

Full Length Research Paper

Organizational team sport as a diversity management intervention: A qualitative study

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An increasing number of organizations in South Africa are introducing formal organizational team sport activities, without any scientific knowledge on whether participation in these activities holds benefits for the management of diversity in the organization. The purpose of this research was to identify the indicators of an organizational team sport intervention that contributes to the effective management of a diverse workforce. The qualitative exploratory study was conducted among 63 sport participants of 9 financial organizations that participate in organizational team sport. The data were collected by means of focus group interviews. The results indicate that organizational team sport interventions hold benefits such as competitiveness, same goals, open communication, friends, trust and respect, learn from one another, commitment, and less stereotyping. The benefits that organizational team sport interventions hold for the company are better client service, employees work in harmony, they are healthier and motivated, they have good interpersonal relationships, and the company is more profitable and can make social investments. Therefore, organizational team sport contributes towards an organization's requirements for an effective workforce. The findings of this study contribute valuable new knowledge to the literature on organizational team sport as an intervention for diversity management.

Key words: Diversity management, organizational team sport, teams, goal, commitment, trust, respect, communication, friends.

INTRODUCTION

An increasing number of organizations in South Africa are introducing formal organizational team sport activities, without any scientific knowledge on whether participation in these activities holds benefits for the management of diversity in the organization (Bennett, 2009). When sport is used in the workplace, it enables employees to focus on their similarities instead of their differences. Overcoming the diversity barriers could provide access to knowledge, skills and abilities in the organization because the group works together towards mutual goals. When the goals and efforts of the teams and individuals in the organization are in alignment, the

organization can move forward through strong leadership and supportive systems.

Diversity management interventions are of the utmost importance in organizations. When organizations are able to manage diversity effectively, the diverse workforce can contribute towards a more tolerant organizational culture. This will then lead to business success and productivity because employees are able to work together as a team (Trenka, 2006).

Organizations generally want to appoint the best team. However, some managers tend to appoint employees only from a certain background because they are too afraid of diverse teams. Highly successful organizations go through many changes and they need work teams that are determined, flexible and resilient (Smith, 2008). Different perspectives, mindsets and cultural influences in an organization may lead to a more universal and

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effective product. Better ideas emerge from different employees during brainstorming (Purohit, 2008).

Diversity management is vital in South African organizations. South Africa is rich in diversity and is known as the 'rainbow nation'. The South African population is estimated to be 48 million. The major population groups are blacks (76%), whites (13%), coloureds (9%) and Indians (2%). The white population is mostly Afrikaans-speaking (originated from Dutch) or English-speaking (of British origin). Other smaller groups are Jewish, French, Italian, German and Portuguese. There is diversity among the black population as well. The 9 ethnic groups are Zulu (which is the largest black population), South Sotho, Xhosa, Tswana, Ndebele, North Sotho, Swazi, Tsonga and Venda. South Africa has 11 official languages which are English, Afrikaans, isiZulu, isiNdebele, isiXhosa, Sesotho, Xitsonga, Setswana, Tshivenda, Sepedi and isiSwati. English and Afrikaans are used in most work environments and documents (Ocholla, 2002). Even the South African anthem is an example of language diversity. It includes five languages and is a prayer for the land and a poetic description of the country. The anthem has 8 lines and is 1.35 min long but is a combination of Nkosi Sikelel' iAfrika (Sesotho, isiZulu and isiXhosa) and Die Stem (English and Afrikaans) (Stander, 2011).

South Africa has also a diversity of religions. The largest religion is Christianity (80%) and is practised by most whites, blacks and coloureds. The Hindu and Muslim religions are widespread among Indian and Hindu communities.

There are more male workers in the work environment, particularly at top, middle and professional levels (Ocholla, 2002).

The aim of this study was to identify the indicators of an organizational team sport intervention that contributes to the effective management of a diverse workforce.

LITERATURE REVIEW

Organizational team sport interventions can be used as an input-output diversity management model: the diversity in an organization can be managed through organizational team sport interventions (input) and will have a positive impact on the diversity constraints and will benefit the employees in an organization and the organization itself (output).

The input-output system approach (Ivancevich and Gilbert)

An input-output system approach was developed by Ivancevich and Gilbert (2000) that describes how a diversity initiative influences the personal and organizational outcomes. The researcher decided to include the diversity management model developed by Ivancevich and Gilbert (2000) because it fit in with this

study's research methodology. This model is represented in Figure 1.

Figure 1 suggests that management initiatives (inputs) such as top management support, diversity management training, implementation of promotion strategies, compensation, mentoring and outreach programmes influence personal consequences. The latter include the employees' loyalty towards the organization, increase in commitment, lower anger levels and group identity. The inputs will also lead to organizational consequences such as higher creativity, lower absenteeism and turnover, increased levels of job satisfaction and better performance. These aspects together will improve the organization's competitiveness.

The model further indicates that the surface level, namely primary dimensions (differences in employees' ethnicity, gender, physical capabilities, age, race and nationality) and deep level/secondary dimensions (differences in the employees' religion, personality, values, attitudes, job tenure and educational level) are contributions as input diversity variables. The mediating input variables could include organization's history, stereotyping, prejudices, diversity management and racism. Organizations must rely on intuition to make judgements and on contributions by consultants and literature on how to proceed with diversity management initiatives (Ivancevich and Gilbert, 2000).

Stages of team development model (Tuckman and Jenson)

A sports team goes through the same stages as Tuckman and Jenson's stages of team development (1977). When a sports team comes together, the members may feel anxious and awkward (forming stage). If the team moves to the storming phase, their approaches and agendas will change. Conflict in the team will still exist and some of the members will feel frustrated because their role is vague. Once the sports team starts to work together to accomplish its goals, it will enter the norming stage, which is characterised by clear roles and responsibilities and members will have more respect for one another and there will be harmony in their team. During the performing stage the members of the sports team feel interdependent towards one another and satisfied in the team. The team is also able to perform at its best. The adjourning phase is a personal decision. This stage might happen because the team members have other responsibilities that they need to attend to, for instance a member might move to another city, a woman may fall pregnant etc. During this stage the participants feel sad about the loss of friendship and association.

Forming

During this stage the forming of a team takes place. This

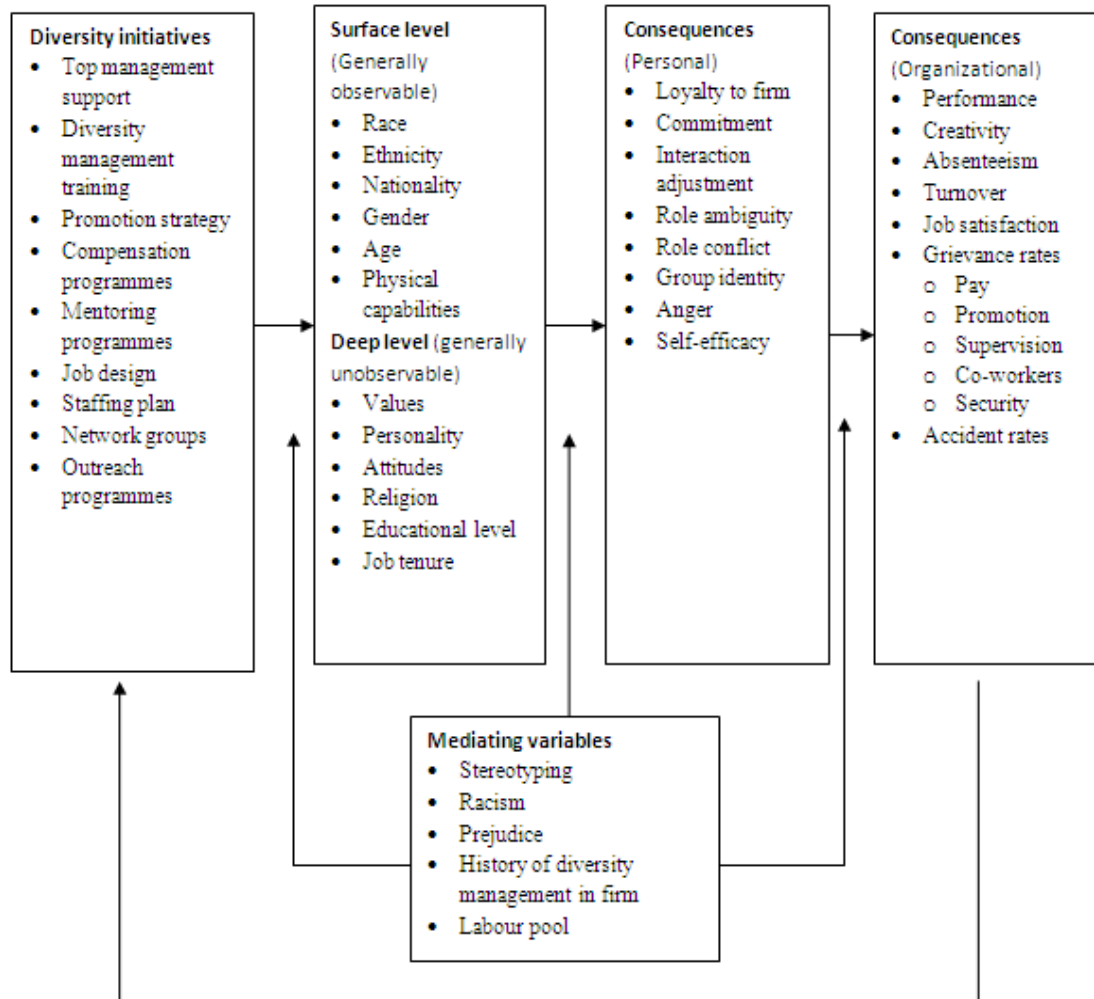


Figure 1. The input-output system approach (Ivancevich and Gilbert, 2000).

stage is characterised by high uncertainty about the team's goals and purpose, feelings of anxiety, tentativeness and awkwardness, but the members are motivated and enthusiastic to achieve the goals (Tuckman and Jensen, 1977; Weaver and Farrel, 1997; Whichard and Kees, 2006).

Storming

As a team starts to work, the reality of employees starts to become more apparent and the members enter the next stage where different agendas, ideas, work styles and approaches compete for consideration (Bildler, 1989; Spiegel and Torres, 1994; Tuckman and Jensen, 1977). This stage is characterised by conflict both outside and within the team, frustration because of role vagueness, competitiveness among employees for influence and a strong resistance to the development of the team (Whichard and Kees, 2006).

Norming

Once the conflict has lessened, the team begins the process of establishing protocols and procedures and resolving differences to accomplish their goals (Tuckman and Jensen, 1977; Weaver and Farrell, 1997). This stage is characterised by clarifying responsibilities and roles, shifting from interpersonal relationships to decision-making activities that are related to the team resolving differences, accomplishing tasks, rededicating and negotiating among team members to accomplish their specific goals (Jones and George, 2009). Respect, trust and harmony become commonplace during the norming stage (Whichard and Kees, 2006).

Performing

The performing stage is characterised by consistency, interdependence of team members, excellent results and

performance and high levels of team satisfaction (Tuckman and Jenson, 1977; Whichard and Kees, 2006). During this stage, the team members are knowledgeable, autonomous, competent, able and motivated to handle the decision-making process without supervision (Gibson et al., 2009). Respectful disagreement and dissent are allowed and expected as long as the members are channelled through the means that is acceptable to the team (Gilley, 2005). The team is producing the expected outputs, conflicts are addressed and role clarity is continual without experiencing negative consequences that were common in the earlier stages (Jones and George, 2009). The team experiences both team effectiveness and high performance impact (Katzenbach and Smith, 2003).

Adjourning

Adjourning is the final stage of team development. The emphasis is on wrapping up the job and task performance is no longer the priority of the team members (Draft and Marcic, 2009; Tuckman and Jenson, 1977). The members of the team may feel happy about accomplishing the mission but they also feel sad about the loss of association and friendship as well as heightened emotionality, regret and depression and strong cohesiveness over the team disbandment (Draft and Marcic, 2009). As a way of achieving completeness and closure, the team leader may celebrate the team's disbanding by honouring the members of the team, providing awards and/or plaques for a project well done (Jones and George, 2009; Tuckman and Jenson, 1977).

Requirements for effective management of diversity and the contribution of organizational team sport interventions towards effective diversity management

Same goal

A team must share the same goals which they agree on and can discuss (Biech, 2008; Solomon, 1998). One of the main requirements for successful diversity in organizations is to ensure that common or shared attainable goals are set. According to Gwynne (2009), each member in the team needs to subordinate his or her own cultural uniqueness to that of the entire team by accepting shared goals based on common interests.

In an organizational team sport participants have a specific shared main goal - winning. They set long-term goals which are broken down into short-term goals, and these are less important to ensure that the hierarchy of goals is achieved. The goal-setting process usually starts with achieving the lowest goal and participants must then work until the highest goal is achieved. Realistic and

limited goals must be set which will lead to further aims and thus enable a team to achieve its goals effectively (Cashmore, 2003).

Personal commitment

All employees need to be committed to cooperate with other, different, employees to enable the management of diversity to succeed (Bassett-Jones, 2005). If employees have no personal commitment, diversity may create misunderstandings, suspicion and conflict in the workplace, which will result in loss of production, low morale and absenteeism. Organizations that are able to facilitate personal commitment among their diverse employees through the management of diversity initiatives will have a competitive advantage (Bassett-Jones, 2005; Nieman and Bennett, 2002; Meyer et al., 2010).

Participation in organizational team sport develops individual commitment because the participants are required to remain focused on common goals. Certain levels of commitment are required, that is, to improve certain skills, to refrain from non-related activities or to be present for training. A participant is also required to behave according to a certain programme, for example to commit to a diet and prescribed exercise, which will require sacrifice (Cashmore, 2003).

Mutual trust

Trust between employees is mostly low in today's organizations. This has serious implications for effective management of diversity and consequently for workers' financial vitality, turnover, engagement and productivity in organizations. Mistrust has a negative effect on the management of diversity, because the employees' morale is weakened. This in turn will lower the integrity of the employee who is working in a team towards a common goal. Employees withhold their enthusiasm and commitment when they do not trust one another. When employees are of the view that their needs are not being met, they will not extend their trust (Meyer et al., 2010; Nieman and Bennett, 2002).

When employees participate in organizational team sport, they learn more about their co-participants. When sports teams work together towards a specific goal and it is achieved, the prejudices and stereotyping among the participants about their diverse team players will change to trust, because the team players perform according to the expectations of their team members. Kortex (2006) maintains that a team will be effective when there is trust among the team players. Diverse employees participating in a sports team soon become aware of the unimportance of their obsession with differences (Muleskinner, 2003).

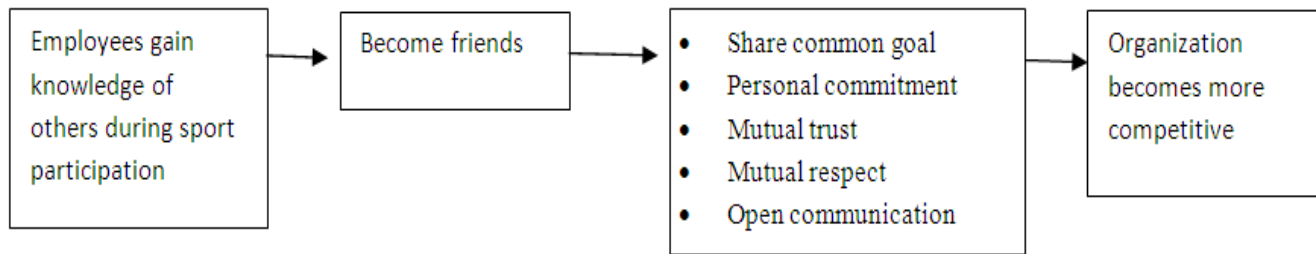


Figure 2. Advantages of employee familiarity through organizational team sport interventions. Source: Adopted from Business-Building Information (n.d).

Mutual respect

Respect is essential for building and maintaining solid relationships during the management of diversity. Employees respect one another if they work and live according to an acceptable set of morals and values, fulfil their obligations, keep their promises and are competent in their work. On the other hand, employees will lose their respect for co-workers if they do not abide by any of the afore-mentioned factors – the greater the violation, the greater the loss of respect (Doty, 2009; Mor Barak, 2011; Ratliff and Brackner, 1998).

Participation in organizational team sport improves the employees' mutual respect for one another because they are able to work together as a team, and this teaches them to help and depend on one another. Team sport (such as rugby, soccer or netball) teaches participants that each member has his or her own role to play and the members are dependent on and trust one another to fulfil the role that is assigned to them (for example, a netball team trusts the goal shooter to score goals) (Downs, 2009). When team players participate in the same team and rely on one another and the members successfully play their separate roles, the stereotyping and prejudices that participants had about their team players' cultures and backgrounds will change to respect.

Open communication

Effective and open communication is important especially when employees are diverse. Different cultures have different assumptions and tendencies during verbal interactions, and cross-cultural employees communicating their perceptions and views effectively is a complex issue. Even though language barriers may be non-existent, it is still a challenge to manage cross-cultural communication in diversity management. Diverse employees in an organization need to ensure that their perceptions and views are communicated effectively in diversity management, to avoid miscommunication, misinterpretations and misunderstandings (Faull, 2008; Nieman and Bennett, 2002; Thiederman, 2003).

Participation in organizational team sport improves open communication because sport is a language that everybody worldwide understands, and members of a sports team have to communicate. Sport brings individuals together, despite differences in their religious beliefs, culture, background or economic status. Even young people who participate in sport can learn the importance of teamwork and the principles of tolerance. It is important to break barriers down to integrate different norms and cultures (Carrigg, 2007).

Familiarity with one another

It takes a considerable amount of time to understand and accept diverse people. Not only is the contact period important, but also the kind of association with each person. For example, diverse employees can work together for several years but only have a few conversations with one another and interact on only a few occasions (Belbin, 2010; Tan, 2006). Diversity management teaches employees that difference needs to be valued, accepted and understood. Diverse team members need to remember that differences in culture are unique and will be best served when they learn from other cultures (Thiederman, 2003).

A summary of the advantages of the employees' familiarity with one another through organizational team sport interventions is given in Figure 2.

Figure 2 summarises the effect that organizational team sport has on employees. Employees who participate in organizational team sport interventions are encouraged to work together and understand one another. The employees who share space, time and knowledge with one another normally become friends. Friends, who are able to communicate well and are in harmony with one another, are able to work well together. Employees who are also friends are more productive in their work, because they are able to share common goals, are committed, have mutual trust and respect for one another and communicate openly. In summary, when organizations are prepared to encourage their employees to participate in organizational team sport interventions

and afford them time to be part of a team, the organization will also benefit because it will become more effective (Business-Building Information:n.d.). It might take up some time to participate in organizational team sport intervention, but in the long run it will enable the participants to connect with one another and to share interpersonal knowledge.

METHODS

Participants

Participants from nine financial organizations in Gauteng, South Africa, were approached to be part of the study. They were all diverse with regard to race, age, gender, language, religion, marital status and job designation. The purpose of considering a variety of diverse participants is for exploring their different views regarding organizational team sport. Sixty three participants were enrolled in the sample. Details of the biographical characteristics of the participants are shown in Table 1.

Focus group interviews were conducted in a venue that ensured the comfort and privacy of the participants. A private boardroom was used where no or limited disturbances occurred. Another ethical consideration was to ensure that the participants' written, informed consent was obtained prior to their participation in the study (Silverman, 2002). Confidentiality was maintained by ensuring that the data were available only to the researchers.

Data collection

The focus group interviews were semi-structured. Participants were encouraged to describe their experiences and views in a particular situation and the interviewer is free to explore any matter that may arise (Grbich, 1999). This balanced type of interview was used in order to allow the researcher to answer the question of whether participation in an organizational team sport is beneficial to the workplace. The use of guiding and open-ended questions simultaneously afforded the participants the opportunity to express themselves freely (Hein, 1980). The researcher used a reliable tape recorder in a quiet environment (Kvale, 1996). She also compiled field notes that contained facts about the interviews, the interview setting and her personal feelings and impressions.

Data analysis

The qualitative data (focus group interviews) were analysed by making use of Atlas.ti, which is a code-based theory-builder designed to become an extension of the researcher herself (Babbie and Mouton, 2003). The data was coded and categorised and themes were developed that featured the experiences and words of the participants to identify the indicators of an organizational team sport intervention that contributes to the effective management of a diverse workforce.

FINDINGS AND DISCUSSION

Theme 1: Benefits of participating in organizational team sport interventions with colleagues

The main question that the researcher asked with regard to the benefits of participating in organizational team

sport interventions with colleagues was 'What are your experiences when playing sport in a diverse group?' Participants 2, 5, 6, 23, 44, 45, 51 and 50 replied that the employees work together as a team and have the same goal. According to participants 1, 2 and 3 the benefits of participating in organizational team sport is that the employees are on the same level. Participant one's direct words were 'When you are on the court, whether I am playing next to the manager or the Chief executive officer (CEO) of the company, when he is there, he is on the same level than me and it makes him approachable to me and makes me approachable to him – we will have a basis point of communication the next time we see each other because he will remember me as the one that played with him on the court'. Participants 3, 24, 30, 39, 34, 45 were of the view that organizational team sport interventions contribute towards effective communication because it is easier for the participants to interact with people from the same team. Participants 1, 7, 9, 21, 30, 32, 33, 42, 47, 50, 51, 52, 54, 58, 59 and 63 felt that through organizational team sport interventions they became friends and know one another because they not only work together but they start to learn more about the other person. Some of the participants (participant 1, 4, 30, 50, 61 and 62) reported that their trust and respect among one another have improved because during a game they give their best and know that the other participants will also give their best. Participants 7, 21, 38, 50 and 54 replied that they were able to learn more about different cultures through organizational team sport because they get exposed to many different types of people and cultures when playing in a diverse team.

Theme 2: Benefits in the workplace while participating in organizational team sport interventions

The main question asked concerning the benefits in the workplace while participating in organizational team sport interventions was: 'How did the experience of being part of a diverse sports team help you to minimise the diversity constraints in your workplace?' Three of the participants (participants 1, 6 and 61) were of the view that their organization overcame diversity barriers through organizational team sport interventions because the participants learned more about one another's culture. According to participants 1, 3, 8, 9, 18, 21, 22, 29, 39, 43, 44, 45, 48 and 55 playing in a diverse team helped them to overcome the diversity barriers in their organization because they spend time together and therefore they became friends. They also overcame hierarchical barriers, according to participants 1, 24, 49 and 50, because in sport the participants are all playing in the same team, no matter whether the participant is a junior or a senior. Participants 1, 30, 39, 50, 52 and 61 were of the view that an organization can overcome their diversity barriers through organizational team sport

Table 1. Biographical characteristics of the participants.

Biographical characteristics of the participants								
Participant	Race	Age	Gender	Language	Religion	Marital status	Job designation	Number of years participating in organizational team sport
1	Black	24	Female	Ndebele	Christian	Married	Marketing assistant	3 years (netball)
2	White	24	Female	Afrikaans	Christian	Single	Client care advisor	1 years (netball)
3	Black	24	Female	Zulu	Christian	Single	Sales advisor	1 years (netball)
4	Black	21	Female	Ndebele	Christian	Single	Client care advisor	3 years (netball)
5	White	25	Female	Afrikaans	Christian	Married	Senior advisor	2 years (netball)
6	Black	31	Female	South Sotho	Christian	Single	Advisor	6 years (netball)
7	Indian	34	Male	English	Hindu	Single	Sales	5 years (cricket)
8	White	37	Female	Afrikaans	Christian	Divorced	Analyst	1 year (cricket)
9	White	37	Female	Afrikaans	Christian	Divorced	Sales	2 years (cricket)
10	White	42	Female	Afrikaans	Christian	Married	Personal assistant	8 years (cricket)
11	Indian	28	Male	English	Tamil	Single	Administrator	4 years (cricket)
12	Black	27	Male	Xhosa	Christian	Single	Administrator	3 years (cricket)
13	White	34	Male	Afrikaans	Christian	Divorced	IT developer	10 years (cricket)
14	White	40	Male	Afrikaans	Christian	Divorced	Business analyst	4 years (cricket)
15	Black	24	Male	Tswana	Christian	Single	Actuarial analyst	1 year (cricket)
16	Coloured	29	Male	English	Christian	Married	Operational manager	6 years (cricket)
17	White	25	Male	Afrikaans	Christian	Married	Actuarial analyst	2 years (cricket)
18	White	25	Male	Afrikaans	Christian	Single	Actuarial analyst	5 years (cricket)
19	White	34	Female	Afrikaans	Christian	Single	Sales	4 years (cricket)
20	Black	28	Female	Afrikaans	Christian	Single	Marketing	1 year (cricket)
21	White	24	Male	Afrikaans	Christian	Single	Marketing	5 years (soccer)
22	White	34	Female	Afrikaans	Christian	Single	Administrator	2 years (soccer)
23	Black	28	Female	Zulu	Christian	Single	Service consultant	1 year (soccer)
24	White	42	Female	Afrikaans	Christian	Single	Personal assistant	8 years (soccer)
25	Black	31	Female	Setswana	Catholic	Single	Tele-underwriter	1 year (soccer)
26	Indian	21	Male	English	Christian	Single	Service consultant	1 ½ years (soccer)
27	White	28	Female	Afrikaans	Christian	Married	Client care	1 years (soccer)
28	White	32	Male	Afrikaans	Christian	Single	Actuary	2 years (soccer)
29	Black	27	Male	Sepedi	Christian	Single	IT developer	4 years (soccer)
30	Coloured	26	Male	English	Christian	Single	Service consultant	5 years (soccer)
31	White	32	Female	Afrikaans	Christian	Single	Call centre agent	7 years (soccer)
32	Black	36	Female	Xhosa	None	Married	Head business intelligence	3 years (soccer)
33	Indian	33	Male	English	Christian	Married	Relationship manager	6 years (volleyball)
34	Indian	34	Male	English	Hindu	Married	Marketing assistant	8 years (volleyball)

35	White	28	Female	Afrikaans	Christian	Married	Service consultant	1 year (volleyball)
36	Indian	36	Male	English	Hindu	Single	Fund consultant	5 years (volleyball)
37	Indian	43	Male	English	Christian	Married	Financial controller	3 years (volleyball)
38	White	37	Female	Afrikaans	Christian	Divorced	Service consultant	1 year (volleyball)
39	Indian	28	Male	English	Tamil	Married	Database analyst	1 year (volleyball)
40	White	42	Female	Afrikaans	Christian	Married	Personal assistant	8 years (volleyball)
41	Indian	27	Male	English	Hindu	Single	Actuary	1 year (cricket)
42	White	31	Male	English	Christian	Married	Underwriting consultant	1 year (cricket)
43	Coloured	26	Male	English	Hyron	Single	IT developer	3 years (cricket)
44	White	39	Male	English	Catholic	Married	Sales	4 years (cricket)
45	Indian	28	Male	English	Tamil	Single	Finance	3 years (cricket)
46	White	31	Male	Afrikaans	Christian	Married	Claims	9 years (cricket)
47	Black	29	Male	English	Christian	Married	Claims	3 years (cricket)
48	White	27	Male	English	Catholic	Engaged	Team leader	4 years (cricket)
49	Indian	23	Male	English	Hindu	Single	Credit controller	1 year (cricket)
50	Black	20	Male	English	None	Single	Credit controller	1 year (cricket)
51	White	35	Male	English	Evolutionist	Single	Consultant	2 years (cricket)
52	White	29	Male	English	Baptist	Engaged	Service specialist	1 year (cricket)
53	White	25	Male	Afrikaans	Christian	Single	Client relationship manager	1 year (cricket)
54	Indian	29	Male	English	Hindu	Married	Team leader	6 years (cricket)
55	Indian	25	Male	English	Christian	Single	Consultant	1 year (cricket)
56	Black	37	Male	Tswana	Christian	Married	Reinsurance clerk	14 years (soccer)
57	Black	24	Male	Tswana	Christian	Single	Sales consultant	1 year (soccer)
58	Black	25	Male	Zulu	Christian	Single	Claims specialist	1 year (soccer)
59	White	31	Male	English	Catholic	Married	Assistant manager	10 years (soccer)
60	White	32	Male	English	Catholic	Married	System analyst	12 years (soccer)
61	Indian	35	Male	English	Muslim	Married	Motor liability	8 years (soccer)
62	Black	28	Male	Zulu	Christian	Single	Sales consultant	5 years (soccer)
63	Black	20	Male	Zulu	Christian	Single	Admin clerk	3 years (soccer)

interventions because there is more effective communication between the participants as they spend more time together. Participants 3, 17, 26 and 33 felt that participation in a diverse sport team can help an organization to overcome their diversity barriers because the participants all work towards the same goal and the participants are able to work in a team.

If we compare theme 1 (benefits of participating in organizational team sport interventions) with theme 2 (benefits in the workplace while participating in organizational team sport interventions) the benefits of organizational team sport interventions for the employees and for the organization are exactly the same.

A probing question was asked with regard to the

benefits in the workplace while participating in organizational team sport, namely 'In your view, do you think that, when an organization implements organizational team sport interventions it will make the organization unproductive?' The participants' view were that an organization will become more productive because the employees are healthier (participants 40, 44, 54 and 59) and

the participants have a more positive attitude towards the organization because the organization invests in its employees, according to participants 9, 35, 47, 56 and 63.

DISCUSSION

The participants' perceptions regarding their experiences when playing in a diverse team support the view that organizational team sport interventions contribute towards effective management of diversity.

The participants were also of the opinion that organizational team sport interventions minimise diversity constraints in an organization because the participants understand one another, they are friends, overcome hierarchical barriers, there is trust and respect for one another, they overcome stereotyping, there is open communication among the employees and they are able to work towards the same goal.

The objective of the study reported on in this article was to identify the indicators of an organizational team sport intervention that contributes to the effective management of a diverse workforce. The results indicated that organizational team sport can be used as a diversity management. Diversity in an organization can be managed through organizational team sport interventions (input), which will have a positive impact on the diversity constraints and benefit the employees in an organization and the organization itself (output).

The main themes that emerged from this study were benefits of participating in organizational team sport interventions with colleagues and benefits in the workplace while participating in organizational team sport. If employees from an organization can improve their cooperation by participating in organizational team sport, this should also improve the organization's competitiveness.

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