Building a Strong Organizational Culture Through Conversation Coaching Methods

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Abstract: In today's competitive era the company is required to have excellent performance so that it is not inferior to the times. The most effective way to be able to adjust to the times is to build a strong organizational culture. With a strong organizational culture, a company will have enough capital to compete in this uncertain era (VUCA). In creating an organizational culture, leaders need to be careful. Culture is essential to the success of a company. Yet culture tends to feel like a magic power that few know how to control. This makes most leaders manage it according to their intuition. This paper offers an alternative that leaders can do to strengthen the culture of organization by improving their soft skills through conversation coaching methods. By having the ability of the leader as coach, it is hoped that the values contained in the organizational culture can be well internalized.

1 INTRODUCTION

Interpersonal and intrapersonal communication is an important thing that a leader needs to have. Ladegard and Gjerde (2014) emphasized the importance of companies focusing more on leadership development programs on internal processes (soft skills) rather than external (technical) competencies on the grounds; Effective leadership increases along with the internal development of the leader. Communication skills are one of the internal developments in question.

However, empirical research shows a gap between the perception of the importance of communication as a soft skill and its strong relevance in organizations. In a recent study, the vast majority (87.0%) of the 2,027 professionals working in communication departments across Europe stated that communication has become more important to their organizations but only 14.8% of them reported budget increases compared to other functions (Zerfass et al., 2013).

Humans communicate with each other in a two-way process, the sender and receiver of a communication message. The senders ends information, be it the data, feelings, or ideas they want to convey, and the recipient confirms that they heard or saw the information. How recipients respond to messages can change sender behavior (Tennant & Toney-Butler, 2017).

This is where the importance of a leader has the ability to respond in empowering himself and his subordinates through coaching methods. Conversational coaching communication skills are a method of leadership development that contributes to the performance of the company (Ladegard & Gjerde, 2014.

The main purpose of coaching is to increase personal awareness and strength, facilitate the expansion of identity so that one has more choice when responding to an event, focusing ahead and thinking on a positive solution base, having a clearer goal as well as a commitment to take action in achieving it. Ultimately, people in an organizational environment will see themselves as responsible and in control of their choices. The basic principles agreed upon by the parties supporting this process are self-responsibility, respect, acceptance, confidentiality, integrity, transparency, flexibility and neutrality.

The basic skills that a person who has coaching expertise will use in facilitating the transition of others, as well as in applying these principles, are; active listening, meaningful questions, and

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presentations. To be able to fully apply these skills, a leader acting as a coach must develop core and authentic values and be involved in the process of learning and self-development that is sustainable in his or her life. A leader must also be confident in his or her ability to activate Self Regulation, effectiveness, and transformation.

Coaching has become a new trend in the last 5 years as it is scientifically proven to have a positive impact on increasing personal, professional and organizational potential. But there are still many parties who cannot distinguish between coaching and other development methods. Maka need to agree in advance the terms coach and 'coaching' which have many definitions and are used by different parties for different purposes.

Here are some definitions of coaching:

- A coach transports a valued person from where they are to where they want to be (Webster Dictionary.

- A pragmatic approach to help people manage their acquisition or improvement of skills and can be either directive or non-directive (David Clutterbuck, 1998)

- A collaborative solution -focused results-orientated and systematic process in which the coach facilitates the enhancement of performance, life experience, self directed learning and personal growth of individuals and organizations (Anthony Grant, 2006)

- The facilitation of learning and development with the purpose of improving performance and enhancing effective action, goals achievement and personal satisfaction (Peter Bluckert, 2006)

- Coaching is a change process that mobilizes the strengths and realizes the potential of an individual or an organization (Institute of Coaching)

- Unlocking a person's potential to maximize his or her own performance. It is helping them to learn rather than teaching them (Center for Creative Leadership).

In this paper itself will be used the definition of coaching from the International Coaching Federation (ICF) which straightforwardly states "Coaching is partnering with clients in a thought provoking and creative process that inspires them to maximize their personal and professional potential.

After understanding the definition of coaching, the next question is how is the practical application of coaching different from other development methods? In short, this difference can be explained as follows:

- Training: Activities organized to provide information and/or instructions to improve the performance of the participants to enable them to acquire a certain level of knowledge or skills. Characteristics of Trainee-Trainer Interaction

- Mentoring: Developed by more experienced people and understands the context for inexperienced people in the form of reference coaching (usually success stories experienced by mentors)

- Tips: Activities that provide advice (contributions, tips, suggestions, referrals) from more experts to less experts in the form of benchmark submissions / observation results as observers without any context. Advice is often confused with coaching even when coaching in the sense that the book does not give advice to practitioners at all.

- Consulting: Completing activities to meet the specific and contextual needs of organizational / personal motivation in the form of complete solutions in the form of research, plans, strategies, in the current process. Typically, consultants work in teams, from two people who form a consulting firm due to the complex nature of the work and the long spans of time they face.

In addition to the four approaches developed above, coaching as a method of constructive empowerment needs to be distinguished by counseling and therapy which is a specialized field for psychiatrists and therapists. In general, coaching is not allowed to use counseling and therapeutic techniques that focus on correcting the client's past, while coaching assumes everyone does not need growth improvement (not fixing but developing) and focuses more on the future (vision).

Thus it can be said that the requirement of being a leader is no longer a matter of technical skills, but human relations that are able to empower others so that through teamwork, the organization can achieve its goals through people and inter-independent leaders.

Each organization has its own specifications, in accordance with its vision and mission, as well as its culture and values in its management. Nanus (1992) put it, "A vision is a realistic, credible, attractive future for your organization". A vision is a statement containing clear directions about what the organization should do in the future, in the vision of providing targets and identifying opportunities. A clear, consistent and in accordance with the needs of the organization will be able to foster: employee commitment to work and able to foster employee morale, a sense of meaningfulness in employee work

life, excellent work standards bridge the current and future state of the organization.

Furthermore, Jackson (2000) stated that in terms of role, vision as an aspirational statement for people who work in organizations in order to plan their activities oriented towards individual commitment (personal commitment), service (service), supervision, results (results), connected management and response to change (change responsive). Failure to translate vision into operational activities must be avoided within the organization. Therefore, it must be emphasized on how everyone involved in the organization can apply the vision as a centerpiece to its operational planning. The success of the vision can be achieved if everyone in the organization is able to describe the same intentions of fellow colleagues with regard to the meaning contained in the formulation of the vision and make the vision as a strategy for the work activities carried out.

Jesper Kunde (2000), stated the importance of vision, mission and values for companies in organizational management: "For the future business, the values behind the product is therefore becoming a more important aspect for gaining a competitive advantage in market competition. Mission and vision will however remain empty words if the company is not united around a set of values the corporate religion. Corporate religion is the set of values that unites the organization around a mission and vision". From the statement, it can be concluded that the management strategy of a form of business must be guided by the vision, mission and values that must be understood by everyone involved in the organization. The vision and mission requires the help, support of every individual who has reliable commitment and competence. Commitment to the perspective of behavioral science begins with the values developed in the organization that form the basis for creating a work culture.

Figure 1: Vision, Mission, and Strategy Differential.

The Vission , Mission , Strategy Differential

Mission	Vision		Vision	Strategy
What	Where		What	How
Here	Out There		Ends	Means
Now	Next		Destination	Path
Brief	Robust		Fix	Flexible

INTERPLAY OF MISSION, VISION, STRATEGY, AND VALUES

What How Ends Means Destination Path Fixed Flexible Sacred Disposable Singular Plural

Name	Defines
Mission	who you are
Vision	where you're going
Strategy	how you're going to get there
Values	the kind of people you are along the way

Taken from the book : The Vision Driven Leader: 10 Questions to Focus Your Efforts, Energize Your Team, and Scale Your Business (Michael Hyatt) ISBN 978-1-77687-010-3 2020

The above will answer the question.

- What kind of person or Manager-Talent you want to attract and shape
- What characteristic equations do they have?
- How do they connect while working? What is their work ethic like?
- Why are talented candidates interested in the company?
- What is the work environment like and why is it important?

Figure 2: Vision, Mission, and Strategy Differential

Michael Hyatt (2020) in his book The Vision Driven Leader: 10 Questions to Focus Your Efforts, Energize Your Team, and Scale Your Business makes a mapping of how vision is connected to communication, but the author believes that communication and its impact are not limited to vision alone, but also mission, and values that exist in the organization.

Unlike the corporatism of communication that focuses on communicating vision, mission and strategy explicitly in achieving clarity, intrapersonal communication in the work environment requires an implicit activity (intrapersonal communication) that reflects vision, mission and values in the form of a conversational culture in building creativity, responsibility and action commitment in order to make it part of personal identity (intuitive).

Then what is the role of the leader in the implementation of culture with the coaching ability he has? In this case, you need a real role of the leader in managing the values of the organization (Peters and Waterman, 2004). Leaders must also develop an organizational culture that can support the achievement of the vision and mission of the organization that has been established (Trioctavia et al., 2016). The role of organizational leaders as role models involved in supporting, communicating, and following up on subordinates (subordinates) becomes important in the successful implementation of

organizational culture (Alvesson and Sveningsson, 2008).

Organizational culture is an unwritten rule and has even become a habit that lasts since the beginning of the establishment of a company. Organizational culture can also be a trademark of a company if the rules applied are very unique. This is certainly very simple, but many people and even an HRD in a company do not understand and understand that organizational culture plays a very vital role.

Organizational culture is related to the value (value) of a company. With value, it can be known how much responsibility the people in a company (Guiso et al., 2015)(Barth & Mansouri, 2021; Guiso et al., 2015). Every company or organization has an organizational culture. Company /organizational culture plays an important role in creating smoothness in all aspects that run in the company. Organizational culture is a foundation that contains norms, values, ways of working employees and habits that boil down to the quality of organizational performance (Fiordelisi et al., 2019; Franzoni, 2013). Leaders as coaches are considered capable of internalizing the values contained in organizational culture.

The focus of the problem in this literature review is as follows:

1. Leadership means what the organization expects in strengthening the company culture

2. What factors affect the strength of the weak corporate culture

2 LITERATURE REVIEW

Open communication is considered one of the key factors towards effective coaching methods (Park et al., 2008). This dimension refers to the effective use of communication techniques to establish good relationships with employees and facilitate personal as well as professional potential and performance (Gilley et al., 2010).

In particular, leaders as coaches engage in formal or informal conversations using techniques such as asking strong questions, and active listening, empathetically, and lovingly (Whitmore, 1992; Graham et al., 1994; Gilley et al., 2010). Framing of questions is considered important as a coaching-based leadership behavior that encourages employees to think about their problems (Ellinger et al., 2003). The question that voke is the question that stimulates motivation and further gives rise to deeper awareness and self-reflection (Kemp, 2009). Likewise, the right level of empathy, understanding, compassion, and acceptance creates an environment in which employees can feel free to express their emotions and ideas (Graham et al., 1994; Grant and Cavanagh, 2007a; Kemp, 2009). With the help of leaders, employees gain awareness, engage in reflection, and improve their ability to take responsibility for their self-development (Darrat et al., 2011)

In a meta-analysis of leadership impacts, Avolio et al. (2009) define leadership intervention as focusing on leadership manipulation as an independent variable through training, assignment, or other means. These researchers show that the most common goal of these interventions is leadership training and development. Further research has suggested that leadership intervention programs should focus on knowledge and skills that can improve leader effectiveness (Amagoh, 2009). These interventions generally involve training in a workshop format, participation in executive coaching, or a combination of these two approaches (Kelloway and Barling, 2005).

There are some questions about how leaders can be directed to display a coaching-based leadership style. In particular, the leader as coach program aims to improve the quality of leadership in organizations by providing coaching skills training (Graham et al., 1994; Hagen, 2012; Grant and Hartley, 2014). The increasing demand for leaders with coaching skills is generally associated with many of the benefits that are recognized to be felt, such as improved employee and organizational performance (Liu and Batt, 2010; Ellinger et al., 2011; Kim et al., 2013; Tanskanen et al., 2019).

In addition, previous research has also identified leaders as coaches as powerful developmental interventions to motivate, develop, and retain employees in organizations (Ellinger et al., 2011). Although leaders are often expected to apply the principles of coaching in the workplace, and many of them express a desire for further training, these development programs do not always focus on specific coaching skills . In fact, in order for operations not to be disrupted, training needs to align these skills with personal and professional goals (Milner et al., 2018)

The second approach involved in leadership intervention is executive coaching, which is an increasingly popular approach to help executives develop leadership skills or behaviors and improve their performance and, overall organizational performance (Feldman and Lankau, 2005; Gray, 2006). The number of organizations using executive coaching to develop leaders is increasing every year as it is considered one of the dominant methodologies for developing effective leaders (Grant, 2001). An

effective way to support leadership development in organizations is with a strength-based executive coaching approach (MacKie, 2014). This approach is based on the discipline of positive psychology, which focuses on developing positive qualities, rather than dealing with negative aspects such as weakness and pathology (Seligman and Csikszentmihalyi, 2014).

Strength-based coaching is based on the identification, development, and use of personal power to drive positive outcomes such as goal achievement, optimal function, fulfillment, and well-being (Linley et al., 2010b). Inleadership development, this approach provides a structure that includes strength awareness and balance, pairing strength with leadership skills, and aligning it with personal or organizational goals (Williams & Parker, 2016).

The use of coaching behavior as a method of improving performance has gained popularity in organizations (Boyatzis et al., 2013; Chendikia et al., 2016). However, relatively few empirical studies have tried to test the efficacy of training and development of leaders as coaches (Grant, 2001). This is surprising because researchers have previously reported that leadership interventions can be useful in developing and improving coaching skills (Styhre, 2007; Ellinger et al., 2011). In another study, David and Matu (2013) found the positive impact of managerial coaching programs on improved coaching skills reported by managers themselves and by external observers. Similarly, research conducted by Cummings et al. (2005) through quasi-experimental studies, about the attitudes and intentions of leaders to become coaches improved significantly after taking workshops on how to train their employees.

In the face of rapid change and uncertainty, the company realizes that managers cannot be expected to have all the answers and that command-and-control leadership is no longer viable. As a result, many companies are moving toward a coaching model where managers facilitate problem solving and encourage employee development by asking questions and offering support and guidance rather than giving orders and making judgments. The authors explain the benefits of different types of coaching—directive, non-directive, and situational—and note that sometimes there is no appropriate coaching at all. They explain how managers can use the four-step GROW model to become more skilled at listening, asking questions, and drawing insights from the people they oversee. The paper concludes with a recommendation to make coaching an organizational capacity—influencing cultural transformation by articulating why coaching is valuable to both companies and individuals, ensuring that leaders embrace and model it, build a coaching culture across the board, and remove barriers to change.

3 RESULTS AND DISCUSSION

Corporate culture certainly affects the behavior of members or individuals and groups within a company. The company culture that exists in the company can be strong and can also be weak. Corporate culture is said to be strong if these shared values, attitudes, and beliefs are understood and embraced firmly and high commitment, so that a sense of community can be created. Conversely, if the company culture is weak, it is reflected in the lack of commitment of workers to shared values, beliefs and attitudes that are usually carried out or agreed upon (Siswanto and Sucipto, 2008: 146).

The company culture must be in accordance with the vision of the company's mission. This is useful so that the vision of the company's mission can run well. The company culture is a reflection of the behavior of the higher-ups in the company. Many employees do not understand very well about the meaning of the company's culture correctly. What many people think of, company culture is an attitude or behavior shown by leaders in the place where they work. Not only that, company culture is also the identity of a company. With a strong corporate identity, a company will not be affected by the culture outside the company. Even the company culture is very influential in the expected performance of its employees. A good corporate culture is able to make employees work optimally without feeling pressured and forced

Wallach, (1983) argues that "Organizational culture is a shared understanding of beliefs, values, norms, and philosophies of how things work". The company's ability to perform in a way that competitors cannot, is a competitive advantage the company can achieve by creating a culture in which employees believe in performance (Schein, 2004). A strong organizational culture increases employee productivity by motivating them to achieve common goals and objectives (Schein, 1990; Voon et al., 2011). Many empirical studies have found that organizational culture has a significant positive impact on employee productivity (Barney, 1991; Duckworth et al, 2007; Ojo 2009, 2010).

A great culture is not easy to build – which is why a high-performance culture is a strong competitive

advantage. But organizations that build big cultures are able to meet the demands of the fast-paced, customer-centric, and digital digital world we live in. More and more organizations are beginning to realize that culture cannot wait for opportunities. Leaders should treat cultural building as an engineering discipline, not a magical one.

Leader as a coach as one of the abilities that must be possessed by leaders is considered able to form a strong organizational culture by incorporating values in the company culture through everyday conversations and in coaching sessions. Through coching, leaders can form the right level of empathy, understanding, compassion, and acceptance thus creating an environment where employees can feel free to express their emotions and ideas. With the help of leaders, employees gain awareness, engage in reflection, and enhance their ability to take responsibility for their own development based on the values that exist in the company culture.

4 CONCLUSIONS

From the results of the literature study that has been done, it can be concluded as follows:

1. It takes a leader who has the ability to coching to be able to internalize the values contained in the organizational culture. Organizations can make shorts with the leader as coach or executive coaching program.
2. Leaders are a major factor in shaping a strong organizational culture. But leaders need to reformulate the communication values contained in organizational culture so that they can be applied in coaching conversation methods.

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