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SCHOOL OF BUSINESS, ECONOMICS AND LAW

Master Degree Project in Innovation and Industrial Management

Building Bridges Between Organizations & Society

-A qualitative study about organizations' engagements in social activities in diversified areas

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Abstract

Corporate social responsibility (CSR) can be described as the relationship organizations and society have among one another. Most CSR literature has focused on a firm's financial performance when working with CSR. How an organization work with CSR is decided by the firm's mission, vision and stakeholders. In Gothenburg, Sweden, organizations have started to expand their CSR commitment towards including more philanthropic actions in their CSR work to strengthen the community. This qualitative study's purpose is therefore to investigate what motivates companies to engage in social activities in diversified areas, such as Angered in the region of Gothenburg. The empirical findings have showed that organization's main motivation for engaging in social activities is to contribute to a better society, while at the same time gaining benefits such as; a more diversified workforce, strengthen organizational culture and a better organizational reputation. The findings further present a sixth step framework on how to work with social activities. This research has been investigated from a company perspective on social activities and therefore one recommendation for future research is taking the viewpoint of the students participating in these activities.

Keywords: Corporate Social Responsibility (CSR), Social Activities, Diversity, Organizational Culture, Marketing, Project Management.

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1.Introduction

1.1 Background

Corporate social Responsibility (CSR) can be defined as the relationship existing between organizations and the society (Snider, Hill & Martin, 2003). An exact definition of CSR is hard to put into writing (Dahlsrud, 2008) since the trend of what is relevant within the CSR scope varies with current issues in today's society (Pinkston & Carroll, 1996). Throughout the years the opinions on how to work with CSR have differed and sometimes even been contradicted (Snider et, al., 2003). Snider et, al., (2003) continued arguing for, if organizations should take responsibility for social issues, since according to them organization's main purpose is to earn profit while at the same time obeying the law. Others chose to take their responsibility to just do good and oversee earning profit (Hartman, DesJardins, MacDonald & Hartman, L., 2014). One example is when businesses uses their profit for charity (Pinkston & Carroll, 1996). Moreover, when analyzing why companies are taking their social responsibility many scholars in this subject has focused on researching the connection between CSR and corporate financial performances (Rowley & Berman, 2000; Walsh, Weber & Margolis, 2003). The emphasize has been on to what extend the social responsibility taken by the companies affect their financial performances (Campbell, 2007). Margolis & Walsh (2003) criticized the literature for only focusing on financial performances that might affect the work of CSR and questioned why not other factors has been emphasized. Further, the concept of CSR has been challenged by different researchers, for example Porter & Kramer (2006) who stated organizations have a responsibility of sharing already existing values in society and contribute to society welfare, as well as gaining benefits from the organization's own business. With other words, the CSR concept should not be needed since it should come natural for organizations to work for a better society (Porter & Kramer, 2006).

How a firm works with CSR is decided by a firm's mission, customers and practices (Hartman, et al., 2014). Carroll (1999) presented a framework including four perspectives of CSR; economic, legal, ethical and philanthropic. Working with CSR from an economic perspective is about the fundamental responsibility to grow and earn profit. The legal perspective is about working in coherence with the law. The ethical perspective includes an organization's obligation to respect the rights of others and work aligned with the pressure

society executes on them to protect these rights. Lastly, the philanthropic perspective incorporates activities of doing good for the extensive society.

In Gothenburg, Sweden, has become companies interested in taking philanthropic action has increased. New forms of collaborations that can benefit society has started to form. In the region of Gothenburg agencies, organizations, unions and cooperatives have join together to strengthen social enterprises. The reason for this initiative is because larger companies have started to realize the benefits of using their own platforms for doing good on the behalf of society, such as hiring interns, recruit an increased diversified workforce or buying products and services from social enterprises. With other words, the new innovative collaborations constellations are becoming the future. (Gunnarsson, 2015, 1 Sep)

1.1.2 Case Background; Gothenburg

One reason to why philanthropic initiatives has been taken in Gothenburg is due to Gothenburg being the most segregated city in Sweden (Andersson, Bråmås & Hogdal, 2006). The north east part of the city has suffered the most from the segregation issue and have been both mentally and physically separated from the city as well as the labour market. In this part of the city hundreds of different nationalities can be found and there are many competences hidden in this area. These competences have a great potential to benefit the society of Gothenburg, only if they are taking care of. (Göteborg Stad, n.d)

The segregation problem in Gothenburg has caused students to fail in school, which leads to decreased opportunities for very young people to find work and create a future for themselves. The students are not very optimistic about the future and in addition being from a diversified area are seen as a double burned to bear. The segregation problem keeps on growing in Gothenburg. Therefore, society and corporations must interact with each other to create a healthy society and a healthy business market. (Andersson et al., 2006)

Falling into the criminal path has become more common for the teenagers' growing up in social diversified areas. The police force in Gothenburg explained the criminal gangs have gained influence in the suburbs surrounding Gothenburg (Lund, 2015, 5 May; Dorian, 2015, 10 October). The gangs spread threats, violence and fear on daily basis. Society, has failed in their presence in these areas and therefore the criminal businesses are run undisturbed. In the

end it is the criminal gangs who set the norm on the streets of Gothenburg's suburbs. The Gothenburg police force is alarmed by situation about the criminals gaining more influence in the neighborhoods (Dorian, 2015, 10 October). The risk for younger children to get recruited by criminal gangs have increased since, most of the teenagers knows the criminals by their name and appearance. Therefore, children can easily follow into a negative path leading to criminality. (Lund, 2015, 5 May). Further, the increased social tension among different criminal groups, has led to a feeling of being unsafe and disturbed in the suburbs. In the end it is about young people in the suburbs being able to form their own future in a safe environment (Andersson et al., 2006).

1.2 Problem Discussion.

In the view of the situation in Gothenburg there are some companies which has started to take an increased interest in philanthropic activities in the area of Gothenburg (Gunnarsson, 2015, 1 Sep), since they aim to contribute to a better society (Carroll, 1999). Prior research has been done on the financial benefits organizations reap from engaging in CSR activities (Rowley & Berman, 2000; Walsh et al., 2003). The Monterey perspective has been the main focus of why companies choose to work with CSR. Margolis & Walsh (2003) criticized the literature for only focusing on financial performances that might affect the work of CSR and questioned why not other factors has been emphasized.

According to Shrnhar, Levy and Dvir (1997) project success is one of the most argued topics in the theory about project management. Traditional management literature focuses on projects being managed on time, within budget and aligned with quality/performance specifications. When looking beyond the traditional factors for project success as mentioned above, one will come to notice that there are many other factors implicating the outcome of a project. The question to be asked is however if it is really that straightforward? (de Wit, 1988).

1.2.1 Research Gap

There are a lot of previous research existing on the subject of defining CSR (e.g. Dahlsrud, 2006; Hartman et al., 2014; Snider et al., 2003) and why companies chose to work with CSR (e.g. Carroll, 1999; Snider et al., 2003; Hartman et al., 2014.) Therefore, several general

theories applicable on organizations and industries has been developed. However, there has not been a lot of research done on why companies chose to engage in small scale CSR activities (cf., Margolis & Walsh, 2003), such as Angeredsutmaningen in Gothenburg.

As aforementioned the young people in social diversified suburbs do not graduate from high school (Andersson, et al., 2006), which has led to lack of qualified workforce to be employed by the companies in the Gothenburg region. This research therefore covers the gap in existing research on how organizations can and need to take their social responsibility in small scale CSR activities to foster communities, such as Gothenburg. This since companies cannot exist without a healthy society and a society cannot exist without well growing business (Porter & Kramer, 2006).

Neither has it been much research conducted on what key factors are necessary for a project's success or failure when engaging in social projects such as, social activities. Small scale CSR activities have not been the main focus in prior research about project management. As described above by de Wit (1988), there are several factors influencing a project outcome. This paper aims broaden the spectra of factors necessary that might influence a social project outcome.

1.3 Purpose and Research Questions

The purpose of this research is to investigate what motivates organizations to engage in young talents in social diversified areas in Gothenburg. The focus will be on what the organizations gain from taking their social responsibility in form of social activities. This research therefore aims to find a bridge between society and companies to favor a healthy economy. To be able to bridge these two sectors this thesis will investigate what believed key factors are necessary when engaging in social activities in social diversified areas.

1.3.1 Research Questions

Based on the discussion above the research questions states as follows:

What motivates an organization to engage in young talents in social diversified areas in Gothenburg?

What are the believed key factors necessary when engaging in social activities in social diversified areas?

1.4 Definitions

The most important definitions of this thesis are presented in Table 1.

Definitions	
Diversity	People with foreign background - includes immigrants, people born outside of Sweden, people born in Sweden with one or both parents from a different background.
Young Talents, Students & Teenagers	Children going to high school
Diversified Areas	Multicultural area
Corporate Social Responsibility	Company taking their social responsibility by being engaged in any activity that contributes to a better society.
Value	Both organizations and society benefits from the outcome of social activities.
Social Activities, Social Engagements	Different activities taking place in diversified areas organized by companies that contributes to a better society.

Table 1: *Definitions*

1.5 Delimitations

This thesis aims to investigate what motivates organizations to engage in young talents in social diversified areas in Gothenburg. The study includes companies being socially engaged in activities in the area of Gothenburg, Sweden. The focus pointed towards one diversified area in Gothenburg named Angered. Therefore, this study does not include any other similar areas in Sweden even though some of the case companies might be active in other social programs around the country. Further, the study focuses on teenagers in living in the suburb

of Gothenburg, and does not include students going to university since they have made it through to university and decided upon their future.

2. Theoretical Framework

This thesis is divided into two parts aligned with the research questions. The first part in this section corporate social responsibility will be examined. Moreover, the motivations for engaging in social activities are listed and investigated. In second part, the key factors when working with project management is described.

2.1 Corporate Social Responsibility

In general terms the definition of CSR covers the responsibilities that a company have towards the society within the business the company is operating in. Firms can have a variety of responsibilities, since they exist in relationship with many stakeholders such as; the employees, the community, the consumers, the local politics, the entire country, etc.. The prioritization of the stakeholders is determined by the company through their mission, customers or practices. However, the prioritization is rarely discussed and often presumed, which might lead to entrenchment rather than enhancement of the firm. A company have different forms of responsibility. Some companies need to obey the law through being socially responsible. Other chose to take their responsibility through not to causing harm to others. Lastly, there might be responsibilities to just do good. (Hartman et al., 2014)

The European Commission defined CSR as; companies integrating environmental and social concerns into companies' business operations, as well as in their interactions with their stakeholders (European Commission, Directorate-General for Employment, 2001). McWilliams & Siegel (2001) described CSR as companies contributing to a better society beyond obeying the law. They mean that companies act and invest in doing some social good that does not benefit the company and is an act beyond which is required by law. There are many available definitions of CSR (McWilliams & Siegel, 2001; Dahlsrud, 2008), where CSR definitions are describing a phenomenon rather than giving any guidance on how to manage the challenges within this phenomenon. This means that how companies work with CSR differs (Dahlsrud, 2008). Therefore, has this paper defined CSR as company taking their social responsibility by being engaged in any activity that contributes to a better society.

2.1.1 Shared Value - A Response to CSR

As a response to CSR Porter & Kramer (2006) argued for their theory about shared value. Shared value is defined as *“policies and operating practices that enhance competitiveness of a company while simultaneously advancing the economic and social conditions in the communities in which it operates. Shared value creation focuses on identifying and expanding the connections between societal and economic progress”* (Porter & Kramer, 2006 p.6). The authors questioned companies being trapped in an outdated approach about delivering value creation. This means the companies are thinking about value creation as short term financial performance and neglect the most important customers and other factors that influence their long-term success. Porter & Kramer (2006) see no other reason too why companies otherwise overlook the viability of their customers, the deficiency of natural resources critical to their business, the well-being of key suppliers and societies where they are active. According to the authors what is an even bigger issue is that the companies has been blamed to a large degree for societies’ failures when engaging more in CSR. Therefore, the companies’ legitimacy has fallen to levels never seen before. The companies need to bring business and society back together, since according to them companies are stuck in the mindset of “social responsibility” where societal issues are not the main focus (Porter & Kramer, 2006).

The proposed solution to this problem is called shared value. Shared value aims to generate economic value in way that is also value creating for society by addressing its needs and challenges. With other words, business must reconnect company success with social progress. Profit generating and too much management concentration has led to purely focusing on short-term profits, which has excluded the idea types of profits. When profits include a social objective it will come to serve a higher version of capitalism that will allow both society and companies to evolve much more. (Porter & Kramer, 2006)

Shared value should not be confused with social responsibility, philanthropy, or sustainability but should be seen as a modern way to earn profit. Porter & Kramer (2006) stated the most effective way of meeting today’s social challenges are having business act as business and not as charity donors. The purpose of an organization should be redefined as creating shared value and not only profit. Since this will generate innovation and growth in the global economy. Shared value is about sharing the values already existing. Further, it is about

expanding the pool of both economic and share value. Companies cannot be successful without having a supporting infrastructure, which means no organization is self-sufficient. (Porter & Kramer, 2006)

2.2 Motivations for Working with Corporate Social Responsibility

The motivations presented below are gathered from different researchers touching up on the subject of CSR. There are many different motives to why companies choose to be socially responsible and the once presented below are a selection of motivations to why companies want to contribute to a better society. The reason for including these specific motivations are due to them being most suitable motivations for this research topic.

2.2.1 Diversity

A motive for companies to engage in CSR in regards to diversity is according to Hemingway & Mclagan (2004) issues involving labor management, integration and the acceptance of the business into the local community. A general accepted definition of diversity is; *attributes that have a chance to lead to a different perception from another person and results in differences between individuals* (Triandis, Kurowski, & Gelfand, 1994; van Knippenberg, De Dreu, & Homan, 2004; Williams & O'Reilly, 1998). Kossek & Lobel (1996) defined diversity as differences in gender, function, ability, religion, language, lifestyle and ethnicity/nationality. Nkomo & Cox (1999), stated diversity as adopting a group focus and a group that is a mixture of different group identities in the same social system. Having diversity in a workplace means differences in culture and intellectual capability and therefore companies can perform better. In addition, diversity is more than just demographic or ethnic diversity (Leonard & Swap, 1999).

The way we perceive the world and the way the world is populated by global diversity is a significant factor influencing directly or indirectly on all of us. Global diversity is a factor needed to be considered no matter if the company is global or not. Cross-cultural collaboration and teamwork are fundamental for an organization to succeed when working with global diversity (Agrawal, 2012). Thus, diversified teams have a higher probability of producing innovation (Santos, Doz, Williamson 2004; Bassett-Jones, 2005; Agrawal, 2012). For companies to be able to survive the high competition in today's business environment, it

requires them to be innovative (Subramaniam & Youndt, 2005; Dodgson, Gann & Salter, 2008), since there is a well-known connection between competitive advantages and innovation (Bassett-Jones, 2005). Therefore, it becomes important to be innovative to be able to gain a competitive advantage (Boschma, 2005). Organizations who struggles with producing innovation may not survive in today's competitive climate (Dodgson et al., 2008). Innovation are best created by diversified sources where the employees are a significant source for innovation and ideas (Subramaniam & Youndt 2005; Dodgson et al., 2008).

2.2.1.1 Diversified Teams

The employee's' ability to create ideas and innovation are fundamental for the companies in their innovation processes (Amabile, 1988). Heterogeneous teams consist of a wider range of skills, task-relevant knowledge, abilities and viewpoints. Creativity and innovation increases by integrating diverse knowledge bases such as differences in opinions and experiences (Bantel & Jackson, 1989; De Dreu, & West, 2001; McLeod, Lobel, & Cox, 1996). Thus, different backgrounds, priorities, perspective and orientations are factors that helps companies to succeed in new markets due to being able to identify business opportunities (Agrawal, 2012). Moreover, Cox (1994) and McLeod et al., (1996) pointed out that higher quality decisions are created from culturally diverse workforce opinions. These groups have breadth of information and are able to boost the performance and solve complex problems (Leonard, Levine & Joshi, 2004). This can also be explained by team members within a diversified group who sees problems from different perspectives (Agrawal, 2012). Different cultures, genders, nationalities and ages creates diversified ideas and can results in innovation (Walkup, 2003). In addition, diversified teams also creates a more supportive work environment (Agrawal, 2012). Strategic objectives, goals and bottom-line are affected positively by diverse management (Triandis et al., 1994). Therefore, companies that knows how to manage diversity has a competitive advantage over the companies that does not work with diversity management (Wentling, 2001). Lastly, according to Emmott & Worman (2008), diversity is one of the factors that can enhance the CSR initiatives.

2.2.1.2 Issues Working with Diversity

Previous research argued for members in a heterogeneous group having difficulties in integrating their diverse values, backgrounds and norms. (Jehn, Northcraft & Neale, 1999). This might lead to miscommunication, conflict or high turnover rates (Agrawal, 2012). Agrawal (2012) noted diversified teams have difficulties in accepting already existing

routines in the way of operating, due to having different opinions and perceptions on the range of possible strategic options. Moreover, diversified groups might decrease the speed of acting and responding to the firm which might affect performance negatively (Eisenhardt, 1990; Chen & MacMillan, 1992).

Every organization consists of a large number of groups where all individuals working for the organization are represented and interact on daily basis (Alderfer & Smith, 1982). The social identity theory explains the reason for how social structures are created. Social structure is decided by to what degree an individual can identify with different groups in regards to racial factors, ethnic factors and gender factors (Tajfel, 1982). The social structure existing within an organization shapes how the employees are interacting with each other (Tajfel, 1978, 1982; Tajfel & Turner, 1986; Turner, Hogg, Oakes, Reicher & Wetherell 1987). A study made by Mor Barak, Cherin & Berkman (1998) identified four factors implicating employee's views on diversity of the organization as one factor and personal opinions as another. The four factors are as follows; the Fairness and the Inclusion factors going under the organizational factor and the Diversity value and Personal comfort factors going under the personal factor. The main findings of the study showed compelling contrasts in gender and racial/ethnic differences in regards to both the organizational factor and the personal factor. For example, men believed the organizational culture were fair and inclusive whereas the women did not agree. On the other hand, women believed more resources were need to instate diversity programs while the men did not. Employees perception can therefore be a hinder for obtaining diversity within organizations.

2.2.1.3 Recruiting Diversity

Multinational Enterprises are today facing difficulties in attracting, retaining and developing the necessary talents for their organizations (Scullion & Collings, 2006), due to the greater competition for talents worldwide (Lewis & Heckman, 2006; Boudreau & Ramstad, 2007). According to Cheese (2010), responsible and sustainable businesses are critical factors for people when choosing which companies to work for.

Rivera (2012) also underlined the difficulties in finding talents, but the authors research focused on finding talents with diversified background. Rivera (2012) conducted a case study on how recruitment and hiring is done in elite firms in America. The pool of which the firms in Rivera's (2012) research recruited from belonged to the top fifteen schools in the US. This

pool of candidates does not include enough qualified candidates with diversified backgrounds. Therefore, the reason for not recruiting a diversified work force has to do with candidates from the narrowed down recruiting pool does not live up to the requirements. Thus, the firms are not willing to “lower the bar” to aim for diversity on the expense of quality and reputation. The firms taking part in the research have instated diversity programs to increase diversity within the firms by externally being involved in different events such as sponsoring events, job fairs, attend panel discussions or local events to broaden the recruitment pool. (Rivera, 2012)

2.2.2 Organizational Culture and Human Resources

One of the most significant factors impacting employee performance and satisfaction, sales growth, social return on investment and corporate image is organizational culture and ethical values (Lingane & Olsen, 2004). Organizational culture is defined according to Uttal (1983) as a “*system of shared values (what is important) and beliefs (how things work) that interact with a company’s people, organizational structures and control systems to produce behavioral norms*” (Uttal, 1983 p.66). Communicating CSR activities that strengthen the organizational culture can increase stakeholders’ associations ship with the organization as such. The foundation of a culture embracing and developing CSR takes its place in the ethical values and the organization's culture. According to Creyer & Ross (1997) consumers first hand choice increases with the degree of ethical behavior performed by the organization. Therefore, top management should encourage a culture where social activities can be incorporate with economic activities. (Chahal & Sharma, 2006)

In relation to organizational culture, there is organizational commitment. Organizational commitment is defined by Mowday, Porter & Steers, (1982); Hackett, Lapierre & Hausdorf, (2001) as an employee desire to stay within an organization due believing in the organization's goals and values and therefore want to remain loyal to the organization, which contributes to a better organizational culture. High or low organizational commitment depends according to Porter, Steers, Mowday & Boulian, (1974) and Mowday et al. (1982) on the employee’s feeling of being involved in decision making, amount of feedback received in regards to job performance, and job description. When employees have low organizational commitment, and are dissatisfied at work it will in worst case scenario lead to emotionally and mentally withdrawal from the organization. Thus, organizational commitment and job

satisfaction are important attitudes in assessing employees' intention to quit and the overall contribution of the employee to the organization (Yiing & Ahmad, 2009). Organizational culture therefore, plays an important role in generating commitment and enhancing performance (Deal & Kennedy, 1982; Lok & Crawford, 1999; Peters & Waterman, 1982).

According to Bhandarker (2003) having a positive view of human resources is important for social responsible organizations. Grahame (2004) stated having a good reputation inside the company initiates trust and creates a valuable relationship with the employees, customers and other stakeholders, such as governments, municipalities and other sources of authority. An organization who does not deliver on their CSR promises both internally and externally have a hard time retaining employees (Srinivas, 2002). According to Bell & Menguc (2002) how the firm are working with their CSR policies are a significant factor to be able to satisfy the employees and retain them. To contribute maximally to organizational goals will be the significant implication of the human resource domain of CSR. Moreover, Bell & Menguc (2002) have identified a connection between organizational culture behavior and customers' perceptions of the quality of delivered service.

2.2.3 Marketing Tool and Strategy

The social responsibility that companies takes can be seen as social marketing. That is, to garner employee loyalty and customer support by using the image of being social responsible. (Hartman et al., 2014) According to Fombrun & Shanley (1990) is reputation building created from CSR. In the same line, Porter & Kramer (2006) noted that many companies use CSR practices to build their reputation by improving the company's image and even raise the value of its stock. McWilliams, Siegel & Wright (2006) stated that since CSR can be seen as an instrument that builds and maintains the corporate reputation, a company can improve their relationship with their stakeholders. This, without CSR being directly related to a specific product or production process. Moreover, companies are also able to attract the best employees and motivate current employees due to their good reputation (McWilliams et al., 2006). Lastly, can consumers' choice of buying a similar product for the same price and quality from a competitor be determined by the company's social responsibility. Consumers value companies having the reputation of being socially responsible. (Arli & Lasmono, 2010) Therefore, is the competitive advantage for companies created by the essential intangible

element; corporate reputation of being social responsible (Gallego- Álvarez, Prado-Lorenzo, Reodríguez-Domínguez & Gracia-Sánchez, 2010).

2.3 The Key Factors in Project Management

Belassi & Tukul (1996) said that research done in project management since 1950s have concentrated on controlling management, such as project scheduling problems and developing better techniques for scheduling. Shrnhar et al., (1997) added factors such as; *projects being managed on time, within budget and aligned with quality/performance specifications*. Thus, would lead to better management and successful projects. However, there are many other factors that can determine project success or failure (de Wit, 1988). Belassi & Tukul (1996) summarized previous literature on this subject and grouped factors into four different areas:

1. Factor Related to Project

In this area is the project characteristics the focus. The essential dimension in this area is project performance, where Morris & Hough (1987) highlighted that schedule urgency and duration are critical factors. Many large sized projects exceed their deadline which results in penalties inform of monetary or "loss of credibility" (Tukul & Rom, 1995). Thus, when evaluating the performance of the project by measuring the lifespan and the size of the project, the density also needs to be taken into consideration. This is defined as the ratio of total number of precedence relationships to the total number of activities. (Tukul & Rom, 1995) By having too many activities the project management is sometimes forced to use overtime. This might affect the budget performance negatively but also delay some activities that requires the same resources, which affect delay for completing the project. (Belassi & Tukul, 1996)

Further, it is critical to be cautious with the type of project being undertaken and how familiar it is to the organization. The performance of the manager is affected by the form of the activities. The more the activities are standardized the easier is it to schedule, plan and monitor the projects for the project managers. Lastly, urgency of a project might affect the performance of a project were the criteria cannot be met, since in these cases the time allocation for planning and scheduling the projects is not enough. (Belassi & Tukul, 1996)

2. Factors Related to Project Manager and Team Members

Project managers and team members' skills and characteristics are proposed factors for a successful completion of the project. Pinto & Slevin (1989) noted that it is important that the project managers possess necessary technical and administrative skills to reach successful outcomes. During the planning and the termination stages the commitment and competences of the project managers becomes critical. However, during the implementation stage the competences of the team members become even more critical. According to Pinto & Covin (1992), it is not only the performance of the project that gets affected but also the satisfaction of the client and the project acceptance, for example the client's attitudes towards the outcome of the project is influenced by the managers marketing skills. Belassi & Tukel (1996) therefore highlighted the importance of having a well-established communication channel between the organization, the project manager and the client for the acceptance of the project.

3. Factors Related to Organization

According to Tukel & Rom (1995) top management is a critical factor for the successful completion of a project. They guide the managers of the project to achieve and understand the client's specific objectives. Further, the projects manager's access to resources are usually controlled by top management, which the functional managers supervise. The functional manager is usually the project manager, therefore is the availability of recourses not an obstacle if the project is a part of the functional department. However, pure project form can face difficulties in receiving resources. Strong negotiating skills and powerful position within the company is required. To summarize this full support from the organization helps the project to succeed. (Belassi & Tukel, 1996)

4. Factors Related to External Environment

External factors do also have an impact on project success or failure. Factors such as social, economic and political as well as factors related to the advance of technology and nature might positively or negatively affect the project performance (Belassi & Tukel, 1996). Morris & Hough (1987) highlighted how the external influence from the government can affect the public's attitude towards the project. Another factor that is considered as an external factor is a client outside the organization, that can influence the performance of the project. Further,

competition in the market is also seen as an external factor for example, competition might affect how the project is market to the client. (Belassi & Tukel, 1996)

Belassi & Tukel (1996) explained the factors to be considered as input-related can be influenced by each other. The grouped factors are not sufficient to predict a project's success or failure. Further, Belassi & Tukel (1996) noted that the most critical factor for project success is the one related to the organization. In coherence, the team members' technical background, commitment and project attribute together with the managers' skills are critical towards the organization. The criticality of these factors varies between industries.

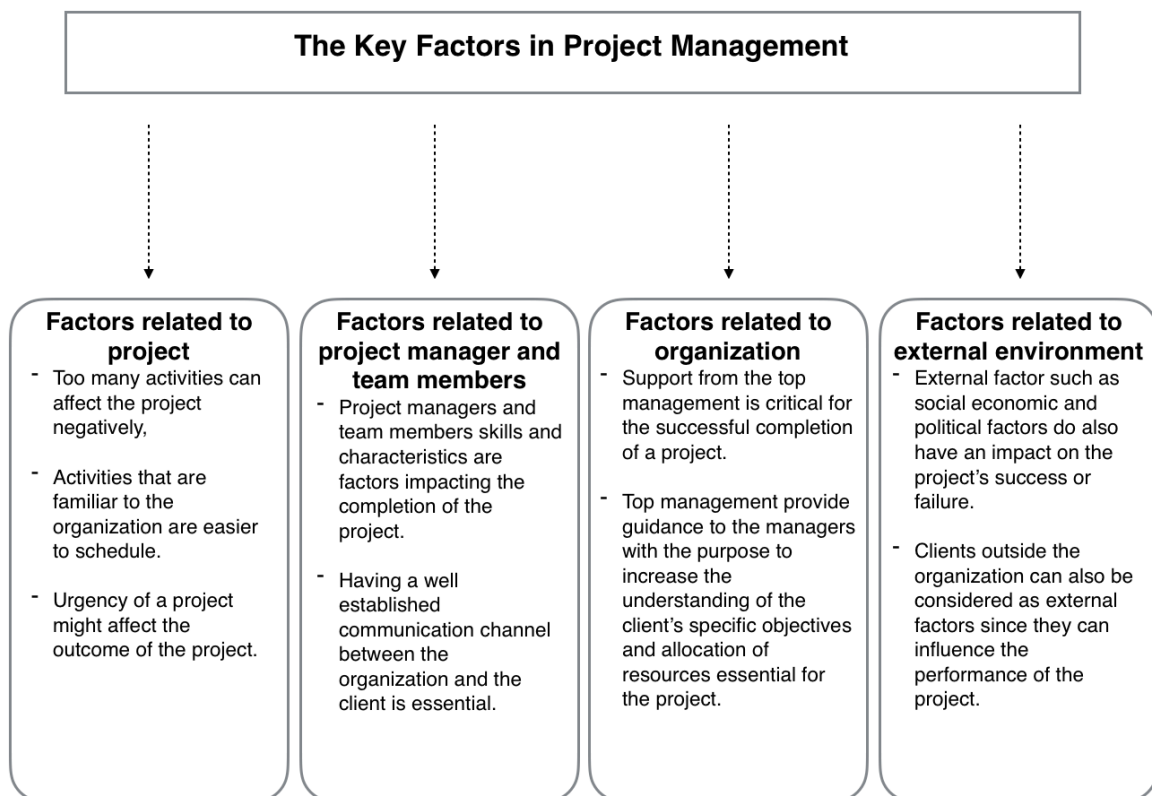


Figure 1: Summary of The Key Factors in Project Management Theory, (Created by the authors)

Other researcher has identified similar factors to a project success or failure. Avots (1969) identified that the wrong choice of project manager, the unplanned project termination and unsupportive top management were the main reasons for failure. Shrnhur et al. (1997) on the other hand emphasized the importance of the project manager's' ability to see the bigger picture and consider the long-term benefit. Cooke-Davies, (2002) highlighted that every project is performed by people where the people determine the adequacy, which make the

people in the project extremely significant. This was confirmed by Lechler, (1998) who explained that it is the people who are the core factor when it comes to project management.

3. Methodology

This section outlines the methodology used for collecting the data and creating the analysis. The aim is to provide a transparent explanation of the research of this paper and how it has been conducted. Lastly, the quality of this thesis has also been discussed.

3.1 Strategy and Approach

In order to provide an understanding of what value companies can achieve when engaging in social activities in social diversified areas and what the believed key factors necessary to execute social activities, a qualitative approach will be used. The reason a qualitative approach has been chosen is because it provides a flexible and adaptive approach when gathering data as the strategy allows unpredicted information and data to emerge (Yin 2014; Bryman & Bell, 2015). The aim of this study is not to quantify the findings but instead to seek an insider perspective on what motivates companies to working with social activities and what the believed key factors are when engaging in social activities. In line with Merriam (2009) a qualitative approach is suitable since it allows to gain an understanding for the topic of the thesis and the case companies included.

Conducting a qualitative study is not without difficulties. The challenge lies in achieving trustworthy results, since compared to a quantitative study where the advantage is being able to rely on hard numbers and statistics when emphasizes the results (Bryman & Bell, 2015). In this research however, a qualitative research method is preferable since the research aim to seek a deeper understanding for the research questions and investigate a research gap, this in coherence with Merriam (2009); Yin (2014) and Bryman & Bell (2015).

Furthermore, an abductive approach has been chosen for this research since it allows to examine research before conducting the field study, as well as being able to add theory along the way (Bryman & Bell, 2015). Prior to empirical research studied, very little research has been done on this subject and therefore a need of modifying the theoretical framework throughout the process is necessary. This since the empirical findings have been compared to the theoretical framework and have resulted in more valuable fieldwork, which is also recommended by Yin (2010). To create a basic understanding for the subject in this research

available literature has been reviewed prior the empirical research, but also during and after gathering the data to uncover findings from our data obtained.

3.1.1 The () Space

This research is done in collaboration with the company, The () Space. The () Space is a company with the aim to bridge the gap between different sectors such as the business sector, the cultural sector and the public sector. Their strategy is based on inviting all customers, users and citizens to participate and collaborate in bringing the different sectors closer together. It is a continuing process to enable different cultures working together and overcome the barriers of age, gender, religion, background and education to name a few. The () Space's values are built upon being, proactive, participatory, prestige less and persistent. (The () Space - First To Know, 2016)

The () Space has provided this research project with the contacts at the different case companies and a mentor. Through the contacts The () Space has provided this research with different respondents relevant to this study, which will be explained in detail further down.

3.2 Research Design

To achieve strong validity and reliability it is important to design a structure and logical plan for the data collection and the following analysis (Yin 2010; Bryman & Bell 2015). The thesis process should be described in a way the readers can understand how the data has been gathered, to achieve transparency in regards to the research process (Yin 2010). In this process a design using multiple case studies have been used were several case companies has been included and investigated. This to be able to achieve a deeper understanding of what motivates the companies to engage in teenagers living in diversified areas and the believed key factors necessary when engaging in social activities based on the experience of the case companies. As aforementioned this topic lack prior literature and therefore, has a CSR framework been used in this paper to be able to gather the most suitable data. This, since the the social activities are defined as a CSR activity and will be analyzed as a part of the CSR commitment. The companies' general CSR policies are included in the empirical findings to put the social activities in context. Moreover, a project management theory has been chosen to contextualize the believed factors necessary when working with social activities.

Exploratory research design has been used to gain an understanding of this field since this design helps to gain an understanding of the purpose of the field and how to analyze the empirical data (Yin, 2014). The topic chosen in the research is not a well investigated field, therefore exploratory case studies are appropriate since they are often used in fields where very little prior research has been done before (Yin, 2014). Aligned with the recommendations by Yin (2014), the theoretical framework is based on the exploration of research done on the chosen topic in the initial phase of this study.

3.2.1 Multiple Case Study

A case study is appropriate when the researcher itself lack control over behavioral events and the focus of the study is contemporary phenomenon, which in contrast can be compared to a historical phenomenon. Moreover, achieving a real-world and holistic perspective when studying organizations using case studies are preferable (Yin, 2010).

Interviews within case companies have been conducted to increase the trustworthiness and credibility of the thesis as such. The confidence in the findings will also elaborate when using multiple case studies instead of a single case study (Yin, 2010). Using multiple cases grant access to find out what is both unique and common for the cases. This to substructure the process of actualize basis for general findings and exceptions formed by the main findings (Bryman & Bell 2015). Moreover, multiple cases can work as the foundation for general conclusions as the empirical data can be replicate in several different cases (Yin, 2014). Thus, other researchers argue when conducting a qualitative research, no general conclusions can be made since it is complicated to assure the study is representative for a whole population (Hamel, Dufour & Fortin, 1993; Ritchie, Nicholl, & Ormston, 2013). Therefore, this study's aim is not to create general conclusions rather generating recommendation. Further, this thesis has only concentrated on one diversified area in Gothenburg named Angered and used it as a case area, this to be able to achieve the trustworthy perspective (Yin, 2010) of motivations of engaging in social activities.

3.2.2 Case Companies

The chosen case companies in this research were chosen after being able to provide the most relevant data to answer the research questions. This way of choosing units is according to Yin (2010) called purposive sampling. The () Space have a huge network and collaboration with many companies. The sampling process started from their portfolio and was used to contact the initial person within each case companies who later referred to a suitable respondent to interview. This way of combining different method for sampling the sources is common according to Bryman & Bell (2015). To be able to answer the research questions several criteria were used to find the most suitable case companies, these criteria are described as follows;

1. Social Activities

The case companies have to be or are in the planning phase to be active in the multicultural area in Gothenburg in form of engaging in students through social activities, such as Angeredsutmaningen.

2. Social Diversified Area

The social activities are required to take its place in a social diversified area, which is a multicultural area. One example is Angered which is a diversified suburb located in the northern part of Gothenburg in Sweden.

3. Corporate Social Responsibility

The organization has to work with CSR.

Six different case companies have been contacted were all of them are included in this thesis. In Table 2, the case companies and the different required criteria to participate in this research are presented.

Company	Social Investment In Social Diversified Area	CSR
Sweco	Engaging in teenagers through the social activity, Angeredsutmaningen	Works with CSR
Vinge	Engaging in teenagers through the social activity, Angeredsutmaningen	Works with CSR
Volvo Cars	Planning to invest in children and teenagers in a social diversified area	Works with CSR
Sigma Technology	Engaging in teenagers through the social activity, Angeredsutmaningen	Works with CSR
Skanska	Engaging in teenagers through the social activity, Angeredsutmaningen	Works with CSR
EY	Engaging in teenagers through the social activity, Angeredsutmaningen	Works with CSR

Table 2: *Overview of The Case Companies and The Required Criteria*

3.4 Data Collection

The data for this research consist of both primary and secondary data. Primary data is gathered for the first time (Baines, Fill & Page, 2011). This way of gathering data is needed in this research since the research topic is not very well explored. Secondary data has been gathered to obtain background information on the chosen topic but also for the empirical data. This way of collecting data is required for this research to be able to compare the theoretical framework with the collected empirical data to increase the credibility.

3.4.1 Primary Data

The primary data in this paper has been collected through interviews with key persons from the selected case companies. This way of collecting data provides a current image of the selected area and can be directly applicable to this research problem definition, which is highly significant since there is lack of research on the chosen topic. The aim of the interviews was to obtain deeper understanding about the research area but in the same time review the respondents' perceptions of this topic. Bryman & Bell (2015) explained that theoretical saturation is achieved by interviewing at least five different companies. This paper

has interviewed six companies which are the case companies and interviewed at least one persons within each case company.

3.4.1.1 Selection of Respondents

To avoid creating a biased research the selection of the respondents should not only be chosen because they are predicted to confirm the expected result and outcome (Yin 2010). The chosen respondents were therefore selected to provide different views and opinions related to the research topic. The () Space provided this research with a contact person within the case companies which helped us to interview the right respondents. Initial preparatory inquiry was performed with the intended interviewees, which confirmed the company's and interviewees relevance to the study before conducting the interviews. The respondents have been selected according to snowball sampling, which is that one person leads to another person that can be interviewed. According to Yin (2010), when conducting initial interviews and using snowball sampling increases the validity by finding respondents that can contribute with relevant findings and plentiful data.

The aim is to investigate the motivation for the case companies' CSR work and what motivates them to engages in young people in diversified areas and the believed key factors necessary when engaging in social activities. Therefore, it is extremely significant for us to interview people who possesses different knowledge. Suitable persons to interview are persons who either is involved in the social activities or has specific CSR knowledge within each case company to be able to understand this research topic and answers the research questions. In this research eleven persons have been interviewed which are presented in Table 3.

3.4.1.2 Interview method

All interviews except one were conducted face-to-face in the respondents' choice of location, this for assuring that the interviewees feel comfortable to give the interview. It is in these circumstances the respondents will speak freely about the topic which resulted in trustworthy answers was gathered for this thesis. All the interviews except two were conducted in the respondent's offices. One of them were conducted in one of the classrooms at The School of Business, Economics and Law at Gothenburg University. The other interview was conducted through skype due to the availability of the interviewee which might have affected the degree to which the interviewee felt comfortable to speak freely on the topic. However, due to the

information that the respondents were able to provide was still extremely valuable for the thesis.

The interview guide where provided for the respondents before the interview to give the interviewees the chance to prepare themselves and have a knowledge on what will be discussed during the interviews. Thus, the interview questions were not provided in advance to be able to gather reliable and honest answers. Furthermore, two persons were conducting the interviews, where one had full focus on the interview and the other one took notes and made sure details such as how the respondent expressed themselves was captured. Bryman & Bell (2015) mentioned that this is a good way to divide the tasks between the persons conducting the interviews to be able to capture maximum from the interviews.

There was a risk that the interviewees felt uncomfortable and possibly pressured which could have been an obstacle to speak freely about the subject due to two persons conducting the interview. However, it is significant that two people conduct the interviews to be able to focus on the different tasks during the interviews, which is extremely important to provide a reliable empirical research. To increase the credibility of the gathered primary data all interviews were recorded and summarized. This will generate to better correctness of the research, paying attention to details, deeper examination of the interviews and avoid repetition negatively (Bryman & Bell 2015). Two different devices recorded the interviewees to avoid technical problems, which according to Bryman & Bell (2015) is one of the major problems with recording. The opportunity to go back throughout the process of writing the thesis in order to assure that the empirical data is accurately created when recording the interviews. In this master thesis the summarization of the interviews where made right after the interview due that the memory still where fresh. Furthermore, it is highly significant to consider the dilemma that Yin (2010) mentioned: *the need to recording and the problems of recording too much but if you choose to record too little it is a possibility you miss out on important parts*. The respondents were asked if they want to remain anonymous and if they felt uncomfortable being recorded. If questions needed to be clarified the responded accepted to be re-contacted.

In Table 3, the respondents', company and job title are presented. The figure shows the length of the interview which differ due to the different knowledge possessed by the respondents in

regards to the research topic. Further, the figure informs when, where and what language the interviews were conducted in.

Respondent	Job Title	Company	Date	Language	Form	Length
Ann Legeby	<i>Urban design, practitioner and Researcher</i>	Sweco	2017-03-23	Swedish	Skype video	1h, 03min
Niklas Lindhe	<i>Business development</i>	Sweco	2017-03-21	Swedish	face-to-face	42min
Mercedes Anderås	<i>Counsel, Lawyer</i>	Vinge	2017-03-22	Swedish	face-to-face	45min
Karin Cederblad	<i>HR Manager</i>	Vinge	2017-03-22	Swedish	face-to-face	40min
Pontus Berger	<i>Social Inclusion, CSR</i>	Volvo Cars	2017-03-23	Swedish	face-to-face	1h, 30min
Johan Thornadtsen	<i>Operations Manager, Training and Editing Services</i>	Sigma Technology	2017-03-28	Swedish	face-to-face	40min
Katarina Matson	<i>Senior Expert Culture and Diversity, HR</i>	Volvo Cars	2017-03-29	Swedish	face-to-face	46min
Niklas Kilberg	<i>Senior Manager, Sustainability</i>	Volvo Cars	2017-03-29	Swedish	face-to-face	42min
Niklas Grimslätt	<i>Business Development</i>	Skanska	2017-03-29	Swedish	face-to-face	01h, 29min
Jenny Hammarberg	<i>Senior Manager, Financial Accounting Advisory Services</i>	EY	2017-04-06	Swedish	face-to-face	48min
Linnea Ekblad	<i>Tax Senior</i>	EY	2017-04-06	Swedish	face-to-face	48min

Table 3: Presentation of Respondents and Details about The Interviews

3.4.1.3 Interview Questions

To allow flexibility in the interview within the research field, semi-structured interviews need to be conducted (Bryman & Bell, 2015). According to Yin (2010) semi-structured interviews create opportunities for a two-way interaction and communication between the one conducting the interviews and the respondents. Before conducting the interviews, an interview guide was developed, which include the main topics that needed to be explored. The interview guide also covered the most significant aspects that is related to the research questions which are based on the theoretical framework which includes; the CSR concept, the motivations for CSR and the key factors in project management. The interview guide was

used as a complementary tool for the interview questions. This was helpful and guided the interviewees to not lose focus on what aspects are the most significant in relation to semi-structured interviews. According to Bryman & Bell (2015), interview guide is used as a tool to be able to maintain the interview flexibility but allow the interviewee to freely talk about the topic. The same questions in the same order was asked for all the respondents since they were structured in a strategical way. In the beginning “introduction question” were asked, which is a warm up and a preparation for the later questions that concerned the research topic. Bryman & Bell (2015) noted that this way of structuring the questions make the respondents feel secure and therefore make the answers more reliable. Furthermore, by asking the questions in a consistent order will make it easier to compare and generalize the answers. Moreover, by using semi-structured interviews follow-up questions were asked depended on the situation. This way of conducting the interviews is a suitable method for these research questions since it provides a more detailed picture. Thus, it is highly significant for this research topic but also for a qualitative study.

The risk of having an interview guide is to lose out on one of the most important strength in qualitative research, which is capturing what the interviewee find most important and not what is predicted or hypothesized by the researcher. Furthermore, in a semi-structured interview the respondents are going to describe their perceptions of the problem. Therefore, the interview guide had defined significant words for this thesis and the interview questions were open questions. Moreover, an open mind during the interviews was used, since it allows the respondents to steer the conversation which helped this thesis to capture the unexpected data (Yin, 2010; Bryman & Bell, 2015). Another risk that can occur is to stay too close to the set of questions from the interview guide, which can hinder relevant and important subject to arise (Eriksson & Kovalainen, 2015). However, the downside of having an interview guide is outweighed by the benefit of the interview guide. The interview guide contributed with new topics that was not considered before, for example organization culture.

3.4.1.4 Language

The interviews in this thesis have been conducted in Swedish and then translated into English. All the quotes cited in this paper have been translated by the authors. Language difficulties have not been a large issues related to grammatical structure, expressions with lack of English equivalent or experienced any other major difficulties in the translating process. However, according to Xian (2008) the qualitative data translating is problematic

since the researcher is an objective translator that has nothing than a technical role in translating data from one language to most often English. Problem such as cultural elements and issues and linguistic problems are presented by Xian (2008). The author described that linguistic problems is the respondent use words that have no equivalent in English. These problems might also be related to grammatical structure. Therefore, this research has not regarded the researcher as objective and taken into consideration that the data will be translated with some changes due to the linguistic problems, this goes hand in hand with Xian (2008) recommendations.

3.4.1.5 Observations

When planning the research design and data collection method, there was no intention of using observations. However, when starting to book the interviews some of the companies invited the authors to come and take part in their social activities that they have organized for the teenagers living in social diversified areas. Observations have many advantages. Yin (2010) highlighted that one of the valuable advantages with observation is being able to see the primary data with your own eyes. This opportunity provided a deeper insight of what motivates the companies to engage in social activities and how they worked with these social activities was also captured. Details that the interviewees did not mentioned or find important were able to be observed. For example, one thing that was observed was how the teenagers in the begging was not engaged in the activity and how their attitude towards the end changed and they became active in the discussions with questions. Yin (2010) also mentioned that observation can question or confirm the data found in the interviews and therefore observations is an advantage as a complement tool for the interview as data collection. According to Yin (2010) the validity of a study is strengthened when a research uses both interviews and observation to confirm the data, which also is a significant when gathering data for a qualitative study. This paper has chosen to not include the observation in the empirical data since only two observations was made which makes is difficult to gather reliable data. In Table 4, the different observation made on Sweco and Vinge are presented.

Company	Social Investment In Angered	Observation
Sweco	Angeredsutmaningen	Made on their visit to the High school of Angered, where their aim is to help the students with their school and home work
Vinge	Angeredsutmaningen	Made on the field trip that they arrange every year for the high school students in Angered. The aim is to provide an insight into the different professions within the law industry

Table 4: *Presentation of The Observations*

3.4.2 Secondary Data

Secondary data can be collected in several ways for example by different forms of self-reports, attitude scales, observation, interviews, surveys, literatures and existing documents, tests and examinations. There is no ultimate way of gathering data. However, in this research the data was collected from books, scientific articles and electronic sources such as websites and databases because these sources give the best answers to the research questions. Further, they are suitable considering the time and resources available for this project. (Patel & Davidsson 2011) Secondary data was mainly collected through the library at the School of Business, Economics and Law in Gothenburg and Google Scholar which provided an idea of which sources other researchers most frequently referred to. It is significant to be critical when choosing secondary data and especially since this research area is not well explored. Moreover, collecting secondary data saves time, money and is an important way to get background information for the collection of empirical evidence (Bryman & Bell, 2015), but also compare the theoretical framework with the empirical research. Therefore, the combination of primary and secondary data provided a sufficient basis to answer the research questions where the secondary data completed the primary data.

3.5 Analysis Method

Bryman & Bell (2015), discussed an analysis process called iterative approach, which means that the researcher repeatedly goes back and forth between the collected data and analysis. This paper has used this approach since the chosen research topic is considered unexplored. The primary data was transported directly after the interviews which was related and reflected back to the theoretical framework.

The empirical findings were coded and categorized, since this method helps to find a pattern from the respondents and an answer to the research questions. Merriam (2009) noted when same headlines used in the theoretical framework are repeated in the paper helps the author to create and follow a structure. It also contributes to a well-formed analysis and finding patterns from the gathered empirical data. The empirical findings are grouped and coded after the overall theoretical framework. This goes hand in hand with Bryman & Bell (2015) recommendations about the iterative approach. Moreover, this method is suitable in this research since for the readers it creates consistency when reading the theoretical framework and the analysis. For this thesis the basis for the conclusion was created by the categories found in the primary data.

3.6 Research Quality

Researchers might impact the study by their preconceived ideas and biases. Therefore, the main instrument when collecting the data and analyze in a qualitative research is characterized by the researchers. However, this does not mean that elimination of these prejudices and biases should be made, they should instead be identified to be able to investigate how this can affect the gathered data and analysis (Merriam 2009). LeCompte & Goetz (1982) noted that in order to achieve a high quality and value in a research the credibility need to be demonstrated. The chosen subject of this paper is based on interest and is going to be conducted according to the frame of a master thesis. Throughout the process the empirical data is accurately described. Furthermore, this research has been done by two persons, worked together and made sure that both worked on every part of the thesis. Moreover, identification that the sources were right to diminish the risk of misunderstanding for the readers was done by going back to each section and read it through.

3.6.1 Reliability

Reliability is defined as the ability to replicate the findings in a research (Bryman & Bell, 2015). Reliability is divided into external and internal reliability.

3.6.1.1 External Reliability

External reliability identifies by, if the same research is recreated by another individual researcher will generate the same generalization and result performed in an identical or similar environment. LeCompte & Goetz (1982) noted this is problematic since the social settings that are researched on, changes continuously and are dynamic. Therefore, it is difficult to recreate the same identical environment in this study, especially in today's rapidly changing society. To obtain a high external reliability by this research is transparent, consist of clear explanation and overall is as clear as possible in this method section. According to LeCompte & Goetz (1982), to receive a high external reliability the method section in a study should be used as manual by other researcher to replicate the study. The method section should consist of a clear presentation of how the data have been gathered and analyzed. Due to conducting a semi-structured interviews some problems in providing a clear method that can be easily followed and viewed occurred. The conversation where guided and direct after interview guide to be able to answer the research questions. However, the content of the interview can be affected and influenced by the respondents.

3.6.1.2 Internal Reliability

LeCompte & Goetz (1982) identified internal reliability as discussion where several researchers agrees on what they are observing. For example, agreeing upon if observing, hearing and seeing are consistent. To decrease the risk of lower internal validity it should be more than one researcher that observes the investigations. Two person in this research has conducted the observations and the interviews. Furthermore, it was significant when collecting the primary data to be more than one person to be able to observe body language, the tone of the respondents' voice, what is being said, etc.. This helped to reach an agreement and discussion about what is being said and heard throughout the interviews. Moreover, there is always a risk to not being able to obtain fully internal reliability due to an interviewee wants to remain anonymous and the recording cannot be published for other researchers. However, in this study none of the respondents wanted to remain anonymous but the recordings' will be kept private. Recording devices preserve raw data where other researchers can verify the authenticity of the findings, which increases the internal reliability (LeCompte & Goetz, 1982).

3.6.2 Validity

In order to achieve high quality, the research is required to be valid. Validity identifies the accuracy of the findings of a study. The gathered data and analysis need to be collected and analyzed in a proper way which will generate a reflecting and representing conclusion on what was studied accurately (Bryman & Bell, 2015).

3.6.2.1 External Validity

External validity describes to what degree the findings of a study can be generalizable (LeCompte & Goetz, 1982). Qualitative study faces particularistic features, which are problems that makes it difficult to draw generalized conclusion from the concept of the findings of a research. Therefore, it is hard to draw general conclusion from a qualitative research. Yin (2010) stated there is always a limited amount of data to be gathered no matter what type of study has been conducted which affects the generalization of the conclusion. Furthermore, Yin (2010) suggested the generalization of a qualitative study can be made by the researcher presenting the findings inform of theoretical construction, hypothesized events or set of concepts. Moreover, other situations are similar to the concepts might be relevant for the theory to be involved. Therefore, this research has only focused on what motivates companies to engage in social activities in social diversified areas and the believed key factors necessary when engaging in social activities. Instead of concentrating on generalize the finding on a broad level, which goes hand in hand to Yin (2010) recommendation.

3.6.2.2 Internal Validity

The other component of the validity is internal validity which according to Bryman & Bell (2015) characterizes to what degree and how theoretical framework correspond to the observation made by the researchers. LeCompte & Goetz (1982) defined this as the understanding of the concepts by the researcher and the participants is done in the same way. Conclusion that consist of different sources strengthen both the internal and external validity. However, Yin (2010) noted if a conclusion has sources from recorded interview the need to obtain verification from different sources is decreased. Therefore, this thesis has used multiple case companies and recorded interviews as sources for the conclusion to assure the validity of this study. Further, the interviewees have read through the empirical findings before publishing them and provided with feedback, opinions and their view on how the findings are presented to avoid misinterpretations in line with Yin (2010) suggest. According

to LeCompte & Goetz (1982) the external validity also strengthen by applying respondents' validation.

4. Empirical Finding

Under this section the case companies and the data collected from the interviews are presented. This chapter starts with background information about a diversified area in Gothenburg. Thereafter, are the case companies and their social engagement presented. Background information on how the case companies work with corporate social responsibility is discussed. This is followed by a more detailed description of why the case companies chose to engage in social activities in social diversified areas. Lastly, the believed key factors necessary when engaging in social activities in social diversified areas according to the gather data is presented.

4.1 Social activities in Angered

All of the case companies except Volvo Cars who is still in the planning phase has chosen to engage in social activities in the suburb of Gothenburg called Angered through the project Angeredsutmaningen. According to Göteborg Stad (n.d-A), Angered is a district area that consist of 52 000 people with origins from hundreds of different countries which gives the area an international character. Angered is located in the north east part of Gothenburg, which according to Andersson et al., (2006) is both mentally and physically separated from the city, as well as the labor market. Moreover, the school results in the high school of Angered are alarming. The year of 2012/13, only 34,7% of the students graduated with a full transcript (Siris, n.d-A) and only 32,9% in year of 2011/12 (Siris, n.d-B).

4.1.1 Angeredsutmaningen

Angeredsutmaningen is a project where the aim is to create bridges between the school and external partners within the business and public sector. Companies that chose to be a part of this project will engage in the students of Angered high school. The companies' way of interacting with the teenagers is through challenging them with different activities. Which activities the companies choose to challenge them with is their decision. However, Angeredsutmaningen have provided some suggestion on different activities such as, summer jobs, internships, field trips, mentorship and etc.. The different suggestion can be found in their webpage. (Angeredsutmaningen, 2016-A)

By being a part of Angeredsutmaningen the students will have the chance to meet the companies and broaden their network, which is important for them since very few students have a network outside of Angered, the school or their family. Further, this will also support and develop the students' way of behaving in meetings and workplaces that is expected from them during and after their studies. The companies will have the chance to meet and network with another group of teenagers since the majority of the students in the high school of Angered speak another language than Swedish. (Angeredsutmaningen, 2016)

4.2 Presentation of The Case Companies

The different case companies have chosen to invest in social diversified areas in different ways. The case companies are presented below, together with their chose of social activities.

4.2.1 Sweco

Sweco is one of Sweden's leading engineering and architecture companies and operates in 70 countries annually throughout the world. Their aim is to build sustainable buildings for the future with efficient infrastructure and access to clean water. In Gothenburg, Sweco is engaged in Angeredsutmaningen where they have chosen to help students with their homework at the high school in Angered. Every week employees from Sweco visit Angered's high school and spend two hours together with the students. During these hours they help the students with their school work and other questions that might occur. Twice a year Sweco arranges field trips to different building sites or urban development projects and take part in the school's annual work fair. Sweco also support students with mentors when writing their high school thesis and gives out a scholarship of 5000 Swedish crowns to thesis of the year.

4.2.2 Vinge

Vinge is a Swedish leading law firm with focus on business law and have offices in Sweden's four major cities and in Brussel. Vinge has been pioneer in the area of working with social investments in diversified areas in Sweden through a project Vinge started named The Diversity Project. In Gothenburg the project takes place in Angered and at Angered high school. The Diversity Project offers three scholarships to students who has been accepted to one law program at a university in Sweden. The scholarship includes 10.000 Swedish crowns

in cash, a mentor throughout university and a summer internship at the firm. To inspire students to apply for the scholarship, Vinge arranges a theme day where they invite students to come and meet prosecutors, judges and business lawyers. Furthermore, the lawyers themselves visit the high school and inform them about their profession. The criteria for being selected for the scholarship is the student being accepted to a law program at a university and is a student at the high school of Angered. The aim of the scholarship is to broaden the origin of the law profession.

4.2.3 Volvo Cars

Volvo Cars is a worldwide car manufacture with their headquarters in Gothenburg, Sweden. Volvo Cars aim is to make people's life less complicated while strengthening their commitment to safety, quality and environment. Volvo Cars is now in the planning phase of starting collaborations with two middle schools in two different suburbs in the Gothenburg area. This too be able to inspire young talents to choose a positive direction in life. The aim is to create activities that inspires the students to create their own future. This by, providing mentors who can act as role models, arrange field trips and summer jobs.

4.2.4 Sigma Technology

Sigma Technology is a Swedish consultant firm that focuses on IT solutions and offers services such as IT, information logistics, engineering services and technical R&D. Their headquarter is located in Malmö. In this study only Sigma Technology in Gothenburg has been interviewed, since they last year decided to take their social responsibility by being part of Angeredsutmaningen. Sigma Technology has taken part of the school's annual work fair and visited the school to talk about what Sigma Technology do. In the future they want to add field trips or theme days where the students can visit their offices and actually see how they are working.

4.2.5 Skanska

Skanska is a Swedish construction company with businesses worldwide. Their headquarter is located in Stockholm. Skanska are active in Gothenburg through Angeredsutmaningen where they visit the high school and help the students with their homework. Through Angeredsutmaningen, Skanska arranged an activity where the students got the opportunity to be part of planning a building project. The activity included calculating the building

measurements, discussing legal matters, and solve technical issues. Skanska also arranged field trips to different projects they currently have and offers internships.

4.2.6 EY – Gothenburg

EY is a multinational consultant corporation with offices all over the world. EY works with social responsibility through their internal program; Volunteering at Work. The employees have 16 hours per year to work on volunteer missions. In this study only EY in Gothenburg has been interviewed. The year of 2016 a group of employees from the tax department in Gothenburg, decided to start a pilot project where they are part of Angeredsutmaningen. They chose to be active in one class until the class graduates. This class have a course where they start their own company. EY have been involved in this course, where the students have had the opportunity to presented their companies at EY's office in Gothenburg and received feedback.

4.3 Corporate Social Responsibility

The case companies' overall CSR commitment is an essential part in this research since it creates an understanding of what approach they have towards CSR in general. In this paper social activities are defined as a CSR work and therefore it is important to understand how the companies work with CSR. All the case companies have either a department or few people who are responsible for their CSR work. The interviewed companies worked with the economical aspect, the environmental aspect and the social sustainability aspect as part of their CSR commitment. The companies are overall active in CSR but the employees' engagement in CSR questions differs depending on what project or section they work in. Therefore, how the companies work with CSR in practice varies. Vinge for example has their CSR work mainly focused on the social activities, while Volvo Cars on the other hand have a larger CSR scope where social activities are a smaller part of their CSR work. Sweco and EY pointed out, the culture of doing business and regulations looks differently in different countries and therefore, the CSR policy becomes extra important. To explain further, the CSR policy becomes significant when creating similar work ethic and business ethic within the organization worldwide, when wanting to prevent unethical behavior such as corruption. The CSR policy also becomes important to create long run sustainable profits. Niklas Kilberg from Volvo Cars said:

“By working with CSR questions it generates a sustainable profit and we can therefore grow as we want”.

Moreover, Sweco emphasized the importance of working with CSR and has therefore created a CSR policy that all employees have to sign and approve when starting to work for them. The engagements in social diversified areas are often initiated by the employees further down in the organization said all the respondents. The process usually starts with an employee presenting a proposal of what one would like to do and when it gets approved the initiative becomes integrated as one of the companies CSR activities. For example, Vinge’s Diversity project started by a manager in Gothenburg, which later spread throughout the organization and are today incorporated in Vinge’s core business.

4.3.1 Shared Value – Contributing to a Better Society

All case companies highlighted the importance of taking their social responsibility and contribute to a better society, since this is closely related to promote a healthy business climate in the area of Gothenburg. The case companies stated there is a segregation problem existing in Gothenburg. Working with diversity along with other CSR related initiatives are part of taking their social responsibility with focus on segregation and help foreigners to integrate into the Swedish society. Ann Legeby from Sweco said:

“Having opened doors is really important, Samuel Engelhardt who is a professor has a great expression; It is about having the doors open because those who does not have their doors open will have them kicked in and those who pass through a kicked in door rarely has friendly intentions”.

Ann Legeby continued to describe the importance of companies and institutions needing to reflect about the diversity perspective and the society climate in Gothenburg. It is significant to create a culture where everyone feels welcomed to Sweden. This is one of the main reasons why the case companies in Gothenburg have chosen to engage in diversified areas around the city. In the long-term perspective engaging in social activities will yield business advantages. In addition, the respondents highlighted the importance of all business actors in

Gothenburg to take their social responsibility. Sweco even said they are more than happy to collaborate with other actors and help them to get involved in social projects.

Niklas Lindhe from Sweco mentioned that the teenagers in social diversified areas are missing inspiration and help from home. Most of the teenagers have unemployed parents and many parents do not speak Swedish. Therefore, the case companies want to be an inspiration for the students and affect young persons' life positively. Especially important is it for the respondents that the teenagers graduate from high school. If the students graduate from high school many doors will open for them and they will have endless possibilities awaiting. The case companies explained that when engaging in teenagers in social diversified areas, the probability of choosing a more favorable path will increase. No matter if these teenagers graduate or not, at least they will feel seen and welcomed and in the long run the students will integrate and become a part of society, which is a positive addition for Gothenburg. Niklas Grimslätt was clear with pointing out that they wanted to help young people in Angered because they are vulnerable and at risk of exclusion from the society. This is not because they have a different skin color, religion or background. The other companies also pointed out that the teenagers living in Angered, is at risk of exclusion from society due to Angered being one of the most segregated areas in Gothenburg. Therefore, it is significant for the companies to help and be there as support for the teenagers. Ann Legeby from Sweco said;

“It is extremely significant to open the door to the business world for these teenagers since we need all the talents and all the resources we can get in the future. We cannot just be satisfied with the labor market existing of students graduating from certain schools. We need all of Gothenburg's teenagers to pass high school and quite a lot of the students need to continue and receive a higher education if we want to remain a competitive region. This does not just concern Sweco but it is true for all companies active in the region of Gothenburg. We need to embrace the talents and abilities available in these young people and manage it in a suitable way”.

The case companies are also part of social activities due to humanitarian reasons as well as contributing to a better society. In the long run, if the students continue studying they can achieve a position that requires having a higher education and their living conditions will hopefully increase. In connection, this will contribute to a better society and a better Angered. The environment in Angered has the potential to become more attractive to live in and the

people in this area can in the long-term perspective afford to invest in apartments or houses said Niklas Grimslätt, Skanska. Thus, Angered will not be considered a high risk area and more constructions companies will become interested in investing.

An outcome of the social activities is Vinge's Diversity project. Vinge has hired one person who was part of the project from the start. This person was a student at the high school of Angered and received the scholarship when graduating. Today this person is a partner at the company.

4.4 Motivations for Working with Corporate Social Responsibility

The main motivation to be engaged in social activities is to contribute to a better society. Working with CSR is important from both a stakeholder and a financial perspective. Besides developing the society positively other factor motivates companies to engage in social activities. This, due to being profit driven corporations, the case companies also want to benefit from the social engagements. Through being active in social activities the companies have the chance to for example; broaden diversity within the organization, build a better reputation to gain a positive image which benefit the organizations towards their stakeholders and the employees feel a certain pride when the organization take their social responsibility.

4.4.1 Diversity

The interviewed case companies had no specific definition of diversity, they use the "standard" definition of diversity, which Niklas Lindhe from Sweco expressed as:

"All employees have the same rights and possibilities no matter their ethical belonging, nationality, religion or sexual orientation".

The companies interviewed explained the definition of diversity changes depending on different projects taking place within the company. For example, the social projects Sweco, Sigma Technology, EY and Vinge are referring too in this paper is diversity defined as; *people who has immigrated and people having foreign backgrounds.*

The main motivation to why the case companies engage in social diversified areas is due to the need in the long run to obtain a diversified workforce. The focus on diversity differs

depending on what industry the organizations are active in. As part of their diversity work, Volvo Cars has this year decided to insource their recruitment processes to be able to recruit among other talents, a more diversified workforce. The aim for the hired recruiting group is to benefit Volvo's future by recruiting the most diverse and suitable workforce possible. Moreover, Sigma, Skanska and Volvo have difficulties to recruit women. Therefore, the diversity goal is more focused on reaching gender equality. Whereas, Vinge and EY have more homogeneity in their groups and therefore, focus lays on recruiting persons with different backgrounds and nationalities. However, all the interviewed respondents mentioned that their aim is to have the whole society representative in their offices. All case companies are working towards recruiting a diversified workforce, both in terms reaching gender equality and spread among nationalities. Conclusion wise, in the long-term perspective all case companies are going to need, as EY said; *People*.

4.4.1.1 Diversified Teams

When asking why the companies work with diversity, they all answered it is important for the organization in regards to innovation, company culture and especially mirroring society. They are all operating globally and in Sweden, which is a multicultural country. In addition, it becomes highly significant the companies possess cultural knowledge and have representatives from different parts of the world to be able to stay competitive. Sweco and EY mentioned that diversity will enrich their organization and especially towards foreign projects. In connection, diversity will increase the opportunity to operate in the international market.

Moreover, Sigma Technology points out without working with diversity it is hard to include new cultures into the organization. By doing so, Sigma Technology now has a diversified environment where they learn from each other and have interesting discussions in the lunchroom. This is aligned with Sweco and Skanska confirming a greater diversity affects all the employees positively. Further, EY mentioned the organization culture will also change when having a diversified workforce, since diversity creates a better dynamic and more valuable teams.

Sweco further noted, excluding a group of people is not beneficial from a business perspective. All the competences are important and it is significant to take care of these competences and develop them. Vinge mentioned it is easy to think homogenetic groups are

the most efficient to find the best solutions. This is not true according to all the case companies. Diversified teams will question how routines are executed and in addition diversified teams have a higher probability to come up with different ideas. Thus, according to the respondents leads to new and innovative results. Moreover, diversified workforce will perform better and bring innovation into the companies since there will be a different perspective on how to solve problems and see new possibilities. Lastly, Sigma Technology said the employees with a another background that works for them often have a stronger drive.

4.4.1.2 Issues Working with Diversity

Recruiting a diversified workforce is sometimes difficult, since the case companies cannot control who they have to choose from in their recruitment pools. When recruiting there might be forehand perceptions about what a candidate should be. Jenny Hammarberg from EY said;

“Sometimes I believe the recruiters are not fair in the recruitment processes, if I have to be honest. I think that we as individuals, can be discriminating towards people having another background or stand out, such as a 45 year old women applying for a graduate position. This due to the personal preconceptions we might have”.

Jenny Hammarberg continued with explaining that EY has come very far just by acknowledging that individuals have different perceptions. By acknowledging the perception issue is the first step towards becoming more diversified. To support learning about diversity and its advantages, EY offers seminars and courses to its employees, since it is not possible for EY as a company to erase individual's preconceptions.

Volvo Cars and Skanska are also in the discussion about educating their managers and employees in regards to diversity. The objective is to reflect over one's own mindset and behavior. Doing different activities aims to break the norm of hiring someone that resembles the homogeneity group, different is good. They explained that sometimes managers and employees have cultural preconceptions. Therefore, especially EY, Volvo Cars and Skanska focused on highlighting the importance of educating the organization from within. Katarina Matson from Volvo Cars said:

“We have to make sure that we have a climate and an environment where we act inclusive. I want to believe we are all good hearted people but we all have our inhabited norms we act after and therefore sometime we can exclude people unknowingly”.

Niklas Kilberg from Volvo Cars added;

“Just because a company have a diversified workforce does not mean the work environment is inclusive. Having an inclusive environment is more important than diversity”.

For Sigma Technology working with diversity questions are a bit different compared to the other case companies. Johan Thornadtsson said:

“The technology industry is a young industry, which means we have a young workforce and a global culture. Old habits do not exist and it is easier to change routines, processes etc.”.

Another issue when working with diversity according to Sweco, Vinge, EY and Sigma Technology is the language. Sweco believes the Swedish language is something you learn with time and therefore, they can be quite generous with peoples' language level when hiring. However, it is harder to make the language exception when the work tasks require knowing and understanding the Swedish legislation. This aligned with Vinge, due to the importance of understanding the Swedish legislation and the customers, the Swedish language skills becomes highly essential. Sigma Technology has developed a different strategy from the rest of the respondents when it comes to overcome language barriers. They hire people who are new to the Swedish language during six months where they are required to participate in learning and understanding basic Swedish. If the level of the Swedish language is achieved after these six months, they have the possibility of getting offered a permanent position. The language classes have grown to become something Sigma Technology offers for free to the public. Thus, Sigma Technology believes by offering language training will contribute to integrating the participants into the Swedish society.

4.4.1.3 Recruiting Diversity

To be able in the long-run to obtain a diversified workforce the case companies has chosen to engage teenagers because they feel they have the greatest chance to inspire, motivate and affect the them. In addition, these teenagers possess competences the case companies will

need in the future. Volvo Cars for example, is facing changes within their industry and are eager to find the best and most suitable competences. Skanska, Sigma Technology and Sweco on the other hand engage in teenagers because in the near future these companies will face a high retirement rate. In connection, there are not enough students graduating with a higher education that can replace the employees retiring. By investing in these teenagers the companies can show how their daily work life look like and what kind of jobs that will be available for the students in the future, if they continue studying. Niklas Grimslätt from Skanska said:

“We want to work with young people since it is there we have the possibility to make a difference and we feel it is where we can contribute with something valuable”.

Volvo Cars mentioned that many have the perception of Volvo Cars only wanting engineers. By being present in social diversified areas, the young talents will receive a different view of the company and understand the different positions they offer. Sigma Technology pointed out many do not know they exists or what they do. Therefore, it is extremely significant to be present in different activities to market themselves. For example, Sigma Technology has been active at the university Chalmers in Gothenburg through their work fair, where they held presentations about the company. After a few years Sigma Technology could see the results of their efforts when students attending Chalmers has started to apply for different work position at the company. Further, Sigma Technology said they could see a difference in numbers of applications to different local offices, depending on if the offices had been taking part in different events or not. Therefore, Sigma Technology’s aim in Gothenburg is to open the students’ eyes and acknowledge their industry. Sweco agrees of being in a similar situation. By being active in their commitments and specifically through their school engagements, the companies want the possibility to reach a wider group than only the students currently attending high school. It is a possibility that these teenagers tell their parents, siblings, family and friends that they have meet this company, and describe what they are doing. In other words, this can lead to new business opportunities or possible new colleagues. For example, Volvo said it might affect the parent's choice when buying a car, but most importantly, is however to show the people living in these areas that organizations do see them and want them as colleagues.

4.4.2 Organizational Culture and Human Resources

All the case companies mentioned that the employees including themselves are proud to work for an organization engaged in social activities. The employees highly appreciate they are able to contribute to the society during work hours. The case companies have a budget for these investment and therefore the employees are paid when working with the company's social engagements.

Ann Legeby from Sweco said that different projects consist of people from different functions. Therefore, it is common employees often meet for the first time when working with the different projects. Through Sweco's social engagement in Angered the employees will have the opportunity to meet colleagues from different functions. This will strengthen the relationship between the different departments, spread knowledge and strengthen the company culture. EY adds that by being active in Angeredsutmaningen they have met colleagues they otherwise would not meet on daily basis. The respondents said that a better organizational culture and strengthened client relationships have been created through social engagements.

When meeting these teenagers, a dialog and conversation will arise where the companies have the chance to get to know the teenagers said Pontus Berger from Volvo Cars. The employees that are active in these investment will learn new things and learn about a new side that existed in society and the region of Gothenburg. Employees will also open their eyes and think differently. Therefore, it results in knowledge transferring. Katarina Matson from Volvo Cars highlighted this and said that;

“The employees will increase their knowledge about social diversified areas which will lead to learn to think outside the box”.

Sweco aligned with Volvo Cars also made it clear that by engaging in these students, the employees developed their individual competences which is strengthen their daily work. Moreover, the employees increase their knowledge and experiences that will help them in their future carriers.

Vinge, Skanska, Volvo and Sigma agree upon that the younger employees are more active in these projects and find it important to work with these issue throughout the organization. This, since these projects contributes to a positive and happy atmosphere. Volvo Cars, adds by saying; since the employees appreciate these engagements they are more willing to stay within Volvo Cars, and therefore all the case companies will avoid a high employee turnover rate.

4.4.2.1 The Respondents Perceptions on Social Engagement

All the respondents were asked during the interview what motivates them to take part in these social activities. This question was asked to see how the organizational culture was effected by taking part in social activities. Ann Legeby from Sweco explained the joy she received by being involved in this and especially when her co-workers are enjoying it. She said:

“It is amazing to see my colleagues receive such positive feedback from the students. They are role models for them. It is something I really enjoy seeing”.

Katarina Cederblad from Vinge also liked seeing her co-workers have such an engagement and enjoying meeting the students. Niklas Lindhe from Sweco on the other hand emphasized the amazing feeling he receives when a student has succeeded in school with a little help from him. Niklas Lindhe expressed:

“I have a burning passion for this project and these kids. I have received so much back, which have developed me both personally and professionally”.

Niklas Kilberg from Volvo Cars mentioned that he is proud that the company works with these questions and that he is proud over himself since he is contributing to society. His colleague Katarina Matson highlighted that it is not difficult to do this and it takes little form them to contribute to a more open society climate. Pontus Berger also from Volvo Cars added:

“It is me who will learn most from this. I will have the chance to network and meet new people. It is a great opportunity for me to engage in these teenagers”.

Jenny Hammarberg and Linnea Ekblad from EY underlined that through the social commitments they have had the chance to affect someone's life and that there are only positive outcomes. Johan Thornadtsson from Sigma Technology added that it is very fun to be engaged in social engagement since he is able to help the students. Mercedes Anderås from Vinge also emphasized that she likes to help the students and love to be a part of the field trip they arranged once a year:

“I like the field trip day and when we announce the scholarship, people get happy and it gives something back. I like to see the sparkle in the students' eyes towards the end of the day. Moreover, I want to make these students understand, they are not the underdogs. Having a carrier is for everyone”.

Lastly, Niklas Grimslätt from Skanska talked about him being a segregated person living in a little bubble. He meets his colleagues at work and those he meets in the industry are people with a similar background and same preconditions. Niklas Grimslätt lives in an area where almost none of his neighbors have a foreign background. Niklas Grimslätt said:

“It enriches me to meet teenagers at the high school of Angered, since it is interesting to hear how they resonate, what they want and how they answer my questions. This has increased my understanding in a way that is important. I believe that before I was not as informed about how teenagers from example Angered resonates and what motivates them. Now, I believe more is needed to open people's eyes for the potential that exist in diversified areas. Go out there, no matter what the media or the politician say. There is a huge motivation in these areas that we cannot kill by exclusion from society”.

4.4.3 Marketing Tool and Strategy

Being socially engaged in society is a form of marketing strategy according to all the case companies, which is important for them to be able to stay competitive within their specific industry. The case companies build a reputation of being socially engaged which enhance their corporate image and strengthen their brand. Niklas Grimslätt from Skanska said:

“Working with these questions results in being seen and getting attention which will lead to goodwill for the workers”.

Mercedes Anderås from Vinge explained that Vinge is a humble and caring company:

“We want to be appeared as we think we are”.

Skanska and Sweco are that both organizations that works with society in form of building and planning. They both have the municipality as customers, which in many cases requires the organizations being socially active. Even if a customer does not require the company to be socially engaged, it is a huge advantage for them marketwise to be able to state they are socially engaged in different commitments. Therefore, in negotiations their social engagement is a competitive advantage. One example is Skanska’s involvement in Angeredsutmaningen which lead them to be able to do business with the municipality in Gothenburg.

The respondents emphasized that the younger generation applying for employment highly value companies that take social responsibility. Therefore, it has become extremely important for the case companies to be active in these questions to be an attractive employer. Niklas Kilberg from Volvo stated:

“People wants to work for companies that have a higher purpose”.

By enhancing the company's image and reputation through their engagement in social diversified areas, the case companies have a chance to be an attractive employer. Even the customers are affected by the company's reputation. Niklas Kilberg from Volvo Cars, emphasized the increased demand on working with CSR from customers in Sweden but also worldwide.

4.5 The Key Factors when Engaging in Social Diversified Areas.

The respondents were asked what they believe is necessary to be able to create value from social activities from both an organizational and societal perspective. Aforementioned, value in this paper is defined as when both organizations and society benefits from the outcome of social activities.

1. Long-Term Commitment

According to the respondents the most important key factor when engaging in social activities is long-term commitment. The foundation of these projects are built upon a two-way communication and trust. The empirical results have shown there is an existing “project tiredness” among the students in Angered. Johan Thornadtsson from Sigma Technology explained;

“It is important to not see Angered as a problem area, we are there since we want to find the right competences in some years”.

When meeting the teenagers, it is important to keep in mind what message the organization communicates to the students. For example, Sigma Technology’s message is that they want a diversified workforce in the future with the right competences, which they believe they can find in Angered. Therefore, is it important for the case companies to emphasize that they will be engaged in these social activities in the long run, to prove to the students they have a possibility of becoming future colleagues.

2. Quality before Quantity

Vinge, EY and Volvo Cars said, it is better to focus on few activities rather than many. EY explained, when engaging in too many activities there is a risk of not doing anything at all. In agreement Vinge said, it is better to focus on something the company is at good at rather than on several activities that cannot be delivered with high quality. An example of a planned activity going to be offered is Sigma Technology who believes it is equally significant for the teenagers to visit them as well as Sigma Technology visiting the high school. Johan Thornadtsson from Sigma Technology explained that if the students have the chance to visit their offices they will see how they work and hopefully awaken the students interest. Another example was presented by Niklas Grimslätt from Skanska who said it is important to deliver

the activities in the right context. Skanska organized a field trip to one of their projects and to the Skanska offices. The students were provided with cases to solve related to Skanska's business to increase interest and understanding. It was reality based cases that became very appreciated by the students since it gave them an insight of Skanska as a company and what they can work it.

3. Incorporate Social Activities into The Organizational Culture

Vinge and Skanska highlighted the importance of the social activities being incorporated into the heart of the organization. The activities offered to the students should be part of what the company does on daily basis, since it is about delivering a quality product. Moreover, it is of importance to work with activities familiar to the employees, since it makes it easier to get the employees engaged. This is strengthened by Skanska saying that the social activities should be incorporated into their daily business, otherwise the outcome will not be successful. EY is on the same page and stated the activities need to revolve around their core business. Karin Cederblad from Vinge summarized how their social activities are incorporated into their organizational culture by saying;

“The social activities are something that takes place in the middle of our heart”.

4. Collaboration with School

The social activities involving schools need to be part of the school's curriculum and not anything additional to the school program. The activities offered should be seen as a way of aiding the students learning within a certain subject. This since it is the teachers at the school who will make the collaboration happen. Without an engaged teacher, the company cannot accomplish anything according to the case companies. Therefore, finding the right collaboration partner is key.

5. Leave The corporate Style at Home

For the students to be able to relate to the representatives they need to leave their suit and tie at home. Niklas Grimslätt from Skanska explained that focus lays on creating a connection and relationship to the teenagers going to high school in Angered. Ann Legeby from Sweco continued with saying that if the students come to realize they can relate to us it is easy to be there to share experiences and help.

6. The importance of Top Management

It is important to have an understanding top management team. Volvo Cars said that sometimes it is hard to make different managers understand the importance of these social activities, since the activities are not directly connected to the manager's daily work. Therefore, having a supportive and understanding upper management team becomes of high importance since they can communicate the social engagements down throughout the organization.

5. Analysis

In this chapter, the theoretical framework will be used to discuss and analyze the most important empirical findings in order to answer the research questions. The first section will analyze the general take on CSR, since the social activities are analyzed through a CSR framework. This to be able to analyze what motivates the companies to engage in social activities. The second section analyzes companies believed key factors necessary using a project management theory.

5.1 Corporate Social Responsibility

According to McWilliam & Siegel (2001) and Dahlsrud (2008) there are many definitions of CSR. Hartman et al., (2014) explained that the responsibilities companies have towards society lays within the business the company is operating in. Thus, is what CSR covers. McWilliam & Siegel (2001) on the other hand emphasized that CSR does notably mean contributing to a better society by obeying the law. CSR moreover includes the activities that are beneficial for the society but not for the company. With other words the company do not gain any profit by engaging in CSR. This paper based on the literature defines CSR as; *“a company taking their social responsibility by being engaged in any activity that contributes to a better society”*. All case companies expect Volvo are engaged in Angeredsutmaningen, where the aim is to create a bridge between school and the business market and public sector (Angeredsutmaningen, 2016) due to the high segregation in Angered (Andersson et al., 2006). Angeredsutmaningen in this paper is considered as a social activity since Angeredsutmaningen offers different activities for the companies to engage in. These activities contribute to a better society and are aligned with previous literature described (e.g. McWilliam & Siegel, 2001; Dahlsrud, 2008; Hartman et al., 2014).

Further, Dahlsrud (2008) noted that the CSR definitions that exists today do not give any guidance on how to manage the challenges within this concept, which results in how companies works with CSR differs between the different companies. The empirical findings showed this to be true. All case companies have their own individual way of working with CSR that suits their businesses and their industries. For example, Vinge’s CSR work focus mainly on social activities investigated in this thesis, whereas Volvo’s CSR scope is large but

the responsibility towards the social activities represent a smaller section of the CSR scope. Moreover, the case companies that are operating globally, work with CSR as a policy to have similar work ethic and business ethic throughout the organization worldwide.

5.1.1 Shared Value- Organizations and Society Needs Each Other

The social activities described in the empirical findings can be viewed strictly as CSR work aligned with this paper's definition of CSR or as shared value aligned with Porter & Kramer (2006). This is discussed in the analysis since the literature has showed there are different perspective of viewing social activities.

The CSR definition made by Hartman et al., (2014) refers to the responsibility an organization have towards society for both legal and non-legal reasons. Aforementioned, Angeredsutmaningen according to this research definition is a form of CSR initiative. However, Porter & Kramer's (2006) theory defined Angeredsutmaningen as a form of shared value. In their theory they criticized for the concept of CSR. In their view CSR is an unnecessary commitment, that should not exist since, it should be in both the organizations and society interest to create the most beneficial environment possible. Therefore, when the respondents said their main reason for engaging in social activities is to foster a better Gothenburg can be viewed from both a CSR perspective according to this paper's definition or as shared value in coherence with Porter & Kramer (2006).

As mentioned above, viewing the empirical findings from a CSR perspective, the case companies are engaged in social activities since wanting to grow a healthier business climate in the area of Gothenburg. This, to be able to foster the organizations selfish motive of business advantages. Porter & Kramer (2006) are criticizing that organizations use CSR to improve their reputation and increase value of the organization. Porter & Kramer (2006) mean that today's organizations are stuck in an old school thinking of creating short term profits. On the other hand, McWilliams & Siegel, (2001) stressed the fact that companies can work with CSR without having selfish motives in mind. In this research the respondents said that their engagement in Angeredsutmaning is due to humanitarian reasons and they know they can only expect return on investment in the long-term perspective, which argues against what Porter & Kramer (2006) stated about organizations only thinking in the short-term financial perspectives. However, it is almost impossible to overlook the fact that working

with CSR questions do generate business advantages one way or another, such as satisfying organizations stakeholders aligned with the empirical findings and Hartman et al. (2014).

What the empirical findings has showed and concerned both theories is the fact that the case companies have identified a society problem existing in Gothenburg named segregation (Andersson et al, 2006). Since, according to the findings the teenagers growing up in diversified areas are missing support from home, have parents who are standing outside the business market and do not finish school. Thus, will impact the future business climate in Gothenburg. Especially emphasizing this problem was Sweco who said that the businesses operating in Gothenburg need to join together and reflect about the reigning society climate. Both shared value and CSR's main mission is to address the needs of society and create a better society (Porter & Kramer, 2006; Hartman et al., 2014) and since the social activities in this research aims to do just that, one can view a parallel correlation between the two theories. However, it is important to highlight that CSR should not be mistaken for shared value, since shared value is about sharing values already existing (Porter & Kramer, 2006), while CSR is decided according to a company's mission and stakeholder requirements (Hartman et al., 2014). After all, the main motivation for the case companies to engage in social activities in social diversified areas is due to develop Gothenburg positively. Hence, in this perspective regardless of what the researchers argue for (CSR or Shared Value) the relevance is to contributing to a better society. Nevertheless, working with CSR according to the empirical findings are more beneficial than shared value, since the case companies cannot oversee the fact they are profit driven organizations. In the next section the different motivations found in this thesis to why the case companies work with social activities within their CSR scope and why it is valuable are analyzed.

5.2 Motivation for Working with Corporate Social Responsibility

The motivations found for engaging in social activities in the empirical findings are discussed and analyzed below.

5.2.1 Diversity

Diversity can be obtained when being engaged in social activities in social diversified areas. The empirical data showed that diversity can contribute to:

1. A more integrated society
2. A workforce mirroring society
3. Innovation created within the organization
4. A broader recruitment pool including more people with diversified backgrounds

The case companies' main motivation to be engaged in social activities in social diversified areas is to bridge and integrate these communities with the organization. Thus, in the long run wanting to obtain a diversified workforce. Hemingway & Maclagan, (2004) discussed that one motivation to why companies work with CSR activities is due to issues related to companies' integration into the local communities and labor management. All the case companies are striving for a workforce that consist with diverse competences and ethical backgrounds which they believe can be found in social diverse areas.

Diversity is defined as differences in gender, function, ability, religion, language, lifestyle and ethnicity/nationality according to Kossek & Lobel (1996) and the empirical findings. The case companies also added sexual orientation into the definition. As aforementioned, there are several diversity definitions such as, Triandis et al. (1994) who defined diversity as attributes that have a chance to lead to different perceptions and differences between individuals. The case companies aligned with the theory even stated their definition of diversity changes depending on what projects the definition was applicable on.

5.2.1.1 Diversified Teams

The key reason for desiring a multicultural workforce is to mirroring society according to the empirical findings. The case companies are today active in a multicultural market, both in Sweden but also globally, since all cultures and nationalities are required to be represented within the company to stay competitive. EY and Sweco who are active on the international market mentioned that having a diversified workforce will enrich their organization and strengthen their position towards foreign projects. This is aligned with what Agrawal (2012) said about companies needing to take globalization into consideration, due to the growing cross-cultural collaborations and globalized teamwork. Thus, factors that helps companies to succeed in new markets are different backgrounds, priorities, perspective and orientations due to being able to identify business opportunities (Agrawal, 2012).

Another reason why working with diversity is important for the interviewees is because diversity creates innovation and according to the literature diversified teams have a higher probability of producing innovation (Santos et al., 2004; Bassett-Jones, 2005; Agrawal, 2012). This is due to diversified teams possessing a breadth of information (Leonard et al., 2004), diverse knowledge which incorporates different opinions and experiences (Bantel & Jackson, 1989; De Dreu, & West, 2001; McLeod, Lobel, & Cox, 1996). The empirical findings highlighted that diversified teams do include a larger range of skills, knowledge, abilities and viewpoints that creates innovation and better performances. Vinge explained by emphasizing heterogeneous teams are more likely to think outside the box and question already existing routines, which results in different perspectives and perceptions. This is aligned with Agrawal (2012) who noted that diversified groups view problems from different angles. The respondents emphasized diversity as a valuable element to stay competitive in a multicultural environment for aforementioned reason. Therefore, one can say that working with diversity and becoming good at working with diversity will lead to a competitive advantage (Wentling, 2001). Thus, it is fundamental for the organization to succeed in the long-term.

5.2.1.2 Issues Working with diversity

When the literature speaks about working with diversity, Jehn et al., (1999) said groups that included different nationalities, cultures and backgrounds have difficulties integrating with each other. Agrawal (2012) even stated heterogeneous groups are victims of miscommunication, conflict and high turnover rates. In contrast, the empirical findings tell differently. Sigma, Skanska, Sweco and EY explained that diversity affects the employees positively and that the organization culture reach a better dynamic and more valuable teams are created. Agrawal (2012) continued saying diversified teams have difficulties in accepting already existing routines and strategies due to having different opinions and perceptions on the range of possible strategic options. Once again the respondents argued for, they want their routines to be questioned and looked at from an out of the box perspective since it fosters innovation and strengthen their competitive advantages.

Additionally, Sigma argued for people with diversified backgrounds are more eager to learn. One obstacle that was related to diversified teams that the empirical findings showed was the Swedish language. For all organizations having English as their company language communication on daily basis is not a problem. When it comes to working with the Swedish

legislation and understanding the Swedish law, the language becomes a critical factor. In some cases, this can be viewed as a factor causing miscommunication as mentioned by Agrawal (2012). However, all the respondents believe Swedish is something you learn with time. Therefore, all the empirical findings agreed with Leonard & Swap (1999) about having diversity in a workplace means differences in culture and intellectual capability and therefore, companies can perform better.

Another obstacle the case companies are concerned about is the preconceptions the employees are possessing as individuals, rather than diversified teams being a problem. In coherence, the social identity theory (Tajfel, 1982) decide how the large groups existing within a firm (Alderfer & Smith, 1982) interact with each other (Tajfel, 1978, 1982; Tajfel & Turner, 1986; Turner, et al., 1987). Aligned with the theory, the empirical findings showed that different individuals preconceptions are according to EY, Volvo Cars and Skanska an obstacle in hiring a diversified workforce, since stated in Tajfel (1982) social structures within an organization is based upon the employees own perceptions of diversity. One explanations factor can perhaps be the differences in opinions about gender and racial/ethnic questions found by Mor Barak et al., (1998).

5.2.1.3 Recruiting Diversity

The empirical findings showed that the case companies in the long run wants to obtain a diversified workforce through their social activities. They have chosen to engage in young teenagers since they have a greater chance to motivate, inspire and affect them. The respondents said they want to show these students they have a bright future coming if they continue studying, since they view them as future talents. Multinational enterprises are facing a strong competition on finding talents worldwide (Lewis & Heckman, 2006; Boudreau & Ramstad, 2007), which makes it difficult to attract, retain and develop necessary talents for the organization (Scullion & Collings, 2006). These social activities made by the case companies are therefore seen as long-term motivation processes to find talents early in Sweden. This, since the case companies are in the future going to need essential talents to be able to create competitive advantages.

The teenagers in the diversified areas possesses valuable knowledges and competences that the companies are searching for and by engaging in them they have a chance in the long run to recruit them. Rivera (2012) discussed about the difficulties in finding diverse talents due to

the issue of not having enough of qualified diversified candidates to choose from. Therefore, the case companies through the social activities hope to ease their recruitment process and broaden their recruitment pool. Larger recruitment pool makes it easier to find the talent that possesses certain competences the case companies are searching for.

The empirical findings showed by being present and active in social diversified areas the interest and the knowledge about the company increased, since the students have a chance to meet the companies and learn about what they do. When the students were invited to the different case companies as part of the social activities they also got the chance to see with their own eyes how companies work in reality. This is aligned with Rivera (2012) who said, the recruitment pool can be broaden by companies being involved in events, job fairs, attend panel discussion etc..

5.2.2 Organizational Culture and Human Resources

When analyzing organizational culture and how it has been effected by working with social activities, the empirical research showed the following;

1. Stronger identification factor towards the organizational and its ethical values.
2. The social activities gave birth to a proudness among the employees.
3. Retaining employees becomes easier.
4. Increased personal development and motivation among the employees.
5. New collaboration patterns and knowledge spread within the organization.
6. Positive impact on external relationships.

These finding is in coherence with Lingane & Olsen, (2004) who said organizational culture is one of the most important factors impacting the employees, corporate image, social return on investment and growth.

When analyzing the factors aforementioned, Porter et al., (1974) and Mowday et al., (1982) stated that having an organizational culture characterized by strong organizational commitment motivates employees to stay with the organization. This, since the identification factor in regards to the organization's ethical values becomes stronger, which results in employees remaining loyal to the company. The empirical research has shown in

coherence that working with social activities makes the respondents proud of the organization they are working for. In the section in empirical findings named “*The respondents perception on social engagements*” several examples are given on how the social activities have positively impacted the respondents both on a personal level as well as organizational level.

How an organization is working with CSR within the firm is important in regards to retaining employees and keep their motivation to stay within their professions (Bell & Menguc 2002). According to the respondents working with social activities during work hours is something the employees highly value since it gives them the opportunity to act on other interests going outside of their daily work tasks. Thus, according to the empirical research increase motivation. This finding is strengthened by Porter et al., (1974) and Mowday et al., (1982) who stated low organizational commitment in worst case leads to employees leaving the organization. Therefore, social activities decrease the employee risk of low organizational commitment.

Communicating an organizational culture based on shared values and beliefs as described by Uttal (1983) helps increase the strength of the organization according to the same author. The empirical findings have showed proof of new interaction happening within the organization when the employees are collaborating through these social activities. The knowledge exchange taking place described in the empirical findings has also aided the employees to grow in their respective work roles. The respondents described the social activities as a guidance for the employees to think outside the box and fuel their personal development. This is aligned with Porter et al., (1974) and Mowday et al., (1982) theory about organizational commitment increases when given the opportunity to grow within a job role.

As a bonus the case organizations external relationships gets a positive boost as well. When engaging in these social activities the empirical findings showed the employees activate learn more about Gothenburg as an area, which is beneficial for the respondents whose organizations are working with society planning. For example, Skanska and Sweco, who has municipalities as their customer. The chances of being customer first choice increases when communicating an organization's internal ethical values externally (Creyer & Ross, 1997). Having a good organizational reputation internally gives the organization a position of being trustworthy both internally and externally (Grahame, 2004). Communicating CSR activities that strengthen the organizational culture can increase stakeholders associationship with the

organization as such (Uttal, 1983). The respondents especially emphasized the importance, aligned with Uttal (1983) of being engaged in social activities and CSR since it is extremely important for the younger generation, especially in recruiting purposes. In coherence with Deal & Kennedy, (1982); Lok & Crawford, (2001) and Peters & Waterman, (1982) the empirical findings have conclusion wise showed that organizational culture is of importance for organizational performance.

5.2.3 Marketing Tool and Strategy

The overall main reason for marketing the company's CSR work is to gain reputation advantages (Hartman et al., 2014; Fombrun & Shanley, 1990; Porter & Kramer, 2006). Reputation leads to companies acquiring better corporate image and enhances the company's brand, which results in three advantages:

1. Advantages in negotiations.
2. Advantages in being an attractive employer.
3. Advantages attracting customers.

According to Porter & Kramer (2006) are companies taking their social responsibility to build a good reputation. The case companies emphasized the importance of being able to market their social activities to enhance their corporate image and strengthen their brand. The intangible element of having a corporate reputation of being social responsible is a highly significant factor to gain competitive advantages according to Gallego-Álvarez, et al., (2010) and the respondents.

McWilliams et al., (2006) noted that having this type of reputation improves the company's relationship with its stakeholders. Through having a reputation of being empathic, Skanska and Sweco has been able to create advantages in their negotiation with their customers, especially the municipality. Skanska's and Sweco's customers prefer doing business with companies that are socially responsible.

McWilliams et al., (2006) continued explaining that a good reputation attracts the best employees. One reason why the companies wanted to have a reputation of being socially engaged is due to being an attractive employer, because the younger generation value

companies working with CSR. The case companies want to have a workforce that consist of the most talented individuals and by being engaged in CSR activities they have a chance to attract the right competences.

The customers also take into consideration if companies take their social responsibility or not according to Volvo Cars, thus their customers demand them to work with CSR. Ali & Lasmono (2010) explained that customer highly value companies that work with CSR where the social activities for the customers can be a determining factor to buy the company's product.

5.3 The Key Factors when Engaging in Social Diversified Areas.

Belassi & Tukel (1996), grouped different factors having an impact on a project success or failure into four different categorizes; *factors related to the project, factors related to project manager and team members, factors related to organization and factors related to external environment*. These factors were all touched upon by the respondents in the empirical findings. However, due to the lack of research in this area as mentioned in the introduction, literature including key factors for social activities are limited. The literature found has been focused on purely on business projects. Therefore, this section will be analyzed using literature written for business projects purposes. The key factors necessary for the case companies to engage in social activities in social diversified areas are analyzed by using Belassi & Tukel's (1996) project management framework as a guideline. Thus, the key factors presented below are a result form the empirical findings.

1. Long-Term Commitment

The respondents highlighted that the essential factor to succeed in social activities is staying committed and being engaged long-term. The empirical findings have shown that long-term commitment is one of the most significant factors when working with social activities. This in coherence with Belassi & Tukel (1996) who stated that commitment to a project is one of the most critical factors for a project to succeed. Further, Shrnhur et al., (1997) emphasized the importance of the project manager's ability to see the bigger picture and understand the long-term benefit. This goes hand in hand with the importance of being committed to social activities in the long-term perspective.

The manager's skills have a huge influence on the project, since the manager can affect the client's attitude towards the outcome (Pinto & Covin, 1992). This is in coherence with the empirical data where the respondents explained they can influence the teenagers' attitude towards the social activities. The respondents continued saying it is a current project tiredness among the students going to the high school of Angered and therefore, two-way communication and trust is the foundation of social activities. In connection, communicating the right message to the students becomes critical to be able to catch the teenagers' attention and willingness to collaborate according to empirical findings. Therefore, well establish channels are significant between the different partners taking parts in the projects, and especially towards the clients since this can influence the acceptance of the project long-term (Belassi & Tukul, 1996).

2. Quality Before Quantity

Tukul & Rom (1995) and the empirical findings emphasized the importance of only focusing on few activities rather than many. According to empirical findings the risk of having too many activities is ending up not doing anything at all or risk the quality of the social activities. Whereas, Belassi & Tukul (1996) noted that by having too many activities might affect the budget performance negatively due to employees working overtime. Further, by having too many activities might delay some activities that requires the same resources which might postponement the project (Belassi & Tukul 1996).

3. Incorporate Social Investments into The Organizational Culture

Companies need to take caution of what type of projects they are engaging in. It is critical to investigate how familiar the projects are to the organization (Belassi & Tukul, 1996). The respondents underlined that is it necessary that the social activities need be incorporated into the heart of organization. It is essential that the social activities are familiar to the employees since it makes it easier for the employees to engage in the social activities. Belassi & Tukul, (1996) also explained that the more standardized the activities are the easier it is to schedule, plan and monitor the projects for the managers. With other words it is the concept offered to the student that is essential and need to be familiar to the employees. It is extremely significant to offer the right concept to be able to succeed.

4. Collaboration with School

It is extremely important to consider the external factors that have an impact on influencing the project success (Belassi & Tukel, 1996; Morris & Hough, 1987). The empirical data touched upon finding the right school to collaborate with. This is significant because without an engaged external counterpart it is not possible to perform any social activities. To be able to reach the best outcome it is preferred that the activities are incorporated into the school's curriculum, which is only possible if the collaboration partner is engaged and understand the meaning of the social engagement.

5. Leave The Corporate Style at Home

It is fundamental the students are able to relate to the companies' representatives engaging in the social activities. Thus, to ease relationship building with the students. Therefore, the representatives from the different companies need to leave their suite and tie at home.

6. The Importance of Top Management

Top management is a critical factor for reaching project success, since they guide the manager to understand and achieve the project's objective. Further, top management are the one allocating the resources that the project manager can access. Powerful position and strong negotiation skills within the organization are required to be able to access resources if the top management are not supporting the projects (Avots, 1969; Belassi & Tukel, 1996). Aligned with the empirical findings who emphasized the importance of having support from the management team. The respondents underlined that managers have an essential role in making these activities happen. However, some managers have a hard time understanding the importance of activities, due to the envious connecting to their work.

According to Belassi & Tukel (1996) having top management support is the most significant factor to succeed. Whereas, the empirical findings showed long-term commitment being the most important factor for the project success and to build trust between the organization and the students.

6. Conclusion

The intention of this section is to draw concluding remarks based on what has been presented in this research. To keep in mind, the conclusions made in this thesis should not be viewed as general theory due to this being a qualitative study. The implications should rather be perceived as recommendations. This section will end with recommendations for future research.

6.1 Revisiting the Research Questions

The purpose of this research has been to investigate what motivates organizations to engage in young talents in social diversified areas in Gothenburg and what believed key factors are necessary when engaging in social activities in social diversified areas. The answers to the two research questions are presented below;

What motivates an organization to engage in young talents in social diversified areas in Gothenburg?

Companies are motivated to engage in social activities in social diversified areas due to:

1. Contributing to a better Gothenburg
2. Increased diversified workforce
3. Stronger organizational culture
4. Enhanced corporate image

The key motivations that drives the companies to engages in social activities are the opportunity to contributing to a better Gothenburg and increase diversity within the workforce. Stronger organizational culture is a motivation found in this thesis. In addition, an enhanced corporate image is another motivation factor.

The main motivation for the organizations taking part in this research is to engage in young talents in social diversified areas in Gothenburg to contribute to a better Gothenburg, from both a business perspective as well as a society perspective. With other words enhancing society well-being.

Another motivation for why the case companies engage in teenagers living in social diversified areas is due to the competences the companies needs in the future. Therefore, they need to expand their recruitment pools, since they desire to have a workforce mirroring the multicultural society they are operating in.

Stronger organizational culture both internally and externally is an outcome from being engaged in social activities. The employees engaging in social activities increases their personal development through knowledge sharing. Being able to take part in the social activities also gives birth to a proudness among the employees and a strong identification factor with the organization that increases employee commitment to the organization.

Lastly, social activities are used as a marketing strategy to gain a better corporate reputation. This motivates the companies to engage in social activities since having an empathetic reputation, yield advantages in negotiations, employer attractiveness and gaining new and retaining current customer.

What are the believed key factors necessary when engaging in social activities in social diversified areas?

This research has identified six key factors when engaging in social activities in social diversified areas based on the empirical findings. These factors are based on what the case companies believe is necessary when engaging in social activities in social diversified areas. They are as follows:

1. Long-Term Commitment

The long-term commitment is fundamental when building trust, since the outcome of the social activities are based on the willingness of the students to collaborate with the organizations.

2. Quality Before Quantity

Being engaged in too many social activities can jeopardize the overall quality of the activities offered.

3. Incorporate The Social Activities into The Organizational Culture

The activities need to be based on the organization's core business since it is fundamental to be able to engage the employees.

4. Collaboration with School

It is essential to find an engaged school willing to collaborate with the organization to start a social activity.

5. Leave The Corporate Style at Home

For the representatives to build a relationship with the students they need to leave their suit and tie at home.

6. The importance of Top Management

Having the support of top management allocates resources and demonstrates the importance of being engaged in social activities throughout the organization.

6.2 Implications

The finding of this thesis generate a different perspective from prior research that has focused on the financial benefits organizations reap from engaging in CSR activities (Rowley & Berman, 2000; Walsh et al., 2003). By being engaged in social activities the companies can in the long run benefit from the motivations identified in the conclusion. These motivations can also be viewed as incentives to why organizations should engage in activities purely benefiting society beyond selfish motives. Moreover, the social activities investigated in this research contributes to a win-win situation for the organization, the society and the students taking part in the social activities.

The key factors found should be used as recommendations to reflect upon when considering engaging in social activities. They become especially important when wanting to engage in young talents. These recommendations identified are not mutual exclusive when engaging in social activities. In connection, there might also be other significant factors to keep in mind that this thesis has not touched upon.

6.3 Recommendations for Future Research

There are other dimensions and contexts this particular thesis could be expanded to. This thesis is limited to focusing only on what the motivations are for organizations to engage in social activities in diversified areas and the believed key factor necessary when engaging in social activities. There may be other ways this thesis could have been executed to fulfill the requirements but have not come to the researcher's attention. This due to the time limit and restricts surrounding this particular research. Therefore, one suggestion for future research is to include more case companies and more respondents from these case companies to achieve a deeper understanding of the subject and in the long-term outcomes of the activities as such.

This study included observations, but the observations were excluded from the empirical findings due to lack of credibility. Therefore, a second recommendation for future research is to conduct the same question viewed from a student perspective. This to investigate what opinions the students have about the social activities the organizations are providing.

A third recommendation for future research includes looking deeper into the school as a collaboration partner. It would be of significant interest to find out if the school is benefiting from these investments and what the teachers believes are the pros and cons of organizations social activities.

Lastly, this study only interviewed organizations already engaged in social activities, which do not capture the organizations not involved in these kind of commitments. Therefore, it would be of value to understand why these companies are not engaged in social activities and what it would take for them to become involved. By doing so it might be possible to convert them into working for a better society.

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Appendix I

Interview Guide

These topics are going to be discussed during the interview:

Corporate social Responsibility (CSR)

- How the company works with CSR.
- Why the company works with CSR.
- Social activities arranged by the organization in social diversified areas.

Diversity

- Definition of diversity.
- How the company works with diversity.
- Why the company works with diversity.

Product management

- How the company plan and execute the social activities.

Definitions

Definitions	
Diversity	People with foreign background - includes immigrants, people born outside of Sweden, people born in Sweden with one or both parents from a different background.
Young Talents, Students & Teenagers	Children going to high school
Diversified Areas	People living in the suburbs defined as multicultural around Gothenburg.
Corporate Social Responsibility	Company taking their social responsibility by being engaged in any activity that contributes to a better society.
Value	Both organizations and society benefits from the outcome of social activities.
Social Activities, Social Engagements	Different activities taking place in diversified areas organized by companies

Appendix II

Interview Questions

Introduction questions

- What is your position and title?
- How long have you worked for the company?
- What is your background?
- Anonymous?

Corporate Social Responsibility

- How does your organization work with CSR?
- Why do your organization work with CSR?
- How engaged is the organization overall in CSR commitments?

Social activities

- Why do you choose to engage in teenagers living in social diversified areas?
- What motivates the organization to engage in these teenagers?
 - Short-term
 - Long-term
- How engaged is the company overall in the social activities?
- What do you receive from being engaged in these activities?

Diversity

- How do you define diversity within the organization?
- How do you work with diversity inform of recruiting?
- Why do you work with diversity?
- Are there any issues working with diversity? If yes, please give an example

Project management

- What social activities are your organization involved in?
- How do you work with these social activities?

- What factors do you believe are important when engaging in social activities?
 - From an organizational perspective
 - From a teenagers' perspective