Value-Based Organisational Culture – Understanding Change Processes as a Dance

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Abstract: Today's organisations are operating in a so-called VUCA world. Under these new conditions traditional management tools are reaching their limits, independent, flexible and creative employees become essential for business success. Leaders and employees have to be supported in coping with their new roles and the ongoing changes they are facing. In a value-based organisational culture, employees can rely on practiced values and can operate autonomously in a defined framework. In such a value-based organisational culture, leaders with a coaching attitude find special acceptance within the workforce. We are suggesting an approach for (1) fostering such a value-based organisational culture, by applying principles of cognitive dissonance and experience-based learning. We combine this change of organisational culture with the (2) change of leadership culture, from command-and-control to leadership with a coaching attitude. We illustrate this approach with a practical case study at the shopfloor level.

Keywords: change management; VUCA world; organisational culture; value-based; coaching attitude; leadership; case study

1 "May we ask for the dance" - Operating in the VUCA world

Today's organisations are operating in a so-called VUCA world. Demands and markets are constantly changing, they are volatile. Cause-effect relations aren't following a linear fashion anymore, the future becomes uncertain. The interconnectedness that digitalization brings about, opens up new possibilities but also increases the overall complexity. This all leads to a high level of ambiguity, making linear thinking and acting more and more inappropriate. These developments have a strong effect on leadership and social interaction within organisations. Traditional management tools are reaching their limits, whereas independent, flexible and creative employees become essential for business success (Franken and Franken 2018, p.112f.).

Leaders and employees have to be supported in coping with their new roles and the ongoing changes they are facing. The promotion of a value-based organisational culture can foster a sense of safety, despite these constant changes (Guiso, Sapienza and Zingales 2015). Values, as a central pillar of the culture of an organisation, are crucial drivers for the development of unity within the workforce. Shared values promote purpose, provide direction and can reduce uncertainty and complexity (Purwanto, Bernarto et al. 2020; Lazarova 2020). In a value-based organisational culture, employees can rely on practiced values and can operate autonomously within a defined framework. In such a value-based organisational culture, leaders with a coaching attitude find special acceptance within the workforce (Barrett 2016; Purwanto, Bernarto et al. 2020).

We are suggesting an approach for (1) fostering such a value-based organisational culture, by applying principles of cognitive dissonance and experience-based learning. We combine this change of organisational culture with the (2) change of leadership culture, from command-and-control to leadership with a coaching attitude, by training executives in adopting principles of coaching for the management of their employees and in managing their own resources responsibly.

2 "Our dance banquet" - Digital Leadership on the Shopfloor

This approach was developed and will be tested in form of a case study within the public funded research project "teamIn – Digital Leadership and Technologies for Tomorrow's Team Interaction". In this project, one of the involved companies, a German manufacturer, is raising the question of how digital leadership can succeed on the shopfloor. The goal of the manufacturer is to establish autonomously working teams, supported by leaders with a coaching attitude. Digital tools supply the necessary transparency of structures, processes and results. In the following, this case study is used to illustrate the presented approach in practice.

To support this transformation process in a user-centred fashion, the current state of the cooperation and leadership on the shopfloor was analysed. Qualitative workshops and interviews with representatives of the assembly management (N=3), team leaders (N=3) and employees (N=9), 15 persons in total, were carried out. The data was documented by audio recording, transcribed and analysed based on the principles of the Grounded Theory according to Strauss and Corbin (2015). The analysis revealed two main areas of activity:

Firstly: In the assembly department of the examined production company, a high level of identification of the employees with the company was found, but at the same time, a shake in the employees' self-image, triggered by various internal and external changes, was identified. The cohesion within the workforce was described as very close, but at the same time it became clear that the cooperation is characterized by a tough tone and mutual control. This often leads to communication problems and conflicts within and between the teams.

Secondly: In the course of the analysis, a considerable overload of the team leaders became apparent. The team leaders were described by all those questioned as being central to the elimination of malfunctions and problems, but they hardly took on any leadership tasks. All those involved demanded more personal responsibility for the employees, but the understanding of personal responsibility differed depending on the target group.

Based on the findings, two interlocking approaches were developed:

1.   Changing organisational culture: Seven steps towards a value-based

        organisational culture

2.   Changing leadership culture: Leading with a coaching attitude

The sense of belonging and meaning of the assembly workers needs to be ensured. The existing team spirit can be improved through a shared set of values. Despite constant changes, the VUCA world brings about, the employees should be given a basic sense of security, because the uncertainties found through the analysis within the workforce have an impact on the success of the digitization efforts and all other change measures. This ought to be achieved through the *seven steps of a value-based organisational culture*.

The demand for an increasing digitalization on the shopfloor requires high flexibility and changes in the way staff is working together and team leaders are directing their staff. In the future, the existing potential of the staff is supposed to be promoted in a targeted manner. All involved parties are supposed to be enabled to act instead of react. The autonomy of employees is supposed to be strengthened and team leaders are supposed to be relieved from unnecessary tasks. Thereby 'leadership' is supposed to become their main job. They ought to support and empower their employees in taking over more responsibility. This ought to be achieved through promoting leadership with a coaching attitude.

In the following, we will explain both concepts in more depth, their theoretical background, as well as their practical implementation.

3 "Our basic dance steps" - value base and coaching attitude

Organisational culture and changing organisational culture to a value-based one

Organisational culture is invisible and unconscious within a company, it leads the actions, emotions, perception and thinking of leaders and employees. It forms an organisation and holds it together, is the basis for achieving business objectives and a critical success factor for the satisfaction and productivity of employees (Grass and Hille 2017; Lazarova 2020). It ensures the motivation and commitment of employees regardless of formal agreements and obligations (Simon 2019). In this article we follow Edgar Scheins (2010) assumptions concerning organisational culture. Schein analyses organisational culture on three levels:

- Artefacts: Behaviour patterns and objects; visible but in need of interpretation

- Espoused Beliefs and Values: Behaviour standards, partly visible, partly

  unconscious

- Basic Underlying Assumptions: Attitudes; invisible and unconscious

The three levels differ by the degree of their visibility for participants and observers (Schein und Schein 2016). (1) Artefacts are at the companies' surface. They are behaviour patterns and products (e.g. technologies, language, rituals, dress codes) of the group, visible from the outside but difficult to decode. (2) Collective beliefs and values act as behaviour standards. These standards represent a binding set of rules, employees share and accept, but to a large extent remain unconscious. Beliefs and values are derived from (3) basic underlying assumptions in a company. These basic assumptions consist of basic orientation

and behavioural patterns that influence the perception and actions of employees in an organisation. These underlying influences are learned basic social norms that are unconscious and are therefore neither questioned nor reflected on.

Organisational culture is the result of a collective organisational learning process: Members of an organisation share a common goal, it is the reason for joining together as a group in the first place. Therefore, the survival of the organisation depends on the extent to which the goal is achieved. Beliefs, values and behaviours that have led the group to success in the past become self-evident, unquestioned and therefore very stable basic assumptions and create identity (Schein and Schein 2016).

This also applies to the second level, beliefs and values. When a company is founded, the values of individual members of the organisation, especially those of founders and executives, play a central role in the organisation. Beliefs and values that reliably led to functioning solutions only over time become shared beliefs and values (Schein and Schein 2016, p.16). This culture is passed on to new members of the organisation. They learn how to think, feel and act within the organisation. They have to agree with the existing culture, to become an accepted part of the group.

Systems theory authors like Simon (2019) understand the change in organisational culture as an evolutionary process. This makes targeted changes to the organisational culture a challenge. Environmental changes especially (the latest example is the Covid-19 pandemic) make such internal changes necessary on a regular basis (ibid. 2019). The dissatisfaction of employees, customers, executives and other parties involved can trigger the need for change as well (Schein and Schein 2016).

Taking on Schein's three-level model, the second level, beliefs and values, is the decisive starting point for successful transformation of the organisational culture. They are an essential driver for the creation of a sense of belonging, create meaning, provide guidance for decision making, support the development of moral identity of an organisation and reduce uncertainty and complexity. (Barrett 2016; Dillerup and Stoi 2016; Grass and Hille 2017).

Based on the findings of the analysis of the company described here, we chose to foster a value-based organisational culture. We base this culture on the seven levels of appreciation according to Haller (2019). The focus is on 'appreciation'. Appreciation is based on 'attention' and includes 'mindfulness', 'respect' and 'recognition'. Appreciation can develop into 'trust' and 'love' (ibid., p.57), in the organisational context we speak of 'connectedness' instead. These seven values are applicable for many companies, facing similar challenges. However, their specific application must be adapted to the specific requirements of the respective company or department, more on this in chapter 4.

As outlined above, organisational culture is very stable and can only be changed in a targeted manner with great difficulty. However, according to Simon (2019), it can be disturbed and questioned, but the consequences of these irritations cannot be clearly predicted. Only framework conditions can be changed actively. To use the analogy of Herget and Strobl (2018): "a garden develops by itself, you cannot make plants grow per se. But you can create a suitable environment in which certain plants can develop optimally."

In his theory on cognitive dissonance, Festinger (1957) assumes that people strive for a balance in their cognitive system. Such a balance exists when cognitions that are related to each other are consistent and free of contradictions in terms of their content. Festinger

(1957) describes dissonance as a state of discomfort caused by inconsistent cognitions. Cognitive components are the trigger for such dissonance, consequences can be psychological and/or physiological reactions. Studies confirm that the evaluations of certain objects differ when a decision for one object is required: The chosen alternative is valued upwards whereas the unelected alternative is downgraded (e.g. Brehm 1956). The stronger the dissonance, the greater the motivation to reduce it. There are five possible ways to reduce the dissonance and feel good again (Aronson 1992; Frey 1981), that make cognitive dissonance an exciting starting point for changing attitudes and behaviour: (1) add consonant cognitions to the existing dissonant cognitions, (2) reduce dissonant cognitions (e.g. forget or ignore), (3) replace dissonant cognitions with consonant cognitions, (4) increase the value of the consonant cognitions, and (5) reduce the value of dissonant cognitions. The aim is to use interventions to provide impulses that raise questions about their own assumptions, knowledge and values in the employees and, if necessary, create a cognitive dissonance. Combined with the assumption that everyone strives to resolve this conflict for themselves, an intrinsic motivation should be awakened in the employees to deal with the topic.

The planned interventions also employ principles of experiential learning (Gallese and Lakoff 2005) because, as described above, organisational culture is created through a shared learning process. The concept of empirical knowledge assumes that changes in the actions, knowledge and thinking of employees result from particularly impressive experiences (Knipfer, Kump et al. 2013). Therefore, we use active experiments, interactive tasks or concrete examples as illustrative material. Sensory perception, body movement and direct interactions with the physical and social environment support employees in their learning processes. Experience-based understanding and learning (Lakoff and Johnson 1980; Gallese and Lakoff 2005) can thus contribute to a better understanding of the topics. We strive for such a change or influence of the organisational culture by triggering moments of irritation in the context of supporting framework conditions with the 'Seven Levels of Value-Based Organisational Culture'.

However, in order to meet the requirements of the VUCA world, it is not enough to focus only on the employees and their values, as a counterpart, a corresponding leadership culture is needed.

Leading with a coaching attitude

Schein's and Schein's (2016) understanding of organisational culture assigns managers a crucial role in its formation and progression. Therefore, the approach presented in this paper not only focuses on the change of the organisational culture but also on changing leadership culture. As stated above, command-and-control-style leadership reaches its limits in a fast changing, complex, globalised and digitalized world. The autonomy of workers needs to be strengthened, while at the same time the employees are given a basic feeling of security and orientation. A value-based organisational culture can make a significant contribution to this, but in order to shape such a culture and additionally support employees in their development, a new attitude on the part of managers, a coaching attitude, is required.

The word coach comes from the Hungarian. In the Hungarian city of Kocs, carriages were built in the Middle Ages that had a special kind of suspension and were therefore particularly comfortable. These carriages were exported all over Europe, including the British Isles. These vehicles were then called "coach" after their city of origin (O'Conner

and Lages 2007, p.11f.). That's a very fitting picture of what a coach does: He or she helps people move forward.

Coaches counsel, accompany and support their clients (DBVC 2019). They merely set impulses, meet their coachees as equals and maintain their integrity at all times (Andresen 2017). The International Coaching Federation (ICF 2021) defines coaching as "[...] partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential."

Coachees are understood as experts of their own challenges and therefore also as experts for solving these (Andresen 2017). Thereby, leaders can't be coaches of their formally subordinated employees, for in their function, they also have to evaluate their employees, something that is not compatible with the functions of counselling (DBVC 2019, p.19). They neither have the time nor the necessary neutrality to work out a solution strategy together with the coachee as part of a tailor-made coaching.

But managers can adopt an 'coaching attitude' and make use of coaching principles for leading and supporting their employees.

Managers with such an attitude ask questions and listen carefully, instead of giving answers and they hold back in their judgment. In this way, they support their employees in developing creativity, in gaining knowledge and in solving problems or challenging situations independently (Ibarra and Scoular 2019). And as we see it, such an attitude also needs healthy selfishness. Managers have to manage their own resources. They can only be present for their employees if they feel vital. If they go into conversation exhausted, there is a risk of transferring this powerless attitude to a certain extent on their counterpart. This is not responsible behaviour. It is therefore also the duty of a manager with a coaching attitude, to ensure that they feel good and conserve their own resources.

However, the success of the transformation cannot only depend on the changed attitude of a leader towards a coach. Everyone in a company has to make their contribution to change. The aim is to get the best out of everyone and to demand individual responsibility. Every employee should be able to recognize and assess for themselves what needs to be done in order to deliver good quality: That means keeping an eye on efficiency and acting in a way that conserves resources. If individual employees are not yet ready to take on more responsibility, the manager can support them accordingly with a coaching attitude.

But such a coaching attitude doesn't come naturally to all managers. Managers need guidance and a lot of practice themselves to build such an attitude.

4 "Let´s Dance" - Our Case Study

"Round 1" - Fostering a value-based organisational culture on the shopfloor

As stated above, we follow the seven values according to Haller (2019) for the value-based approach we are presenting here. These seven values particularly do justice to the challenges identified in the analysis. The specific interpretation and application of these values was therefore adapted to the requirements of the given organisation:

Attention – Human beings need attentive care. They hardly experience anything as offending as a lack of attention or neglect (ibid., p.58).

People can focus their attention inward, on their own emotions, wants and needs. However, their attention can also be directed outwards, to other people, events and things outside of themselves. Recognizing different points of view and perceiving other perspectives is the prerequisite for being an attentive fellow human being and a good conversationalist. Attention also helps to gain more clarity in your own judgment (ibid., p.59).

This is an important value for the given organisation, as the analysis showed, that belonging and being seen means a lot to the assembly workers. Both appeared to be at risk at the time the data was collected.

Mindfulness – Mindfulness is a special form of attention. It is about consciously drawing one's own attention to the present moment - an unprejudiced and unbiased consideration of the here and now (ibid., p.60). Stress and overstimulation are the breeding grounds for thoughtlessness and inattention. Carelessness can be understood as a protective mechanism that makes it possible to avoid confrontation with one's own emotions and motivations (ibid., p.63).

The harsh tone prevailing in the assembly team and the social control can be the result of carelessness towards oneself or others. Stress and overload can lead to such careless handling of one another.

Respect – Respect needs tolerance - to be able to accept other people's beliefs and values. Haller (2019, p.67) further writes:

> Lack of respect is often referred to as the right of youth and is associated with originality, boldness and courage. It is not uncommon to experience disrespectful behaviour as a breath of fresh air that throws traditions overboard, overcomes prejudices and opens up new perspectives. However, disrespectful behaviour often causes trouble and leads to conflict, sometimes emotional pain.

For many employees, the experience of long-established workers is of great value. Changes in the company seem to jeopardize this importance of experience. The long-established employees in particular feel threatened. Because experience means so much, and perhaps also because it is apparently at risk, some of the employees find it difficult to accept that some of the team leaders are comparatively young and new to the company.

Recognition – Recognition comes first in the list of universal basic needs. Positive feedback, praise, and approval have a similar effect on the brain as consuming certain types of drugs (ibid., p.69). Recognition that is experienced creates a feeling of happiness (ibid., p.70).

Here too, the prevailing social control in the assembly teams plays an important role. Strong social control within the workforce can result from an individual's need for recognition.

Such recognition, especially by their team leader, is important to the workforce: From the point of view of many, the team leaders have too many tasks at hand. In some cases, they are responsible for a rather large number of employees. The team leaders seem to have had too little contact with their own employees in the past. There is little or no time left for "leading" their employees.

Appreciation – Attention, mindfulness, respect and appreciation for others lead to an appreciative interaction (ibid.). Without appreciation, trust and real solidarity are not possible. Appreciation is shown in the daily behaviour towards the employee or colleague, but also towards the supervisor. Only those who manage to establish a basis of appreciation in their team can effectively use the full potential of this miracle cure to keep motivation

high even in times of crisis. As a manager, you naturally take on the role of a role model here. But you also have to make it clear that the rules of conduct that you ideally agreed upon with the team at the beginning of the collaboration apply to everyone.

Appreciation builds on all previous values and is the basis for the following values. Therefore, this value applies in one form or another to each of the previous and following topics. To convey to employees that they are part of the bigger picture, to show presence in the team as a team leader, to give appropriate reasons for changes, to listen to employees and to respond to their needs, all of this can be perceived as an expression of appreciation. Team leaders should also experience this appreciation from their teams, regardless of age and length of service.

Trust – In the workplace, trust in the company, management and colleagues can impressively increase the satisfaction of all employees. Haller (2019, p.71f.) cites a study by business psychologists Halliwell and Huang in 2011, showing that an increase in trust in management by 10 percent has about the same positive effect on employee satisfaction as a 30 percent increase in salary.

Most employees at the analysed assembly department are perceived as very committed. Many seem to be willing to change, especially when changes are communicated transparently or an option for participation is given. All employees surveyed see themselves as responsible for optimally completing their own work tasks. Many also see themselves responsible for the team's performance and take responsibility for it. At the time of the data collection, however, some employees seem to lack trust on the part of the team leaders and the assembly management: The employees describe themselves as being responsible, but they hardly see any opportunities to take on more responsibility. In their own experience, their proposals take too long to be implemented or they are rejected for reasons of cost. Others are responsible for tasks for which they want to take responsibility.

Connectedness – Connectedness is the highest form of appreciation. Without appreciation, there is no connection (ibid., p.73).

As already emphasized with the very first value: The assembly department is characterized by close cohesion, a high willingness to help each other and a strong sense of community. Overall, there is a high level of identification with the company. Constant changes and internal conflicts can shake this feeling of belonging - this feeling has to be strengthened again and again and connectedness has to be exemplified. The value-based organisational culture can make an important contribution to this.

The seven values will be thematised in the production company in form of 'interventions' over the duration of seven months. As part of every intervention, team leaders and assembly staff receive an introduction to the respective value and the selection of the value is justified with the help of the results of the analysis, in order to ensure a concrete reference to the reality of leadership and cooperation in the organisation. Furthermore, team leaders and assembly staff receive everyday practical exercises that they are asked to try out in the coming weeks. In order to trigger cognitive dissonances and stimulate experience-based learning, the intervention as well as the exercises are designed in an irritating but joyful way to achieve a clear contrast between everyday work and these measures. Two weeks after the intervention, the first experiences are reflected in the team. In the beginning, these reflection meetings are moderated by experienced coaches, over time, team leaders are supposed to take over the task.

To give an example: For the intervention on the value of mindfulness, employees and team leaders are asked during the meeting to portray the person next to them without looking at the paper. This exercise should give participants confidence in their own hand and encourage them to observe their surroundings, colleagues, their task at hand and the mood in the room carefully. In addition, employees and team leaders receive two assignments: With the help of an audio recording, they should regularly perform exercises for progressive muscle relaxation. These exercises are designed to help people relieve tension after tense situations or at the end of the day by systematically tensing and releasing specific muscle groups. In the context of therapy, such exercises are recommended for people who suffer from insomnia or tension headaches (Bernstein, Borkovec et al. 2000). In addition, they are given the task of remaining fully with their counterparts during the next conversations with colleagues. They are asked to not think about anything else while the other person is speaking, to not already put their own answer in mind and to allow targeted breaks in the conversation. This exercise is intended to make the participants aware of how easily they can be distracted, especially in today's fast-paced world, which demands a high level of multitasking. Two weeks after the intervention, the participants are asked to report on their experiences with these exercises and discuss their findings together in a moderated reflection meeting.

"Round 2" - Promoting a Coaching Attitude among Managers

Leadership with a coaching attitude requires the manager to be self-conscious and to constantly question his or her own routines. Leadership with a coaching attitude does not mean taking the reins out of the hands of employees in order to do tasks better yourself, but empowering employees to correct themselves through appropriate questions. In principle, these techniques can be adopted by any manager.

But this special leadership style is based on the oscillating between the organisational culture and the coaching talent of the manager. Managers with a coaching attitude who want to achieve the specified corporate goals with their team, need certain framework conditions in order to be able to assert themselves in this role.

It is not enough to lead, manage or communicate with this attitude alone. The energy of a single person is not enough for this. Without a tailwind, you wear out quickly as a lone fighter. In order for this leadership style to fall on fertile ground, the right resonance space is required. This leadership style needs to be accepted and the workforce must have an appreciative attitude towards this leadership style. This resonance space is created by a lived, value-based organisational culture.

Every company has its own organisational and leadership culture. The term coach is interpreted in the company depending on the respective culture. It is therefore advisable to clear up misunderstandings and stumbling blocks right at the beginning, before the actual training. The aim is to achieve a common understanding of the term coach and leading with a coaching attitude. To this end, we address the following questions at the beginning:

- What is leadership with a coaching attitude?
- Why can't the manager be a coach?
- What does a manager need to be able to adopt this attitude?
- What will improve through leadership with a coaching attitude?

- What influence does leadership with a coaching attitude have on organisational culture?
- What influence does the organisational culture have on the management style?

Sustainably successful executives keep moving, constantly develop their management skills and make sure that they do not fall by the wayside. They neither wear themselves out nor others. They not only serve a cause, they also serve people. They ensure a productive environment. People work for these managers because they want to and not because they have to.

In our training courses on leadership with a coaching attitude within the project, we impart methods and knowledge to the participants about how they can

- evolve for the new world of work and how they can generate added value for themselves and the company as a result,
- recognize existing potential and be able to use it even better,
- be able to adopt a different leadership attitude on their own,
- lead their team over bridges instead of through trenches, in their role of a bridge builder,
- learn to coach themselves,
- learn to be aware of their own strengths, talents and limiting patterns
- to cultivate and train mindfulness themselves and how they can learn to be able to integrate it into their actions,
- act in a mindful working world 4.0.

In the production company, we do this primarily in training units with the team leaders. Here we combine short lectures with group exercises, individual reflection and role plays. If necessary, the team leaders can also take advantage of individual coaching in order to work on selected topics in more detail and to further develop their coaching attitude.

5 "Stumbling blocks" - Limits

The approach presented here, with its combination of the two pillars 'Seven steps towards a value-based organisational culture' and 'Leading with a coaching attitude' is an initial theoretical consideration. It was derived from the specific needs of one specific company or rather department and is based on preliminary considerations from the scientific literature. However, in order to be able to check whether the approach actually proves to be effective in practice, it still has to be tested and evaluated. This will take place in the example company in the next few months, the knowledge gained is ought to be scientifically discussed again.

However, it would also be important to examine the extent to which this approach can be transferred to other production companies, but also to institutions or companies in other industries, such as hospitals or public authorities. It would have to be determined where the starting points for different types of company are, how employees and managers have

to be involved depending on the size of the company, the industry or existing management skills. At the moment we are testing similar approaches at an engineering service provider and a rehabilitation clinic. First intersections can already be identified, but also the need to adapt the approach to different contexts. We will evaluate these cases and systematically analyse similarities and differences in order to be able to put the approach on a stable foundation.

6 "It takes two to tango" - Value-based Organisational Culture as an Answer to today's Challenges

So why do we ask for a dance? Who can tango, can lead. Why is that? Tango is an improvisational dance, without a predetermined sequence of steps, but with a special understanding of leadership. Tango requires a high degree of mindfulness, empathy and perception, in oneself and in others. In addition, there is a constant change of roles between leader and led, when dancing. In the company, everyone is needed for continuous change to succeed. It is not just the manager who is responsible for achieving goals, the success of change processes and the success of projects. It takes a lot of courage, trust and the opportunity to gain experience in order to learn from it. Transformation is a living process and the end cannot be foreseen. The same applies to changes in organisational culture. Culture results from collective learning processes and has to adapt regularly to new conditions, but that is and will remain an evolutionary process. A value-based organisational culture can provide employees and managers with a feeling of safety and orientation and can make it easier for those involved to adapt to changed conditions. Experience-based learning and cognitive dissonance are principles that can be used to influence culture in such a direction. Ultimately, however, it probably will never be possible and sensible to create a specific culture in a very targeted manner.
Only one thing is certain: At the end of the day, everyone involved in the process should have the opportunity to recognize their potential, to develop it further and contribute it.
In this sense: It takes two to Tango.

Acknowledgment

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