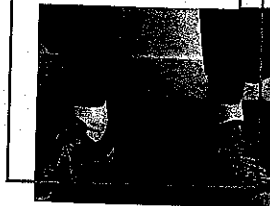




IMAGE SEVEN [Growing Pains]



Growing Pains

PEOPLE CAN HANDLE ABOUT 20 PERCENT CHANGE A YEAR. WHEN SKILLED LEADERS LAUNCH NEW PROJECTS, THEY DON'T MAKE ALL THE CHANGES AT ONCE. IDEAS MUST BE TIMED RIGHT FOR ACCEPTANCE; PEOPLE NEED TIME TO OWN THEM.

During my son Jonathan's thirteenth year, he physically grew several inches. In fact, my wife and I watched him grow six inches in six months. It was weird. We could literally see him grow that year. It was challenging just to keep up with his growth, buying shirts, pants and shoes that fit him. It seemed we couldn't buy Jonathan new clothes fast enough. The strangest part about his growth was the stretch marks on his legs. Yes, you read that right. Jonathan had stretch marks around his knees on both legs. He had grown so fast his skin couldn't keep up with his development. And he could feel it. Sometimes he would experience aches and pains and not know why. The only explanation my wife and I had for him was "growing pains." When he asked what in the world "growing pains" were, we simply responded, "It's the pain that results when someone grows too fast. It hurts."

There's a helpful *Habitude* for us in this little analogy. Good leadership generally results in growth for people and institutions. Healthy leaders foster healthy cultures, which cause healthy organizations. All of that leads to growth, because healthy things naturally grow. Here's the catch: Wise leaders recognize that they must monitor that growth. For example, when a gardener fertilizes her garden well, she must watch what it does to the plants. A good gardener may have to prune a plant so that it doesn't grow recklessly and take over the entire garden. Unmonitored, unwatched growth can cause damage. In the same way, as we nurture the transformation of the culture around us, we must understand how it will impact the people. So—how much is too much?

THE 20 PERCENT RULE

Over time, leadership consultants have found that approximately 20 percent of your team members will lead the changes that occur within an organization. They are the pioneers and early adopters.

Additionally, the remaining members can only handle about 20 percent change per year. When a team or organization expands any faster, it normally scares people, and they push back. It isn't that those people are against change—it's just that changing more than 20 percent in a year can be too much, too soon. I have watched people become emotionally paralyzed by too much change. It's as though they push a "pause button" inside and refuse to cooperate with the leadership. Like my son's stretch marks on his legs, the growth begins to hurt.

PACE NOT RACE

So, what's a leader to do? When you see your organization needs change, the temptation is to do everything at once. Wise leaders remember it's about a pace, not a race. Pace yourself by focusing on making the most important changes first, and only initiate about 20 percent of them a year. Some of the best ideas in the world weren't received well at first. Coca-Cola, for example, is the leading brand in the world. People across the globe recognize the logo as the most refreshing soft drink anywhere. But did you know, in 1886, it wasn't a refreshing soft drink at all? It was a medicine, sold in drugstores! Dr. John Pemberton created it to soothe headaches and calm nerves. The medicine was selling fairly well when someone asked Dr. Pemberton about changing it into a drink. He wasn't too interested in the idea. Eventually, a drugstore clerk accidentally mixed some of the elixir with carbonated water instead of tap water. Soon, people noticed it was refreshing. Two years later, in 1888, folks began calling it Coca-Cola.

That's when Asa Candler suggested to Dr. Pemberton that they sell it at the soda fountain, rather than the medicine counter, to refresh shoppers. He was allowed to buy it in big red barrels and resell it to drug stores as a fountain drink, but it was limited to soda fountains in drug stores. That is, until two men approached Asa Candler with the idea of selling it in bottles. Candler thought these two guys, Mr. Thomas and Mr. Whitehead, were crazy. They persisted, and finally convinced Candler to sell them the rights to bottle it for \$1.00. Suddenly, people all over America could drink Coke from a bottle at home or wherever they were. It grew popular with everyone in the U.S. In 1919, another man, Mr. Woodruff, came along with an even bigger vision for Coke. He believed it would sell all over the world. People thought he was crazy too. But he pushed his mantra: "The taste of Coke on the lips of everyone in the world." He took that vision to where it is today. Almost every country has access to Coca-Cola—it's the number-one drink in the world. But it didn't happen overnight. The idea had to evolve, and it took many years to reach worldwide acceptance.

Remember, when you introduce new ideas in your organization, moving too fast may shut things down.

We've all heard of a team or organization that changed too fast. When leaders initiate too much change too quickly, people may attack you. In other words, if a captain gets too far ahead of his troops, they may mistake him for the enemy! In organizations, they may resist the discomfort or pain associated with imposed change. The symptoms of their pain can be fear, anger, frustration, resentment, distrust or anxiety. When a leader spots these emotions in the midst of a growing organization, it may very well be a symptom of changing too quickly or bad timing. Growth is good, at an organic pace. My son Jonathan did indeed want to grow; he just didn't want to grow all at once. In the same way, organizations should indeed want to grow, but as a by-product of a healthy, natural culture.

WHEN—NOT JUST WHAT

Wise leaders remember that **when** they do something may be as important as **what** they do. Once you know what must be done, you must prepare people for the change emotionally. Then, time it right to insure its success. Leaders must position changes for acceptance. Case in point: For years, Ernest Hamwi had dreamed of creating a waffle that could be eaten as a dessert. But, alas, no one else embraced this idea. Waffles were eaten alone and almost always for breakfast. But at the 1904 World's Fair in St. Louis, Ernest obtained a booth and tried to sell his waffles sprinkled with sugar. Sadly, because July was so hot, few people were willing to try his new waffles. Instead, they were buying ice cream from Arnold, the teenager in the booth next to him...and they were buying ice cream like crazy. Then it happened. The teenager selling ice cream ran out of paper bowls. His customers grew impatient with him, as he couldn't wash his ceramic bowls fast enough to reuse them. At that point, Ernest approached Arnold and asked if he could help, by supplying an edible bowl for Arnold's ice cream. Ernest rolled up his waffles into a bowl, and Arnold placed a scoop of ice cream on top. Everyone won. The customers loved them. Arnold kept his sales high, and Ernest finally sold his idea of a waffle dessert. This was the world's very first ice cream cone! Why was 1904 the right time? John Maxwell reminds us that people won't change until they:

- HURT ENOUGH THAT THEY HAVE TO CHANGE
- SEE ENOUGH THAT THEY WANT TO CHANGE
- KNOW ENOUGH THAT THEY ARE ABLE TO CHANGE

Ernest just waited for the right moment for his dream to be realized. Timing is everything.

DEPTH NOT BREADTH

Some years ago, the restaurant chain Boston Market violated this principle. They attempted to grow too fast, too quickly and didn't have the infrastructure they needed. They almost sunk themselves as a company—and had to close down several stores to salvage themselves.

Truett Cathy, founder of Chick-fil-A, demonstrated quite the opposite approach in a meeting just a few years ago. (I mentioned Chick-fil-A in an earlier chapter.) The executives met to discuss how to expand the number of store units across the U.S. Several of the vice presidents had ideas as to how they could become bigger chicken sandwich distributors—maybe even become number one in the nation! After some time of discussion, Truett Cathy quieted everyone down. He then spoke very deliberately: "I'm tired of talking about getting bigger. I want to talk about getting better. 'Cause if we get better, our customers will make sure we get bigger." Enough said.

Essentially, Mr. Cathy's "Mark Twain wisdom" boiled down to this. He wanted to improve the culture, knowing that expansion would follow a very healthy culture. Remember: Healthy things naturally grow. If you do things organically (rather than artificially or programmatically), you work on the *depth* of your culture, knowing the *breadth* will take care of itself. When a leader wants to grow quickly, he or she often makes program changes, hoping it will make the difference and transform the place. I've found mere *program* changes are temporary and plastic. In contrast, organic changes involve improving the *culture* of an organization. It's like planting seeds in a healthy plot of soil. The growth is authentic, but it doesn't happen quickly. In organizations, this organic change affects how people perceive reality, how they communicate mission, and how they experience community. It's genuine. It looks much more like a little *movement* than a *program*.

MOVEMENTS NOT PROGRAMS

Do you know the difference between a movement and a program? Programs are usually launched quickly and with a bang. You've seen it before. An organization promotes a new program—and pulls out all the stops. Billboards, bagels and balloons. But it often doesn't last long. Generally, programs start big, then fizzle and shrink. Soon, the leaders must look for another program. Movements, on the other hand, start very small and grow very large. But it takes time. It's organic. It's like planting seeds in a garden instead of purchasing some artificial flowers. It's the difference between an athlete who uses steroids to build muscle mass and one who takes the time to eat right, work out and build muscle over time. One is artificial, one is authentic. What's more, not only is the change real, it greatly reduces the growing pains.

REFLECT AND RESPOND

1. Lasting growth happens organically—like growing a plant. Plants don't grow overnight. If the gardener's job is to prepare the soil and plant the seed, how can we compare this job to ours as leaders who want to grow people? Draw some parallels.

2. What does it mean to create a healthy environment in your organization?

3. Name some times you've seen change happen in an organization. Have you seen it happen too quickly? How about too slowly?

4. If organic growth is a lot like planting a seed in a garden, what role does trust play?

SELF ASSESSMENT

Take an honest look at how you try to orchestrate change in your organization. Evaluate your leadership by marking an X on the dotted lines below.

-----|
PACE YOUR PEOPLE RACE YOUR PEOPLE

-----|
EMPHASIS ON "WHEN"

-----|
EMPHASIS ON "WHAT"

-----|
FOCUS ON DEPTH

-----|
FOCUS ON BREADTH

-----|
WE STARTED A MOVEMENT

-----|
WE STARTED A PROGRAM

1. Discuss your evaluation. Are too many of your X marks on the right side of the scale? Why?

2. What action steps should you (or your team) take to monitor the necessary changes?

EXERCISE

With your team, create a list of the major elements of your organization. These could be divisions, departments, projects, initiatives, or however you divide up your group. Next, list the significant changes within the divisions that have taken place in your organization over the past year.

Discuss: Do you believe you have stayed within the 20 percent change rate we discussed in this chapter? Evaluate these changes. Were they led by about 20 percent of the people? Did you grow too fast or too slow?

Finally, list the most strategic changes that still remain to be done. What are the key changes you still need to make? What are the most important 20 percent of these changes? When should you start?

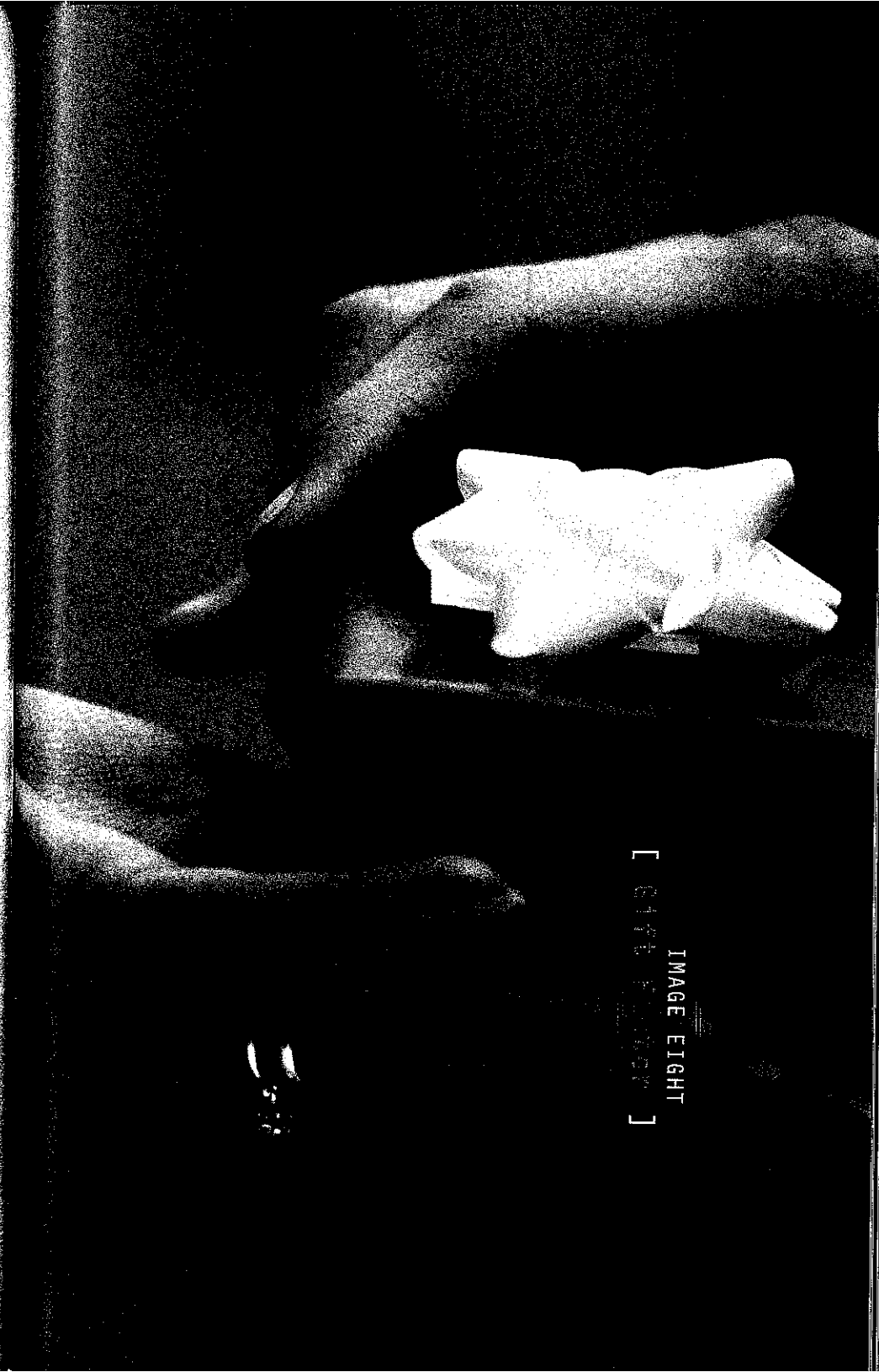


IMAGE EIGHT
[6195 P. 1007]

IMAGE EIGHT

[Gift Factor]



Gift Factor

CULTURES EXPERIENCE CHANGE BASED ON THEIR LEADERS. LEADERS CREATE CHANGE BASED ON THEIR STRENGTHS. A LEADER'S GIFT IS THE PRIMARY WAY HE OR SHE SHAPES THE COMPLEXION OF AN ORGANIZATION.

Years ago, a single man lived alone in an old neighborhood. Because he was very busy with his job, he never took time to upgrade his home. Over the course of fifteen years, the sofa, chairs and carpet slowly faded. The wallpaper and paintings looked weathered and worn. Even the draperies were sagging. But, alas, the man just didn't care much. He was busy making a living and wasn't concerned with how his house looked. After all, he didn't entertain many guests, and he wasn't into appearances.

Then, one year, a friend came for a visit on his birthday and gave him a large gift, wrapped up nicely. He could tell this friend had spent some time and money purchasing this gift. When he opened it, he found a beautiful colored-glass vase inside. He'd never seen anything so gorgeous. He placed it on the mantle of the fireplace in his living room and admired it. Without a doubt, it was the best-looking accessory in the whole house. It became his precious possession.

Over time, the man began to ponder how the ornate vase looked out of place in the living room décor. He noticed it was so much nicer than his sofa or chairs, and certainly more exquisite than his dilapidated drapes. One by one, he decided he should replace the other features in the room—the furniture, drapes, carpet, wallpaper and pictures. Within a year, the whole room had dramatically changed. It was stunning!

Hmmm. Isn't it interesting how one little gift could have such an extraordinary effect on an entire room? That vase became a standard for the rest of the furniture—and soon it influenced the old, mediocre surroundings of the living room. In other words, one gift transformed the environment of that man's home. Wise leaders follow the analogy in this story. First, leaders must look at their culture with fresh eyes and see the need for change, just like that man. (Sometimes, we become blind to the changes needed in our culture.)

Second, they must allow their gift to instruct them as to how they'll best bring about change in the organization. Generally, a leader's primary gift will become the chief instrument in orchestrating change within a team. The gift will lead the way. Put another way, organizational cultures experience transformation based on the strengths of the leader. Some leaders attack the need for change through their word gifts—they will motivate or teach or equip their teams with their words. Other leaders will do it via their organizational skills—they will restructure the teams. Still others will do it through their strategic thinking and planning skills. In any case, it will come about as leaders play to their strengths. That's why no two leaders may orchestrate change exactly alike. They have to find their "style" on how to initiate the renovation. The "gift" of the chief influencer will be the primary means to bring about change.

For example, Ford Motor Company has gone through some rough times over the last few years. Between 1999 and 2006, they were led by three different CEOs: Jacques Nasser, Bill Ford Jr. and Alan Mulally. Each of these men took the chief executive position knowing they would need to make some changes to salvage the market share Ford had in the automobile industry. However, each man had a different "gift" and went about making the changes in a uniquely different manner. Mr. Nasser was a rough, tough, "bottom-line" leader. His nickname is "The Axe." Upon his promotion, he immediately cut staff, cut costs, and bought auto companies like Volvo, and the Range Rover from BMW. He has a bias for action. He was known as a cutthroat, do-whatever-it-takes kind of leader. Unfortunately, his financial decisions were fast but not accurate. In 2001, Ford Motor Company lost \$5.5 billion. In October, Mr. Nasser was replaced by Ford's chairman, Bill Ford Jr. (the grandson of Henry Ford). Bill went about making changes very differently. He was much more caring in his approach. He was more of a "responder" to the culture. As an environmentalist, he looked to develop ways to produce more fuel-efficient cars and trucks. Relationships with his team were important. In fact, when the Ford Rouge Powerhouse plant exploded in 1999, Bill Ford insisted in visiting the site. When one of his staff warned him, "Generals don't visit the front lines," he responded, "Then bust me down to private."

Unfortunately, Bill Ford's gifts weren't enough to lead his company out of a sinking market share. In 2005, he was replaced by Alan Mulally, a former executive with the Boeing Company. Alan is more of an engineer-type of leader. He played a role in the design and production of several of Boeing's jets during his time with them.¹ So, his style is more of a "thinking and processing" method for bringing about change. In each case—Jacques, Bill and Alan—we see a leader changing the organization in his own way. There isn't one right way to orchestrate change.

You will find this true for you as well. Don't become discouraged when you see another leader doing things differently than you would. We often feel uncomfortable emulating some other leader who pulls off an incredible change. We shouldn't. Always learn from other great leaders, but don't copy their style, especially if your gifts are different. Lead from your strengths.

In your primary gift area, you will be most:

- | | |
|---------------|---------------|
| • INTUITIVE | • PASSIONATE |
| • COMFORTABLE | • PRODUCTIVE |
| • NATURAL | • INFLUENTIAL |

In 1983, I took over the college department at a church in San Diego. I followed a very gifted leader named Jim. Jim was talented musically, relationally, artistically, and he had a witty sense of humor. As a result, the culture was very artsy and musical. It was intimidating to follow his leadership style. I knew I couldn't try to shape the culture the way Jim did. It wouldn't be natural, and I would only become frustrated. So, I figured out what my strength was. I would be an equippier. I would train students to lead and to impact their campuses all across San Diego. Furthermore, we identified the strengths within the college department. In the end, this is what saved me. In seven years, we grew 1,000 percent. We did it through the gifts we possessed, not by imitating the pattern of the former leader's unique gifts.

You may remember the story of James Braddock. In 2005, his story was told in a movie called *Cinderella Man*. What I love about Jim is that he wanted to help his country during the Great Depression in the 1930s. Driven by love and this vision, he returned to boxing (after breaking his hand and losing almost every dime he had) and took on a contender in the boxing ring. Braddock, a retired boxer, had become an ordinary shipping-dock worker, but he began to carry "the hopes and dreams of the disenfranchised on his shoulders."² His amazing comeback to fight and beat the champion became a source of inspiration to so many hopeless people in that era. The bottom line? Jim hoped to change a hopeless culture. He wasn't a CEO or a strategist. He was a boxer. So he took his gift into the boxing ring... and changed America.

Does this *Habitude* apply to anyone? You tell me. Tony Hsieh co-founded Zappos in 1999, way before selling shoes online was vogue. In just over a decade, he's led Zappos to become an Inc. 500 company making millions of dollars a day. These days, Zappos continues to score high on lists of the best places to work. So how does Tony motivate team members and shape the culture at Zappos? It isn't money. Zappos salaries are often below market rates. They don't offer perks like childcare for employees, tuition reimbursement or a 401K match. Tony, instead, just uses his gift. He's committed to be happy and make his team happy. He wants employees to feel really, really good. Instead of buying his employees' loyalty, Hsieh has managed to design a corporate culture that challenges the norm. When someone compared Zappos to a religion, Hsieh didn't disagree. He believes you can learn a lot from religion and faith. In the same way, Zappos is a way of life.

Hsieh likes to point out that Zappos does not have specific policies for dealing with each customer service situation. He claims that the company's culture allows it to do extraordinary things. Recently he told a story about a woman whose husband died in a car accident after she had ordered boots for him from Zappos. The day after she called to ask for help with the return, she received a flower delivery. The call center rep had ordered the flowers without checking with a supervisor and billed them to the company. "At the funeral, the widow told her friends and family about the experience," Hsieh said, his voice cracking and his eyes tearing up ever so slightly. "Not only was she a customer for life, but so were those 30 or 40 people at the funeral."

Hsieh paused to compose himself. "Stories like these are being created every single day, thousands and thousands of times," he said. "It's just an example that if you get the culture right, then most of the other stuff follows."

Tony used his gift to cultivate his culture. What's your gift?

REFLECT AND RESPOND

1. Why do you believe our primary gift is the most efficient way to transform an organization?

2. There is an old Hebrew proverb which says that a "man's gift makes room for him and brings him before great people." Have you seen your primary gift make room for you and help you accomplish a goal? How?

3. List some of the reasons why attempting to change a culture by imitating the methods of a former leader can slow down improvement and maybe even lead to trouble.

SELF ASSESSMENT

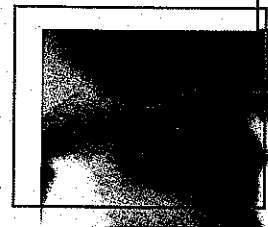
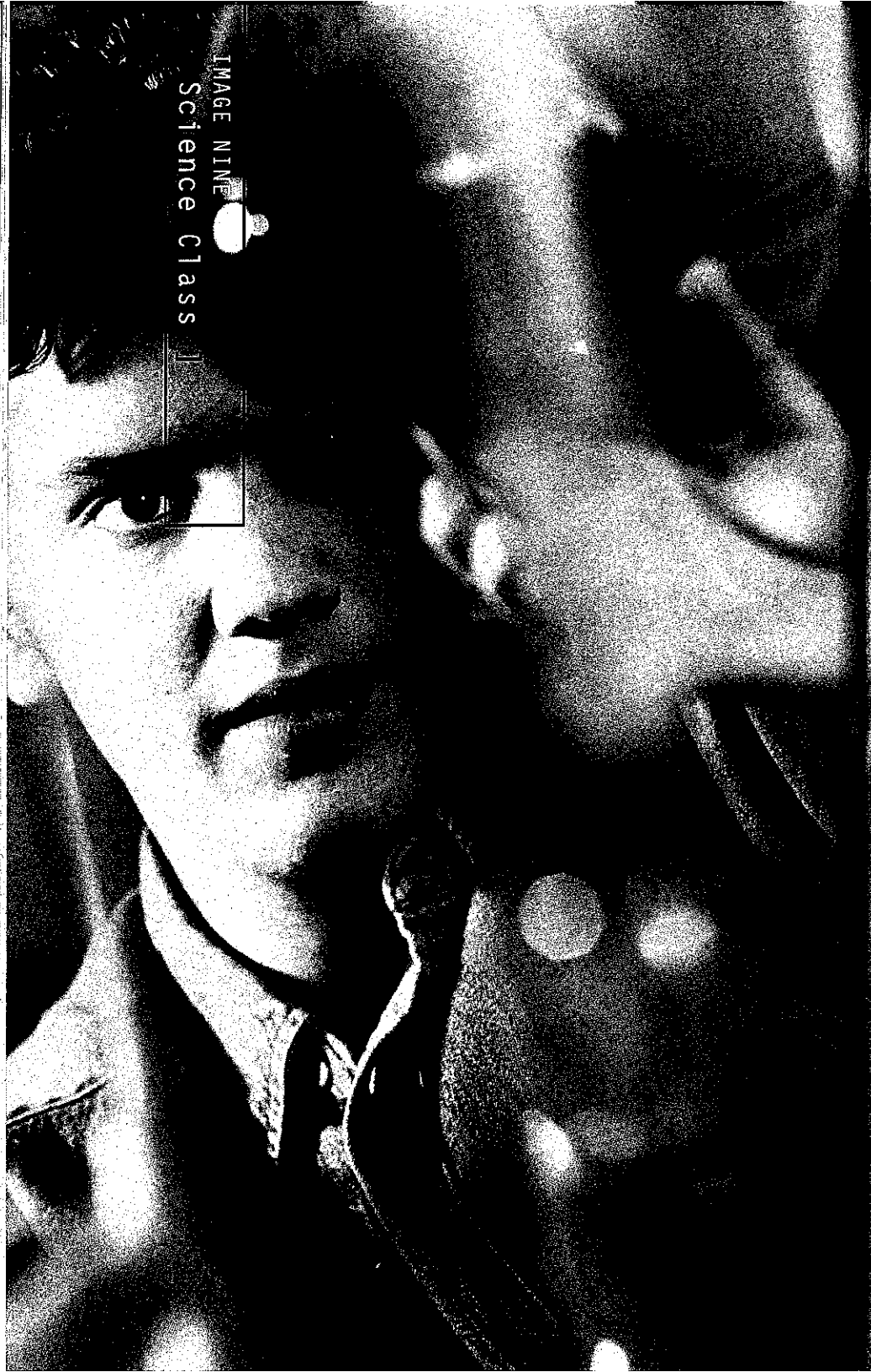
Take a few moments and evaluate your own leadership. Mark where you have failed to approach the need to change your culture because you didn't capitalize on your primary gifts and style.

1. Reflect on a time your team or organization was failing to reach a goal. How did you respond?
 - _____ You didn't speak up at all.
 - _____ You brought up the issue, but you deferred to others for the solution.
 - _____ You acted, but you imitated a style you'd seen in the past.
 - _____ You discussed it, then led according to your primary gifts and style.

2. When it comes to changing your organizational culture, what's your normal course of action?

EXERCISE

Have you identified your primary gift as a leader? If not, check out Gallup Press websites (www.Strengthsfinder.com or www.Strengthsquest.com) for some helpful resources. If you do know your primary gift, examine your city and find a leader who has changed their organization's culture and has a similar primary gift. Interview them and seek to learn how you can bring about change using your style.



Science Class

COLLEGE SCIENCE CLASS HAS TWO ELEMENTS: LECTURE AND LAB. MOST ORGANIZATIONS ARE STRONG IN LECTURE, BUT WEAK IN LAB. A LAB IS A SAFE PLACE FOR STUDENTS TO EXPERIMENT IN LEADERSHIP. THEY NEED EXPERIENCE.

I remember enrolling in my first college science course, prior to my freshman year of college. I entered with a little bit of fear and trepidation. Everyone told me it was a three-credit course, yet those same people added, "But it's a little different than your typical three-credit course." I soon found out what they meant. Students had to spend much more than three hours a week in the course. It required attending a "lecture" on three days a week, then participating in a "lab." I only had a vague idea about what a lab was. It was a place where I would invest two extra hours each week, experimenting with the information I received from the textbook and the lectures. Often, I spent six hours a week on that three-credit course, attempting to figure out what that textbook meant!

One afternoon, after reading about a flammable liquid in chapter seven of our text, I entered the lab with my partner and confessed, "I have no idea what this book is trying to say."

"Did you study the chapter?" my lab partner inquired.

"Yes, but those words didn't make any sense. I can't remember the elements in the gases or liquids in this chapter, and I have no idea what makes it so flammable."

The two of us proceeded to do the corresponding experiment, coupling the liquid with other kinds of liquids and gases. What ensued next can only be described as hilarious. My partner and I deposited two drops of the liquid we'd been reading about into a test tube, which sat on a Bunsen burner. All at once, it bubbled. We stepped back... then, BOOM! The liquid sprayed all over the ceiling and everywhere else within about ten feet. It was a chemical reaction. Everything was covered, from counter to ceiling, with a new liquid we just created by joining two compounds together. After taking a moment to make sure both of us were OK, the lab attendant and the two of us laughed until we hurt. It was like a scene out of the Disney movie *Flubber*.

Needless to say, I never forgot that little experiment. Furthermore, I learned what that liquid was and what made it so flammable. I got an A on the next test. The reason is simple. What I had failed to learn merely reading a textbook, I grasped experientially through participating in a lab. This is why science must always be taught through both a lecture and a lab. Sometimes, students like me just don't get it without firsthand experience—even if it turns out to be a comedy!

Let's apply this little lesson. In order to become a training organization—one that reproduces leaders and experiences a transformational culture—you must understand that your workplace operates like a college science class. There are two components: lecture and lab. There are words that top leaders speak, which doubtless are important. However, your environment must also include a "lab" for them to experiment with the changes you desire. There must be instruction and experimentation. Principles and practice.

Consider what a laboratory is. A "lab" is simply a safe place in which to experiment. Once a student has read the textbook, the lab provides a place for students to participate and try out their book knowledge. Even in my messy experiment, it was a relatively safe place where the students were being watched, coached and evaluated. But, we were the participants. Sometimes, I get the feeling that business offices, school campuses and churches are strong on "lecture" and weak on "lab." We don't really furnish safe places for training and experimentation, so it isn't safe for students to fail. This is why so few actually practice what you preach to them—it's less risky to sit and watch and clap for the lecture.

It seems most organizations—even most school campuses—suffer from the "Football Problem." Do you know what the "Football Problem" is? Have you ever been to a football game? There are always two major components. One—there are 22 people running around on the field in desperate need of rest. Two—there are 50,000 people in the stands in desperate need of exercise! This is a picture of many organizations: a few people do all the work; the rest watch. Unfortunately, the people watching never improve and never really own the vision.

According to the periodical *Worthwhile* (March 2005), 75 percent of today's employees will need training or development just to keep the jobs they have today. Only 20 percent of the workforce has the skills that half of tomorrow's jobs will require. And most of these people learn through hands-on experience. Consider this discovery:

- 67 PERCENT LEARN WHEN WORKING WITH A COLLEAGUE ON A TASK.
- 21 PERCENT LEARN WHILE DOING THEIR OWN RESEARCH.
- 10 PERCENT LEARN FROM A COLLEAGUE EXPLAINING SOMETHING PERSONALLY.
- 2 PERCENT LEARN THROUGH MANUALS OR TEXTBOOKS.

These statistics are probably not a news flash to you. People need a lab in order to grow. With firsthand training experience, a culture takes shape more quickly and solidly. *Information plus participation equals transformation.* Just ask the folks at the Disney Company and Pixar Animation Studios. When Disney CEO Bob Iger and Pixar Chairman Steve Jobs met to discuss partnership, the results were astounding. Steve Jobs agreed to sell Pixar outright to Disney—but in return, Disney allowed Pixar to take over their animation studios.¹ Wow. It's as if Nemo has swallowed the whale. Disney recognized that Pixar had much to teach them about 21st-century animation. By providing a safe "lab" to Pixar, it would propel them into indisputable leadership of the industry. Today, these two magnificent companies have formed one big "lab" to experiment and grow.

My friend Dwayne Carson has developed this kind of "lab" at Liberty University in Virginia. Dwayne loves to create safe environments where students can learn to lead. So, he's developed a "farm system" on campus, where students can begin leading from day one. I mentioned this idea in the "Joshua Problem." Just as "pro" baseball has Single A, Double A, and Triple A leagues for young players to prepare for the Majors, Liberty has places for students to "play" at suitable levels. Incoming freshmen are challenged to become entry-level group leaders. It is an entry-level position where first-year students get valuable experience and add value to their residence hall. In their second year, he has a Double A opportunity where they can lead learning communities.

The third year, many students take leadership positions like RA, SGA or club leaders. Finally, during their senior year, there are advanced (Major League) positions to continue stretching them as leaders preparing for the outside world. If you asked Dwayne his secret, he'd likely tell you he's set up a science class for leaders—with both lecture and lab. And this "science class" has helped transform the leadership culture on that campus.

EVENTS AND PROCESS

For years, I've believed that real change happens in students when leaders use both "events" and "process" to foster that life change. Events might be conferences, retreats, concerts, seminars or youth camps. They are one-time meetings that spark the need for change. At events, new ideas enter the minds of those who attend. However, most people need a "process" to follow the event to cause real life change to occur. A "process" involves the weeks that follow the event, where attendees meet together to discuss and apply the ideas discussed at the event. They are communities, mentoring relationships or accountability partnerships that follow up on the ideas and insure they become a habit in the lives of those who came to the event.

Notice the following columns that describe the role of each one:

EVENTS

1. *Encourage decisions*

2. *Motivate people*

3. *Are a calendar issue*

4. *Usually about a big group*

5. *Challenge people*

6. *Become a catalyst*

7. *Easy*

PROCESS

1. *Encourages development*

2. *Matures people*

3. *Is a consistency issue*

4. *Usually about a small group*

5. *Changes people*

6. *Becomes a culture*

7. *Difficult*

Events are like the "lecture," and process is like the "lab." We need both, but we must get beyond the glitz and glamour of merely holding events and begin to work on the process—which is what really changes people.

REFLECT AND RESPOND

1. Jot down the various ways you've experienced "training" in your life—both in school and on the job. Now list how that training was approached by your leaders. Did you get more lecture or lab?

LECTURE

LAB

2. Why do you think most organizations are stronger in providing "lectures" than "labs?"

3. Can you name an effective example when someone trained you to do something using both a lecture and a lab?

SELF ASSESSMENT

Evaluate yourself on the questions below:

1. Where are your "safe places" that allow potential leaders to experiment in leadership?

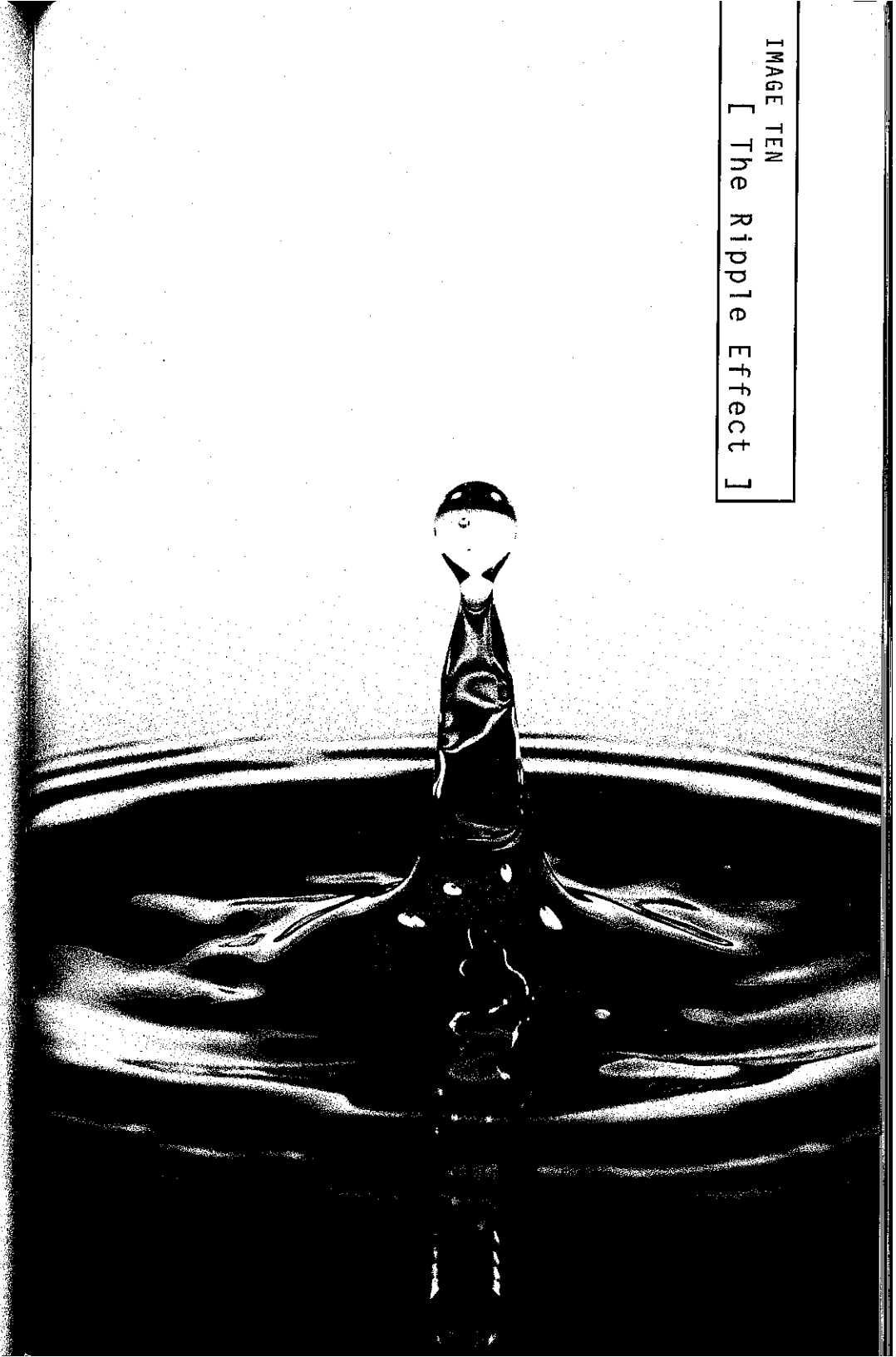
2. What places in your organization still lack "labs" that prepare potential leaders for service?

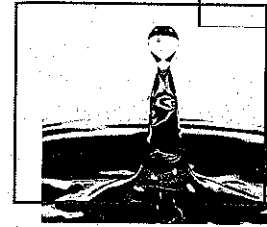
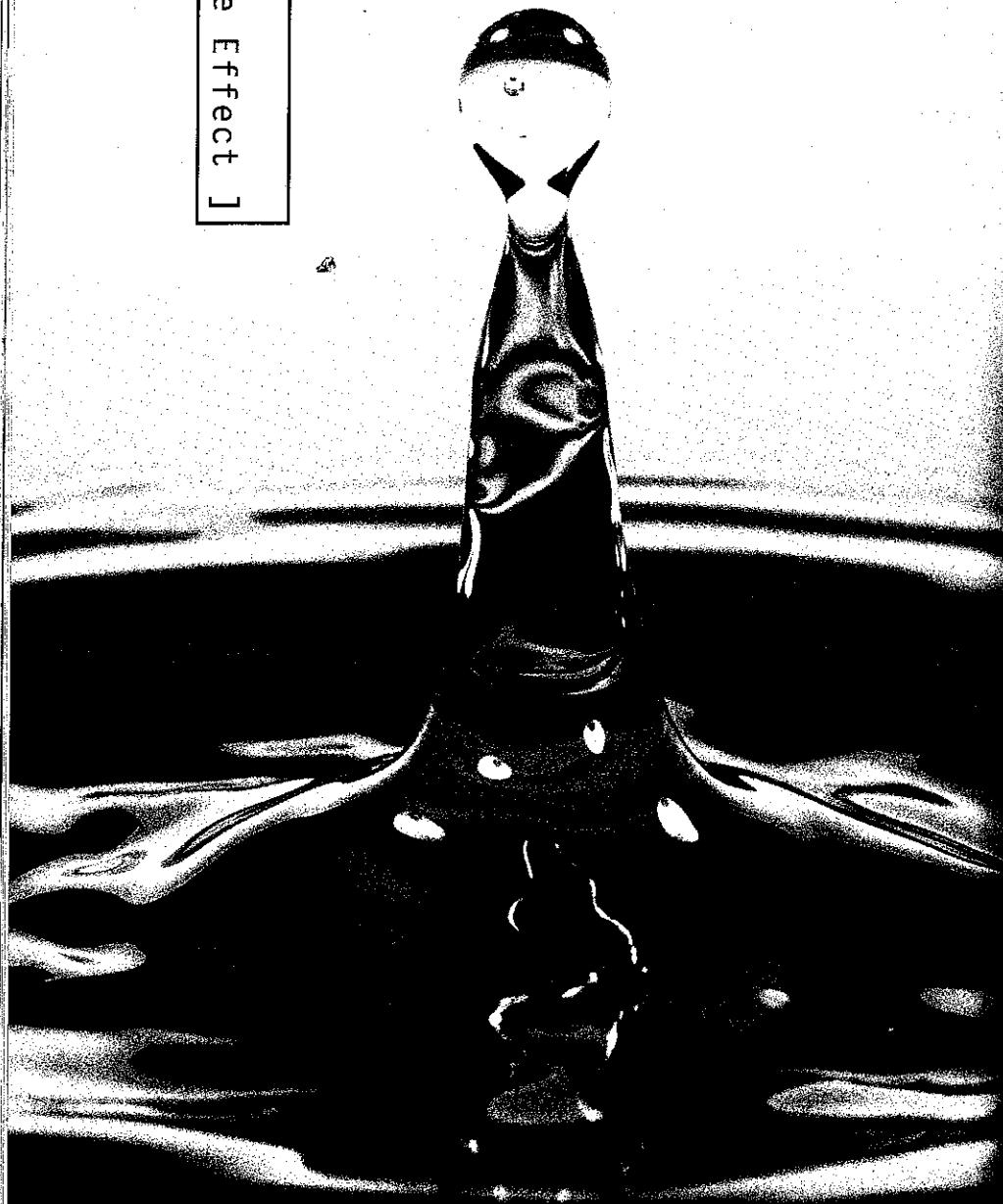
3. List below the three most important departments in your organization. Now, list how these departments utilize "lectures" and "labs" to prepare potential leaders for positions:

DEPARTMENT	LECTURE	LAB
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

EXERCISE

Identify the places where your organization is weak, either in lecture or lab, as you provide training to potential leaders. List them on paper. Now, come up with a list of three creative ideas for how you could furnish what's missing to those potential leaders. Discuss with your team how you could add these lectures and labs as you prepare the people on your team.





The Ripple Effect

CULTURES EMERGE FROM LIFE-CHANGING ENVIRONMENTS. ENVIRONMENTS EMERGE FROM SMALL COMMUNITIES THAT FOSTER DISCOVERY AND SELF-DISCLOSURE. CREATE COMMUNITIES AND ENVIRONMENTS. CULTURE FOLLOWS.

Everyone has thrown a small rock into a pond or a lake and watched the effect it has when it hits. When that little stone hits the surface, it makes a splash. Following that splash is a ripple effect. Starting with one small ring of water, new rings begin to spread outward in concentric circles. With a big enough splash, those rings can continue expanding out into the calm waters surrounding the starting point for several minutes.

Growing up, my family visited Lake Harrington in Kentucky every summer. I could spend hours throwing rocks into that lake, skimming them on the water's surface or trying to hit certain locations in the lake. My favorite memory from these moments was causing a ripple effect. I would throw a rock as far out into the water as I could, then watch to see if the circles of waves could return all the way to the banks of the lake where I stood. With a big enough rock and some calm water, it was amazing how that ripple effect could go on and on.

Organizations experience ripple effects too—both good and bad ones. It's the effect of small decisions on the culture of an ordinarily calm team or department. Those decisions are like rocks hitting the surface that cause an expanded effect into the atmosphere of the organization. For instance, George Kelling caused a wonderful ripple effect on the culture of New York City in the early 1990s. He was asked to study the rising crime rate that worsened each year within the five boroughs of the city. Violent crimes, rapes, murders and drug traffic were soaring. At least until George Kelling threw a rock into the water there. After studying a high-crime neighborhood, he came back to the city officials with a suggestion: "The windows are all broken in that neighborhood. Instead of spending millions on new police officers, let's fix the windows and see what happens."

Almost immediately after replacing the windows and repainting the frames, crime and drug deals dropped more than 60 percent. This brought families out to their front porches again. People stayed outside and talked, even after dark. Vendors began to venture back into the area. This "crowd" further impacted the drug dealers. It forced almost every one of them to leave. George Kelling's decision was based on his "Broken Windows Theory." He said later that when windows are broken, it suggests to criminals that no one is watching and no one cares. When you replace the windows and paint the sills, it tells everyone that even the small things are being watched.¹ His little theory had a ripple effect on the neighborhood. Crime rates went from extremely high to almost nothing. That's quite a splash.

ENVIRONMENTS AND COMMUNITIES

So, if even small decisions can have a ripple effect on a culture, what decisions are most important to a leader if they're to positively influence that culture? In other words, how do we find the biggest rock that will make the biggest splash and cause the widest ripple? How do we know which windows to fix, so we can affect the culture in our neighborhood?

Put simply, leaders don't directly change the culture. They do it indirectly through small groups of people. Wise leaders know they cannot simply declare a culture change—any more than George Kelling could just announce that criminals and drug dealers must leave the neighborhood. No, he fixed some windows that led to the departure of those criminals. In the same way, leaders create healthy communities within an organization—communities that experience authentic relationships filled with self-disclosure and discovery. Healthy communities are the "windows" leaders fix in order to effect change. From these authentic communities, positive environments emerge. And those environments lead to a change in culture. Keep in mind—there are as many micro-cultures as there are leaders.

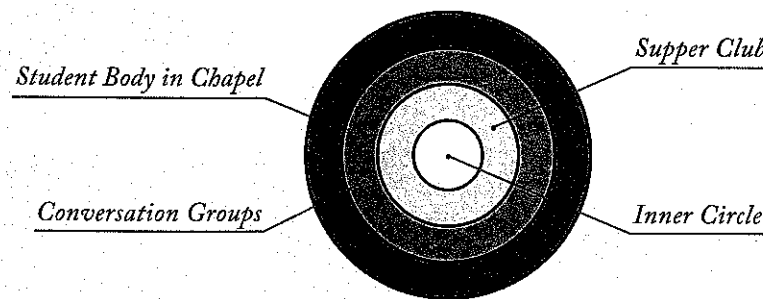
It would be difficult to overestimate the power of small communities. Consider this statement: *There is no life change without life exchange.* When people really exchange life together, they become real and begin operating in a more healthy and productive manner. Like a ripple effect created by a rock in the water, all cultures begin change from small groups of people that spread outward. So, the rings in the water of your organization flow outward in this order:

- **COMMUNITIES:** Clusters of people in relationship with one another, working toward a goal.
- **ENVIRONMENTS:** The combination of many of those communities affecting the whole.
- **CULTURE:** The result of healthy environments on the pathos and ethos of an organization.

Case in point: Zappos. At Zappos, the culture begins in the hiring process. Two sets of interviews take place—one for skills, the other to make sure the new hire matches the culture. Then, the training process takes place for all new employees. Communities are formed at this point. These people spend weeks together learning and growing. Obviously, relationships are formed. Just to make sure the communities and culture are solid, Zappos does something strange. They offer everyone \$2,000 to quit. They want to make sure the culture and community have formed and people are there for more than a paycheck. Later in this book, I'll talk about the USS *Benfold*. Under Captain Mike Abrashoff, the culture on that Navy ship was radically transformed in six months. He did it by creating working communities not based on rank but on crew members sharing similar strengths and purpose. It wasn't about a chain of command but a chain of communities. He formed teams and gave them responsibility to solve problems. These communities were rewarded as they brought results. This created a revolutionary environment on board that ship. Money was actually returned to the government because jobs got done more efficiently. In the end, everyone loved the culture that emerged. 100 percent of the USS *Benfold's* career sailors signed on for an additional tour. Abrashoff saved the Navy \$1.6 million in personnel-related costs in 1998. How did he accomplish this? Through communities and environments that created a unique culture on his ship. It's the ripple effect.

One of my heroes is Charles Simeon. Simeon had a ripple effect on the Anglican Church during the 19th century in the U.K. When he got discouraged at the unhealthy culture of the churches in England, a mentor suggested he take a parish across the street from Cambridge University. He began to focus on preparing young men for the ministry—so he could change the culture of his church movement. What happened was nothing short of amazing. First, he signed up to speak in chapel as often as possible. Following those chapel services, he would invite interested students to a "Conversation Group" on Tuesday nights, where he would go deeper in his teaching. At those groups he would handpick sharp young leaders to participate in a Supper Club at his home on Sunday nights. There, he would equip about 12 to 15 leaders for ministry. Within that club, he would zero in on about three or four seniors who were preparing to graduate. They were his inner circle.

SIMEON'S CONCENTRIC CIRCLES



Each of his meetings represented a new community, with a deeper level of commitment and purpose. As his students finished school, he would try to place them in parishes across the country. He did this quite successfully...for 54 years. By the time of his death, one third of all Anglican churches were led by those he had trained.² Talk about a ripple effect.

REFLECT AND RESPOND

The ripple effect is occurring almost every day of our lives. Each decision we make has some corresponding effect on others.

1. Consider the ripple effect of a recent decision made by a government leader. Or by an athlete. Or by a celebrity. Was it negative or positive? Talk it over.

2. We all intuitively understand the ripple effect, but often we fail to take it into account when we make flippant decisions. What prevents us from seeing the ripple effect as leaders?

3. Can you recall a time when a leader made a positive choice, and you, as a team member, benefited from it? Discuss it.

4. What enables leaders to make good decisions that affect their culture?

SELF ASSESSMENT

Take a moment and evaluate the ripple effect of your decisions. Write out your honest answer.

1. Name the last time you made a leadership decision that negatively affected others. How?

2. Name the last time you made a leadership decision that positively affected others. How?

3. How have you capitalized on creating communities to foster an environment, to create a culture?

EXERCISE

Meet with your team and brainstorm the kinds of environments you wish to create in your organization. Discuss how you'll create them. How will forming small communities help? If you form them, what will be the purpose of those communities? Finally, do some creative thinking on how the communities will feed the environment, which will impact the culture you desire. Discuss.

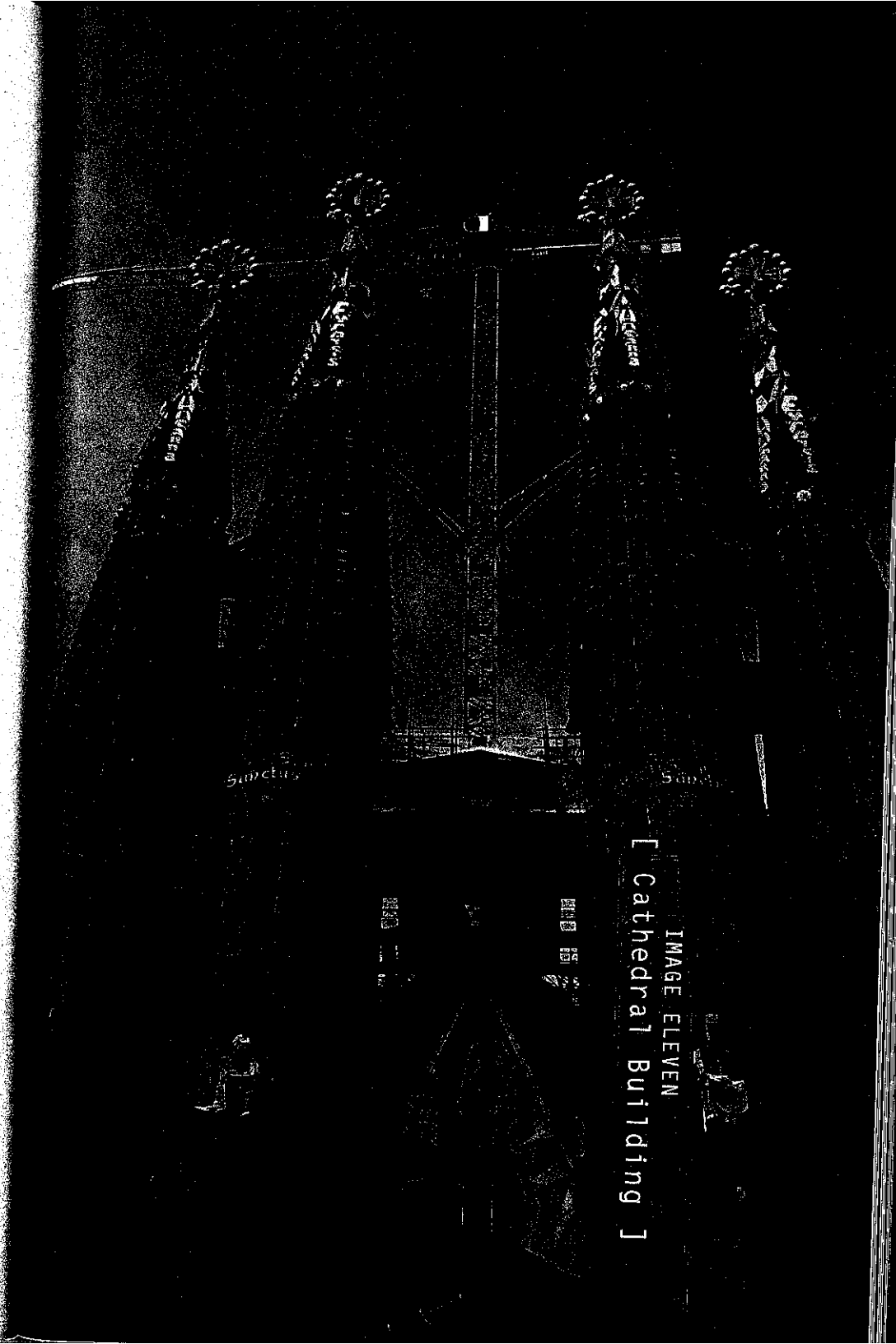


IMAGE ELEVEN
[Cathedral Building]