

# Supporting the global football coach through cross-cultural training

A project supported by the Portuguese Football Federation

## Final Report

**Mário Borges**, Senior Lecturer in Sports Coaching at London South Bank University

Research collaborations:

**António Rosado**, Professor of Sport Pedagogics at the University of Lisbon

**Rita de Oliveira**, Senior Lecturer in Sport Science at London South Bank University

**Babett Lobinger**, Senior Researcher at the German Sport University

**Francisco Freitas**, Researcher at the University of Coimbra

## Table of contents

1. Executive summary	3
2. Introduction	4
3. Research question, aims and objectives of the research	5
4. Literature review	6
5. Research design and strategy	16
a. Justification of the design	16
b. Justification of the measurement approach	16
c. An outline of the key variables and dimensions examined	17
d. The sample frame and size	18
e. The hypotheses addressed, the analysis strategy and techniques	19
f. The validity and reliability of the instruments and variables applied	20
g. An overview of ethical issues and how they are addressed	22
6. Main research findings	23
7. Limitations of the current study	50
8. Impact of the research	51
References	52
Attachment A	56

## **1. Executive summary**

The rise of globalisation over the past decades has impacted nearly every aspect of modern sport across the world. In European football, for example, this phenomenon has changed the dynamics in the way coaches move between countries and has also increased their need to rapidly adapt to new realities. Coaches and players are interacting with people from different cultures and backgrounds more than ever before, and whilst this cultural diversity can inspire creativity and drive innovation, it also poses some additional challenges. The ability to function effectively in different cultural contexts, called Cultural Intelligence, has never been more relevant for coaches. In this space UEFA has been playing an increasingly important role in promoting diversity and awareness. In this research, we found that there is a general need to further enhance the cross-cultural education of coaches to better prepare them for the cultural nuances of the modern world. We assessed the gap in cultural training involving migrant and non-migrant coaches across Europe, using a survey questionnaire to collect data which was then analysed using quantitative and qualitative methods. Further to our analysis, and in light of our findings, we have developed a cross-cultural training programme specifically tailored to the reality and needs of football coaches, which also aims to address the challenges they face in their interactions. The inclusion of the Cultural Intelligence element in coach education courses would be an important addition as it would provide coaches with important tools to better communicate with stakeholder from diverse backgrounds and cultures, and the right support in their individual migration process, improving their overall Cultural Intelligence.

## 2. Introduction

Cultural diversity in European football has increased as a trend over the past few decades as a consequence of the growth of globalisation in the world of sports. Whilst this global phenomenon brings a positive dynamic into this field, it also creates additional challenges for coaches working in a foreign country and for those working in their country of origin with multicultural teams. The UEFA remains aware of these challenges and several actions have been taken over the past few years. One of the main initiatives in this area is the UEFA Coaching Convention, 2015. The overall aim of this Convention is not only the promotion of European integration and free movement of qualified coaches within Europe, but also the improvement of coaching standards in general. In this area, considerable importance has also been placed on the quality and development of coach education and learning by ensuring mutual recognition of professional qualifications across 55 different European countries. Another importance initiative that is worth mentioning in this context is the recent launch of the “UEFA Respect Campaign”: *#EqualGame* which aims to promote unity, inclusion and diversity in European football.

As globalisation rapidly increases, coaches will need to adjust to new cultural contexts faster than ever before, which requires new skills and further learning. In fact, coaches’ mobility across countries and clubs has never been larger, due a variety of macro and micro factors. For example, we could argue that the European crisis in some countries has forced people (coaches included) to move overseas more often for new careers opportunities. As a result, it is quite common nowadays to see coaches managing multi-international teams and working with athletes and technical staff from various nationalities and different cultural backgrounds.

In light of these changes, we believe the UEFA plays a pivotal role in helping coaches increase their chances of success in these situations and provide them with the skills they need for a better integration. Coaches are commonly trained in psychological and technical aspects of the game but overall, there is a lack of cross-cultural training available. It is perceived that even top-level football coaches have difficulties interacting in different cultural contexts (Griggs & Gibbons, 2014) suggesting that everyone, regardless of their level, would greatly benefit from cultural training support.

We consider that there are two ways to support football coaches who work in different cultural contexts: one way is by increasing their international mobility exposure through migration and effective learning and the other way is by developing their cultural intelligence

skills. In the past few years, migration has been shown to have a positive impact on coaches' ability to cope and adjust to different cultural settings (Borges, Rosado, de Oliveira & Freitas, 2015) so the increase of this level of exposure could be one of the methods used. The same applies to learning which is also perceived as a crucial tool to help coaches in the process of adjustment to a foreign culture. The second way to support football coaches to gain the required skills to work in different cultural contexts is to develop their cultural intelligence through training. Cultural intelligence is the capability of a person to effectively adapt to different cultures (Early & Ang, 2003) and consists of four dimensions: metacognition, cognition, motivation, and behaviour (Ang et al., 2007). Cultural intelligence training in specific, has been used among highly skilled professionals such as bankers or lawyers and was shown to be related to a successful adjustment and faster adaptation. However, to date, and as far as we are aware, this type of training has not been applied to football coaches.

Despite the positive impact of these migration flows in sport, lately there has been some negative reactions coming from some sections of society who view the phenomenon of migration and cultural diversity unfavourably. For example, the football press is often quite cynical in relation to both foreign players and coaches, relating migration to poor sport development in the host countries (e.g. Borges et al., 2016; Vincent et al., 2010). Also, in several cases, foreign coaches and players have been introduced by their foreign identity rather than their sport achievements. In addition, there has been some expressed concerns that such movements may affect the performance and development of national players and coaches. Therefore, given the importance of football in the modern world, and its global impact in peoples' lives, we believe it can stand as an example to promote diversity and respect and also praise cultural differences. The inclusion of cultural training in coach education courses would be an important addition to the UEFA programmes. This would give coaches important tools to better communicate with players from diverse backgrounds and cultures, and would also provide the right support in their individual migration process.

### **3. Research question, aims and objectives of the research**

The main research questions included in this study are: (1) How coaches rate their cultural intelligence? (2) What are the cultural training needs of football coaches? (3) Why coaches need cultural training to interact with foreign sports stakeholders?

We conducted our study in two stages. In the first stage of the project, we reviewed the existing literature on cross-cultural training and cultural intelligence and analysed the

impact of international experience and training on peoples' cultural competence. Following this work, we created an online survey. The survey was developed and adapted from the cultural intelligence model created by Earley and Ang (2003), which is based on the intelligence theory of Sternberg and Detterman (1986).

In the second stage of the project we developed a training programme based on the literature review conducted and the coaches' needs identified in stage one. The literature review allowed us to identify some strategies, used in sports context, to support cross-cultural interactions (Battocchio et al., 2013; Schinke et al., 2011; Schinke & McGannon, 2014); and the main training approaches available in other areas, to develop individual's cultural competences (see Black & Mendenhall, 1990; Ott & Michailova, 2016; Raver & Van Dyne, 2017; Reiche, Lee & Quintanilla, 2014). The survey was a helpful tool to identify coaches' intercultural skills in relation to each dimension of cultural intelligence (cognitive, metacognitive, motivation and behavioural) and their specific training needs when interacting with foreign stakeholders. The survey also served as our starting point to develop the programme, as we were able to crosscheck the data from the quantitative/qualitative analyses and the literature review in order to tailor the contents accordingly.

Further, we have liaised with training providers and facilitators to get their views and feedback on the proposed structure and content of the programme. Following the submission of the final report, we will continue to work closely with football associations and members of the UEFA Jira panel, to continue to monitor the effectiveness and impact of the training programme and its adequacy to ensure it is fit for purpose. It is our belief that this training programme will improve the standards of coach education in terms of cultural, sociological and psychological dimensions, which are nowadays important for the profile of the European football coach.

#### **4. Literature review**

The literature review conducted aimed to explore and analyse key aspects associated with coaches' international mobility and understand how the cross-cultural training would fit into these movements. This review also served as a practical introduction to inform the structure of our proposed cross-cultural training programme specifically designed for football coaches. We have conducted a comprehensive analysis of the main factors influencing the migration of coaches and the support they receive in the foreign country. We also looked at the cross-

cultural training available and tried to define how the cultural intelligence concept could be incorporated into this offer and indeed further developed.

### *Coaches' international mobility*

Coaches' international mobility is associated to an overlap of cultural and socio-economic factors, which have shaped the mobility patterns across time. Taylor (2010) studied the patterns of British football coaches' migration during the 1910s and 1950s, by using a qualitative analysis of historical documents and concluded that English coaches used their international networks to move abroad and tend to settle in countries where cultures were similar. In a more contemporary study, Smith (2016) demonstrated that there was a correlation between the contract length and the mobility of elite football coaches across countries. For example, while in 1994 contracts lasted 2.5 years, they had shortened to 1.6 years by 2012.

Contemporary coaches are greatly motivated to achieve professional success and they use international mobility as an opportunity to further develop their competence, explore new opportunities and advance their careers. In a study conducted by Borges and colleagues (2015) in which the recruitment, motivations and experiences of coaches (in football and handball) were examined, the authors found that coaches' international mobility relied mostly on informal recruitment, and was primarily motivated by their own personal ambitions to have a successful professional career. Similarly, Orłowski, Wicker and Breuer (2016a) found that job-related factors, social factors, competitive factors, seeking new experiences, and networks, were the five key reasons for the migration of German coaches. However, it is worth pointing out that this study conducted by Wicker and Breuer did not include football coaches. The same authors, using a regression analysis approach, found that higher income, fixed contracts and speaking the respective language, significantly increased the probability of migration (Orłowski et al., 2016a).

Maderer and colleagues (2014) examined multicultural teams in professional football and, surprisingly, found that football coaches working in foreign countries with multicultural teams, may not be capable of transferring football-specific knowledge and skills acquired in their countries to the new reality, or adjust to different cultural contexts. Therefore, coaches' cross-cultural training should be specific to the context of football in order to improve the efficiency of coaches working abroad.

### *Challenges of working with different cultures/countries*

In two recent studies, coaches have reported various personal and professional challenges when working with people from a different culture or country (Borges et al., 2015; Kerr & Moore, 2015). At a personal level, they mentioned the lack of support from their family as one of the main challenges they face when moving abroad. Overall, coaches who have migrated without their families have reported these experiences as stressful (Borges et al., 2015) and causing a negative impact on their personal life, which led them to lose focus on their profession. The authors also found that one of the most difficult adaptations that a coach may encounter when moving abroad has to do with unfamiliar foods or extreme circumstances faced in deprived countries, where in general people struggle to feed themselves and their families.

Professional challenges have also been found in relation to coaching methodologies (Kerr & Moore, 2015). According to the authors, coaches from the Former Soviet Union (FSU) who have moved to New Zealand were required to change their coaching behaviours when interacting with New Zealand athletes. For example, coaches' communication had to be softened and their sessions became more focused on game approaches in order to promote a fun and positive environment for athletes. In a recent study (Schinke, McGannon, Yukelson, Cummings & Parro, 2015), it was found that immigrant coaches in Canada struggled with cultural differences in relation to athletes' commitment, their respect to the coaches and the overall coach status and recognition. For example, when interviewed, coaches mentioned lower levels of commitment from their athletes as one of the main differences encountered. According to the authors, these coaches were mainly from former and/or current communist countries such as China, Russia, Romania, Uzbekistan and Ukraine, and were used to work with full time athletes. Therefore, working with dual-career athletes' in Canada, who have other responsibilities outside sport, was a new challenge for them. The use of informal approaches by the athletes when interacting with the coaches (e.g. address them by their first name) was perceived as inadequate and lacking respect. Overall, they found several differences regarding the coach status in the host countries when compared to their native country. Another aspect coaches mentioned in their interviews was the fact that the qualifications from their native country were not recognised in the Canadian sports system.

Several findings from the studies above suggest that migrant coaches face various challenges and, as a result, feel the need to adjust their behaviours and communication accordingly to better interact with people from other cultures. This suggests that coaches are

not fully aware of the potential challenges they will be exposed to or even prepared to handle those challenges before moving abroad.

### ***Supporting practices for cross-cultural interactions***

Supporting practices for cross-cultural interactions have been discussed and proposed in various studies (Battochio, Schinke, McGannon, Tenenbaum, Yukelson & Crowder, 2013; Schinke, Yukelson, Bartolacci, Battocchio & Johnstone, 2011; Schinke & McGannon, 2014). Questions such as who should be responsible to provide support to immigrant sports stakeholders in their adjustment process (Schinke & McGannon, 2014), and how sports psychologists can mentor coaches throughout this process (Battochio et al., 2013; Schinke et al., 2011; Schinke et al., 2015;) have been analysed in these studies. Schinke and McGannon (2014) proposed three forms of responsibility for the adjustment of immigrant athletes: 1) athletes' responsibility, which makes them accountable for their adjustment to the host country 2) limited reciprocity; which shares the responsibility with the host country to help immigrants in their adjustment process; and 3) immersed reciprocity, which takes into account an equal responsibility, for both immigrants and host country individuals. The authors referred that, depending on the level of responsibility applied, athletes can perceive their adjustment as positive or negative.

Schinke and colleagues (2015) interviewed immigrant coaches who prepared Canadian athletes in individual sports, to participate in international competitions. By using a thematic analysis, they identified four main themes: 1) training standards; 2) commitment levels; 3) athlete respect; and 4) coach status and credential recognition. These were then used to propose practical recommendations to sports psychologists to help them mentor immigrant coaches on their adjustment. First, coaches should be made aware of the different training methods available across cultures, which can be challenging (see Borges et al., 2015) and should also be able to identify the strengths and weaknesses of the training standards, for both host and native country, in order to develop an adequate approach. Second, coaches need to develop a flexible way of managing training schedules. These should be negotiated with the host country stakeholders (e.g. athletes and other coaches). The level of commitment required by the members of the team should also be agreed. The authors suggested the use of various different techniques to be adopted by sports psychologist in the mentoring process of migrant coaches such as mediation techniques. The authors also suggested the use of conflict management techniques in order to resolve issues resulting from differences of opinion. Third,

coaches and athletes should clearly agree on behavioural norms expected from each other for the training and the competition. And finally, a point was made about the importance of raising awareness of host country athletes and coaches about immigrant coaches' background.

Strategies for immigrant sports stakeholders to adjust to a different cultural context were discussed in previous research (Battochio et al., 2013; Schinke et al., 2011). Battocchio and colleagues (2013) draw the attention for the importance of host country athletes and coaches to help sports migrants to adapt to a new culture. They should advise the immigrants in relation to the native language, cultural values and the potential challenges they may face as part of the integration process in the new country. Following this phase, it is crucial to monitor what they have learned, seeking for language and integration reinforcement. This allows athletes to better socialize with their teammates and feel welcomed by the team.

Other strategies to support immigrant athletes' adjustment to a new culture did not focused exclusively on the relocation stage but also in the pre and post relocation (Schinke et al., 2011). Overall, the authors recommended immigrants to read books about the host country culture or to email the new teammates, introduce themselves and share their native cultural costumes. To feel part of the group, immigrants were also suggested to actively engage with their new team from day one, seeking opportunities for a better integration in order to gain their trust. Their new team members also play an important role in the facilitation of this integration. It is worth mentioning that host country stakeholders should allow the necessary time for immigrants to develop their confidence and improve their skills.

### ***Cross-cultural training***

Cross-cultural training programmes were designed to prepare individuals to interact effectively with people from different cultures (Reiche, Lee & Quintanilla, 2014). As far as we are aware, studies on cross-cultural training, specific to the sports context, do not exist. There has been, however, some interesting research in other fields involving business managers, lawyers, or university students (see Ang, et al., 2007; Early & Peterson, 2004; Ott & Michailova, 2016).

Cultural training has a significant effect on people when interacting with different cultures and countries (Black & Mendenhall, 1990) by provide them with the necessary tools. It is seen as a way of helping people use suitable behaviours, deal with unforeseen events, manage potential conflicts, and create realistic expectations before relocation (Reiche, Lee &

Quintanilla, 2014). An adequate training programme should focus on developing cultural awareness and skills and improve the overall knowledge in relevant topics (such as the legal and economic systems) (Cushner & Brislin, 1997). Raising awareness is considered an essential component of a programme as it helps to identify how peoples' interactions and perceptions are influenced by their biased views and values (see Berardo & Deardorff, 2012, for introductory activities focused on understanding cultural differences). The work of Hofstede (2001) alongside the Bennett Model of cultural competence (1986) have both been used as the basis to advise people how to respond effectively to people of all cultures. The Hofstede model of national culture is made up of six dimensions: power distance, uncertainty avoidance, individualism, Collectivism, masculinity/femininity, long/short term orientations and indulgence/restraint. The Bennett scale (1986) was developed to explain the reactions and behaviours people adopt when confronted with different cultures and describes six different phases of cultural competence: denial, defence, minimization, acceptance, adaptation and integration.

Language skills are absolutely central to better communicate and this seems to be consensual in literature. However, Reiche, Lee and Quintanilla (2014) questioned whether the training programme should be delivered in English or whether it would be best to adopt the language of the country in which the sessions is being delivered. Knowledge about cultural differences and language skills are important contents. However, understanding how these can be applied in interactions with different cultures, is even more important (Livermore & Van Dyne, 2015). People are currently being assigned to work abroad in several countries. Also, they are working in their home country with multicultural teams. So, it would be unrealistic to expect that everyone would know the cultural values of all the different countries and be able to speak any language.

Cultural intelligence, as the capability of a person to respond effectively to different cultures and countries is more than just cultural awareness (Early & Ang, 2003). Cultural intelligence, which is similar, yet different, from other forms of intelligence is grounded in the theory of Sternberg and Detterman's (1986) multiple aspects of intelligence. As mentioned above, according to Early and Ang (2003) cultural intelligence consists of four dimensions: metacognition, cognition, motivation, and behaviour. Metacognitive cultural intelligence is a person's capability to be culturally conscious during interactions with individuals from a different culture (Ang & Van Dyne, 2008). Cognitive cultural intelligence is the person's knowledge about cultural aspects of a country. Motivational cultural

intelligence is the person's interest to interact with people from a different culture. Behavioural cultural intelligence is the person's capability to adjust his/her actions when interacting with people from a different culture.

According to previous studies (see the review papers from Ott & Michailova, 2016 and see Moon et al., 2012; Reichart et al., 2015), training interventions and international experience have a positive impact in all aspects of cultural intelligence, particularly, those interventions based on experiential approaches that include face-to-face contact (MacNab, 2012; MacNab et al., 2012). However, on the other hand, similar approaches that do not include face-to-face contact had a negative impact on some aspects of cultural intelligence, such as the cognitive and metacognitive cultural intelligence (Fischer, 2011). Overall, cross cultural training should be seen as an important tool to develop cultural competence, and will give trainees an opportunity to apply the skills they learned in the training sessions in their daily interactions with people from a different culture (Ott & Michailova, 2016).

International experience gives people the opportunity to interact with other individuals from a different country. These level of exposure will help them develop their cultural capabilities (Ang et al., 2007) impacting positively their cultural intelligence. However, the effectiveness of these experiences depends on how people are able to learn from them, by reflecting and acting accordingly (Van Dyne & Ang, 2009). Based on this, the integration of international experience as part of the training programme is recommended as it will help in the development of cognitive and metacognitive aspects, and the improvement of motivational and behaviour traits by promoting trainees' interaction with people from other cultures (Rosenblatt et al, 2013).

### *Training approaches*

Training approaches can be categorised as experiential or didactic, depending on the method chosen (Cushner & Brislin, 1997). The didactic approaches focus on the cognitive understanding of the concepts related to cross-cultural interaction. Examples of these approaches include lectures, videos and culture assimilator exercises. Traditionally, didactic training has been provided by experts on cross-cultural training, but former expatriates and host country colleagues have also been suggested as adequate facilitators to deliver this sessions (Reiche, Lee & Quintanilla, 2014). The experiential approaches involve people learning by practice and trainees receiving feedback from their mentors along the way. Examples of these are secondments in a foreign country, meeting in a foreign country or

intercultural workshops. Also, new technologies such as the use of computer software and the internet (see Reiche, Lee & Quintanilla, 2014), have played a crucial role in this area. It is worth noting that training approaches should consider all the stages of an international assignment (pre, during and post assignment) and should also include all the parts involved in the assignment (assignee, family and host country colleagues). For instance, during these stages, assignees and their partners should attend seminars on repatriation and get personalized mentoring to plan their careers.

### *Cultural intelligence as a training approach*

As mentioned above, cultural intelligence as a training approach is based on the four dimensions of the Early and Ang's construct. According to Livermore (2011), the focus on these four capabilities makes this approach unique in comparison with other training approaches which tend to focus only on the development of individuals' cultural awareness (e.g. Bennett, 1986; Hofstede, 2001). Also, it provides a more equal consideration to all aspects by not focusing exclusively on cognition and behavioural aspects. Early and Ang consider that people have different types of interactions with other cultures and these can vary according to intensity, duration and nature. Intensity involves the regularity and number of foreign cultures involved in the interactions, which can be higher or lower. Duration refers to the period of the interaction with a foreign culture, which can be shorter or longer. Nature is related to interactions that can be considered formal or informal. So, people who work in their country and sporadically interact with other cultures for a week might require a different type of training than people working abroad and with multicultural teams for more than one year. For these different types of interactions Early and Ang (2003) designed three levels of training: Level 1, for interactions with lower intensity and duration, based on simple cognitive, behavioural and emotional content; Level 2, for low intensity and long duration interactions, involving more advanced content, which include cognitive skills and building a behavioural repertoire; and Level 3, for formal interactions of higher intensity and long duration, which include content to build high level skills in all cultural intelligence aspects.

Cultural training was traditionally delivered exclusively through formal lectures containing dense facts and information about countries' cultural differences. However, whilst this type of training can be useful, its effectiveness could be compromised when people relocate to other cultures. Based on this, some authors questioned this approach and suggested a more experiential training approach (MacNab, Brislin & Worthley, 2011). This

approach is based on previous work conducted by Cushner & Brislin, 1996, and follows a seven stage pattern, which include awareness, experience, internationalization, communication and social-sharing. A sample of university students were required to participate in an eight-week training programme. The authors found that those who have attended the training showed better results on cultural intelligence in general. General training approaches were also suggested to be used with global leaders (Livermore, 2011).

The Cultural intelligence approach includes sub-themes for each of the four dimensions (Livermore, 2011). The metacognition aspect includes awareness, planning and checking. The cognition aspect includes understanding the cultural systems, cultural values, language and leadership. The motivation aspect includes the intrinsic/extrinsic interests and self-efficacy in interaction with people from other cultures. The behavioural aspect is based on non-verbal, verbal and speech adaptation in interactions involving other people from a different culture. This enables trainers to have detailed information of the specific areas that need to be developed (Early & Ang, 2003; Livermore, 2011). For each of the sub-dimensions Livermore (2011) recommended one to four approaches to develop cultural intelligence, based on Kolb's (1984) learning model. These approaches create opportunities for trainees to experience other cultures, reflect on their potential biases and develop an action plan for future interactions.

We have highlighted the main points of our literature review below.

***Coaches' international mobility is associated to:***

- An overlap of factors that shaped the mobility patterns across time
- Career contingencies (e.g. short contract length)
- Coaches motivations to achieve professional success
- Informal recruitment and their willingness to seek new experiences
- Higher incomes, fixed contracts and countries that speak the same language
- Challenges of working in different countries without their families' support
- Challenges of extreme circumstances faced in deprived foreign countries
- Different coaching methodologies used in host and donor countries

### ***Supporting practices for cross-cultural interactions***

- Sports immigrants should be made accountable for the acculturation to the host country
- Sports immigrants should be mentored to adjust to new cultures
- Both foreigners and natives should be responsible for the process of adjustment
- Develop cultural awareness through different training methods is crucial

### ***Cross-cultural training***

- Is designed to prepare people to interact effectively with different cultures
- No studies on cross-cultural training specific to the sports context have been found
- It is crucial to develop cultural awareness, knowledge and cultural skills
- It is important to identify how individuals are influenced by their biased views
- It is important to develop knowledge of cultural values (Hofstede and Bennett models)
- It is crucial to learn or develop language skills
- Experiential approaches have a higher impact on cultural intelligence
- International experience impacts positively in cultural intelligence

### ***Training approaches:***

- Didactic approaches focused on the cognitive understanding (e.g. lectures, videos)
- Sessions delivered by experts on cultural training and host country colleagues
- Experiential approaches involving people learning by practice (e.g. secondments abroad)
- New technologies - computer software and the internet – play a crucial role
- All stages of an international assignment should be considered (pre, during and post)

### ***Cultural intelligence as a training approach:***

- Is structured on metacognition, cognition, motivation and behaviour dimensions
- Considers different types of interactions depending on: intensity, duration and nature
- Considers three levels of training: Levels 1, 2 & 3
- Creates opportunities for cultural experiences, reflections and action plans

## 5. Research design and strategy

### *a. Justification of the design*

A cross-sectional approach was used in this research to provide a snapshot of the current situation of how coaches self-assess their capability to work effectively across cultures, and the needs that coaches and programme providers consider important in terms of cross-cultural training. This research involves a first stage where the coaches' cultural intelligence and their cultural training needs are assessed and a second stage where a training programme is developed.

### *b. Justification of the measurement approach*

European football coaches with diverse working experiences, both in their native country and in a foreign country, were invited to participate in this research. The absence of studies about cultural intelligence and cross-cultural training in sports coaching requires an examination of a diverse sample of this population. Noteworthy, host country nationals have been neglected in relation to their potential to support immigrants' adjustment (Ott & Michailova, 2016; Reiche, Lee & Quintanilla, 2014). The authors called for new research regarding host country nationals. Considering their increasingly interactions with foreigners, host country nationals can also benefit from cultural intelligence training. Their training needs need to be identified in order to support host country national in their interactions with immigrants (e.g. mentoring peer immigrant coaches and athletes); and also to prepare their own international assignments.

For the first stage of this research, coaches were requested to respond to an online survey about cultural intelligence and cross-cultural training needs. The survey was used to gather data and was distributed online using *Limesurvey*. It was available in the three official languages of the UEFA (English, German and French) and in Portuguese. The goal was to make it easily accessible to a larger cohort of coaches.

Regarding the data collection, collaboration for the dissemination of the survey was requested by email and telephone to some European football associations (e.g. England and Germany). In addition, the online survey was disseminated within the researchers' personal and professional networks in November 2017. Reminders were then sent to potential respondents in the first weeks of December 2017 and January 2018, by the researchers and

the Portuguese football association and also by training facilitators in Germany. A paper version of the survey was used to collect further data in January and February 2018. This was used in England with undergraduate students from Sports Sciences and Sports Coaching degrees, complying therefore with the inclusion criteria; and in football clubs and academies from the London district. In the last week of January 2018, further data was collected in Portugal during Level 3 and Level 4 coaching courses and at football clubs from Lisbon and Porto districts.

Survey data included quantitative (i.e. numeric aggregates from the Likert Scales) and qualitative data (i.e. textual data resulting from open-ended questions) and the statistical results was analysed using SPSS 21.0. As for the statistical methods, exploratory factorial analysis was used, encompassing the Maximum Likelihood and the Oblimin rotation methods. A One-Way ANOVA was used to compare groups of up to two levels and the Post-Hocs with Tuckey test for groups with more than two levels. For the interpretation of the data analysis, the level of confidence used was 0.05. Concerning the qualitative analysis, the open-ended questions invited the participants to explain why coaches may need cultural training. Deductive thematic data analysis methodology was used to extract valid insights from the data. The required steps were performed using *Maxqda* software. For the second stage of this research, a cross-cultural training was developed based on the literature review and the findings from the first stage in relations to the coaches' self-rated cultural intelligence and cultural training needs. The cultural training programme was then sent to providers and delivers to collect their comments and feedback. Further details on the data analysis are available in the following section.

### *c. An outline of the key variables and dimensions examined*

The dependent variables examined were cultural intelligence and cross-cultural training needs. Cultural intelligence is the capability of a person to work effectively across cultures and countries and consists of four dimensions: metacognition, cognition, motivation, and behaviour (Early & Ang, 2003) which have already been described in detail above. The topics of cultural intelligence and cross-cultural training of highly-skilled individuals have received growing research attention in the context of business managers, lawyers, and university students (Ang, et al., 2007; Early & Peterson, 2004; Ott & Michailova, 2016). There has been some emergent research focused on coaches' international employment experiences (Borges, et al., 2015; Orłowsky, Wicker & Breuer, 2016ab; Smith, 2016; Taylor,

2010), However, to our knowledge, no studies have been developed in the context of sport to specifically examine how these international experiences impact coaches' capability to effectively work in diverse cultural contexts and different countries.

The independent variables of this study are migration experience, education level and certification level. Previous studies with military workers showed that international experiences have a positive impact on participants' cultural intelligence (Şahin et al., 2014). In general, it is expected that migrant coaches will have higher cultural intelligence than non-migrant coaches. Also, considering that migrant coaches have been exposed to a different country and culture it is expected that they have fewer cross-cultural training needs than non-migrant coaches. International experience was considered based on two groups: coaches with international experience and coaches with no international experience. The first group included coaches who have worked in a foreign country during their careers and the second included coaches who have never worked in a foreign country. Regarding the academic education level, three groups were considered: below Higher Education (BHE), Higher Education1 (HE1) and Higher Education2 (HE2). It is expected that coaches with the higher education levels (HE) acknowledge less cross-cultural needs than BHE coaches. The reason for this is that HE coaches have more opportunities than BHE coaches to acquire knowledge and skills that could be considered relevant for cultural intelligence (e.g. language/communication skills; Shannon & Begley, 2008). For coach certification levels, the four levels were combined in two levels: Level 1 (Coaching Certificates) and Level 2 (UEFA Coach Licences). It is projected that coaches with higher certification levels have higher cultural intelligence than coaches with lower certifications levels. In fact, previous research showed that coaches with lower coaching certification levels require more training to help them manage their athletes and their own careers (Mesquita et al., 2012).

#### *d. The sample frame and size*

The sample frame covers European football coaches with diverse working experiences, in their native country and in a foreign country. Regarding migrant coaches, we were particularly interested in European coaches who have worked in a foreign country inside or outside Europe and/or migrant coaches who were from other confederations (e.g. CONCACAF) and who have worked in Europe (UEFA). These last criteria included only coaches that during their career have worked in Europe or are from a European country and emigrated to a different confederation. While we are interested in identify coaches who have

had international experiences, we are also focused on coaches who are hosting sports stakeholders in their native countries. It is imperative to provide them with the right level of training so they can become better mentors of immigrant athletes and coaches and also to help them prepare their own international assignments. Also, only coaches, who hold a football coaching qualification and have worked at least for one year, were included for the data analysis.

A purposive sample and subsequent snowball sample were used to collect data from coaches. In the absence of a precise universe of respondents, probabilistic sampling approaches could not be implemented. This population has its own particular characteristics (e.g. professional, semi-professional, amateur coaches, etc.) and access to coaches may be difficult, particularly for elite level coaches. Having in mind the criteria previously mentioned, we targeted a group of coaches with diverse experiences. Also, we have asked the participants to share the survey link to their privileged contacts. To collect the data, three football associations were contacted to help with the dissemination of the survey. One of the football associations supported the distribution of the surveys by forwarding the survey link to their coaches. Also, training facilitators in three countries (Portugal, Germany and England) helped with the dissemination of the survey to coaches. A pilot version was sent in November 2017 to football coaches with different working, academic and coaching experiences. From a pilot test, 56 respondents were included for data analysis. A total of 386 responses were identified in February 2018 when the data collection was concluded. According to the response summary of the *LimeService*, 227 responses were completed and 158 were incomplete. To check the responses to be included for the quantitative and qualitative analysis, we exported data from the online survey platform using Excel spreadsheets and combining a DATA file and a SPSS Syntax file. Qualitative data was thus transferred to Maxqda software, while the quantitative data was imported to a SPSS file using the syntax command line.

#### *e. The hypotheses addressed, the analysis strategy and techniques*

Cultural intelligence is considered to develop from the knowledge and skills that result from a person's interaction with various cultural contexts (Earley & Ang, 2003). This capability is related to international experience, cross-cultural training, education, and other individual differences (e.g. personality characteristics and self-efficacy). These areas have been considered the basis of cultural intelligence in previous reviews about this topic (see Ng, Van

Dyne & Ang, 2012; Ott & Michailova, 2016). The main research questions included in this study were: (1) How coaches rate their cultural intelligence?, (2) What are the cultural training needs of football coaches?, and (3) Why coaches need cultural training to interact with foreign sports stakeholders?

Migration experience has been reported in previous studies as an important aspect for the development of coaches' careers (Borges, et al., 2015; Orłowsky, Wicker & Breuer, 2016). In the interviews conducted, migrant coaches demonstrated that they were more aware of the context of their sport in a foreign country, which allowed them to make informed decisions about moving to that country. This awareness and knowledge has been gained over time through their migration experiences and their interaction with individuals from a different culture/country. Regarding the academic education level, we expect that HE coaches show more CQ and report fewer cross-cultural needs than BHE coaches. Similarly, we expect coaches with higher certification levels to show more CQ and report fewer cross-cultural needs. Our hypotheses for this study were the following:

*H1: Coaches' migration experience will positively relate to Cultural Intelligence in general.*

*H2: Coaches' migration experience will positively relate to Cultural Intelligence in the specific context of sport*

*H3: Cross-Cultural training needs vary according to coaches' migration experience*

*H4: Cross-Cultural training needs varies according to coaches' education level*

*H5: Cross-Cultural training needs varies according to coaches' certification level*

#### ***f. The validity and reliability of the instruments and variables applied***

The structure of our survey was based on a review of previous literature about Cultural Intelligence (Ang et al., 2007; Ang & Van Dyne, 2008; Ott & Michailova, 2016), Cross-Cultural training (MacNab, 2012; Reiche, Lee & Quintanilla, 2014) and Employment Mobility (Crowne, 2012). In addition, the researcher (coach and migrant himself) met with six migrant/non-migrant coaches, with different work experiences, in order to get an insight of their views on the topic. In light of these approaches, the initial version of the survey was then developed, and included the following structure: Cultural Intelligence Scale (CQS), an adapted version of the CQS to measure the Cultural Intelligence in Sport (CIS), a developed scale to measure Coaches Cross-Cultural Training Needs (CCCTN), and a section to capture

the coaches' demographic information (e.g. age, nationality, coaching experience in the country of origin and abroad). Eight dimensions were defined for the developed scales (CIS and CCCTN, four dimensions each). The items were created based on an idea that represented a dimension and they were based on short sentences, to ensure that the content was clear and easily understood by coaches. Also, only positively worded questions were included to avoid confusion. An initial version of the survey was firstly designed with three scales within a total of 93 items (CQS, 20-items; CIS, 27-items; CCCTN, 35-items), providing enough items for review and to improve the survey. A Likert type scale from 1 to 7 (1 = strongly disagree; 7 = strongly agree) was used for the CQS, following the recommendations of the Cultural Intelligence Center. The CIS and CCCTN scales were also developed using the same Likert type scale, in order to maintain a coherent structure and prevent potential misperception in coaches' understanding. Also, for the CCCTN scale, four open-ended questions were created in order to give them an opportunity to provide more details about their cross-cultural training needs.

The survey was created in English and all scales were translated into French, German (UEFA official languages), and Portuguese (the project is supported by the Portuguese Football Federation). For the English version of the CQS, which was used with the permission of the Cultural Intelligence Center, a professional forward and back translation was conducted for all the four languages used, as requested by the authors. To guarantee that the meaning of the CIS and CCCNT scales was similar in all languages, we used the translation procedures used in previous cross-cultural studies (see Schlagel & Sarstedt, 2016). Two translators for each language, fluent in both English and the native language, were requested to do a translation and back-translation. The forward-translation was done by a first translator from English to the other languages and then, a second translator completed the back-translation to English. Disagreements about the translations were discussed between the translators and the researcher and changes were mutually agreed. Finally, three coaches (one for each language) assess whether the survey was clearly presented and easily understood for an average football coach.

Five researchers qualified in sports or coach education and with migration experience also evaluated the initial version of the survey to determine if the scale items were relevant. Based on their comments, a revised version was developed with a total of three scales 61 items (CQS, 20-items; CIS, 22-items; CCCTN, 19-items) and a pilot version was administered (n=56). The number of full respondents was higher than the number of items of

each scale of the survey, taking into consideration the recommendations from Rust and Golombok (1999).

Quantitative and qualitative methods were used to analyse the data from the closed and open-ended questions of the survey. Closed questions about cultural intelligence scale (CQS), cultural intelligence in sports context (CIS) and coaches cross-cultural training needs (CCCTN) were analysed in SPSS. Open-ended questions about the cross cultural training needs were identified, in this first stage, by using the *Maxqda* software. A deductive thematic analysis was conducted based on the six steps proposed by Braun and Clark (2006). Initially, the Excel sheet from the *Limesurvey* was imported to the document system of the Qualitative Data Analysis Software (QDAS) and an initial review of the data was conducted. We then decided to organize the data according to initial codes, by using the coding system from the *Maxqda*. The codes provided meaning to the coaches' cross-cultural training needs and were organised in themes. A thematic map was used to check if the themes formed a coherent pattern with the initial codes and the whole data. The themes were defined in order to determine the main aspects that were meant to be covered (e.g. training content, training recipients, training methods and delivery, training and migration stages). Finally, the main findings were summarised in a written report.

To ensure trustworthiness of the qualitative findings, the research team used the criteria recommended by Guba and Lincoln (1989), which is based on transferability, dependability and confirmability. To address confirmability, triangulation involving the use of varied methods for data collection was conducted to obtain different viewpoints that could be verified against each other. To address transferability, an audit trail involving the description of sources and techniques used for the data collection and the data analysis was provided by the researchers. This provided information about how the decisions were made throughout the research. To address dependability, an audit was carried by an experienced researcher on qualitative data analysis to ensure the rigour of the findings and if these were consistent with the data collected.

#### ***g. An overview of ethical issues and how they were addressed***

The study was approved by the Research Ethics Committee of the School of Applied Sciences at London South Bank University and the data collection complied with the principles of the Data Protection Act 1998 and the University Code of Research Practice 2016. The football coaching providers and facilitators were gatekeepers in the dissemination

of the survey by emailing it to their football coaches' network. The survey included detailed information approved by the Ethics Committee about: the purpose and context of the study; the reason why coaches have been invited; their option to participate, in the research; the guarantee of the data confidentiality and anonymity; who was undertaking the research and how the results of the study would be used. Participants were required to confirm that they had read and understood the information and that they provided voluntary informed consent to participate in the research. The informed consent was obtained by coaches pressing the "I agree" button, before they started the survey. Also, coaches were informed upfront that upon pressing the "submit" button, at the end of the survey, they would no longer be able to withdraw their participation because the survey was anonymous.

The ethical issues addressed in this research were related to the potential psychological intrusion resulting from surveys. Some questions have the risk to be considered invasive to some participants (e.g. motivations to interact with people from different cultures) and, to mitigate this risk, the coaches were informed that they were free to withdraw at any time during the completion of the survey, without giving a reason and without any consequence. Also, a link to the website *Time to change* was indicated in the survey.

## **6. Main research findings**

This section highlights the main findings of our study and it was divided in two parts: 1) assessment of football coaches self-rated cross-cultural capabilities and training needs; 2) design of the cross-cultural training programme for football coaches.

### **Stage 1: Assessment of football coaches self-rated training needs**

#### ***Assessment of football coaches' self-rated cross-cultural capabilities – quantitative analysis***

Four factors emerged from the cultural intelligence scale. The factors solution for the scale demonstrated a good internal consistency with the values of the Cronbach's alpha ranging from 0.89 to 0.92. The number of items per factors ranged from four to six. Considering the total variance, the four factors explained 69.36% of the total variance, whilst the first factor explained 46.34% of the total variance (see table 1).

Table 1. Factorial matrix from the exploratory factorial analysis with Oblimin rotation, analyzing football coaches self-report related to cultural intelligence

Cultural Intelligence Factors and Items	Loading	Alpha	Eigen values	% Variance
<i>Behavioural CQ</i>				
I change my verbal behaviour when a cross-cultural interaction requires it	0.531	0.91	9.655	46.341
I use pause and silence differently to suit different cross-cultural situations	0.766			
I vary the rate of my speaking when a cross-cultural situation requires it	0.576			
I change my non-verbal behaviour when a cross-cultural situation requires it	0.867			
I alter my facial expressions when a cross-cultural interaction requires it	0.812			
<i>Cognitive CQ</i>				
I know the legal and economic systems of other cultures	0.776	0.92	2.939	13.459
I know the rules of other languages	0.642			
I know the cultural values and religious beliefs of other cultures	0.725			
I know the marriage systems of other cultures	0.824			
I know the arts and crafts of other cultures	0.860			
I know the rules for expressing non-verbal behaviours in other cultures	0.804			
<i>Metacognitive CQ</i>				
I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds	0.838	0.92	1.388	5.533
I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me	0.825			
I am conscious of the cultural knowledge I apply to cross-cultural interactions	0.803			
I check the accuracy of my cultural knowledge as I interact with people from different cultures	0.452			
<i>Motivational CQ</i>				
I enjoy interacting with people from different cultures	0.679	0.89	1.098	4.026
I am confident that I can socialize with locals in a culture that is unfamiliar to me	0.781			
I am sure I can deal with the stresses of adjusting to a culture that is new to me	0.539			
I enjoy living in cultures that are unfamiliar to me	0.655			
I am confident that I can get accustomed to the shopping conditions in a different culture	0.589			

Four factors resulted from the cultural intelligence scale for the sports context. The factors solution demonstrated a good internal consistency. The values of the Cronbach's were from 0.90 to 0.95. The number of items per factors ranged from four to seven. Considering the total variance, the cultural intelligence scale, the four factors of the scale explained 73.25% of the variance, with the first factor explaining 54.73% of the total variance (see table 2).

Table 2. Factorial matrix from the exploratory factorial analysis with Oblimin rotation, analyzing football coaches self-report on cultural intelligence specific to the sports context

Cultural Intelligence – sports context factors and Items	Loading	Alpha	Eigen values	% Variance
<i>Behavioural CQ - sports context</i>				
I change my verbal behaviour when interacting with a sports stakeholder from a different country	0.811	0.93	12.354	54.737
I use pause and silence differently to suit my interaction with a sports stakeholder from a different country	0.766			
I vary the rate of my speaking when interacting with a sports stakeholder from a different country	0.788			
I change my non-verbal behaviour when interacting with a sports stakeholder from a different country	0.940			
I change my facial expressions when interacting with a sports stakeholder from a different country	0.803			
<i>Cognitive CQ - sports context</i>				
I know how to coach foreign athletes in a foreign country	0.572	0.93	2.565	10.439
I know how to coach foreign athletes in my native country	0.179			
I know how the organisation of a club works in a foreign country	0.809			
I know how the games and competition work in a foreign country	0.672			
I know the competitive mentality in a foreign country	0.872			
I know the behaviour of the fans in a foreign country	0.863			
I know how the coach-sports stakeholders' relationship works in a foreign country	0.915			
<i>Motivational CQ - sports context</i>				
I enjoy interacting with sports stakeholders from different countries	0.804	0.95	1.286	4.884
I am confident that I can work with a foreign sports stakeholder when working in my native country	0.918			
I am confident that I can work with a foreign sports stakeholder when working in a foreign country	0.851			
I am confident that I can deal with the stresses of adjusting my coaching style to a foreign country	0.532			
I enjoy coaching in cultures that are different from my native country	0.610			
I am confident that I can get used to the sport's conditions/context in a different country	0.677			
<i>Metacognitive CQ - sports context</i>				
I am conscious of my coaching philosophy when interacting with a sports stakeholder from a different culture	0.602	0.90	1.008	3.185
I adjust my leadership style when interacting with a sports stakeholder from a different culture	0.547			
I check the efficacy of my coaching philosophy when interacting with a sports stakeholder from a different culture	0.695			
I adjust my coaching philosophy when interacting with a sports stakeholder from a different culture	0.701			

### ***Coaches self-rated cultural intelligence***

Coaches' self-rated cultural intelligence was higher in relation to the motivational aspect ( $M = 5.74$  [ $SD = 1.09$ ]), followed by the behavioural aspect ( $M = 5.39$  [ $SD = 1.17$ ]), the metacognitive aspect ( $M = 5.26$  [ $SD = 1.30$ ]), and the cognitive aspect ( $M = 4.08$  [ $SD = 1.31$ ]). Comparative analysis was done regarding coaches' cultural intelligence and their international experience, education level and certification level. Regarding international experience, significant differences were found for three factors: Coaches with international experience rated themselves with higher cultural intelligence than coaches with no international experience on the cognitive ( $F[1.207] = 14.954$ ,  $p < .001$ ), motivational ( $F[1.207] = 4.951$ ,  $p < .027$ ) and metacognitive ( $F[1.207] = 5.026$ ,  $p < .026$ ) aspects. Regarding certification level, two significant differences were found. Coaches who have higher certification level (L2) rated themselves higher than coaches with lower certification level (L1) on the behavioural ( $F[1.207] = 8.588$ ,  $p < .044$ ) and metacognitive ( $F[1.207] = 7.955$ ,  $p < .005$ ) aspects. Regarding educational level, no significant differences were identified.

Table 3. Comparative analysis of football coaches self-report on cultural intelligence considering their international experience, education level and coach certification level

Cultural Intelligence aspects	IE	M	SD	CL	M	SD	EL	M	SD
Behavioural Cultural Intelligence	NIE	5.29	1.23	L1	5.14	1.17	BHE	5.1	1.49
	WIE	5.55	1.05	L2	5.61	1.13	HE1	5.33	1.09
				HE2			5.53	1.11	
Cognitive Cultural Intelligence	NIE	3.79	1.36	L1	3.94	1.28	BHE	4.07	1.64
	WIE	4.47	1.12	L2	4.2	1.32	HE1	4.26	1.17
				HE2			3.94	1.29	
Motivational Cultural Intelligence	NIE	5.6	.99	L1	5.65	1.06	BHE	5.74	1.1
	WIE	5.93	1.14	L2	5.81	1.08	HE1	5.85	.99
				HE2			5.65	1.21	
Metacognitive Cultural Intelligence	NIE	5.09	1.34	L1	4.99	1.26	BHE	5.21	1.6
	WIE	5.5	1.22	L2	5.49	1.3	HE1	5.22	1.16
				HE2			5.31	1.31	

IE, International Experience; WNIE, With No International Experience; WIE, With International Experience; CL, Certification Level; L1, Level1; L2, Level2; EL, Education level; BHE, Below Higher Education; HE1, Higher Education1; HE2, Higher Education2.

***Coaches' self-rated cultural intelligence specific to the sports context***

Coaches' self-rated cultural intelligence specific to the sports context, was higher in relation to the motivational aspect ( $M = 5.66$  [ $SD = 1.36$ ]), followed by the metacognitive aspect ( $M = 5.54$  [ $SD = 1.21$ ]), the cognitive aspect ( $M = 5.13$  [ $SD = 1.19$ ]) and finally, the behavioural aspect ( $M =$  average  $4.97$  [ $SD = 1.36$ ]). Comparative analysis was done regarding coaches' cultural intelligence in sports context and their international experience, education level and certification level. Regarding international experience, significant differences were found for three factors: Coaches with international experience rated themselves with higher cultural intelligence in sports context, than coaches with no international experience on cognitive ( $F[1.207] = 15.602$ ,  $p < .00$ ), motivational ( $F[1.207] = 4.662$ ,  $p < .032$ ) and metacognitive ( $F[1.207] = 6.969$ ,  $p < .009$ ) aspects. Regarding certification level, four significant differences were established. Coaches with higher certification level (L2) rated themselves higher in cultural intelligence specific to the sports context than coaches with lower certification level (L1) on the behavioural ( $F[1.207] = 7.683$ ,  $p < .006$ ), motivational ( $F[1.207] = 4.608$ ,  $p < .033$ ), metacognitive ( $F[1.207] = 14.879$ ,  $p < .001$ ) and cognitive ( $F[1.207] = 5.427$ ,  $p < .021$ ) aspects. Regarding educational level, no significant differences were found between the coaches.

Table 4. Comparative analysis of football coaches self-report on cultural intelligence - specific to the sports context considering their international experience, education level and coach certification level

Cultural Intelligence aspects SC	IE	M	SD	CL	M	SD	EL	M	SD
Behavioural Cultural Intelligence SC	NIE	4.83	1.44	L1	4.69	1.41	BHE	4.73	1.5
	WIE	5.15	1.21	L2	5.2	1.27	HE1	4.90	1.33
				HE2			5.1	1.34	
Cognitive Cultural Intelligence SC	NIE	4.86	1.2	L1	4.92	1.17	BHE	5.05	1.54
	WIE	5.5	1.07	L2	5.3	1.18	HE1	5.29	.96
				HE2			5.03	1.21	
Motivational Cultural Intelligence SC	NIE	5.49	1.34	L1	5.44	1.29	BHE	5.68	1.39
	WIE	5.89	1.34	L2	5.84	1.38	HE1	5.6	1.26
				HE2			5.69	1.43	
Metacognitive Cultural Intelligence SC	NIE	5.34	1.21	L1	5.19	1.17	BHE	5.47	1.36
	WIE	5.79	1.17	L2	5.82	1.17	HE1	5.52	1.08
				HE2			5.57	1.27	

IE, International Experience; WNIE, With No International Experience; WIE, With International Experience; CL, Certification Level; L1, Level1; L2, Level2; EL, Education level; BHE, Below Higher Education; HE1, Higher Education1; HE2, Higher Education2; SC, Sports Context.

### **Cultural Intelligence – main findings**

- Coaches self-rated higher cultural intelligence on the motivational aspect and lower cultural intelligence on the cognitive aspect. Also, they rated higher on the cultural intelligence in sport context for the motivational aspect and lower for the behavioural aspect
- Coaches with international experience rated themselves higher on all cultural intelligence aspects than coaches without international experience. There were significant differences in the cognitive, motivational and metacognitive aspects.
- Coaches with higher certification level self-rated higher on all cultural intelligence than coaches with lower certification level. Significant differences were found in the behavioural and metacognitive aspects
- No significant differences were identified in relation to coaches education level
- Coaches with international experience rated themselves higher on all cultural intelligence in sports contexts aspects than coaches without international experience. There were significant differences cognitive, motivational and metacognitive aspects
- Coaches with higher certification level self-rated higher on all cultural intelligence in sport than coaches with lower certification level

### ***Assessment of football coaches cross-cultural training needs – quantitative analysis***

Cultural training needs were self-rated by coaches on 5.48 (5 = *slightly agree* in a Likert scale of 7 points) in relation to work with foreign sports stakeholders. The training needs rated higher for each training aspect were: local language to communicate with sports stakeholders ( $M = 5.51$ ;  $SD = 1.33$ ), or the training content; training needs for coaching staff ( $M = 5.79$ ;  $SD = 1.45$ ), for the training recipients; practice-based training mediated by migrant/native coaches ( $M = 5.68$ ;  $SD = 1.4$ ), for the methods of delivery; and need for training before relocating to work in a foreign country ( $M = 5.87$ ;  $SD = 1.46$ ), for the training migration stages. The training needs rated lower for each training aspect were: training on English

language to communicate with sports stakeholders ( $M = 5.14$ ;  $SD = 2.02$ ), for the training content; the training needs for family ( $M = 5.35$ ;  $SD = 1.67$ ), for the training recipients; theory-based session with physical attendance ( $M = 4.67$ ;  $SD = 1.44$ ), for the methods of delivery, need for training when relocating to work in the native country ( $M = 3.96$ ;  $SD = 2.02$ ), for the training migration stages.

Regarding international experience, significant differences were found on all four items of the training content, on all three items in the training recipients, on two items out of eight for the training methods of delivery, and on two items out of three for the migration stages (see table 5). Coaches with no international experience rated higher cultural training needs than coaches with international experience on the following items: knowledge and skills related to a specific sport's culture ( $F[1.207] = 7.729$ ,  $p < .006$ ); English language to communicate with foreign sports stakeholders ( $F[1.207] = 5.564$ ,  $p < .019$ ); local language to communicate with foreign sports stakeholders ( $F[1.207] = 4.872$ ,  $p < .028$ ), and on skills to interact with foreign sports stakeholders ( $F[1.207] = 4.728$ ,  $p < .003$ ). Regarding the training recipients, there were significant differences on the training needs for the coaching staff ( $F[1.207] = 14.08$ ,  $p < .001$ ), family ( $F[1.207] = 7.33$ ,  $p < .007$ ), and host country coaches ( $F[1.207] = 4.512$ ,  $p < .035$ ) to receive cross cultural training. Regarding the training methods of delivery, there were significant differences on practice-based approaches with physical attendance ( $F[1.207] = 11.641$ ,  $p < .001$ ) and practice-based approaches mediated by experts in cultural intelligence ( $F[1.207] = 6.06$ ,  $p < .015$ ). For the migration stages, there were also significant differences on receiving cross-cultural training before relocating to work in a foreign country ( $F[1.207] = 2.639$ ,  $p < .034$ ) and when working in a foreign country ( $F[1.207] = 4.58$ ,  $p < .034$ ).

Regarding coaches' certification level, significant differences were found on: two items out of three in the training recipients; on one item out of eight for the training methods of delivery; and on two items out of three for the migration stages. Coaches with lower certification level (L1) rated higher cultural training needs than coaches with higher certification level (L2) on training needs for their coaching staff ( $F[1.207] = 8.011$ ,  $p < .005$ ) and family ( $F[1.207] = 4.194$ ,  $p < .042$ ) to receive cross cultural training. Regarding the training methods of delivery, there were important differences on theory-based with use of software ( $F[1.207] = 6.38$ ,  $p < .012$ ). For the migration stages there were significant differences on receiving cross-cultural training when working in a foreign country ( $F[1.207]$

= 8.867,  $p < .003$ ) and when relocating to work in the native country ( $F[1.207] = 8.154$ ,  $p < .005$ ). No differences were found in relation to the training content.

Regarding coaches' academic level, significant differences were found on: two items out of four in the training content; all three items in the training recipients; and two items out of three for the migration stages. Coaches HE1 rated higher cultural training needs than Coaches HE2 on training content about knowledge and skills related to a specific sport's culture ( $F[2.206] = 4.079$ ,  $p < .018$ ); and Coaches BHE rated higher cultural training needs than Coaches HE2 on English language needs to communicate with sports stakeholders ( $F[2.206] = 4.363$ ,  $p < .014$ ). Regarding the training recipients, Coaches HE1 rated higher cultural training needs than Coaches HE2 on training needs for their coaching staff ( $F[2.206] = 3.465$ ,  $p < .033$ ), family ( $F[2.206] = 3.523$ ,  $p < .031$ ), and host country coaches ( $F[2.206] = 3.161$ ,  $p < .044$ ). For the migration stages, there were significant differences on the training needs when working in a foreign country ( $F[2.206] = 4.646$ ,  $p < .011$ ) and when relocating to work in the native country ( $F[2.206] = 6.147$ ,  $p < .003$ ). Coaches HE1 rated higher cultural training needs than Coaches HE2 ( $p < .033$ ) and Coaches BHE ( $p < .033$ ) when working in a foreign country; and Coaches HE1 rated higher cultural training needs than Coaches HE2 ( $p < .002$ ) when relocating to work in the native country. No differences were found in relation to the training methods of delivery.

### **Training needs – main findings**

- Overall, coaches “slightly agree” that they need cross-cultural training.
- Higher training needs were identified in relation to local language, training for the coaching staff, practice-based training mediated by migrant/native coaches and training before migration.
- Lower training needs rated were related to the English language, training for family, theory-based training with physical attendance and training to relocate to the native country.

### *Training needs and international experience*

- Coaches with no international experience rated higher cultural training needs than coaches with international experience, on all items. Significant differences were found in 61% of the items
- Training content needs rated higher by coaches with no international experience when

compared to coaches with international experience were related to: knowledge and skills related to a specific sport's culture; English language; local language; skills to interact with foreign sports stakeholders

- Training recipients who were rated higher by coaches with no international experience when compared to coaches with international experience were related to: coaching staff; family; and host country coaches
- Training methods of delivery rated higher by coaches with no international experience when compared to coaches with international experience were related to: practice-based approaches with physical attendance; and practice-based approaches mediated by experts in cultural intelligence
- For the migration stages, coaches with no international experience rated higher needs when compared to coaches with international experience in relation to the following phases: before relocating to work in a foreign country and when working in a foreign country

#### *Training needs and certification level*

- Coaches with lower certification level rated higher training needs than coaches with higher certification level, on 28% of the items.
- Training content needs were rated higher by coaches with lower certification level than coaches with higher certification level, on training needs for coaching staff and family.
- Training delivery methods were rated higher by coaches with lower certification level than coaches with higher certification level, on theory-based training using software.
- Migration stages for training were rated higher by coaches with lower certification level than coaches with higher certification level on receiving cross-cultural training when working in a foreign country and when relocating to work in the native country.

#### *Training needs and education level*

- Coaches HE1 rated higher cultural training needs than coaches HE2, on 28% of the items. Also, Coaches BHE rated higher cultural training needs than coaches HE2 coaches, on 5% of the items.
- Training content needs were rated higher by Coaches HE1 than Coaches HE2 in relation to knowledge and skills related to a specific sport's culture. Also, Coaches BHE rated higher training content needs than Coaches HE2 on English language.

- Training recipients who were rated higher by Coaches HE1 comparing to Coaches HE1 were related to coaching staff, family and host country coaches.
- Migration stages for training were rated higher by Coaches HE1 than Coaches HE2 and Coaches BHE when working in a foreign country. Also, Coaches HE1 rated high training needs than Coaches HE2 when relocating to work in the native country.

Table 5. Comparative analysis of coaches' training needs considering their international experience, certificate level and education level

	WNIE		WIE		L1		L2		BHE		HE1		HE2		
	M	SD													
<i>Training content</i>															
Knowledge and skills related to a specific sport's culture	5.65	1.31	5.1	1.6	5.63	1.51	5.24	1.4	5.39	1.78	5.77	1.14	5.15	1.53	
English language to communicate with sports stakeholders	5.38	1.46	4.82	1.99	5.31	1.72	5.	1.71	5.74	1.63	5.74	1.63	5.33	1.48	
Local language to communicate with sports stakeholders	5.69	1.08	5.28	1.59	5.56	1.31	5.48	1.35	5.64	1.35	5.67	1.11	5.35	1.47	
Skills on how to interact with foreign sports stakeholders	5.68	1.3	5.24	1.64	5.69	1.55	5.34	1.35	5.64	1.81	5.74	1.24	5.27	1.48	
<i>Training recipients</i>															
My coaching staff	6.10	1.17	5.36	1.67	6.09	1.41	5.53	1.47	5.64	1.72	6.12	1.05	5.6	1.58	
My family	5.61	1.57	4.99	1.74	5.61	1.68	5.14	1.63	4.97	1.87	5.73	1.37	5.17	1.77	
Host country coaches	5.76	1.38	5.33	1.5	5.7	1.55	5.48	1.35	5.41	1.54	5.9	1.26	5.38	1.51	
<i>Training methods of delivery</i>															
Theory-based session with physical attendance	4.76	1.29	4.52	1.63	4.83	1.28	4.53	1.55	4.64	1.58	4.62	1.49	4.55	1.59	
Theory-based with use of software	4.81	1.43	4.75	1.76	5.08	1.51	4.54	1.58	5.19	1.68	4.92	1.47	4.55	1.59	
Theory-based delivered by experts in cultural intelligence	4.88	1.37	4.87	1.25	5.1	1.47	4.7	1.56	4.71	1.93	5.15	1.37	4.71	1.49	
Theory-based training delivered by migrant coaches	5.27	1.3	5.03	1.89	5.4	1.34	4.98	1.74	5.58	1.54	5.14	1.5	5.06	1.64	
Practice-based with physical attendance	5.89	.96	5.27	1.68	5.62	1.37	5.64	1.32	6.	1.11	5.5	1.28	5.62	1.44	
Practice-based with use of software	5.47	1.31	5.10	1.79	5.45	1.5	5.21	1.57	5.77	1.41	5.42	1.4	5.5	1.66	
Practice-based delivered by experts in cultural intelligence	5.75	1.17	5.30	1.52	5.75	1.23	5.4	1.42	5.5	1.61	5.7	1.05	5.47	1.46	
Practice-based mediated by migrant and native coaches	5.83	1.7	5.47	1.65	5.73	1.28	5.64	1.5	5.76	1.56	5.88	1.11	5.49	1.53	
<i>Training and migration stages</i>															
Before relocating to work in a foreign country	6.01	1.27	5.67	1.66	6.05	1.51	5.72	1.4	5.58	1.87	6.15	1.14	5.74	1.51	
When working in a foreign country	5.52	1.55	5.01	1.85	5.69	1.73	5.	1.61	4.83	1.88	5.75	1.43	5.11	1.77	
When relocating to work in the native country	4.10	2.	3.76	2.02	4.39	2.09	3.6	1.9	3.93	2.	4.55	2.02	3.5	1.93	

WNIE, No International Experience; WIE, International Experience; BHE, Below Higher Education Degree; HE1, Higher Education 1 (Bachelor and Licentiate) HE2, Higher Education 2 (Postgraduate, Master, Doctorate); L1, Levels 1-2; L2, Level 3-4

### *Assessment of football coaches cross-cultural training needs – qualitative analysis*

For the deductive thematic analysis, four key themes were initially structured: “Football coaches reasons for needs of cross-cultural training”; “Perceived importance of cross cultural training”; “Training content”; and “Training methods and forms of delivery”. These key themes have within two to four master themes and one to two subthemes each. For each subtheme we provided an example of a coach quotation (please refer to Table 6 as an example).

#### **Theme 1: *Football coaches’ reasons for the needs of cross-cultural training***

Football coaches were not in agreement in relation to their needs for receiving cross-cultural training (see table 6). Those who reported training needs view training as an opportunity to develop their skills and improve their knowledge so they perform at their best with their athletes, in all cultural contexts. As Coach 56 referred: "I can see this as a personal development opportunity. I would assume that all coaches would welcome the chance to develop their understanding of how to adapt their coaching behaviours to a new country and being able to provide the best support to their athletes." Training was viewed as an opportunity to prepare coaches to work in a global market.

"Nowadays, the coach profession is global (...) and it is important to have access to intercultural training so that we can better prepare for this possibility."

[Coach 114]

"It is essential to get this training before working abroad, especially if it is in another continent (...)"

[Coach 285]

Then, by fulfilling their needs in this area, coaches feel that they will be more capable to work in different contexts and with other sports stakeholders from other cultures. For instance, coaches view the training as important “(...) to be able to work abroad with foreign athletes” [Coach 142] and to prepare themselves to work in a foreign country.

However, other coaches referred no needs to receive training in this area. The reasons provided were mainly related to the fact that they believe they have enough international experience and the level of competence required to work at all cultural contexts. Coach 225

also referred to the importance of education as a way to develop the competence to work in all cultural contexts: "(...) I have already trained abroad and my experience, education suggests me that I am already at a level that I do not need this specific training". The lack of time for training is also referred by coaches as one of the main barriers. The current constraints on their contracts force them to move between jobs rapidly, without much time to prepare accordingly. Also, other coaches referred that this type of training is not needed as in their opinion all cultures are perceived as being the same everywhere. More specifically the sports culture was seen as equal across the world.

"The language of sport is universal (...) the amount of successful foreign football coaches from different countries, languages and cultures working around the world is the proof that intercultural training is not a key factor for development"

[Coach 123]

Table 6. Key theme 1 – Reasons presented for the need of cross-cultural training, and quotations

Master theme	Subtheme	Examples
Needs	Perform at the best	"I believe it is always important to receive training when working with athletes from a different culture. For me it's key to place them at the centre of the coaching process and look to create an environment for them to thrive and reach their potential." [Coach 99]
	Work abroad	"Coaches profession is increasingly globalized (...) working outside the country is becoming a possibility to me (...) so I need more skills to perform at my best (...)" [Coach 113]
	Global market	There is a tendency for the world to become a single globalized culture. I think it would make sense to receive intercultural training, not only to work outside the country but also in my own country" [Coach 40]
No-need needs	No Time	"Normally there is no time to prepare your relocation to a new country and a new club" [Coach 303]
	Enough International Experience	"(...) I have been training and working in many different cultures, countries and continents and I have never had any problems, neither in terms of adaptation nor understanding of another culture. Also, my parents, as emigrants, allowed me to grow up in a different culture. I always had contact with different cultures from a very young age" [Coach 26]
	No differences across countries	"...I think the coach already has a good understanding of the cultural aspects, because his job is to manage individuals." [Coach 42]

## **Theme 2: *Perceived importance of cross-cultural training***

Cross-cultural training was perceived by coaches as important for their development, despite the fact that the majority of them was not fully aware of the topic (see table 7). For example, Coach 108 responded: "I have never participated in cross-cultural training and I am not aware of the content". Also, Coach 218 mentioned: "It is a rare topic on coaches training (...) this is the first time I am discussing this topic". Their view is that cross-cultural training can help them in their interactions with people from other cultures and should be included in the coaches training programme "from level 1 to level 4 coaches", according to Coach 32.

"I think that this would be a beneficial addition to the training programme for the majority of coaches and would help the drive to make the sport more accessible for all members of the community, which will in turn help to improve cultural understanding and community cohesion."

[Coach 56]

However, it is worth pointing out that there were different views about the importance of this type of training, which suggests that this type of training should be considered optional and not compulsory for coaches. According to the answers received, coaches believe that those who interact more often with foreigners would benefit more from this type of training. For instance, Coach 21 mentioned that this training would be beneficial "for coaches working in their native country with foreigner athletes", and Coach 115 included that "(...) coaches who intend to work abroad (...) because their sports knowledge may be insufficient in relation to the challenges they will encounter". Noteworthy, coaches suggested that they should be able to evaluate their training needs themselves so they can an informed decision of whether they need this type of training. For instance:

"(...) only for those who feel uncomfortable in a different culture, (...) should definitely consider cross-cultural training if they want to work in a different culture."

[Coach 26]

In our study we have also identified some different views defending that cross-cultural training for coaches would not be important. Coaches perceive that their role, which involves constant interaction with other people (e.g. athletes, sports directors, parents) already

prepares them be adaptable to other cultural contexts (e.g. foreign country specific culture). Some coaches referred to some of their peers who have succeeded in their international careers without attending this training.

"(...) I think we [coaches from the same country] have a great capacity to adapt to different scenarios, which facilitates our role in our native country or abroad.

[Coach 191]

Table 7. Key theme 2 – Perceived importance of cross cultural training, and example of quotations

Master theme	Subtheme	Examples
Important	Coaching knowledge	"I think that this would be a beneficial addition to the training programme for the majority of coaches and would make the sport more accessible for all, which will help to improve cultural understanding and group cohesion." [Coach 56]
	For all coaches	"(...) from level 1 to level 4 coaches." [Coach 32]  "This type of training should be part of the comprehensive training of professional of levels 3 and 4." [Coach 300]
	For some coaches	"I believe it is very important before coaches start their adventure abroad (...)" [Coach 286]  "For coaches working in their native country with foreigner athletes." [Coach 21]
Not important	Coaches adjust easily	"We [coaches] can adapt well and can easily perceive other cultures without having to do substantial and dull training" [Coach 36]

### **Theme 3: *Training content***

The training contents mentioned by coaches as important were mainly related to the following areas: coach leadership styles, nutrition for sport in other countries, communication skills and cultural values and beliefs. Leadership was described as an important topic because coaches recognise the need to adapt their leadership style to different cultural contexts.

“Cross-cultural training can be useful to establish the relationship between coaches and athletes (...), to adjust my game philosophy and to lead my team”.

[Coach 63]

Cultural values and religious beliefs were also referred by coaches as relevant topics. They would like to learn more about other countries' traditions and also be aware of their athletes' beliefs, so they can adjust accordingly. As Coach 221 mentioned: "It is important to know the country religion in case it is different to my own country (...) I have worked in countries where I was required to adapt to the host country traditions". Also, coaches mentioned that it is crucial to know how to adapt their coaching methodology so they can manage their athletes equitably. For example, a coach referred to his experience working with athletes during their religious practices by stating the following.

"(...) we have to know their [foreign athletes'] culture in order to understand their views. (...) For example, some Muslim athletes during the Ramadan may not be as productive as other athletes"

[Coach 119]

Communication skills were also another area viewed as relevant for the training structure as coaches see their importance when managing their interactions with foreign sports stakeholders. In their view, it is important to communicate with their athletes and other stakeholders effectively to avoid misinterpretations and make their message clear to them. Therefore, the learn of a new language plays a crucial role here as it allows the coaches to express their views directly without using a translator.

Table 8. Key theme 3 – Training content and example of quotations

Master theme	Subtheme	Examples
Football specific	Coach leadership	"The more skilled you are to deal with people from different cultures the better coach and leader you will be [Coach 138]
	Nutrition	"It is crucial to address the nutritional and cultural issues of other countries [Coach 41]
	Communication skills	"Help to develop the relationship between coaches and all those who are important to the club. It's important that when you are coaching in a foreign environment you do not jeopardise your job or your relationship with your athletes by offending or acting inappropriately." [Coach 71]
General	Language	"(...) we must make all the efforts to master at least one language, because it is essential to communicate well with your team (...) because sometimes translators are not able to not pass the message with the same emphasis!" [Coach 286]
	Cultural values and religious beliefs	" (...) Technical knowledge in football is not enough, we also need to learn the local values, culture, education and behaviour of the country that host us, as well as the legal aspects of the, the religious and socio-economic aspects of the foreign country" [Coach 303]

#### **Theme 4: Training Methods and forms of delivery**

The training methods and forms of delivery indicated by coaches as preferential were not consensual and the ones mentioned were mainly related to: formal classes, interactive classes, online and hands-on training. Traditional lectures with experts as well as less traditional approaches were also indicated by some coaches. For instance, Coach 38 suggested "video conference sessions to be held by a coach working abroad". Other coaches emphasized the crucial role of migrant coaches in delivering training in this topic. Coaches with international experience were suggested as the preferred facilitators of this type of sessions. As mentioned by Coach 26 the sessions "should be delivered by people who have lot of experiences in this area [coaching abroad]". Particularly, some coaches even referred that this international experience should be specific to the country which they will be working in. For instance: "delivered by coaches who are, or have been, working at the host country [Coach 191]. Overall, migrant coaches were perceived as having a crucial role as training facilitators, as they would be able to help trainees to better understand how to interact efficiently in a foreign country:

"Practical sessions taught by migrants or coaches with experience in other countries, who would share with us their knowledge and experiences"

[Coach 32]

Coaches' views were that they would be keen to learn from different sports stakeholders, such as host country coaches and journalists. Meetings abroad were also regarded as an important interactive method of training, so that trainees can have the opportunity to discuss topics related to football coaching, face to face in a foreign country; and at the same time get the opportunity to reflect on their own interactions with other cultures. As Coach 327 mentioned "(...) with the Erasmus+ projects, I had the opportunity to lead teams while traveling and learn about foreign European countries". Hands-on methods were also considered important for coaches. Travel in general was viewed by as an opportunity to get immersed in the new culture in order to understand it better. As Coach 300 mentioned it would be important to "(...) have the opportunity to stay at least 15 days in the country, and interact with the local community to understand the culture". Also, internships abroad, or interchanges between coaches, were considered relevant. For example, shadowing

experienced coaches in a club abroad to get international exposure was one of the suggestions mentioned by Coach 99:

"Working with a coach who has great international experience would help me learn new skills and adapt my coaching style

[Coach 99]

Finally, coaches also showed their preference for online training. (please see quotations on table 9).

Table 9. Theme 4 – Training methods, forms of delivery, and quotations

Master theme	Subtheme	Examples
Formal classes	Lectures seminars and conferences	"Only face-to-face classes" [Coach 323]
Interactive classes	Migrant coaches	"Delivered by coaches who had previous experiences in foreign countries" [Coach 211]
	Media professionals	"Practical sessions with journalists" [Coach 153]
	Host country coaches	"Practical and theoretical training delivered by experts or natives from the respective country" [Coach 23]
	Meetings	"Meetings, exchange of experiences, lectures." [Coach 40]
Online	e-learning	"Use of an online platform " [Coach 395]
	Internet	"Nowadays the internet is a good place to gather the information we need to address our concerns (...)" [Coach 225]
Hands-on	Travel	"Visit the new city to learn about the history of the country" [Coach 75]
	Coaching and Counselling	"Working with a coach who has great international experience would help me to learn new skills and to adapt my coaching style [Coach 99]
	Internships	"Small internships that provide a real life environment." [Coach 285]

## **Highlights**

### **For football coaches, cross-cultural training is:**

- Important to help them perform at their best with their teams
- Needed to work abroad and/or to be part of the global market
- Not relevant as they lack the time to do it
- Not necessary because they have enough international experience already
- Not important because there are no cultural differences across countries
- Important to allow them improve their knowledge and gain an insight on new coaching approaches
- Not important because coaches adjust easily

### **Football coaches need cross-cultural training that is:**

- Focused in specific topics such as leadership, nutrition and communication skills
- Related to cultural values and religious beliefs
- Delivered through formal sessions, such as lectures, seminars and conferences
- Delivered through interactive sessions and meetings and facilitated by migrant coaches, host country coaches or media professionals
- Hands-on and practical, through international experiences which include traveling to the destination or participate in international internships supervised by coaches with international experience

## **Stage 2: Design of the cross-cultural training programme for football coaches**

As far as we are aware, a comprehensive cultural training programme specifically designed for the sports industry had not yet been created. Therefore, we believe that there is a gap that needs to be filled to give coaches the right tools and skills they need to effectively interact with other cultures. Following the literature review conducted and based on the information we gathered, we have put together a specific training plan. The programme was submitted to training providers and facilitators from Portugal and Germany for feedback and several improvements were made as a result.

### ***Defining the structure of the training programme on the basis of existing literature***

We believe there is a need to further enhance cross-cultural education and provide trainees with the opportunity to get formal training (e.g. lectures, group discussions, read case studies) as well as international experience and/or cultural exposure. It is believed that these approaches have a positive impact in the development of cultural intelligence (MacNab, 2012). Therefore, these two approaches were considered in our structure. Also, to ensure we covered the three stages of the migration process we structured the programme in three different parts: before, during and after the cultural experience. The design of the training programme used the cultural intelligence construct developed by Early and Ang and based on four dimensions (Early & Ang, 2003). We have linked the aim and outcomes of the programme, which were tailored to the sports contexts, to these four dimensions following a similar approach used in previous literature (Livermore, 2011), to help trainees improve each one of those dimensions.

Early and Ang (2003) consider that individuals have different types, intensities and duration of interactions with people from different cultures and require different levels of cultural intelligence. As such, we have taken this information into our structure and decided to give coaches the option to choose between different cultural experiences (e.g., whether they complete an internship abroad or in their native country). In terms of the duration of the programme we have followed MacNab's approach and are proposing a six to nine-weeks programme. We believe this is an adequate length and easily integrated in the internship hours that coaches must complete to achieve their coaching certification. However, the author also mentioned that different durations should be applied in future studies to understand whether a shorter period would also be adequate.

### *Tailoring the programme to coaches training needs*

To tailor the programme specifically to the coaches' needs we have used the information gathered from our quantitative and qualitative analysis included in the survey. It was found that coaches self-rated lower cultural intelligence on the cognitive and behavioural aspects so we have structured our programme accordingly, using a more traditional approach (with formal sessions) to address the cognitive dimension and a cultural experience (e.g. placements) to cover the behaviour dimension. Coaches with international experience rated themselves higher on all cultural intelligence aspects than coaches without international, hence why we believe the experiential learning, which has been included in the second stage our programme, will be beneficial for coaches, in particular for those who have not had an international experience.

The main training needs identified were related to local language (with the exception of the English language), practice-based training delivered by migrant/native coaches and training before migration. These results were all considered and incorporated in our table of contents. On the contrary, the training needs which were rated lower related to the English language, training for family, theory-based training which requires physical attendance and training upon relocation to the native country. These results led us to include E-learning as an alternative method to face-to-face training. Whilst training for family and training upon relocation to the native country were lower rated, there are some literature conducted on expatriate managers which made reference to the importance of this training before, during and after relocation (Reiche, Lee & Quintanilla, 2014). Some models of cultural competence (Bennett, 1996) alert for the importance of anticipating the reverse cultural shock when relocating back to the country of origin, hence why we have decided to include training upon relocation to the native country in our programme.

In our study, several participants mentioned that it would be helpful to engage with a migrant coach in the sessions and hear directly from their experience and the challenges they face. As such, we suggest the use of webinar presentations in the sessions. Finally, our proposed structure also combines formal sessions with more practical and interactive ones in line with responses we got from coaches regarding their preferred methods of learning.

### ***Input received from training providers and organizers***

The initial version of our programme was shared with some training providers and facilitators for comments. We found these discussions very useful and insightful and several improvements were made as a result of the feedback received. For example, we have included short case studies and critical incidents analysis as part of the sessions and also some progressive methods of delivery such as an online quiz.

## **Proposed cross-cultural training programme for football coaches**

### **1. Rational**

Over the past decades, the sports industry, and football in particular, have become increasingly more diverse. Whilst it is believed that diversity leads to positive outcomes, it also encompasses many challenges for coaches and for athletes. The importance of cultural intelligence in a globalised world is crucial. The development of these skills will enable coaches to remain knowledgeable and respectful in a variety of cultural contexts, embrace diversity and thrive no matter the cultural environment. The development of cultural intelligence takes time but is a process that is well worth the investment.

### **2. Aims of the training approach**

The overall aims of the cross-cultural training program are:

- 2.1. To increase coaches' cross-cultural awareness of different cultures and their ability to relate to culturally diverse situations;
- 2.2. To improve coaches' communication to interact with different foreigner stakeholders;
- 2.3. To provide appropriate tools and strategies to help coaches function effectively in a variety of cultural contexts;
- 2.4. To improve football coaches' confidence, drive and resilience to adjust their coaching style to multicultural situations.

### **3. Programme Outcomes**

- 3.1. Football coaches will acquire knowledge and understanding of:

- the different cultural values, traditions, behaviours and leadership styles of foreign stakeholders;
- The different tools and techniques available to adjust their coaching philosophy accordingly;
- The different ways to check the efficacy and adequacy of their coaching philosophy on an ongoing basis;
- The need to evaluate their leadership style when interacting with sports stakeholder from a different country;
- The increase in motivation and self-confidence to deal with foreign stakeholders and overcome any potential resistance.
- The development of their communication skills to enable them to adapt their verbal and nonverbal communication and also the pace of speech to stakeholders from different cultural backgrounds.

#### **4. Contents**

##### 4.1. Understanding the impact of globalization in the career of football coaches

- Main factors influencing migration patterns
- The functions and dynamics of the migration process

##### 4.2. The different stages of the migration process and planning strategies

- Challenges of working with different cultures
- Strategies to plan the migration process
- Support and resources available

##### 4.3. National culture and football – differences and similarities across countries

- New language, cultural values and traditions
- Coaching leadership styles and communication across countries
- Coaching methodologies across countries
- The relation between foreign coaches and the media

##### 4.4. Cultural Intelligence and its importance to football coaches

- What is cultural intelligence?
- The importance of developing and promote cultural intelligence
- How to develop coaches' cultural intelligence?
- The importance of developing a reflective practice and learn from cultural experience.

## **5. Programme structure**

The programme has been structured in three different stages: before the cultural experience, during the cultural experience and after the cultural experience. The duration of the whole programme is around six to nine weeks.

The delivery strategy involves a multi-approach which include: formal sessions delivered by experts, E-learning platforms, seminars and conferences with panels of expert coaches, sports journalists and sports directors, with experience in foreign countries, interactive classes that include the review of case studies about coaches' international experiences following by discussions with small groups and individual mentoring during the professional activities to be provided by a coach with international experience.

### ***Before the cultural experience (around 2-3weeks)***

This stage comprises formal group sessions, which include lectures and more progressive methods, and one to one sessions with the facilitator to define a strategy for their cultural experience. The formal sessions will be delivered by experts on cultural intelligence and by coaches with international experience.

#### ***Group sessions - Develop cultural awareness***

In these sessions, coaches are introduced to the contents of the programme described in the section 4. The goal is to provide them with an overall view of the topic, and build a global awareness of the impact of globalisation in their careers and the importance of cultural intelligence. Below we have included some guidelines for activities that can be included in this phase.

#### **Guidelines for activities:**

*Activity 1:* The key focus of this activity is to briefly introduce the cultural intelligence dimensions and explore its relevance to the coaches' activity. The coaches will be requested to complete two different cultural intelligence surveys. The certified trainer leading the session will provide the relevant instructions on how to complete the survey and will request the participants to undertake two tasks. The first task requires them to complete the survey

and familiarised themselves with the cultural intelligence aspects and the second task relates to a discussion of their cultural intelligence assessments in pairs and present their views on the importance of the topic in their careers. After the discussion, the trainer will present the contents of the programme in detail and refer to relevant case studies as appropriate. The participants will then be required to conduct a quick online search using the words “foreign coach”, review the information available and share their views to the group. Finally, the participants will be required to answer the following question individually and share their answers with the group: Should clubs and national teams recruit a foreign coach and why? The idea with this exercise is to create a group discussion about “native vs foreigner” and “us vs them”.

*Activity 2:* The key focus of this activity is to establish how sport migration can influence the culture of a nation and examine the concepts and values associated with the country. The activity will start with a short video footage of the final game of the 2016 UEFA European Championship - Portugal vs France. The participants will be asked to write three words to define the playing style of each team. At the same time the following definition of the individualism index from the Hofstede will be presented in a slide: “Individualism Index is the degree of interdependence a society maintains among its members”. It is worth noting that according to this index, Portugal is a collectivist country (score of 27 out of 100) and France is an Individualist country (score of 72 out of 100). At this point, the participants will be given the chance to change their words, in case they want to, and share them with the group considering the following questions: Is there such thing as national playing styles? Can you identify the playing style of the national team of your country? What is the most efficient style of play in your country? The main goal of this activity is to explore the concept of national identity and understand how values are prioritised in indifferent cultures. Upon completion of this task, the trainers can introduce other cultural values such as the power distance, which refers to the way the power is distributed and measures the extent to which the less powerful accept that power is distributed unequally. The introduction of this concept, for example through the introduction of an online quiz, aims to explore how coaches should adjust their leadership to countries with high or low power distance

### *Defining the tasks, outcomes and checklists*

In this phase, participants are given the option to choose one or more forms of cultural experience and justify how their choice is aligned with the learning outcomes of the programme. The options available include: internship abroad, interchange with a coach from an international club; attending an international conference for football coaches; be mentored by a foreign coach or a former migrant coach, in the native country. Before initiating this task, the participants should create a checklist of tasks to follow and explain what they are planning to achieve with this practice through a PowerPoint presentation, which will then be submitted to the trainer for approval. It is recommended that the presentation (which should contain no more than six slides) covers the following questions: What type of cultural experience are they planning to engage with? What activities are they planning to do and with which group (e.g. foreign football team). How are you planning to organise their workweek? How will this experience contribute to the development of their cultural intelligence?

### *During the cultural experience (around 2-3weeks)*

At this stage, coaches have already enrolled in their selected cultural experience and have started to build a detailed portfolio of the activities undertaken. One of those activities could for example be a reflective practice about an observation conducted of a foreign coach or an interaction they had with a coach or foreign athletes.

### *After the cultural experience (around 2-3 weeks)*

#### *Reflection about the experience*

In this phase, a written report containing a detailed reflection of their cultural experience should be developed by the trainee coaches, which should be aligned with the cultural intelligence components. Trainee coaches are required to describe the cultural activities conducted for each cultural intelligence dimensions. The report should provide a detailed explanation of the positive and negatives aspect of these experiences and explain the main learnings points. Finally, as part of this reflective practice, coaches should set an action plan to use in future interactions. Upon submission of the portfolio, trainers will provide detailed feedback in the following areas: the overall quality of the cultural experience, the relevance

of this experience and its role in improving the cultural intelligence dimensions and assess whether the proposed outcomes have been achieved.

### Guidelines for the cultural experience portfolio

The cultural experience portfolio should include evidence of the three stages that form part of the cultural intelligence process. The portfolio should be structured in three sections. Section one should provide evidence of the work conducted by the participant during the pre-cultural experience stage. This includes any tasks (e.g. notes about critical incidents) or preliminary activities (e.g. cultural quizzes) undertaken. Also, in this section, participants should include a PP-slide presentation describing the planned cultural experience, and how this is aligned with the learning outcomes of the programme, and also a cultural experience checklist. Section two should include detailed evidence of the activities developed during the cultural experience. Finally, section three, should include a reflection on the cultural experience based on Gibbs' (1988) six stages reflective cycle. This approach has been used in previous sports research and has also been applied in practice by trainees and sports practitioners (Knowles et al., 2014). The six stages which are incorporated in the reflective practice are listed below, alongside the total number of words allowed in this report (Approximately 2000 words)

### Guidelines for the reflection on the cultural experience

Stage 1: Description of the cultural experience (about 150 words)

- Give a concise description of your cultural experience and how it relates to the cultural concepts.
- What happened during your cultural experience?

Stage 2: Your thoughts and feelings before and after the experience (about 150 words)

- Use specific information to describe your feelings before/after your cultural experience
- Define the impact of those feelings in the overall cultural experience.

Stage 3: Evaluation of the cultural experience (about 600 words)

- Refer to the positive and negative aspects of your experience

- What were the differences/similarities between your cultural group and the new group? What were the main challenges?

Stage 4: Analysis of the cultural experience (about 600 words)

- Explain the main findings identified in this cultural experience and establish whether any specific trends or patterns have been found.

Stage 5: Conclusion (about 200 words)

- Describe the key learning points.
- Define any potential implications this cultural experience may have in future experiences?

Stage 6: Action Plan (about 300 words)

- Define an action plan for future interaction
- Identify the priority areas that need to be further developed in the future and why?

## **7. Limitations of the current study**

The present research represents the first, to our knowledge, to examine the football coaches' needs on cultural intelligence, and is also pioneer in the development of a specific cross-cultural training plan. Whilst our study aimed to cover all the relevant areas and provide useful information about this topic, it also has some limitations that must be acknowledged and explored further in future efforts. It could be argued that this study would have benefited from a larger sample. However, as the ultimate focus of this study was the development of a training programme, it is unclear whether a larger, more heterogeneous sample, including more female participants, for example, would identify different training needs.

We are proposing a six to nine-weeks training course. However, we believe this programme would benefit from ongoing monitoring to ensure it is fit for purpose. It would, therefore, be useful to receive detailed feedback from coaches upon full completion of the programme and get their views on the duration of the programme, specific areas to improve, potential challenges they faced and whether they believe they need further training. Though, we would recommend that coaches are allowed enough time to reflect on the information received and gather their thoughts accordingly as we believe this would perhaps improve the quality and accuracy of their feedback. It would also be interesting to use the cultural

intelligence scale to assess their sense of cultural intelligence before and after attending the sessions and understand how these have changed over time and what has been the impact in their daily interactions and competence.

It would be interesting in the future to establish whether different outcomes have been achieved between those coaches who have completed the training programme and those who have not, specifically in terms of their adjustment to new cultural contexts, their professional performance and effectiveness of leadership. It would also be useful to conduct further research that examined any potential trends or patterns in the level of cultural intelligence demonstrated by football coaches who have completed the programme and understand whether there are any relevant correlations.

Future research could also establish whether there is any correlation between the duration of the international experience and the level of cultural intelligence evidenced. For example, do migrant coaches who spent more than 10 years abroad show higher cultural intelligence than those who spend 2 years? Similarly, it would be interesting to examine in future studies, if coaches' exposure to a higher number of countries impacts their cultural intelligence. For example, do migrant coaches who have worked in several countries have higher cultural intelligence than those who have only lived in one foreign country?

## **8. Impact of the research**

The current study presents important findings in the areas of cultural intelligence in football. The primary impact is not only to raise awareness among football associations, training providers and coaches about cross-cultural issues that could directly influence their policies and practices, but also provide coaches with the right tools to adjust their behaviour. By facilitating, disseminating and participating in this study, different stakeholders have gained awareness of these topics which was clearly evident from the multiple conversations between the researchers and various stakeholders from different football associations. Also, raising coaches' awareness for this topic may prompt them to further explore this topic and consequently boost their confidence when interacting with people from other countries. These changes can have a great impact on coaches' performance, by giving them appropriate skills to reflect on their international experiences and adjust their behaviour accordingly. On a wider note, it is our expectation that higher levels of cultural intelligence in football could have a significant impact on lowering ethnocentrism as it is often believed that these two areas tend to be negatively related.

## References

- Ang, S., Van Dyne, L., Koh, C., Ng, K., Templer, K.J., Tay, C. & Chandrasekar, N.A. (2007). Cultural intelligence: its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3, 335–371.
- Ang, S., & Van Dyne, L. (2008). *Handbook of cultural intelligence: Theory, management, and applications*. Armonk, NY, USA: M.E. Sharpe, Inc.
- Battochio, R., Schinke, R., McGannon, K., Tenenbaum, G., Yukelson, D., & Crowder, T. (2013). Immigrated professional athletes' support networks and immediate post-relocation adaptation: A directed content analysis of media data. *International Journal of Sport and Exercise Psychology*, 12, 1-16.
- Borges, M., Rosado, A., de Oliveira, R. (2016, July). *Media discourse over foreign coaches*. Paper presented at the 21st annual congress of the European College of Sport Science, Vienna, Austria.
- Borges, M., Rosado, A., de Oliveira R. & Freitas, F. (2015). Coaches' migration: A qualitative analysis of recruitment, motivations and experiences. *Leisure Studies*, 34(5), 588-602.
- Black, J. & Mendenhall, M. (1990). Cross-cultural training effectiveness: A review and a theoretical framework for future research. *Academy of Management Review*, 15(1), 113-136.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2), 77-101.
- Berardo, K., & Dearnorff, D. (2012). *Building Cultural Competence: Innovative Activities and Models*. Sterling, VA: Stylus.
- Cushner, K., & Brislin, R. (1997). *Improving intercultural interactions: Models for cross-cultural training programs*. Thousand Oaks, CA: Sage Publications.
- Duffy, P. (2008). Implementation of the Bologna process and model curriculum development in coaching. In K. Petry, K. Froberg, A. Madella, & W. Tokarsky (Eds.), *Higher education in sport in Europe. From labour market demand to training supply*. Maidenhead: Meyer & Meyer Sport (UK) Ltd.
- Earley, P. & Ang, S. (2003). *Cultural Intelligence: Individual Interactions across Cultures*. Stanford, CA: Stanford University Press.

- Earley, P. & Peterson, R. (2004). The elusive cultural chameleon: cultural intelligence as a new approach to intercultural training for the global manager. *Academy of Management Learning & Education*, 3, 100–115.
- Evans, J., & Mathur, A. (2005). The value of online surveys, *Internet Research*, 15(2), 195-219.
- Fischer, R. (2011). Cross-cultural training effects on cultural essentialism beliefs and cultural intelligence. *International Journal of Intercultural Relations*, 35(6), 767-775.
- Crowne, K. (2008). What leads to cultural intelligence? *Business Horizons*, 51, 391-399.
- Griggs, G. & Gibbons, T. (2012). Harry walks, Fabio runs: A case study on the current relationship between English national identity, soccer and the English press. *International Review for the Sociology of Sport*, 49(5) 536 –549.
- Guba, E. & Y. Lincoln (1989). *Fourth Generation Evaluation*. Newbury Park, CA: Sage.
- Hofstede, G. (2001), *Culture's Consequences: Comparing Values, Behaviours, Institutions, and Organizations Across Nations*. Thousand Oaks, CA: Sage.
- Kerr, R. & Moore, K. (2015). Hard work or child's play? Migrant coaches' reflections on coaching gymnastics in New Zealand. *World Leisure Journal*, 57(3), 185-195.
- Knowles, Z., Gilbourne, D., Cropley, B., & Dugdill, L. (2014). *Reflective Practice in the Sport and Exercise Science: Contemporary issues*. London: Routledge.
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Lara-Bercial, S., North, J., Petrovic, L., Oltmanns, K., Jan Minkhorst, J., Hämäläinen, K. & Livingstone, K. (2016). *Best Practice Examples in Coach Education & Development*.
- Livermore, D. (2011). *The Cultural Intelligence Difference Special: Master the One Skill You Can't Do Without in Today's Global Economy*. AMACOM: American Management Association.
- Livermore, D., & Van Dyne, L. (2015). *Cultural Intelligence: The Essential Intelligence for the 21st Century*. SHRM Foundation Effective Practice Guideline Series. Alexandria, Virginia: SHRM.
- MacNab, B. (2012). An experiential approach to cultural intelligence education. *Journal of Management Education*, 36, 66–94.
- MacNab, B., Brislin, R., & Worthley, R. (2012). Experiential cultural intelligence development: Context and individual attributes. *The International Journal of Human Resource Management*, 23(7), 1320-1341.

- Maderer, D., Holtbrugge, D. & Schuster, T. (2014). Professional football squads as multicultural teams: cultural diversity, intercultural experience, and team performance. *International Journal of Cross Cultural Management*. 12(2), 2015-238.
- Mesquita, I., Borges, M., Rosado, A. & Batista P. (2012). Self-efficacy, perceived training needs and coaching competences: the case of Portuguese Handball. *European Journal of Sport Science*. 12(2), 168-178.
- Ng, K. Y., Van Dyne, L., & Ang, S. (2009). From experience to experiential learning: Cultural intelligence as a learning capability for global leader development. *Academy of Management Learning & Education*, 8(4), 511-526.
- Ng, K., Van Dyne, L., & Ang, S. (2012). Cultural intelligence: A review, reflections, and recommendations for future research. In A. M. Ryan, F. T. L. Leong, & F. L. Oswald (Eds.), *Conducting multinational research: Applying organizational psychology in the workplace* (pp. 29-58). Washington, DC, USA: American Psychological Association.
- Orlowsky, J., Wicker, P. & Breuer, C. (2016a). Determinants of labour migration of elite sport coaches. *European Journal of Sport Science*, 16 (6), 711-718.
- Orlowsky, J., Wicker, P. & Breuer, C. (2016b). Labour migration among elite sport coaches: An exploratory study. *International Review for the Sociology of Sport*, 1-15.
- Ott, D. & Michailova, S. (2016). Cultural Intelligence: A Review and New Research Avenues. *Journal of Management Reviews*, 1–21.
- Raver, J., & Van Dyne, L. (2017). Developing Cultural Intelligence. In K. Brown (Ed.), *The Cambridge Handbook of Workplace Training and Employee Development* (pp. 407-440). Cambridge: Cambridge University Press.
- Reiche, S., Lee, Y. & Quintanilla, J. (2014). Cross-cultural training and support practices of international assignees. In Collings, D.G., Wood, G., & Caligiuri, P. (Eds.), *The Routledge Companion to International Human Resource Management*, London: Routledge.
- Rosenblatt, V., Worthley, R., & MacNab, B. (2013). From contact to development in experiential cultural intelligence education: The mediating influence of expectancy disconfirmation. *Academy of Management Learning & Education*, 12(3), 354-379.
- Rust, J. & Golombok, S. (1999). *Modern Psychometrics: The Science of Psychological Assessment*. London: Routledge.
- Şahin, F., Gurbuz, S., & Köksal, O. (2014). Cultural intelligence (CQ) in action: The effects of personality and international assignment on the development of CQ. *International Journal of Intercultural Relations*, 39, 152-163.

- Schlägel, C., & Sarstedt, M. (2016). Assessing the measurement invariance of the four-dimensional cultural intelligence scale across countries: A composite model approach. *European Management Journal*, 34(6), 633-649.
- Smith, G. (2016). Migratory career contingencies of elite level soccer coaching talent. *Soccer & Society*, 17(4), 407-432.
- Schinke, R. & McGannon, K. (2014). The acculturation experiences of (and with) immigrant athletes, *International Journal of Sport and Exercise Psychology*, 12(1)1, 64-75.
- Schinke, R., Yukelson, D., Bartolacci, G., Battochio, R. & Johnstone, K. (2011). The Challenges Encountered by Immigrated Elite Athletes. *Journal of Sport Psychology in Action*, 2(1), 10-20.
- Schinke, R., McGannon, K., Yukelson, D., Cummings, J. & Parro, W. (2015) Helping with the Acculturation of Immigrant Elite Coaches in Canadian Sport Contexts. *Journal of Sport Psychology in Action*, 6(1), 17-27.
- Shannon, L. M., & Begley, T. M. (2008). Antecedents of the four-factor model of cultural intelligence. In S. Ang, & L. Van Dyne (Eds.), *Handbook of cultural intelligence: Theory, management, and applications* (pp. 41-55). Armonk, NY, USA: M.E. Sharpe, Inc.
- Sternberg, R., & Detterman, D. (1986). *What is intelligence?* Norwood, NJ, USA: Ablex Publishing Corporation.
- Taylor, M. (2010). Football's Engineers? British Football Coaches, Migration and Intercultural Transfer, c.1910–c.1950s. *Sport in History*, 30(1), 138-163.
- Vincent, J., Kian, E., Pedersen, P., Kuntz, A. & Hill, J. (2010). England expects: English newspapers' narratives about the English football team in the 2006 World Cup. *International Review for the Sociology of Sport*, 45(2), 199-223.

Attachment A

## **Global Coach through Cross-Cultural Training**

Dear coach,

You are being invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

The increasing cultural diversity in European football creates challenges for coaches working in a foreign country and working nationally with multicultural teams. These requests cross-cultural training to support the coaches' work. The aim of this research study is to identify the coaches' cross-cultural training needs. This will inform the football's governing bodies to the devolvement of tailoring coaching education programmes that can promote a successful interaction between coaches and other sports stakeholders from different cultures.

This research study is being supported by the UEFA Research Grant. The survey will be available during 15 days in November and it aims to access the football coaches' cultural training needs. You have been invited to participate in this research because of your experiences as a football coach. We would like you to respond to the survey questions by thinking about your most recent experience working with foreign sports stakeholder. If during you coaching career, you have never worked with foreign sports stakeholders, please think in a hypothetical scenario were you are working with foreign sports stakeholders, in a foreign country or working nationally with multicultural teams.

### **Informed Consent and General Instructions**

You have been invited to participate in this research because of your experiences as a football coach. We would like you to respond to the survey questions by thinking about your most recent experience working with foreign sports stakeholder. If during you coaching career, you have never worked with foreign sports stakeholders, please think in a hypothetical scenario were you are working with foreign sports stakeholders, in a foreign country or working nationally with multicultural teams.

It is up to you to decide whether or not to take part. If you decide to take part you are still free to withdraw at any time and without giving a reason. If you decide to withdraw you should simply close the current page of the online survey. Your data will be only recorded

when you will press the submit button at the end of the survey. After pressing the “submit” button, you can no longer withdraw because your answers will be submitted and automatically anonymized.

If you choose to take part in this voluntary survey, this will take you about 20 minutes to submit all your answers. Please be aware that to be able to participate, all questions should be answered. If not, you will not be allowed to submit the survey.

By participating in this research you are contributing to the identification of useful knowledge about coaches’ cross-cultural training needs. This knowledge is useful in the development of tailoring coaches’ education programmes and the implementations of strategies for successful interactions between coaches and foreign sports stakeholders, in a foreign country or nationally.

Your confidentiality is protected both in terms of your personal involvement and particular data. Your name and contacts will not be collected therefore the data reported will not allow your identification. All the data will be collected using an online survey and the data will be stored electronically and protected by a password. The access to the data will be limited to the research team. Also, the data gathered from the survey will be reported as aggregated results and it will be retained in accordance with the South Bank University’s Code of Practice. The data generated during the research will be kept securely for a period of 10 years after the completion of the research and it will remain anonymous.

The results of this research will be used to produce a research report to the UEFA research grant and for future research dissemination. This research is supported by the UEFA Research Grant and has been approved by the Ethics Panel of the London South Bank University.

Please contact the principal investigator if you have any questions about the survey or the research study. If you have any concerns about the way in which the study has been conducted, you should contact the Chair of the School Ethics Panel. Please find the contact details below for further information.

Dr Mario Borges | Principal Investigator, London South Bank University,  
[borgesm@lsbu.ac.uk](mailto:borgesm@lsbu.ac.uk)

Dr Lynne Dawkins | School Ethics Panel, London South Bank University,  
[SASethics@lsbu.ac.uk](mailto:SASethics@lsbu.ac.uk)

Thank you for your time to read this information.

Please select the “I agree” option below to confirm that you read the information sheet and you agree to take part in the study.

I Agree

I Do Not Agree

#### Survey Instructions

Please respond to the survey by thinking about your most recent experience working with foreign sports stakeholder. If during your coaching career, you have never worked with foreign sports stakeholders, please think in a hypothetical scenario where you are working with foreign sports stakeholders, in a foreign country or working nationally with multicultural teams.

#### Glossary of Terms

*Cross-cultural training*: an intervention designed to enhance the knowledge, skills and competences of international assignees to help them to operate effectively in an unfamiliar host environment

*Cultural Intelligence CQ*: Capability to relate and work effectively across cultures.

*Metacognitive CQ*: Cultural consciousness/awareness during interactions with those from different cultural backgrounds

*Cognitive CQ*: Cultural knowledge of norms, practices, and conventions in different cultural settings

*Motivational CQ*: Capability to direct attention and energy toward cultural differences

*Behavioural CQ*: Capability to exhibit appropriate verbal/nonverbal actions when interacting with people from different cultural background.

*Sports Stakeholders*: an individual whose attitudes and actions influence the success of the sport (e.g. athlete, coach, director, spectator, etc.).

## Cultural Intelligence Scale - CQS

Each statement is followed by a series of possible responses (1=strongly disagree; 7=strongly agree). Read each statement carefully and decide which response best describes how you feel. If you are not completely sure which response is more accurate, put the response which you feel is most appropriate. Do not spend too long on each statement. It is important that you answer each question as honestly as possible. Please choose the appropriate response for each item:

1 7

### Metacognitive CQ

I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds

I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me

I am conscious of the cultural knowledge I apply to cross-cultural interactions

I check the accuracy of my cultural knowledge as I interact with people from different cultures

### Cognitive CQ

1 7

I know the legal and economic systems of other cultures

I know the rules (e.g., vocabulary, grammar) of other languages

I know the cultural values and religious beliefs of other cultures

I know the marriage systems of other cultures

I know the arts and crafts of other cultures

I know the rules for expressing non-verbal behaviours in other cultures

### Motivational CQ

1 7

I enjoy interacting with people from different cultures

I am confident that I can socialize with locals in a culture that is unfamiliar

to me

I am sure I can deal with the stresses of adjusting to a culture that is new to me

I enjoy living in cultures that are unfamiliar to me

I am confident that I can get accustomed to the shopping conditions in a different culture

**Behavioural CQ**

I change my verbal behaviour (e.g., accent, tone) when a cross-cultural interaction requires it 1 7

I use pause and silence differently to suit different cross-cultural situations

I vary the rate of my speaking when a cross-cultural situation requires it

I change my non-verbal behaviour when a cross-cultural situation requires it

I alter my facial expressions when a cross-cultural interaction requires it

© Cultural Intelligence Center 2005. Used by permission of Cultural Intelligence Center.

Note. Use of this scale granted to academic researchers for research purposes only. For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to [info@culturalq.com](mailto:info@culturalq.com)

**Cultural Intelligence in Sport - CIS**

Each statement is followed by a series of possible responses (1=strongly disagree; 7=strongly agree). Read each statement carefully and decide which response best describes how you feel. If you are not completely sure which response is more accurate, put the response which you feel is most appropriate. Do not spend too long on each statement. It is important that you answer each question as honestly as possible. Please choose the appropriate response for each item:

1 7

**Metacognitive CQ - sports context**

I am conscious of my coaching philosophy (e.g. identity, values, and beliefs) when interacting with a sports stakeholder from a different culture

I adjust my leadership style when interacting with a sports stakeholder from a different culture

I check the efficacy of my coaching philosophy when interacting with a sports stakeholder from a different culture

I adjust my coaching philosophy when interacting with a sports stakeholder from a different culture

1 7

### **Cognitive CQ - sports context**

I know how to coach foreign athletes in a foreign country

I know how to coach foreign athletes in my native country

I know how the organisation of a club works in a foreign country (e.g., hierarchy)

I know how the games and competition work in a foreign country (e.g., fixtures, schedule, and tournaments)

I know the competitive mentality in a foreign country (e.g., individualism vs collectivism)

I know the behaviour of the fans in a foreign country (e.g., aggressive, supportive, demanding)

I know how the coach-sports stakeholders' relationship works in a foreign country (e.g., interactions in social settings outside training)

1 7

### **Motivational CQ - sports context**

I enjoy interacting with sports stakeholders from different countries

I am confident that I can work with a foreign sports stakeholder when working in my native country

I am confident that I can work with a foreign sports stakeholder when working in a foreign country

I am confident that I can deal with the stresses of adjusting my coaching style to a foreign country

I enjoy coaching in cultures that are different from my native country

I am confident that I can get used to the sport's conditions/context in a

different country

**Behavioural CQ - sports context** 1 7

I change my verbal behaviour (e.g., tone) when interacting with a sports stakeholder from a different country

I use pause and silence differently to suit my interaction with a sports stakeholder from a different country

I vary the rate of my speaking when interacting with a sports stakeholder from a different country

I change my non-verbal behaviour (e.g., hand gestures, physical proximity) when interacting with a sports stakeholder from a different country

I change my facial expressions when interacting with a sports stakeholder from a different country

© Cultural Intelligence Center 2005. Adapted with permission of Cultural Intelligence Center. Note. Use of this scale granted to academic researchers for research purposes only. For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to [info@culturalq.com](mailto:info@culturalq.com)

**Cross-Cultural Coaches Training Needs – CCCTN**

Each statement is followed by a series of possible responses (1=strongly disagree; 7=strongly agree). Read each statement carefully and decide which response best describes how you feel. If you are not completely sure which response is more accurate, put the response which you feel is most appropriate. Do not spend too long on each statement. It is important that you answer each question as honestly as possible. Please choose the appropriate response for each item:

1 7

**Cross-Cultural Coaches Training Needs**

I need cross cultural training to work with foreign sports stakeholders

Please explain why you need/don't need cross cultural training to work in your native country or in a foreign country.

**Training Content** 1 7

I need cross cultural training that covers knowledge and skills related to the specific sport’s culture of a foreign country □ □ □ □ □ □ □

I need cross cultural training that covers the English language to communicate with sports stakeholders from a different country □ □ □ □ □ □ □

I need cross cultural training that covers a relevant local language to communicate with sports stakeholders from a specific foreign country □ □ □ □ □ □ □

I need cross cultural training that offers skills on how to interact with foreign sports stakeholders □ □ □ □ □ □ □

Other content of training that I need. Please justify you answer.

**Training recipients** 1 7

My coaching staff should receive cross cultural training to work with me in a foreign country □ □ □ □ □ □ □

My family should receive cross cultural training to live with me in a foreign country □ □ □ □ □ □ □

Coaches should receive cross cultural training to support foreign coaches/athletes’ adjustment to my country □ □ □ □ □ □ □

**Training Methods and Delivery** 1 7

I prefer theory-based session cross-cultural training with physical attendance (e.g., formal classes, information briefings) □ □ □ □ □ □ □

I prefer theory-based cross-cultural training where I use software (e.g., □ □ □ □ □ □ □

multimedia software, internet resources)

I prefer theory-based cross-cultural training delivered by experts in cultural intelligence

I prefer theory-based cross-cultural training delivered by migrant and native coaches

I prefer practice-based cross-cultural training with physical attendance (e.g., intercultural workshops, simulations)

I prefer practice-based cross-cultural training activities where I use software (e.g., interactive multimedia software, internet resources)

I prefer practice-based cross-cultural training mediated by cultural intelligence experts

I prefer practice-based cross-cultural training activities mediated by migrant and native coaches

Other training methods and forms of delivery that I prefer for my cross-cultural training.

**Training and migration stages** 1 7

I prefer to have cross-cultural training before relocating to work in a foreign country

I prefer to have cross-cultural training when working in a foreign country

I prefer to have cross-cultural training when relocating to work in my native country

Finally, we would like to ask you for your views about cross-cultural training. Please feel free to write your thoughts and feelings about this matter as honestly as possible.

**Demographic Information**

Year of birth

Gender

Female

Male

Country of origin

Experience as an Athlete in a native country

Number of years

Sport

Highest competition level achieved

Experience as an Athlete in a foreign country

Where

Number of years

Sport

Highest competition level achieved

Experience as a Coach in the native country

Number of years

Sport

Position

Highest competition level achieved

Experience as a Coach in a foreign country  
Where

Number of years

Sport

Position

Highest competition level achieved

General Qualifications:

Higher Education

Bachelor Degree

Postgraduate

Master Degree

Doctoral Degree

Other

Coaching qualifications:

Level 1

Level 2

Level 3

Level 4

Other

Thank you for taking the time to participate in this research. Your responses are vital to improving understanding of the coaches needs on cross-cultural training.

Please contact the principal investigator if you any questions about the survey or the research study. If you have any concerns about the way in which the study has been conducted, you should contact the Chair of the School Ethics Panel. Please find the contact details below for further information.

Contact Information:

Dr Mario Borges | Principal Investigator, London South Bank University,  
[borgesm@lsbu.ac.uk](mailto:borgesm@lsbu.ac.uk)

Dr Lynne Dawkins | School Ethics Panel, London South Bank University,  
[SAsethics@lsbu.ac.uk](mailto:SAsethics@lsbu.ac.uk)