



# An exploratory survey of the impact of organisational culture on onboarding of culturally diverse workforce in children camps

Griffith College Dublin

Dissertation Supervisor: Garrett Ryan

Irina Lotova

Students number 3127995


06.09.2024

## Candidate Declaration

Candidate Name: Irina Lotova

Students number 3127995

I certify that the dissertation entitled: An exploratory survey of the impact of organisational culture on onboarding of culturally diverse workforce in children camps submitted for the degree of: MSc in International Business Management is the result of my own work and that where reference is made to the work of others, due acknowledgment is given.

Candidate signature: 

Date: 06/09/2024

Supervisor Name: Garrett Ryan

Supervisor signature:

Date:

## Abstract

This exploratory research investigates the impact of organizational culture on the onboarding of a culturally diverse workforce in children's camps. Organizational culture, shaped by leadership styles, plays a crucial role in influencing employee behaviour, development, and overall performance. In this study, Schein's (1990) model of organizational culture, which categorizes elements like group norms, espoused values, and symbolic rituals, serves as the theoretical framework to assess how culture affects the onboarding process in environments characterized by diversity.

Onboarding is critical in fostering employee engagement and integration, particularly in culturally diverse settings where individuals come with varying expectations, values, and behaviors. Leaders play a pivotal role in shaping and reinforcing organizational culture during onboarding. Transformational and participative leadership styles are shown to positively influence culture by promoting innovation, collaboration, and mutual respect, essential for integrating a diverse workforce. Conversely, laissez-faire leadership, marked by minimal guidance, may lead to disengagement and hinder the onboarding process, particularly in environments requiring cohesion and clarity.

The research also explores how employees validate managerial efforts to create a positive work climate and improve retention through questionnaires. These questionnaires assess the effectiveness of leadership in fostering a culture that supports employee engagement, job satisfaction, and retention. By examining employee feedback, the study provides insights into how managerial efforts directly impact the creation of a positive work environment and retention of a diverse workforce.

Additionally, the study investigates the mediating role of organizational culture between leadership styles and onboarding effectiveness. A positive and inclusive culture can enhance the onboarding experience by aligning the diverse workforce with the organization's values and goals. The external environment, including the dynamic nature of children's camps, also shapes how culture evolves and influences onboarding.

The findings will offer valuable insights for camp administrators and leaders on fostering a supportive and inclusive culture that promotes the smooth integration of a diverse workforce and improves retention through effective leadership practices and positive work climate formation.

### **Here are some key words that could be relevant for the research:**

Leadership Styles, Transformational Leadership, Inclusive Leadership, Democratic Leadership, Authentic Leadership, Organizational Culture, Cultural Diversity, Children's Camps, Values-driven Leadership, Employee Inclusion, Team Dynamics, Onboarding Processes, HR Practices, Staff Retention, Workplace Diversity

## **Acknowledgement**

I would like to express my deepest gratitude to my family and friends for their unwavering support throughout my master's program at Griffith College and during the completion of my dissertation. You have been my strength and pillar, standing by me in both the good times and the most challenging moments. Your love and grace have been overwhelming, and I feel truly blessed to have you in my life.

To my loving mother, my greatest support, I am beyond thankful to have you not only as my mother but also as my friend. Your constant encouragement and belief in me have been invaluable.

I would also like to extend my sincere appreciation to my supervisor, Dr. Garrett Ryan, whose guidance, time, and support were crucial in completing this research. Your insights and mentorship have been instrumental in my success, and I am truly grateful.

My heartfelt thanks go to my colleagues at ICF, especially Valery Kostin and Fahrettin Gozet, my first interviewee and all participants who contributed to this research with their honesty and willingness to share. Your contributions have significantly enriched this work.

Lastly, I would like to acknowledge my friend Nikita for your support and bright mind. Your help and encouragement have been deeply appreciated.

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# Chapter 1 Introduction

## 1.1 Introduction

This chapter introduces the reader to the research topic, focusing on cultural diversity in the workplace, and its impact on successful onboarding and management with particular emphasis on the socioeconomic factors driving the research agenda related to onboarding strategies and management in children camps. An overview of the research context is presented, detailing the organizational framework in which the study is conducted. The chapter concludes with a concise introduction to the author's background and articulates the research questions that guide the focus of the subsequent chapters.

## 1.2 Research Subject

The relationship between leadership, organizational culture, and HR practices is complex and interconnected. Leadership styles, particularly transformational leadership, significantly influence organizational culture and employee perceptions (Block, 2003; Ogbonna and Harris, 2000). Organizational culture, in turn, impacts employee behaviour, engagement, retention and overall performance. When culture and leadership are examined closely, they are two sides of the same coin (Schein, 2010).

HR practices play a crucial role in shaping both leadership development and organizational culture (Armstrong, 2006).

Leadership styles and onboarding strategies are closely intertwined in organizational success. Effective onboarding involves tailored approaches for different generations, particularly Gen Z, focusing on financial incentives, career advancement, workplace flexibility, and purpose (Mosca, and Merkle, 2024). Strategic onboarding and intentional networking are crucial for new leaders' transitions (Williams and Heileman, 2024). Various leadership styles, including transactional, charismatic, transformational, and servant, correlate with different organizational structures (Chen, 2010). Transformational and transactional leadership effectiveness depends on followers' regulatory focus, with transformational leadership favouring promotion-focused strategies and transactional leadership aligning with prevention-focused strategies (Hamstra et al., 2014). Contemporary leadership styles should be applied situationally, emphasizing soft skills and stakeholder inclusion (Marques, 2021). The cultural diversity on the working place, particularly when new employees go through onboarding procedures is the focal point for management to address the diversity as initial step to introduce them to the organizational culture. Overall, aligning leadership styles with onboarding strategies is essential for organizational success and employee retention.

## 1.3 The Organisational Imperative

Leadership plays a crucial role in successfully onboarding and managing diverse workforces, which can lead to improved organizational performance and effectiveness (Chua et al., 2023; Bergen et al., 2005). Effective onboarding strategies, including structured corporate welcome, manager welcome, and coworker welcome, contribute to increased work engagement and organizational commitment (Cesário and Chambel, 2019). However, the relationship between diversity and business performance is complex and requires careful management. Leaders face challenges in leading diverse workgroups, necessitating specific attributes and skills (Joplin, Daus, 1997). Senior leaders are particularly important in shaping the organization's approach to

diversity and inclusion (Martins, 2020). Organizations must consider various moderating factors, such as strategy, unit design, human resources, leadership, and climate, organizational culture, to harness the benefits of workplace diversity (Guillaume et al., 2015). Embracing diversity can lead to innovation, creativity, and improved market and clientele understanding, ultimately enhancing organizational performance and competitiveness. Additionally, effective onboarding processes, including consideration of unlearning and tailoring to specific talent segments, are crucial for integrating diverse employees (Becker and Bish, 2021). Organizations must adopt new approaches to diversity management that focus on inclusion and belonging to address the growing complexity of cultural diversity in today's workforce (Chua et al., 2023).

#### 1.4 Socio Economic Factors

Successful onboarding in educational organizations such as children camps is crucial for employee integration, satisfaction, and performance. It is the main asset of the children camps and their main competitive advantage. Effective onboarding programs should focus on organizational culture, role clarity, and self-efficacy (Tarallo, 2021). Key factors include structured processes, mentorship, and active leadership involvement.

The public sector, including educational institutions, can benefit from adapting private sector onboarding practices to their specific needs (Eisenstein, 2020). Implementing multiple support roles, such as orientation navigators, peer mentors, and transition mentors, can facilitate new employees' integration and long-term success (Ross et al., 2014). Overall, effective onboarding is a strategic process that begins before hiring and extends well into the employee's tenure, contributing significantly to organizational goals and employee retention.

#### 1.5 Research Context

International Camping Fellowship conference in Barcelona 2023 showed that sustainability and HR retention policies are the main concerns of the industry of summer camps worldwide. Camps experience high staff turnovers after every summer and start investing in recruitment and induction repeatedly.

The following research was conducted in thirteen Russian, European (German, Spanish, Greek, and Turkish), American, Canadian and Chinese children camps with the support of International camping fellowship. The researched children camps currently employ from 50 to 400 people. The founders, owners and management usually execute strategic human resources management rather than delegate or outsource it.

The operation faces an accepted employee annual attrition rate of approximately 40-70 percent, which is usually high in organisations of this type and seasonal employment for mainly students. Therefore, attrition does present some challenges in relation to maintaining the high level of expertise and quality required by clients. The market segment in which camps operate is highly competitive, driven by huge demand, substitutes, and power of buyers, post COVID communication barriers, children's school stress, and gadget addiction. Consequentially, attracting and retaining talented staff is an ongoing effort and subject to competitive pressures from other organisations.

Children's camps serve as educational and recreational systems that offer various benefits. They can promote physical activity, reduce sedentary behaviour, and improve nutritional habits in overweight children (Rauber et al., 2018). Camps also provide opportunities for learning through robotics, fostering creativity and technological skills. As a didactic program, camps emphasize non-formal education principles such as learning by doing, playing, and discovering, while promoting collaboration and cooperation (Ferrer and Sánchez, 2011). These programs often involve diverse activities including sports, arts and crafts, and educational sessions led by trained

staff. Overall, children's camps offer unique environments for personal growth, skill development, and social interaction, making them valuable educational and recreational systems.

## 1.6 The Researcher

The researcher who delved into the topic of organisational culture impact on a leader's onboarding strategy in children's camps has made significant contributions to the field of camp management. In 2000, researcher developed the first onboarding program in Saint Petersburg and handbook specifically tailored for children's camps. This program was revolutionary, addressing the complexities of leading diverse teams within these unique environments. Recognizing that effective leadership in children's camps requires the ability to retain talented staff regardless of their age, beliefs, nationality, gender, or other cultural differences, the researcher focused on creating a comprehensive strategy that could adapt to the needs of a multicultural team.

Over the past 25 years, as the world evolved and the researcher gained more experience and insight, the onboarding program has undergone continuous refinement. These changes were necessary to keep pace with shifting cultural dynamics, emerging leadership theories, and the evolving needs of both camp leaders and their teams. However, throughout these years of development and maturation, the core mission of the researcher's work remained steadfast: to retain passionate and talented individuals within the camp staff, ensuring that these environments continue to thrive with diverse and motivated teams. The researcher's dedication to this cause has left a significant mark on children's camps in Saint Petersburg, making a lasting impact on how leaders are trained and integrated into these vital roles.

## 1.7 The Research Question

The objectives of this research are threefold; in the first instance, the research must explore the lived experiences and values of top managers tasked with planning and implementing successful onboarding and shaping the organizational culture. Secondly; opportunities and challenges in overcoming the cultural diversity barriers during onboarding to improve the current retention rates and HR management efforts. Thirdly, to pragmatically validate existing managerial efforts on staff retention. In order to capture these objectives and give structure to the research the following research question is proposed:

**What is the impact of organisational culture on onboarding of culturally diverse workforce in children camps?**

## 1.8 Summary

The reader has been introduced to the subject of the onboarding of culturally diverse workforce and management in children camps. The more notable issues driving the onboarding strategy agenda in both business and academia have been set out and the research questions, which lead the remaining content of this inquiry, have been presented.

# Chapter 2: Literature review

## 2.1 Overview

This section offers a comprehensive literature review on leadership, organizational culture, onboarding, workplace cultural diversity and job satisfaction, exploring their interconnections and impact on employee retention. Key terminology, concepts, and frameworks have been carefully

selected to establish a robust evidential foundation, supporting the research objectives and informing the development of the conceptual framework that guides this study.

## 2.2 Conceptual review

### 2.2.1 Leadership

The concept of leadership is one of the most discussed subjects within the academic and organisational setup. Leadership therefore in a simplified definition means the way and ability to inspire and direct individuals towards achieving a particular goal (Avolio et al., 2009). Contemporary leadership theories and models though often seem disconnected from the practical realities faced by practicing leaders, rendering them less relevant and applicable. Leadership research has traditionally overlooked the personal and subjective experiences, core values involved in the process of 'becoming' a leader, failing to account for the unique journeys of individual leaders, except for the traumas in early childhood. Consequently, when leaders attempt to measure themselves against these models and theories, they may experience frustration, confusion, or feel pressured to conform to the latest leadership 'trends,' which may not align with their personal leadership style or organizational context.

The measurement of affective processes has often been neglected or, alternatively, has focused more on attitudes rather than fundamental emotional processes (Lord and Brown, 2004). Avolio and Gardner (2005) contend that current frameworks are inadequate for cultivating the leaders of tomorrow.

#### 2.2.1.1 Leadership styles

##### **Theories of leadership**

Leadership theories have evolved significantly over the past century, reflecting changing perspectives on effective leadership. Early approaches included the Great Man theory and Trait theory, which focused on innate qualities of leaders (Khan, 2016; Jawoosh et al., 2021). Later, behavioural and situational theories emerged, emphasizing leadership styles and contextual factors (Deshwal and Ali, 2020). More recent theories include transformational, transactional leadership (Khan, 2016; Jawoosh et al., 2021). Contemporary research also explores authentic, ethical, and servant leadership styles, which are better suited to modern business environments (Deshwal and Ali, 2020). The progression of leadership theories demonstrates a shift from generic characteristics to recognizing the importance of adapting to different situations and focusing on the leader-follower relationship (Khan et al., 2017). Understanding these theories is crucial for developing effective leaders and enhancing organizational success (Khan et al., 2017; Deshwal and Ali, 2020).

##### **Styles of Leadership**

Leadership styles have been extensively researched, focusing on how leaders interact with followers and influence behavior (Gutterman, 2023).

According to Lewin (1939), there are three styles of leadership:

##### **Authoritarian Leadership**

Sometimes called the Autocratic style. This is where leaders spell out the goals, deadlines and methods while making decisions on their own with little consultation with others.

Autocratic leadership is characterized by a display of strong will, dominance, and, to some extent, aggressiveness. Leaders who adopt this style often have high confidence in their own abilities and intellectual prowess, which leads them to rarely consider the views and suggestions of others. This

leadership approach typically results in dissatisfaction among followers due to the leaders' assertive use of power and influence (Afshinpour, 2014). Autocratic leaders primarily motivate followers through coercion (Malik et al., 2016) and are more focused on goal attainment and achievement than on fostering interpersonal relationships with their followers.

### **Democratic, participative, or liberal**

In this approach, the leader communicates their priorities and values when setting goals and making decisions, while also actively participating in the group's work and considering advice and suggestions from colleagues. Ultimately, however, the leader retains the authority to make the final decision.

Democratic leadership plays a crucial role in fostering unity and cooperation, as it encourages collective and harmonious behavior among employees (Malik et al., 2016). Democratic leaders prioritize stimulating and motivating employees to align with organizational policies and processes, relying on minimal coercion. Instead of enforcing control, they establish reward and disciplinary systems that serve as key motivators for employees, promoting a collaborative and inclusive work environment.

**Delegative, or Laissez-Faire Leadership** involves the leader transferring responsibility for outcomes to the group. In this style, the leader allows the team to set their own goals, determine work methods, define individual roles, and establish their own pace of work. The key distinction of laissez-faire leadership is its reliance on delegation rather than decentralization. Leaders take a "hands-off" approach, allowing employees to exercise control over their tasks with minimal interference (Armstrong, 2006). This style is characterized by a lack of feedback mechanisms and delays in decision-making. Leaders often avoid their responsibilities, resulting in limited meaningful progress within the organization. They do not actively engage in organizational processes, decision-making, or monitoring work progress, instead allowing outcomes to depend solely on employees' efforts (Chowdhury, 2014). Consequently, the weak communication and absence of clear expectations lead to strained relationships between leaders and employees (Malik et al., 2016).

According to Hersey and Blanchard (1969), there are four primary leadership styles:

**Telling** – Leaders provide clear instructions and specific guidance, directing their team on exactly what to do and how to do it.

**Selling** – While leaders still offer direction, they engage in more communication with their followers, "selling" their message to gain the team's commitment and buy-in.

**Participating** – Leaders prioritize the relationship with their team, reducing their focus on providing direction. They collaborate with the team and share decision-making responsibilities.

**Delegating** – Leaders delegate most of the responsibility to the team or individual followers, while they maintain oversight of progress, but remain less involved in the decision-making process.

Two prominent styles are transformational and transactional leadership, which differ in their approach to motivating followers (Gutterman, 2023; Khan, 2016).

An extension of personality, behavioral, and style theories, as proposed by James McGregor Burns (1978) and later expanded by Bass (1990), distinguishes between transactional and transformational leadership.

**Transactional leaders** focus on the exchange between leader and follower, typically offering rewards in return for performance, which aligns them closely with task-oriented leadership styles.

Transactional leadership focuses on exchanges between leaders and employees, where rewards are given for meeting specific expectations. This "carrot and stick" approach emphasizes adherence to organizational values, goals, and rules. Leaders closely monitor performance, using power and influence to guide behavior, ensuring compliance and driving goal achievement through structured rewards.

In contrast, **transformational leaders** are visionary and charismatic, prioritizing ethical and moral considerations, and are driven by the importance of doing what is right and good. This style transforms followers as well as leaders themselves.

According to Yukl (2001), transformational leadership seeks to elevate followers' consciousness by focusing on moral values over material rewards. Leaders inspire and motivate followers to prioritize organizational goals over personal interests, enhancing commitment through intrinsic motivation and internal achievements rather than external incentives (Bello, 2012; Afshinpour, 2014).

### **Authentic Leadership style**

Cameron, Dutton, and Quinn (2003) define authenticity as owning one's experiences, including emotions and values, and acting accordingly. Authentic leadership emphasizes self-awareness, genuine actions, and relationships, while accepting vulnerabilities (Luthans and Avolio, 2003). These leaders align their words with values, cultivating strong followership, though empirical support remains limited (Shamir and Eilam, 2005).

#### [2.2.1.2 Leadership in children and youth education](#)

Leadership in children and youth education has shifted from traditional models to focus on the process rather than traits or power (Roach et al., 1999). Transformational leadership, emphasizing democratic approaches, is key for adapting to technological changes (Franciosi, 2012; Trinidad, Normore, 2005).

### **Trends in educational leadership**

Recent trends in educational leadership highlight a shift toward critical approaches and diverse knowledge production. Globalization demands new leadership paradigms, while challenges include student success, safety, and technology integration under accountability measures like No Child Left Behind (Hilliard & Jackson, 2011).

**Inclusive leadership** in educational institutions is a concept that emphasizes equity, safety, social justice, and diversity. It involves recognizing bias, demonstrating an open mindset, and empowering others, particularly middle-level management (Muftahu, 2020). Inclusive leaders exhibit courage, commitment, cognizance of bias, curiosity, cultural intelligence, and collaboration (Muftahu, 2020).

These trends highlight the need for continuous learning and adaptation in educational leadership.

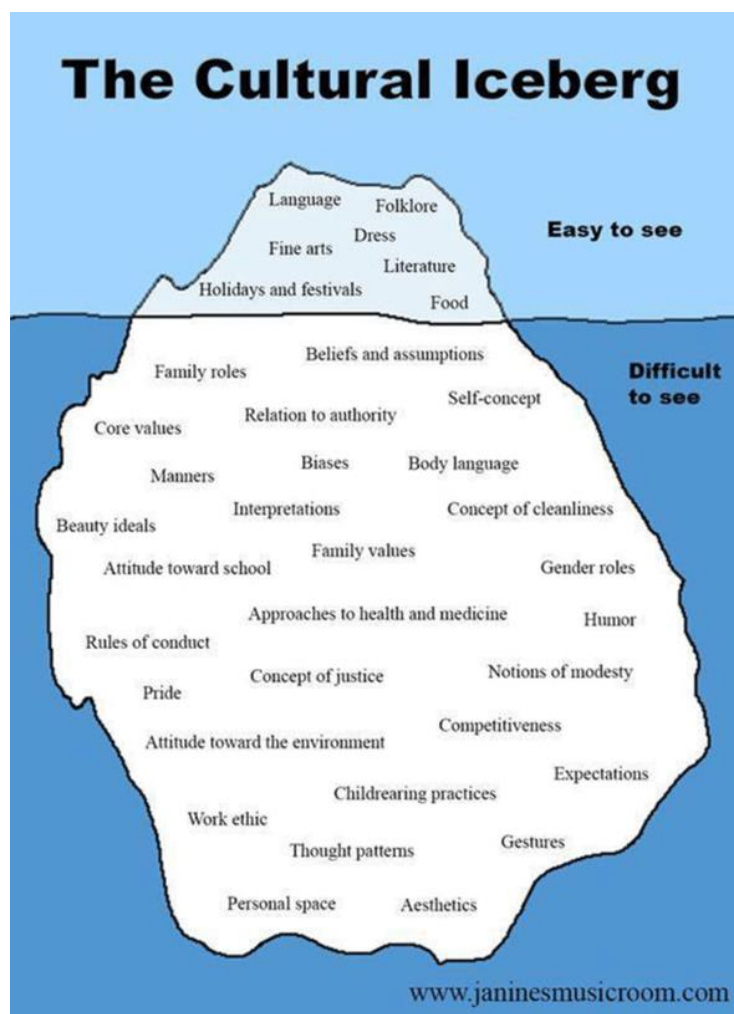
## 2.2.2 Organisational culture

"We are all captives of culture," Edward Hall told.

Organizational culture is defined by the shared values, beliefs, and practices that influence members' behaviours and interactions within an organization (Schein, 2010). According to Schein, culture consists of basic assumptions developed to solve problems related to external adaptation and internal integration. These assumptions, once proven effective, become embedded in the organization and are taught to new members as the standard approach to dealing with challenges.

Deal and Kennedy (1982) describe culture as a system of informal rules that guide behaviour. Furnham and Gunter (1993) argue that culture is complex, multi-dimensional, and relatively stable, taking time to establish or change. Hofstede (2001) emphasizes how national and regional cultural differences shape organizational practices, with his cultural dimensions theory providing a framework to understand these influences. Hall (1989) adds to this by highlighting how communication patterns and implicit norms, as seen in high-context and low-context cultures, affect interpersonal interactions within organisations. The iceberg metaphor is used to demonstrate open and hidden layers of culture as shown in Figure 1 (

Figure 1, Cultural iceberg, 1989



Schein's model of organizational culture categorizes cultural elements like group norms, espoused values, and "the way we do things around here" (Schein, 1968, 1978). It underscores the complexity of organizational culture, considering factors such as climate, embedded skills, shared meanings, and symbolic practices like rituals and celebrations.

These models help leaders and scholars analyse organizational culture, facilitating environments aligned with strategic goals and member values. Schein also emphasizes that culture evolves through critical incidents that teach lessons about acceptable behaviour. Furnham and Gunter (1993) argue that culture forms to maintain effective relationships, fostering shared values and expectations.

The external environment, whether dynamic or stable, also shapes culture. Culture support programs focus on maintaining the organization's positive aspects. According to Schein (1985), the key mechanisms for reinforcing culture include:

- What leaders prioritize and monitor.
- Leaders' responses to crises.
- Role modelling and coaching by leaders.
- Reward and status criteria.
- Recruitment, selection, and promotion standards.

Koys and De Cotiis (1991) conducted a review of several questionnaires, identifying eight common dimensions of organizational culture:

**Autonomy:** Perception of self-determination regarding work procedures, goals, and priorities.

**Cohesion:** Perception of togetherness or sharing, with members willing to take material risks.

**Trust:** Freedom to communicate openly with higher levels on sensitive issues without fear of integrity violations.

**Resource:** Perception of time pressures related to task completion and performance standards.

**Support:** Tolerance of mistakes, allowing members to learn without fear of punishment.

**Recognition:** Acknowledgment of members' contributions.

**Fairness:** Organizational policies seen as non-arbitrary.

**Innovation:** Encouragement of change and creativity, including risk-taking in unfamiliar areas.

#### 2.2.2.1 Leadership and organisational culture

Leadership plays a vital role in shaping and influencing organizational culture, which significantly impacts employee development and organizational performance. Schein (1990) argues that people tend to identify with visionary leaders, observing their behaviors and expectations, and viewing them as role models. Leaders shape culture by directing attention to specific issues and setting the tone for acceptable behavior.

Leadership style, which refers to how managers interact with their teams, directly affects organizational culture. Transformational leaders inspire and motivate by articulating a compelling vision and setting high standards, fostering a culture of innovation and support (Belias & Koustelios, 2014). Similarly, participative leadership, which involves employees in decision-making, promotes collaboration and respect, enhancing organizational culture (Gholamzadeh et al., 2014).

On the other hand, laissez-faire leadership, characterized by a lack of supervision, negatively affects culture by leading to disorganization and low morale (Gholamzadeh et al., 2014). Directive leadership, while providing structure, can stifle creativity if too rigid (Bell et al., 2014).

A positive organizational culture acts as a mediator between leadership styles and organizational performance, with transformational leadership being particularly effective in guiding cultural change. Leaders who embody their vision and values through everyday actions play a crucial role in transmitting culture (Schein, 2010), and managers with strong leadership skills enhance employee productivity and organizational success (Mohelska & Sokolova, 2015).

### 2.2.3 Cultural diversity on the working place

The increase of globalization in the world, cultural diversity in the workplace has grown as a trend. "Cultural diversity is when differences in race, ethnicity, language, nationality, religion, and sexual orientation are represented within a community" (Amadeo, 2013). The main weakness with this definition is limited understanding of Culture as a complex concept.

The CIPD (2005b) states that: Diversity is an inclusive term based on recognizing all kinds of difference. It is about 'valuing everyone as an individual'. It recognizes that people from different backgrounds can bring fresh ideas and perceptions... which can make the work done more efficient and products and services better... Diversity is an inclusive concept that covers all kinds of difference that go beyond the traditional understanding of what equal opportunity is about.

Hall's (1989) cultural iceberg model provides a valuable framework for understanding these dimensions. According to Hall, while some aspects of culture are visible—such as race and ethnicity—much of cultural identity lies beneath the surface. This submerged layer includes beliefs, attitudes, values, and norms, which play a crucial role in shaping workplace interactions and organizational behaviour.

Hall's model highlights that while surface-level differences are readily observable, the deeper cultural dimensions are essential for understanding the full impact of cultural diversity (Moore, 2016). These deeper elements, such as individual beliefs and collective values, can significantly influence workplace dynamics, yet they are often overlooked in diversity management.

Cultural diversity can affect the workplace in numerous ways. Negative effects can include miscommunication, creation of barriers, and dysfunctional adaptation behaviours in the team (Lencioni, 2012). **Positive effects** can include building a sound knowledge base with in-house talent, which can make for smoother integration of the organization into foreign cultures. Employees from different cultures usually have different ways of thinking and can thus analyse a matter at hand from a variety of perspectives. This is hard to achieve when employees belonging to the same culture are asked to analyse the same matter.

One of the negative effects of cultural diversity in the workplace is the increased tendency of organizational personnel to indulge in interpersonal conflicts. Culturally diverse workers have different opinions, thoughts, beliefs, norms, customs, values, trends, and traditions. Not so obvious dimensions, such as culture, religion, and politics, only show up with the passage of time. The core of individual identity constitutes the tertiary dimensions and exists deep beneath the surface. These deeply buried qualities offer the actual essence of diversity. "An individual's spirituality is personal and although effects of their spirituality may be seen at the surface level, the source is still a deep-level artifact" (Moore, 2016, p. 83). When culturally diverse workers are placed in a group to achieve a goal with mutual effort and collaboration, these differences of opinions and other variables can hinder the development of unity. Harrison, Price, and Bell (1998)

assert that the effect of deep-level similarity on group cohesion is positive, while that of deep-level dissimilarity on group cohesion is negative. Workers may have reasons to indulge in conflict with one another that may or may not be related to work at all. For example, a Japanese employee and an American employee might disagree over the Battle of Pearl Harbour. Reasons can vary from very serious to trivial. Whatever the cause, the interpersonal conflict results in lost productivity and development of negative emotions among employees, which can be detrimental to the organization (Martin, 2014).

#### 2.2.4 HR roles

Human Resource Management (HRM) has undergone significant transformation, evolving from a traditional operational function to a critical strategic partner within organizations. This evolution reflects a broader understanding of HRM's role in aligning human capital practices with organizational goals and business strategies. Storey (1992) proposed a fourfold typology of HR roles: advisors, handmaidens, regulators, and changemakers. Ulrich et al. (2008) emphasize that HR professionals are now expected to fulfill multiple roles: as strategic partners, efficient administrators, employee advocates, and change facilitators. These roles are pivotal in ensuring that HR strategies effectively support business objectives, streamline processes, nurture employee development, and manage organizational transitions.

Ulrich (1997) asserts that HR's role has shifted significantly from administrative and operational tasks to strategic involvement in organizational planning and management. This shift reflects a broader recognition of HR's potential to influence business outcomes through strategic alignment and proactive management. Armstrong (2020) further supports this view, noting that HR professionals are increasingly tasked with aligning HR strategies with business strategies to achieve sustainable competitive advantage and respond effectively to market demands.

Research underscores the importance of this strategic alignment. Andersen and Minbaeva (2013) highlight that HR's role in supporting both centralized and decentralized strategy-making processes is crucial for organizational success. Jhajharia and Kaur (2015) assert that aligning HR strategies with business strategies is essential for achieving sustainable competitive advantage. They emphasize that strategic HR practices can significantly impact organizational performance by enhancing the organization's ability to adapt to environmental changes and respond to market demands effectively.

Research, particularly by Purcell et al. (2003), underscores the significant impact HR can have on organizations through several key contributions. HR plays a crucial role in developing and implementing high-performance work practices, such as job and work design, flexible working, resourcing, employee development, and reward systems, all while empowering employees. Additionally, HR is vital in formulating and embedding a clear organizational vision and set of values, cultivating a positive psychological contract, and enhancing employee motivation and commitment. HR also supports the creation of policies that foster a "great place to work," offers guidance to line managers in executing these policies, and effectively manages organizational change.

Talent retention is a critical concern for organizations, and HR practices play a vital role in addressing this challenge. Research indicates that effective talent management strategies, including succession planning, employer branding, and employee development, are integral to HR strategies for retaining talent (Hanif and Shao, 2013). Key HR practices such as training and development, recruitment and selection, and skill-building contribute significantly to organizational success and employee retention (Hanif and Shao, 2013; Zheng, 2009). A strategic model incorporating HR practices like recruiting, selection, induction, training, performance review, and compensation management has been

proposed as a guide for managers to improve employee retention in competitive business environments (Ivana, 2020).

In summary, the role of HRM has expanded beyond traditional administrative functions to become a strategic partner integral to organizational success. The alignment of HR strategies with business objectives, as advocated by Ulrich et al. (2008) and supported by Armstrong (2006), is crucial for enhancing organizational performance and achieving competitive advantage. Effective HRM requires continuous adaptation and collaboration between HR and business leaders to address emerging challenges and capitalize on new opportunities. The starting point of HR strategy development is the alignment of HR strategy to the business strategy and the organizational culture – the achievement of vertical integration (Armstrong, 2006).

### 2.2.5 Onboarding

Onboarding is the process of integrating new employees into an organization, helping them acquire necessary knowledge, skills, and behaviors (Tarallo, 2021). Effective onboarding programs are crucial for employee engagement, satisfaction, and retention, typically lasting about three months, Tarallo states (2021). Key elements include role clarity, self-efficacy, and successful socialization (Tarallo, 2021).

Onboarding is a continuum of planned actions to integrate new hires into the organization's structure, systems, facilities, and culture. Onboarding is viewed as both a systematic organizational process and a partnership between experienced employees and newcomers for training and support (Gura et al., 2022).

Despite the strategic significance of attracting, retaining, and optimizing the productivity of top talent, many companies continue to overlook the critical process of onboarding. Stein and Christiansen (2010) argue that talent management, and onboarding specifically, should be a priority not only for HR but also for cross-functional managers and the senior leadership team, including the CEO. They emphasize that effective onboarding is the initial stage of retention, essential for maximizing the potential of new hires, ensuring their retention and long-term success within the organization.

In reviewing training methods reported in the literature, 13 distinct approaches were identified: case study, games-based training, internship, job rotation, job shadowing, online or offline lecture, mentoring and apprenticeship, programmed instruction, role-modelling, role play, simulation, stimulus-based training, and team-training. Social learning is crucial in understanding behaviour, as it emphasizes the role of observation, imitation, and modelling in acquiring new skills and behaviours. Bandura (1969), the theorist behind social learning theory, highlighted that individuals learn not only through direct experience but also by observing others, making it a fundamental concept in education and development. These methods were analysed based on seven key criteria: learning modality, learning environment, trainer presence, proximity, interaction level, cost considerations, and time demands.

The findings from this comprehensive review indicate that the majority of these training methods are non-interactive, involve practical activities, and are conducted off the job (Martin et al., 2014).

Onboarding is a critical process that serves as an introduction to organizational culture, helping new employees acclimate to the company's values, norms, and expectations. Effective onboarding not only facilitates the transition of new hires into their roles but also plays a crucial role in shaping their understanding of the organizational culture, which is essential for their long-term engagement and performance.

Modern theories on organizational culture, such as Schein's (2010) model of organizational culture, emphasize that onboarding is a key mechanism for transmitting the deeper layers of culture, including underlying assumptions and beliefs, to new employees. Schein argues that organizational culture is composed of three levels: artifacts, espoused values, and basic underlying assumptions. Onboarding activities expose new employees to artifacts (such as office layout, dress code, and formal rituals) and espoused values (such as mission statements and codes of conduct), while also gradually revealing the deeper, often unconscious, underlying assumptions that govern behavior within the organization.

Hofstede's (2011) cultural dimensions theory further supports the idea that onboarding is a vital process for integrating new employees into the broader organizational culture. Hofstede's dimensions, such as power distance, individualism versus collectivism, and uncertainty avoidance, highlight how national and organizational cultures intersect. Understanding these cultural dimensions during onboarding can help new employees navigate the complexities of workplace interactions and expectations, particularly in multinational organizations.

Moreover, onboarding is not merely about providing information but also about fostering a sense of belonging and alignment with the organization's values and goals. Bauer (2010) suggests that successful onboarding processes include structured programs that go beyond basic orientation, incorporating socialization strategies that help new hires connect with their peers and leaders. This approach is aligned with the theory of organizational socialization, which posits that new employees undergo a process of learning and adjustment, during which they adopt the attitudes, behaviors, and knowledge necessary to function effectively within the organization (Van Maanen & Schein, 1979).

In conclusion, onboarding serves as a critical introduction to organizational culture, facilitating the integration of new employees by familiarizing them with the cultural norms, values, and expectations of the organization. Drawing on modern theories of organizational culture and socialization, effective onboarding programs are essential for ensuring that new hires not only understand the explicit aspects of the organization but also internalize its deeper, more implicit cultural elements.

### 2.2.6 Job satisfaction

Job satisfaction is a critical concept in organizational behavior, influencing both employee well-being and organizational performance. Numerous theories have been developed to understand the factors contributing to job satisfaction, each offering unique insights. This literature review examines the most discussed theories, focusing on their contributions and limitations.

#### **Theories of Job Satisfaction**

##### 1. Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory, also known as the Motivator-Hygiene Theory, is one of the most influential frameworks in understanding job satisfaction. Herzberg et al. (1959) identified two sets of factors influencing job satisfaction: motivators, which are intrinsic factors like achievement and recognition, and hygiene factors, which are extrinsic factors such as salary and company policies. According to Herzberg, the presence of motivators leads to job satisfaction, while the absence of hygiene factors can lead to dissatisfaction.

While widely recognized, Herzberg's theory has been criticized for its simplistic binary distinction between satisfaction and dissatisfaction. Some researchers argue that the same factors can affect both satisfaction and dissatisfaction (Locke, 1976).

## 2. Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs (1943) is often applied to job satisfaction, positing that human needs are arranged in a hierarchy from physiological needs to self-actualization. In the workplace, job satisfaction is achieved when a job meets these needs, particularly those at the higher levels, such as esteem and self-actualization.

Despite its influence, Maslow's theory has been critiqued for its rigid hierarchical structure. Critics argue that needs do not always follow a strict order and may vary based on individual and situational factors. Additionally, the theory lacks empirical support when directly applied to job satisfaction.

Recent research has moved towards more integrative models that consider both intrinsic and extrinsic factors, as well as individual differences. Contemporary factors such as work-life balance and employee engagement are increasingly recognized as critical determinants of job satisfaction.

Job satisfaction is a multifaceted concept influenced by a range of factors. While traditional theories offer foundational insights, they often fail to capture the full complexity of job satisfaction. A more integrated approach that incorporates recent developments in organizational behavior is needed for a comprehensive understanding.

Deloitte (2024) carried out the survey on the reasons to stay or leave the job among the Gen Zs and Millennials.

Figure 2: Results of Deloitte survey on Gen Zs and Millennials experiences and expectations at work, 2024



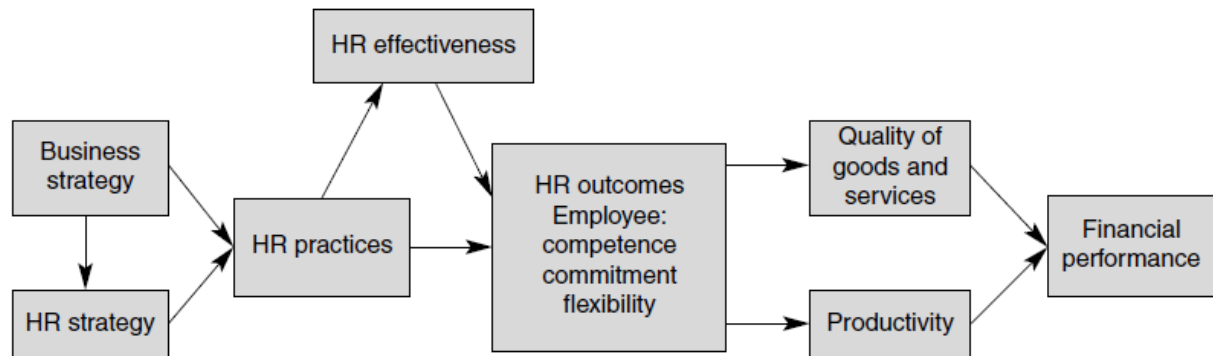
The results show in the figure 2; the main reasons to stay are good work/life balance, learning opportunities, high salary, positive workplace culture, flexible hours, career opportunities and a sense of meaning from their work.

The main reasons to leave were pay, the lack of career opportunities, the feeling of burning out, the harm to mental health, the absence of meaning in the work, negative work/life balance and the lack of learning opportunities.

## 2.3 Theoretical review

Theoretic framework is based on relationship between HR and work performance Guest et al (2000b) the relationship between HRM and performance shown in figure 3.

Figure 3: Model of the link between HRM and performance, 2000



Theoretical framework is based on the interrelationship between leadership and organizational culture, which significantly influences HR management and the recruitment and selection cycle, which results in job satisfaction and retention.

Research, particularly by Purcell et al. (2003), highlights that HR can significantly impact organizations by leading or contributing to the following areas:

- Developing and successfully implementing high-performance work practices, including job and work design, flexible working, resourcing (recruitment, selection, and talent management), employee development, rewards, and empowering employees.
- Formulating and embedding a clear vision and set of values (the "big idea").
- Cultivating a positive psychological contract and enhancing employee motivation and commitment.
- Creating and implementing policies that address individual needs and foster a "great place to work."
- Providing support and guidance to line managers in the execution of HR policies and practices.
- Managing change effectively.

Theoretical framework (Figure 4) was developed and it also integrates theories of job satisfaction and employee performance, both of which are directly connected to business outcomes and are influenced by leadership, thereby completing the cycle. The framework considers the broad scope of cultural diversity within the workforce and links several key elements: the personal values and leadership styles of managers, the characteristics of organizational culture, the effectiveness of managerial efforts in successful onboarding, and employee retention.

These factors collectively contribute to job satisfaction. While the rewarding system, job performance, business results and its impact on society is recognized, it falls outside the scope of this research.

Figure 4: Theoretical framework

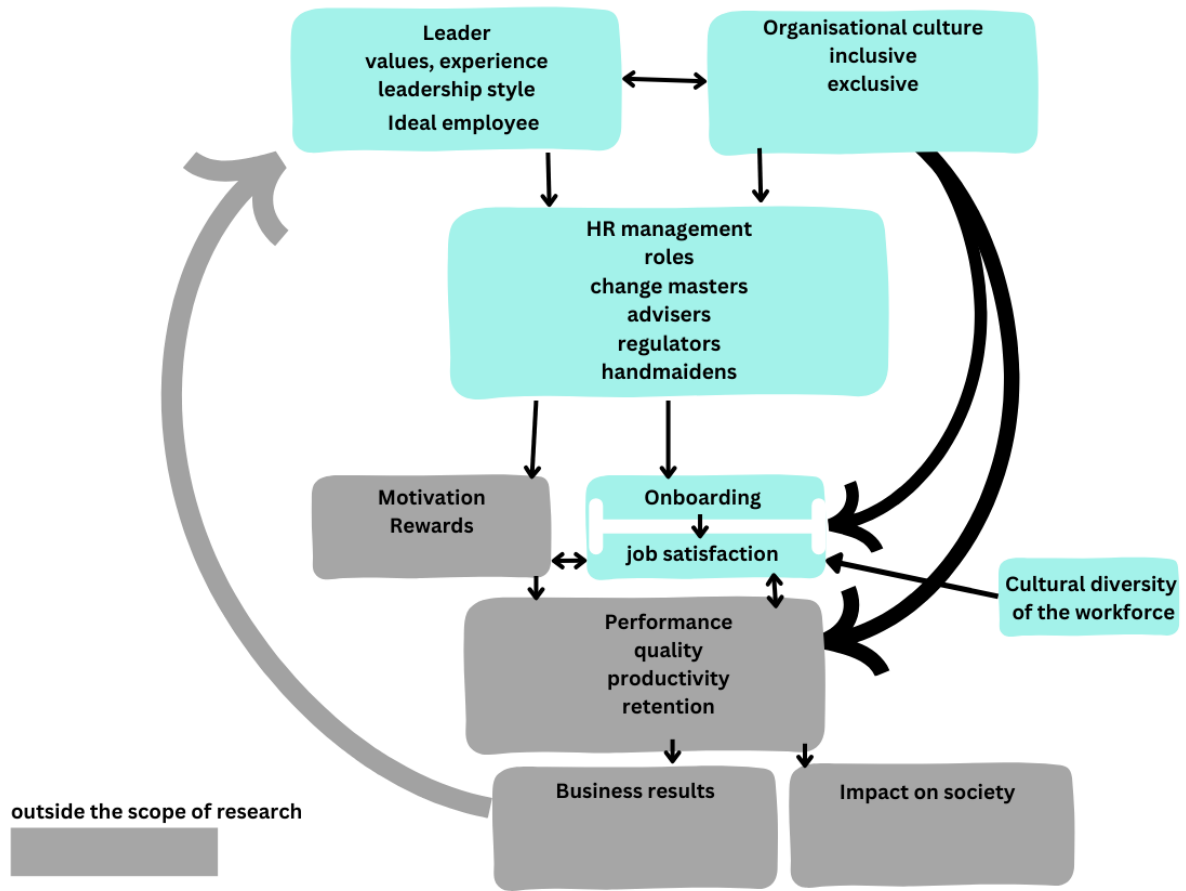


Table 1: Description of theoretical framework, self-made

Concepts/theories	Definition	Variables to be Measured
Leadership styles	Leadership in organizations involves motivating, inspiring, and directing resources to foster a high-performance culture through diverse leadership styles. (Armstrong, 2006).	Values, Experiences Leadership styles: Charismatic Authoritarian, Lasse faire Democratic/participative Situational Transformational Transactional Educational, Authentic Inclusive
Organisational culture	Certain things in groups are shared or held in common (Schein, 1990).	Inclusive, Exclusive; Stability, Espoused values, Formal philosophy, Rules of the game, Climate, Embedded skills, Habits of thinking, mental models, and linguistic paradigms, Shared meanings, "Root metaphors" or integrating symbols, Formal rituals and celebrations
Cultural diversity on the working place	Cultural diversity in the workplace encompasses various dimensions including gender, beliefs, assumptions and attitudes, sexual orientation, age, ethnicity, disability, religion, and nationality (Bendl et al., 2019; Bissels et al., 2001).	Nationalities, age, religion, sexual orientation, nationality, generation, educational background, values, gender, disability, beliefs
HRM strategy and roles	what HR professionals aim, do and how they do it	Level at what they work: Strategic, administrative, Has a say on the table – involved, Serving management goals
Onboarding	Onboarding is the process of integrating new employees into an organization, helping them acquire necessary knowledge, skills, and behaviors (Tarallo, 2021). Onboarding is a continuum of planned actions to integrate new hires into the organization's structure, systems, facilities, and culture.	Role clarity, self-efficacy, and successful socialization barriers strategies to overcome them training methods
Job satisfaction	"The term 'job satisfaction' refers to the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction" (Armstrong, 2006). Negative and unfavourable attitudes towards the job indicate job dissatisfaction.	Pay, real opportunities for promotion, morale, life/work balance, considerate and participative management, appreciation, purpose and meaning, (Deloitte, 2024)

## 2.4 Implications of the Review on Research Objectives

The review of literature on leadership, organizational culture, HR roles, diversity, and onboarding provides a comprehensive foundation for addressing the research objectives in the context of children's camps. This integration of literature informs and guides the investigation into each of these objectives.

### **1. To Define Perception of Leadership in Various Camps through Leaders' Values**

The review highlights the significant impact of leadership styles on organizational culture and employee outcomes. Transformational and participative leadership styles are associated with positive organizational culture and employee engagement (Gholamzadeh et al., 2014; Bell et al., 2014). By exploring the values and leadership styles prevalent among camp leaders, this research objective aims to understand how these leaders' personal values align with their leadership approaches and how these alignments influence their camps' culture. Schein's (2010) insights on the role of shared values and assumptions in shaping organizational culture will be pivotal in analysing how leaders' values contribute to the perceived leadership effectiveness in children's camps. Understanding these dynamics will offer a deeper comprehension of how leadership styles and values interact to influence camp operations and staff experiences.

### **2. To Critically Examine Organizational Culture of Children's Camps and How Inclusive It Is to Culturally Diverse Workforce**

Organizational culture plays a crucial role in shaping how inclusive and supportive a workplace is for a culturally diverse workforce. The literature review underscores the importance of organizational culture models, such as Schein's (2010) model of shared assumptions and Hofstede's (2003) cultural dimensions, in understanding the inclusivity of organizational practices. The examination of cultural inclusivity within children's camps will involve assessing the alignment between the camps' organizational culture and the needs of a diverse workforce. Insights into how organizational culture either fosters or hinders inclusivity will be drawn from the evaluation of cultural norms, values, and practices, as well as from Hofstede's (2001) dimensions of cultural diversity. This objective will critically assess how well the camp environments accommodate and integrate culturally diverse staff, contributing to a more inclusive and supportive organizational culture.

### **3. To Investigate Challenges in Overcoming the Cultural Barriers during Onboarding**

Onboarding processes are crucial in integrating new employees and overcoming cultural barriers. The review identifies key themes in onboarding, such as organizational culture, personal culture, and training methods. Effective onboarding can mitigate miscommunication and foster smoother integration of new hires from diverse backgrounds (Al-Jenaibi, 2011). This research objective aims to investigate the specific challenges encountered during onboarding in children's camps, focusing on how organizational culture and personal cultural differences impact the onboarding experience. The examination will consider how various training methods address these challenges and whether they facilitate effective integration and adaptation of new employees into the camp environment.

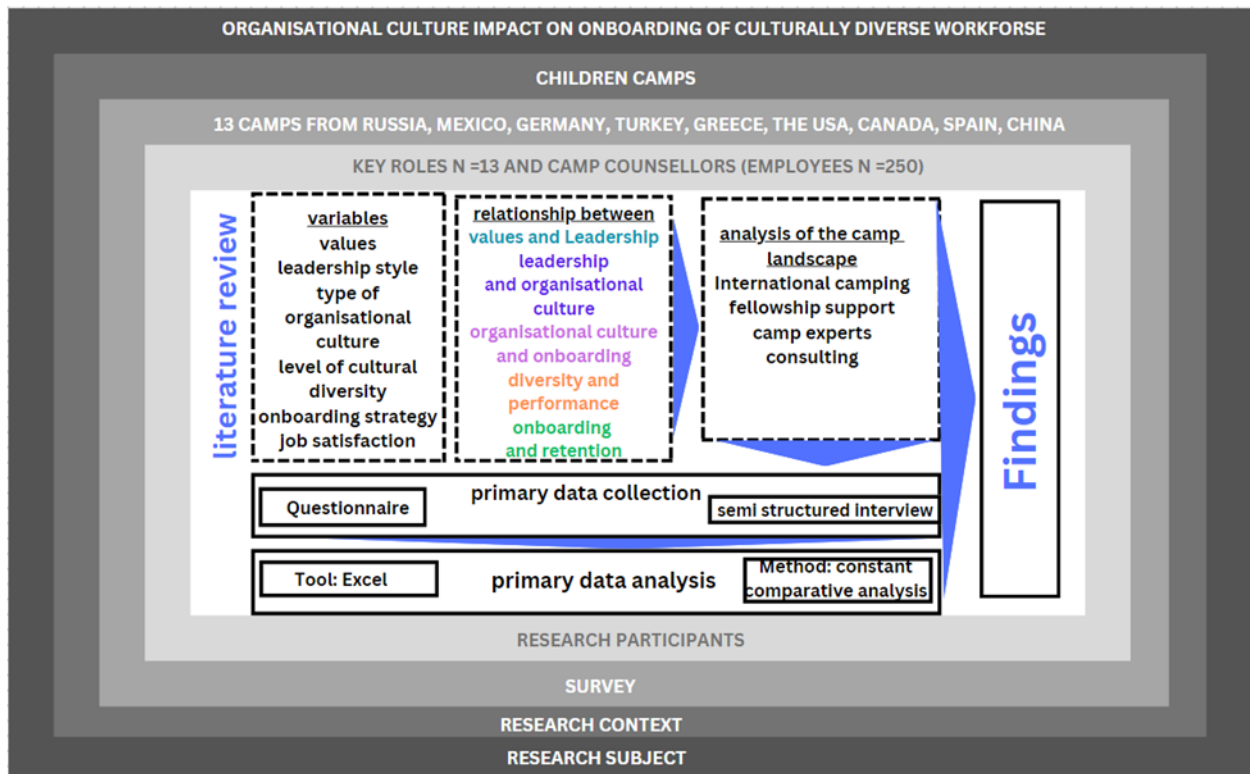
### **4. To Validate Management Efforts on Staff Retention**

The review indicates that effective HR management practices, including strategic alignment and employee engagement, are essential for staff retention (Ulrich et al., 2008; Armstrong, 2020). This objective focuses on evaluating management's efforts to retain staff by understanding the reasons behind employees' decisions to stay or leave. Insights into HR roles, organizational culture, and diversity management will inform this analysis. By examining the impact of management practices on employee satisfaction and retention, this objective will assess how well these practices align with employees' needs and expectations. The review suggests that a positive organizational culture and effective leadership are critical factors in enhancing staff retention (Lok and Crawford, 2004; Mohelska and Sokolova, 2015). This objective will validate the effectiveness of current management efforts and identify areas for improvement in retaining talented staff.

## 2.5 Conceptual framework

Drawing from the theoretical framework established through the literature review, a conceptual framework was developed (Figure 5) to contextualize the research topic within the selected survey. The variables and interactions identified in the theoretical framework guide the primary data collection process. Additionally, the figure outlines the approach to data analysis, aimed at generating relevant findings that will contribute to answering the research question.

Figure 5: Conceptual framework, self-made



## 2.6 Conclusion

To emphasize key points, this chapter provided a comprehensive literature review, critically analysing existing research to understand and evaluate relevant theories and contextual frameworks. The review focused on leadership styles, organizational culture, cultural diversity, and onboarding, aiming to deepen understanding and inform the development of a conceptual framework. This framework will guide the research methodology and support the discussion of findings. The review highlighted that transformational and authentic leadership styles are particularly relevant in contemporary educational organizations and that leadership significantly influences organizational culture. Additionally, HR roles have evolved to address strategic goals, including relatively new issues like workplace cultural diversity and talent retention. The following chapter will detail the research methodology.

## Chapter 3 Research Methodology

### 3.1 Introduction

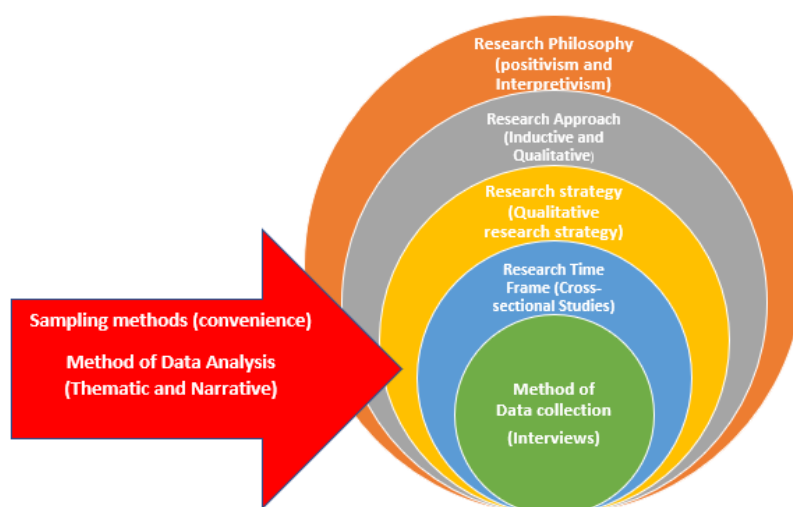
This chapter aims to explore various forms of research from both ontological and epistemological perspectives. It begins by examining the most prevalent research paradigms and their philosophical foundations. This sets the stage for a detailed analysis of the strengths and weaknesses inherent in qualitative and quantitative research methods. The discussion on research paradigms is revisited, with a focus on those most pertinent to this inquiry. In relation to the different methodological approaches, research questions, and research context, the chapter concludes with a rationale for the selected research method and data analysis strategy. Lastly, a section is dedicated to discussing research ethics.

The methodology is structured according to the research onion framework (Saunders *et al.*, 2007), as illustrated in the accompanying diagram in Figure 6. The research philosophy integrates interpretivism and pragmatism. Interpretivism affords methodological flexibility, enabling the researcher to examine human issues as socially constructed phenomena. Pragmatism enhances this approach by facilitating the verification of qualitative data and capturing the nuances of social relations between management and staff.

A qualitative research approach was employed to collect non-numerical data, with the objective of achieving a detailed and in-depth understanding of the phenomenon under study. Descriptive statistics were utilized to validate the qualitative findings. The research strategy involved conducting interviews, which provided comprehensive insights into leadership, organizational culture and staff retention efforts.

The study adopted a cross-sectional design, focusing on a specific population at a single point in time, in accordance with the academic calendar for dissertation submission. Convenience sampling was used based on participant availability. Qualitative data collection and analysis techniques were systematically integrated throughout the dissertation.

Figure 6: Research Onion, 2007



### 3.2 Research Methodology

Research results in the generation of knowledge aimed at solving problems, answering questions, and enhancing the description or understanding of a subject. Waltz and Baussell (1981) characterize research as: “A systematic, formal, rigorous, and precise process employed to gain solutions to problems and/or to discover and interpret new facts and relationships” (Waltz and Bausell, 1981)

Numerous definitions of research exist within the literature, yet there is a consensus that research must be rigorous and systematic, contributing to the development of new knowledge or providing additional clarity to existing knowledge. The variations in these definitions primarily arise from the differing paradigms that researchers employ, which influence the conduct of the research. Bassey (1999) defines a paradigm as: “A network of coherent ideas about the nature of the world and the function of researchers which, adhered to by a group of researchers, conditions the patterns of their thinking and underpins their research actions” (Bassey, 1999).

The most common research paradigms include positivist, post positivist, constructivist, interpretivist, transformative, emancipator, critical, pragmatism, and deconstructivist (Mackenzie and Knipe 2006).

Cohen, Mannion, and Morrison (2004) assert that researchers are not obliged to select a single paradigm or engage exclusively in paradigmatically driven research. Maykut and Morehouse (1994) and Burrell and Morgan (1979) categorize quantitative (positivism) versus qualitative (interpretivism) research according to five philosophical dimensions: ontology, epistemology, logic, teleology and axiology, as illustrated in Table 2.

Table 2: the review of paradigms within philosophy, self-made

Areas of Philosophy as they relate to research	Questions
1) Ontology raises questions about the nature of reality (basic principles of reality, its essence, categories and forms of reality and a human role and place in it)	What is the nature of the world? What is Real? What counts as evidence?
2) Epistemology is interested in the origins of nature and knowing, the construct of knowledge and its functioning and development	What is the relationship between the knower and the known? What role do values play?
3) Logic, as it relates to research, deals with principles of demonstration and verification	Are causal links between bits of information possible?
4) Teleology is generally concerned with questions of purpose	What is research for? What is its purpose?

5) Axiology is concerned about the role of values	What is the role of values in the research?
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Ontologically, positivism posits that reality exists independently of our perception and that social facts are objective. It assumes determinism, viewing humans as products of their environment without control over it. Conversely, phenomenology (Husserl, 1911) suggests that reality is shaped by our experiences and emphasizes voluntarism, asserting that humans have control over their environment and exercise free will. Heisenberg (1958) clarifies the phenomenological stance by stating that "what we observe is not nature itself but nature exposed to our method of questioning" (p. 81).

Epistemologically, positivism asserts that objects can be observed and quantified independently of values, implying that only observable phenomena are significant and that their quantification allows for the prediction of behaviour. This approach, rooted in natural sciences, necessitates environmental control to produce repeatable results and valid knowledge claims. Phenomenology, however, contends that objects are value-laden and their behaviour can only be understood in relation to these values.

Logically, positivism views events as sequential, with one event leading to another, thereby supporting causality claims. In contrast, phenomenology holds that events influence each other, leading to multiple outcomes.

Teleologically, positivist research aims to establish facts, proofs, or predictability, while phenomenological research seeks to uncover meanings or discover propositions.

In research, axiology concerns the role of values and ethics. Within the positivist paradigm, the axiological approach maintains that research should be value-free and objective. Positivists believe that the researcher's values should not influence the study, and the goal is to produce unbiased and replicable results. This objectivity is fundamental to maintaining the scientific rigor and credibility of the findings.

Conversely, the interpretivist paradigm embraces the notion that research is inherently value-laden. Interpretivists acknowledge that researchers' values and beliefs inevitably shape their interpretations and understandings of social phenomena. This approach accepts subjectivity as an integral part of the research process, emphasizing the importance of reflexivity, where researchers critically reflect on how their values influence their work. Consequently, interpretivist research aims to provide deep, contextually rich insights rather than universally generalizable results.

Maykut and Morehouse (1994) summarize the differing philosophical views and postulates of positivist and phenomenological approaches in Table 3.

Table 3: Postulates of the research paradigm, 1994

Questions		Postulates of the positivist approach	Postulates of the phenomenological approach
Ontology	How does the world work?	Reality is one. By carefully dividing and studying its parts the whole can be understood.	There are multiple realities. These realities are socio-psychological constructions forming an interconnected whole. These realities can only be understood as such.
Epistemology	What is the relationship between knower and the known?	The knower can stand outside of what is to be known. True objectivity is possible.	The knower and known are interdependent.
Epistemology	What role do values play in understanding the world?	Values can be suspended in order to understand.	Values mediate and shape what is understood
Logic	Are casual linkages possible?	One event comes before another event and can be said to cause that event.	Events shape each other. Multidirectional relationships can be discovered
Logic	What is the possibility of generalisation?	Explanation from one time and place can be generalised to other times and places.	Only tentative explanations for one time and place are possible
Teleology	What does research contribute to knowledge?	Generally, the positivist seeks verification or proof of propositions	Generally, the phenomenologist seeks to discover or uncover propositions.

To consolidate the discussion on research philosophies, further examination through the concept of research paradigms is undertaken. The term "paradigm" is frequently employed in the social sciences, yet it often causes confusion due to its multiple interpretations. For the purposes of this analysis, a paradigm is defined as a framework for examining social phenomena that allows for specific understandings and explanations of these phenomena.

Table 4: Comparison of four research philosophies in management research, 1982

Questions		positivism	realism	interpretevism	pragmatism
Ontology	How does the world work?	Reality is one. By carefully dividing and studying its parts, the whole can be understood.	Reality is objective. Exists independently of human thoughts and beliefs	There are multiple realities, subjective and may change. These realities are socio-psychological constructions forming an interconnected whole. These realities can only be understood as such.	Realities are multiple, view chosen to best enable answering to research question

Epistemology	What is the relationship between Knower and the known?	The knower can stand outside of what is to be Known. True objectivity is possible.	The knower can stand outside of what is to be Known. True objectivity is possible.	The knower and known are Interdependent.	The knower and the known are interconnected
Axiology	What role do values play in understanding the world?	Values can be suspended in order to understand.	Values are objective characteristics of social phenomena	Values mediate and shape what is understood	Values play a large role in interpreting results. Researcher adopts both subjective and objective
Logic	Are casual linkages possible?	One event comes before another event and can be said to regularly cause that event.	One event comes before another event and can cause that event.	Events shape each other. Multidirectional relationships can be discovered	Pragmatic and practical results verify the demonstration
Logic	What is the possibility of generalisation?	Explanation from one time and place can be generalised to other times and places.	Typical situations and circumstances can be generalised	Only tentative explanations for one time and place are possible	Only functional and rational explanations for the task/problem are possible
Teleology	What does research contribute to knowledge?	Seeks verification or proof of propositions	Seeks scientific verification in theories	Seeks to discover or uncover propositions	Seeks to discover the solution to the practical task

Burrell and Morgan (1982) summarised, clarified and categorised the social science paradigms that can be used in management researchers to generate the insights and real-time issues.

It is crucial for researchers to examine their philosophical stance before initiating research, as it significantly influences their choice of research method. Traditional positivism posits that reality exists independently and that research methods from the natural sciences can be applied to social sciences (Blaikie, 1993). However, Stenhouse (1982) argues that behavioural research requires a more holistic view, necessitating a qualitative approach.

Moody and Hutchinson (1989) assert that researchers should consider the research question when selecting a research method. They emphasize that "the method chosen should not become an end in itself, but must be appropriate for answering the research question" (Moody & Hutchinson, 1989, p. 292). Thus, research questions should guide the choice of methodology, and researchers must understand the philosophical foundations of each method before deciding which to use. Additionally, researchers must explain the rationale for their chosen method, justifying why certain methods are preferred over others.

Patton (1990, p. 14) notes that "qualitative and quantitative methods constitute alternative, but not mutually exclusive, strategies for research," suggesting that both methods can be employed within the same study.

In relation to the research questions guiding this inquiry, the author has selected specific paradigms for a more detailed exploration due to their particular relevance to the rationale behind the chosen research method.

**The positivism paradigm was rejected** for this research on social phenomena, such as culture, leadership, and employee decision-making, because of its philosophical assumptions. Positivism asserts that reality is singular and can be understood by analysing its components, assuming true objectivity and value neutrality. It also holds that one event can consistently cause another and that explanations can be generalized across different contexts, seeking to verify or prove propositions.

These assumptions are incompatible with the complexities inherent in social phenomena. Culture and leadership are fluid and context-specific, shaped by individual experiences and social interactions. Positivism's objective, value-free approach, and emphasis on generalizable causal relationships do not adequately address the nuanced and constructed nature of these social realities. Therefore, a paradigm that acknowledges subjectivity and contextual understanding was considered more appropriate for this study.

**The realism paradigm was rejected** for this study on organizational culture, leadership, and employee retention because it does not align with the research objectives of exploring subjectivity and perceptions rather than objective reality. Realism assumes that reality is fixed, independent of human thoughts, that researchers can be entirely objective, and still values are inherent in social phenomena. It also emphasizes causal relationships and the generalization of typical situations. However, the study aims to delve into individual perceptions, participants' stories and the subjective nature of these social phenomena

through participative research, which requires engaging with participants' experiences and viewpoints directly, making realism an unsuitable approach. "Under the phenomenological reduction, our concern is not the with objects per se, with objects as they really are in themselves, but rather with objects as meant and intended (vermeint); they must be taken into consideration exactly and only as they are meant and intended" (Gurwitsch Citation 1966, p. 712).

**The interpretivism paradigm was selected** because its associated language—phenomenological, ethnographic, multiple participant meanings, social and historical construction—aligns closely with the type of knowledge and ontology relevant to this research, as well as the author's philosophical stance. The author adheres to the belief that "multiple realities exist, are socio-psychological and value-laden" (Maykut & Morehouse, 1994). Ontologically, the reality is changing and evolving. This perspective holds that individuals construct their own realities based on their unique changing contexts and values, shaping their understanding of the world. Therefore, the constructionist/interpretivist paradigm is considered the most suitable for uncovering the lived experiences of each manager.

**The pragmatism paradigm was chosen** for this research because it offers a flexible and practical approach to examining complex social phenomena. Pragmatism facilitates the integration of both qualitative and quantitative methods, which is particularly valuable for this study. It acknowledges that reality is constructed through social interactions and experiences, aligning with the focus on understanding diverse perspectives and contexts.

In this research, pragmatism is specifically employed to validate qualitative data related to managers' responses about efforts to address staff retention through successful onboarding. By using pragmatism, the study can combine methodological flexibility with a focus on practical outcomes in specific field, children camps, ensuring a comprehensive analysis of both subjective experiences and empirical evidence. Thus, paradigms are chosen the next section will comment on research methods employed.

### 3.3 Research methods

As Einstein stated "Not everything that can be counted counts, and not everything that counts can be countable"(Quote Investigator, 2010)

#### **Research question:**

What is the impact of organisational culture on onboarding of culturally diverse workforce in children camps?

#### **Aims and objectives**

1. to define perception of Leadership in various camps through Leaders values;
2. to critically examine organisational culture of children camps and how inclusive it is to culturally diverse workforce;

3. to Investigate challenges in overcoming the cultural barriers during onboarding; 1 theme onboarding;
4. to validate management effort on staff retention.

By addressing these research questions and objectives, this study aims to provide insights and recommendations to support camps in achieving sustainable growth and competitive success.

The qualitative research is fundamentally rooted in phenomenology, which focuses on studying phenomena and human experiences. Ontologically, phenomenology asserts that multiple realities exist, shaped by socio-psychological factors (Maykut & Morehouse, 1994). Each individual constructs their own reality based on their context and values, influencing their understanding of the world. This is like a camp founder or senior manager shapes the world of their organisations with stories, traditions and values. Epistemologically, phenomenology posits that values shape one's worldview, requiring researchers to deeply understand their subjects to ensure rigorous and ethical research. This understanding is achieved through less objective social inquiry methods. Qualitative research is a chosen strategy for systematic collection, organisation and interpretation of textual information from such as camp senior management leadership. The inductive approach will be used to generate novel insights into phenomena that are difficult to measure quantitatively such as individual experiences of leadership, channelling of organisational culture and HR management. With natural setting and purposeful sampling, the data will be collected from the most prominent managers in the field from researcher's perspective. It can characterise participants' perspectives and experiences in great depth, the patterns of behaviours and individual perceptions and predictions about relationships in the working place. There are numerous definitions of qualitative research. Qualitative research can provide the unique contribution the children camps HR employee retention efforts. According to Denzin and Lincoln (2005), qualitative research is an activity that situates the researcher within their environment. It involves a range of interpretive and practical methods that reveal and transform the world.

Exploratory research and descriptive statistics analyse collected data, identifying issues and validating managerial efforts from employees' perspectives, without making broad claims.

### 3.4 Primary data-gathering instrument

This Section will relate to explaining your primary data-gathering instruments, Semi-structured interview and questionnaire and the analytical process - Constant Comparative Analysis.

As to data collection plan and analysis it will be iterative – going to the field, collecting data, coming back to interpretation, and coming back to the field again, collecting data and interpreting it again. It is a contrast to quantitative approach when the researcher collects all the data and only after that interprets it.

#### **Interviews as a Data Collection Method**

The inductive approach starts with empirical observations, identifies patterns within those observations, and then formulates theories based on those patterns. Conversely, the deductive approach starts with an existing theory, derives hypotheses from that theory, and subsequently collects and analyzes data to test those hypotheses. As the researcher's objective is to study the coherence between leadership and organizational culture and onboarding procedures in depth and then generate the hypotheses, the chosen approach will be inductive. Speaking to the participants is the way to uncover the existing multiple realities of different realities, to "fish for" their stories and truths.

Aron and Wiseman (1972, cited in Bell, 2005, p. 157) compare interviews to a fishing expedition, noting that, like fishing, interviewing requires meticulous preparation, patience, and practice to yield valuable results. Cohen (1976, p. 82) extends this analogy, emphasizing that effective interviewing necessitates careful question selection to gather meaningful data. In this analogy, selecting the appropriate "bait" is crucial for obtaining relevant and analyzable information.

Pozner, (21019) states that interviews are the perfect data collection tool, and the interviewer's job is to give the respondents the freedom to express their views, values and stories, and it is crucial to choose the respondents that are professionally interesting to the interviewer. As the researcher is a representative of the camps management for 22 years, the respondents are chosen according to this criteria and availability. Also not every owner/senior manager is chosen but those who has he relevant characteristics as position, access to data and involvement in HR procedures. The logic of the interview is to open them with the easy and building rapport question to uncover the honesty and good vibe of the interview.

Interviews typically fall into two categories: structured or semi-structured. Ribbins (2007) characterizes semi-structured interviews as involving the researcher's control over the interview's agenda and process, while allowing interviewees some freedom to respond within certain limits (Ribbins, 2007, p. 209). This approach aligns with the type of semi-structured interviews used in this research.

Unstructured interviews, as described by Corbin and Morse (2003), grant participants significant control over the interview's direction, allowing them to narrate their experiences as they see fit. This method involves participants determining the narrative flow, topics of discussion, and level of detail (Corbin & Morse, 2003, p. 6). However, unstructured interviews were not suitable for this study due to limited access to the senior management team, necessitating a more structured approach to ensure comprehensive data collection within a single interview session.

The interview questions were developed based on the literature review, particularly incorporating insights from Schein (2010) and Stein and Christiansen (2010). The final set of questions was reviewed and approved by my mentoring professors and research supervisor (see Appendix E).

### **Descriptive statistics. Exploratory questionnaire**

Rather than considering qualitative and quantitative strategies as opposing, they should be viewed as mutually supportive. Thus, qualitative research in interpretivism paradigm calls to see the reality as a canvas waiting to be changed and evolved and research participants are viewed as experts with their unique stories, the participants are senior managers who are channelling their leadership and shaping the organizational culture in their organisations. To validate their performance and efforts, the questionnaire will be offered to the permanent staff members and former employees wished to retain to catch cohorts of all experiences. Pragmatically, it is essential to enable practical recommendations with better understanding of the phenomena as seen in conceptual framework.

The methodology adopted in this study is grounded in the constant comparative method, as outlined by Maykut and Morehouse (1994), who build on the foundational work of Glaser and Strauss (1967) and Lincoln and Guba (1985). According to Maykut and Morehouse (1994, p.18), "words are the way that most people come to understand their situations; we create our world with words; we explain ourselves with words; we defend and hide ourselves with words."

In the context of qualitative data analysis and presentation, "the task of the researcher is to find patterns within those words and to present those patterns for others to inspect while at the same time staying as close to the construction of the world as the participants originally experienced it" (Maykut and Morehouse, 1994 p.18). Using both methods it is essential to refer to the ethics of the academic research, therefore it will be covered in the next section.

The constant comparative analysis will be used to analyse data.

### 3.5 Research ethics

The chapter closes with a discussion on research ethics and how you have operationalised ethics in your dissertation (Plain Language Statement and Informed Consent form) I have also attached templates for these in this mail.

Discussions about ethical principles in business research, particularly transgressions, often focus on recurring issues. Diener and Crandall (1978) categorized these into four main areas:

1. Harm to participants
2. Lack of informed consent
3. Invasion of privacy
4. Involvement of deception

**Harm to Participants:** Diener and Crandall (1978) identify several ways research participants can be harmed, including physical harm, damage to development or self-esteem, stress, negative impacts on career prospects or future employment, and inducement to perform unethical acts. Notable examples of such harm include Banks and Zimbardo's (1973) prison experiments and Milgram's (1963) authority response experiment, where participants experienced psychological or physical harm.

Ethical codes address the issue of harm to participants by emphasizing the importance of maintaining confidentiality and ensuring anonymity (Bell and Waters, 2014).

**Informed Consent:** Informed consent is based on the principle that potential research participants should be provided with sufficient information about the research project to make an informed, voluntary decision about their participation (Bell and Waters, 2014). However, Dingwall (2008) argues that strict adherence to informed consent can have negative consequences for groups traditionally excluded from research, such as children, individuals with learning disabilities, people with advanced dementia, and those with psychiatric histories. Enforcing strict informed consent might unintentionally silence these groups, potentially acting as a form of censorship (Parker and Crabtree, 2014).

For this study, the research proposal was reviewed and approved as a low-risk study by the Research Ethics Committee of **Griffith College** as being carried out with adults of not socially fragile or mentally challenged groups. The interview participants are senior managers or the owners of organisations; as for one question survey - it is also voluntary and anonymous.

**Privacy:** The third area of ethical concern addresses the extent to which invasions of privacy can be justified. Privacy is closely tied to informed consent, as informed consent requires a thorough understanding of what the participant's involvement in the research will entail (Bryman and Bell, 2003).

In this study, all participant interviews were conducted in the privacy of Zoom communications. According to the plain language statement (**see Appendix A**), interviews were scheduled at times that did not interfere with normal business operations, ensuring that the research was always secondary to participants' business commitments. Clear guidelines were provided regarding the storage of data recordings and transcripts. Before the interviews began, participants were asked to confirm their understanding of the plain language statement and their rights as participants.

**Deception:** Bryman and Bell (2003) describe deception as a situation where the conducted research deviates from its stated intentions. Babbie (2015) highlights instances such as investigative research aimed at uncovering wrongdoing or scenarios where full disclosure of research objectives might alter participants' behaviour, thus compromising the validity of social science experiments. Despite these instances, deception is generally considered unethical and can have particularly adverse consequences for ethnographic insider researchers, potentially harming their careers and future research opportunities (Bryman and Bell, 2003).

### 3.5 Summary

The author explored various research forms through ontological and epistemological lenses. The discussion began with an overview of common research paradigms and their philosophical foundations, followed by an in-depth analysis of the strengths and weaknesses of qualitative and quantitative methods. Additionally, the author revisited the topic of research paradigms, emphasizing those most relevant to this inquiry.

## Chapter 4 Research Findings

### 4.1 Introduction

This chapter presents a qualitative analysis of data obtained from semi-structured interviews conducted with 13 participants from various children's camps worldwide. Two primary data sources are examined: first, the experiences of these 13 participants in managing cultural diversity within the new workforce, as captured through the semi-structured interviews. The process of coding and theme identification is thoroughly explained and illustrated, with emerging themes analysed and contextualized using supporting quotations. The second primary data source consists of the results from a questionnaire administered to 250 employees from the participants' organizations, encompassing both current team members and those who have left the organization.

All research participants were categorised under the headings of:

- Managerial level: founder or CEO, all respondents are active current top managers in their camps.
- Nationality
- Gender

The table below provides numbers of participants due to the principle of anonymity.

Table 5: Respondents coding

#	Managerial level	Gender	Nationality	Code (managerial level/gender/interview number)
1	founder	M	Turkish	FM1
2	founder	M	Russian	FM2
3	founder	F	Russian	FF3
4	founder	F	German	FF4
5	founder	F	Spanish	FF5
6	CEO	F	Greek	CF6
7	Founder	M	Canadian	FM7
8	Founder	F	Mexican	FF8
9	CEO	F	Russian	CF9
10	Founder	F	Russian	FF10
11	CEO	M	American	CM11
12	Founder	F	Russian	FF12
13	Founder	M	Chinese	FM13

*Example 1: Quote from interview 1, from the male participant who is a founder - FM1*

*Example 2: Quote from interview 6, from the female participant who is a CEO - CF6*

The following sections detail the iterative process of selecting research participants, the validation of the primary research instrument, and the rationale behind key research decisions.

## 4.2 Research participants

The research population for the research was chosen around the word from camp leaders deemed to have responsibility for planning, implementing, controlling and assessing HR strategy and procedures including onboarding. The research participants-1 n=13 range in key roles from CEOs to owners and founders. Their span of control or influence covers the entire HR strategy. The objective of research is not only to gain the deeper understanding of managerial efforts and consequently organisational culture on onboarding but also to validate their efforts by their current and former employees' answers.

For the exploratory employee survey, interview participants were asked to distribute an anonymous questionnaire among their employees. The survey targeted two groups: current employees with over one year of experience in the interview respondents' camp and former employees, expected to retain to the camps. The total number of research participants was 250, consisting of 152 current employees and 98 former employees.

## 4.3 Data gathering

The primary data collection instruments utilized in this survey were

1. The semi-structured qualitative interview (see Appendix E).
2. Exploratory questionnaire was based on Deloitte 2024 Gen Z and Millennial Survey: Living and working with purpose in a transforming world (Deloitte, 2024) as the majority of camp employees are Gen Z (Appendix C and D). The final version of questionnaire was developed with willing professional camp participants – interview respondents, who contributed adding a new perspective on resigning reasons.

The interviews were conducted by Zoom, which is neutral and secure, the participants felt comfortable in their own homes and offices, relaxed in a familiar environment. To ensure accuracy in transcription, the interviews were recorded, as outlined in the Plain Language Statement and Informed Consent Form, which were provided to all participants (see Appendix A and B). Each interview lasted approximately one hour. The semi-structured interview questions served as a flexible guide rather than a rigid list, allowing the author to adapt the discussion to the context of each participant.

The survey participants were informed of the secure and anonymous nature of the survey and gave their consent to fulfil the Google form.

## 4.4 Data Analysis

The analysis of the interviews follows a structure with open coding, data categorization and a list of emergent themes.

Phase 1: The researcher began by re-reading the interviews to become thoroughly familiar with the data, making notes of the different perspectives expressed by the interviewees.

Phase 2: In the next phase, participants' names were anonymized by converting them into numbers to uphold confidentiality. The constant comparative analysis began with the context generation to the data to understand its place within the literature and within other research. Codes were then generated by identifying and grouping similar statements. This

coding process was conducted in MS Excel, and the pie charts would illustrate the frequency of similar responses.

Phase 3: Themes were generated by grouping related codes, resulting in the identification of six major themes. These themes were derived from participants' explanations regarding leadership, organisational culture, cultural diversity and onboarding.

Phase 4: Supporting evidence for these themes was found within participants' explanations. The table in the appendix F provides a detailed breakdown of the various sub-themes that emerged from the compilation of responses.

Phase 5: Included a comprehensive explanation of the emergent themes and how they contributed to understanding the research objectives.

Phase 6: The questionnaire results were interpreted to validated the managerial efforts.

## 4.5. Analysis of Themes

### 4.5.1 Theme 1 Personal values in leadership dynamics

Personal values are the core of human character, they make people individuals. Speaking of organisations, certain profiles of personal values of owner/managers correspond with certain business strategies they adopt (Kotey and Meredith, 2007). Research on personal values and leadership reveals significant connections between leaders' value systems and their leadership styles and effectiveness.

When questioned about personal values, participants used words like freedom, honesty, teaching English, safety, consideration, strategy, miracle, opportunities and many others.

Research on leadership orientations suggests that effective leaders balance people, process, and goal-focused behaviors (Ha-Vikstrom, 2017). This idea contributed in coding logic.

#### **Process oriented values**

FM13 expresses the core values are *“the person has to be, to be **considerate of the needs of others, you know, considerate of the situation, considerate of the cause of the times**”*. That corresponds with process oriented value leadership where the camp participant expects all **processes** to be planned and and executed with consideration. He suggests his followers to analyse the context and the cause of events before make decisions and take actions.

Another example of similar process oriented values driven leader is FM2 explaining another core value: *“Probably it's called **attention in a broad sense**. We are currently training new leaders very actively this summer, for the first time so intensively, with many interns working as leaders, very young ones. And I've been thinking a lot about attention because it's a necessary trait to consider everything. Attention as a skill, the ability to manage everything and not forget anything. This summer, I realized that it's one of the key skills and values. Firstly, in the sense of not forgetting and considering everything. Secondly, in the sense of attention to details. This might be highlighted separately because it's very important to me. I've believed for many years that God lives in the details. You can have a great leader who acts broadly, but if they miss small details, things can fall apart”*. Leading a roleplay and

theatre children camp FM2 would expect attention to the detail, all included thinking and ability to analyse the smaller things and the broad picture. Therefore, regardless of camps programme the management efforts in both organisations would be directed to careful consideration of processes, enhancing them as Kaizen business philosophy suggests (Imai, 1986). There are other examples of process oriented values such as **safety, strategic thinking, creativity, constant role modelling, child-centricity, preserving traditions**. Through all the interviews process oriented values were mentioned 17 times.

### **Result oriented values**

Goal focused or result oriented values expressed in FM1 interview, he states, *“I mean, if there's a wall in front of me, I don't believe in having a big hammer and hitting this way, this way, this way to break the wall. I believe in having a small hammer and hitting the same point, same point for a long time, same consistency with passions, like they call it perseverance.”* FM1 is the current president of International Camping Fellowship, running a children camp hosting 3500 children in 2024, therefore his success is value driven, and even then – perseverance could be interpreted both as result and process oriented.

### **People oriented values**

FM7 stated *“my belief is that it is that every life and every person is an important member of our society”* and continued, *“we have a responsibility, I believe, to lift up the experience, the life of those around us, and through that, our own life. That comes from respect for the individual”*. It demonstrates the priorities in decision making and communication paradigm that is being channelling.

FF4 immediately starts describing her values *with “kindness, probably, understanding each other, and versatile development for children.”* The answer suggests prioritizing human needs and relationships in organizational settings.

FF12 is also very clear about her values – *“it's togetherness. For us, the team is incredibly important. We achieve much more together than individually”*. This is what she conveys to her team and her team channels it to children. It works as a ripple effect when every vibration, action, or behaviour started in the Participants heart and mind do not exist in isolation within a workplace culture.

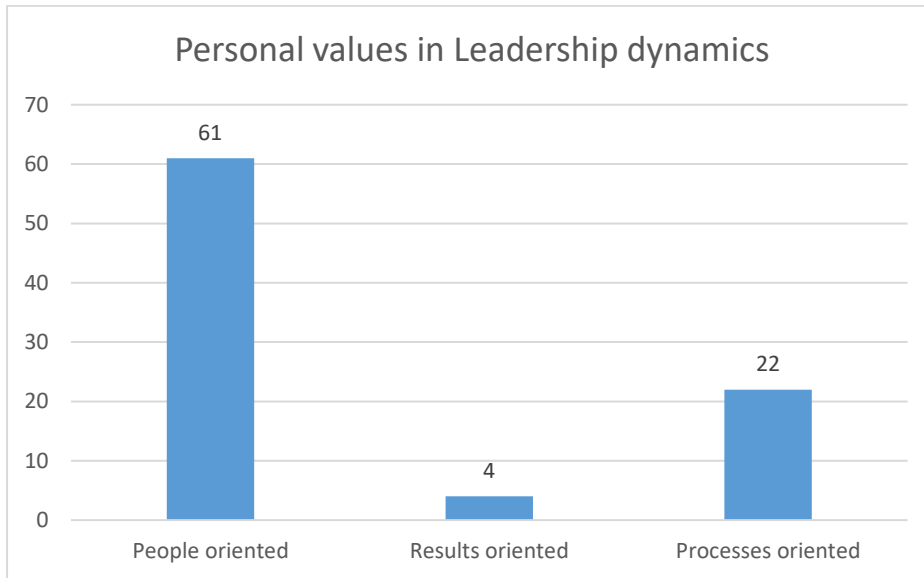
FF8 has showed more radical values that *“all what we've done is based on very **hard work, dedication, sacrifice**, and always looking for the good being of others, not only ours”*. She continued with pointing out of importance *“**not to be egoistic**”*, and the pressure of responsibility she felt during the interview was almost tangible.

FF10 started her answer with also people oriented value *“Dialogue. The value of dialogue”*, then she addressed Christian values. The answer suggests clear value priorities of the Participant.

The research did not detect expected result oriented values like excellence, business ambitions, X5 sales or projected revenues but it did contribute into better understanding of camps leadership and management.

From the above data the research suggests that people oriented values are the main priority for children camp management and was mentioned 61 times opposed to result oriented values – 4 times and process oriented values – 22 times as shown in Figure 7. The pressure participants have with this responsibility included in their contracts is a notable fact that will be shown through all the research.

Figure 7: Personal values orientation, self-made



**Another finding** is that respondents’ answers suggest that business owners struggle to draw distinction between personal and business values. FF5 starts her answer with “*well, basically we want the children, we want to help them to grow as person*”, speaking as her team, all camp professionals about camps values and mission.

FF4 started to speak about her personal values and the second sentence she shifts to speak about her organisation: “***Well, I'm shifting to the camps here***” as well as FF3 and CF6.

FM7 answers, “***Well, my core values, I think are, the core values of camp really are tied to the respect and opportunity that we give to others***”, immediately shifting from personality to his organisation values.

The majority of camp professions, top participants of small business struggle to separate personal and business values, which can significantly impact their decision-making and business strategies as proved in Gorgievski’s research (2011) and concurs with presented research findings.

The children camp participants are driven by people and constant change and rather than business results the data suggests.

This theme contributed to the first research objective to define perception of Leadership and organisational culture in various camps through critical examination of the personal values of camps top management. The participants personal values tend to be people oriented.

#### 4.5.2 Theme 2 Perception of leadership style

As it is naïve to assume that all participants would know all concepts and Leadership styles, the theme was named **the perception of Leadership styles** to understand the multiple ideas and realities of respondents. When asked about what is the concept of leadership in their camps interviewees responded using words authority, mentorship, kindness/generosity, honesty, safety, creating memories, creativity, respect, transformation, teamwork, listeners, initiative, responsibility, experience etc.

Considering trifolding paradigm of applying either authoritarian, democratic or Laissez-faire Leadership style FM1 states *“The leader doesn't need to know all the answers and the solutions. But a good leader must be someone who can ask good questions and right questions to give opportunity to other people to search and come back with answers and results”*. He continues that he chooses to be *“low profile, 90 % of my camp today is not about me ” and “what we teach at camp to our staff and also to our campers is everyone is a good leader”*, which coincides with the democratic leadership style. In FM1's camp the latest programs, that brought more than 25% of companies revenue, were initiated, planned and executed by the youngest team members.

Another feature characteristics of democratic leadership style is initiative, FF4 states: *“our main theme is volunteering. That's the foundation – being willing to do something in life on a volunteer basis, and making the world better. In German, there is the word "ehrenamt," and people also have "hauptamt." So, volunteering uses a German word, not the English word. "Ehrenamt" translates to "honor office" – where my honor resides. It's about where I want to invest my honor and free time to develop something. The development of children and youth through various pedagogical styles is crucial because we work in different methodological directions. Each direction has its leaders”*. The features of democratic leadership styles appeared 13 times.

There are traces of authoritarian leadership style in respondents' answers applied situationally. Mainly concerning the cases of safety and children's well-being. Data suggest that none of the respondents utilize the authoritarian leadership style as the main one. FF12 articulates this, as *“It's not about being an authoritarian leader who commands”*. As for Laissez-faire Leadership, data suggests that this style is not utilized as all respondents are very integrated in decision-making, mentorship and team leading. As FM13 argues, *“so, I have to know every little details before I can teach others how to do it. But once that is done, then my style is that I will have expectation, broad guideline, and also trust the key people and then let them do things”*. As camp management is often project based, the managers are always supervising, controlling the processes. As FF8 states, *“now I think I want to take care of every little aspect. I want to solve everybody's problem, a little bit opposite to you. I feel responsible of everybody's problems and everybody misdoing. And I feel I'm carrying a very heavy load”*. Both testimonial are the examples of respondents' involvements. Therefore, data suggests no indications of Laissez-faire Leadership.

When describing leadership in their camps the participants willingly speak about their values and share their stories and artifacts utilizing authentic leadership style.

FM1, recognized sportsman, uses sports metaphors in his storytelling during onboarding: *“And I say two weeks is like in sports, like it's a metaphor, it's like 800 meters. So, don't sprint. Don't use all your energy in like 100 meters sprinters. All right. It's gonna be 800 meters. So like first week is 400 meters. So, you must be strong at the end of it. And then, it's you who must be running on the same pace, same performance”*. He keeps himself in good shape, as he believes he represents the values and is a role model for the team. He lives his values and sincerely shares his beliefs. *“So since I'm a former athlete, like a high-level athlete, like a champion, like a national champion, so this example I always give to them”*. He continued *“I am sure that all my staff that I worked during these years are very, very confident and 100% sure that if they are being attacked by 30 people and being beaten and I'm passing around, I won't be the one to say, oh, what? There are 30 people and I can't change the situation. I can't beat all of them. I am in, let's what happens. So, they all know that I would jump into this fight and we will get beaten together”*.

FM2, recognized theatre director, describing leadership states: *“We have a unique story with this role-playing game. Since the leader must be experienced both pedagogically and administratively, which is probably true everywhere, but also in role-playing. And role-playing experience is a very niche, valuable experience that's hard to acquire unless you work on it for many years”*. His storytelling covers his immersive theatre experience and like magnet, he attracts creative followers.

FF3, family driven participant of family run camp, shares her vision *“we have a family management system. It's built according to family type. We are parents, with (Name of her husband), like mom and dad, Mom takes care of, Dad disciplines. And there are children. It's not the right situation for the management, but for the camp, everything is fine”*. Her business is being described in family relations paradigm, their children are participating in camp management since early childhood.

FF4, youth leader and volunteering activist, immigration support enthusiast, shares: *“if we look at our main principles, we work with children and youth, youth in Germany up to 27 years old, and approximately up to 35 years old, from post-Soviet countries, regardless of where they come from. It's a very diverse group of people. We are a migration organization in Germany, an organization made up of migrants, which is very important at the political level”*. She has moved to Germany and decided dedicate her work to helping other people coming to Germany. Her ideas are explicit and understood by her followers. It shapes her leadership style and organizational culture at all levels.

Authentic leadership was identified in respondents' answers 13 times.

Leading mostly young followers, transformational, inclusive and educational leadership styles are clearly identified in respondents' answers.

Legally, camp takes responsibility for child's life and well-being for the whole period of staying

There are not many jobs taking this heavy load, therefore camps face the young, sometimes not very mature employees, being responsible for children safety and well-being. FM13

noted *“of course, safety first. So, with love and care and also pay attention to safety issues because, you know, at the least, we don't want children to get seriously hurt”*.

This child safety concern lies in all 13 participants interviews regardless of location, culture or camps program. Safety is a core values for Leadership in educational institutions. Educational and transformational leadership in youth organisations involves skills enhancement, mentoring and support to be responsible for child's well-being and creating memories. At the same time the transformation and education of leaders emerged in several interviews. FM1 states *“that means for example just I read a lot and I read a lot about anything like literature, history, like finance, like new like management etc. And because I need to catch up I need to listen to music I need to understand what's what the music is like now”*. This type of leadership transforms not only the followers but also a Leader. FM1 continues: *“that's why I pulled myself out of the day to day operations, but focus on more reading, traveling, visiting different camps from all over the world like United States, Canada, Russia, China”*. Transformation could be not so pleasant and easy, FM1 testifies: *“I began training like weightlifting, strength training. Like I try to do it because I must be a good example. I'm not a quitter. I'm not doing an office work. I'm on the field. My camp provides sports activities and other activities. So, I must look good. It's not because of my ego, because this is the job”*.

Sometimes there is a values clash between the leader and the team and it could be the hard choice for the Leader to transform as FM2 shares: *“This is where I need to start answering your question because I still remember how painful it was for me. For example, part of the team sees a certain value for the organization and insists on it, but I personally, as a leader, feel it doesn't fit us. I remember for the first time facing this discrepancy, thinking, well, this value is unnecessary, I can't carry it. But the entire team unanimously says, no, we have this value, it must be recorded. And back then, we had to make some compromises”*.

The process of transformation is constant in educational organization, as FF5 noticed the change in communications: *“People nowadays need to be listened to. It's like we are all psychologists, we all have to take time and listen to them”*. This leadership style is very effective though not easy for the Leader to constantly be role models, CF6 commented: *“it is difficult for me, not difficult, it is very important for me to be the role model for them. It is a very big responsibility”*. Educational and transformational leadership are very similar in this sense. FM7 noted *“we, as staff, that we are providing a role model. And I think that the nature of the role modeling extends right throughout the staff, not just a counselor and a camper, but it ought to extend right through to the leadership that's delivered by the top administration”*.

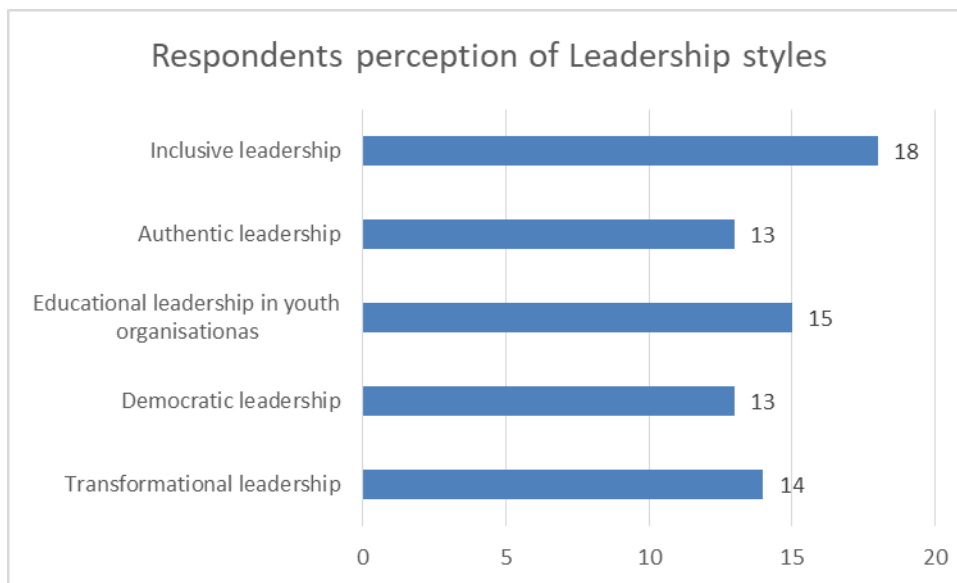
Teamwork rather than individual traits suggest popularity and effectiveness of these styles in children camps. FF8 advocates for emphasizing collective actions: *“Of course, the teamwork, I mean that we are one team, the leadership group and the team counselors, we are one group. We are one team and we should be healthy role models for our campers”*.

One more matter emerged from interview. It is an effort to create a climate of inclusion.

FM1 and FM7 state, *“Everybody is a good leader”*. It continues with CM11 stating that it is essential *“to be open to other people’s suggestions”*. CF9 develops the idea of inclusion with *“the primary values are very simple and apply not just to leaders but probably to everyone. To be kind, honest, willing to help others, and then the fourth one—able to lead others. Respect other people. That’s where the seeds of leadership start”*.

Effective inclusive leadership involves creating a climate of inclusion (Li et al., 2017). It is necessary to improve organizational efforts in creating youth and child-safe cultures and practices. Inclusive leadership style is mentioned more often than others as shown in the figure 8.

Figure 8: Most used leadership styles, self- made



### Findings

The research findings reveal that leadership styles in children's camps are strongly influenced by the personal values of respondents. Predominantly, these leadership styles are transformational, inclusive, democratic, and authentic. Leaders in these settings prioritize fostering a supportive and inclusive environment, encouraging collaboration, and empowering staff. These approaches align with their core values, emphasizing the importance of moral integrity, inclusivity, and shared decision-making, which collectively contribute to a positive and effective organizational culture within the camps.

These findings contributed in understanding leadership in educational organisations. Youth perspectives on leadership focus on process rather than individual traits, emphasizing collective action and creating change (Mortensen et al., 2014; Roach et al., 1999).

#### 4.5.3 Theme 3 Leaders’ impact on organizational culture

Leadership styles significantly impact organizational culture, which in turn influences employee development and organizational performance.

The Participants when questioned how does you leadership shape organisational culture gave answers like encouragement, keeping low profile, control, staff as asset,

fairness/honesty, organising events, establish personal growth, necessity of health/sport, team building, learning from staff, being positive, being role model, using storytelling etc.

According to Schein (1990) there are 10 attributes of organisational culture. They were chosen to become codes.

FM1, FF3, FF5, FM7, FF8, CF9, FF10, FF12 mentioned that they cherish the community, create the feeling of a family, even with those counselors who is no longer with organisation and this a very important part of their **exposed values and broad philosophy** how they treat their clients and staff.

FM1 expresses their values and philosophy through confidence that his staff *“know that the best family, the strongest alumni network, the best social network is Future Stars (the name of the camp)”*. He continues developing his point *“They know that I will never let them alone in any case. And during these all years, we experience it. For example, we have a WhatsApp group of alumni and whatever is needed. If someone's parent has an operation and needs blood, we find the blood.”*

*So, a connection, someone wants to reach an official or a doctor and she just types or she types in our group and then we find the connection in maybe in a few minutes and then it's fine. So, it's a strong community and we invite our alumni, come to our staff orientation and tell their own stories that how future starts is a strong family. So, once The young staff believes that they're in the right place. They will never be left alone, and they will always have a support”.*

Creating **Habits of thinking, mental models, and linguistic paradigms:**

CF9 states *“we have common communication. We have specific words that unite us all. We speak our own language in our camp. We have a lot of words that no one will understand if they haven't been to our camp. This relates to what I mentioned earlier, like “professor” with nicknames”*. FM7 also commented *“We all have nicknames for various parts of camp and for various things that we do”*.

Creating **rituals**

FF8 loved her traditional rituals at the end of the day *“Thanks to God or to whoever you believe in. It's like, thanks for the day, make me humble”*, it plays a very important role for the team, and when a new program director forgot about it she got very upset and postulated *“Traditions cannot change. That's what's make your camps culture”*.

**Integrating symbols and root metaphors**

There were several root metaphors and integrating symbols mentioned in the interviews like branded garments, songs, slang, symbols. There is also one unusual integrating symbol was told by FF12: *“The amazing thing is, it's a cat. A real cat. Last year, during the first camp, a kitten came to our house. By the end of the first session, we realized that, unfortunately, he was very small. We had grown attached to him, fed him, but we had to leave, knowing that he might not survive.”*

*We tried to find him a home, but no one took him. In the end, I said to Aidar (author's note: co founder), "Sorry, his name is Artik (author's note: like their camp's name but in playful tender manner). We can't leave him behind because it would go against our principles." And now, Artik is not only a mascot, but he also lives with us. Aidar will send you a picture of how much he's grown in Telegram.*

*Now, there's a whole story around him. Artik symbolizes what happens at ArtLichnost (author's note: name of the camp) when things are hard, when a lot doesn't go right, but you receive support, and everything becomes easier. Through him, we convey a lot of values. He's real, not made up. Artik truly exists. He's become a mascot, especially loved by the younger kids. Each counselor now has a little mascot".*

### **Shared meanings, habits of thinking and embedded skills**

FM1 shared *"My role is more storytelling. So if, for example, Our team gives a session on crisis management. I'd be there, so they're like the pilots. And then, I show up and I tell a true crisis that we had at camp, a big crisis (author's note: Pandemic broke down dozens of Camps and touristic businesses), and how we managed it as a team".* The power of storytelling in building culture was also mentioned by FM7. This example also showed the pattern of **embedded skills** that the mean performed and it gets passed on from generation to generation without necessarily being articulated in writing (Argyris and Schön, 1978; Cook and Yanow, 1993; Henderson and Clark, 1990; Peters and Waterman, 1982).

### **Rules of the game and group norms**

FM7 provided with the pattern answer mentioned by several participants: *"the staff manual will have all of the procedures of camp, the emergency procedures, the waterfront procedures and so on. There are the things related to procedures of working with campers in the health centre, in the dining hall, our food service, our how to conduct an out trip, how to supervise swimming. All of those things are in one portion of the manual. Another portion of the manual is leadership oriented. How can we listen? How can we solve camper? How can we help campers solve their own problems? How can we how can we help create heroes at camp? What can we do in order? What are effective song leading procedures, games leadership and so on? So, all of those things are part of the manual and they're all covered during orientation(auther's note: onboarding)".*

### **Climate**

The kind supportive atmosphere in the camp is essential for all children and organisers, and sometimes like FF5 stated *"if somebody is what we call the rotten apple of the basket, we have to get rid of these people because we need to keep a good atmosphere".*

CF9 shared: *"All our counselors, the old-timers, are very friendly. Newcomers can come to the office, and they are warmly welcomed with tea. "Have a seat, let's get to know each other, how are you doing? Let's chat." So, at the very least, this first meeting should be very warm. After that, we assign mentors to our newcomers".*

Participants make a lot of efforts to shape the organisational culture, the mighty instrument for high performance and retention and at the same time the universe they create to live in. There are perks of being a children camp director.

Figure 9: Leaders' impact on organisational culture



Commonly used terms related to culture highlight one of its essential aspects—the notion that certain elements within groups are shared or collectively held. The primary categories of observable features associated with culture in this context are presented in the table, where mostly mentioned, prioritised categories are **espoused values and formal philosophy** and the least influenced (or mentioned) is **climate**.

13 participants mentioned they are involved in strategic HR management in their organisations in mentorship, onboarding planning. FM2, CF9, FF3, FF4, FF11 stated to be personally fully responsible for personnel management and team development. FM13 stated, *“I’m the first person who is on hands with all the things related to personnel”*.

FM7 expressed his attitude *“What are the three most important things at camp? And our answer is staff, staff, and staff. That really the staff provide the framework upon which the experience of camp hangs”*.

The research findings indicate that espoused values and formal philosophy are the most prioritized categories, while the organizational climate is the least mentioned or influenced factor.

The findings concur with Secondary literature on Leadership impact on organizational culture.

The research objectives are the widely contributed with emerged finding as organisational culture of children camps.

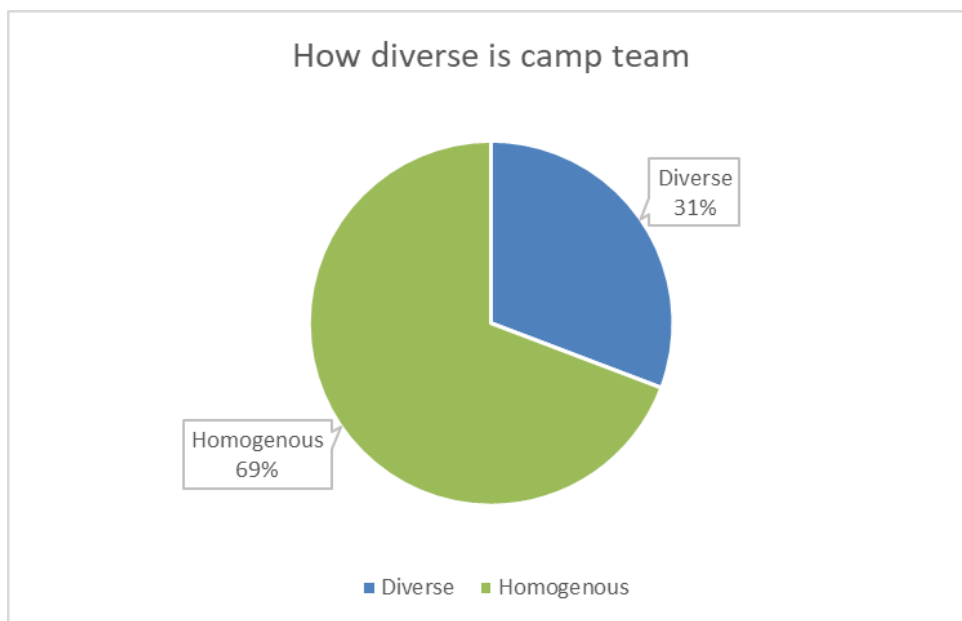
The question is still unanswered how inclusive the culture is to culturally diverse workforce.

#### 4.5.4 Theme 4 Cultural diversity on the working place

The respondents were asked how culturally diverse their team was, regarding not only nationalities, races, religions and lifestyles, but also broader understanding including generations, beliefs, attitudes, educational backgrounds, expectations etc.

69% of participants percept their teams as homogenous and 31% as diverse.

Diagram 1: Diversity of teams, self-made



#### Homogenous

FM2 shared: *"I think I'm more of the latter, understanding the world's diversity, and in this sense, I think our team is quite homogeneous. There's some gender diversity, slightly different ages, though still limited, probably tightly around 25 years old".* He continued: *"There's no religious diversity, there are different orientations, but it still mostly consists of students from St. Petersburg. And this is a very specific and not very diverse environment, I think".*

CF9 stated, *"Right now, the team is largely homogeneous, especially in terms of nationality".*

FM1 noted, *"maybe 3%, 5% of our staff is international. Let's say 90% of them are university students. 10 % is like professionals".*

He stated: *"We try to be very open and very flexible and we give, I mean, for example, gender, **religion** or other preferences or **political view has no point in our camps**. So, we don't discuss. So we have three red borders that we don't, so **we don't speak about politics at camp**. Of course, everyone of us have a vote, but it's outside of the camp. And we discuss nothing with the campers. I mean, you are born Muslim and then your has a standard. It*

*says you're but I mean, on the way you can change your ID and you can be an atheist or the government counts you as Muslim, but you can change. Or we have Christians, have atheists, so we don't mind. And the **sex education**, sex and the talking about sex, it's not our thing. So these three things should be taught and should be managed and guided by their families".* This is an agreeably shared position of the camp professionals for Politics, Sex, Religion taboo. It excludes outspoken political views, sex and sex related conversations or inputs and religion discussion. The exception here would be Christian or any religion driven camp communities, like Jewish Kibbutz.

In China, FM13 stated, *"China is a different situation because China is not an immigration country. You know, it's not like in the United States you have people from all over the world or different colors and different religions. So, Chinese are more or less, you know, monolithic".* He continued, *"I'm not so concerned about the political views or even the sexual orientation or religious or race. Those issues are not really of the first priority in China".*

FM13 also mentioned *"So, diversity is on my mind, but it's not really like a top priority, especially in the Chinese case".* He continued *"in China, we are also is like in Russia, we also were interested in international collaboration. For example, we're very happy to have international counselors and also international campers, and from different countries".*

Similar position expressed CF9 *"On one hand, this (author's notes: homogenous team) is good because they share common interests, but on the other hand, it's a disadvantage for us as a camp. The more multinational, the more varied the counselors are from different cities, the more they can bring to the table".* Discussing the future of the HR in the camp, she shared *"First, as we discussed, we want more diversity. This includes age, nationality, and even gender. That's probably the first goal".*

## **Diverse**

FF4, FF5 noted *"we have very diverse team"* and *"We have a huge diversity"*.

FM7 started to notice changing in the team: *"the majority of the Canadians are from within probably 300, 400 kilometers of camp. So, but the Canadian population is quite diverse. We're starting to see some diversity reflected there as well"*.

FF3 shared she is *"worried that it's changing now. It was always homogeneous"*. She explained that Kazakh counsellors differ in work attitudes, responsibility and mindset about children upbringing and education.

FF8 showed some anxiety *"You need to have staff not very diverse. And I'll explain you why. Maybe you can use diversity in some like specialized staff, but in counselors and in counselors in training that are the ones that are always together, they sleep in the same dorm, they eat in the same tables, they're always together, there cannot be a lot of diversity. They have to be. What I mean? Yeah, for example.*

*Sometimes I have recruited a person that for me is great because I think she is more responsible because she's older and she has a lot of experience in schools and I think she's*

*gonna be great. Well, the rest of the staff would not accept her. Because when you start putting in the staff that is always together, you put people, that is very different from them, they will not accept them and those people would feel rejected. So there's not a good ambience, environment and it doesn't work".*

Later she commented *"It is very important in our camp, it is very important how they look, what are their family culture you have to be careful and try to pick people about the same traditions, about the same education, because otherwise they are not well integrated. It can happen, but it's more difficult. I've tried it. So, sometimes I sacrifice the knowledge for the good environment".*

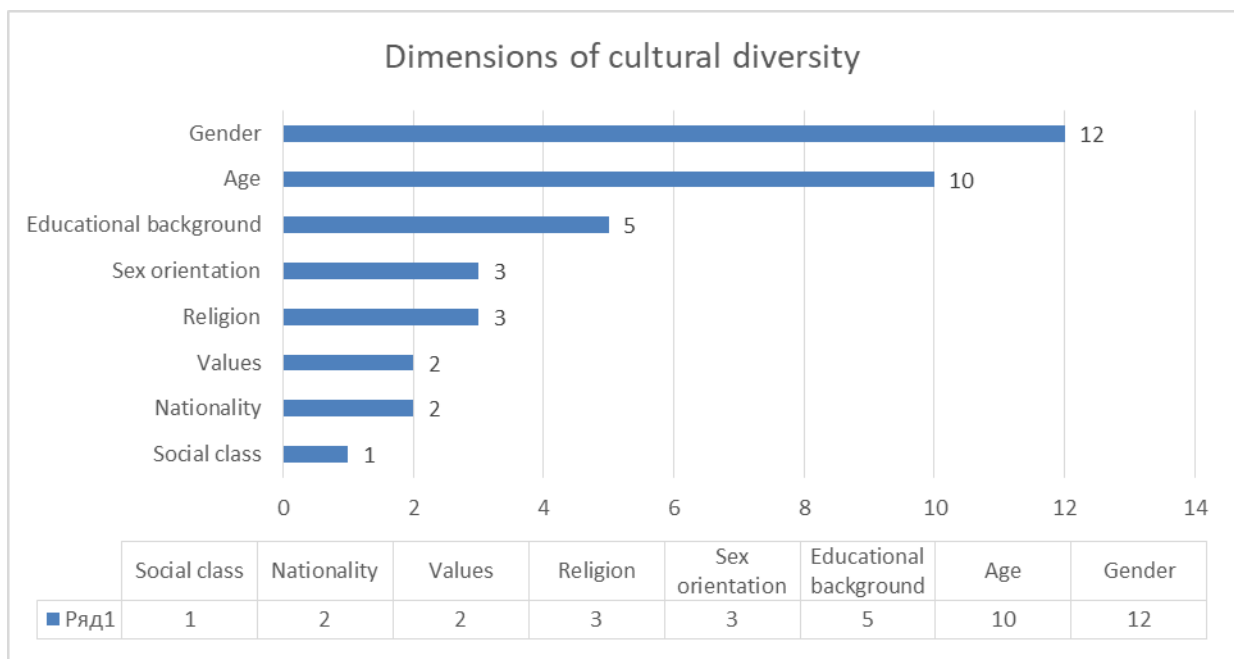
It concurs with Secondary literature research results showed Negative effects of cultural diversity can include miscommunication, creation of barriers, and dysfunctional adaptation behaviors. Harrison, Price, and Bell (1998) assert that the effect of deep-level similarity on group cohesion is positive, while that of deep-level dissimilarity on group cohesion is negative.

### Findings

The diversity observed is not in terms of social class or nationality, but rather in other dimensions of cultural diversity. Educational diversity is particularly evident, with a clear distinction between students—who serve as camp counselors—and professionals responsible for skill development. As FM1 noted, *"maybe 3%, 5% of our staff is international. Let's say 90% of them are university students. 10 % is like professionals".*

This is a common situation in most camps.

Figure 10: Dimensions of cultural diversity, self-made

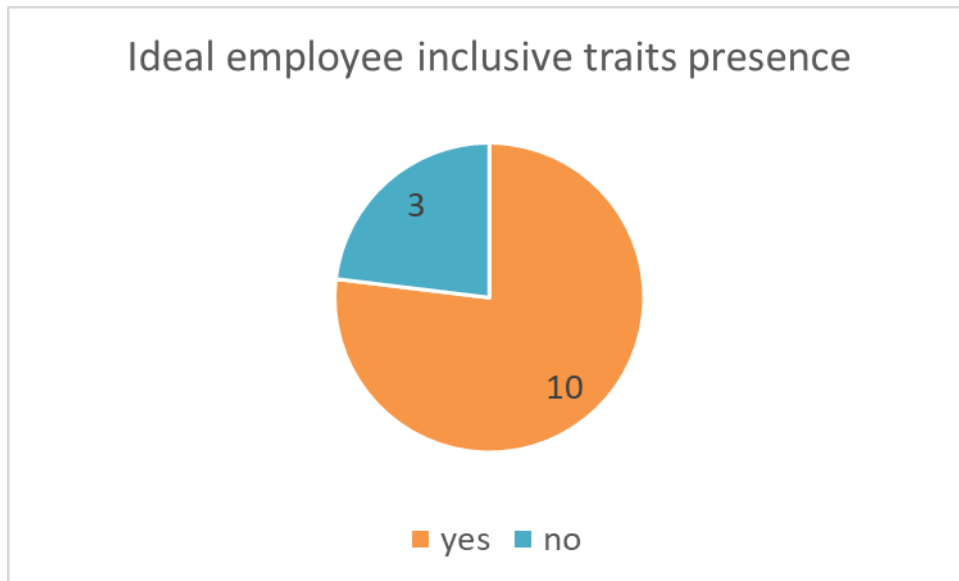


The interview question, "What is your ideal employee?" also contributed to the theme of cultural diversity perception. The topic of cultural diversity emerged in responses to this

question, where inclusive traits, values and skills presence was analysed. The responses varied, and the code for "Inclusive traits" was evaluated on a binary basis: where YES meant presence of mentioned traits and NO meant the absence of them.

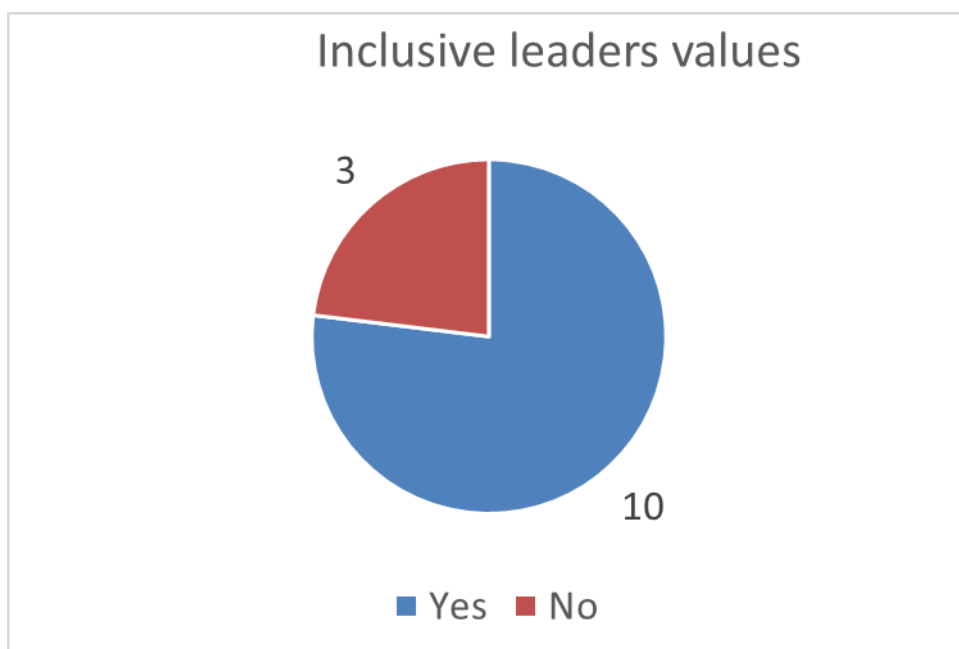
The key words shaped the code presence of inclusive traits, skills, values or behaviours were **work ethic, showing support, caring/ready to help, team player, being tolerant, honest, being positive.**

Diagram 2: Inclusive traits in ideal employee profile, self-made



Three out of thirteen participants included inclusive traits in their description of the "ideal employee," which aligns with the previous finding regarding the presence of inclusive values in their responses.

Diagram 3: Inclusive leaders' values, self-made



Inclusive values were reflected in the ideal employee profile by 10 out of 13 participants, as they projected their personal values into these descriptions. Taking into account that 100% of interviewed participants do not delegate strategic HR management and take on multiple roles, including strategic partner, efficient administrator, employee advocate, and change facilitator (Bhal, 2002; Ulrich et al., 2008) data suggests that organizational culture could be inclusive.

The research findings reveal that camp teams are predominantly homogeneous, with inclusivity embedded in the organizational culture through shared values and the ideal employee profile. However, differing attitudes toward diversity present both opportunities and threats, with some viewing diversity as a strength, while others perceive it as a challenge to maintaining cohesion and unity within the team.

#### 4.5.5 Theme 5 Onboarding strategy aimed to organisational culture adaptation

Participants were asked to describe their onboarding programme; the answers were about content, methods of training, stages, control of the results.

##### Training methods analysis

In reviewing training methods reported in the literature, 13 were identified: case study, games-based training, internship, job rotation, job shadowing, lecture, mentoring and apprenticeship, programmed instruction, role-modelling, role play, simulation, stimulus-based training, and team-training. All of them are used in the camps, executed by participants, veteran staff or outsourced professionals online and offline. FM7 described *“Prior to Camp Beginning is a 10-day staff orientation, that training program during which time they will receive their staff shirt, they will receive a lanyard, a name tag, in the manual are things like the lingo of camp. We appoint buddies to help new staff organize and get settled. We work with our veteran staff”*.

FF8 stated, *“I try to have like a procedure manual for everything”*. Then she added *“But it happens that now people don't read”*. Therefore, she adapted and implemented video manuals.

Onboarding key elements include role clarity, self-efficacy, and successful socialization (Tarallo, 2021). Most of the respondents mentioned orientation as a complex interactive planned period with ice-breaking games and team-building trainings

When asked about their adaptation barriers the unexpected code **negatively perceived Gen Z work attitude and behaviours** emerged. This is also relevant to the perception of cultural diversity, as generational theory (Strauss and Howe, 1991) suggests that different generations possess distinct attitudes and behaviours in the workplace. Generation Z, the newest cohort entering the workforce, is the majority of camp counsellors at present.

Critique of Gen Z is about gadget addiction, infantility, work-life balance struggles (Iorgulescu, 2016), lower job satisfaction (Jung, Shin, 2024), and lower organizational commitment in the contrast to older generations (Jung, Shin, 2024).

##### Digital technology self-regulation concern

Gen Z's are called "digital natives"—the first generation to grow up with the internet as a part of daily life.

CF6 noted, *"one thing that they always try to find, one thing is their dependence from the mobile phone, the tablets and the technology and the social media, something that they miss and they cannot keep their mind in the connection that we have with people in the camp. I mean the real connection"*. She continued, *"So that's a very big problem for the new generation, the screen time and real connection with people"*. She is worried and stated, *"that's something that this addiction sometimes is not letting them to connect with real people. I mean, to touch them, to type them, to speak with them to resolve problems, not by texting, but by speaking with someone"*. As Camp is about team communication this issue is addressed several times in connection with **Interpersonal communication**.

FF10 noted, *"Recently, the main challenges are probably more related to communication, especially personal interaction in the camp. The skill of personal communication, not through gadgets, is not as strong anymore. This has become especially noticeable in the last few years"*.

FF8 shared that *"nowadays staff wants you to answer very quickly. If they, usually now all the communication with the staff is through WhatsApp groups, that's the best. And sometimes if you don't answer to their questions quickly, they quit"*. Her emotional reaction suggests she is really surprised and annoyed by it.

### **Work-life balance struggle**

FF3 became emotional as she recounted the incident, mimicking the employee's response when asked why he was not with the children: *"My working day is over, goodbye."* She perplexed, questioning how such a statement could be acceptable in a camp setting. *"How is this phrase even possible? My working day is over. Good bye!"* The reality of camp life requires that children be supervised at all times, 24/7. However, this counsellor left the children unattended after an 8-hour shift, disregarding the fact that no one had arrived to take over the next shift.

Meaning that young counsellors could struggle with their stress management over work – work balance instead of work-life balance in the camp FM7 commented, *"The culture of camp is tight. It's overwhelming. It's big. There's big energy. And that big energy can catch people a little off guard. The camp explodes with energy"*. Addressing this issue, many camps started stress management programmes for their staff several years ago as Gen Z arrived to camps straight after Pandemic and two tendencies doubled this effect on off-line communication.

### **Infantility**

It's a common pattern for educators to compare generations of students or young professionals, FF3 expressed her observation: *"A year after year they become more infantile"*.

She gave an example *“They (counsellors) are put on night watch, the girl (author’s notes: a young female counsellor) is in tears, in the morning she curses everyone, calls the head of practice (author’s note: young counsellor’s University supervisor) and says that she will not work in this hell anymore, as **she was not given a chair**. - You are 20 years old, who should have brought you a chair?!”*

CF6 stated, *“They cannot be adults so they cannot react as adults so we usually have worries about them if they can handle a group of kids it's 10”.*

FF10 observed, *“Also, the ability to make independent decisions has diminished. They don't always adopt an adult position. They are still figuring things out. Most of them are in a phase of separation and are dealing with those issues. It’s hard to expect them to always act like adults. This wasn’t the case in the early 2000s, when people in the 18-23 age range were much more mature”.*

Both participants and employees are stressed in the camp, both parties are still adjusting to the new reality

### **How to overcome cultural barriers during onboarding**

When asked about overcoming the cultural barriers during onboarding respondents named training methods analysed above. Moreover, fun and game based activities play a significant role in adaptation.

FM1 shared *“they find themselves into the magic of playing games together”.*

FM2 supported with his story: *“We hold so-called parties where we have fun, conduct competitions, dance, and play games. The entire old team comes, and we interact with the applicants. We don’t think specifically about diversity”.*

CF6 gave her example *“the first day, we are creating Spotify lists with our favourite songs. We do that little things that connect us”.*

### **Mentorship with the help of veteran team**

FF12 noted, *“We have several layers or circles within the system. The innermost circle is the core group of leaders who are carefully integrated. Then there are more outer circles like team leaders and counsellors, each mentored by someone from the core group. These mentors help to instil our camp values”.*

FF10 also stated *“We invite experienced team members who act as mentors. These could be team members who work throughout the shift or, more often, those who couldn’t come for the entire shift but can be there during the adaptation period. These experienced individuals come for the first three days. On the first day, they show how things are done; on the second day, they do things together, handing over some of the responsibilities; and on the third day, they observe, give feedback, and make adjustments. And, of course, there’s always feedback and reflection”.*

CF9 shared *“we assign mentors to our newcomers. These mentors, or “buddies,” help our newcomers learn the traditions and integrate into the team. During the sessions, I often*

*specifically pair up newcomers with non-partners so that the newcomer has both a partner who can help and be a friend and also a mentor who can guide them on how to interact with their partner and handle any questions. This mentorship greatly helps the newcomers. This year, I've seen many examples of how our newcomers flourished thanks to having great mentors".*

Veteran staff members play a pivotal role in the training and development of new camp counsellors. They are the custodians of the camp's culture and traditions, ensuring that these values are passed down to the next generation of counsellors. This transfer of knowledge and practices is essential for maintaining the camp's identity as a welcoming and familiar summer home for children, even as new counsellors join the team. The continuity provided by experienced staff members helps to create a stable and nurturing environment, fostering a sense of consistency and belonging for the campers. This underscores the importance of staff retention in this field; retaining veteran counsellors is crucial to preserving the camp's unique atmosphere and ensuring that its core values are upheld over time.

These findings contributed to the secondary literature on Overcoming cultural diversity in broader sense rather than nationalities, race and sex orientation. Effective onboarding programs are crucial for employee engagement, satisfaction, and retention, typically lasting about three months (Tarallo, 2021). Cultural barriers pose significant challenges for new personnel in organizations, particularly in multinational and cross-cultural contexts. These barriers can hinder knowledge sharing, decision-making, and overall integration (Rivera-Vazquez et al., 2009; Klein et al., 2000).

This is the key theme that contributed into research objectives to investigate challenges in overcoming the cultural barriers during onboarding.

#### 4.5.6 Theme 6 Employee's job satisfaction

Brief exploratory survey was based on Deloitte 2024 Gen Z and Millennial Survey: Living and working with purpose in a transforming world (Deloitte, 2024) as the majority of camp employees are Gen Z (Appendix C and D). There two types of respondents questioned:

- Current employees who stayed in the camp more than 1 year;
- Former employees, who were expected to stay due to job performance.

##### 4.6.1 Current team job satisfaction

152 current camp employees were asked a question about the reasons they stay/come back to the camp and to rate every reason on a scale from 1 to ten where 1 is not important and 10 – very important.

#### ***Learning and development opportunities***

Figure 11: Learning and development opportunities, self-made

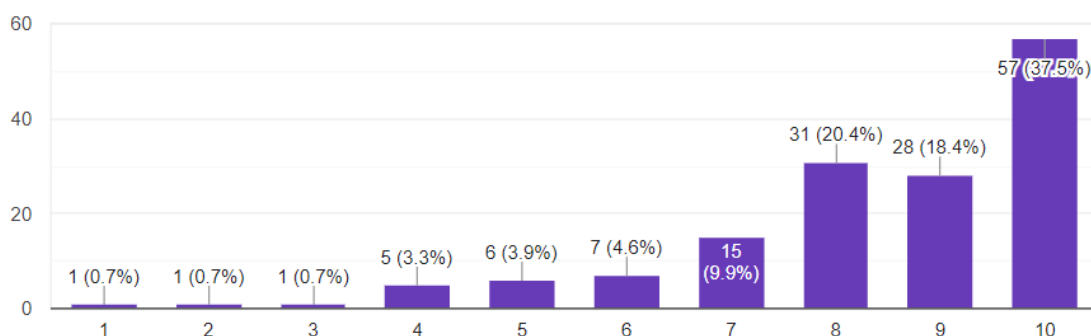
### Learning and development opportunities

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

### Возможности для обучения и развития

Оцените важность этой причины по шкале от 1 до 10, где 1 означает "не важно", а 10 – "очень важно".

152 responses



The data suggests that learning and existing development opportunities greatly contribute to the respondents' reasons to stay in the camps, as arithmetic average is 8.4

Figure 12: opportunities to progress, self-made

### Opportunities to progress/advance in the career

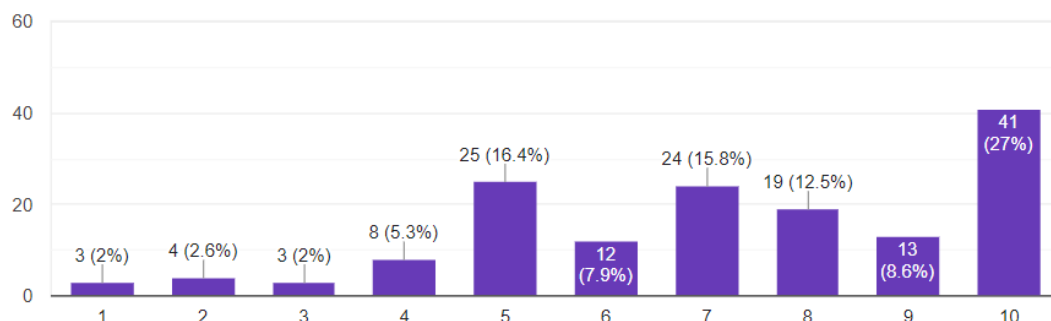
#### Opportunities to progress/advance in my career

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

#### Возможности для карьерного роста/продвижения

Оцените важность этой причины по шкале от 1 до 10, где 1 означает "не важно", а 10 – "очень важно".

152 responses



The data suggests that learning and existing opportunities to progress/advance in the career significantly contribute to the respondents' reasons to stay in the camps. The arithmetic average is 7.2.

## High salary or other financial benefits

Figure 13: High salary, self-made

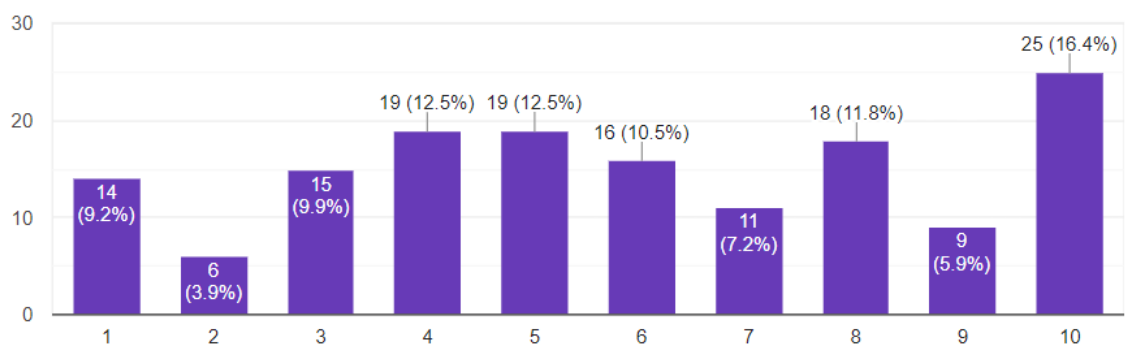
### High salary or other financial benefits

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

### Высокая зарплата или другие финансовые выгоды

Оцените важность этой причины по шкале от 1 до 10, где 1 означает "не важно", а 10 — "очень важно".

152 responses



The data suggests that salary or other financial benefits contribute to the respondents' reasons to stay in the camps, as the arithmetic average is 5.9.

## Good work life balance

Figure 14: Good work life balance, self-made

### Good work/life balance

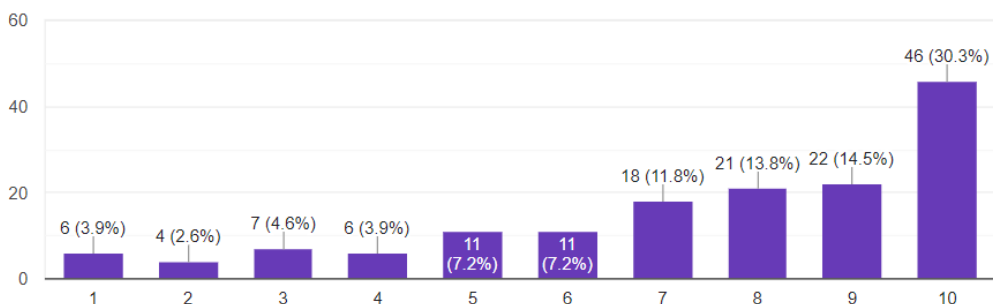
a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

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### Хороший баланс между работой и личной жизнью

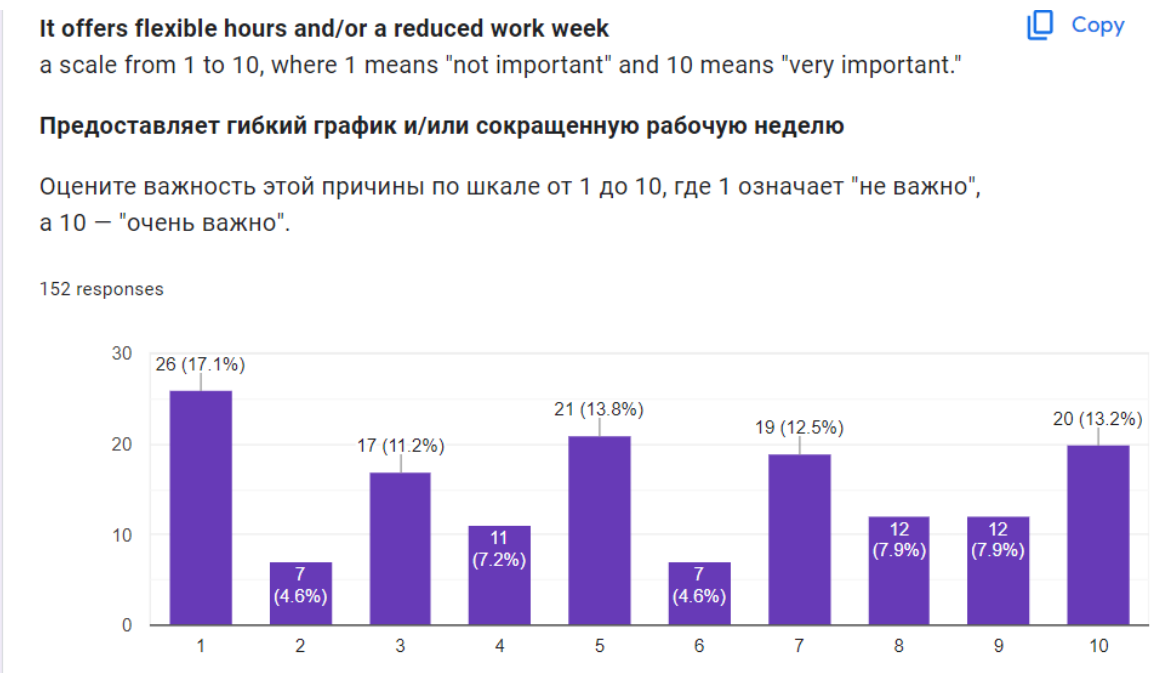
Оцените важность этой причины по шкале от 1 до 10, где 1 означает "не важно", а 10 — "очень важно".

152 responses



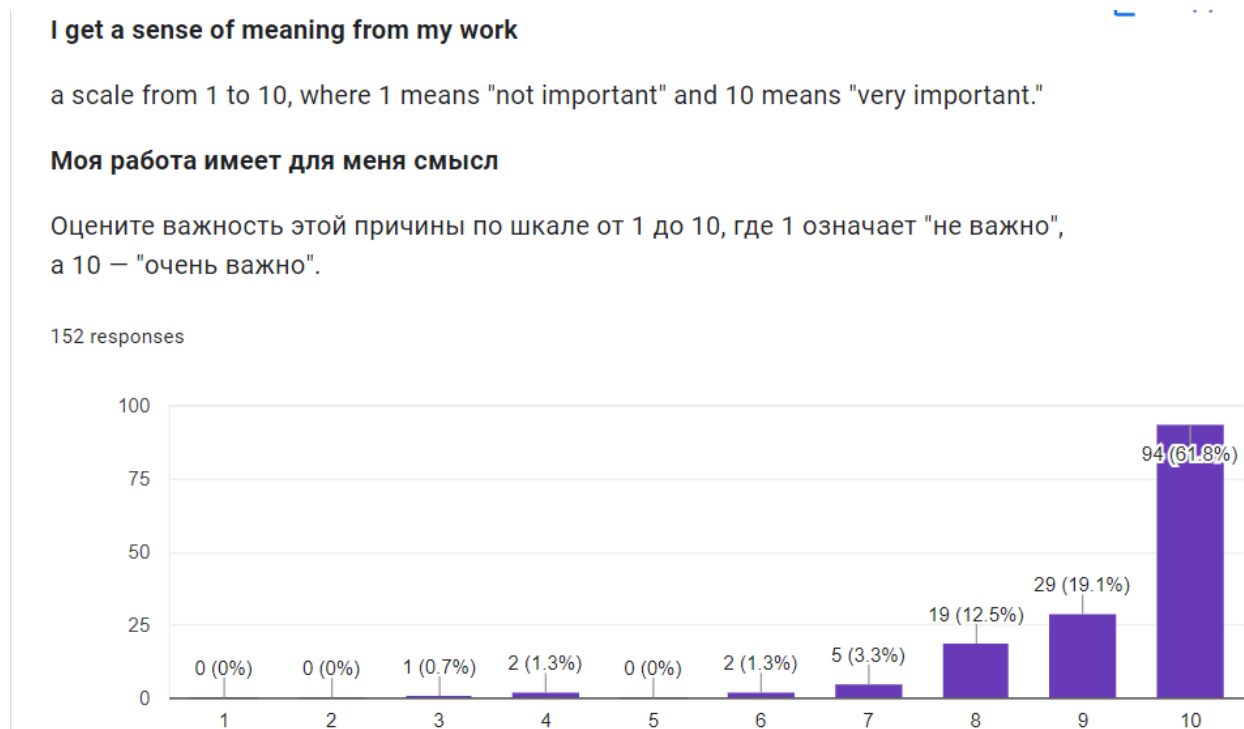
The data suggests that Good work life balance contribute to the respondents' reasons to stay in the camps. The arithmetic average is 7.5

Figure 15: Flexible hours and/or a reduced workweek, self-made



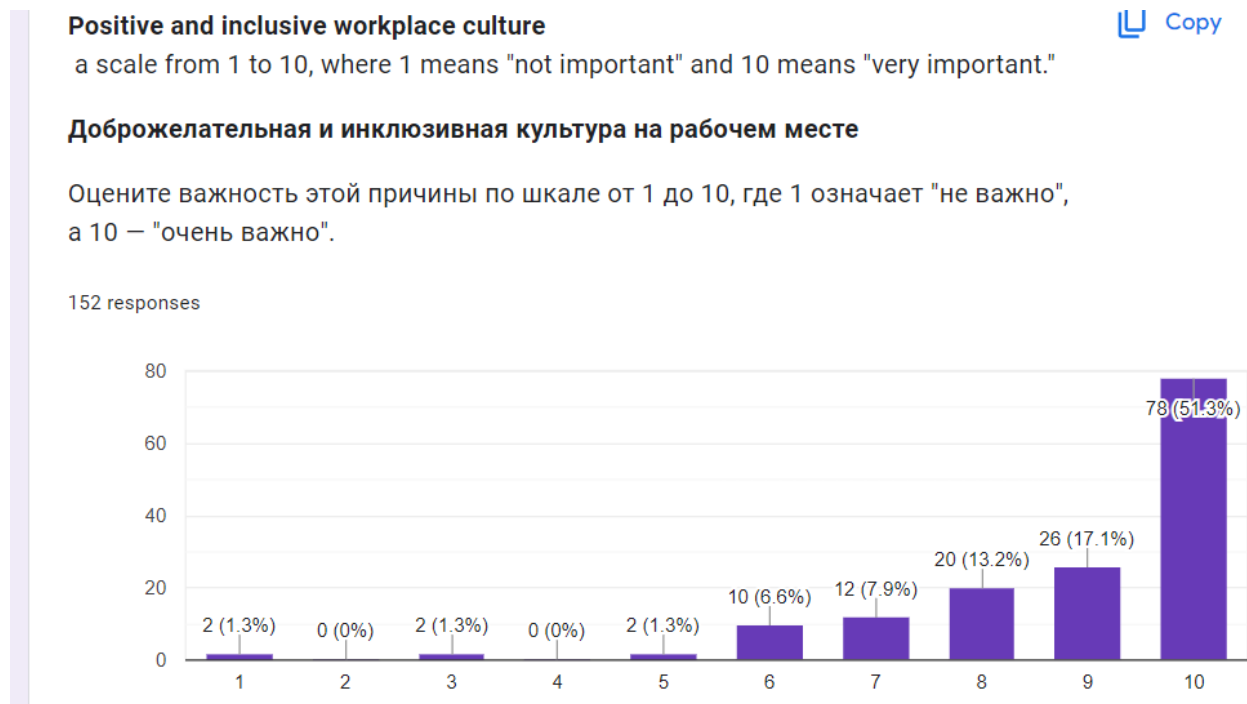
The data suggests that flexible hours and/or a reduced workweek contribute to the respondents' reasons to stay in the camps. The arithmetic average is 5.9.

Figure 16: A sense of meaning from work, self-made



The data suggests that a sense of meaning from the work significantly contribute to the respondents' reasons to stay in the camps. The arithmetic average is 9.3

Figure 17: Positive and inclusive workplace culture, self-made



The data suggests that positive and inclusive workplace culture significantly contribute to the respondents' reasons to stay in the camps, as the arithmetic average is 8.9.

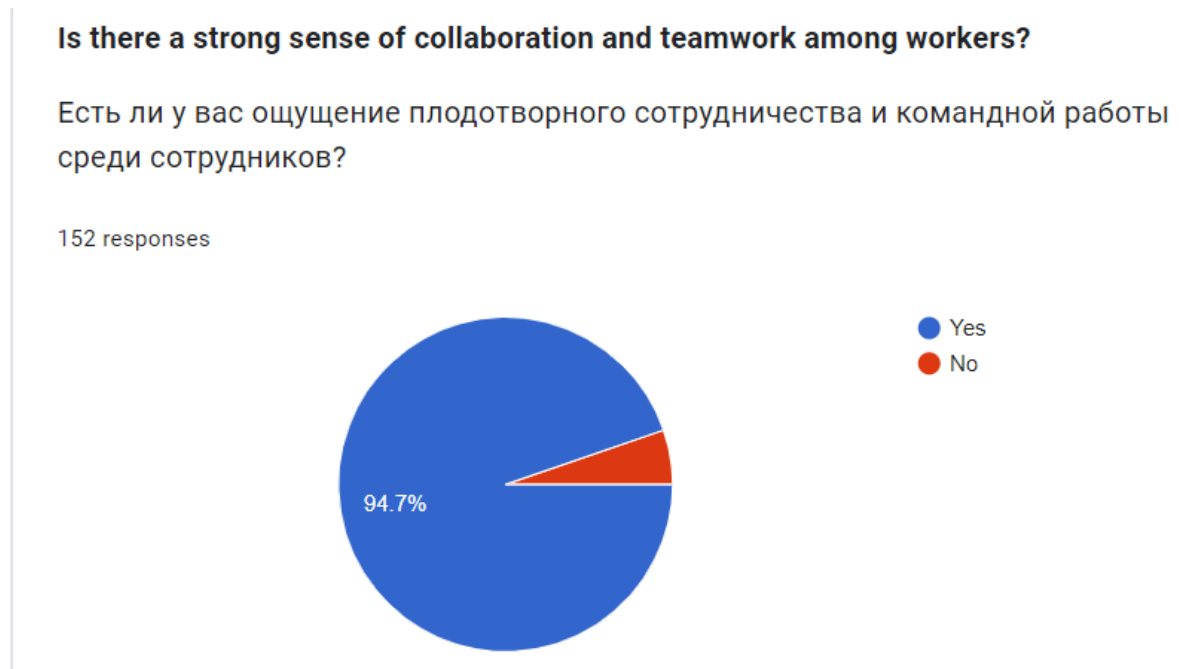
The following five questions are binary and intended to characterise specifically workplace culture.

Figure 18, Feedback being listened and valued, self-made



83.6% of the respondents believe their feedback is valued and being listened by the leadership team.

Figure 19: Sense of teamwork, self-made



94.7% of respondents have a strong sense of collaboration and teamwork.

Figure 20: work-life balance, self-made



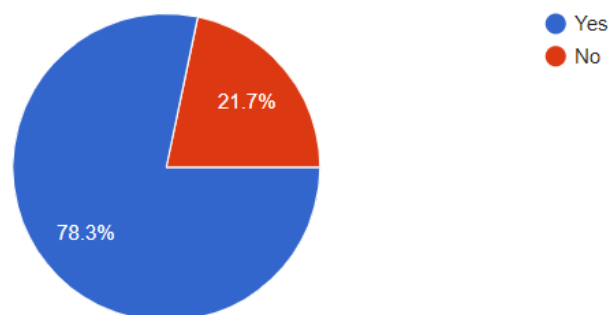
74.3% of respondents feel that their work-life balance is respected.

Figure 21: Diversity and inclusion, self-made

**Is diversity and inclusion actively promoted or practiced within the organization?**

Активно ли в организации продвигаются или практикуются принципы уважения к разным точкам зрения и разнообразию?

152 responses



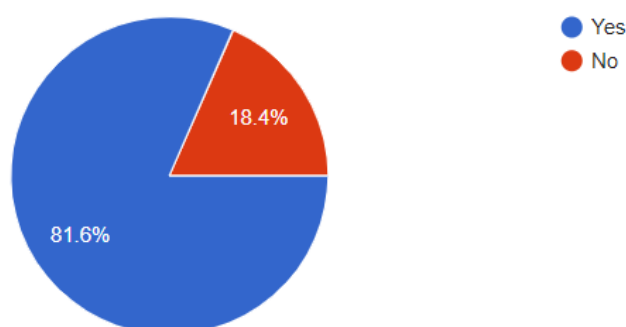
78,3% of respondents consider that diversity and inclusion is actively promoted.

Figure 22: Being recognised by management, self-made

**Do you feel recognized and appreciated for your contributions to the organization?**

Чувствуете ли вы, что ваши вклад и усилия в организацию признаются и ценятся?

152 responses

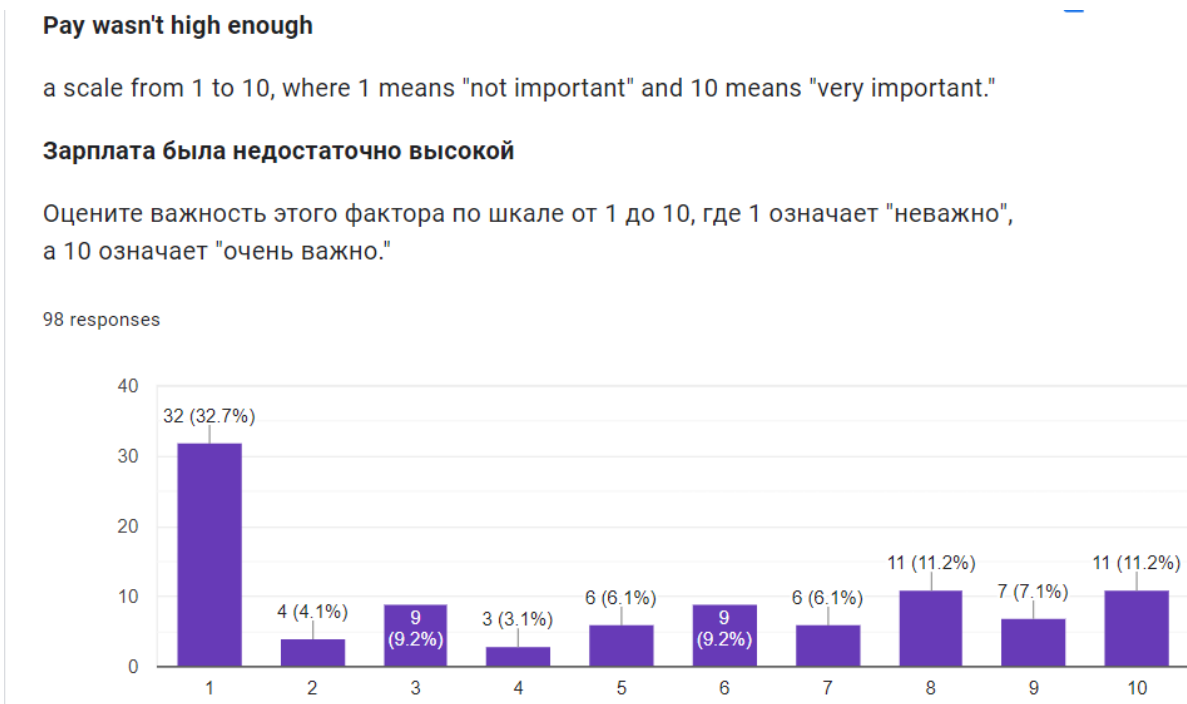


81.6% of respondents feel recognised and appreciated for their contributions.

#### 4.6.2 Former employees job satisfaction

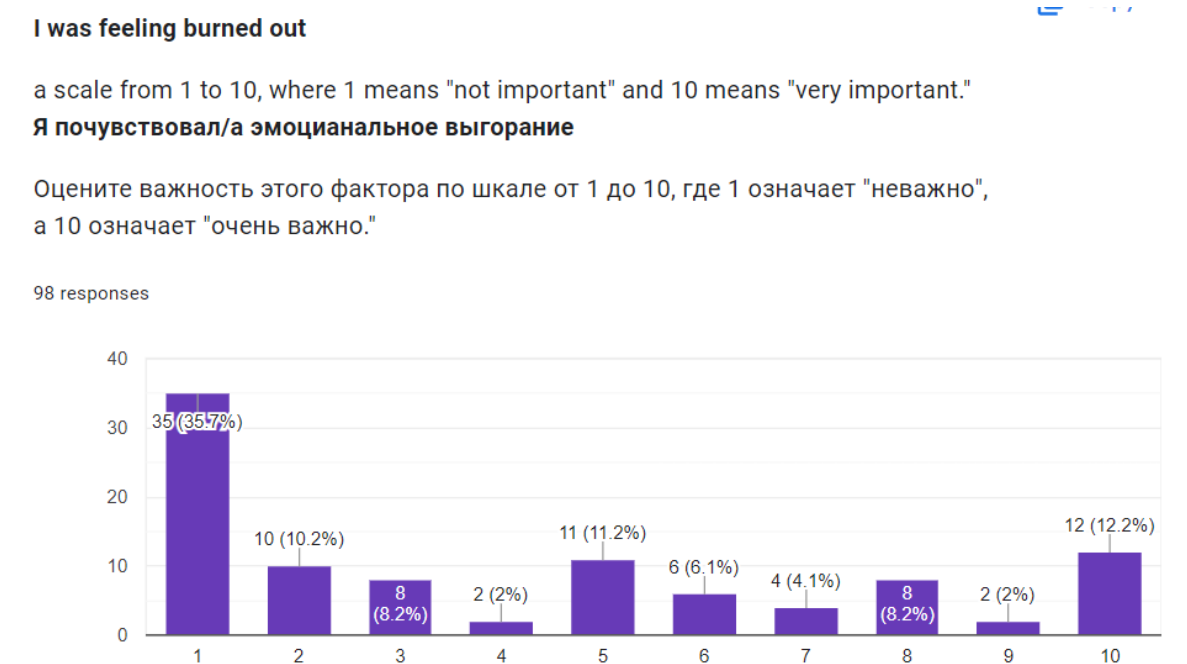
98 former camp employees who were desired to retain were asked a question about the reasons they left/stopped coming back to the camp and to rate every reason on a scale from 1 to ten where 1 is not important and 10 – very important.

Figure 23: Pay was not high enough, self made



The arithmetic average is 4.6 and Median is 5; therefore, it suggests, that respondents have various opinions about pay to be a significant reason to leave the job. Therefore, it cannot be interpreted as significant or insignificant.

Figure 24: Feeling burned out, Self-made



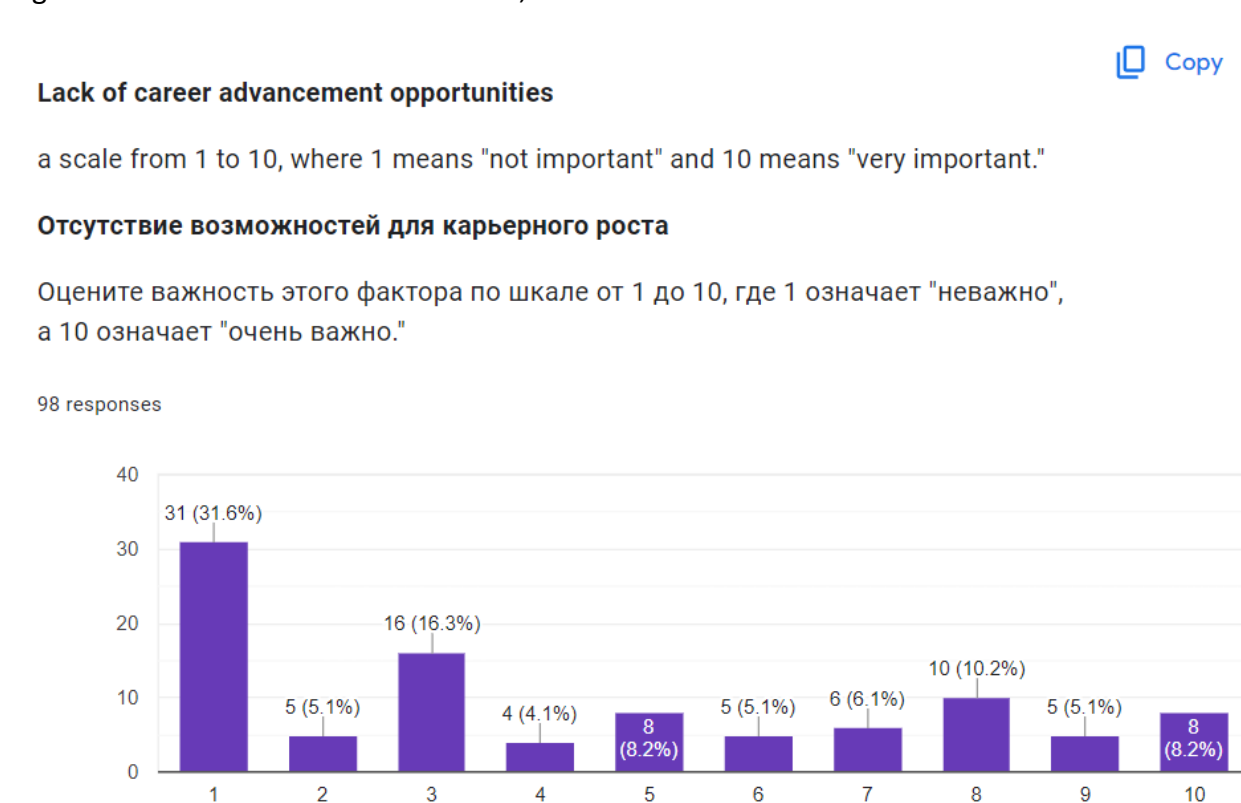
The arithmetic average is 4.2, therefore, the feeling of being burned out does not significantly contribute to be a reason to leave the job.

Figure 25: Harm to mental health, self-made



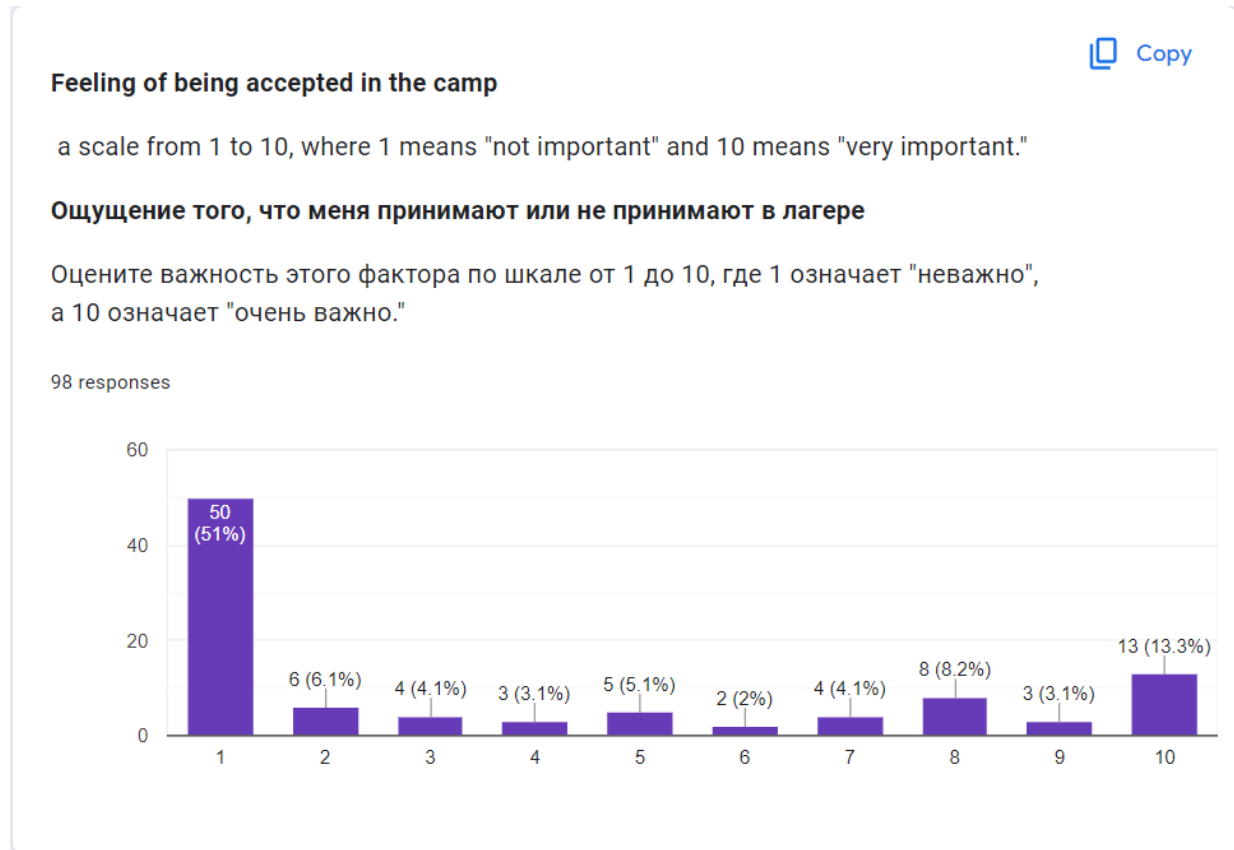
The arithmetic average is 2.8. Therefore, the data suggests that a job being harmful to the respondents' mental health did not contribute to their reason to leave.

Figure 26: Lack of career advancement, self-made



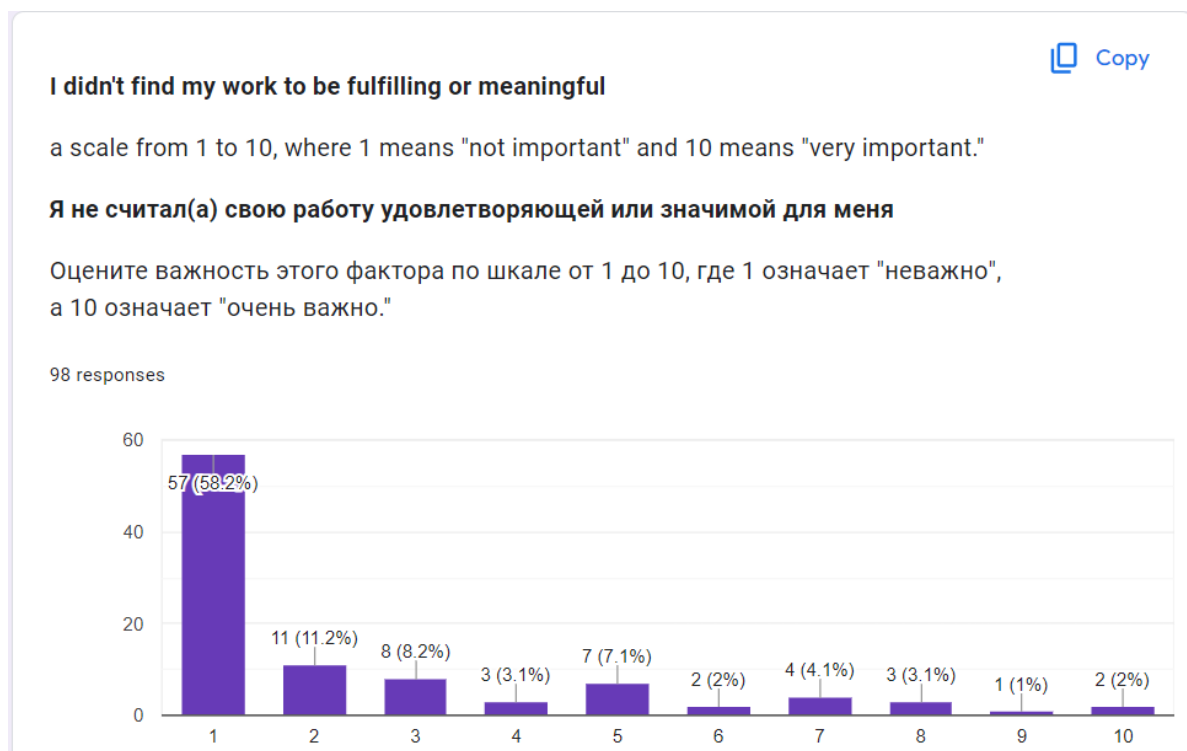
The data suggests that potential lack of career advancement opportunities did not significantly contribute to the reason to leave as the arithmetic average is 4.2 and the median is 3.

Figure 27, Feeling of being accepted, self-made



There is a restriction of the question ambiguity as was reported by the respondents; therefore, the data will not be interpreted.

Figure 28, Meaning from work, self-made



The data suggests the potential job's lack of fulfilment or meaning did not contribute to the respondents' decision to leave. The arhythmical average is 2.5.

Figure 29: work-life balance, self-made



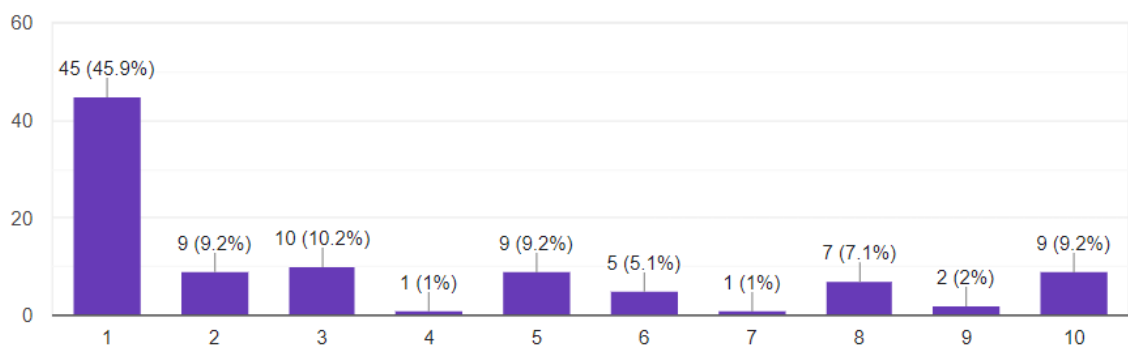
**The role didn't offer a positive work/life balance**

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

**Моя должность не обеспечивала положительный баланс между работой и личной жизнью**

Оцените важность этого фактора по шкале от 1 до 10, где 1 означает "неважно", а 10 означает "очень важно."

98 responses



The data suggests work life balance did not contribute significantly to the reason to leave the job, as the arhythmical average is 3.5.

Figure 30: Lack of learning skills, self-made



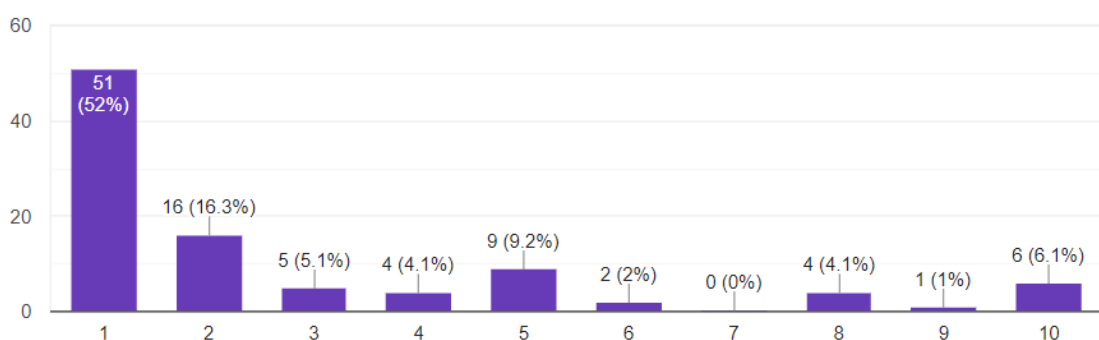
**Lack of learning/skills development opportunities**

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

**Отсутствие возможностей для обучения/развития навыков**

Оцените важность этого фактора по шкале от 1 до 10, где 1 означает "неважно", а 10 означает "очень важно."

98 responses



The data suggests potential Lack of learning/skills development opportunities did not contribute significantly to the reason to leave the job as the arithmetic average is 2.8.

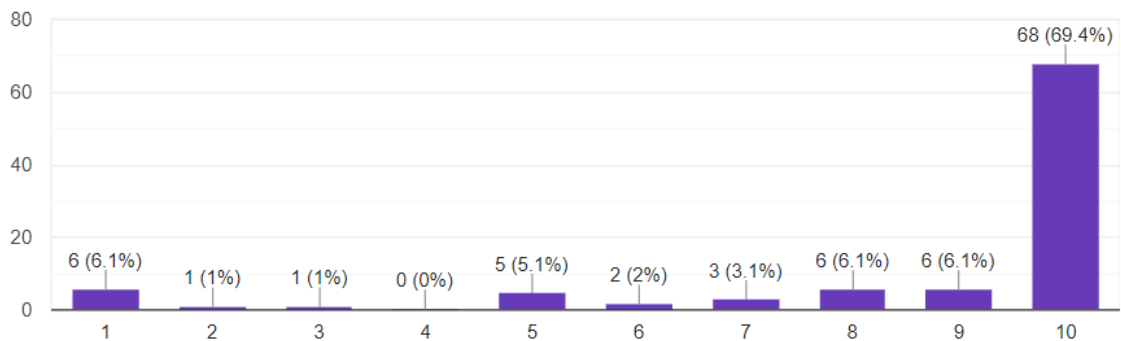
Figure 31: Other reasons, self-made

**I had other reasons to leave connected to my professional career or personal reasons** [Copy](#)  
a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

**У меня были другие причины ухода, связанные с моей профессиональной карьерой или личными обстоятельствами**

Оцените важность этого фактора по шкале от 1 до 10, где 1 означает "неважно", а 10 означает "очень важно."

98 responses

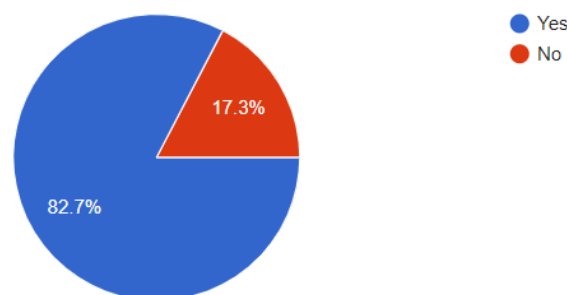


The data suggests personal and professional reasons to leave the job were significant to respondents as the arithmetic average is 8.7.

Figure 32: Feedback being valued, self-made

**Did you believe that the leadership team listened to and values your feedback?** [Copy](#)  
Считаете ли вы, что руководство прислушивалось к вашему мнению и ценило его?

98 responses



82.7% of respondents believed the leadership team listened and valued their feedback.

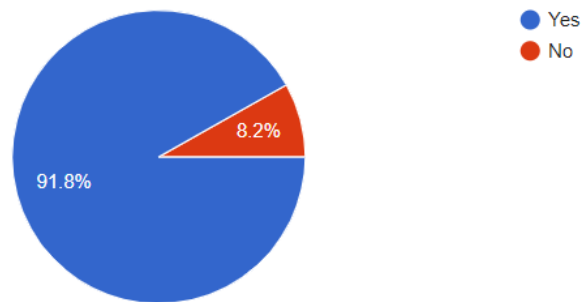
Figure 33: Teamwork, self-made

Was there a strong sense of collaboration and teamwork among workers?

 Copy

Была ли атмосфера сотрудничества и командной работы среди сотрудников?

98 responses



91.8% of respondents felt a sense of strong collaboration and teamwork.

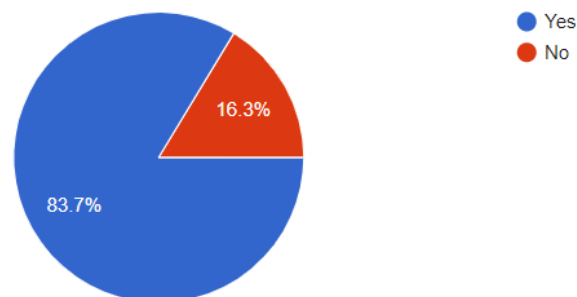
Figure 34: Diversity and inclusion, self-made

Was diversity and inclusion actively promoted or practiced within the organization?

 Copy

Активно ли в организации продвигались или практиковались принципы разнообразия и принятия разных культур и мнений?

98 responses



83.7% of respondents felt diversity and inclusion was actively promoted within the organisation.

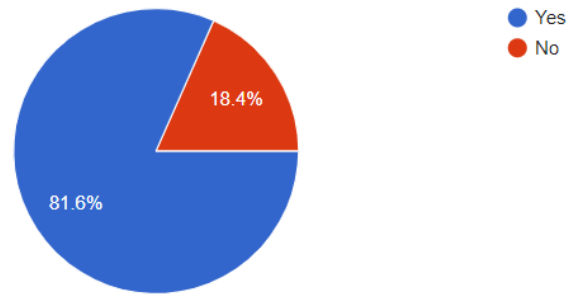
Figure 35: Being appreciated, self-made

**Did you feel recognized and appreciated for your contributions to the organization?**

 Copy

Чувствовали ли вы, что ваши усилия и вклад в организацию были признаны и оценены?

98 responses



81.6% of respondents felt recognised for their contribution.

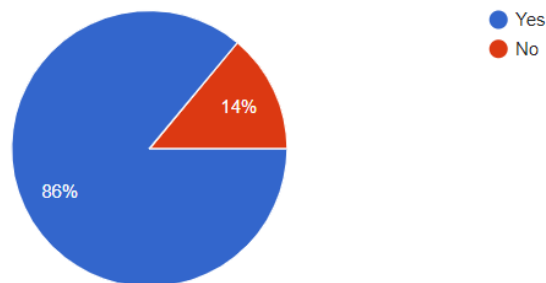
Figure 36: Accepted by the team, self-made

**Did you feel accepted by the team?**

 Copy

Чувствовали ли себя принятым(ой) командой лагеря?

43 responses



86% of respondents felt accepted in the team.

Table 6: Comparison table for current and former employees and findings, self-made

	Question Reasons to stay/leave	Current employees	Former employees	findings
1	Learning and development opportunities	significant	not significant	Learning and development opportunities are significant reason to stay and satisfying for the

						current staff. The amount of existing learning and development opportunities is not significant reason for former employees to leave
2	Opportunities to progress/advance in my career	significant			not significant	Opportunities to progress/advance in the career are significant reason to stay for current employees and the amount of these opportunities was not a significant reason to leave for the former staff.
3	High salary or other financial benefits	significant		Opinions vary		A high salary or other financial benefits are significant reasons for current staff to stay; however, former staff have mixed views, considering salary either as an important factor or as relatively insignificant.
4	Good work/life balance	significant			insignificant	Good work/life balance is significant reason for current staff to stay; as for former staff, this is not significant factor to leave.

5	Flexible hours and/or a reduced work week	significant			Not measured	significant reason for current staff to stay
6	A sense of meaning from work	significant			insignificant	A sense of meaning from work is significant reason to stay in the camp and not the reason to leave, for former staff this job was meaningful.
7	Other reasons to leave connected to my professional career or personal reasons			significant		Professional and personal reasons to leave are significant to former staff
8	Positive and inclusive workplace culture	significant		Not measured		A significant reason for the current staff to stay in the camp
9	I was feeling burned out	not measured			Not significant	Is not a significant reason to leave
10	The job was harmful to my mental health	Not measured			Not significant	The stress is not the significant reason to leave for the former staff.
	Do you believe that the leadership team listens to and values your feedback?	83.6%	16.4%	82.7%	17.3%	Both types of respondents are significantly satisfied with this parameter.
	Are you satisfied with the support and resources provided for your professional development?	89.5%	10.5%	82.7%	17.3%	Both types of respondents are significantly satisfied with this parameter.
	Do you believe that the leadership team listens to and	83.6%	16.4%	82.7%	17.3%	Both types of respondents are significantly satisfied with this parameter.

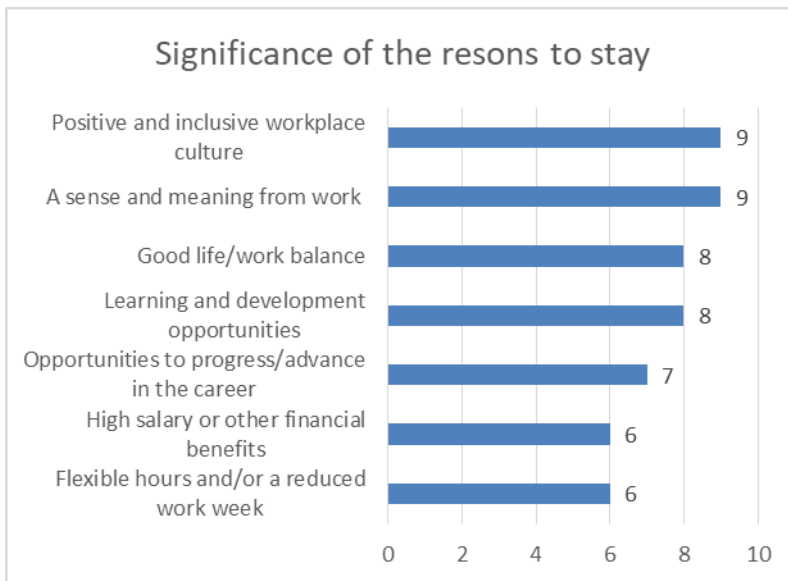
	values your feedback?					
2	Was there a strong sense of collaboration and teamwork among workers?	94.7%	5.3%	91.8%	8.2%	Both types of respondents are significantly satisfied with this parameter.
3	Do you feel that your work-life balance is respected by the organization?	74.3%	25.7%	74.5%	25.5%	Both types of respondents are significantly satisfied with this parameter. A space to grow here as compared to other parameters.
4	Was diversity and inclusion actively promoted or practiced within the organization?	78.3%	21.7%	83.7%	16.3%	Both types of respondents are significantly satisfied with this parameter. The current staff is relatively less satisfied with this parameter.
5	Do you feel recognized and appreciated for your contributions to the organization?	81.6%	18.4%	81.6%	18.4%	Both types of respondents are significantly satisfied with this parameter.
	Did you feel accepted by the team	Not measured, assuming they are.		86%	14%	Former staff felt significantly accepted.

### Findings:

The emerged findings contributed to validation of management effort on staff job satisfaction and retention.

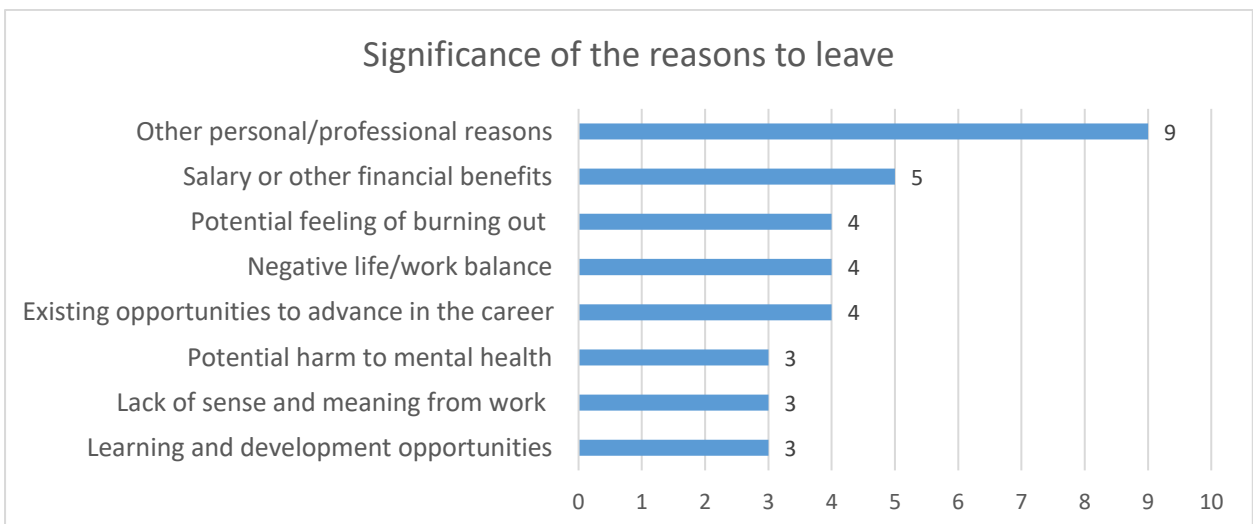
**The most significant reasons to stay in the camp for the current staff are positive working culture and a sense of meaning and fulfillment from the work as shown in the figure 37.**

Figure 37: Significance of the reasons to stay, self-made



The most significant reasons to leave for the former staff are other personal or professional reasons as shown in the figure 38.

Figure 38: Significance of the reasons to leave, self-made



The data suggests that it is natural for respondents to percept the job in the camp as a stage in their life and move on professionally and personally. There also some consistence of this data with the interviews.

FM1: *“they have their intern programs, for example, medical students three years, they're good, but four years and they are gone. There's summer programs, like interns or some engineers or some of them go to Erasmus programs...”*

FF3: *“They want to go to a serious job. They want to go there. They have unclear prospects and they seem to need to settle down. The second motive is that they seem to need to settle down their personal life. What will they do in the camp? There are no boys here, girls want to get married”.*

CM11: *“For some people, it will become their life. Maybe they will become camp professionals or whatever, but for most people, I think it's just one really awesome chapter of their life and helps them become better husbands or wives or fathers or mothers or employees or citizens or whatever it is that camp can provide for them. So yeah, I'd like for us to be a really positive chapter in growing up and becoming a complete human being, whatever that looks like”.*

## 4.7 Conclusion

This chapter provided the analysis of data based on interviews collected, and questionnaire results.

The data was further collaborated with other secondary literature (Chapter 5) to provide arguments concerning the findings. This was done in accordance with the research methodology as documented in chapter three 3. In an overall explanation, the researcher can accurately say that leadership people-related values shape people-oriented, authentic, democratic, transformational and inclusive leadership styles and supportive organisational culture. It resonates with onboarding policies for culturally diverse newcomers. The analysis of the reasons to stay or leave children camps showed that positive work culture significantly contribute in retention and loyalty of personnel.

Despite the above, some unexpected issues need to be addressed, from the data gathered, is the ambiguous attitude to diversity with their opportunities and threats and managers' struggle to divide personal and business values.

Furthermore, negatively perceived Gen Z work attitude and behaviours emerged which could be partially due to not good timing for the interviews in the sense of overwhelming workload for respondents. July is high season for children camps and respondents are under a lot of stress.

The managerial efforts on creating inclusive and positive culture is validated as effective.

The next chapter provides the conclusion of the research.

## Chapter 5 Concluding thoughts on the contribution of the research

### 5.1 Introduction

This chapter addresses the research question: What is the impact of organizational culture on the onboarding of a culturally diverse workforce in children's camps? The study aims to explore this question through the following research objectives (RO):

- RO1: To define the perception of leadership across various camps by examining the values held by leaders, focusing on the interplay between values and leadership styles.
- RO2: To critically examine the organizational culture of children's camps and assess its inclusivity towards a culturally diverse workforce.
- RO3: To investigate the challenges encountered in overcoming cultural barriers during the onboarding process, with an emphasis on the relationship between organizational culture, personal culture, training methods, and the barriers faced.
- RO4: To evaluate the effectiveness of management efforts in staff retention, exploring reasons why employees choose to stay or leave and their job satisfaction areas.

The study is grounded in the context of children's camps spanning multiple countries, including Russia, Germany, Greece, Spain, Turkey, Canada, China and the USA. Thirteen key leaders—ranging from CEOs to founders and owners—participated in semi-structured interviews, offering insights into the leadership and cultural dynamics within their camps. Additionally, an exploratory questionnaire was distributed to 250 participants, comprising 152 current camp counsellors and 98 former counsellors, to gather further data on their experiences and perceptions.

The research is framed within the interpretivism and pragmatism paradigms, chosen for their alignment with the study's objectives and the author's philosophical stance. The interpretivism paradigm, with its focus on phenomenological, ethnographic, and socially constructed realities, is well-suited for understanding the diverse lived experiences of the participants. This paradigm acknowledges that reality is subjective, shaped by individual contexts and values, which are continually evolving. The pragmatism paradigm complements this by allowing the integration of both qualitative and quantitative methods, providing a flexible and practical approach to examining and validating the complex social phenomena at play in this study.

Data gathering instruments were semi-structured interviews and an exploratory questionnaire, and the analysis was conducted using constant comparative analysis. This approach facilitated the identification of key themes and patterns across the diverse data set, contributing to a comprehensive understanding of the impact of organizational culture on the onboarding of a culturally diverse workforce in children's camps.

### 5.2 Implication of the research Findings from the Research Questions

#### 5.2.1 Leaders' personal values

The analysis of the interviews reveals that personal values play a significant role in shaping leadership styles and decision-making processes within children's camps. Participants

identified a range of values, including freedom, honesty, safety, consideration, and attention to detail, among others. These values fall into three primary categories: process-oriented, result-oriented, and people-oriented values, each of which informs different aspects of camp management and leadership. Research on leadership orientations suggests that effective leaders balance people, process, and goal-focused behaviours (Ha-Vikstrom, 2017). This idea contributed in coding logic.

**Process-oriented values, such as consideration, attention to detail, safety, and strategic thinking, were emphasized by several managers.** These values reflect a leadership approach that prioritizes careful planning and execution of tasks, with an emphasis on understanding context and anticipating potential outcomes. Leaders who prioritize process-oriented values expect their teams to engage in thoughtful analysis and to maintain high standards of operation, ensuring that all processes are managed with care and precision.

**Result-oriented values, while less frequently mentioned,** underscore a commitment to perseverance and consistent effort in achieving goals. The example provided by FM1 illustrates a focus on sustained, targeted actions to overcome obstacles, reflecting a belief in the importance of persistence in achieving long-term success.

However, the most prominently discussed category was people-oriented values, which were mentioned significantly more often than the other value types. These values, including respect for individuals, kindness, togetherness, and dialogue, highlight a leadership orientation that prioritizes the well-being, development, and relationships of both staff and campers. Leaders who emphasize people-oriented values see their role as not only managing tasks but also fostering a supportive and inclusive environment where every individual is valued and empowered.

The data suggests **that people-oriented values are central** to the management of children's camps, with a clear emphasis on creating a culture that supports and uplifts both staff and campers. The coding of interview responses reflects this balance, revealing the nuanced ways in which camp leaders navigate their responsibilities and the significant impact of their personal values on their leadership practices.

During the interviews, all respondents from Europe, Russia, The USA, Canada and China described the unique set of values, therefore it was noted that people oriented values were dominant in answers as displayed in the table. The concept of people-oriented values aligns with various theories of universal human values, indicating a potentially universal set of values across cultures (Hills, 2002; Castro et al., 2017).

The majority of camp professions, **top managers of small business struggle to separate personal and business values,** which can significantly impact their decision-making and business strategies as proved in Gorgievski's research (2011) and concurs with presented research findings.

### 5.2.2 Leadership styles

Personal values are the core of human character, they make people individuals. Speaking of organisations, certain profiles of personal values of owner/managers correspond with

certain business strategies they adopt (Kotey and Meredith, 2007). Research on personal values and leadership reveals significant connections between leaders' value systems and their leadership styles and effectiveness.

**The data reveals that inclusive leadership is the predominant style adopted by camp leaders, characterized by core values such as respect, honesty, and an openness to diverse perspectives.** This inclusive approach not only fosters a sense of belonging among staff and campers but also promotes a culture of mutual respect and collaboration, which is critical in a multicultural and dynamic environment like children's camps. This aligns with the work of Nembhard and Edmondson (2006), who emphasize that inclusive leadership is essential for encouraging team members to voice their ideas and concerns, thereby enhancing team performance and organizational effectiveness.

One of the key insights from this research is the significant emphasis on the leader as a role model.

The findings of the present research invested into the literature, concurring with the **educational and transformational leadership understanding where people oriented leadership values are domineering.**

This notion aligns closely with transformational and educational leadership styles, where the leader's behaviour, habits, and values play a crucial role in shaping the attitudes and actions of their followers. Bass (1985) posits that transformational leaders inspire and motivate their followers by setting a strong example and embodying the values they wish to see in others. The interviews suggest that camp leaders are deeply aware of the impact they have on their teams, and many strive to embody the values they wish to instil in others. This transformational aspect of leadership is not limited to influencing followers but extends to the leaders themselves, who **continuously evolve, struggle and adapt in response to the needs of their camps** and the broader organizational goals, resonating with Avolio and Gardner's (2005) concept of self-awareness and self-regulation in authentic leadership.

**The study also underscores the importance of authenticity in leadership.** Managers frequently referenced their personal experiences, stories, beliefs, and values when discussing their leadership styles, indicating a strong alignment between their individual identities and their professional roles. This authenticity is crucial in establishing trust and credibility within the organization, as it allows leaders to connect with their teams on a deeper level and create a more cohesive and motivated workforce. Gardner et al. (2005) argue that authentic leaders foster genuine relationships and build trust through transparency, which in turn enhances team engagement and performance. **The use of storytelling emerged as a powerful tool for communicating these values and narratives, enabling leaders to convey their vision in a way that resonates with their teams and reinforces the camp's culture and objectives,** as supported by Denning (2006), who advocates for storytelling as a means of leadership communication that can shape organizational culture.

Moreover, **the data reveals a preference for democratic or participative leadership among camp managers.** This style is characterized by active involvement of team members in

decision-making processes, fostering a sense of ownership and empowerment among staff. The emphasis on teamwork and collective action further supports the effectiveness of this approach in the camp setting, where collaboration and shared responsibility are essential for the smooth operation and success of the camp programs. Vroom and Jago (2007) highlight the benefits of participative leadership in enhancing decision quality and subordinate satisfaction, particularly in settings where diverse input is valuable. The democratic leadership style not only enhances the decision-making process but also contributes to the development of a more engaged and committed workforce, which is particularly important in environments where staff turnover can be high, as discussed by Yukl (2013) in his exploration of leadership in organizations.

### **The study shows merely absence of**

- **Lasse – faire leadership** styles, which is marked by a lack of direct supervision and guidance and has been found to negatively impact organizational culture (Gholamzadeh et al., 2014). This leadership style can lead to a lack of direction and cohesion within the organization, undermining employee morale and engagement.
- **Authoritarian leadership**, which involves providing clear instructions and expectations, without involving employees into decision making process can have mixed effects on organizational culture depending on the context. While it can offer clarity and structure, it may also stifle initiative, trust, creativity and autonomy if applied too rigidly (Bell et al., 2014).

**RO1:** to define perception of Leadership in various children camps through Leaders values; The definition was found with two emerged themes: values, leadership styles.

The perception of leadership in children camps is driven both by camp leaders' personalities with their childhood stories, experiences, victories and failures, their own family values and passions and greatly defined by the unique universe called children camps. This universe is child centred, safe, recreational and educational; this is the institution where someone's degrees or social status or wealth would not make you a good camp counsellor. What could make someone a good leader in the camp is open-heart, kindness, high morale, people's skills and good onboarding. Children camp is some kind of ideal model of society, which can be a very good teacher to the humankind if it is ready to learn.

Therefore, leadership in the camp is driven by people oriented values, inclusiveness and transformation. It relies on processes more than results. It is similar to "All happy families are alike; each unhappy family is unhappy in its own way" as Tolstoy (1870) wrote in his evergreen novel, all prominent camps are happy places with similar universal human values with a combination of authentic, transformational, inclusive and democratic leadership styles which can also describe successful parents with 2 or more kids, surrounded by comforting grandparents' vibe.

### 5.2.3 Organisational culture

Data suggests that camp leader make many efforts to shape the organisational culture, the mighty instrument for high performance and retention and at the same time the universe they create to live in. Leaders have the ability to shape organizational culture by clearly

communicating a vision and establishing expectations (Belias & Koustelios, 2014). The influence of leadership on organizational culture, in turn, has a significant impact on employee development, with research demonstrating a strong positive correlation between these factors (Khan & Mishra, 2023). These respondents' efforts are directed to

- espoused values,
- broad philosophy,
- shared meanings,
- habits of thinking,
- rituals,
- skills,
- integrated symbols and
- climate (The data showed the least effort on that, but employees' answers showed the opposite) as main artefacts of organisational culture (Schein, 2010).

There is a tendency of creating inclusive culture with very strong borders, which are guarded by leaders. 100% of respondents do not delegate strategic HR management and are involved in all layers of it.

The validation of these efforts became employees' questionnaire which characterised the culture as positive and inclusive, which was a significant reason for the current staff to be loyal to their camps and retain. Moreover, the former staff

- Believe the leadership team listened to and values their feedback (82.7%),
- Feel a strong sense of collaboration and teamwork among workers (91.8%),
- Feel recognized and appreciated for your contributions to the organization (81.6%),
- Are satisfied by the support and resources provided for your professional development (82.7%),
- Feel accepted by the team (86%).

The managerial efforts on building positive work culture are validated by data as effective.

#### 5.2.4 Cultural diversity on the working place

69% of participants perceive their teams as homogenous and 31% as diverse.

The diversity of lifestyles and beliefs are commonly restricted by three children camps taboo topics:

- Political discussions,
- Sex education and related topics,
- Religion discussion.

Camp professionals leave these topics to be covered and discussed by children's parents/families.

Answering the question of "ideal employee profile", 10 out of 13 respondents include inclusive traits like tolerance, work ethic, fairness, openness etc.

However, varying attitudes toward diversity offer both opportunities and challenges; some view it as a strength that enhances the team, while others see it as a potential threat to cohesion and unity. It concurs with the concept of team dysfunctions stating that negative effects can include miscommunication, creation of barriers, and dysfunctional adaptation behaviours in the team (Lencioni, 2012).

The managerial efforts was validated by the employees' answers showing that positive and inclusive workplace culture significantly contribute to the current staff reasons to stay in the camps as the arithmetic average is 8.9.

78,3% of current staff and 83.7% of former staff consider that diversity and inclusion is actively promoted in the organisation. 86% of former staff felt accepted in the team. It validated the managerial effort on inclusion and diversity as effective.

**Research objective 2:** to critically examine organisational culture of children camps and how inclusive it is to culturally diverse workforce

According to Armstrong (2006) organizational culture measures aim to evaluate organizations based on dimensions that are believed to capture or describe employees' perceptions of the work environment and its climate.

According to Koys and De Cotiis (1991) dimensions of culture, children camps' climate is validated as:

- **cohesive** – the perception of togetherness or sharing within the organization setting;
- **trustworthy**– the perception of freedom to communicate openly with members at higher organizational levels about sensitive or personal issues, with the expectation that the integrity of such communications will not be violated;
- **resourceful** and provides good life/work balance – the perception of time demands with respect to task competition and performance standards;
- **supportive** – the perception of the degree to which management tolerate members' behaviour, including willingness to let members learn from their mistakes without fear of reprisal;
- **recognising** – the perception that members' contributions to the organization are acknowledged;
- **fair** – the perception that organizational policies are non-arbitrary or capricious;

It is also proved perceived as homogeneous, inclusive and cautious on diversity.

### 5.2.5 Onboarding strategy

Every camp has its own onboarding program and strategy where common features are:

- **Serious and in-depth preparation**, which argues with other fields practice where despite the strategic significance of attracting, retaining, and optimizing the productivity of top talent, many companies continue to overlook the critical process of onboarding according to Stein and Christiansen (2010);
- **Interactive training methods**, which argues with findings from other fields' methods to be non-interactive, involve practical activities, and are conducted off the job (Martin et al., 2014).
- **Intensive veteran staff support and mentorship** to level the personal and organisational culture;

The barriers are mainly connected to negatively perceived Gen Z work attitude and behaviours including:

- Digital technology self-regulation concern;
- Work-life balance struggle;
- Infanthility.

How to overcome cultural barriers during onboarding:

- Fun interactive activities during onboarding before and during the camp sessions;
- Mentorship and support by veteran staff.

RO3: to Investigate challenges in overcoming the cultural barriers during onboarding

The main challenges are connected with overusing of screen time and digital communication, infanthility and struggle for work/life balance and being overcome with the impact of supportive climate, profound and lengthy onboarding programs and veteran staff involvement/mentorship.

### 5.2.6 RO4 validation of the management effort on staff retention

The most significant reasons to stay in the camp for the current staff are positive working culture and a sense of meaning and fulfilment from the work.

The most significant reasons to leave for the former staff are other personal or professional reasons.

The managerial efforts on creating inclusive and positive culture is validated as effective.

## 5.3 The research question

What is the impact of organisational culture on onboarding of culturally diverse workforce in children camps?

The impact of organizational culture on onboarding a culturally diverse workforce in children's camps is nuanced by both opportunities and challenges. While inclusiveness is a core value in camp culture, varying attitudes toward diversity present potential hurdles. Some view diversity as a strength that enhances teamwork, while others see it as a threat to cohesion and unity. This aligns with Lencioni's (2012) concept of team dysfunction, where miscommunication, barriers, and dysfunctional behaviours can arise. However, managerial

efforts to foster a positive and inclusive culture have been validated by staff responses. The arithmetic average of 8.9 indicates that workplace culture significantly contributes to current staff retention. Moreover, 78.3% of current staff and 83.7% of former staff agree that diversity and inclusion are actively promoted, while 86% of former staff felt accepted within their teams. This underscores the effectiveness of managerial efforts in promoting inclusion and diversity, making it a key factor in onboarding success and employee retention in children's camps.

#### 5.4 Critique and limitations of the study

There were several challenges in the research:

Access to participants during the high season in summer camps proved challenging due to overwhelming workloads. The final interview was conducted on August 29, as the respondent was frequently unavailable; leaving me limited time for analysis. Additionally, some confusion arose from a question about team acceptance, which was phrased using double negation. Negative attitudes towards Gen Z behaviours may have been less critical due to respondents' heightened stress and pressure in the work environment.

The positive responses from former staff may have been skewed due to the distribution method of the questionnaire, which was handled by managers-respondents. These respondents likely shared the survey with former staff who had left on good terms, potentially elevating the results and presenting less diverse data on managerial retention efforts. Insights into the failures of these efforts could have been particularly useful.

As a researcher, I could state my interviewing skills have significantly improved, especially in both English and Russian. Future research would benefit from redesigning questions to avoid negation.

The further research could analyse effectiveness of the organisational culture in camps, not only retention but also staff performance, business results and impact on society as shown in the theoretical framework.

Given time constraints, skipping the final interview could have been beneficial. Overall, this experience has been academically and professionally enriching, and I look forward to presenting the findings at professional Russian and international conferences, having had the opportunity to interview leading experts and identify best practices globally.

#### 5.4 Recommendations

Recommendations for Camp Leaders

Organisational Culture:

**Strengthen Shared Values:** Reinforce core organizational values through regular training and workshops, ensuring that all team members understand and embody them.

**Promote Open Communication:** Establish transparent communication channels where employees feel comfortable sharing ideas, feedback, or concerns, fostering trust and collaboration.

**Role Modelling Leadership:** Encourage your camp leaders to exemplify the desired organizational culture by actively demonstrating inclusive and supportive behaviours and use storytelling.

#### **Diversity:**

**Embrace Cultural Diversity in broad sense:** Develop and implement policies that actively promote diversity and inclusion, encouraging a variety of perspectives within the workforce.

**Cultural Awareness Training:** Provide ongoing diversity and cultural sensitivity training to help staff appreciate different backgrounds and reduce cultural misunderstandings.

**Inclusive Hiring Practices:** Ensure that recruitment processes seek diverse candidates and that selection criteria are inclusive of different cultural experiences and values.

#### **Onboarding:**

**Structured interactive Onboarding Program:** Design a comprehensive onboarding program that not only covers job requirements but also helps new staff integrate into the camp's culture and values.

**Mentorship and Buddy Systems:** Implement mentoring or buddy programs for new hires to support their transition and provide a point of contact for guidance.

**Continuous Feedback during Onboarding:** Establish regular check-ins with new employees during their first few weeks to address any cultural or operational challenges they face.

#### **Recommendations for Industry Practitioners**

**Continuous Learning and Improvement:** Regularly assess and refine onboarding and training programs to ensure they remain relevant and support organizational goals.

**Employee Retention Strategies:** Implement strategies that actively seek feedback from departing employees, focusing on both their reasons for leaving and their positive experiences, to improve retention efforts.

**Promote Leadership Diversity:** Encourage leadership diversity to reflect a broader range of perspectives, which can strengthen decision-making and foster a more inclusive workplace culture.

#### **Recommendations for Future Research**

**Expand Geographical Scope:** Future studies could broaden the research to different geographical areas to understand how organizational culture, diversity, and onboarding vary across regions.

**Qualitative and Quantitative Studies:** A follow-up study with a mixed-method approach (qualitative interviews and quantitative surveys) would provide deeper insights into staff experiences and retention efforts.

**Sector-Specific Studies:** Future research could explore how onboarding and diversity management practices differ across various sectors within the hospitality or educational fields to provide more tailored recommendations.

## 5.6 Personal Reflections

Conducting this research has been an enriching experience, both academically and personally.

I realise the importance of being earnest. Throughout the process, I have learned valuable lessons about research methodology, data collection, and analysis. One of the key insights I gained is the importance of adaptability—whether it is managing time constraints, finding appropriate literature, rephrasing confusing questions, or dealing with participants' availability.

My ability to critically question and differentiate between information and data has significantly improved. I now better understand the importance of distinguishing raw data from interpreted information. This distinction has helped me assess the quality and relevance of findings more effectively, particularly when evaluating qualitative feedback from participants. The responsibility of the researcher and respect to the Research in general.

If I were to undertake this research again, I would focus on refining the design of interview questions to ensure greater clarity and avoid confusion, especially in relation to double-negation. Additionally, I would reconsider the timing of the interviews to allow more flexibility in analysis. I would also diversify the methods used to distribute questionnaires to ensure more varied and representative feedback, potentially offering more insights into the failures, as well as successes, of managerial retention efforts.

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**PLAIN LANGUAGE STATEMENT**

**I. Introduction to the Research Study**

Research Study Title: An exploratory survey of the impact of organisational culture on onboarding of culturally diverse workforce in children camps

University: Griffith College, Graduate Business School.

Principal Investigator: Dr Garrett Ryan.

Researcher Name: Irina Lotova

Email: irina.lotova@student.griffith.ie

**II. Details of what involvement in the Research Study will require**

This project involves taking part in semi-structured interviews. The interviews responses will be recorded and seek to gather information on your experience of cultural diversity HR management. Questions are directed towards leadership and staff training polices. The interviews will take no longer than 40 minutes to complete. The questionnaire will answered through Google forms, anonymously.

**III. Potential risks to participants from involvement in the Research Study (if greater than that encountered in everyday life)** I do not anticipate any risk to participants because of participation in this Research Study.

**IV. Benefits (direct or indirect) to participants from involvement in the Research Study**

This Research Study aims to gain new knowledge that will enable camps' management to improve staff retention and high performance of the counsellors and to understand the connection between leadership styles and onboarding procedures as initial steps to retention. This study may, therefore, be of benefit to the researcher by providing her with the opportunity to contribute to the body of knowledge on HRM so that society (community of parents, children and young professionals) may benefit.

**V. Advice as to arrangements to be made to protect the confidentiality of data, including that confidentiality of information provided is subject to legal limitations**

Every effort is made to ensure the confidentiality of the participants. Participant names will not be recorded, as all participants will be assigned a code. Where used, recorded interviews/survey data will be downloaded to a password-controlled computer, and typed transcripts/survey results will be held within password-controlled documents. Participant biographical details and/or mention of other persons will be omitted in the final report. The confidentiality of information provided is subject to legal limitations.

**VI. Advice as to whether data is to be destroyed after a minimum period**

Video/Audio tapes/Survey data will be destroyed on the successful completion of this master's degree in full compliance with GDPR (General Data Protection Regulation) regulations.

**VII. Statement that involvement in the Research Study is voluntary**

Involvement in this Research Study is voluntary. Participants may withdraw from the Research Study at any point. There will be no penalty for withdrawing before all stages of the Research Study are complete.

**If participants have concerns about this study and wish to contact an independent person, please contact:**

Dr Garrett Ryan  
Graduate Business School  
Research Committee  
Griffith College  
South Circular Road, Dublin 8, Ireland

Phone: + 353 1 879232544

Email: [garrett.ryan@griffith.ie](mailto:garrett.ryan@griffith.ie)

## Appendix B: Consent Form

### INFORMED CONSENT FORM

I. **Research Study Title:** What is the impact of organisational culture on onboarding of culturally diverse workforce in children camps

II. University: Griffith College, Graduate Business School.

Principal Investigator: Dr Garrett Ryan.

Researcher Name: Irina Lotova

Email: irina.lotova@student.griffith.ie

#### II. Clarification of the purpose of the research

The aim of this research is to how Leadership style influences HR onboarding procedures in the context of cultural diversity on the working place. Furthermore, through a combination of your participation and the latest research into leadership styles and cultural diversity on the working place this research will add to body of academic understanding of the successful onboarding as a critical step towards staff retention in children camps.

#### III. Confirmation of particular requirements as highlighted in the Plain Language Statement

This project involves taking part in semi-structured interviews. The interviews responses will be recorded and seek to gather information on your experience of leadership style, cultural diversity management and onboarding procedures. Questions are directed towards leadership and staff training polices. The interviews will take no longer than 40 minutes to complete.

#### **Participant – please complete the following (Circle Yes or No for each question)**

Have you read or had read to you the Plain Language Statement	Yes/No
Do you understand the information provided?	Yes/No
Have you had an opportunity to ask questions and discuss this study?	Yes/No
Have you received satisfactory answers to all your questions?	Yes/No
Are you aware that interviews will be audiotaped?	Yes/No

#### IV. Confirmation that involvement in the Research Study is voluntary

Involvement in this Research Study is voluntary. Participants may withdraw from the Research Study at any point. There will be no penalty for withdrawing before all stages of the Research Study are complete.

#### V. Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations

Video/audio tapes data will be destroyed on the successful completion of this master's degree in full compliance with GDPR (General Data Protection Regulation) regulations.

DO NOT COMPLETE THIS SECTION. YOUR RESEARCH PARTICIPANT SIGNS THIS.

#### VI. **Participant Signature:**

I have read and understood the information in this form. My questions and concerns have been answered by the researcher, and I have a copy of this consent form. Therefore, I consent to take part in this research project

**Participants Signature:** \_\_\_\_\_

**Name in Block Capitals:** \_\_\_\_\_

**Witness:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Questionnaire: Why do you stay/come back to work in the camp?

## Introduction

Thank you for taking the time to complete this Questionnaire. This survey is designed to help us understand and improve the culture within our organization. **Your responses will be kept completely anonymous and will be used solely for the purpose of research and management improvement.**

Your honest feedback is extremely important and valuable to us. By participating in this survey, you are contributing to our efforts to create a better workplace for everyone. Please take a few moments to choose answers that are relevant to your situation. Your insights will help us identify strengths and areas where we can improve.

Thank you for your cooperation and support.

Filling this questionnaire you give your consent to the [informed consent form](#)

**Why do you stay/come back to work in the camp?** Please evaluate the importance of each reason on a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

---

\* Indicates required question

1 **Learning and development opportunities**

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10

2. **Opportunities to progress/advance in my career**

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10

3. **High salary or other financial benefits**

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10

4 **Good work/life balance**

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

\*

\*

\*

\*

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

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5. **It offers flexible hours and/or a reduced work week**

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

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6. **I get a sense of meaning from my work**

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

\*

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

---

---

7 **Positive and inclusive workplace culture**

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

---

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## Part 2

Your feedback is crucial in helping us create a more inclusive and respectful environment for everyone. Please answer the following 7 questions with either 'Yes' or 'No'. Your honest input will assist us in identifying how well we are supporting and valuing diversity within our organization.

8. **Do you did not feel that communication within the organization is open and transparent?** \*

10. **Do you believe that the leadership team listens to and values your feedback?**

*Tick all that apply.*

Yes

No

9. **Are you satisfied with the support and resources provided for your professional development?**

\*

*Mark only one oval.*

Yes

No

*Mark only one oval.*

Yes

No

11. **Is there a strong sense of collaboration and teamwork among workers? \***

*Mark only one oval.*

Yes

No

12. **Do you feel that your work-life balance is respected by the organization? \***

14. **Do you feel recognized and appreciated for your contributions to the organization?**

*Mark only one oval.*

Yes

No

13. **Is diversity and inclusion actively promoted or practiced within the organization?**

*Mark only one oval.*

Yes

No

*Mark only one oval.*

Yes

No

## Appendix D Questionnaire for the former staff

Questionnaire: Why did you leave/stop coming back to work in the camp?

Опрос: Почему вы больше не возвращаетесь работать в наш лагерь?

Introduction

Thank you

for taking the time to complete this Questionnaire. This survey is designed to help us understand and improve the culture within our organization. **Your responses will be kept completely anonymous and will be used solely for the purpose of research and management improvement.**

Your honest

feedback is extremely important and valuable to us. By participating in this survey, you are contributing to our efforts to create a better workplace for everyone. Please take a few moments to choose answers that are relevant to your situation. Your insights will help us identify strengths and areas where we can improve.

Thank you  
for your cooperation and support.

Filling this questionnaire you give your consent to the [informed consent form](#)

**Why did you leave/stop coming back to work in the camp?** Please evaluate the importance of each reason on a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

### **Введение**

Спасибо, что нашли время заполнить этот опросник. Это исследование предназначено для того, чтобы помочь нам понять и улучшить культуру внутри нашей организации. **Ваши ответы будут полностью анонимными и использованы исключительно в целях исследования и улучшения управления.**

Ваше честное мнение чрезвычайно важно и ценно для нас. Участвуя в этом опросе, вы способствуете нашим усилиям по созданию более комфортного









9 **I have other reasons to leave connected to my professional career or personal reasons**

a scale from 1 to 10, where 1 means "not important" and 10 means "very important."

**У меня были другие причины ухода, связанные с моей профессиональной карьерой или личными обстоятельствами**

Оцените важность этого фактора по шкале от 1 до 10, где 1 означает "неважно", а 10 означает "очень важно."

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10

---

---

**Part 2**

Your feedback is crucial in helping us create a more inclusive and respectful environment for everyone. Please answer the following 7 questions with either 'Yes' or 'No'. Your honest input will assist us in identifying how well we are supporting and valuing diversity within our organization.

Ваше мнение очень важно для нас и поможет создать более принимающую и уважительную среду для всех. Пожалуйста, ответьте на следующие 7 вопросов, выбрав «Да» или «Нет». Ваши честные ответы помогут нам определить, насколько хорошо мы поддерживаем и ценим разнообразие в нашей организации.

10. **Did you feel that communication within the organization is open and transparent?**

\*

Чувствовали ли вы, что коммуникация внутри организации является открытой и прозрачной?

*Tick all that apply.*

Yes

No

- 1 **Were you satisfied with the support and resources provided for your professional development?**

Были ли вы довольны поддержкой и ресурсами, предоставленными для вашего профессионального развития?

*Mark only one oval.*

Yes

No

12. **Did you believe that the leadership team listened to and values your feedback?** \*

Считаете ли вы, что руководство прислушивалось к вашему мнению и ценило его?

*Mark only one oval.*

Yes

No

13. **Was there a strong sense of collaboration and teamwork among workers?** \*

Была ли атмосфера сотрудничества и командной работы среди сотрудников?

*Mark only one oval.*

Yes

No

- 4 **Did you feel that your work-life balance was respected by the organization?**

Чувствовали ли вы, что организация уважает ваш баланс между работой и личной жизнью?

*Mark only one oval.*

Yes

No

15. **Was diversity and inclusion actively promoted or practiced within the organization?** \*

Активно ли в организации продвигались или практиковались принципы разнообразия и принятия разных культур и мнений?

*Mark only one oval.*

Yes

No

16. **Did you feel recognized and appreciated for your contributions to the organization?** \*

Чувствовали ли вы, что ваши усилия и вклад в организацию были признаны и оценены?

*Mark only one oval.*

Yes

No

- 7 **Did you feel accepted by the team?** \*

Чувствовали ли себя принятым(ой) командой лагеря?

*Mark only one oval.*

Yes

No

## Appendix E: Interview Questions

<b>Interview questions</b>
<p>Opening questions:</p> <p>Why would you like to go to your camp as a camper this year?/          What is the program in your camp this year?          Size of the camp          How fast could you and would you grow / personnel          What is your constraining factor to grow? (staff)</p>
<p><b>2 What are your core values?</b>          What do you stand for?</p> <p><b>3 Define leadership in your organisation</b></p>
<p><b>4 How does your leadership shape the culture of your organisation to achieve employees' retention?</b>          What are the publically announced values that your team is trying to achive?          How do shape climate and positive atmosphere in the working place?          What integrating symbols do you use?          What are the ropes that new counsellor should climb to be accepted?          Culture implies team stability and shared memories. How do manage this if you have many new counsellors or some veterans leave?</p>
<p><b>5 Describe your dream employee</b></p> <p>6 How diverse is your team?          What is a variety of nationalities, religions, age groups, different educational backgrounds, genders in your team?          What are your efforts to create a positive work culture for this variety?</p>
<p><b>7 How do you make HR involved in strategic decisions on employees retention, change management?</b></p>
<p><b>8 Describe your onboarding program in the aspects of cultural diversity</b></p>
<p><b>9 When you delegate new stuff training how do you make sure it is coherent with your culture and values (not diluted) ?</b></p>
<p><b>10 There are possible cultural barriers in the working place like level of education, indulgence, planning, time and deadlines, decision-making, hierarchy, individualism that you can identify in your camp for new staff.</b>  <b>11 How do you try to overcome them?</b></p>
<p><b>12 What do you do to improve your retention statistics?</b></p>
<p>Additional questions</p> <p>Why do employees stay in your camp?          Why do they quit?          What is a desirable future for your camp team?          Is there anything that I have not ask that would contribute to this conversation?</p>

## Appendix F Emerged themes

No	Codes	Definition	Theme
1	Result oriented values	Persistence, excellence, Best-in-Class values connected to business results	Personal values in leadership dynamics
	People oriented values	People-oriented values emphasize the importance of prioritizing human needs and relationships in organizational settings. These values promote meaningful work environments, employee commitment, and effective leadership (Black, La Venture, 2018; Todorović et al., 2018).	
	Process oriented values	Process-oriented leaders serve as consultants, coaches, and integrators to support front-line decision makers in a horizontally oriented model.	
2	Democratic leadership style	Democratic leadership often focus on decentralised decision-making styles (Ojokuku et al., 2016), the leader integrates team into decision-making processes, planning and execution.	Perception of leadership style
	Authentic leadership	Authentic leadership is a concept that emphasizes leaders being true to themselves and their core values, fostering trust and ethical behaviour in organizations (Ogunyemi, Ogunyemi, 2020). It is characterized by self-awareness, balanced processing, relational transparency, and an internalized moral perspective (Helmuth et al., 2023).	
	Leadership in educational youth organisations	Youth perspectives on leadership focus on process rather than individual traits, emphasizing collective action and creating change (Mortensen et al., 2014; Roach et al., 1999).  Leadership in educational youth organizations plays a crucial role in ensuring safety and care for children.	
	Transformational leadership	Yukl (2001) suggests that the goal of transformational leadership is to elevate followers' consciousness by encouraging them to concentrate on moral and idealistic values rather than on materialistic or tangible rewards.	
	Inclusive leadership	Inclusive leadership is a person-centered approach that creates conditions for diverse individuals to participate fully, feel valued, and belong without sacrificing their identities (Ferdman, 2020; Amin et al., 2018). Inclusive leadership creates conditions that allow diverse	

		individuals to be at their best, feel a sense of belonging, and participate in safe, engaging, and fair ways.	
3	Espoused values	The articulated, publicly announced principles and values that the group claims to be trying to achieve, such as “product quality” or “price leadership” (Deal and Kennedy, 1982, 1999).	Leadership impact on organisational culture
	Formal philosophy	The broad policies and ideological principles that guide a group’s actions toward stockholders, employees, customers, and other stakeholders, such as the highly publicized “HP Way” of Hewlett-Packard (Ouchi, 1981; Pascale and Athos, 1981; Packard, 1995).	
	Rules of the game Group norms	The implicit, written and unwritten rules for getting along in the organization; “the ropes” that a newcomer must learn in order to become an accepted member; “the way we do things around here” (Schein, 1968, 1978; Van Maanen, 1979a, 1979b; Ritti and Funkhouser, 1987).	
	Climate	The feeling that is conveyed in a group by the physical layout and the way in which members of the organization interact with each other, with customers, or other outsiders (Ashkanasy, Wilderom, and Peterson, 2000; Schneider, 1990; Tagiuri and Litwin, 1968).	
	Embedded skills	The special competencies displayed by group members in accomplishing certain tasks, the ability to make certain things that gets passed on from generation to generation without necessarily being articulated in writing (Argyris and Schön, 1978; Cook and Yanow, 1993; Henderson and Clark, 1990; Peters and Waterman, 1982).	
	Habits of thinking, mental models, and linguistic paradigms	The shared cognitive frames that guide the perceptions, thought, and language used by the members of a group and taught to new members in the early socialization process (Douglas, 1986; Hofstede, 2001; Van Maanen, 1979b; Senge and others, 1994).	
	Shared meanings	The emergent understandings created by group members as they interact with each other (as in Geertz, 1973; Smircich, 1983; Van Maanen and Barley, 1984; Weick, 1995).	

	“Root metaphors” or integrating symbols	The ways in which groups evolve to characterize themselves, which may or may not be appreciated consciously but become embodied in buildings, office layout, and other material artefacts of the group. This level of the culture reflects the emotional and aesthetic response of members as contrasted with the cognitive or evaluative response (as in Gagliardi, 1990; Hatch, 1990; Pondy, Frost, Morgan, and Dandridge, 1983; Schultz, 1995).	
	Formal rituals and celebrations	The ways in which a group celebrates key events that reflect important values or important “passages” by members, such as promotion, completion of important projects, and milestones (as in Deal and Kennedy, 1982, 1999; Trice and Beyer, 1993).	
	Strategic HR role in management	What HR professionals aim, do and how they do it	
	Ideal employee profile	Psychological portrait of high performing employee matching the context and managerial systems	
	Inclusive leaders’ values	Inclusive leadership creates conditions that allow diverse individuals to be at their best, feel a sense of belonging, and participate in safe, engaging, and fair ways.	
4	Culturally diverse team	Culturally diverse teams are groups composed of members from different cultural backgrounds, offering potential benefits and challenges (Paulus et al., 2016; Lloyd, Härtel, 2003; Wang et al., 2019).	Respondents perception regarding cultural diversity on the working place/cultural diversity in respondents’ values structure
	Managerial attitude to increase/decrease cultural diversity in the team	Strategic attitude to cultural diversity in the organisation	

	Inclusive leadership traits in the desired employee profile	Inclusive leadership traits of the dream employee's profile using Blue sky thinking paradigm. It involves exploring possibilities without constraints, as exemplified by Disney's "Blue Sky" phase (Causer, 2019).	
5	Onboarding methods	13 were identified: case study, games-based training, internship, job rotation, job shadowing, lecture, mentoring and apprenticeship, programmed instruction, role-modeling, role play, simulation, stimulus-based training, and team-training.  Social learning	Onboarding strategy aimed to organisational culture adaptation
	Barriers:		
	Negatively perceived Gen Z work attitude and behaviours	Critique of Gen Z gadget addiction, work-life balance struggles, lower job satisfaction and organizational commitment in the contrast to older generations, infantility, stress management, interpersonal communication	
	Strategy to overcome barriers:	Planned actions to engage and educate staff	
	Mentorship with veteran staff	Veteran staff member guidance and support	
	Joyful interactive training	Type of training that involves fun and interaction	
6	Positive working culture/morale	High morale	
	Pay or Salary	Relevant financial rewards	Job satisfaction
	Work life balance	Work-life balance is the equilibrium between work and personal life.	
	Career opportunities	Potential professional opportunities to grow	
	Recognition	Emotional or financial reward for job performance or attitude	
	Participative management	Open communication and belief of being listen to by management	
	Purpose and meaning	Felling of personal fulfilment from work	

## Appendix G Interview typescripts

### Interview A

#### Interview 12, FF11

I: Today is August 14th, and we are talking to \_\_\_\_, head of the \_\_\_\_\_ camp. Is that correct?

O: Yes.

I: Can you please describe the program you're running this year?

O: Is it for the kids or for the team?

I: For the kids

O: We generally have three stable directions, divided by age groups. This year, we strengthened the program for 11-13-year-olds. We introduced an additional game model that we didn't have before, which was previously for the professional level.

But our overall goal remains the same: to build a team and give the children the opportunity to express themselves, to test their strengths in terms of self-organization, leadership, teamwork, and the ability to organize processes. Our global task is always to give kids wings, to try different processes, and to test their abilities.

Then, they can draw conclusions, assess what worked and what didn't, and move forward.

I: How long has your camp been around? How old are you?

O: This fall, we'll be 15. So right now, we're still 14 and a bit. Almost 15.

I: Okay. How many team members are working this year?

O: Well, I have around 100 people in the chat, maybe 96 or 98. But I assume they're all working. Sorry, that's just the counselors. I also have program leaders, and there are about 150 of them.

I: Okay, that's a lot. A few years ago, we talked about how everything we do comes from within us. When we start a project, it's tied to what we consider important. What are your core values? What do you personally find important?

O: Every year, we reassess things, and for me, the first and most important thing is drive. It's that feeling when your nostrils flare, and you're excited to jump to the next level. For me and the team, if there's drive, we move forward. If something doesn't give that energy, we close it. Drive is first. Second, it's togetherness. For us, the team is incredibly important. We achieve much more together than individually.

I: If you were to describe leadership in your camp, what would you focus on?

O: I'd describe it as mentorship. It's not about being an authoritarian leader who commands. Our leader leads the team but is not necessarily always at the front. They see the goal, support others, and ensure everyone has a chance to self-realize.

I: Has your view on leadership changed over the 15 years?

O: Yes, I've stopped fearing that things will fall apart if I step back. Now, I can step away, and nothing collapses. The team is strong, and they've got it under control. It's strange to feel that things continue without me.

I: What did you do to create such a stable team?

O: I'm not afraid to give opportunities. Well, I am afraid, but I still give them. They understand their responsibilities, and that's important to me. We have a good connection, and they ask for help when needed.

I: How do you manage mentorship for those who are currently leading the ArtLichnost camp?

O: It's constant communication. At first, I used to remind them of things, but now they do it themselves. It's a gradually growing process.

I: Does your character affect the team's dynamics?

O: Unfortunately, yes, very much. My mood influences a lot. Sometimes I need to step away to calm down so that I don't bring negative emotions to the team.

I: What about the positive influence of your character?

O: I, along with others like Nastya and Alla, do a lot to create a supportive, accepting, and developing atmosphere. A lot depends on my feedback and how I interact with the team, opening new horizons and leading them forward.

I: How do you build that atmosphere of support?

O: It's constant awareness, understanding everyone's emotional state, and knowing when to support, guide, or give space. It's a 24/7 process.

I: How many new people do you have this year?

O: Always about 10% new people. Some try new roles, so even though they've been with us, it feels like they are new.

I: How do you ensure that the camp culture isn't diluted as new people join?

O: We have several layers or circles within the system. The innermost circle is the core group of leaders who are carefully integrated. Then there are more outer circles like team leaders and counselors, each mentored by someone from the core group. These mentors help to instill our camp values.

I: Have you added any new symbols or elements to help with integration?

O: Yes, this year we introduced a mascot, and it's been very effective. It helps build the team and reinforce our values.

I: What's your mascot? Can you describe it?

O: Yes, we have "Artik." Want me to show you? I'll explain it in a minute.

The amazing thing is, it's a cat. A real cat. Last year, during the first session, a kitten came to our house. By the end of the first session, we realized that, unfortunately, he was very small. We had grown attached to him, fed him, but we had to leave, knowing that he might not survive.

We tried to find him a home, but no one took him. In the end, I said to Aidar, "Sorry, his name is Artik. We can't leave him because it would go against our principles." And now, Artik is not only a mascot, but he also lives with us. Aidar will send you a picture of how much he's grown in Telegram.

Now, there's a whole story around him. Artik symbolizes what happens at ArtLichnost when things are hard, when a lot doesn't go right, but you receive support, and everything becomes easier. Through him, we convey a lot of values. He's real, not made up. Artik truly exists. He's become a mascot, especially loved by the younger kids. Each counselor now has a little mascot.

I: Cool. There's a concept in English called "Blue Sky Thinking." It means to imagine without limitations. Can you describe your ideal camp counselor or leader within that paradigm, where anything is possible?

O: It's tough, but I always return to values. This person must care deeply—about themselves, about others. They're driven by a need for change when something isn't right. They may be afraid of new challenges but still move forward with courage. This person understands that the outcome depends on both their actions and those of others.

Appearance doesn't matter; whether they have one eye or anything else is irrelevant as long as they uphold our values. What they represent and how they act in challenging circumstances—that's what's most important to me.

I: Continuing from that, culture is such a broad concept. It can involve nationality, age, gender, beliefs, and more. How diverse is the ArtLichnost team in this sense?

O: Initially, we're all very different. But after a while, it feels like we merge, becoming almost like one person.

I: That's on a values level. But what about other aspects like gender, city of origin, educational background, and socio-cultural categories?

O: Well, probably like everywhere else. Around 30-40% of our team is male, which is great. We have people from different cities, with varying educational backgrounds—some from IT, some from pedagogical universities, some still studying, and some have even found their families at ArtLichnost and are getting married. As for religion, it's mostly Christian, with Aidar being a notable exception as a Muslim. It's not extremely diverse, but like many places, we do have differences.

I think, though, there's an intellectual and cultural threshold. People coming here usually have a certain level of cultural and intellectual understanding, which might act as a kind of unspoken entry point.

I: When you assemble the team that has passed interviews, how does the training program for counselors proceed, considering they come from different backgrounds?

O: We give everyone the same information at the beginning, but after that, it's all about individual mentorship. Each person has a leader who helps them integrate, answers difficult questions, and guides them through the preparation process. The mentorship balances everything out in the end.

I: How do you choose mentors for the new counselors?

O: When Nastya forms the teams, they are diverse in terms of skills, knowledge, and experience. Typically, there's a seasoned team member, someone with moderate experience, and a newcomer. The team leader mentors the newbie, often supported by an experienced co-counselor. So, it's this mentorship within the team that facilitates integration.

I: What is your counselor retention rate? Do you track how many return for the next season?

O: Yes, we try to track it every year, and it's quite high, though we do have a lot of turnover. About 70% of our core stays with us, some for three, four, or five years. When they graduate from university and don't find a job at ArtLichnost, they often move on. But during their university years, they stay with us for quite a long time.

I: Have you researched why people leave?

O: Most leave when they feel they've gained all the experience they can. They part with gratitude and take their skills to new places. Occasionally, someone leaves due to dissatisfaction with feedback, but that's rare. Usually, it's because they've outgrown what we can offer them here.

I: What do you do to keep the best counsellors with you longer?

O: We offer development opportunities, showing them they can succeed here and be financially independent. We make it clear what the benefits are of staying with us, always illuminating the path ahead, though it's ultimately their choice whether to walk it or not.

I: Where do you see the development of your team in a few years? Do you have a long-term vision for them?

O: I have big ambitions, but I've realized that the dream needs to be shared with the whole team. When the dream becomes collective, it's more likely to come true. So, we often discuss our future projects together, which brings us closer and gives everyone a sense of direction.

I: What does that future look like for you?

O: We have a few new projects in mind, even in entirely new fields. We'll see how it unfolds. It's a lot to think about, but I'm excited for what's ahead.

I: And regarding team development?

O: Our priority is maintaining quality. We need to protect what we've built, ensuring the same level of excellence while keeping the team strong.

I: Thank you! That was my last question. Was there something important that I missed asking?

O: I think we covered it all. Honestly, people are the most complex aspect of everything we do. Being mindful of every little detail is something I always stress to Nastya and the others. Thank you, and I hope this was helpful for you.

I: Yes, it was very helpful. I'm stopping the recording now.

#### Interview B FF4

I: Today is July 29th, and we are meeting with \_\_\_\_\_, the head of a youth organization in Munich.

M: A children and youth organization. \_\_\_\_\_.

I: Okay, great. Please tell us briefly about the program your organization has planned for this summer.

M: Our summer is limited to just a month and two weeks, so we have various camps. We have an exchange program with specialists in theatrical pedagogy, a day camp for children from Ukraine without overnight stays, and then an Erlebnis Camp for teenagers from Ukraine, but also for other teenagers living here. It's a mixed audience.

I: You are the leader of this organization, correct?

M: Yes.

I: Please tell us, what are your personal values that are reflected in your leadership style for your organization? What are your personal values?

M: Kindness, probably, understanding each other, and versatile development for children. Well, I'm shifting to the camps here. Fairness, love for the world, nature. Friendship. Those are probably the values. I can't think right now.

I: How do the values within you shape the culture of your organization? How are they connected?

M: They are naturally directly connected; otherwise, I wouldn't be doing this at all. Initially, the organization was created because we wanted to promote things like mutual understanding, love for each other, peace among each other, and development. That's why the organization was created in the first place.

I: In any children's or youth organization, leadership is still the central value. We bring together a group of children with a specific goal. We are leading them somewhere. Can you please describe leadership in your organization? How would you define leadership in your organization?

M: Can you tell me a bit about your work so I have an idea of the context?

I: Apart from the information in the description and the consent form? I would have to pause the interview then.

M: Let's continue.

I: I'll repeat the question once more. How do the values you personally believe in shape leadership in your organization? The relationships, the workplace attitude. Briefly, the question is: How do you define leadership in your organization? What does leadership mean in the youth organization you lead?

M: I'll repeat what I said. Our organization is a public organization, which is quite different from organizations based on commercial interests. Our main theme is volunteering. That's the foundation – being willing to do something in life on a volunteer basis, and making the world better. In German, there is the word "ehrenamt," and people also have "hauptamt." So, volunteering uses a German word, not the English word. "Ehrenamt" translates to "honor office" – where my honor resides. This is very important in public organizations in Germany. It's about where I want to invest my honor and free time to develop something. The development of children and youth through various pedagogical styles is crucial because we work in different methodological directions. Each direction has its leaders.

I: Let me rephrase. What does it mean to be a leader in your organization? Volunteering is closely related to this, as it involves initiative. Where do I direct my time and effort? What kind of person is a leader in your organization?

M: We have youth leaders, a school for youth leaders called "Jugendleiter" in German. We avoid the word "leader." Instead, we use terms like youth coordinators, youth guides, or youth leaders. These are people ready to take responsibility, organize projects, and have the knowledge to work with children of different age groups. They create and implement their projects, build their teams, and manage them. Currently, I have several projects led by young people who initiated them. I support them now. We have groups going to Kyrgyzstan and Iceland. These young people wrote the projects, received funding through our organization, formed their teams, and developed their programs. They fully lead their groups. We are not limited to camps; that's our uniqueness. For example, I have a large tent camp at the end of August and September. Mostly students participate, and it's entirely on a volunteer basis. Around 150-160 people will divide roles, such as leading workshops or cooking. There is a whole structure and system where people take on roles and become leaders in their areas. There's an organizing team of about 15 people who manage the entire event from start to finish.

I: Do you personally invite people to work in your organization?

M: Of course, it depends on the projects. If we have funds, we invite people and pay them.

I: What is your selection criteria? Who is the ideal candidate for your project?

M: It depends on the topic. A specialist in their field, primarily.

I: A specialist is clear. Are there any specific cultural requirements in your organization? Personal qualities or teamwork skills?

M: Yes, it's more about the ability to interact and, above all, tolerance. Tolerance is probably one of the most important qualities. Mutual understanding, mutual support, and many other things. Openness to the world, to different cultures, to religions.

I: Why is this important?

M: Because these are our values. We have a clear set of values, a light build, the foundation of our organization. It's all written down there.

I: Alright, if it's difficult to talk about yourself personally, then tell me about the organization's values. The principles, the philosophy.

M: I'll open it now. What are you missing from what I'm saying?

I: My task is to clarify and listen. No judgments.

M: Well, if we look at our main principles, we work with children and youth, youth in Germany up to 27 years old, and approximately up to 35 years old, from post-Soviet countries, regardless of where they come from. It's a very diverse group of people. We are a migration organization in Germany, an organization made up of migrants, which is very important at the political level.

I: That's the target audience. Understood. I asked you about the organization's values. You refer to them. I'm interested in learning more about this. I understand the target audience.

M: The path of individual development, its intensity, relative to one's language and culture. We offer a platform where you can implement your ideas, develop yourself personally, create your own contacts, and build your networks. We represent our members at the political level and are experts in integration. What else do we offer? Ah, integration, of course. We support international and intercultural work, engage in educational activities and meaningful leisure activities. Our core values are humanity. At the center of our work is the person, their freedom, and the significance of diversity. Diversity, because we work regardless of a person's culture, origin, nationality, and we value the individuality of each person. Everyone can influence the organization of events, have a voice, and so on. Every group has its own management; they decide what they do. Peaceful interaction with each other and overall enjoyment in what you do. That's an important approach from our perspective. This is a rough translation, but it's like that. I can say it in German. How big is the team working on all the projects now?

I: Can you estimate the number of people currently in the organization?

M: We work throughout Bavaria. If I count everyone, it's about 100 people, if not more.

I: Okay, 100 means 100. How diverse is the team in terms of nationality, age?

M: Very diverse team.

I: What are the different groups? How would you describe these diverse groups? What makes them different?

M: Well, first, these are people from post-Soviet republics. All post-Soviet republics are represented, and people come from different regions. Then, the ages are different. Many students are ready to engage in projects. Then there are older people with pedagogical education who came to Germany and didn't know what to do at first. They often start working with children. These are usually older people who take on children's groups. Fewer people work with teenagers; students mostly work with teenagers. It's easier to work with children, so to speak. We have great success with teenagers too, and many interesting projects.

I: People come through volunteering, wanting to make a change, right?

M: Mostly, yes. But there are people who come up with their own projects. The foundation is volunteering. But I always say, if you want to earn, you can apply for funds that allow you to earn. They write applications and receive fees or something else. That's also possible. But many projects are purely volunteer-based.

I: Do you have a stable team, or is it constantly evolving from one project to another?

M: I have a stable team, but it also changes. Every team composition changes naturally. You probably need a separate interview with my colleague Sasha, who runs our commercial organization Brachodabr.

I: I repeat, my research is on leadership and organizational culture.

M: These are two different organizations. You need more interviews.

I: No, no, I choose the people I want to interview for this study, experts in children's and youth organizations. It's about the quality of respondents. You're the only person not strictly tied to camps, as you have other non-profit projects related to migration and so on.

M: Look, we have a company, Sasha's company, Serendi Petil, where we do regattas and Brachodabr. The basis of Brachodabr is camps, where we work with counselors, which fits your previous work. I have camps every vacation. I also have people who join depending on the theme. We focus on experiential pedagogy, which in Germany means working mainly in nature, team building, and all that. I bring in people who work with nature and hikes. We also have purely theatrical sessions with directors, actors, and so on.

I: So you don't have a permanent team?

M: Well, it's not quite like that... What do you mean there's no permanent team? I do have a permanent management team, that's first. Second, each specific camp has its own working team. For instance, I am preparing the autumn camps.

I: Maybe you can't hear me well, let me repeat my question. Who do you interact with most frequently? Is it the permanent management team? Is that your main team? The management, right?

M: And there is each group. So now I have the role-playing camp and the day camp team. There are one or two people who overlap, but mainly these are completely different teams of people. For the day camp, we will have 60 children, four groups, and we have counselors who we are currently training. These are absolutely new young people, but they have just completed our project where we trained them to lead projects, and now they will try to be counselors. Separately, I have experts. Each camp has its own scheme, completely different from each other. Some camps emphasize having counselors for the groups, while others don't, and it also depends on the age group. For example, at the role-playing camp, we don't have permanent counselors. Each evening, they choose counselors for the next day from the group of people present. The programs vary greatly among people.

M: Well, I kind of handle that to some extent. But personnel, again, it's very different. In a public organization, it works differently. I know how it works in Abracadabra, and it would be different there. But I'm telling you about a public organization, which works differently.

I: I'm interested in Abracadabra but specifically in what you do. How do you interact with employees, help them adapt, and understand your...?

M: They aren't with us for long. These are usually people working on a fee basis, so they are also free. Or they are not on a fee basis at all; they are young people, aged 17-19. This is their first experience. We prepare them, hold meetings, and so on. But they have already attended camps themselves, seen how it's done, and will try to implement the scheme they have in mind. These young people will be doing their first project. What difficulties might they face when transitioning from being participants to

leaders? They might not yet be workers, but I do have employees. These employees also handle projects, for example, "Friends," which involves working with Ukrainian refugees. I have two girls, Vika and Katya, who manage this project. I interact with them, but I don't choose the educators or counsellors. It's their job to choose educators and manage that part. We work differently with counselors. In Germany, you can't start working with children without completing the U-Gate Lighter Card training, which consists of 40 hours, including first aid. The training covers legal aspects, prevention of sexual violence, leadership, teamwork, child psychology, and so on. All these points must be covered.

I: You have told me about this course before, I understand that there is a certification process in Germany. Let's go back to the young people, aged 17-19, who are transitioning from participants to organizers. What difficulties do they face in adapting to the organizational culture? They were participants, and it's different.

M: Well, it depends. Some teenagers are ready to work, but there are those who need supervision. That's why we have the role of senior counselor, feedback, and daily reflections. Understanding what happened, working on mistakes, etc. This role change occurs, and each one reflects on their experiences. Often, they don't accept that, for example, they have experience from Ukraine, taking care of younger siblings, but it's not the same as working in a team. This experience needs to be emphasized and worked through. When they were participants, they didn't notice these things, but now they realize how things work and how to manage it.

I: Do they face any language or cultural understanding difficulties?

M: We work in the language we state in the project. For example, with Ukrainian refugees, we use Ukrainian and Russian. There are challenges due to the war, fostering tolerance is crucial. We have a project "Friends" where we foster tolerance. We also have our own codes of conduct. We even wrote a code of conduct. People react differently to languages, and many prefer speaking Ukrainian. This was a reason for renaming the organization to remove "Russian-speaking" from the name, now it's simply the Youth Organization YUNOST.

I: Can you tell me about this code of conduct? It's very interesting.

M: They wrote it themselves. We want to formalize it, but our counselors wrote it. We gave them time, and they came up with it. Questions were asked, like what if a child speaks Russian? We brainstorm together on how to react, reflect on their experiences, and develop rules from their perspective. They talked about the qualities a counselor should have and values. We discussed these and added more qualities. It resulted in a larger set of positive and important qualities than we expected.

I: Are these qualities the same as those we've discussed before?

M: Some were additional. I can't remember all now, but there were many unique ones. We discussed and created a big map of the code of conduct that we want to formalize.

I: What efforts do you make to maintain a positive atmosphere at work? Any tools you use?

M: Being positive ourselves.

I: Leading by example. Anything else?

M: That's key, the atmosphere within. It depends on the leaders, mutual respect, accepting criticism, reflection is crucial. Daily reflections, project reflections, team reflections on strengths and weaknesses, these help move forward. Without reflection, nothing changes.

I: Do people ever leave the project unexpectedly, not when it ends naturally?

M: There's always turnover, it's normal in volunteer work. People leave and often return when they have time. It's different for migrants, they go through a lot. Migration itself is a significant psychological challenge. A recent lecture with a psychotherapist revealed that migration is a top stressor. We understand and accept that people come with this trauma, and everyone processes it differently. They start studying and need time for that. Migrants often juggle their own and their parents' responsibilities, navigating bureaucratic tasks, which a typical child in their home country doesn't do.

I: Why do people stay in the organization?

M: Because of friends. Creating a platform for existence here, new friends through projects, camps, etc., these new friends become like family. This shows that friends can be made at any time, not just childhood. For example, children who arrived in 2022 often say this organization is like family, their closest friends now. They lost everything, and at such a difficult age, they found a platform to exist again.

I: Are there any ideas regarding team development, such as a strategic development plan for our organization's team? If so, what direction is it heading in?

M: We're constantly asking ourselves how to find new people and how to retain them, especially since we can't offer competitive pay as we're completely dependent on financial flows from the government.

I: What measures are you taking to ensure they stay, Masha?

M: We create specific projects for these young people where they enjoy working together. We also give them opportunities to write and lead international projects, allowing them to develop. We try to understand their growth directions and support them, sending them to seminars through Erasmus, for example. It's common for someone to leave and then return with a new set of experiences. This cycle is a normal part of our process.

I: Let's return to the team development strategy. You mentioned that you're thinking about how to retain and attract new members. Do you have any ideas on how to implement this?

M: We have a team of enthusiastic individuals who continue because these projects exist. For example, I have a project-festival with its own dedicated team that enjoys working together. It's important for the team to have a clear project goal and vision. Our team from 2004 has seen many changes, with people leaving and new ones joining, constantly bringing new ideas and developments. Even during the pandemic, we didn't stop and continued with our projects. It's all about the team's goal and the feedback we receive from the youth, which is incredibly positive.

I: So, creating projects for the youth, including international ones, is one of your tools?

M: Exactly. We meet with them and figure out what they want to do, giving them the chance to realize their ideas. It's also important to discuss the possibility of failure, like when only three out of four teams succeed in a project. We talk about time management, physical and mental states, and how to move forward despite setbacks. If there's a new project idea, we encourage them to pursue it.

I: This was the last question. Is there anything else we haven't discussed, especially regarding cultural diversity in your organization and how your leadership influences it?

M: Cultural diversity is always challenging. We work hard to promote peace and harmony, which is crucial now. We know we play an essential role in connecting different people, especially in these times.

I: Excellent, I think we can end on that note. Thank you for participating in the study. I'm stopping the recording.

M: One more thing, our organization has existed since 2002, and over time, we've developed our values. Those who were young in 2002-2004 are now parents of the new generation attending our camps. This continuity is valuable. The cultural diversity we maintain is challenging but crucial. We accept people from various backgrounds and languages. For example, Kyrgyz participants hold events in Kyrgyz, switching to Russian when necessary. Similarly, Ukrainian projects are conducted in Ukrainian, switching to Russian when needed. This inclusivity, accepting everyone's identity, is a core value.

Interviewer: Thank you.