

PROCESS MODEL TO IMPLEMENT ORGANISATIONAL TEAM SPORT INTERVENTIONS IN AN ORGANISATION

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ABSTRACT

A number of studies have been conducted on the benefits that organisational team sport interventions have for the employees and the organisation, but no formal studies were conducted on the implementation of these interventions in an organisation. The purpose of this research was to compile a process model for the implementation of organisational team sport at organisations. The qualitative exploration study was conducted with 63 sports participants and nine sports coordinators from nine different financial organisations in the Gauteng region. The data were collected by means of focus groups and individual interviews. The results indicate that the implementation process starts where top management initiates sporting activities and makes the employees aware of sporting events. The employees need to be informed through induction, presentations, electronic mail, sports competitions among different departments and videos. The employees' interest in the type of sport needs to be determined. Different sport managers or sport committees appointed for the different sports will be responsible to make known the different events, coordinate training sessions and events, and draw up annual budgets. Various sports facilities need to be established. The findings should contribute valuable new knowledge on the process model to implement organisational team sport in an organisation.

Key words: Organisational team sport for employees; Implementation process model; Communication; Productivity.

INTRODUCTION

Some studies have been conducted to determine the positive effects that organisational team sports have on an organisation. The advantages are that participation in organisational team sport affords an employee the opportunity to share common visions and goals (Cashmore, 2003), creates individual commitment (Joubert & de Beer, 2011), advances cohesion in a team (Joubert & de Beer, 2011), advances mutual trust and respect among employees (Joubert & de Beer, 2011), creates open communication between employees (Chandler, 2006), advances employees' familiarity and thus relationships with other employees (Sawer, 2007), increases self-esteem (Chandler, 2006) and enhances the workplace culture, productivity and morale (Chandler, 2006). Therefore it is clear that organisational team sport interventions hold benefits for the employees in an organisation and for the organisation itself. However, no research has been done regarding the process that needs to be followed to implement organisational team sport interventions in an organisation. or the purposes of this article, organisational team sport interventions are defined as a specific encouraged activity of workers in a certain organisation, designed for them to work together to achieve various goals and participate together in organisational team sport.

LITERATURE SURVEY

Many change models and theories have been developed and acknowledged by a number of chief executive officers, training specialists, diversity consultants and academics (Ivancevich & Gilbert, 2000). The emphasis in this study is on the development of a process model to implement organisational team sport interventions in an organisation. It is therefore necessary to explain and discuss the different change models.

Input-output systems model (Ivancevich & Gilbert)

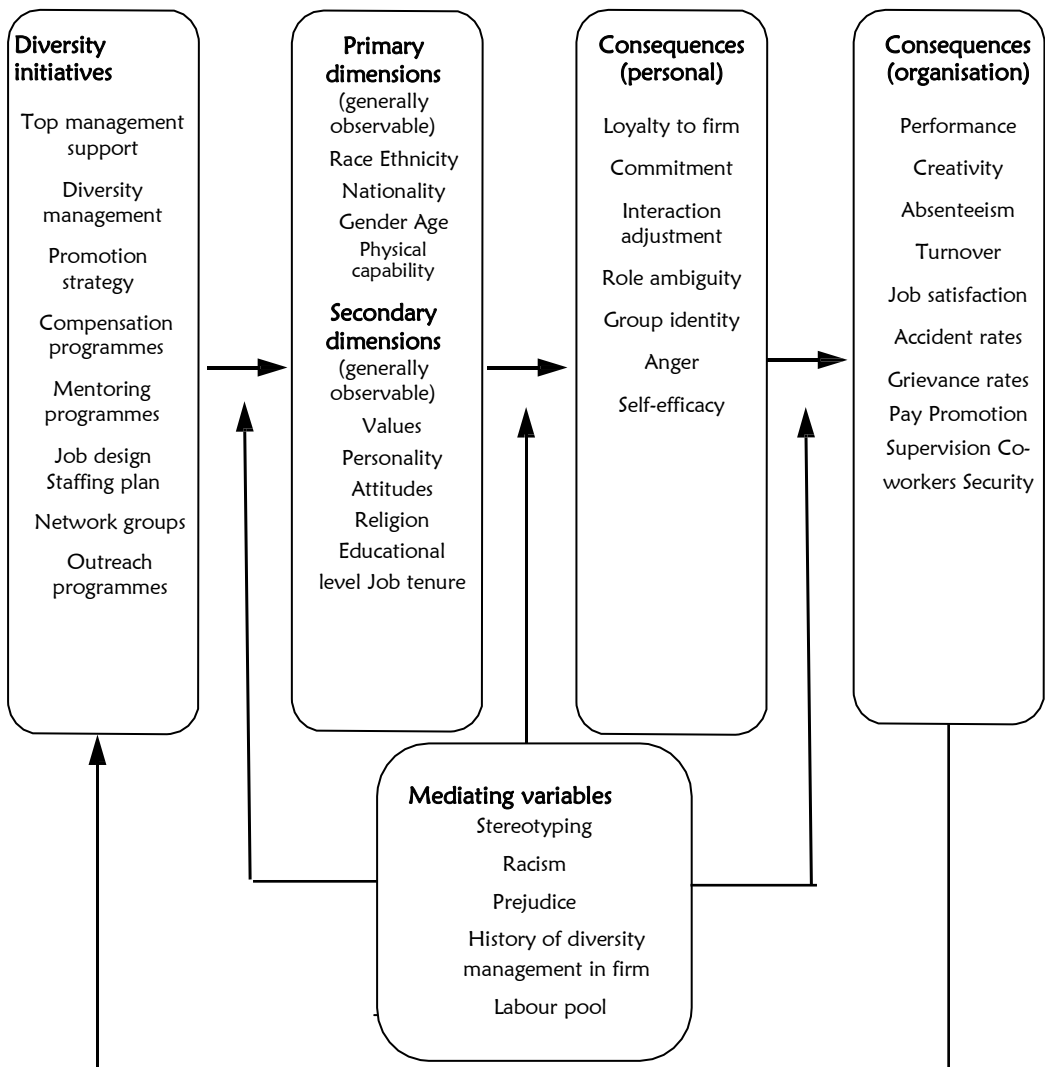


FIGURE 1: INPUT-OUTPUT SYSTEMS MODEL (Ivancevich & Gilbert, 2000:78)

According to the input-output system approach developed by Ivancevich and Gilbert (2000), an effective initiative influences the personal and organisational outcomes. Figure 1 indicates that management initiatives (inputs) such as top management support, diversity management training, implementation of promotion strategies, compensation, mentoring and outreach programmes influence personal consequences (outcomes), which include the employees' loyalty towards the organisation, an increase in commitment, less anger and group identity.

The inputs will also lead to organisational consequences, such as higher creativity, lower absenteeism and turnover, increased levels of job satisfaction and better performance (Ivancevich & Gilbert, 2000; Stockdale & Crosby, 2004). 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) contribute as inputs to the systems model. The mediating input variables may include the organisation's history, stereotyping, prejudices, diversity management and racism (Ivancevich & Gilbert, 2000; Stockdale & Crosby, 2004).

The main contributions of the input-output systems model are as follows (Ivancevich & Gilbert, 2000):

- It identifies and simplifies the actions (input) required to effect change.
- It postulates that what the organisation puts into interventions will be visible as results or outcomes. What does not go in cannot effect change and provide results.

The relevance of the model for this research is that a team sport intervention is regarded as an input into the organisation. If correctly applied, it should have consequences at a personal and an organisational level.

Three-Spaces Model

The *Three-Space Model* (De Beer *et al.*, 2008) differentiates between three physical and psychological areas in which change and learning takes place. It facilitates a process where mutual trust, respect and tolerance can develop in the workplace (De Beer *et al.*, 2008). The model has been developed on the following premises:

- Positive attitudes towards change can be developed through the progression of a positive personal influence in the first space, through the second space and lastly the third space.
- The three spaces in this model can be distinguished but not completely separated.
- My space is continuously developed by development in the second and third space.

Interventions and development need to take place in all three spaces for an individual or group to reach an advanced stage of acceptance and comfort with change. Development of these three spaces will also result in a high level of mutual tolerance, respect and trust between individuals and groups. This model (Figure 2) is based on the system approach.

First-space (intrapersonal space)

The first space refers to a person's intrapersonal or mental model of beliefs, attitudes, prejudices, stereotypes and views about every aspect of oneself, others, the organisation and how the world works. In order to unify a workforce, the individual's orientation and commitment to working in mixed groups should be addressed. If an employee is highly committed and is tolerant, cooperative, respectful and trusts his/her fellow employees from the onset, he/she are more likely to overcome change barriers. Commitment towards change is usually low at the onset of an intervention due to negative mental models, such as prejudices, stereotypes and ethnocentrism.

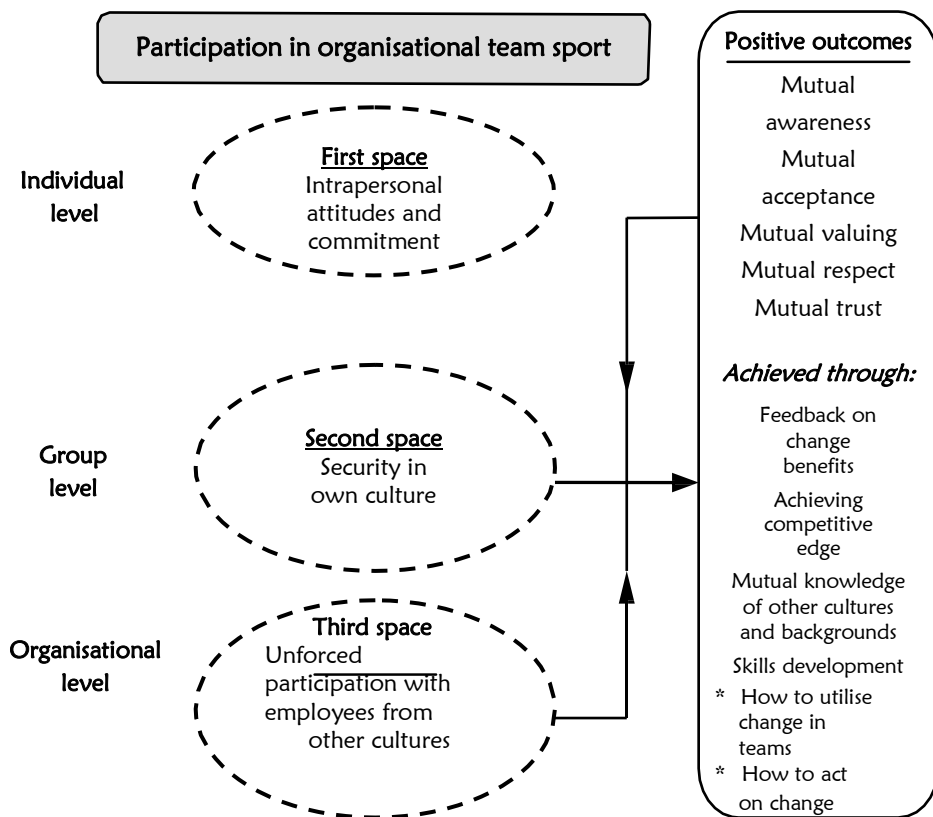


FIGURE 2: THREE-SPACES MODEL (Adapted from De Beer *et al.*, 2008:1-4)

Second space (own space)

The second space is the unique space or personal identity of an individual or own group, such as own national culture that includes language, religion, customs, food preferences, etc. De Beer *et al.* (2008) argues that if a person knows who he/she is, is familiar with his/her own culture, knows where he/she comes from, then only will sufficient security towards change develop. People who have developed a distinct own cultural identity of which they are proud, are, according to De Beer *et al.* (2008:3), not afraid to explore change due to the fact that they “lose their fear of losing their identity”.

Third space (other space)

The third space states that contact with employees from different cultural backgrounds diminishes prejudice towards people from different cultural backgrounds. The third space should be utilised in such a way that every employee should make contact with employees from other cultures in the latter's second space. Sport interventions create optimal contact in a neutral environment or third space where prejudice can be reduced.

Connecting organisational team sport interventions with the Three-Spaces Model

The main reason why different ethnic groups do not mix is not because they do not want to, but because they have no reason to (Volet & Ang, 1998). Organisational team sport presents employees this unique opportunity to develop relationships across different cultures in a relaxed climate (space) of mutual trust and commitment. Organisational team sport is therefore a unique vehicle for effective change in an organisation. It is a relatively low-cost means of bringing together disparate socio-economic, gender, ethnic, language, hierarchical and religious groups, on a basis of shared rules and mutual respect (Prescott & Phelan; 2008). According to the findings of previous research done by Chandler (2006), Sawyer (2007) and Joubert and De Beer (2011), organisational team sport is an effective method to redesign employees' negative mental models and to successfully change it to a model where effective cooperation among employees from different backgrounds is supported within the organisation.

Organisational team sport can provide structure in a process where mutual respect, trust and tolerance can be developed. Sport interventions, in the light of the Three-Spaces Model, can provide this inimitable space of three practical learning areas in which learning and change can and must take place for effective diversity, education and unity in organisations (Joubert & De Beer, 2011).

Change Dynamics Model

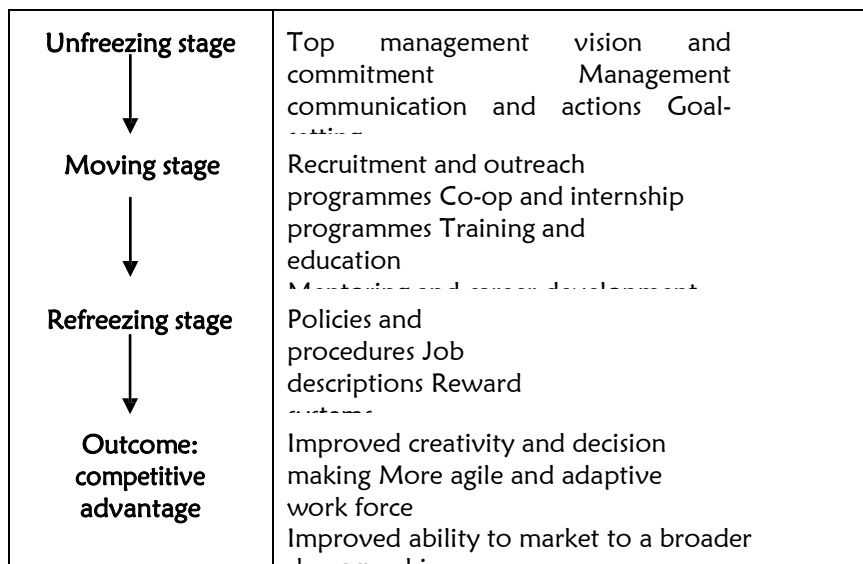


FIGURE 3: CHANGE DYNAMICS MODEL (Allen & Montgomery, 2001:155)

Allen and Montgomery's (2001) *Change Dynamics Model* is relevant to this study because it emphasises the dimensions of the change during the implementation of organisational team sport interventions in an organisation. The *Change Dynamics Model* explains the implementation of a behavioural change in an organisation so that the implementation of organisational team sport intervention can be successful.

This model, as shown in Figure 3, indicates that during the „unfreezing phase“ the organisational environment changes and forces an organisation to change. There might be forces to resist change that the organisation needs to overcome. Management intervention becomes important during the unfreezing phase and managers start with the process by unfreezing the current culture in the organisation. This could be achieved by contributing to changing the systems and sufficient resources in which the organisational culture operates.

During the „moving phase“, programmes, training and education, mentoring, recruitment, career development and outreach are implemented. During the „refreezing phase“, which is the crucial final phase, the organisation aims to gain the most benefits from the new intervention. It is important that management of the organisation ensures that the changes are institutionalised during the last phase. The organisation's procedures, policies, strategies and rewards system must be linear with the new culture in the organisation. If this final phase is not in place, the organisation will run the risk of falling back to its previous culture. This stage begins by reviewing existing strategies, policies and procedures and to make sure that it supports the new culture in the organisation.

PURPOSE OF THIS STUDY

This study follows on the studies of Chandler (2006), Joubert and De Beer (2011) and Sawyer (2007) by also exploring the benefits of organisational team sport in organisations. The purpose of the study reported in this article was to compile a process model for implementing organisational team sport at an organisation. The experiences that the sport coordinators and employees have with regard to the implementation process of organisational sport activities were determined to enable developing a process model to implement organisational team sport interventions at an organisation.

RESEARCH DESIGN

Research approach

A qualitative approach to research was used in this study, to explore major themes by listening and understanding the participants' and sport coordinators' views and perceptions. The participants can provide a rich and descriptive account of their understanding of the aim of this study because they participate in organisational team sport. Guiding and probing questions were asked to gain insight into the participants' and sport coordinators' perceptions. The methods in this type of research focus on interpretations and meanings. The research method is very complex because how people act in certain situations must be understood (Rice & Ezzy, 2002).

Two theories were used to clarify and formulate the aim of this study. Firstly, a grounded theory approach was used in this study because of its organised approach towards listening and in order to gain an understanding of the participants' and sport coordinators' views and perceptions of their own beliefs, context and history. The goal of this theory is to collect and to analyse the data, after which assumptions can be made which is „grounded“ in the data (Brink *et al.*, 2006). Data was collected from the participants and sport coordinators who were working at different financial institutions and who participate in organisational team sport interventions. Secondly, a phenomenological approach was used because interviews were used to gain in-depth information based on the experience of sport participants' and sport coordinators' about the implementation process of organisational team sport interventions at their organisations.

Population

Participants from 9 financial organisations in the Gauteng region of South Africa were approached to be part of the study. The research population for this study comprised players participating in team sport, as well as sport coordinators working at financial institutions in the Gauteng region of South Africa. Nine different financial institutions were selected for this research. A sample of convenience was used because the participants were readily available.

Sample

A purposive participant technique was used to identify 63 sport participants for the focus group interviews and 9 sport coordinators for the individual interviews. The participants had to work for the financial organisations in the Gauteng region and participate in organisational team sport. The focus group interviews with the sport participants and the individual interviews with the sport coordinators were conducted to gather the required information to enable the researcher to achieve the research objectives. The information of the composition of the focus group with the sport participants and the individual sport coordinators are presented in Table 1.

TABLE 1: PARTICIPANTS

Organi-sation	Sport code	Male sport participants	Female sport participants	Sport coordinator	Total participants
1	Netball	-	6	1 (male)	7
2	Cricket	4	3	1 (male)	8
3	Cricket	5	2	1 (female)	8
4	Soccer	2	4	1 (male)	7
5	Soccer	3	3	1 (male)	7
6	Volleyball	5	3	1 (female)	9
7	Cricket	7	-	1 (male)	8
8	Cricket	8	-	1 (male)	9
9	Soccer	8	-	1 (male)	9
Total		42	21	9	72

Data collection

Because of the large quantity of data collected in this study, the qualitative data analysis software, Atlas.ti, was used to manage the data (Maclaran & Catterall, 2002). Atlas.ti is a code-based theory-builder designed to become an extension of the researcher (Babbie & Mouton, 2003). When there is a vast amount of qualitative data, the body of the data necessitates the use of a computer software program to analyse the data by means of coding and to present a visual model of the data based on emerging categories (Brown *et al.*, 2002). In this study, the data of the focus group interviews were collected through tape recordings that were transcribed verbatim. The focus group interviews were transcribed in one-and-a-half spacing with wide margins to enable the researchers to make written comments and notes.

The focus group interviews with sport participants and individual interviews with sport coordinators were used to obtain a richer response. Focus group the participants knew one another and they were free to differ from the other participants and to give their own views and ideas during the interviews. The individual interviews were conducted with sport coordinators who made up a small sample of participants where each represented a single financial organisation. There were not enough sport coordinators from the same financial organisation to

conduct focus group interviews. The individual interviews were conducted on the same basis and principles of the focus group interviews. A time was set for the focus group interviews and the individual interviews, which were conducted in a boardroom which was an undisturbed area at the participants' workplace. Each focus group interview took approximately an hour and the individual interviews took approximately 45 minutes to complete.

TABLE 2: FOCUS GROUP AND INDIVIDUAL INTERVIEW QUESTIONS

Interview questions	
1	In your experience, what benefits do organisational team sport interventions have for the organisation and the employees in the organisation?
2	In your view, what is the process that an organisation can follow to implement organisational team sport?
3	What are the functions of top management during the implementation of sport activities?
4	What can management do to make the employees more aware of the new sport interventions?
5	What can management do to determine the employees' interest in certain sport activities?
6	What are the responsibilities of a sport coordinator?
7	If a company is not aware of any facilities where they can play their sport activities, what action can they take?

The focus group and individual interviews were semi-structured, because guided interviews consist of broad objectives that are reflected in guiding questions (Table 2), where participants are encouraged to describe their experiences and views in a particular situation and the interviewer is free to explore any matter that may arise (Grbich, 1999:93). A reliable tape recorder in a quiet environment was used during the interviews (Kvale, 1996). The researcher also compiled field notes that contained facts about the interviews, the interview setting and personal feelings and impressions. The questions put during the focus group and individual interviews to enable the researchers to collect the data for the study are presented in Table 2.

To develop a process model to implement organisational team sport interventions in an organisation, it was necessary to determine the need for organisational team sport interventions in an organisation and whether team sport does hold any benefits for the organisation and the employees in the organisation.

Analysis of data

The qualitative data (interviews) were analysed by making use of Tesch's content analysis method and Atlas.ti. The following steps (Tesch, 1990) were applied to identify the main code names: (1) the tape-recorded focus group interviews with the sport participants and individual interviews with the sport coordinators were transcribed. Notes were made as they came to mind; (2) the interview that was most

interesting (in this research the researcher used the longest interview) was selected and the researcher wrote the ideas in the margin that serve as a starting point to identify the main codes; (3) the descriptive wording that occurred the most for the different topics was analysed and themes were created; (4) a list of all the different main topics was made and written on a separate piece of paper and similar ones were grouped together; (5) the different main topics were abbreviated and codes were allocated; (6) a final decision was made on the abbreviation for each main theme and the codes were alphabetised; (7) each main theme's data material was assembled and a preliminary analysis was done; and (8) the findings were then reported.

Atlas.ti is a code-based theory-builder designed to become an extension of the researcher (Babbie & Mouton, 2003). Atlas.ti was chosen because it allows for the analysis of textual, graphical and audio data (Muhr, 1994). A combination of Atlas.ti and Tesch's (1990) method were used. Because of the large quantity of the data collected in this study, Tesch's (1990) method was applied initially to identify the code names (findings) for the study. The data was analysed using Tesch's method before any computer software programs (in this case Atlas.ti) could be used because these programmes do not analyse the data itself. The code names identified by applying Tesch's steps of analysis were inserted.

Ethical consideration

Focus group and individual interviews were conducted in a venue that ensured the comfort and privacy of the participants. For this a private boardroom was used where no, or limited, disturbances occurred. Another ethical consideration was to ensure that a written and informed consent of the participants and sport coordinators was obtained prior to their participation in the study (Silverman, 2002). Focus group and individual interviews were conducted in privacy, and confidentiality was maintained by ensuring that the data were available only to the researchers. None of the employees at the financial organisations had access to the data. The data were stored at the researcher's office. The participants remained anonymous.

A qualitative study can be considered trustworthy when the research can be accepted as true (McNeill, 1990). To enable the readers of this article to determine whether the findings of the study are relevant to their personal circumstances, the information of the population is presented and the personal information of the participants and sport coordinators are provided. The trustworthiness was also enhanced because the researcher played a team sport for more than nine years and has personal experience of the benefits of organisational team sport interventions. It is acknowledged that these roles may have influenced the researchers' interactions with the participants (Finch & Lewis, 2005) and may ultimately have had some effect on the research findings. The ethical measures of self-disclosure were therefore used to address this potential bias. In this study, data saturation was experienced after participants of nine different financial organisations were interviewed.

RESULTS

The data analysis revealed two main themes that relate to the implementation of organisational team sport interventions in organisations, namely: 1) the benefits of organisational team sport interventions for the organisation and its employees; and 2) the process that an organisation can follow to implement organisational team sport.

Benefits of organisational team sport interventions for the organisation and its employees

To compile a process model to implement organisational team sport in an organisation, the experiences that the sport coordinators and employees had regarding the implementation process of organisational sport activities were explored. The participants reported that the benefits of organisational team sport interventions for the organisations and their employees are: that they have learnt about one another; interpersonal communication has improved; they now know more about one another; they have become friends; there is more trust among the participants; there is more respect among the participants; organisational team sport interventions help them to work together as a team and towards the same goal; organisational team sport interventions improve client service in the organisation; they have overcome hierarchical barriers and the participants were of the view that there is stronger commitment among the participants. Representative responses were as follows:

It basically helps people to understand each other and to be more tolerant. In our company we have currently action cricket, action netball, action soccer, action rugby, touch rugby and volleyball and in that we realise that if there is a manager who does not necessarily work with you every day and who doesn't make the effort to get to know you because you are from a different race and you are different from him obviously; but because you see him on the sport ground and you see him somewhere else in the workplace, the guys do get together because there is something we have in common and something we both enjoy and we make the effort to say "hey, how do you do".

Although we are the same, you pick up different words and slang that you don't know in your own culture. Like we picked up "gees" and I didn't know what they were talking about. I learned different words in a different language and you are able to use it in a conversation and you are able to understand it. You feel comfortable within the environment. In every language we all have our own language and slang and now integrated in a team we all pick up on different things. Like when I play with white people I would say we "pick up gees", but if I play with black people I would say "Heita my friend". You learn about each other's culture and how they speak.

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

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

Well, it is basically bridging the gap, because if you are not certain about a certain type of person you would not know how to approach that type of person but by doing sports and actually having been with them on a different level, it help you to know that person socially or even on a business level.

You have fun and you start to know the people around you. You are not just working in your own department. You also learn the other people from the other departments.

... And it was through the interdepartmental challenge that I got to know my colleagues better.

We also became friends. We socialise before and after the game with the team players, so it is not just the game and go home, we spend time together.

We receive more funny e-mails from our team members because we are now friends. Trust and respect are part of our values in the company. And a sports team will improve the trust and

respect between people in our company because I know that if one of the girls tell me that they can't make it tonight, I trust them that something has happened and they don't just make excuses. I also send an e-mail out once and I trust that the players will all be here on time for the game. You also trust your team players that they will catch the ball if you throw it to them.

The fact that we are all equal in the sports team, we bring it back to the workplace. We are all here for the same goal which is to win. We work together towards the same goal. We are all the same if we are on the court.

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

And when people are committed in their work and they learned to work towards a goal, they will also be able to work in a group at the organisation and reach the organisational goals. Everybody can bring individual input to the team which can help make the team better and achieve its goals.

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

It also helps us to have a relationship with different levels for instance management because in sport we all play in the same team. It doesn't matter if you are a junior or a senior.

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

After the information regarding the benefits of organisational team sport interventions for the organisation and their employees was collected, questions could then be asked that would contribute to developing a process model to implement organisational team sport interventions at an organisation.

Process for an organisation to follow when implementing organisational team sport

Participants in this study reported that the implementation steps for organisational team sport interventions in the organisation are as follows: get commitment from top management, advertise/make employees aware, determine employees' interest, appoint a sport manager/sport coordinator and provide facilities. The respondents mentioned the following:

Ensure management is involved and adequate marketing is done to promote this. Top management must be involved and aware that there is a need for sport in the organisation and you need to get approval from top management.

They can advertise it on their intercom, or even advertise it in the company's magazine, if they have something like that.

The senior manager is part of marketing and he has been given a mandate to communicate to everybody in the company to market the games. He sends out the e-mails to all the employees.

They can send out a questionnaire where the employees must tick whether they are interested in sport and what sport they want to participate in. They can send that questionnaire through e-mail.

After that they can send out questionnaires to all the employees or send e-mails and the employees must respond to the e-mail stating their interest in which sport activity.

Then a person needs to be appointed that is the head of a certain sport activity, for instance, cricket or netball ...

*A sport committee must be formed to drive participation.
Then they can contact sport clubs and ask them whether they can start playing there.*

If you start, for instance, hockey, you need facilities – hockey facilities are needed to host these games. Then you just start from there, you enter your league and you go.

The following sub-themes derived from the process that an organisation can follow to implement organisational team sport: (1) functions of top management; (2) management's actions to make employees aware of the new sporting activities in the organisation; (3) actions that management can take to determine the employees' interest in the new sporting events; (4) responsibilities of a sport coordinator; (5) actions that a company can take to find possible sport facilities.

Functions of top management

Participants indicated that the functions of top management during the implementation of sport interventions are to act as an initiator and to make employees aware of the new sporting activities, for example:

I think that the management must initiate it.

The managers must start and drive the sport activities.

... when the management is involved, they can start making the employees aware.

They must make each and every department aware of the sports.

Actions from management to inform employees about new sporting activities in the organisation

Participants generally agreed that the management's actions to make employees aware of the new sporting activities at the organisation are through induction/orientation, presentations, e-mails, departmental competition and videos. They reported that:

I think it has to start from top management and they must make the people aware of the sport through induction ...

During orientation the company can make the employees aware of the sport.

I remember, before I started participating in the sport event, our company had a presentation about the sport club.

They must make each and every department aware of the sports by sending the manager of every department an e-mail and they must distribute it to their subordinates.

Then the sport managers must make the employees aware that the organisation is going to start a sport club – they can advertise it through billboards and e-mails.

Competing between the different departments as a team-building thing to get everyone else involved.

To make the employees more aware of the sport activities they can show a video.

Actions by management to determine the employees' interest in new sporting events

The participants agreed that the actions that management can take to determine the employees' interest in the new sporting events are to send out surveys or questionnaires. Below are some excerpt responses in this regard:

Before the sport managers are appointed, top management must first send out the surveys to determine who wants to participate in what type of sport.

Maybe top manager or sport managers can send out surveys to determine whether there is a need for a certain type of sport.

Responsibilities of a sport coordinator

The participants were of the view that the responsibilities of a sport coordinator are to act as the head of the sport activities, coordinate the sporting events, draw up an annual budget and communicate the sporting events to employees/teams. The participants mentioned the following:

Or they can appoint a sport manager who handles these administrative tasks. They can appoint a sport manager for each type of sport, that is, cricket, soccer, netball.

... that is the head of a certain sport activity – for instance, cricket or netball.

They must organise sport events, see to it that the employees know what time their games start, make sure that the games are paid for.

They also need to draw up a budget every year of how much money is needed to do the sport.

... he is responsible for the communication between the employees. That person needs to have the passion.

... and they must communicate all the events with the teams.

Actions by a company to find sport facilities

The participants reported that the actions that a company can take to find possible sport facilities are through research on the internet and word of mouth, for example:

Maybe on the internet. I'm sure the different sport clubs advertise themselves on the internet. Or maybe in magazines, although I have never seen an advert of a sport club advertising itself in a magazine.

I'm sure they can search on the internet...

Or they can speak to other organisations that are already participating in sport events and find out where they can find such a sport facility.

We got this facility through word-of-mouth.

DISCUSSION

The results suggest that the participants have specific views regarding the implementation process of organisational team sport interventions. The steps identified from the research results include: (1) top management needs to initiate the sporting activities in the organisation. The functions of top management (question 3) are to act as an initiator of the new sporting events; (2) the employees need to be made aware of the new sporting activities in the organisation. Methods (question 4) such as induction/orientation, presentations, E- mails, departmental competitions or videos can be used to make employees aware of the new sporting activities; (3) top management needs to determine the employees' interest in the different sporting events.

A survey or questionnaire could be sent to the employees to determine their interest in the different sporting activities (question 5). The employees need to respond to it and return it to top management to enable them to ascertain what sporting activities the employees are interested in; (4) different sports managers/sports coordinators need to be appointed for the various team sport activities.

The sports coordinator will act as the head of sports activities. This person needs to communicate all the events with the participants and to coordinate the sporting events, and to also be responsible for drawing up a annual budget showing how much money is needed for the sports events (question 6); and (5) it is also the sports manager's responsibility to find appropriate sporting facilities where the sports events could take place. The sporting facilities could be found through research on the internet or by word of mouth (question 7).

The participants' perceptions support the views of Allen and Montgomery's (2001) change dynamics model (Figure 3). They are of the view that during the unfreezing stage top management initiates an action to the employees (Step 1 of the implementation process). During the moving stage, the company must start with their recruitment and outreach programmes (Step 2 of the implementation process). The refreezing stage procedures must be implemented (Step 3 of the implementation process).

The experiences that the sport coordinators and employees had with regard to the implementation process of organisational sport activities were also explored by implementing the Atlas.ti method of analysis. From the participants' experiences, the process model identified using Tesch's model was extended. Using the Atlas.ti, an extended process model emerged on how to implement an organisational team sport project in organisations for maximum effectiveness. The extended implementation process model for organisational team sport interventions was identified by using the Atlas.ti method (Figure 4).

The participants' views regarding the implementation process (questions 2, 3, 4, 5, 6 and 7) were used to create this model. It was concluded that when an organisation wants to benefit from organisational team sport interventions it has to implement these initiatives successfully. The final process model to implement organisational team sport in an organisation developed is presented in Figure 5.

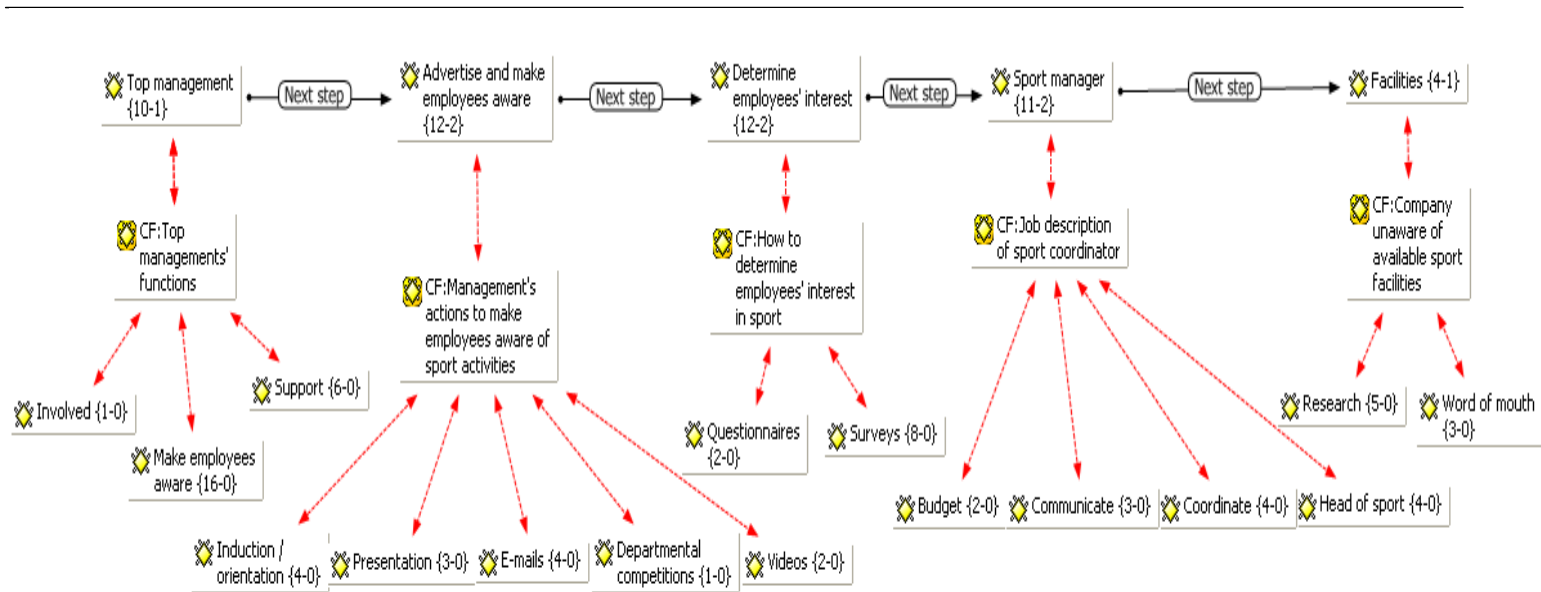


FIGURE 4: IMPLEMENTATION PROCESS MODEL FOR ORGANISATIONAL TEAM SPORT INTERVENTIONS AFTER APPLYING ATLAS.TI

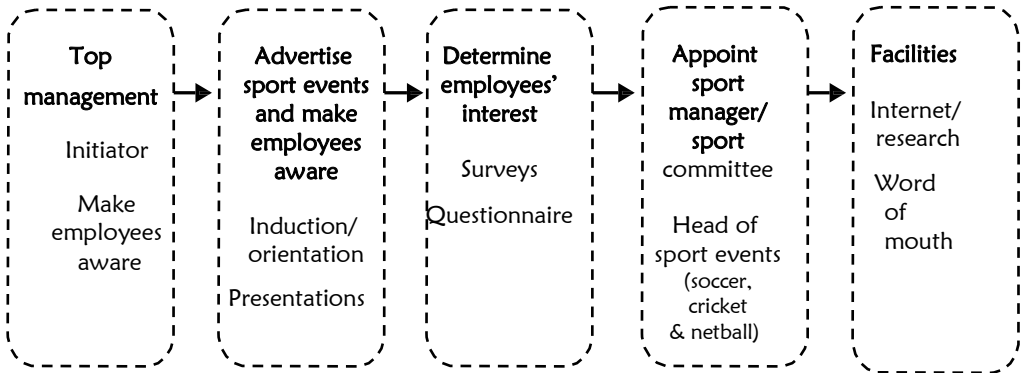


FIGURE 5: SUMMARISED PROCESS MODEL TO IMPLEMENT TEAM SPORT IN AN ORGANISATION

CONCLUSION

The objective of the reported study was to compile a process model to implement organisational team sport in an organisation. The experiences that the participants had with regard to the implementation process of organisational sporting activities were explored. When an organisation desires to benefit from organisational team sport interventions, it has to implement these initiatives successfully. The focus of this study was on the employees who participate in organisational team sport interventions and the sport coordinators in nine financial organisations. Only personnel of financial organisations in the Gauteng region, South Africa were interviewed. Other organisations in other regions should also be considered in further studies.

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