Concerning the usage of media, AFF admits that some decisions and opinions might reach media before all members of the team are informed. If the manager criticizes the whole team in media, AFF thinks it is okay. Nevertheless, they strongly oppose blaming individuals in the media to avoid facing situations where members misinterpret messages. Harris and Moran (1996) state that when communicating in a multicultural environment it is important to remember that the message originally sent, is not always the same as the respondent creates in his mind. One example is the media, which have a message value and give meaning to the communicators. Accordingly, the empirical findings partly support theory.

AFF believes the jungle telegraph is more widespread in AFF than in more homogenous teams. Nevertheless, they believe it is normal since different cultural groups form tight social networks when not training or playing matches. AFF believes it is normal to discuss matters that might affect the team members. Watt (1996) states that the use of a jungle telegraph is very common within sport teams. Many people know each other well within the team and therefore information is often received from other people than the manager. Consequently, the empirical findings fully match with theory.

Table 5.8: Non-verbal communication in a culturally diverse sport team

Non-verbal communication in a culturally diverse sport team	Data supports theory
Visual statements, for example pictures and tables	YES
Frequent Pauses	NO
Encouragement	YES
Communication through openness and trust	PARTLY
Tone of voice and physical contact	PARTLY
Visual communication	YES
Hand and facial gestures	YES

Table 5.8 contains a comparison between the empirical data and the reviewed theory. Now a thorough discussion will follow.

Since all team members in AFF do not have the same language ability it sometimes happens that they do not understand what the manager is saying. To overcome the language barrier, much of the information given by the manager is also provided through the use of a drawing board. The result is that team members can absorb information through their eyes. A theory by Adler (1997) suggests that visual statements should be used as often as possible to increase the chances of understanding. Concerning this area the empirical findings match with theory.

According to AFF frequent pauses are not common when communicating both at the pitch and in the locker room. If an individual does not understand, another team member has to inform him, or more easily watch the others and learn from them. According to Adler (1997), pauses should be used frequently. Thus, the empirical findings do not go in line theory.

Nonverbal encouragement in AFF is often used. An example of nonverbal communication is a pat on the back when someone has done something that is regarded as good. According to AFF it is important that the team members are aware of that the manager sees everything and no one is forgotten. Adler (1997) claims that nonverbal encouragement should frequently be given to team members. Accordingly, the empirical findings support the theory.

The communication influence is stretched to the involvement of more experienced team members who are allowed to express their opinions about things related to the team. It is okay to talk openly among the team members as long as no single individual is pointed out. However, the younger and less experienced members are not involved. Sadri and Tran (2002) state that to improve relational communication and improve job satisfaction and work involvement, communication should be established through openness and trust. This may have the effect that productivity increases. The empirical findings partly support theory since not all members are involved in the communication.

To highlight information to different nationalities, the manager in AFF often uses his tone of voice to increase the chances of understanding. The manager does not use physical contact when communicating. According to Elashmawi and Harris (1993),

nonverbal communication is important for understanding and examples of such are tone of voice and physical contact. Consequently, the empirical findings partly support the theory.

To exemplify situations for the team members in AFF, the manager often uses visual communication such as video recordings of old matches. This helps the manager to explain certain situations to all members faster and more effective. According to Watt (1996), visual information is important in sport situations. It makes the communication more effective since it is clear, concise, correct and complete. The empirical findings support theory.

The usage of hand and facial gestures is very common in AFF. When the manager has to communicate to his team members, a widespread body language is used to avoid misunderstandings. This is useful both due to poor language abilities among some of the team members as well as noise during matches that will make the message disappear. Adler (1997) states that hand and facial gestures are common in all cultures. Harris and Moran (1996) claims that showing activity or inactivity of body language can communicate a message to the receiver. Accordingly, the empirical findings match with theory.

Advantages and disadvantages of cultural diversity in sport teams

Table 5.9: Advantages of cultural diversity in sport teams

Advantages of cultural diversity in sport teams	Data supports theory
Increased attraction, retain more qualified candidates	YES
Widen markets and get access to a broader talent pool	PARTLY
More and extra insightful ideas that increase performance	PARTLY
Improved innovation and creativity	YES
More effective development of team members	YES
Wider range of perspective	YES
Less groupthink	YES
More productive	YES

Table 5.9 contains a comparison between the empirical data and the reviewed theory. Now a thorough discussion will follow.

There is a great mixture of nationalities in AFF, and team members of different nationalities contribute with different skills to the team. The manager in AFF admits that it was the multiculturalism, and the feeling of getting a fair chance to be a regular starter, that once upon a time brought him to the club. This is a general trend and new team members with immigrant background calls and ask if they can play in the club because of the multiculturalism. Aghazadeh (2004) points out that cultural diversity increases the attraction of more qualified individuals. Thus, the empirical data fully supports theory.

AFF claims that it has a good youth section. However, individuals are not attracted to the club because of the multiculturalism since it already exists many youth teams

around the Stockholm area with good reputation and diverse team squads. Salomon and Schork (2003) claim that there are different drivers for recruiting and retaining a culturally diverse team. One of them is access to a broader talent pool. According to the authors, an organization that aspires to recruit the best talent cannot afford to ignore any part of the talent pool. The empirical findings partly match theory since AFF does not have access to a broader talent pool, but they do not reject people from any culture.

When nationalities from all over the world come together different ideas frequently occurs. Although, when coming with complaints or ideas to the manager it is almost always done by the captain in AFF. The manager prefers that the complaints come from captain, instead from all the members. As a result, the members of the team should inform the captain with complaints and the captain informs the manager. Aghazadeh (2004) claims that different cultures can shed light upon insightful ideas and exploring these might increase performance for the team. The empirical data partly supports theory since only the captain is preferred to bring the ideas to the manager. By doing it this way the captain's values or own ideas might change the intended message.

According to AFF, the innovation as well as the creativity standards is raised in a multicultural team. All the time there are ideas coming up of how soccer is to be played, and the reason for this is most definitely multiculturalism. Salomon and Schork (2003) state that there are several reasons for connection between innovation and quality. The authors claim that an organization open to diversity will provide a more fertile ground for the growth of new ideas than an organization, which is satisfied with sameness. Thus, the empirical findings support the theory.

In a multicultural team like AFF, the members should be able to learn from each other, as there is a great deal of experience available in the team. For example, foreign members are generally more skilful concerning technique, while Swedish members generally have better tactical knowledge. Richardson (2004) states that the result of having a culturally diverse team is a more effective development and use of the resources of the team, which in turns leads to a more productive team. Therefore, the empirical data supports theory.

In a multicultural team like AFF there are often a wide range of perspective of how to best reach the goals for the team. If the manager can take the influences from the team members and convert them into a winning strategy, success is a possibility. According to Adler (1997) an advantage with culture diversity is a wider range of perspective. For that reason, the empirical data is well connected with theory.

AFF claims there is a low risk for a situation to arise where there are individuals who are silently disagreeing with the opinions of others. All team members in AFF seldom agree on one solution. Hodgetts and Luthans (2003) point out that a major benefit of cultural diversity in sport teams is that it often prevents groupthink. Thus, the empirical findings support theory.

AFF believes that all experiences available within the club help the team to perform better on the pitch. AFF has no doubt that the multiculturalism has helped the team to become a better and more qualified club. Adler (1997) suggests that an advantage

with having a multicultural team is that it is more productive. The empirical findings almost perfectly match theory.

Table 5.10: Disadvantages of cultural diversity in sport teams

Disadvantages of cultural diversity in sport teams	Data supports theory
Mistrust of team members	NO
Stress among team members	PARTLY
Lack of cohesion causes an inability to agree when agreement is needed	NO
Less efficient in terms of time	YES
Reverse discrimination	NO
Conflicts	YES
Increased turnover and absenteeism	NO
Stereotyping	NO
Tendency to attract, select, retain and reward members that are similar to the manager	PARTLY

Table 5.10 contains a comparison between the empirical data and the reviewed theory. Now a thorough discussion will follow.

According to AFF, there is no mistrust among team members. They claim that if you are a good soccer player it does not matter what kind of background you have. According to Adler (1997) and Hogetts and Luthans (2003), a problem with a diverse cultural team is the mistrust between people. They argue that team members tend to trust people from their own country better than people coming from another country. Consequently, the empirical findings do not match with theory.

There is a high level of stress within AFF. This stress origin from the demanding fans that AFF has. Many of the fans are highly passionate and many of them live for the team. There are many Assyrians all over the world, who feel that they are a part of the team and therefore the pressure can at times be very high on the members of the team. The pressure then leads to a high level of stress. However, there is no stress because of different nationalities in the team. Adler (1997) suggests that diversity makes it harder for a team to function properly. The reason for this is that people do not see situations in the same way or act in the same way. This can, according to Adler (1997), lead to a high level of stress within the team. Thus, the empirical data partly matches with theory since stress exists but it does not come within the team, instead it comes from the fans that exist all over the world.

Usually there is no problem to reach agreement when needed in AFF. They state that if the manager is honest, straightforward and clear in his statements the team is mostly behind his ideas. According to Adler (1997), the lack of cohesion causes an inability to reach agreement when agreement is needed. The empirical findings concerning this area do not match with theory.

AFF has to put more effort into training their team members in the sphere of social competence and language abilities than other clubs with less diversity. This takes longer time, and generates an extra economical cost for the club. Adler (1997) states

that a multicultural team can become less efficient than more homogenous teams. The empirical findings go in line with theory.

No form of reverse discrimination exists in AFF. Team members who are new quickly adapt into the team. Swedish members are also treated in the same way as the foreign members. Furthermore, AFF want to have a good mixture between foreign members and Swedish members. Aghazadeh (2004) claims that people may feel threatened when working with people from different cultures and as a result a reverse discrimination may occur. In this situation individuals from minorities are more likely to be recruited. Consequently, the empirical findings are not in accordance with theory.

AFF claims that conflicts more likely occur because of all the different nationalities in the team. However, they believe these conflicts are often sorted out quickly. One matter AFF puts effort in is to blend members with each other. They believe this will help to decrease the number of conflicts. Aghazadeh (2004) suggests that conflicts are more likely to occur in a culturally diverse team. Thus, the empirical data supports theory.

AFF has not noticed any extraordinary turnover or absenteeism due to the fact of multiculturalism. They believe that they do not have a higher rate of turnovers than any other club at the same level. According to Aghazadeh (2004), turnovers and absenteeism is higher when individuals from different cultures come together and work together. Our gathered data is not in agreement with theory.

The manager in AFF does not stereotype individuals depending on which country they are from. Instead he considers every single member as an individual with different needs and behaviors. Hodgetts and Luthans (2003) claim that a problem with cultural diversity may be that they often bring preconceived stereotypes with them. Consequently, the empirical findings do not match with theory.

Further on, the manager in AFF does not have complete control of which team members who are recruited to the team. Although, he might have an opinion, which potential members he considers should be recruited. Sadri and Tran (2002) state that there is a tendency to attract, select, retain, and reward members who are similar to the manager. The empirical findings partly match with theory since the manager prefers a special type of member. Nonetheless, they are not necessarily the same type as he.

5.2 Cross Case Analysis

In this section, the data analysis made for each of the two cases in sections 5.1.1 and 5.1.2 will be compared with each other. The data will first be compared in a summarized form in tables, after that a discussion will follow. As done in the within-case analysis, the cross case will be structured according to the three research questions outlined in chapter one.

5.2.1 Management techniques in a culturally diverse sport team

Table 5.11: Management techniques in a culturally sport team

Management techniques used in a culturally diverse sport team	Akropol BBK	Assyriska FF
Diversity training	NO	NO
Recruitment and selection programs	NO	PARTLY
Develop a sense of social ethics	YES	YES
Understand your own personal values when leading a team	NO	YES
Stimulate your team members' intellect	PARTLY	YES
Consider every individual as unique	YES	YES
Lead inspirational and be an enthusiastic manager	YES	YES
Plan your management style well	PARTLY	YES
Evaluate your management style	NO	NO
Motivate your team members and make them involved	YES	YES
Be a committed manager	YES	YES
Use a shared leadership	NO	PARTLY
Give your team members responsibility	PARTLY	PARTLY

In Table 5.11, one can see that there are many similarities between ABBK and AFF. Although, differences between the clubs are noticed as well. A more thorough discussion about this table will now follow.

As seen in the table, neither ABBK nor AFF are practicing any diversity training. AFF believes it is unnecessary to conduct any diversity training. Both ABBK and AFF do not see multiculturalism as a problem. Consequently, no particular training is provided.

Further, the table reveals that AFF does not fully use special recruitment and selection programs. They want to get the best players and their background does not matter, as they do not want to have a team with only immigrants. ABBK is not using any special recruitment and selection programs at all. They want to get the best members irrespective of national background.

Both teams are highly concerned in creating social ethics, which the team members have to follow carefully. They want their members to behave and act in certain manners.

According to ABBK's president, the manager does not need to understand his own personal values when managing the team. The manager manages the team in a certain way and the members simply have to accept that. Conversely, the manager of AFF is concerned about understanding his personal values in order not to favor any members just because of their national background.

ABBK does not encourage the stimulation of the members' intellect, to the same extent as AFF does. ABBK is satisfied if the members go to school beside their basketball or have a decent job, however AFF was more concerned in having members educating themselves beside their soccer than they were in ABBK.

Furthermore, both ABBK and AFF try to treat all members as unique individuals and the managers also lead their team in an inspirational way. Although, this inspiration can look a bit different due to which kind of member they are to inspire.

The fact that ABBK is a multicultural club does not make the manager plan his management style. He would manage the team in the same way if members were from one country. Nevertheless, there is a certain degree of planning since there are many nationalities in the team. AFF's manager is partly planning his management style because of all different nationalities in the club. AFF believes that members with different nationalities may react differently to the same type of information.

There are no particular evaluation programs for the managers. However, this topic has been discussed in both clubs and action might take place within a short future in order to raise the manager's standard.

Moreover, both teams want their members to be involved in the decisions. However, both clubs managers always make the final decision. Both managers also try to be committed in their management, since both believe that this might raise the standard of the team.

There is no shared leadership between manager and members in ABBK. The manager and his staff make the decisions without support from the members. The members can bring ideas, which influence the manager, but he always has the final word. In AFF the power is partly shared between the staff and the more experienced members. But in ABBK the manager has the final word in important decisions. Both teams also try to give the members responsibility but it has to be in balance. In some cases the members can have more responsibility, while in other cases less responsibility is given to the members.

5.2.2 Communication in a culturally diverse sport team

Table 5.12: Verbal communication in a culturally diverse sport team

Verbal communication in a culturally diverse sport team	Akropol BBK	Assyriska FF
Repetition and paraphrasing	NO	PARTLY
Well articulated	NO	PARTLY
Speech should be slow	NO	NO
Controversial expressions should be avoided	YES	YES
Sentences should be short and simple	NO	YES
Encouragement	YES	YES
When using media there can be a disregard of the context of communication	PARTLY	PARTLY
Jungle telegraph	YES	YES

As seen in table 5.12 repetition and paraphrasing is partly used in AFF, but not used in ABBK. The reason for not repeating the sentences in ABBK is that they use English instead of Swedish as the preferred language spoken between the team members. AFF on the other hand wants all its team members to speak Swedish and because of that some members possess very poor skills in Swedish. This leads to the need of more repetition.

The manager in ABBK does not articulate or speak any slower in order to make the team members understand better. In AFF the speech is not slow, as the manager tries to articulate as well as possible so that everyone should understand what he is saying. Once again, ABBK uses English and believe these activities are unnecessary since all the team members are fairly good at English.

Both ABBK and AFF try to avoid controversial expressions. AFF admits that the usage of controversial expressions sometimes is inevitable. But most often when controversial expressions are used, it is unintentionally.

ABBK does not use simple and short sentences. AFF tries to keep their sentences short in order to avoid misunderstandings. They put effort into keeping the conversation short and if needed repeat it several times.

In both ABBK and AFF the manager encourages the team members verbally. If a member performs well he is encouraged with superlatives. Both ABBK and AFF recognize that the usage of superlatives should not be too frequent, since this will take away the positive effect of encouragement.

Furthermore, ABBK and AFF admit that media is an important factor in communication. ABBK are very careful when talking to media and are always very cautious what they say to them, since messages, which pass through media, can be misinterpreted. They prefer the team members to go to the club before talking to media. AFF claims that they have the same policy concerning media. Although, they

admit that some messages, intended for the members, are passing through the media before reaching the members.

ABBK and AFF believe that the jungle telegraph is more widespread in their clubs than in other clubs with more homogenous teams. In ABBK some of the members in the team live in the same house and frequently speak to each other. In AFF there are many different cultures within the team, and it is very common that these cultures form tight social networks in their spare time. In these social networks, AFF believes that issues regarding the team are frequently discussed.

Table 5.13: Non-verbal communication in a culturally diverse sport team

Non-verbal communication in a culturally diverse sport team	Akropol BBK	Assyriska FF
Visual statements, for example pictures and tables	YES	YES
Frequent Pauses	NO	NO
Encouragement	PARTLY	YES
Communication through openness and trust	YES	PARTLY
Tone of voice and physical contact	PARTLY	PARTLY
Visual communication	PARTLY	YES
Hand and facial gestures	YES	YES

Both in ABBK and AFF the use of a drawing board is common. It is easier to explain the intended message to team members with this tool. The usage of it assists the teams to overcome the language barrier.

Neither ABBK nor AFF use frequent pauses when communicating to their team members. The reason that ABBK does not use frequent pauses differs from AFF. In ABBK they speak English and the manager sees no need for frequent pauses when communicating. In AFF the reason is that another team member can help, or the individual can watch the others when performing the task.

The usage of non-verbal encouragement differs between ABBK and AFF. In ABBK it is more common with verbal encouragement, for example applauds from the manager when something has been executed well. In AFF on the other hand, non-verbal encouragement is frequently used, and an example is a pat on the back.

Both ABBK and AFF try to let their members express themselves and let them communicate not only with each other but also with the manager in an open climate. Although, in AFF it is most elderly members who act in this way, the younger members are quieter.

Neither ABBK nor AFF is indicating that they use any physical contact in order to increase the understanding when communicating among the members. The manager of ABBK tries to avoid raising his voice when communicating but AFF it often using this as a tool to make information more understandable for the members.

In order to simplify the understanding when instructing the members, both teams are using visual communication. The most common tool is to watch videos of matches to

learn how the opponents are acting and playing in certain situations. AFF is using this way of communicating much more than ABBK.

Both in ABBK and AFF the use of hand gestures is very common when instructing the team members while performing. In ABBK the main reason for using hand gestures is that during matches the surrounding can be noisy, and to avoid misunderstandings hand gestures is an excellent technique to communicate in. In AFF they use hand gestures for the same reason, but they also use them because some team members do not speak Swedish so well.

5.2.3 Advantages and disadvantages of cultural diversity in sport teams

Table 5.14: Advantages of cultural diversity in sport teams

Advantages of cultural diversity in sport teams	Akropol BBK	Assyriska FF
Increased attraction, retain more qualified candidates	NO	YES
Widen markets and get access to a broader talent pool	YES	PARTLY
More and extra insightful ideas that increase performance	YES	PARTLY
Improved innovation and creativity	YES	YES
More effective development of team members	YES	YES
Wider range of perspective	YES	YES
Less groupthink	NO	YES
More productive	YES	YES

As seen in Table 5.14 both the teams are taking advantage of all the benefits that theory claims. A descriptive discussion of this table will now follow.

AFF claims that their team increases the attraction in recruiting members because of the variety of nationalities in the team. Especially immigrants contact AFF themselves and ask for the opportunity to play for the club. Conversely ABBK believes that new players are coming to the club since it is a good option for their career and not because ABBK is a multicultural team.

Both teams believe that they get access to a broader talent pool. But, where AFF is situated there is a tough competition between teams to attract youth. Consequently, they cannot fully draw an advantage because of their multicultural character. For ABBK it is a little bit different. There are not many basketball teams in the region, and certainly not many offering this wide range of different nationalities. Therefore, many youth players with an immigrant background in the Stockholm area are attracted to join ABBK.

When a culturally diverse team strives towards a common goal, the numbers of ideas coming up are many. Both ABBK and AFF claim that they can take advantage of the ideas the members bring up. AFF states that it is mostly the team captain who raises these ideas, while in ABBK the whole group presents different ideas. That is why this statement differs a bit between the two teams.

There is no doubt that the creativity and innovation is high due to the fact of cultural diversity in the teams. Both teams are convinced that without a variety of nationalities the creativity and innovation would decrease within the teams. There is also a more effective development of the members in a multicultural team. Members can learn and improve from each other and in the long run the team performance can increase.

Further on, there is no doubt that the range of perspectives increases in both AFF and ABBK. The manager has a crucial position in order to take advantage of all these perspectives. Both teams are determined that the managers are able to accomplish that.

AFF claims that there is no risk for groupthink since the members very seldom agree to one solution. There are many, mostly elderly members, who are not afraid to raise their opinion if they think it is needed. In ABBK a member does not often complain if he believe a decision is poorly made; because all other members believe this decision is good. The members imagine that this is only as a waste of energy and time; therefore agreement in issues is reached quickly most of the times.

Both teams consider themselves being more productive due to their cultural diversity. They claim that without the diversity they would not perform as well as they do in matches. This is a competitive advantage which both teams are highly concerned in keeping.

Table 5.15: Disadvantages of cultural diversity in sport teams

Disadvantages of cultural diversity in sport teams	Akropol BBK	Assyriska FF
Mistrust of team members	NO	NO
Stress among team members	NO	PARTLY
Lack of cohesion causes an inability to agree when agreement is needed	NO	NO
Less efficient in terms of time	NO	YES
Reverse discrimination	NO	NO
Conflicts	NO	YES
Increased turnover and absenteeism	NO	NO
Stereotyping	NO	NO
Tendency to attract, select, retain and reward members that are similar to the manager	NO	PARTLY

Neither ABBK nor AFF believe that there is any mistrust among its team members. In ABBK they bring out the fact that just because it is a multicultural team, people trust each other highly. Furthermore, they believe that all members are working towards the same goal and consequently, there is no room for mistrust. AFF brings another approach into consideration, and that is; if you are a good soccer player it does not matter what background you have. You will be respected for your skills.

ABBK and AFF look upon stress a little bit differently. In ABBK they believe that a multicultural team creates a non-stressful environment. In AFF they take the

surrounding factors, such as fans, into consideration. These fans are connected to the multiculturalism and create a pressure, which can affect the team members. This pressure leads to stress, which can have an effect on the performance.

There is no problem to reach agreement when agreement is needed in ABBK and AFF. In ABBK all members act professionally and understand if not completely agreeing they do not complain, since all other members believe it is a good decision. AFF claims that the most important factor is that the coach is honest, straightforward and clear in his statements.

Concerning efficiency in terms of time the result differs between ABBK and AFF. In ABBK they have no particular diversity training or language training. In contrast AFF state that since they have to put more effort in training language skills and, since they sometimes have to explain a certain message several times, they are less efficient concerning time than other more homogenous teams.

New members from Sweden do not experience any reverse discrimination when coming to ABBK or AFF. In ABBK the only adjustment they have to make is to speak English instead of Swedish when attending practices and matches. In AFF new members are quickly mixed into the team and Swedish members are not treated differently than members from other countries. Furthermore, AFF wants an even mixture between Swedish people and foreign people in their club.

The level of conflicts within the team differs between ABBK and AFF. ABBK claims that since the team members speak English there are almost no conflicts inside the team. When members speaking a common language they have an easier time to socialize and therefore avoid conflicts. AFF on the other hand states that conflicts are more likely to occur because of the multiculturalism. However, they claim that these conflicts are sorted out quickly since the group does not accept conflicts within the team.

ABBK and AFF have not experienced any higher form of absence and turnovers due to the multiculturalism. ABBK claims that if people come to the team they are aware of the situation and can prepare themselves.

Neither ABBK nor AFF mentions any problem with stereotyping of its members. In ABBK they point out that many of the members, including the manager, are used to be in the same team with members from different countries. In AFF they bring out the fact that the manager does not stereotype the team members. Instead he tries to consider them as individuals who have to be treated differently, no matter which country they come from.

Concerning the theory, which declares that the manager recruits members who are similar to him, ABBK and AFF partly differ. In ABBK members are recruited because of their ability to play basketball, not how well they can socialize with the manager. In AFF the manager prefers a certain member profile and he believes that their behaving outside the pitch is important as well. Nevertheless, the manager in AFF does not have a final saying which individual to recruit; instead he can just raise an opinion.

6. Conclusions and Implications

In the final chapter main conclusions and findings will be drawn based on the research conducted in the thesis. The purpose of these conclusions is to answer the three research questions, which were stated in chapter one. Each of the three research questions will be answered separately. After that, implications for management, theory and future research will be suggested.

6.1 Conclusions

The purpose of this thesis is to gain a deeper understanding of how cultural diversity in sport teams is managed. In order to gain a deeper understanding, case studies were conducted on Akropol BBK and Assyriskä FF. When writing a thesis about a topic that almost never has been thoroughly investigated, we faced obstacles along the way. We faced a tough time finding adequate literature. In difference from other thesis, interviews were made with two immigrants both involved in management within sports and not corporations. We considered this when conducting the interviews and tried to be as prepared as possible before the interview. As media often is interviewing both managers, we were aware of that the questions could be answered in a special style. Especially ABBK used a defensive style when answering questions about disadvantages in having a cultural diverse team. AFF spoke more freely and had no problem in discussing disadvantages of cultural diversity. Nevertheless, we did our best to make them feel comfortable and tried to let them know that we were not chasing for secrets.

There are almost no existing theories of how to manage cultural diversity in sport teams. Consequently, we used theories of how to manage a cultural diverse workforce and organizations. Some theories worked out better than others.

Next section will answer the research questions stated in chapter one by examining patterns that emerged when the data was analyzed in chapter five. However, the conclusions drawn are only valid for these two particular cases.

6.1.1 How can the management techniques employed in managing a culturally diverse sport team be described?

This research has shown that special management techniques have to be used when managing a culturally diverse sport team. More specifically, our research is showing that when managing cultural diversity in a sport team, it is important to develop a sense of social ethics, where rules are established of how to behave in the team. Furthermore, it is important to consider every individual as unique. Individuals should not be judged according to which country they come from. An important aspect is that all individuals should feel that they are treated so, and not forgotten in a large group.

Also, it is important when managing a multicultural team to be inspirational and enthusiastic. It is important for the manager to find out what motivates the team

members since motivation factors vary between different cultures. Moreover, the manager has to do his best in showing a positive attitude towards the team members since the attitude of the manager will reflect on the attitude of the team members. In addition, research shows that planning of management style is important. This does not necessarily have to do with multiculturalism, since all individuals react differently towards different management styles. However, the situation in a multicultural team is more extreme and challenging situations are more likely to occur.

Furthermore, our research indicates that motivating team members and making them involved in decisions is essential in a multicultural team. Yet, the need for motivation differs depending on the difficulty of the task, which is to be performed. If facing an easier task, the need for motivation is higher than if facing a difficult task.

Diversity training does not seem to be an important factor in a multicultural sport team. Research gives idea about that no diversity training is conducted. Moreover, when recruiting new members to the team, diversity is not searched for. Instead recruitment and selection programs are focused on finding the perfect individual for the position. Skills are valued higher than diversity and the nationality of the team member is most often not an issue. Further on, the absence of diversity is not looked upon as a problem, instead as a result of gathering the most qualified individuals into one team.

When reviewing the findings of different techniques when managing a culturally diverse sport team the most significant conclusions are outlined below.

- Develop a sense of social ethics where rules are established of how to behave in the group.
- Every individual should be considered as unique and not treated as being part of a group depending on their nationality.
- It is important for the manager to find out what is motivating the members of the team since motivation factors differ between different countries.
- The attitude of the manager reflects on the attitude of the team members. It is therefore vital for the manager to always show a positive attitude towards the team members.
- The need for motivation in a multicultural sport team depends on the difficulty of the task. If the task is easier the more need for motivation exists.
- When recruiting and selecting team members, diversity is not searched for. Instead the focus is on the skills the individual possesses, and if he is valuable for to the team. The nationality of the individual is most often not an issue.

6.1.2 How can the communication between the manager and team members in a culturally diverse sport team be described?

Our findings suggest that, when managing a multicultural team one should think of that there are members who understand more and members who understand less. This due to the fact, that all members do not have the same language skills. As a manager you have to be careful to use controversial expressions, this is even more important to think of in a multicultural team. Two members not coming from the same country can interpret the same statement quite differently. A manager also has to keep in mind that members from foreign origins sometimes might react tenser to certain statements than Swedish members do. Our thesis further indicates that immigrants participating in sport teams in Sweden tend to have a different temperament than Swedish members, but the immigrant members have an ability to forget and move on more quickly.

In a team with many different national backgrounds, a jungle telegraph is most likely to be widespread. Members form small informal groups and talk mostly with each other within that small group. One way of managing this is to decide as a manager, only to talk one language during practice sessions and matches. This may prevent members coming from the same country only to talk their native language with each other.

When communicating with media the manager must be careful. The relationship with media differs depending on, which country you are from. Some members might be familiar that the manager talks to media about a certain occurrence before talking to his members. Some members might react very negatively to this action. Therefore, the manager has to draw guidelines directly to new members coming to the club how the team is handling with media. Furthermore, the manager must be aware of that messages, which is sent through media, might be misinterpreted by the receiver.

When communicating to a cultural diverse team the use of pictures, tables and videos might be an excellent tool if not all members are familiar with the language. Hand and facial gestures are also a good way of communicating due to the lack of language knowledge among some members. However, the manager must be very careful with his gestures since members coming from different countries might interpret gestures differently.

Based on these findings, the most significant conclusions, which can be drawn, are listed below.

- One must, as a manager respect and understand that members within a culturally diverse sport team do not have the same language skills.
- Respect those members who do not speak Swedish or English fluently. Try to encourage them to learn the languages instead.
- Try to avoid controversial expressions as much as possible, since it can be understood differently depending on, which country you are from.

- Members who are immigrants might have a more intense temperament than Swedish members; the manager has to be able to understand that.
- To make an effort in trying to prevent people from the same country to talk only their native language with each other, the manager should decide only to talk one language during practices and matches.
- The manager should draw out a special plan to the members of how to deal with media, to prevent misunderstandings.
- The use of visual communication and visual statements is an excellent tool in order to instruct members in a multicultural team
- The manager must be careful when using hand- and facial gestures to his members, since some gestures are interpreted differently depending on, which country one originates from.

6.1.3 How can the advantages/disadvantages of cultural diversity in a sport team be described?

Our findings indicate that both teams gain advantages because of the multicultural character. Members of foreign origin imagine they get a fair chance to participate in the team, since many other members are immigrants. When managing a cultural diverse sport team in Sweden it may be easier to attract a broader talented pool. Young, talented people with foreign origin tend to be more attracted to join teams that contain many immigrants.

People who come together in a culturally diverse team often have many and meaningful ideas, which they can bring into the team and consequently raise the standard of the team. Since many of the members have been around in different parts of the world playing for different clubs, they can bring the best ideas from the clubs and apply it to the new one. There is also an increase in innovation and creativity due to the cultural diversity. The manager needs to be able to draw advantage of this. If so, members can learn from each other and be more creative.

Our findings do not suggest any evidence of less groupthink when managing a multicultural team, but members of foreign origin tend to be more outspoken than Swedish members. If the manager is skilful he can probe the number of different ideas and just take care of the ones, which have any kind of substantial value.

When it comes to sports and managing a sport team, there is a difference in recruiting new members to the organization than in the corporate world. A sport team is always looking at the talent and the skills of the player, and very seldom think about his background. It is unimportant what his surname is and from which part of the world he comes. As long as he can perform the sport well he is always welcome to have a try with the team. Conversely, in the corporate world it might in some cases be hard for people coming from other parts of the world to Sweden, to be hired at positions he/she is qualified for.

According to our findings, there are not many disadvantages in managing a cultural diverse team. In some matters the number of conflicts can be higher due to the fact of all different nationalities. Managing a multicultural team may also occasionally be more time consuming than managing a homogeneous team. Some members may not fully understand the language and the information has to be explained differently. Another factor might be that the member, who does not understand, needs special language training and therefore needs to spend much time with it and consequently he can lose focus on the sport and his performance can decrease.

One might believe that with members coming from other parts of the world and joining a team in Sweden problems in reaching agreements will occur. According to our thesis this is not the matter. Members participating on this high level of sport often act very professionally when an important decision has to be made. Most of the times it is made without any problem.

When reviewing the findings of advantages and disadvantages when managing a culturally diverse sport team, the most significant conclusions will be outlined below.

- People with an immigrant background tend to feel that they are more welcomed and accepted in a cultural diverse team.
- Young, talented people with an immigrant background are more attracted joining a multicultural team than a homogeneous team.
- Sport teams and certainly culturally diverse sport teams recruit members due to their skills and competences and not by their national background.
- The rate of conflicts can at times be high in a multicultural team.
- It might occasionally be time consuming to manage a cultural diverse team, since members do not fully understand the language.
- There is usually no problem at all reaching agreement when an agreement is needed in a multicultural team.

6.2 Implications

In this section implications and recommendations based on the findings of this research will be given to the clubs, companies, and organizations interested in implementing cultural diversity. Furthermore, implications for theory and for further research will also be presented.

6.2.1 Implications for management and practitioners

In this thesis it has been shown that the advantages of having a multicultural sport team surpass the disadvantages. However to be able to take advantage of the opportunities it is important to use management skills combined with a way of

communicating them. Below we created five steps, which we recommend when managing cultural diversity in a sport team.

- The first step managers should follow is to develop a sense of social ethics where rules are established of how to behave in the team. It is also important for the manager not to generalize his team members depending on their nationality, instead see to all team members as individuals, who have different needs and different behaviors.
- The second step the manager should take is to decide one language to be spoken during practices and matches. This in order to bring the team closer together and to prevent people from the same countries talking only with each other. The language spoken should preferably be either Swedish or English.
- In the third step, managers should put effort into finding out what motivates the different individuals in the team. The manager should be aware that individuals from different backgrounds are motivated by different things and therefore cannot always be motivated in the same way.
- In the fourth step, the manager of the team must understand that all members in the team do not have the same language skills. When language skills differ it is vital for the manager to avoid using controversial expressions and to a greater extent use the tool of visual communication.
- In the final step, the manager has to consider not to put diversity in front of the best team available. Instead the manager should focus on the skills needed and see to that the best individual is used in order to achieve success. This is applicable both to teams characterized by diversity and to teams, which are more homogenous.

6.2.2 Implications for theory

The purpose of this thesis is to gain a deeper understanding of how cultural diversity in sport teams is managed. We did this with the help of three research questions, which were answered previously in this chapter. By answering the research questions, with the help of our two cases, and therefore increasing the understanding of this topic, one could claim that we have made a contribution to theory. For example, our findings show that a team should recruit on the base of quality and not on cultural background, it is also important to only speak one common language in the team, so no one feels they are left beside.

However, this area we investigated in has almost no previous studies. Thus, we used theories that were applicable for corporations and organizations. We decided to see if these theories were applicable when managing cultural diversity in a sport team. Some theories were better suited than others to our thesis. This study provides a link between the sport- and corporate world. This research area can be further tested.

6.2.3 Implications for further research

During our research, we have found some interesting areas within how to manage cultural diversity in sport teams, which would be interesting to do further research on. We would highly suggest further studying within these areas;

- Perform a similar research but use different teams. It would be interesting to see if the same conclusions would be drawn when making case studies on teams that recruit people from all over the world, for example teams like Real Madrid and Manchester United. Will they draw the advantages as ABBK and AFF do, and will they have the same disadvantages?
- It would be highly interesting to find out if the corporate world can learn from the sports world and vice versa when it comes to managing cultural diversity. We believe that the companies in the corporate sphere can learn very much from how a sport team is managed. However, we recommend future researcher to investigate within this area.
- Another area for further investigations would be to compare a homogeneous sport team with a cultural diverse sport team and try to find out which one draws the most competitive advantage to their team. This can be done in order to compare two or more, different sport teams.
- Perform a similar research on cultural diversity, but interview Swedish managers who manage a multicultural team. A Swedish manager might have a different view upon how to manage cultural diversity in a sport team.
- We have chosen to focus on two men's teams in this thesis. It would be interesting to see if same findings would have come from two cultural diverse women's teams. There are teams in Sweden, which consists of women who are cultural diverse, were research could be conducted.
- Investigate on the members viewpoint of how diversity is influencing the team. The findings and conclusions would probably not look the same as it does now.

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Interviews:

Lutaj, E. Manager of Assyriska FF (2004-11-23)

Gogos, S. President of Akropol BBK (2004-11-24)

Interview Guide

Organizational Facts

- Name and title of the respondent
- General facts about the team

I Different management techniques when managing a cultural diverse sport team

1. Do the team put any effort into diversity training? (if yes, please explain in what ways)
2. Do your team use any recruitment programs or/and selection programs when getting members to your team? (if yes, please explain more)
3. Do you as a manager understand your own personal values when managing your team, and also understand your team members values, in an ethical way? (if yes, please explain more)
4. Do you try to stimulate your team members intellect to increase the performance within the team? (if yes, please explain more)
5. How do you make everyone in the team to make them feel important and unique?
6. What kind of management styles do you use to manage in an inspirational and enthusiastic way?
7. Do you plan your management style depending on what kind of people you manage? (if yes, please explain more and in what ways)
8. How do you evaluate your management style?
9. How do you motivate your team members to get them involved and perform well?
10. How much effort do you put into being a committed manager?
11. Do you share and delegate your power to your team members, in order to make them feel that they are responsible? (if yes, please explain more)

Is there anything more you want to add concerning this question?

II Communication between the manager and team members

1. When communication to your team members, how much do you repeat and paraphrase to your members?
2. Do you put emphasis on articulation when talking to your cultural diverse team? (if yes, please explain more)
3. Do you think of speaking in a slow manner so that everyone understands what you say? (if yes please explain more)
4. Do you use controversial expressions? (if yes, please explain more)
5. Do you use short and simple sentences in order to be more understandable? (if yes, please explain more)
6. How do you encourage your member through communication, both verbal and non verbal?
7. Do you always tell your members before talking to media? (if yes please explain more)
8. Do your members go to media before they talk to you? (if yes please explain more)
9. How widespread is the use of the jungle telegraph within your team?
10. Do you pause frequently when communicating so that the players understand you better? (please explain more)
11. Do you communicate through an open and supportive climate? (please explain more)
12. How do you use your voice (raising/lowering) when communicating with your members
13. Do you as a manager use visual statements? (if yes, please explain more)
14. Do you use hand and facial gestures when explaining matters to your team members? (if yes, please explain more)

Is there anything more you want to add concerning this question?

III Advantages of a cultural diverse sport team

1. What sort of advantages has your team experienced from cultural diversity?
 - Increase attraction to get members
 - Retain more qualified members
 - Widen your market to get access to better and more talented members
 - More insightful ideas in the team, and by that an increase in the performance
 - The team can better adapt to change
 - Improved innovation within the team
 - Improved creativity within the team
 - The team get more effective, since they can learn from each other
 - The more diverse the team is, the more perspectives are brought in to the team
 - There are less groupthink in the team, due to the many different backgrounds

2. Has the cultural diverse team made the organization more or less productive in the context of performance? (Please explain more)

Is there anything more you want to add concerning this question?

III Disadvantages of a cultural diverse team

1. What sort of disadvantages has your team experienced from cultural diversity?
 - Mistrust of team members
 - Stress among team members
 - Difficulties to reach agreements when it is necessary
 - Cost of training such as, language- and social-training in the matter of time and therefore the effort become less efficient
 - A reverse discrimination when recruiting new members
 - High level of conflicts among team members
 - Increased turnover among team members
-

Intervju guide

Föreningsfakta

- a) Fakta om laget
- b) Namn och titel på respondenten

I Olika ledarskapstekniker när man leder ett mångkulturellt sport lag

1. Använder sig klubben av någon form av mångfalds träning? (om ja, förklara på vilket sätt)
2. Använder laget något rekryteringsprogram eller urvalsprogram när ni letar efter nya spelare? (om ja, förklara)
3. Försöker du som ledare förstå din spelares värderingar samt dina egna värderingar så leder laget på ett etiskt sätt? (om ja, förklara)
4. Försöker du stimulera dina spelares intellektuella förmåga för att öka prestationen inom laget? (om ja, förklara)
5. Försöker du som ledare få alla spelare att känna sig unika och viktiga inom laget? (om ja, förklara hur)
6. Vilken sorts ledarstil använder du dig av för att inspirera laget?
7. Anpassar du din ledarstil beroende på vilka människor du leder?
8. Utvärderar du din ledarskapsstil?
9. Hur motiverar du dina spelare för att få de att känna sig inblandade och få ut bra prestationer av dem?
10. Hur mycket lägger du ner för att vara en hängiven och entusiastisk ledare?
11. Delar du med dig av makten och beslutsrätten till dina spelare och övriga ledare så att de känner att de får ta ansvar? (om ja, förklara mer)

Är det något mer du har att tillägga angående den här fråga?

II Kommunikation mellan ledare och spelare

1. När du kommunicerar till dina spelare, hur mycket repeterar du för att dom ska förstå?
2. Är du noga med hur tydligt du uttalar orden till ett mångkulturellt lag? (om ja, förklara hur)
3. Talar du sakta för att alla ska förstå instruktionerna? (om ja, förklara hur)
4. Använder du uttryck som kan uppfattas som kontroversiellt av vissa spelare? (om ja, förklara hur)
5. Använder du korta och lätta meningar för att alla skall förstå? (om ja, förklara hur)
6. Hur uppmuntrar du dina spelare genom kommunikation?
7. Pratar du alltid med spelarna innan du tar upp någonting med media? (om ja, förklara hur)
8. Händer det att spelare går till media innan de går till dig? (om ja, förklara hur)
9. Hur utbredd är ”djungel telegrafan” inom ditt lag?
10. Pausar du ofta när du kommunicerar så de spelare som har svårt för språket alltid hänger med? (förklara gärna mer)
11. Sker kommunikationen i ett öppet klimat? (förklara gärna mer)
12. Använder du dig av olika tonlägen på rösten när du kommunicerar?
13. Använder du dig som ledare av visuella exempel? (om ja, förklara hur)
14. Använder du dig av kroppsspråk när du kommunicerar med dina spelare?

Är det något mer du har att tillägga angående den här fråga?

III Fördelar med ett kulturellt mångfaldigt sport lag

1. Vilka sorts fördelar har du upplevt genom att ha ett kulturellt mångfaldigt lag?
 - Ökad dragningskraft av spelare
 - Får mer kvalificerade spelare
 - Vidga marknaden så tillgången på bättre och mer talangfulla spelare ökar
 - Fler insiktsfulla idéer i laget, och genom det öka prestationsförmågan
-

- På grund av mångfalden kan medlemmarna anpassa sig till förändringar mer flexibelt
 - Spelarna i laget blir mer effektiva för de kan lära av varandra
 - Ökad innovation och kreativitet inom laget
 - Ju mer mångkulturellt, desto mer perspektiv på situationer
 - På grund av den mångfalden minskas grupptänkandet, spelarna säger ifrån när de inte håller med
2. Har den kulturella mångfalden gjort laget mer eller mindre produktivt förhållande till prestation?

Är det någonting mer du vill tillägga till denna fråga?

III Nackdelar med ett kulturellt mångfaldigt sport lag

1. Vilka sorts nackdelar har du upplevt genom ett kulturellt mångfaldigt lag?
- Misstro av lagkamrater
 - Stress hos spelare
 - Svårigheter att nå fram till enighet när det är nödvändigt
 - Tidskrävande träning när det gäller språk och social kompetens
 - En motsatt diskriminering när nya medlemmar rekryteras
 - Hög andel av konflikter inom laget
 - Ökad spelaromsättning inom laget
 - Ökad frånvaro bland spelare inom laget
 - Stereotypisera spelare i gruppen
 - Tränare rekryterar bara spelare som är lika honom själv

Är det något mer du har att tillägga angående den här frågan?
