**Episode #47**

**Speaker 1** [00:00:00] Welcome to the Cabrera Lab Podcast. Hey, how are you?

**Speaker 2** [00:00:07] I'm good, how are you? All right, I have something very exciting to tell you. So we released our episode on organizational capacity last week.

**Speaker 1** [00:00:16] Yes, so I know what's next.

**Speaker 2** [00:00:18] No, but not only that, one of the comments was that we actually made organizational capacity sexy.

**Speaker 1** [00:00:23] We're bringin' sexy.

**Speaker 2** [00:00:25] We're bringing sexy back to organizational capacity, which means...

**Speaker 1** [00:00:29] We met our goal of making organizational capacity sexy. That's not easy to do. That's a DHAG, a Big Hairy Audacious Goal.

**Speaker 2** [00:00:37] Right. But now the challenge is to make learning even sexier.

**Speaker 1** [00:00:43] You know, I don't think that's a challenge at all, because learning is the coolest part of VMCL. It's the least celebrated, but it's the most important. And it's that thing that really defines us as humans, our ability to learn and how good we are at it. Yes. It really is quite remarkable how good we are in learning. True, and how necessary it is. And even so, sometimes it doesn't seem like it. But we are really, as humans, we're very good at it. Learning is our thing, it's our gig.

**Speaker 2** [00:01:17] Is it not because it's incredibly essential to our survival?

**Speaker 1** [00:01:21] Yeah. Learning is so cool. It's the coolest. Honestly, I could just talk about learning all day long. And not learning like school. School is we've beaten the learning out of school. Brutally, just beaten the learn out of the school. So there's almost no learning left in school. But learning is really the coolest thing in the world.

**Speaker 2** [00:01:47] OK, good. So let's start at the beginning. Let's talk about what learning actually is. And then let's contrast that to, because we're in organizational, so learning generally, and then learn organizational learning.

**Speaker 1** [00:02:00] Yes, so the L in VMCL stands for learning, and in particular, it stands for organizational learning. But in order to do organizational learning, so we say L sub O is organizational learning so L would like a little O underneath it. But in in order do organizational learning, you have to do L individual. Right. You have to do individual learning. So the, the individual learning occurs every minute of every day. And the degree to which the things that are learned are shared with others and then adopted by others as shared mental models is the definition of organizational learning. So we can actually say. Individual learning is simply a change in mental models. For a person. For a personal. So organizational learning is a change in mental model that's shared by, you could say, we call them agents and we use this symbol here. But. You could just think of it as an A or think of it as your employees or whatever, whatever you want to think of that as, right? So it's a change in mental model shared by the people in your organization. And it's important to understand that it doesn't have to be shared by everybody in order for it to be organizational learning. It could be shared by 75% or 50% or whatever of the organization could have a shared mental model and that will have a huge effect.

**Speaker 2** [00:03:37] Right, and sometimes this is a mental model that only this group of people need to share. They're in a particular department or division, and so that would make sense. But I guess, for me, when I think about this difference, and we talk about leadership, you don't want to have an organization where there's a lot of this happening and none of this is happening.

**Speaker 1** [00:03:58] That's absolutely right, and that's most organizations. I mean, most organizations, the people on the ground are learning stuff every day. The question is, is that learning translating into shared understanding? If I learn something about, if I'm interacting with customers all day long, and I'm learning what they really value, but that isn't translating to the organization. the people in the organization understanding what our customers really value. Well, that's a lot of individual learning, but almost no organizational learning. We have to make sure the shared mental model is the key. Sharing, being on the same page about the mental model, is the the key, and when we say shared, the shared is another really weird word, because we share information all the time, right? Well, we know that a mental model is equal to information and how we organize it. And we know that the organization is DSRP, which we've talked a lot about on this podcast, right? So we're not gonna go into that part today. But if a mental model or meaning, the meaning that we make is equal to the information and the organization of that meaning, the way the information is organized to make meaning. If we share information, that's not the same as having a shared mental model. Having a shared mental model requires us to sort of think the same way about the information.

**Speaker 2** [00:05:31] Yeah, so let's just slow down for a minute. What that means is I'm understanding the distinctions you're making between one project and another. I'm understand the relationship you're making between parts of that project and something else. That's right.

**Speaker 3** [00:05:44] That's right.

**Speaker 2** [00:05:44] It's not just the project content and the project content. It's the way that you're thinking about it that needs to be understood by both of us.

**Speaker 1** [00:05:53] and that could happen on anything. I mean, you could do an A-B test on two different webpages, and we could say, well, they liked this web page more, and me and you can look at that web page and say, well, we know the information is they liked A better than B in this A- B test. Right. But you might make a different reason for why they liked A than I make, so now we don't have a shared mental model of that information. The information is A was rated higher than B. But the meaning that we make out of that, the interpretation of that information, you could say, well, they like it because of the color scheme, and I could say they like because of a content. Right. Well, who knows why they like it and those are just things we're building a mental model around that information. So we have to share a comp, right? Because if we don't share that, then you're going to say, make all of our web pages these colors. And I'm gonna say, make sure all of our webpages hits on these kind of content areas or these concepts. And neither of us is. Neither of us on the same page about what that information meant. Right. Right? So when we say share a mental model, we don't literally mean send an email. We can share information by sending an email to thousands of people. But sharing information is not the same as sharing or holding in common a mental models. Holding in common a mental model is the hard work of organizations.

**Speaker 2** [00:07:26] And I think it's a good moment, because we're talking about mental models, to talk about there are checks. Yes. Just like for vision and mission and capacity, we do have some checks for learning and they deal with mental models. So maybe I'm going to read one of them. Yes? Yes. So the first check in learning is that we harness the power of mental models

**Speaker 1** [00:07:48] There we go.

**Speaker 2** [00:07:49] which is what you're talking about. And then I'm gonna skip to the third check, which is we're constantly evolving our mental models.

**Speaker 1** [00:07:57] Yes, very important.

**Speaker 2** [00:07:58] So we should talk about that.

**Speaker 1** [00:08:00] Well, when we evolve our mental models, we're changing them. And that, by definition, the change in mental model is learning. If we change our mental model, that is the definition of learning. So organizational learning is that everybody or some collection of everybody, some subset of everybody is changing their mental model in a particular way, in a particularly direction. Now, what's interesting about that is this thing that everybody has trouble with, which is culture, which we do with a double C, because we don't confuse it with capacity. So culture, a lot of people have trouble with. They don't know how to define it, they don't how to build it, it seems amorphous and sort of difficult. And we're going to do, I think, an episode next on culture. But what's really interesting is to understand that culture is mental models shared by people. Well, look at the difference between culture and organizational learning. The only difference is the change. Right. Otherwise, it's mental models, mental model, shared by people. So the only difference in learning is the change. Well, how do you build culture? You change the mental model so that everybody has the same mental model about the most important things in the business. Right. Right. It doesn't mean everybody thinks the same way about everything. It just means that... there are certain mental models in your organization that you can't have like everybody thinking differently about. Your vision for example, your mission for example. Those are mental models that you want everybody to think about, your values, which we'll talk about where they fit, your culture code. You know, those are mental models that are critically important. What your cap map says, and what are the components of your capacity map. Those are our mental models that build culture. And the reason they build culture is because culture is the sharing of those mental models. So it takes the mystery out of building a great culture. It's the hard... helping people to change their mental models so that enough people in your organization are on the same page. Yes. About the most important things.

**Speaker 2** [00:10:17] I think what's interesting about this is the concept of evolving your mental models is about adaptability. It's about survival. It has that sort of biological feel to it, if that makes sense. And when people come to us, they're like, how do we adjust to this? And how do we adjust So that.

**Speaker 1** [00:10:34] Yeah, I mean, at the end of the day, especially now, but it's always been the case for longer than organizations have existed. Adaptivity is the most important human skill, and it's also the most important organizational ability. Yes. So if you want your organization to be vital. you need it to be able to adapt at the, at the organismic organization, super organism level. Right. If you want your kids to be vital, teach them to be adaptive. Right? Because if you, whatever you teach them, to be, able to deal with will change. Society will change, things will change facts will change information will change. The situation will change the context will change all these things will change we live in a dynamic world. If we teach them to change with the times, change with context, change with the situation whether it's the individual, or whether it is the organization, you're going to be fine. Adaptivity, being an adaptive leader, being an adaptive organization, being an adoptive individual is the key. The key to that adaptivity is learning. That's why learning. It doesn't need to be made sexy. It's the sexiest thing in the world I mean, it really is the most coolest thing in The world the most cool is the Most coolest pretty sure that's

**Speaker 2** [00:11:59] I'm pretty sure that's grammatically incorrect. Most coolest.

**Speaker 1** [00:12:02] see, I adapted the English language. The English language, by the way, is ultimately adaptive. That's true. Languages in general are very adaptive. The way new words are created is you say different things than are allowed. Right. Right? You break the rules of grammar, you break the rule e, cummings didn't even use like periods and punctuation and capitals. That's right. Yeah. And

**Speaker 2** [00:12:27] You did all right.

**Speaker 1** [00:12:27] You did okay, right?

**Speaker 2** [00:12:29] All right, so I want to go back, we have one more check, and then I want go back to something we said in the last episode and connect it. So the other check inside of learning is that we train people to think in order to learn. And I think it's important to make that connection of what we mean by train them to think so that they're able, I think what you're saying is to get to this, to understand how they're understanding things.

**Speaker 1** [00:12:57] Yeah, that's really important. And there's not really a scientific notion of the word thinking. I mean, we call it cognition. We call it some, you know, it borders in neuroscience and cognitive science and psychology and all kinds of things. Right. And the word, thinking is, is, is really a, just a, a word, right? It doesn't have really any deep meaning in, in a scientific context. what we're really talking about when we're talking about thinking is how we organize information, right? How do we organize information and so you could think of this O here as being synonymous with thinking. Yes. Right? You could even say M equals I T if you wanted to that how we think about the information leads to the meaning or the mental model. So the O is where the thinking is happening. And a lot of our podcasts are about the DSRP side of this. DSRP are the patterns of thinking that we use to organize information. So it becomes incredibly important to train your people to really understand the patterns of thinking that they're using to organize, information to make meaning out of it so that they become. supercharged learners. And if they become supercharged learners, then they can be supercharged at organizational learning, right? Because they can say, Oh, you know, we did that a B test and you're thinking it's the colors. Yeah, and I'm thinking it is the content. Well, how could we do how could we Do another test? Another experiment to find out who's right? Which mental model is closest to reality? And maybe it's a little bit of both. Maybe it's an and both, right? It probably is. They like the colors and they like the content or something like that. So how can we know in that A-B test and how could we design the A-b test better so that there isn't confusion about what the meaning is and stuff like that?

**Speaker 2** [00:15:07] I mean, I think part of what's at the base of what you're saying that I want to make sure we say it out loud is there's a process of an individual person understanding how they're building mental models. Then what happens is they understand that everybody else is building their own mental models. Right. And so then the conversation is very different. It's like, oh, I have concluded this about the ABT test, but I don't know that every other person. because they're building their own mental model has concluded the same thing. So it changes the conversation.

**Speaker 1** [00:15:42] A hundred percent. You said that much better than I did. So yeah, I think that's true. I think exactly what you said is like, once you learn the patterns of thinking DSRP, then you do get that benefit of being like, oh, you know, I saw this AB test as being content. You saw it as being color. Those are our perspectives. What's the customer's perspective, right? So now we have a language for The distinctions you're making and the distinctions I'm making and the distictions the customer's making, they're all perfectly fine distinctions, but they're different. So how could we get on the same page about what the customer is thinking? Maybe we have to, you know, consult the customer more and find out what, why did they like this page or, you Thanks for watching!

**Speaker 2** [00:16:30] So, for example, we were talking with the CEO of a large company in Silicon Valley. And we had spent, I think, two or three days with his entire C-suite around some things. And if you remember, he called and he said, hey, one of the biggest effects that has happened from our time with you is now when we have conversations, we're checking each other's mental models.

**Speaker 1** [00:16:52] 100%. Yeah, I remember that.

**Speaker 2** [00:16:53] We're not having these territorial, I'm right, you're wrong conversations. It's like, here's what I think, what do you think?

**Speaker 1** [00:17:01] So important, right? So important. I mean, you just can't underscore that point that you're making enough. It's like these people go from this is what I think is real versus what you think is real. Right? And they don't even have the cons of the words of I think it's just this is What is real?

**Speaker 2** [00:17:21] Yes, that's true.

**Speaker 1** [00:17:22] And you're over there going, this is what is real. And in that world, all we can do is conflict. If our models of reality conflict, then we conflict. Because we are our models or reality. But in a world where I have just a little bit of awareness that this thing that I've built is a model of reality. Yes. And you have one too. and let's put your model of reality on the table and my model of a reality and let not, let's not make it personal. No. Let's make it about, huh, how could we figure out whether, which one's more accurate, which one is more reliable, which ones more effective, or maybe it's not one or the other. Maybe it's like, oh, let's take this from here and combine these in this way and make a new mental model, because we might be seeing the glass from different angles. and make a new mental model that's gonna serve the organization. And that's what he was saying is like, that has just fundamentally changed the way people interact.

**Speaker 2** [00:18:25] Yes, but what you just did, so we both know that we've built our own mental model, we talk about the mental models we both have, and then we build a shared mental model which then we can execute.

**Speaker 3** [00:18:37] Absolutely.

**Speaker 2** [00:18:38] as we execute it and we get feedback, then we can evolve it and say, oh, people don't like it this way.

**Speaker 1** [00:18:45] They like it.

**Speaker 2** [00:18:45] We're going to do it this way. So we have to build, we have to share, we have to evolve our mental models in organizations together. And that's why MIO, which seems so simple, it's the crux of all of it.

**Speaker 1** [00:18:58] the crux of everything. It's literally the base of individual, organizational, and culture. Individual and organizational learning, and then culture. Which are, and by the way, culture, as is often said, eats strategy for lunch. So that's how powerful culture is. Culture eats strategy, for lunch, right? Meaning, If you really want to get stuff done in your organization, build a great culture and it'll do it for you. Cultures like those rafting guides, where culture is the river that has all this power to move things and change things. Culture is that. It's that powerful. And underneath that is organizational learning. And underneath, that's individual learning. And underneath is M equals IO. Right. And boy, so cool, so powerful. This episode is sponsored by Training Camp. the ultimate online spot for building the mental fitness that drives personal and professional change and success. At training camp, you'll have access to the science and practice of thinking with personalized thinking assessments, tiered training, and best of all, practice that improves skill. Go to CabreraLab.org to learn more. And now, back to the episode.

**Speaker 2** [00:20:18] I want to remind us, we talked about capacity last week, and we said in that episode that learning is a special kind of capacital system. And I think we should talk about how do we turn all of what we know here into capacity? How do we make it, how do create systems of learning? What do they look like?

**Speaker 1** [00:20:38] Yeah, I mean, we've kind of covered the first part, which is really understand what learning is. But then then the second part is kind of understand what are the parts that make up a learning system in your organization. I think the big distinction that we have to make is a lot of organizations think of organizational learning as like a what I call formal learning system. Right. So it's. It's like, oh, people need to know how to use spreadsheets and people need know what the policy on discrimination is. So we're going to have a training and we're gonna, or people need to know, how to do some software and we've got to have training. Okay, fine. That's all learning too. You're learning how to Excel or you're learning, how use whatever, right? the tip of the iceberg of organizational learning. And it's kind of the least sexy and the least important part of organizational learn.

**Speaker 2** [00:21:40] You mean like formalized skill building?

**Speaker 1** [00:21:42] Formalized skill-building learning is important. Yeah. But it's like a tiny part of what your learning system includes. Right. So you have all these formal systems, which I'm not saying that they're not powerful. They are. All learning is powerful. But that's one type of system. You also should take into account all your informal learning systems. And you should have that on your radar, that these informal learnings, just like the informal dynamics of your people. is far more important to understand than the formal dynamics spelled out in your org chart, right? The formal hierarchical dynamics of your org charts are far less influential than the non-linear dynamics of humans interacting with each other at multiple levels around multiple dramas and all kinds of stuff. Yeah. In the same way, informal learning is really See you next time. The powerhouse of your of your organization. And so how do we encourage informal learning? Informal learning is like we've been talking about you meet with a customer and Based on your conversation with them You learn something. Yeah, that's not a course i'm taking that's happening every day every minute of every day. How is that? Brought back to the organization. How does the organization benefit from that? Eureka moment right that's informal learning and the power of informal learning if we can Harness it is massive, right? So those are two components The other thing we have is the VM CL part of your learning making sure that everybody is on the same page in terms of VM CNL the other thing that we have the dashboards and metrics That's your feedback mechanisms. All the metrics of your organization gets put in some kind of dashboard where you can get feedback, which is learning. Learning is the feedback that makes you change your mental model. So whatever those metrics are, the metrics of vision, the matrix of mission, the metrics your capacity systems, the metrics learning, and any other metrics that you care about that are the most important in your organization that go onto a dashboard. those are really critical parts of your learning system, right? Then there's some other parts which we're going to talk about next week, which is we call them CBG, Culture Building Graph, and internal marketing, which is how to build a culture. Those are the most important things. Also, culture code. which is where perhaps your values would go. You can call that culture code. You could call that your corporate values or whatever. Those are really important mental models that everybody in the organization has to share.

**Speaker 2** [00:24:37] Right. I also think what's important is, as an organizational leader, when you're thinking about learning, I think there are two primary functions. I think the first one is to purposefully find or set up systems to get what you would call sort of unvarnished feedback about everything. So one of the things you have to do is set up those systems to actually collect that feedback. I mean, you imagine like a chef standing at the, what do you of a restaurant. They're saying they're ensuring quality of the food that goes out, but they're also waiting to see how much food is coming back.

**Speaker 1** [00:25:15] The past example in a restaurant is probably one of the most poignant examples that you can give for organizational leaders. And the reason is, because think about a restaurant and the way that most really good restaurants are organized, there's kind of the front of the house. Yeah. So this is the front and this is the back of the House, right? So this you know, you might have the kitchen. This is all the kitchen stuff in there. You got all the cooks around here. And then here, in between the front of the house and the back of the House, you have what is called the pass, right? And then you have the front of the Haus, which is the tables and the people, the customers and the maitre d' and the waiters and all that kind of stuff, right. Guess who stands at the pass?

**Speaker 2** [00:26:02] Well, it's not who you think. I mean, you'd think it's some person who's trained in quality control and feedback, but it's actually the chef.

**Speaker 1** [00:26:10] The head chef. Yeah. So this is a multiple Michelin star restaurant. And the head chef stands at the pass. Now, guess how many burners are at the pass? Well, zero, zero burners or at the past. What, guess what's at the pass? It's a table and there's plates underneath. It's the place where you do the plating. Just think about this. You've got a guy or a gal who has won all these Michelin stars the best chef in the kitchen by far isn't doing any cooking. What's he doing? What he's doing is he's monitoring the feedback. He's making sure that mission moments go well because he's plating, right? So he's making that at the final moment where all the capacital systems come together into a mission moment that's about to go to the table, he's gonna make sure that the mission moment goes well. That's number one. Number two, He's paying attention to the feedback that they're getting as the plates come across, because he might have like a trash can here or see the trash can and the plates come back and he sees what's on the plates. He's seeing the feedback from, and he's also getting feedback from the maitre d and the waiters who come to the pass. So he's getting communicative feedback. He's getting visual feedback on the food. He's also giving feedback from the kitchen of where the things are slowing down. And then the final thing he's doing, is when there's a problem, he'll go back and teach. Yes. He'll go and teach, meaning he understands the importance of these folks learning.

**Speaker 2** [00:27:51] from the feedback.

**Speaker 1** [00:27:51] On the feedback, right? This is informal learning happening, right in on the fly, informal learning. No, do it this way. No, Do it this way. When this happens, go like this. So the best chef in the kitchen isn't doing any cooking. It's kind of mind blowing. And not only that is mind blowing, it's mind blowing and not only that, what's he doing? He's mostly focused on making sure mission moments go well. And teaching and learning. Right. Well, how many CEOs are doing that? The good ones are doing. The good one's are making sure that mission moments go well. They're making sure we have the capacity to do mission. And if we don't have the capability, we're learning how to have the capacities so that the systems get better. And most importantly, they're holding people to high standards by teaching what has to be taught at different points in time based on the feedback.

**Speaker 2** [00:28:51] Also, what's important from this example is it's not just about gathering the feedback. It's about broadcasting the learning from the feedback across the organization. If you remember, Ritz-Carlton had wow stories.

**Speaker 4** [00:29:05] Yeah.

**Speaker 2** [00:29:05] So anytime they had a mission moment in Ritz-Carlton hotels that went really well, they literally broadcast it as almost a newsletter to the entire organization so everybody could learn.

**Speaker 1** [00:29:18] It was a full production video that they would do. The CEO set up a thing where they would have morning meetings in the different hotels. If I'm remembering this case study right. They would have morning meetings in the hotels so the manager of the hotel would bring everybody, you'd have your servers and your room cleaners, and all the different people in your hotel. They would talk about, What happened, like, to serve? customers in a great way today and they would say, ''Oh, well, Suzy who cleans the rooms, she had been cleaning this room for five days for this family. The family left, went to the airport, and the little boy left his teddy bear.'' Yeah. So Suzy found a way to get the teddy bear on a cab, to get it to the air port and get it to the family and this was like, remarkable customer service, you know. So then what that manager would do, I'm just giving an example, that manager, would say, boy, Suzy, I am going to pass this up the chain. This story, this wow story of customer, just remarkable customer, service. Well, that wow story would get to the CEO's desk and the CEO, I guess, created like a little film team. that he would dispatch when he picked all the biggest wow stories, right? He would dispatch the film team to that hotel and then film a story about Susie and what she did. Then they would take that and dispatch and broadcast that little short film to all of their hotels. That is beautiful organizational learning. Yes. Just elegant, elegant organizational learning

**Speaker 2** [00:31:10] Yeah, I think when we talk to people and I think a lot of people don't realize it's not just about getting the feedback. It's about making sure the feedback gets out to everybody who needs to hear it to build these shared changes in mental models. Right. Which, by the way.

**Speaker 1** [00:31:28] builds a culture.

**Speaker 2** [00:31:29] built a culture of excellence.

**Speaker 1** [00:31:30] Culture of excellence because if they're getting a little video made about their behavior Well, then what does everybody want to do? They want they want a video about them about some amazing thing they did so you're you're kind of Inculcating this through the organizational learning you're inculcated the organizational culture and the expectations and the Yummies that you get for meeting them. Yes, so I mean, that's a great story those kinds of win-win-win systems that are both hitting on individual learning, organizational learning, changes in mental models that we wish can take place of great customer service, all the way to building culture across what is a very large organization. It's going to be very difficult for Susie to get the word out on what Susie did, but the CEO can amplify that learning. That's not just in a little kitchen. Thanks for watching! with five other cooks, that's across a global organization.

**Speaker 2** [00:32:33] Well, I think also, you know, a CEO is as much a CLO, like a learning... They say most, a lot of the great leaders and CEOs literally walk around and talk to people and, you, know, they're constantly checking, you know, here. That's right. Are you learning what we need to learn from this feedback and are really involved than that.

**Speaker 1** [00:32:55] Yeah, so I mean, there's a saying, LBWA, leadership by walking around, and it's something that's been used for probably a very long time. Military leaders and all kinds of leaders use it. But it's literally what it sounds like, leadership by walkin' around. Like, walk around, learn from what's happening on the front line, you know, that type of thing, so. Yeah. Super, super important. and that's a kind of a learning leadership style.

**Speaker 2** [00:33:26] I mean, a lot of people come to us and they say, we want to be a learning organization. We want to move from leading to learning kind of thing. I think it's something that are on people's minds mostly because organizations are needing to adapt more and more.

**Speaker 1** [00:33:42] Yeah, I wish it was less of moving from leading to learning and more of seeing how absolutely essential learning is to leading.

**Speaker 2** [00:33:51] Yes, I like that.

**Speaker 1** [00:33:52] Right? Like, it's not you're moving from leadership to learning. Learning is the crux of it all. Learning is that thing that makes us vital. Learning is thing that make us adaptive, as individual people and as organizations. And There's nothing more sexy other than you than learning.

**Speaker 2** [00:34:19] Wow, that just took me off my seat. I didn't know that was coming. Speaking of sexy, check out my sexy t-shirt. I'm hoping that we have made learning as sexy as capacity, if not sexier. But I think what would be really over the top would be, let's connect the dots between our four episodes, V, M, C, and L.

**Speaker 1** [00:34:41] The job of a leader is to build a culture that starts with systems thinkers, thinkers that kind of understand DSRP and MIO. So you start with systems, thinkers that are great learners because of that, who drive organizational learning. So you got organizational learning there that drives the capacity to do the mission over and over again repeatedly, to bring about the vision. That's the job of leaders leaders is to start to be the catalyst of this process. And all of that creates this culture. This culture that keeps it going. So the leader isn't gonna take care of every single part of a culture. They're just gonna be the catalyst for this culture. They're gonna be catalyst for having a vision that engages people and passes all those litmus tests and a mission that's nice and clear and coherent that passes and capacity that's linked to that mission and learning that's link to that capacity and getting people on board. that are amazing individual learners and curious people who love reality and want the feedback from reality. All the things we talk about on this podcast. So the leader's job is to make sure all the pieces are in place so that the culture can do its thing. And the culture is the powerful thing.

**Speaker 2** [00:36:22] Yes, and as a small preview, the last check in the book is we create a culture around vision, mission, capacity, and learning. And that's what we're going to do next week.

**Speaker 1** [00:36:32] Yeah, we're going to hit it on culture. Yep. And that's a cool one, too. Well, I think that is.