

Peer Coaching: The Unintentional Culture Shift in Senior Management

Abdullah Basiouni

*Associate Professor, Management Sciences, Yanbu Industrial College, Yanbu, Saudi Arabia
Email: Basiounia@rcyci.edu.sa*

Abstract

A longitudinal case study of a culture transformation program at the level of senior administration of a large high-tech corporation (LHT) is presented in this research. Organizational reform efforts have long been known to have unexpected repercussions, and the story at the LHT was no different. A tailored curriculum was created to help senior managers become better achievers, and circles of peer coaching were formed to help with the transition. We present how the peer coaching program departed from its stated aims, resulting in a very favorable culture of discussion and undefended conversations inside the coaching circles, based on our observations and interview data. We believe that the peer group's existing openness for change, as well as the fact that they had to meet with their official subordinates on a regular basis, resulted in the unexpected but beneficial consequences of this change endeavor.

Index Terms— Culture change, unintended consequences, senior management, executive coaching

I. INTRODUCTION

A huge multinational high-technology corporation wanted to re-examine its organizational culture and appointed a new Vice-President to launch a culture transformation programme for top management. In this practical situation, the model of thinking is that if the way we do things doesn't produce the desired results, we have to alter the used methods by introducing an adjustment to the culture, and the alternative way to introduce an adjustment to the culture is to change the performed action of employees. Influential top managers who are accountable for the preferred results at the institutional context. Finally, rather than changing the business structure to allow cultural change, management has developed a behaviour change programme for top management, as it is much more stress-free to plan and apply change programmes for individuals.

Culture transformation is the subject of a large body of literature. However, there are just a few longitudinal case studies of culture

transformation in senior management, such as those in [1], [2]. A number of scholars have noticed the unintended effects of change [3]-[6], but the conversation has been at a the abstract level, and the amount of scientific investigations has been restricted [7]. Typically, studies evaluate the change program in terms of its goals, with little consideration paid to the unexpected consequences of the change process.

The achievement of organizational leaders who participated in the programme to convert them to "top performers" is documented in the article. It will be shown that the "coaching" circles developed and created their own "style," and that they frequently met outside the time allotted. This paper will also talk about some theoretical difficulties relating to company culture reform. Even though Lewin's (1951) idea of alteration is centered on alterations to these limits, the study asserts that company culture changes are substantially impacted by business restraints in certain scenarios that are normally neglected [8].

II. THE LITERATURE ON CULTURE CHANGE

In the 1980s, when North American manufacturers tried to imitate the Japanese, believing that their commercial practices were accountable for the superiority of the Japanese manufacturing system, the idea of cultural change became prominent [5]. In early analysis when North American companies tried to emulate Justin Time's production culture, implementation issues were often severe, such as regular production limits, performance evaluation methods used, and lack of harmonization between different organizational departments. It has been shown to be caused by constraints [9], [10]. These studies made two observations that are pertinent to the present research on cultural change. To begin, see "culture" as an outcome of work settings rather than a set of shared ideals in people's minds. Second, rather than simply changing people, culture transformation may frequently include altering the setting or organizational circumstances in order to support the desired culture. The following excerpt from Reference [11] emphasizes this distinction:

Not all professions concern with motivation agree with psychology....lawmakers, highway engineers, industrialists, architects, for example, manipulate the pre-perceptual environment, and expect to elicit, and by and large succeed in eliciting the behaviour they desire....the aim is to insure "good" behaviour by rearranging "outside" conditions; no effort is made to change the intrapersonal sector of behaviour unit...psychotherapists and preachers appear to be among the few practitioners who aim to control the behaviour of others by altering the conditions within the person. [p. 52]

The simple idea of transformation began with Kurt Lewin's (1951) three-stage paradigm, in which a favorable shift entails "unfreezing," "movement," and "refreezing." Unfreezing is the loosening of constraints on the emerging socio-technical organization, affecting is the acquisition of a new theme of behavior, and re-freezing is the modification of restrictions to maintain and support the new scheme [8].

Lewin's classical theory has remained a useful tool for analyzing the change process. Most change models, according to a number of academics, end up being the three-stage Lewin classical theory [12], [13]. There's also an awareness that when it comes to executing the change process, the challenges are either at the unfreezing or refreezing stages. For example, [14] emphasized the significance of being change-ready while implementing a new end-user computer system, and [15] discussed the difficulties of re-freezing organizational change. Although Lewin's notion of transformation has lasted the examination of time, the request of Lewin's field theory—his methodology's groundwork—to the process of change is still uncommon (see reference [16] for a good illustration of implementing field hypothetical framework to the process of transformation).

As shown in [1] and [17], culture-change studies at the managerial level, particularly at the senior management level, were rather infrequent. One of the more current strategies used by specialists to modify the behaviour of top administration is executive coaching [18]. However, as shown in [19] and [20], empirical coaching research are scarce. This issue was noted in reference [20], which highlighted the need for a greater understanding of why coaching might affect senior managers' behavior. In other words, more research is needed into coaching's complicated qualities, how they translate into "great" leadership, and how improved leadership improves organizational efficiency.

Coaching is characterized in a variety of ways. Some have placed a premium on the consultant-executive connection [21]-[22], while others see it as a progressive process in which a person grows and becomes more successful [23]. The coaching literature now debates whether feedback should be provided by a professional consultant skilled in coaching techniques but lacking in business expertise [24]-[25] or a coach with relevant business understanding [26]. All types of knowledge may clearly be valuable, and there is no need to see them as

mutually incompatible. Coaching is also seen as a dyadic element in the literature. There's no need to believe that coaching has to be done individually; it may be done in a limited number of participant in small circles. Indeed, our research is centered on coaching in small groups.

III. STUDY BACKGROUND

With over 30,000 people, the chosen enterprise is a huge multi-national high-tech (LHT) corporation. The structure of the organization is a mix of useful, matrix, and product structures. The LHT is organizationally structured, but when new products were launched, interdepartmental teams worked in a matrix structure, and new production lines functioned considerably more independently than older functional units. The highest level of management is formed by numerous vice presidents reporting to the CEO. Around 700 directors report to the VPs and are accountable for a variety of functional outputs. Each director is in charge of a team of subordinate employees and directors, who are in charge of the projects, programmes, and persons in their circles.

The LHT was a rigid company with a plethora of policies, regulations, and procedures for undertaking any type of workplace problem. Because of the firm's geographic structure, organizational dedication to being "high-tech," and the promise of lowering the expense of downtown offices, the company relied on email communication and launched work-from-home possibilities. The majority of meetings were held over the phone, and work teams were frequently virtual.

The culture change program we looked into was intended for the company's directors, with the premise that altering the culture at this level would have a big influence on the organization's culture. This is motivated by a goal to employ directors as cultural change agents inside their business units, spreading the change throughout the organization.

The curriculum was created with the help of the Human Resources Department and a well-known consulting firm. Initial interviews with some directors in various functional areas

revealed many inefficient behaviors. Excessive compromise in choice selection, risk aversion, failure to form a strong awareness of the problem at different situations, failure to understand the criticality of other interdepartmental, interdependent routines that affect the project, and team members only This is just an example.

If these ways are counterproductive, then "high performance" actions must be the polar opposite. During the training session, the supervisors selected the following five behavioral traits as favorable qualities of a high-performing leader:

- To be able to make decisions despite resistance (decisiveness);
- To be able to accept rational level of danger (risk taking);
- To be able to grasp the project's different dimensions from the start (clear comprehension).
- To be able to study and grasp the cross-function processes required for project accomplishment (process comprehension); and
- To be able to form intensive inter-personal interactions within the circles (onset clarification) (relationship building).

The top management were requested to evaluate their own proficiency on each of the five behavioral traits and pick two of them that they feel need to be improved throughout the training. Each participating director was asked to pick a task on which they are presently involved in and focus for the following 12 weeks on improving the identified behavioural characteristics of that project. On weeks 6 and 12, the directors evaluated their expertise in the behavioral components. Their teams were given feedback forms to fill out. Finally, between weeks 6 and 12, the whole pilot group was scheduled for two telephone conferences to review the training's features and offer feedback to the program organizers.

All managers were assigned to separate circles, termed the "coaching circle," which consisted of five to nine additional corporate members, by

the end of the training session. The directors were to meet fortnightly for coaching circles, where they were to share their experiences with implementing the relational elements improvements and seek advice from their peers. They've been taught that successful coaching entails asking questions rather than providing answers and assisting a person in determining the main cause of the problem and/or potential remedies on their own.

We did not take part in the identification of the problematic behaviors or the development of the training program as researchers. The LHT asked us to investigate the training impacts on a pilot group of senior managers as independent investigators, with the goal of adding value to the learning process through our findings.

IV. METHODOLOGY

We participated in and attended one of the training sessions at the start of the research (phase 1), and after eight months, we performed a series of in-depth interviews with 19 directors (phase 2). The HR Department provided us with the Directors' self-assessment and attendance statistics during the course. As a result, the study's data came from three separate sources: training observations, organization statistics, and in-depth interviews with the directors.

Phase 1: Observations during the training session

There were 45 directors in the pilot group. They were taught in half-day seminars in small groups of roughly seven people, followed by a 12-week peer coaching support group activity. Each director got a booklet containing the training materials at the start of the program. Three self-assessment questionnaires were included in the material, which were to be completed during weeks 1, 6, and 12 of the training; a sample feedback questionnaire for directors' teams; and a description of typical and dysfunctional behaviors observed in the organization and their high-performing counterparts. There were also self-assessment forms for behavioral aspects, as well as information on the coaching circle's setup,

including expectations and guidelines for successful coaching.

One of the directors of the cultural transformation program gave the presentation. She spoke on the changing external environment, the market's rising competitiveness, the LHT's loss of market share, the need to cut expenses and become more efficient and competitive. The LHT's culture and way of doing things have to shift in order for all of this to happen. Because the directors were responsible for so much, assisting them in becoming "high performing" leaders seemed like a promising method to turn the firm around. Following that, a significant amount of time was devoted explaining dysfunctional behaviors and their "basic causes." The five ideal behavioral qualities discussed in the previous section were provided as a way to change the organization's current inefficient culture.

The directors completed their first self-assessment exam on their proficiency across the five suitable functional components at the conclusion of the research, and they picked two of those aspects to enhance over the next 12 weeks. After the training, directors were asked to sign up for one of the coaching parties (five to ten directors per party) and find someone to lead the coaching party.

The directors were required to apply, enhance, and link their selected behavioural characteristics to the projects they were working on during the following 12 weeks, meet with their coaching groups to discuss the issues they faced, and get peer coaching.

The leader of each coaching circle is responsible for scheduling biweekly meetings and facilitating discussions during the five coaching circle sessions. The coaching circle was established as a peer support network where managers can talk about behavioral issues and get help. It was expected that the director would give instructions and give instructions. Coaches need to be ready to seek feedback when they have a problem and need help. During the coaching phase, one person acted as a "coach" and shared issues with other

members of the group. Instead of providing a solution, the group should be guided by asking "coaching" questions.

The directors were given guidelines on how to deliver effective coaching at the training program. They were taught that "coaching" is not the same as "telling," and that the coach's job is to assist the "trainees" to gain a better knowledge of their own difficulties and come up with solutions in a group setting rather than receiving instructions on how to do it. "Can you tell me more about that?" "How do you feel about that?" "Do you truly believe that?" "What do you really need?" and "What outcomes do you want to achieve?" were among the coaching questions the directors were advised to ask.

The LHT's chosen coaching approach differs significantly from the standard coaching methods described in the literature. However, it should be noted that the LHT members of the pilot group had no prior coaching or training experience. They were just given a brief review of coaching principles and a set of coaching questions. None of the participants is a professional mentor; rather, they are a collection of directors who have faced similar obstacles and difficulties in their jobs. Within the coaching cycles, the relationship became one coachee to several coaches, and each person had the chance to perform both roles within the same coaching circle session.

Managers were expected to adjust their behavior based on the description of the desired "high performance" aspects without making further changes to the work environment. The Director was expected to schedule and attend 1.5-hour Coaching Circle meetings every two weeks. Directors were expected to focus their discussions on a single topic during the meeting.

Meeting with their coaching circles became a regular part of the directors' routine, and it became their one "hard restraint." All other criteria were just instructions for the directors to follow in order to adapt their behavior in a desirable manner, and thus may be considered

"soft limitations" in comparison to a more explicit modification to the directors' timetable.

Phase 2: Post-implementation Interviews

The in-depth interviews that were performed provided the majority of the data for this study. We sought to learn more about what transpired in the coaching circles, which were put up as a support function for learning the high-performing behavioural aspects, through the interviews. We asked the directors to give concrete examples of both beneficial and harmful occurrences that occurred in their coaching groups during the interview. We also asked the directors to give instances of circumstances that they learnt to manage more successfully as a result of the training, as well as to remark on characteristics of their environment that hampered their ability to use the training.

The Echo interview approach was used to create the interview questions. Because it was meant to get to group ideology [28], the approach is particularly beneficial in analyzing organizational culture [27]. The Echo method has been used effectively in a number of organizational studies, including [29], [30], [31], and [10]. This method has the benefit of encouraging participants to offer actual examples rather than more abstract and perhaps unclear replies.

Participants. We spoke with 19 directors from five distinct functional areas. These directors were chosen for our research by the HR department from a pool of candidates who had completed the training program. Our participants had an average of 2.4 years in the capacity of director, with an average tenure of 15 years in the company.

Procedure. In-person interviews were done. The majority of the meetings took place in person, while directors from other places were reached by phone. Each interview lasted around 90 minutes and was taped with consent to be analyzed. Each interview began with a series of basic background questions, followed by a series of specific questions on the training

program, its impact on their performance, and their experience in the coaching circle.

There were 5,776 lines of text in the transcripts. The two researchers independently evaluated them line by line, and the comments for each question were grouped based on their resemblance. The coders agreed that the comments for each topic should be categorized into broad level themes, which were then broken down into numerous unique categories within each theme. The qualitative data analysis was carried out with the help of the N6 program (QSR International Pty. Ltd. 2002). The topics and categories within each theme are listed below, as well as the proportion of comments for each theme and category and examples of typical remarks.

V. FINDINGS AND DISCUSSIONS

Training outcomes

Overall performance improvement. On a 10-point scale ranging from "-5" to "5", we asked the participants to identify whether their overall performance level had changed as a result of their participation in the training program during the interviews. Negative numbers on the scale denoted the amount to which they were less effective, while positive numbers showed the extent to which they were more effective, and "0" signified no change from their earlier performance. All directors indicated an improvement in their performance. The average reported improvement was 3.0 ($\sigma = 0.9$).

These findings were in line with information gathered by the organization five months prior to our investigation. At the completion of the training program, the pilot group's self-assessment on the behavioural aspects indicated considerable improvement over the beginning of the program ($\chi^2 = 23.9, p < 0.05$).

Improvement in terms of the behavioral aspects Each director chose two of the five dimensions to work on at the start of the program. The dimensions were decisiveness, risk taking, onset clarity, process comprehension, and connection development, to remind the reader. During the interviews, we asked the directors for instances of how they had improved their

effectiveness. On the basis of the behavioral aspects, the instances were categorized. The connection building component received the most examples of enhanced efficacy, followed by the onset clarity dimension. The aspects of risk taking and decisiveness had the fewest cases recorded.

More than half of the participants chose "decisiveness" as one of the unproductive habits to be improved at the start of the training program when asked to give examples of scenarios demonstrating habits developed and showed increased performance; however, only 11% of the executives offered examples when asked to give examples of scenarios demonstrating habits developed and showed increased performance. This result matched the findings of the organization's own self-evaluation, which found that after 12 weeks, the decisiveness characteristic had made the least progress. Only a few times has risk management been applied, and it has never been chosen.

The directors stated that using the behavioral aspects in 60 percent of their job situations was simple for them. The directors attributed the ease of implementation to variables within their control (for example, building connections within their teams) and collaboration with other directors who had received similar training (e.g. onset clarity). The challenges in application were linked to hard constraints such as:

- the need to challenge the hierarchy in order to impose your decision (e.g. decisiveness);
- dealing with people who had not received the training;
- dealing with frequent crisis situations;
- complexity of existing processes affecting comprehension (e.g. process understanding); and
- highly distributed workforce affecting personal relationships.

Coaching circles experience

The directors were only required to attend their coaching circle sessions throughout this training. Coaching circles were an important aspect of the training and the mechanism that

supported the culture change program's moving and refreezing stages [8]. As previously stated, this method of coaching, in which peers with no prior coaching expertise gave coaching to one another, differed from the more standard executive coaching seen in the literature.

We requested the directors to submit examples of supportive and unsupportive parts of their coaching circle experiences in order to better understand their experiences. In all, the directors willingly offered 87 supporting and 30 unsupportive examples of coaching circle events, or nearly three helpful examples for every bad one. All of the positive coaching circle examples were grouped into four categories: coaching circle interactions, overall pleasant experience, attitude toward coaching circle sessions, and remarks related to the training program. Table I shows the categories within each of these topics, as well as the proportion of comments for each category and a typical remark for each.

Table I: Summary of comments regarding the helpful aspects of the Coaching Circles (CC)

Theme	Category	% of comments
1. Interactions in the CC (39%)	1.1 Consulting, helping with issues	19%
	1.2 Meeting new people and networking	11%
	1.3 Learning about the company	10%
2. Positive experience (30%)	2.1 Enjoyment	8%
	2.2 Openness	7%
	2.3 Sense of community/therapeutic	8%
	2.4 Valuable/Not a waste of time	5%
3. Attitude toward the CC meetings (16%)	3.1 Extending meetings beyond the 12 weeks	13%

	3.2 Desire to continue CCs	4%
4. Training specific comments (15%)	4.1 Reinforcing the behavioural dimensions from training	8%
	4.2 Coaching experience	7%

Table I reveals that interactions, happy experiences, and a positive mindset accounted for 85 percent of the remarks. Only 15% of the comments were specifically on training. The category of 'consulting/ assisting with concerns' received the most responses under the topic of 'interactions within the coaching circles,' followed by the categories of 'networking/ meeting new people' and 'learning about the firm.' The four categories of 'enjoyment,' 'openness,' 'sense of community/therapeutic,' and 'valuable/not a waste of time' were evenly divided among the responses under the topic 'good experience.' The majority of the responses under the topic 'attitude toward coaching circle meetings' came from individuals who kept their coaching circle meetings longer than the necessary 12-week term, while a few others indicated interest in continuing their coaching circle meetings. The subject 'training specific remarks' was evenly split between two categories: 'reinforcing the behavioural aspects from the training' and 'coaching experience.' Table II reports the summary of the comments regarding the unhelpful aspects of the coaching circles which were much less frequent than the helpful comments.

Table II: Summary of comments regarding the unhelpful aspects of the CC

Theme	Category	% of comments
1. Directors' busy schedule (50%)	1.1 Scheduling/ time allocation difficulty	33%
	1.2 Too many dimensions to work on	10%
	1.3 Multitasking during calls	7%

2. Deviation from the intended objectives (30%)	2.1 Venting Sessions	13%
	2.2 Irrelevant issues	13%
	2.3 Lack of focus on personal development	3%
3. Implementa tion issues (20%)	3.1 Bumpy start in CC	10%
	3.2 Disciplines lack concrete actions	3%
	3.3 No openness	3%
	3.4 Short duration/too few meetings	3%

The most frequently mentioned difficulties for the theme of 'directors' busy schedule,' which accounted for 50% of the comments, were issues related to scheduling the coaching circle meetings and time allocations, followed by 'too many dimensions to work on,' and the least number of comments were related to multitasking during the meetings. It's worth noting that the coaching circle attendance statistics gathered by the HR department reflected the scheduling problems. The attendance of the coaching circle sessions was not flawless, despite the fact that the pilot group of directors were volunteers. In all groups, the average number of missed coaching meetings per participant was 1.4. (28 percent of the total number of meetings). Participation in the coaching circles was occasionally abandoned owing to other pressing circumstances, according to our interviewees.

The two most often stated categories under the subject 'deviation from intended aims,' which accounted for 30% of the comments, were 'venting sessions' and 'irrelevant concerns,' followed by 'lack of focus on personal growth.' Finally, the most commonly reported category for the subject 'implementation challenges' was 'bumpy start in the coaching circles,' followed by 'disciplines lack tangible actions,' 'no

openness,' and 'short duration and too few meetings.'

Overall, there were more helpful comments (47 comments) than unhelpful comments (6 comments), showing a very good working connection among peers in the same coaching circle. The majority of the helpful comments were related to providing consultations, sharing ideas with each other, supporting each other, having very positive reciprocal relationship, and resolving work-related issues. Shared training resources and frequent communication with their coaching circle colleagues were also mentioned by some directors as being helpful to their working relationship (11 percent of the comments).

The most common negative comment was related to missing the due dates for their deliverables (50% of the unhelpful comments) and the remaining three comments were diverse.

Participation in the training program, particularly in the same coaching circle, had a favorable influence on 89 percent of the directors' working relationships with their colleagues. Building a personal relationship and becoming closer with their colleagues in the coaching circle was credited with 88 percent of the improvement, while sharing the same language and tools from the training was credited with 29 percent of the improvement.

In terms of task-related contacts, 68 percent of the directors rated their coaching circle colleagues higher than other directors in the organization, while 32 percent said there was no difference between the two groups.

The fact that the directors had to meet and discuss their issues in adopting their selected behavioural aspects was a harsh restriction that had a substantial impact in the establishment of the coaching circle culture, we theorized. The milder limits, such as directions on how to coach and to keep their talk focused on the behavioral dimensions, were either ignored or disregarded. One possibility is that the directions were inappropriate for the environment. When you have expertise and experience on the topic of conversation and the

"trainee" is asking for your opinion, it might be tough to perform the role of a coach. When you are unfamiliar with the business and the complexities of the situation at hand, it is much easier to confine yourself to coaching questions. Similarly, discussing issues of 'decisiveness' necessitates a far more detailed analysis of the circumstance than just imposing your will on others in a group. It's worth noting that [1] and [26] justified their results on "cultural shift" among managers as a result of harsh restrictions of organizational restructuring, which tended to diminish autonomy and produce a more centralized organization rather than changes in managers' values.

Most views of culture, as in [32], [33], [34], [35], and [36], place a premium on psychological elements of the individual (values, beliefs, assumptions, and so on). Some researchers include physical objects in their definitions of culture [37], but none are based on the most fundamental property of organizations, namely, how work is divided and how subcultures emerge as a result of required task-dependent social interactions, which modifies the formal task structure into the one that is actually performed. [38]. Consider the idea of "sharing" inside a "group," which is a matter of contention among various cultural schools [39]. What makes a group out of a bunch of people? And what is their social structure's pattern of expectations? The qualities of the group and their expectations will depend, in part, on the sort of interdependencies [40] between interconnected activities and their distribution across those persons, from the perspective of task dependent social structure. For example, reciprocal dependency between two activities is more likely to result in a stronger "sharing" culture than task sequencing. We suggest that defining concepts like "sharing" necessitates their mapping to the organizational context from which they were abstracted. "Any piece of cultural behavior must be understood in connection to the culture from which it derives, and that, ripped from its context, it is meaningless," according to Reference [41]. (p. viii).

As a strong advocate of interpreting human behavior as a function of overall circumstance, Lewin's theory of change is likewise linked to hard limits. Unfreezing and refreezing are hence essential modifications in the physical limits that characterize a certain work environment, rather than just instructions or attitude adjustments. The situational approach has resurfaced. The concept of "situated action," for example, is an attempt in this direction. Unfreezing and refreezing (or a lack of changes in the demanding constraints) are commonly cited as reasons for a change training program's failure, but we'll look at how a single hard constraint resulted in an unanticipated, but helpful, cultural feature within the company.

VI. CONCLUSIONS

A variety of conclusions may be derived from this investigation. To begin with, every endeavor to modify culture will have unintended repercussions. The coaching circle culture evolved as a "counter-culture" in our study, with honest talks and mutual support to tackle diverse difficulties as the norms of behavior. This was in stark contrast to the LHT's highly politicized culture, which was marked by hidden goals, distrust, and a lack of information sharing.

Second, the directors' willingness to adapt contributed to the coaching circle culture's favorable outcomes. To put it another way, the directors were "unfrozen" and prepared to attempt new things. It is critical that our findings not be taken as implying that a small group coaching circle will always result in a favorable culture.

Third, we've utilized the concept of hard limitation as a rough theoretical construct to highlight the relationship between culture as a social system and the structural qualities of the workplace. This mapping is frequently overlooked in scholarly analyses of culture.

Fourth, coaching may be particularly effective when done in a small group setting. In fact, the study found that peer coaching may be a useful tool for communicating, understanding, and resolving problems. The study also demonstrate

that the community of directors' mutual form of confidence caused them to embrace parochial concerns and foster a sense of cooperation, which contributed to a fruitful consultative culture and team thought.

Furthermore, efforts to force cultural change may not always have the intended results, because participants cannot actively obey the plotted route and may just walk through it without purpose, as progress is gained through the participants' natural experiences.

Although the extent and nature of the transition are dependent on casual experiences between participants occurring within a regulated training framework, the research findings may be viewed as having the potential to inspire the idea of controlled cultural change or official cultural shift initiatives. To put it another way, cultural changes are unintended or unplanned consequences that deviate from targeted outcomes.

VII. ACKNOWLEDGEMENT

For their help, the author of the research would like to thank the University of Waterloo in Ontario, Canada, King Fahd University of Petroleum and Minerals in Dhahran, Saudi Arabia, and Yanbu University College, Royal Commission for Yanbu Project in Saudi Arabia.

REFERENCES

1. Qing Wang, Yi-Ling Lai, Xiaobo Xu, & Almuth McDowall. (2021). The effectiveness of workplace coaching: a meta-analysis of contemporary psychologically informed coaching approaches. *Journal of Work-Applied Management*, 14(1), 77–101. <https://doi-org.sdl.idm.oclc.org/10.1108/JWAM-04-2021-0030>
2. Hornstein HA (2015). The integration of project management and organizational change management is now a necessity. *International Journal of Project Management*, 33(2): 291-298. <https://doi.org/10.1016/j.ijproman.2014.08.005>
3. Merton, R. K. (1957). *Social theory and social structure*. Glencoe, IL: The Free Press.
4. Jenell Lynn-Senter Wittmer, Clinton Oliver Longenecker, & Angie Jones. (2021). Successful family business succession: Utilizing peer groups for critical leadership skills development. *Development and Learning in Organizations: An International Journal*, 36(3), 15–17. <https://doi-org.sdl.idm.oclc.org/10.1108/DLO-07-2021-0116>
5. Mintzberg, H., Ahlstrand, B., and Lampel, J. (1998). *Strategy safari*. New York: The Free Press.
6. Willis CD, Saul J, Bevan H, Scheirer MA, Best A, Greenhalgh T, and Bitz J (2016). Sustaining organizational culture change in health systems. *Journal of Health Organization and Management*, 30(1): 2-30. <https://doi.org/10.1108/JHOM-07-2014-0117> PMID:26964847
7. Harris, L. C., and Ogbonna, E. (2002). 'The unintended consequences of culture interventions: A study of unexpected outcomes.' *British Journal of Management*, 13(1), 31-49.
8. Lewin, K. (1951). *Field theory in social science*. New York: Harper.
9. Safayeni, F., and Purdy, L. (1991). 'A behavioral case study of Just-in-Time implementation.' *Journal of Operations Management*, 10(2), 213-228.
10. Duimering, P. R., and Safayeni, F. (1991). A study of the organizational impact of the just-in-time production system. *Conference on Just-in-Time Manufacturing Systems: Operational Planning and Control Issues*, Montreal.
11. Barker, R. G. (1974). 'Ecology and motivation', in S. Friedman, and J. B. Juhasz (Eds.), *Environments: notes and selections on objects, spaces, and behavior*. Monterey, CA: Brooks/Cole Publishing Company.

12. Armenakis, A. A., and Bedeian, A. G. (1999). 'Organizational change: A review of theory and research in the 1990s.' *Journal of Management*, 25(3), 293-315.
13. Brodnik, A., and Lewin, C. (2017). 'Guest editorial for special section on a new culture of learning: Developing computing in the curriculum and advancing digital pedagogy.' *Education and Information Technologies*, 22(2), 417-420.
14. Jones, R. A., Jimmieson, N. L., and Griffiths, A. (2005). 'The impact of organizational culture and reshaping capabilities on change implementation success: The mediating role of readiness for change.' *Journal of Management Studies*, 42(2), 361-386.
15. Buchanan, D., Fitzgerald, L., Ketley, D., Gollop, R., Jones, J. L., Lamont, S. S., Neath, A., and Whitby, E. (2005). 'No going back: A review of the literature on sustaining organizational change.' *International Journal of Management Reviews*, 7(3), 189-205.
16. Coch, L., and French, J. R. P., Jr. (1948). 'Overcoming resistance to change.' *Human Relations*, 1(4), 512-532.
17. Doppelt, B. (2017). 'Leading Change toward Sustainability: A Change-Management Guide for Business, Government and Civil Society'. Routledge.
18. Sherman, S., and Freas, A. (2004). 'The Wild West of executive coaching.' *Harvard Business Review*, 82(11), 82-90.
19. Joo, B.-k. (2005). 'Executive coaching: a conceptual framework from an integrative review of practice and research.' *Human Resource Development Review*, 4(4), 462-488.
20. Feldman, D. C., and Lankau, M. J. (2005). 'Executive coaching: A review and agenda for future research.' *Journal of Management*, 31(6), 829-848.
21. Douglas, C. A., and McCauley, C. D. (1999). 'Formal developmental relationships: A survey of organizational practices.' *Human Resource Development Quarterly*, 10(2), 203-220.
22. Feldman, D. C. (2001). 'Career coaching: What HR professionals and managers need to know.' *HR. Human Resource Planning*, 24(2), 26.
23. Peterson, D. B., and Hicks, M. D. (1995). *The leader as coach: Strategies for coaching and developing others*. Minneapolis, MN: Personnel Decisions.
24. Sperry, L. (1996). *Corporate therapy and consulting*. New York: Brunner/Mazel.
25. Foss, N., and Saebi, T. (2017). 'Management and Organization Review Special Issue 'Business Model Innovation in Transforming Economies,' *Management and Organization Review*, 13 (2), 459-462.
26. Corfield, A., and Paton, R. (2016). 'Investigating Knowledge Management: Can KM Really Change Organisational Culture.' *Journal of Knowledge Management*, 20 (1), 88-103.
27. Cunningham, J. B. (2001). *Researching organizational values and beliefs: The Echo approach*. Westport, CT: Quorum Books.
28. Bavelas, A. (1942). 'A method for investigating individual and group ideology.' *Sociometry*, 5(4), 371-377.
29. Safayeni, F., Duimering, P. R., Zheng, K., Derbentseva, N., Poile, C., and Ran, B. (2008). 'Requirements engineering in new product development: how effective are the socio-technical interactions?' *Communications of the ACM*, 51(3), 77-82.
30. Scala, J., Purdy, L., and Safayeni, F. (2006). 'Application of cybernetics to manufacturing flexibility: A systems perspective.' *Journal of Manufacturing Technology Management* 17(1), 22-41.
31. Duimering, P. R., Ran, B., Derbentseva, N., and Poile, C. (2006). 'The effects of ambiguity on project task structure in new product development.' *Knowledge and Process Management*, 13(4), 239-251.

32. Schein, E. H. (1979). 'Personal change through interpersonal relationships', in W. Bennis, J. Van Maanen, E. H. Schein, and F. Steele (Eds.), *Essays in interpersonal dynamics*. Homewood, IL: The Dorsey Press.
33. Louis, M. (1985). 'An investigator's guide to workplace culture', in P. Frost, L. Moore, M. Louis, C. Lundberg, and J. Martin (Eds.), *Organizational culture*. Beverly Hills, CA: Sage.
34. Sathe, V. (1985). *Culture and related corporate realities: Text, cases, and readings on organizational entry, establishment, and change*. Homewood, IL: Irwin.
35. Davis, S. (1984). *Managing corporate culture*. Cambridge, MA: Ballinger.
36. Schall, M. S. (1983). 'A Communication-Rules Approach to Organizational Culture.' *Administrative Science Quarterly*, 28(4), 557-581.
37. Mills, A. J. (1988). 'Organization, Gender and Culture.' *Organization Studies*, 9(3), 351-369.
38. Bavelas, A., MacGregor, J., and Safayeni, F. (1982). 'Office automation: a conceptual approach.' *Journal of Information Science*, 5(5), 169-172.
39. Zoe Suan Loy Boon. (2021). Coaching: an approach for leadership development in the Singapore education system. *International Journal of Mentoring and Coaching in Education*, 11(1), 89–103. <https://doi-org.sdl.idm.oclc.org/10.1108/IJMCE-09-2021-0089>
40. Mead, M. (1961). *Cooperation and competition among primitive peoples*. Boston: Beacon Press.
41. Suchman, L. A. (1987). *Plans and situated actions: the problem of human-machine communication*. New York: Cambridge University Press.