The Impact of Cultural Intelligence on the Management of Multicultural Sports Organizations: A Comparative Analysis between Romania and France

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Abstract

In an increasingly globalized world, sport has become a promoter of multiculturalism and sports teams can be considered true multinational organizations. In such a world, the concept of cultural intelligence is gaining increasing interest because it explains why individuals may or may not adapt to a new cultural context. Cultural intelligence is a form of intelligence that can be applied even in the field of sports, where huge amounts of money are allocated to expatriate athletes to add value to organizations. Cultural intelligence is a factor that influences the successful adaptation to a new cultural context, but in turn it can be influenced by other factors. Successful adaptation to a new cultural environment can lead to increased self-confidence, team integration and increased market share of athletes. This research is based on the responses of 150 athletes evolving in multicultural teams in France and Romania and analyzes how cultural intelligence influences adaptation to a new cultural context but also how adaptation influences the market share of athletes. Although the sample is represented by athletes, the research results can be useful for all those interested in multicultural management.

Keywords: multiculturalism, cultural intelligence, sports management, adaptation, cultural diversity

1. Introduction

The Team member acceptance and integration in multicultural sports organisations is a significant tenet in international management research. Previous research has revealed that the athletes' capabilities needed to compete globally are different from those needed to compete locally. Team cultural intelligence (reflected

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in a culturally diverse environment) drives perceived team members efficacy and its behavioural outcome (Chen and Lin, 2013). The concept of 'acculturation processes' in global sports activities, which refers to the acquisition of practices regarding how to behave in a host country's culture by immigrated athletes, has received attention in studies within this stream of research (Schinke et al., 2013; Khomutova, 2016).

There has been little research conducted on the impact of cultural intelligence on athletes' adaptation to their teams in new cross-cultural settings. The validity of previous studies is questionable (Bucker, 2015), and researching cultural differences and adapting to a new cultural context is an area that still requires in-depth studies. This study aims to fill this research gap by exploring the issues that influence the adaptation of athletes to a new cultural context and what are the consequences of adaptation / maladaptation to a new cultural context. Among the factors considered to influence adaptation to a new cultural context are: the metacognitive dimension of cultural intelligence, the cognitive dimension of cultural intelligence, the behavioural dimension of cultural intelligence, the motivational dimension of cultural intelligence, personality traits and education. The study also aims to analyze the extent to which adaptation to a new cultural context influences self-confidence, team integration and market share of players.

The aim of this study is to provide solutions that facilitate the adaptation of athletes to a new cultural environment and solutions that lead to a more efficient management of culturally diverse organizations. In addition, these solutions could be applied in organizations that do not operate in the world of sports.

The opportunity and novelty of this study is due to the fact that previous studies measuring the degree of cultural intelligence are limited. In previous studies, respondents either have little experience in cultural intelligence, such as those with less experienced students who have not worked abroad and whose international experience is gained more from vacations (Crowne, 2008), the case students who are still at the beginning of their studies abroad, whose experience cannot highlight the subtleties of the concept of cultural intelligence. In other previous studies, a sample from the same country is used and they also did not spend much time abroad (Bucker, 2015).

2. Theoretical framework

2.1 Cultural intelligence

The concept of cultural intelligence has emerged to explain the situations in which people who possess important skills and competencies fail to adapt to other cultural contexts. Several studies have focused on this concept (e.g., Amiri, Moghimi, & Kazemi, 2010; Ang and Van Dyne, 2008; Gregory, Prifling, & Beck, 2009; Templer et al., 2006; Vedadi, Kheiri and Abbasalizadeh, 2010; Ward et al., 2009). The emergence of the concept of cultural intelligence has led to the completion of definitions given to the concept of intelligence. This concept focuses on a set of important skills that involve intercultural adaptation. (Ng, Ramaya, Teo

and Wong 2005). Cultural intelligence can predict an individual's ability to be a leader in a multicultural context (Sutton, 2013). Elenkov and Manev (2009) state that cultural intelligence means a leader's ability to motivate individuals from different cultures. Imai and Gelfand (2010) explain that an individual with skills in cultural intelligence communicates and negotiates more easily with individuals from other cultures.

Cultural intelligence plays a particularly important role in multicultural teams (Bucker, 2015). According to Ang and Van Dyne (2008), four dimensions make up cultural intelligence: the metacognitive dimension, the cognitive dimension, the motivational dimension and the behavioral dimension. The metacognitive dimension can be described as the process by which individuals tend to obtain information and understand cultural differences, but also to develop their skills to promote adaptation to intercultural situations The cognitive dimension requires knowledge of the rules and practices of a particular culture (Ang and Van Dyne, 2008). The motivational dimension refers to the ability to find energy to cope with a new cultural environment (Ng and Earley 2006). Finally, the behavioral dimension determines the ability of individuals to change both their verbal and non-verbal behavior when interacting with people from other cultures. This dimension involves the use of words, gestures and facial expressions specific to a particular culture.

According to Nastase and Munteanu (2012), management in sports is highly affected by cultural differences in terms of streamlining both sports' managerial structures and their specific activities. In Romania, there are legislation gaps which have major impact on the team management, especially when there are foreign players (Bratianu, 2020). Managerial communication within the clubs that enrol foreign players should be transparent at all hierarchical layers (Jinga and Iacobini, 2015).

2.2 Personality and adaptation

Personality traits are relatively fixed and cause individuals to behave in a certain way in multicultural situations and more than that they can predict to some extent the ability to successfully achieve goals in multicultural situations (Caligiuri, 2006). Ang and Van Dyne (2008) state that personality traits can help predict adaptation to a new cultural environment. Moreover, these personality traits can be correlated with the dimensions of cultural intelligence. The five major personality categories: conscientiousness, extroversion, emotional stability, openness (to experiences), and agreeableness (Caligiuri, 2006; Ones and Viswesvaran, 1999).

Extroversion makes people who possess this personality trait confident, talkative, sociable and spontaneous. They are more likely to try new things and ask questions. On the other hand, those who are introverts are shy, less confident, and silent (Ang, Van Dyne, Koh 2006). Moreover, extroverts are more likely to interact effectively with people from other cultures (Caligiuri, 2006).

Agreeableness is a personality trait that can be translated into collaboration for conflict resolution, mutual understanding and low competitiveness (Black, 1990;

Ones and Viswesvaran, 1999, Tung, 1981). In a professional context, an agreeable employee has a high ability to relate to other people and to collaborate effectively with them (Witt, 2002). At the same time, employees who are less pleasant experience more conflicts (Assendorpf, Wilpens 1998). People who possess this personality trait are more likely to be successful in performing multicultural tasks, for example working with colleagues in other countries (Caligiuri, 2006).

Conscientiousness is the personality trait that makes individuals put more effort and more conscientiousness in performing tasks (Caligiuri, 2006). This type of individuals work-hard to achieve their tasks in multicultural situations that may seem confusing at first (Ang, 2006).

Emotional stability is a coping mechanism that allows individuals to cope with stress. Individuals who have very high emotional stability tend to be generally calm and temperate in performing daily tasks (Barrick and Mount 1991). These people tend to be less anxious, depressed, angry, anxious or embarrassed.

Individuals with a high degree of openness have a lower degree of rigidity than what is right or wrong, appropriate or inappropriate, and at the same time are more likely to accept diverse cultures (Abe, Wiseman, 1983; Black, 1990). Over time, research has shown that this openness is the only dimension of personality that can be directly linked to creativity (McCrae and Costa 1987).

3. Research methodology and hypotheses development

This study is based on a conceptual model, which aims to test several hypotheses (Figure 1):

- *H1a. The metacognitive skills of athletes' cultural intelligence have a positive impact on their adaptation to a new cultural context;*
- *H1b. The cognitive skills of athletes' cultural intelligence have a positive impact on their adaptation to a new cultural context;*
- *H1c. The motivational skills of athletes' cultural intelligence have a positive impact on their adaptation to a new cultural context;*
- *H1d. Behavioural skills of athletes' cultural intelligence have a positive impact on their adaptation to a new cultural context;*
- *H2. The adaptation of athletes to a new cultural context has a positive impact on self-confidence;*
- *H3. The adaptation of athletes to a new cultural context has a positive impact on team integration;*
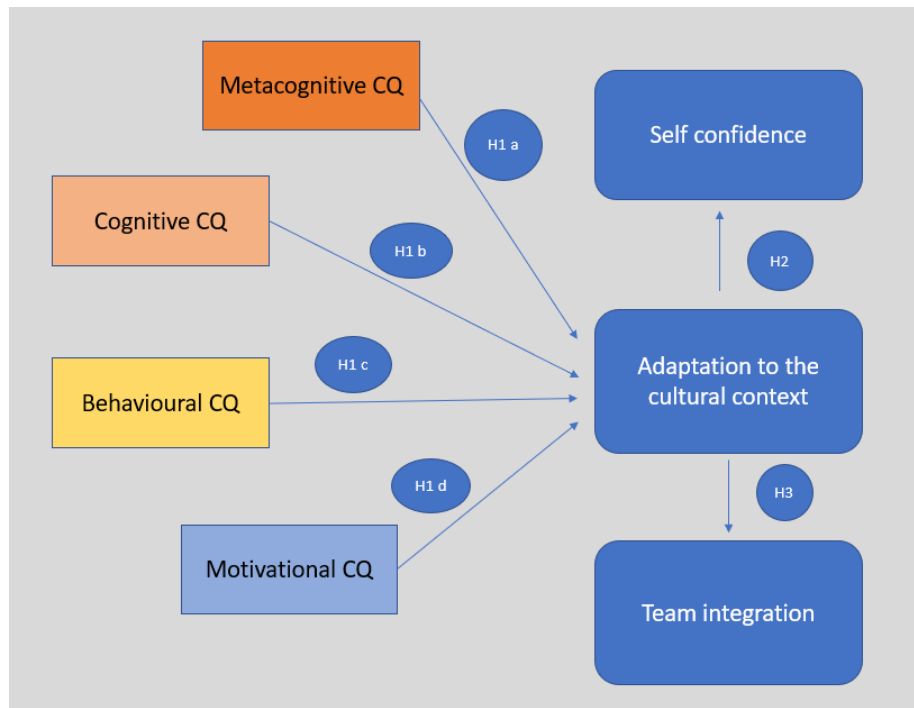
**Figure 1. Conceptual model regarding the factors that influence
the adaptation to a new cultural context**
Source: Authors

This study involves a comparative analysis of how foreign athletes adapt in two culturally different countries Romania and France. Thus, through Google Forms, a questionnaire with 30 questions was created, which was distributed to 150 foreign athletes who evolve in France and Romania and who practice team sports. In order to facilitate the obtaining of answers and to avoid confusion that could affect the research results, the questionnaires were translated into English, French, Spanish and Portuguese. In addition, it should be noted that the vast majority of players playing abroad are fluent in an international language, which is often English. The questions were based on the work of Bucker (2015) and Ang and Van Dyne (2008). Majority of questions were focused on cultural intelligence skills. All of these questions used a Likert scale from 1 (to a very small extent) to 5 (to a very large extent). Thus, four questions concerned the metacognitive dimension of cultural intelligence (e.g. I am aware of the cultural knowledge I apply in multicultural interactions); six questions concerned the cognitive dimension of cultural intelligence (e.g. know the grammar rules of a foreign language); five questions focused on the motivational dimension of cultural intelligence (e.g. I like to interact with people from other cultures) and five more questions focused on the behavioural dimension of cultural intelligence (e.g. I change my focus and tone then in multicultural interactions).

Respondents

The number of respondents to this questionnaire is 150. They are foreign athletes who evolve in multicultural organizations in France or Romania (having a nationality other than French or Romanian). Thus, 79 of these respondents evolve in Romania and 71 evolve in France. Of these, 44 are females and 106 males, from this point of view the sample is quite unbalanced. Regarding the level of education of the respondents, 60 graduated high school, 58 bachelor's degree, 31 master's degree and one respondent graduated doctorate. Thus, it is found that over 60% of respondents have completed higher education. The sports that the respondents' practice is diverse: football, basketball, handball, volleyball, ice hockey and rugby (in order of number of answers). The level of athletes is also the first league in the two countries, being considered professional athletes, but also athletes who evolve in semi-amateur and amateur championships. Questionnaire respondents come from 49 countries, from Europe, Africa, Asia, North America and South America. In addition, 5 of the respondents have dual citizenship. Thus, the countries of origin of the respondents are the following: Albania, Algeria, Argentina, Belarus, Belgium, Bosnia and Herzegovina, Brazil, Bulgaria, Cameroon, Canada, China, Colombia, Croatia, Congo, Czech Republic, France, Germany, Ghana, Greece, Hungary , Israel, Italy, Ivory Coast, Lithuania, Cape Verde, Northern Macedonia, Madagascar, Mali, Martinique, Mauritius, Mexico, Moldova, Montenegro, Morocco, Netherlands, Nigeria, Norway, Romania, Senegal, Serbia, Slovakia , South Africa, Spain, Sweden, Tunisia, United Kingdom of Great Britain and Northern Ireland, Ukraine, Uruguay and the United States of America. The fact that respondents are from such a large number of countries is a plus for this study because previous studies have relatively homogeneous samples. It should be noted that Romanian citizens evolve in France, while French citizens evolve in Romania. Another important aspect to note is the fact that a significant number of athletes who train in France come from French-speaking countries. On the other hand, there are also athletes in Romania who come from the Republic of Moldova and who know the Romanian language, but also athletes of Hungarian nationality who evolve in areas where ethnic Hungarians are the majority.

Methodology

The most widespread and well-known method of analysing quantitative data is SPSS (the Statistical Package for the Social Sciences). This method provides predictive analytics and viable business solutions and offers numerous algorithms, different types of interface and different ways of viewing data. Meanwhile, SPSS is no longer just an acronym, but has also become a world-renowned brand. The software has been developed since Stanford University since 1968 to quickly analyse a large amount of data on both faculty information and graduate information. Subsequently, the software was requested and used in other US institutions. In addition, with the development of technology and the advent of personal computers and laptops, more and more people had access to this software, and researchers have specialized in using it. The software is used in a wide range of

fields: market research, opinion polls, public health, administration, education, institutional research, risk management, business intelligence, financial services, sales, telecommunications, insurance. SPSS helps to use a large volume of data to predict and assist in the decision-making process.

4. Findings

H$_{1a}$. Athletes' Metacognitive CQ skills have a positive impact on their adaptation on cultural context.

Metacognitive CQ skills * Adaptation to cultural context Crosstabulation

Table 1

		Adaptation to cultural context					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Metacognitive CQ skills	Disagree	0	0	2	0	0	2
	Neutral	1	4	7	20	6	38
	Agree	0	1	8	43	28	80
	Strongly agree	0	1	2	9	18	30
Total		1	6	19	72	52	150

The Chi Square test results for the *H$_{1a}$* are shown in Table2.

Chi Square results – *H$_{1a}$*

Table 2

	Value	Degrees of freedom	Asymptotic significance
Pearson Chi-Square	36.819	12	.0002
Likelihood Ratio	30.756	12	.002
Linear-by-Linear Association	19.273	1	.000
N of Valid Cases	150		

Source: Output SPSS

As the coefficient of asymptotic significance is close to zero (0.0002) (lower than the significance threshold allowed by 0.05) and the value of the Pearson Chi Square indicator (36.819), in the context of 12 degrees of freedom, is higher than the Pearson Chi Square table (21.026), *hypothesis H$_{1a}$ is validated*.

Regression Analysis – H_{1a}

Table 3

Coefficient of determination	R²	0.129	**n**	**150**	
Pearson correlation coefficient	R	0.360			
	Std. Error	0.774			
ANOVA table					
Source	*Sum of Squares*	*df*	*Mean Square*	*F*	*p-value (Sig)*
Regression	13.173	1	13.173	21.987	.000006
Residual	88.667	148	.599		
Total	101.840	149			
Regression output					
Variables	*Coefficients*	*Std. error*	*t*	*p-value*	
Constant	2.478	.356	6.961	.000	
Predictor: MCQ	.419	.089	4.689	.000	
Dependent Variable: ACC					

The regression analysis output (Table 3) reveals that there is a positive relationship between *MCQ* and *ACC*, as Pearson correlation coefficient R has the value of **0.360**. The coefficient of determination ($R^2 = $ **0.129**) reveals that **12.9%** of the variance in *ACC* is explained by *MCQ*.

The ANOVA test highlights that the regression model predicts *ACC* significantly because the calculated F ratio of **21.987** is greater than the tabulated F ratio value of **3.84** ($F_{1,149} = $ **3.84**) - and the generated p-value (**0.000006**) is lower than threshold 0.05, which is statistically significant at 95% confidence interval. **H_{1a} is validated.**

The regression model related to H_{1a} is:
$$ACC = \alpha_0 + \beta_1 \times MCQ$$
$$ACC = \mathbf{2.478} + \mathbf{0.419} \times MCQ$$

The results of regression coefficients reveal that *MCQ* contributes statistically to the model ($\beta = $ **0.419**, t = **4.689**, p = **0.000**) and can be used to predict *ACC*. For every additional unit of MCQ, ACC is expected to increase by an average of **0.419** units.

H₁ᵦ. Athletes' cognitive CQ skills have a positive impact on their adaptation on cultural context.

Cognitive CQ skills * Adaptation to cultural context Crosstabulation

		Adaptation to cultural context					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Cognitive CQ skills	Strongly disagree	0	0	2	2	0	4
	Disagree	1	4	5	8	12	30
	Neutral	0	1	7	32	15	55
	Agree	0	1	5	30	18	54
	Strongly agree	0	0	0	0	7	7
Total		1	6	19	72	52	150

Chi Square results – *H₁ᵦ*

	Value	Degrees of freedom	Asymptotic significance
Pearson Chi-Square	37.598[a]	16	.002
Likelihood Ratio	36.402	16	.003
Linear-by-Linear Association	10.366	1	.001
N of Valid Cases	150		

Source: Output SPSS

As the coefficient of **asymptotic significance** is close to zero (**0.002**) (lower than the significance threshold allowed by 0.05) and the value of the **Pearson Chi Square** indicator (**37.598**), in the context of 16 degrees of freedom, is higher than the Pearson Chi Square table (**26.296**), *hypothesis H₁ᵦ is validated*.

Regression Analysis – *H₁ᵦ*

Coefficient of determination	R²	0.70	**n**	**150**		
Pearson correlation coefficient	R	0.264				
	Std. Error	0.800				
ANOVA table						
Source	*Sum of Squares*	*df*	*Mean Square*	*F*	*p-value (Sig)*	
Regression	7.085	1	7.085	11.066	.001	
Residual	94.755	148	.640			
Total	101.840	149				

Regression output

Variables	Coefficients	Std. error	t	p-value	
Constant	3.349	.241		13.905	.000
Predictor: Cognitive CQ Skills	.241	.072	.264	3.327	.001
Dependent Variable: ACC					

The regression analysis output (Table) reveals that there is a positive relationship between *CCQ* and *ACC*, as Pearson correlation coefficient R has the value of **0.264**. The coefficient of determination ($R^2 = 0.70$) reveals that **70%** of the variance in *ACC* is explained by *CCQ*.

The ANOVA test highlights that the regression model predicts *ACC* significantly because the calculated F ratio of **11.066** is greater than the tabulated F ratio value of **3.84** ($F_{1,149} = 3.84$) and the generated p-value (**0.01**) is lower than threshold 0.05, which is statistically significant at 95% confidence interval. *H$_{1b}$* **is validated.**

The regression model related to *H$_{1b}$* is:
$$ACC = \alpha_0 + \beta_1 \times CCQ$$
$$ACC = 3.349 + \textbf{0.241} \times CCQ$$

The results of regression coefficients reveal that *CCQ* contributes statistically to the model ($\beta = \textbf{0.241}$, t = **3.327**, p = **0.000**) and can be used to predict *ACC*. For every additional unit of MCQ, ACC is expected to increase by an average of **0.241** units.

H$_{1c}$. Athletes' motivational CQ skills have a positive impact on their adaptation on cultural context.

Motivational CQ * Adaptation to cultural context Crosstabulation

Table 7

		Adaptation to cultural context					Total
		Strongly disagree	**Disagree**	**Neutral**	**Agree**	**Strongly agree**	
Motivational CQ	Disagree	0	2	1	0	0	3
	Neutral	0	3	5	16	7	31
	Agree	1	1	7	46	26	81
	Strongly agree	0	0	6	10	19	35
Total		1	6	19	72	52	150

Chi Square results – H_{1c}

Table 8

	Value	Degrees of freedom	Asymptotic significance
Pearson Chi-Square	50.613[a]	12	.000001
Likelihood Ratio	32.522	12	.001
Linear-by-Linear Association	13.923	1	.000
N of Valid Cases	150		

Source: Output SPSS

As the coefficient of **asymptotic significance** is close to zero **(0.000001)** (lower than the significance threshold allowed by 0.05) and the value of the **Pearson Chi Square** indicator (**50.613**), in the context of 12 degrees of freedom, is higher than the Pearson Chi Square table (**21.026**), *hypothesis H_{1c} is validated.*

Regression Analysis – H_{1c}

Table 9

Coefficient of determination	R²	0.093	**n**	**150**	
Pearson correlation coefficient	R	0.306			
	Std. Error	0.790			
ANOVA table					
Source	*Sum of Squares*	*df*	*Mean Square*	*F*	*p-value (Sig)*
Regression	9.516	1	9.516	15.255	.00014
Residual	92.324	148	.624		
Total	101.840	149			
Regression output					
Variables	*Coefficients*	*Std. error*	*t*	*p-value*	
Constant	2.727	.362		7.526	.000
Predictor: Motivational CQ	.349	.089	.306	3.906	.000
Dependent Variable: ACC					

The regression analysis output (Table) reveals that there is a positive relationship between *MotCQ* and *ACC*, as Pearson correlation coefficient R has the value of **0.306**. The coefficient of determination (R^2 = **0.093**) reveals that **9.3%** of the variance in *ACC* is explained by *MCQ*.

The ANOVA test highlights that the regression model predicts *ACC* significantly because the calculated F ratio of **15.255** is greater than the tabulated F ratio value of **3.84** ($F_{1,149}$ = **3.84**) and the generated p-value (**0.0014**) is lower than threshold 0.05, which is statistically significant at 95% confidence interval. ***H_{1c} is validated.***

The regression model related to H_{1c} is:
$$ACC = \alpha_0 + \beta_1 \text{ x MotCQ}$$
$$ACC = \mathbf{2.727} + \mathbf{0.349} \text{ x MotCQ}$$

The results of regression coefficients reveal that *MotCQ* contributes statistically to the model ($\beta = \mathbf{0.349}$, t = $\mathbf{3.906}$, p = $\mathbf{0.000}$) and can be used to predict *ACC*. For every additional unit of MotCQ, ACC is expected to increase by an average of **0.349** units.

H_{1d}. Athletes' behavioural CQ skills have a positive impact on their adaptation on cultural context.

Behavioural CQ * Adaptation to cultural context Crosstabulation

Table 10

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Behavioural CQ	Strongly disagree	0	1	1	0	2	4
	Disagree	1	1	4	7	4	17
	Neutral	0	3	9	30	10	52
	Agree	0	0	5	34	26	65
	Strongly agree	0	1	0	1	10	12
Total		1	6	19	72	52	150

Chi Square results – H_{1d}

Table 11

	Value	Degrees of freedom	Asymptotic significance
Pearson Chi-Square	42.165[a]	16	.00037
Likelihood Ratio	42.195	16	.000
Linear-by-Linear Association	16.260	1	.000
N of Valid Cases	150		

Source: Output SPSS

As the coefficient of **asymptotic significance** is close to zero (**0.0037**) (lower than the significance threshold allowed by 0.05) and the value of the **Pearson Chi Square** indicator (**42.165**), in the context of 16 degrees of freedom, is higher than the Pearson Chi Square table (**26.296**), *hypothesis H_{1d} is validated*.

Regression Analysis – H_{1d}

Table 12

Coefficient of determination	R²	0.109	**n**	**150**	
Pearson correlation coefficient	R	0.330			
	Std. Error	0.783			

ANOVA table					
Source	*Sum of Squares*	*df*	*Mean Square*	*F*	*p-value (Sig)*
Regression	11.114	1	11.114	18.130	.000036
Residual	90.726	148	.613		
Total	101.840	149			
Regression output					
Variables	*Coefficients*	*Std. error*	*t*	*p-value*	
Constant	3.071	.254		12.072	.000
Predictor: BCQ	.306	.072	.330	4.258	.000

Dependent Variable: ACC

The regression analysis output reveals that there is a positive relationship between **BCQ** and **ACC**, as Pearson correlation coefficient R has the value of **0.330**. The coefficient of determination ($R^2 = $ **0.109**) reveals that **10.9%** of the variance in *ACC* is explained by *BCQ*.

The ANOVA test highlights that the regression model predicts *ACC* significantly because the calculated F ratio of **18.130** is greater than the tabulated F ratio value of **3.84** ($F_{1,149} = $ **3.84**) and the generated p-value (**0.000036**) is lower than threshold 0.05, which is statistically significant at 95% confidence interval. H_{1d} **is validated.**

The regression model related to H_{1d} is:
$$ACC = \alpha_0 + \beta_1 \times BCQ$$
$$ACC = \textbf{3.071} + \textbf{0.306} \times BCQ$$

The results of regression coefficients reveal that *MCQ* contributes statistically to the model ($\beta = $ **0.306**, t = **4.258**, p = **0.000**) and can be used to predict *ACC*. For every additional unit of MCQ, ACC is expected to increase by an average of **0.306** units.

Overall, cultural intelligence aims to successfully adapt individuals to a new cultural environment. Cultural intelligence is composed of four dimensions: metacognitive, cognitive, motivational and behavioural. Hypotheses Ha, Hb, Hc, Hd confirm that all these dimensions influence the adaptation to a new cultural environment. Thus, the definition given to the concept of cultural intelligence by Earley and Ang (2003) is also confirmed by our study.

H_2. Adaptation to cultural context has a positive impact on self-confidence.

Adaptation to cultural context * Self-confidence Crosstabulation

<div align="right">Table 19</div>

		Self-confidence					Total
		Strongly disagree	**Disagree**	**Neutral**	**Agree**	**Strongly agree**	
Adaptation to cultural context	Strongly disagree	0	0	1	0	0	1
	Disagree	0	2	2	1	1	6
	Neutral	2	0	7	7	3	19
	Agree	0	3	25	24	20	72
	Strongly agree	0	5	5	11	31	52
Total		2	10	40	43	55	150

The Chi Square test results for the second hypothesis are shown in Table 20.

Chi Square results – H_2

<div align="right">Table 20</div>

	Value	Degrees of freedom	Asymptotic significance
Pearson Chi-Square	48.054	16	.00004
Likelihood Ratio	41.983	16	.000
Linear-by-Linear Association	15.628	1	.000
N of Valid Cases	150		

Source: Output SPSS

As the coefficient of asymptotic significance is close to zero (0.00004) (lower than the significance threshold allowed by 0.05) and the value of the Pearson Chi Square indicator (48.054), in the context of 16 degrees of freedom, is higher than the Pearson Chi Square table (26.296), *hypothesis 2 is validated*.

Regression Analysis – H_2

<div align="right">Table 21</div>

Coefficient of determination	R^2	0.105	**n**	**150**
Pearson correlation coefficient	R	0.324		
	Std. Error	0.959		

ANOVA table

Source	Sum of Squares	df	Mean Square	F	p-value (Sig)
Regression	15.963	1	15.963	17.342	.00005
Residual	136.230	148	.920		
Total	152.193	149			

Regression output

Variables	Coefficients	Std. error	t	p-value
Constant	2.295	.399	5.747	.000
Predictor: *Adaptation to cultural context* (ACC)	.396	.095	4.164	.000
Dependent Variable: Self-confidence (*SC)*				

The regression analysis output (Table 21) reveals that there is a positive relationship between *ACC* and *SC*, as Pearson correlation coefficient R has the value of 0.324. The coefficient of determination ($R^2 = 0.105$) reveals that only 10.5% of the variance in *SC* is explained by *ACC*.

The ANOVA test highlights that the regression model predicts *self-confidence (SC)* significantly because the calculated F ratio of 17.342 is greater than the tabulated F ratio value of 3.84 ($F_{1,149} = 3.84$) and the generated p-value (0.00005) is lower than threshold 0.05, which is statistically significant at 95% confidence interval. **Second hypothesis is validated.**

The regression model related to second hypothesis is:
$$SC = \alpha_0 + \beta_1 \times ACC$$
$$SC = 2.295 + 0.396 \times ACC$$

The results of regression coefficients reveal that *ACC* contributes statistically to the model ($\beta = 0.396$, t = 4.164, p = 0.000) and can be used to predict *SC*. For every additional unit of ACC, SC is expected to increase by an average of 0.396 units.

Adapting to a new cultural context is an important achievement for every individual and thus this success can provide an extra confidence to athletes, a confidence that according to hypothesis 5 is reflected in the market share of athletes. To analyse this hypothesis, the athletes had to respond on a Likert scale from 1 (to a very small extent) to 5 (to a very large extent) to the following statement: "Since I play at this club the level of confidence in self has grown." It should be mentioned that all the athletes who responded were evolving in a foreign country and that trust is related to team integration and adaptation to a new cultural climate. By increasing self-confidence, athletes can reach their full potential. On the other hand, a lack of self-confidence can lead to a decrease in yield and thus market value. If adapting to a new cultural context influences self-confidence and self-confidence influences athletes' performance and market value, then it is clear that managers and coaches should take into account how the athletes they coordinate adapt to a new cultural environment.

H₃. Adaptation to cultural context has a positive impact on team integration.

Adaptation to cultural context * Team integration Crosstabulation

<div align="right">Table 22</div>

		Team integration				Total
		Disagree	**Neutral**	**Agree**	**Strongly agree**	
Adaptation to cultural context	Strongly disagree	0	0	1	0	1
	Disagree	1	2	2	1	6
	Neutral	1	7	6	5	19
	Agree	1	7	51	13	72
	Strongly agree	0	1	15	36	52
Total		3	17	75	55	150

Chi Square results – *H₃*

<div align="right">Table 23</div>

	Value	**Degrees of freedom**	**Asymptotic significance**
Pearson Chi-Square	62.915[a]	12	.00006
Likelihood Ratio	56.297	12	.000
Linear-by-Linear Association	32.118	1	.000
N of Valid Cases	150		

Source: Output SPSS

As the coefficient of **asymptotic significance** is close to zero (**0.00006**) (lower than the significance threshold allowed by 0.05) and the value of the **Pearson Chi Square** indicator (**62.915**), in the context of 12 degrees of freedom, is higher than the Pearson Chi Square table (**21.026**), *hypothesis H₃ is validated*.

Regression Analysis – *H₃*

<div align="right">Table 24</div>

Coefficient of determination	R²	0.216	**n**	**150**
Pearson correlation coefficient	R	0.464		
	Std. Error	0.640		

ANOVA table

Source	*Sum of Squares*	*df*	*Mean Square*	*F*	*p-value (Sig)*
Regression	16.635	1	16.635	40.669	.0009
Residual	60.538	148	.409		
Total	77.173	149			

Regression output

Variables	*Coefficients*	*Std. error*	*t*	*p-value*	
Constant	2.548	.266		9.570	.000
Predictor: ACC	.404	.063	.464	6.377	.000
Dependent Variable: Team integration					

The regression analysis output (Table 24) reveals that there is a positive relationship between *Team integration* and *ACC*, as Pearson correlation coefficient R has the value of **0.464**. The coefficient of determination (R^2 = **0.216**) reveals that **21.6%** of the variance in *Team integration* is explained by *ACC*.

The ANOVA test highlights that the regression model predicts *team integration* significantly because the calculated F ratio of **40.669** is greater than the tabulated F ratio value of **3.84** ($F_{1,149}$ = **3.84**) and the generated p-value (**0.0009**) is lower than threshold 0.05, which is statistically significant at 95% confidence interval. **H_3 is validated.**

The regression model related to H_3 is:

$$\text{Team integration} = \alpha_0 + \beta_1 \times ACC$$
$$\text{Team integration} = \mathbf{2.548} + \mathbf{0.404} \times ACC$$

The results of regression coefficients reveal that *ACC* contributes statistically to the model (β = **0.404**, t = **6.377**, p = **0.000**) and can be used to predict *team integration*. For every additional unit of ACC, team integration is expected to increase by an average of **0.404** units.

The cultural context and the integration within the team are two different things. The cultural context is represented by the cultural characteristics (traditions, customs, habits) of the country, area, city from which the team operates, and integration within the team aims to accommodate the values and practices of the club where the athlete operates. For example, an athlete can evolve in Romania or France and he is thus forced to become familiar with the cultural characteristics of these countries and the areas where the team operates. At the same time, the athlete must adapt to the activity within the club. In this sense, there may be several situations, the most common of which are the following. On the one hand, the multicultural team in which the athlete operates has a significant number of local athletes, and on the other hand, there are many cases in which multicultural teams are made up of a percentage of over 50% of foreign players. In the first situation, adapting to the cultural context of the country and the area obviously helps because local athletes are part of the same culture. Thus, the adaptation to the culture also facilitates the integration within the team. In the second situation, when there is a large number of foreign athletes, there may be situations in which the athlete is forced to make an extra effort to adapt, but there may also be situations in which the number of foreign athletes facilitates integration. For example, integration may be facilitated by the fact that foreign athletes generally speak a language of international circulation or by the situation in which among these foreign athletes there are also compatriots or speakers of the same language, as is very often the case with Spanish speakers or French, two of the most widely spoken languages on the globe. Moreover, as previously demonstrated, athletes 'adaptation has a positive impact on athletes' self-confidence. This self-confidence can help the athlete to integrate into the team. In addition, the fact that the athlete has adapted to the cultural context of that country can provide psychological comfort that will help to integrate into the team.

5. Discussion, conclusions and practical implications

Our findings highlight that all dimensions of cultural intelligence (metacognitive, cognitive, behavioural, and motivational) influence the adaptation of athletes to a new cultural context. In turn, the adaptation of athletes to a new cultural context influences self-confidence, team integration and market value. At the same time, the market value of the athletes is influenced by the integration within the team but also by the self-confidence. Thus, it can be stated that cultural intelligence plays a particularly important role in the management of culturally diversified sports organizations because it influences the adaptation of athletes to a new cultural context. The findings reported in our research are in line with those reflected in a study developed by Szymanski et al. (2019), who empirically demonstrate the role of cultural background on development of managerial dynamic capabilities in the context of sports organisations: sensing - recognizing opportunities and threats during athletes adaptation to a new cultural context, seizing - making effective team integration decisions, driven by cultural intelligence reasoning abilities, and reconfiguring - recombining assets by integrating players with different cultural backgrounds in response to changing competitive sports environments. Our findings also reveal that athletes playing the role of expatriates with higher cultural intelligence and more international experience have higher cultural adjustment and cultural effectiveness, as proven in a study conducted by Lee and Sukoco (2010).

Culture and cultural adaptation play an important role in all organizations, including sports organizations. The development of cultural intelligence skills, as well as the self-confidence generated by adapting to a new cultural context are two extremely important factors that influence the performance and market value of athletes in multicultural organizations. The performance of athletes and their market share depend on many factors and adapting to a cultural context and integrating into the team are two of them. Athletes must adapt both to the organizational culture of the team and to the cultural environment, the geographical area in which the team operates. Thus, managers and coaches must take into account these particularly important aspects. Moreover, cultural intelligence is a skill that can be developed throughout life. As the adaptation of foreign athletes is beneficial both for local athletes and for stakeholders, they should help foreigners to adapt. The efforts of the locals could help to adapt and integrate foreigners more easily and would be an advantage for the team. Thus, an effort on both sides would be desirable. Moreover, the fact that adapting to a new cultural context influences the market share of athletes should be a strong enough argument for managers to seriously consider the cultural intelligence that athletes possess when making transfers. At the same time, clubs can think of a strategy in terms of developing these skills of their athletes.

The limitations are given by the fact that the sample is disproportionate in terms of gender grouping and in addition, the sample could not be considered sufficiently representative. However, it should be borne in mind that the number of foreign athletes, who play team sports in Romania and France, is relatively small.

The study of cultures is fascinating and there are still many aspects that can be discovered in this field. It is interesting to analyse the extent to which each of the dimensions of cultural intelligence contributes to adaptation to a new culture. In addition, individuals regardless of the type of organization should pay more attention to the adaptation process as well as take into account cultural intelligence skills when recruiting. In terms of education, more hours of multicultural education focusing on problem situations could lead to the development of cultural intelligence skills, just as cultural exchanges could help.

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