

In this white paper featuring concepts within **Right People, Right Roles**, we will explore the three primary contributing factors to a person's overall *Success Profile* performance in the workplace.

The Success Profiles "R" factor (results), is based upon three specific attributes that most contribute to a person's success.

1. Their **T**alent (unique ability or endowments)
2. Their **D**rive (work ethic and/or determination to achieve a goal or standard)
3. Their **P**ractice discipline (focus & consistency to do the right things - right)

Defining success and performance attributes in the workplace:

Right People, Right Roles - is not intended to debate whether or not people's demonstrated abilities (successful athletes or accomplished leaders in the workplace) are inherited at birth or significantly developed over time. It is to point out that as people reach the adult level (age 21 to 30 years old), if these "*Success Profile*" attributes haven't been demonstrated to a high degree by then, it is unlikely that they will emerge or be consistently demonstrated later in life. Remember, It's not that people can't demonstrate (or live through their actions) these abilities, it's just that they are highly unlikely to if they have not previously demonstrated the talent, behaviors or skills consistently.

While it is "easier" to understand (and for most people to accept) how most physical attributes can be "rate limiting" as people age, it is very difficult for people to accept that their **Drive** (work ethic/determination factors) and their **Practice** (mental discipline/consistency factors) are also "rate limiting." Can't anyone, at any time just flip the switch on and become intensely motivated to achieve and be willing to put in the extra 50% to 100% effort? Can't everyone just wake up tomorrow and be highly disciplined to eat correctly, set ambitious goals, plan and study intently to learn?

It appears not.

It is more difficult to be accurate with estimates on which specific **Drive** and **Practice** attributes/behaviors are most "rate limiting" but it's safe to assume that the same percentage applied across the board may hold up if the change standard is one of consistency. By consistency, I mean does the person's new behavior and habit "have legs" over time to where it becomes the way a person is most of the time. Also, does the severity or risk associated with a "unhealthy" or ineffective behavior significantly change the odds of change or the long term success rate of change?

"If you look at coronary-artery bypass grafting patients two years later, 90% of them have not changed their lifestyle – even at the risk of dying."

Dr. Edward Miller
Johns Hopkins dean of the medical school and CEO

Published in the Fast Company article in May 2005, “Change or die,” According to Miller, “Even though people know they have a very bad disease and they know they should change their lifestyle, for whatever reason, they can’t.”

Why is it so difficult and unlikely for people to create new “healthier” habits to override their “auto-pilot” behaviors? It’s been revealed in many studies that when it comes to “rewiring” behaviors, a person may have to allow as much time for the new “muscle memory” to take hold as it took to develop the original behavior to begin with. If it’s not the same amount of time it surely is significant and must be combined with an emotional component rather than logic (based on data). When it comes to change, fear and facts are not as powerful as emotion and engagement.

“People don’t change because they are told that they should, people only change when they themselves feel that they must.”

Thomas L. Friedman

According to John Kotter, a Harvard Business School Professor who has studied hundreds of organizations navigating change efforts: “Changing behavior of people isn’t just the biggest challenge in healthcare. It’s the most important challenge for businesses trying to compete. The central issue is never strategy, structure, culture or systems. The core of the matter is always about changing the behavior of people.”

Most people buy into the conventional wisdom that fear or crisis is a sufficient motivator for change. Aren’t the “finances” and “business case” for change enough to get people on board to change or raise their game? According to Kotter, “Behavior change happens mostly by speaking to people’s feelings.” The emotion for change appears to override the facts or numbers. This is why employee engagement and ownership thinking is a requirement for real change and improvement to occur.

Given the complexity of human behaviors and the variables involved with emotions, it is unclear at this point what the precise odds are for people to change the way they have become hardwired. The research points to one or two in ten. As Marcus Buckingham says in his book, “Go with your strengths.”

“As people grow older, they tend to become more of who they already are rather than someone they are not.”

With the odds so stacked against people showing up differently (at a level they’ve never consistently demonstrated), wouldn’t a better strategy for change be for leaders to prioritize and focus on getting the **Right People in the Right Roles** rather than trying to **fix people?**

Alignment and Appointment Practices: Prioritize “Who” first

Consider this: If the attributes (requirements) of success (for any endeavor, profession or role) can be specifically defined and even quantified, a selection and appointment process to differentiate people and

ultimately get the right people in the right roles (with which they are most ideally suited) should lead to higher odds of success and greater overall performance.

Sounds too logical, doesn't it? Sounds too simple – right?

Then if the logic of “**Success Profile**” attributes is this basic, understood and agreed upon, why don't we act on the principles more consistently??? Maybe we never knew how to quantify the attributes or rate limiting factors. Maybe we never appreciated that the leadership attributes were more important than experience, tenure or technical skills. Maybe we never knew how to quantify a person’s relative odds of success. Maybe we never had the simplified structured approach to follow as a guide to make better appointment decisions. Maybe we let our personal bias and prejudices get in the way of making the right decisions. In Real Estate we understand the term, “Highest and best use.” Seems as though we could better apply this principle to sports and to people in the workforce as well.

The lessons, evidence and guidelines featured in **Right People, Right Roles** provides the overall structured approach to increase an organization’s odd of success and relative performance (one leader at a time, one department at a time).

People are not successful by accident (unless they are somehow lucky or win the lottery). There are common denominators of success amongst athletes, business people, leaders and professionals in every field.

The Success Profiles Results Performance Equation:

Let’s begin to dissect the contributing factors. Follow this logic.

Question: Do the people with the most natural and/or developed athletic talents always win? **NO**

Question: Do they tend to win more often? **YES**

Question: Are the smartest people (academically) the most successful? **NO**

Question: Do they tend to be more successful? **YES**

Question: Do people with less natural and/or developed talents occasionally outperform those with more ability? **YES**

Question: Do they tend to outperform them more often? **NO**

Question: How much does natural and/or developed talent contribute to overall results (in sports or in the workplace)? **10%, 25%, 33%, 50%, 66%, 80%???** TBD (*this may be too complex to be empirically accurate*). We can be directionally correct with an assumption. At the high school sports level it may be as low as 25%. At the elite competitive level, it can be a rate – limiting 80%. No natural athletic gifts or talent = not competitive.

Question: Could there be other contributing factors (in addition to Talent) that are possibly equally important (or critical) to creating consistent overall performance? **YES**

Question: Is it possible that at specific levels or performance, these other factors can be more important to overall performance (R) than natural gifts or talent? **YES**

Question: Is it possible that these other factors can have a multiplier effect to amplify overall performance or (R)? **We believe so.**

Question: Are there some natural and/or developed talents that could be considered “rate limiting” or possibly a minimum requirement for consistent performance at any given level? **YES for sports (think strength, power and speed for a sprinter, VO2 max and lactate threshold level with endurance for a distance runner, flexibility and balance for a gymnast etc.) YES for Business (think general aptitude (IQ), people skills (EQ), communication skills and problem solving ability for leaders and managers etc.)**

Question: Has a competitive runner with a VO2 max under 70 ever run under 4:00 minutes for the Mile? **NO Therefore, is it likely they will be competitive at the Elite level? NO**

Question: Is there a way we can more easily quantify or estimate a person’s relative level of performance (in sports or in the workplace) and their predictable odds of success based upon a common number of variables? **YES**

It appears we can do so fairly accurately (with reasonable validity and reliability) for athletes because of accepted standards of competitive performance and the science of exercise physiology but what about applying the same principles in the workplace with people in different professions or roles? Can we actually identify, measure and compare a person’s demonstrated leadership ability?

The simplest way I have developed involves the individual consideration of three factors and the amplification in overall performance that can occur with different combinations of factor levels:

What is your Personal **Success Profile**? A directionally correct guide to determine the approximate zone (level) of success based upon three factors.

Formula: *Success Profile* (R) = T (D + P)

Talent and the Impact of multipliers: Drive and Practice discipline

R = Results (measurable outcomes, level of skills achievement/development and/or comparable performance to an established standard)

T = Talent (unique ability, physical, mental, behavioral or emotional endowments also known as demonstrated aptitude)

D = Drive (work ethic, extraordinary discretionary effort and/or determination to achieve a goal or standard)

P = Practice discipline (mental discipline, prioritization, focus on goals, consistency and doing the right things - right)

General descriptions for each *Success Profile* level:

Level I (**RED Bottom Quartile**) - Example 1: $R^{-2} = T^{-1} (D^{-1} + P^{-1})$

Description: No Talent, no Drive, no Practice discipline results in bottom quartile performance

Level II (**ORANGE Lower Mid Quartile**) - Example 2: $R^{-1} = T (D + P)^{-1}$

Description: Average Talent, below average Drive, below average Practice discipline results in Lower – Middle quartile performance (16th to the 30th percentile relative performance)

Level III (**YELLOW Average 50th Percentile**) - Example 3: $R = T (D + P)$

Description: Average Talent, average Drive, average Practice discipline results in Average performance (Approximately the 31st to 69th percentile relative performance)

Level IV (**B- Lt. GREEN - Good**) - Example 4: $R^2 = T^2 (D + P)$

Description: Above average Talent, average Drive, average Practice discipline results in Upper –Middle quartile performance (70th to the 84th percentile relative performance)

Level V (**B+ GREEN –Very Good**) Example 6: $R^4 = T^2 (D + P)^2$

Description: Above average Talent, above average Drive or above average Practice discipline results in Top quartile performance (85th to the 88th percentile relative performance)

Level V (**A - GREEN Very Good**) - Example 7: $R^5 = T^3 (D + P)$

Description: High Talent, Average Drive AND Average Practice discipline results in Top quartile performance (89th to 91st percentile relative performance)

Level V (**A - GREEN Very Good**) - Example 8: $R^6 = T^2 (D + P)^3$

Description: Above average Talent, High Drive or High Practice discipline results in Top Decile performance (89th to 91st percentile relative performance)

Level VI (**AA DARK GREEN Exceptional**) - Example 9: $R^8 = T^2 (D^3 + P^3)$

Description: Above average Talent, High Drive, High Practice discipline results in National level performance (96th to the 97th percentile relative performance)

Level VI (**AAA DARK GREEN Extraordinary**) Example 10: $R^{10} = T^4 (D^4 + P^4)$

Description: Extraordinary Talent, Intense Drive, Uncompromising Practice discipline results in Elite level performance (99th + percentile relative performance)

The abbreviated simple test for overall Talent, Drive and Practice Discipline levels for Leadership in the Workplace:

This test involves one overall choice for each of the three Success Profiles factors of **Talent**, **Drive** and **Practice** discipline. The assessment is designed to be the short-form “self evaluation” that considers all the sub-factor individual criteria as a whole for an overall grade or score. There is a long version of the assessment that allows people to assess all **20 criteria** for a much more comprehensive evaluation of each factor.

Category 1.0: Talent Factors for Leadership in the Workplace

There are thousands of publications that list and debate the competencies of leadership. We have found that quite simply, there is no “magic bullet” test that is the end all for validity, reliability and predictability. In fact, our research has demonstrated that virtually all leadership assessment criteria will basically reveal the same thing:

“Any valid and reliable five to nine attributes of demonstrated leadership ability will reveal the same rank order distribution (differentiation) when applied to the same population of leaders.”

The important thing for every organization is that to have an objective and transparent performance management (**PM**) process and a talent management (**TM**) process to evaluate their leaders on a regular basis. When the **PM** and **TM** systems are not objective with mature measurement, there will likely be “grade creep” that allows for low performing leaders to be out of alignment (in over their heads).

Remember, **Right People, Right Roles** is not intended to debate the specific origin of leadership ability (innate or developed). We feel that there are likely parallels to athletic ability where:

*Maybe it is best described that accomplished leaders are born first
– then made better.”*

Maybe everyone initially has the seed of leadership within them and for some reason; the seed never germinates early in life. Like the lodgepole pine tree in Yellowstone Montana, the seeds within the pine cone are encased within a durable resin (referred to as a “seal of pitch). It actually takes a forest fire (or

extreme heat) to melt the resin and expose the seed so that it can germinate. The parallel here is that maybe the seed that is initially within everyone is exposed to challenges (heat) with some people early in life and this allows the seed to germinate and the person grows as a leader.



Lodgepole pine cones are protected by a resin (seal of pitch) that requires fire or heat to release the seeds within. This seal allows seeds to stay on the tree or on the ground for many years until heat releases the seeds and provides suitable conditions for germination.

The evidence is very clear that if the seed within people doesn't germinate by the time someone becomes a mature adult, **it is unlikely to** later. (unless there is significant heat applied).

Some of the attributes of leadership that contribute to an advantage in managing complexity (higher levels of responsibility) are: overall intellect or aptitude, natural relationship building ability or people/social skills (think EQ or trust), communication skills (especially oral), self confidence and self awareness, vision or the ability to see the big picture, an understanding of or appreciation for the details (evidence for a business case), and creativity or an open mind for new ideas (appreciation for diversity of perspective). The absence of these leadership attributes can create obvious disadvantages in certain situations or levels of responsibility (leadership role). The lack of these demonstrated attributes can even be considered "rate limiting" to overall performance. In this short form assessment:

Short version of the RPR2 assessment (workplace version)

Choose the one level that best describes your leadership Talent

TW 1 Your natural attributes that may contribute to your success in a leadership role.

TW 1.0 Demonstrated Leadership abilities (combined overview)

- T -1
None** I have **no real leadership ability or experience** and I have never held a leadership position in my professional career. I have never done particularly well on standardized tests, I don't have great people or relationship skills and I'm uncomfortable speaking to people one-on-one or in a large group. I would rather just do my job and not have to deal with the hassles of managing other people.
- T -
Below
average** I have **very little leadership ability or experience** and I have rarely held a leadership position in my professional career. I have performed somewhat below average on standardized tests, I have OK people or relationship skills and I'm uncomfortable speaking to people in a large group setting or confronting someone about low performance. I would rather just do my job and not have to deal with the hassles of managing other people. I would honestly say that my overall leadership ability in a professional role is below that of others that I know.
- T
Average** I have **some leadership ability or experience** and I have occasionally held a leadership position in my professional career. I have performed about average on standardized tests, I have fairly good people or relationship skills and I'm comfortable speaking to people one-on-one but a little uncomfortable confronting someone about low performance or presenting in a large group setting. I'll serve on a team to manage a project, and can see where we are headed as an organization but I'm usually not "the champion." I would honestly say that my overall leadership ability in a professional role is about average compared to others that I know.
- T²
Above
average** I have **an above average amount of leadership ability or experience** and I have frequently held a leadership position in my professional career. I have performed above average on standardized tests, I have good people and relationship building skills and I'm comfortable speaking to people

one-on-one, somewhat comfortable confronting someone about low performance or presenting in a large group setting. I'll serve on a team to manage a project, understand the financials, can see where we are headed as an organization and occasionally, I'm asked to lead a team. I would honestly say that my overall leadership ability in a professional role is above average compared to others that I know.

**T³
High**

I have a high amount of leadership ability and experience and I have most often held a leadership position throughout my professional career. I have performed very well on standardized tests, I have outstanding people and relationship building skills and I'm comfortable speaking to people one-on-one, confronting and coaching someone about low performance and/or presenting in a large group setting. I'm usually asked to serve on a team and to manage projects. I have the ability to understand the big picture and the financial details that determine the performance of our organization. I would honestly say that my overall leadership ability in a professional role is high compared to others that I know.

**T⁴
Extra-
ordinary**

I have an extraordinary amount of leadership ability and experience and I have always held a leadership position in some capacity throughout my life and love the challenge of difficult assignments. I usually perform at the highest level on standardized tests, I have exceptional people and relationship building skills and I'm very comfortable speaking to people one-on-one, confronting and coaching someone about low performance and/or presenting in a large group setting. I'm usually asked to serve as a leader on most teams I am assigned to. I have the unique ability to see the big picture and the financial details that drive the performance of our organization. I would honestly say that my overall leadership ability in a professional role is extremely high compared to others that I know.

Category 2.0: Drive Factors (discretionary effort) for leaders

In addition to the performance factor of “raw-natural” or developed talent, motivation, work ethic, and extraordinary discretionary effort obviously contribute to consistent high performance. Whether it is putting additional time into an individual effort - on a specific assignment, a team effort to assist others or sustained project management over a long period of time, the motivation to endure financial challenges and political frustrations takes extraordinary will and perseverance. In the back of everyone's mind, there must be an understanding and appreciation for pure effort, competitiveness, and delayed gratification (work ethic) where the benefits that will result later (as a result of the additional time put in) are worth far more than the temporary inconvenience of the experience.

Also know as turning a negative into a positive. What contributes to, or is at the root of motivation to drive people to an intense level of determination? I'm not a behavioral psychologist but it could be that there is something to prove or to achieve. To prove, it could be to one's self (self esteem), to others (inferiority complex) or to achieve an established goal or to make a difference. Whatever it is, it's obvious that a positive attitude, optimism and self motivation are necessary ingredients to “get ahead.”

Short version of the RPR2 assessment (workplace version)

Choose the one level that best describes your Drive factor

DW 2 Your natural Drive attributes that may contribute to your success in a leadership role.

DW 2.0 Demonstrated Leadership abilities: Drive factor

- D -1
None** I have **no real** drive, commitment and motivation to work extended hours on a daily or weekly basis. When I'm done with work, I want to get away from work. I make a point to not work in the evenings or on the weekends. I'm not naturally goal oriented, not interested in leadership or management and I have a hard time getting motivated for any part of my job.
- D -
Below
average** I have **very little** drive, commitment and motivation to work extended hours on a daily or weekly basis. After I put in my **40 hours** of time, I really would like to get away from work. I try not to work in the evenings or on the weekends. I'm not naturally goal oriented, really not interested in a leadership role and I have a hard time getting motivated for some parts of my job. I probably demonstrate a below average level of motivation and/or commitment towards work, when compared to my peers.
- D
Average** I have **some** drive, commitment and motivation to work extended hours on a daily or weekly basis. I occasionally work "overtime" when asked but "work" is not my passion. I work a consistent **40 hours per week** and may work some extra hours at home in the evening for a project or report but I try not to work on the weekends. I'm not naturally passionate about my job or serving in a leadership position but I like work. I probably demonstrate an average level of motivation and/or commitment towards work, when compared to my peers.
- D²
Above
average** I have **an above average** amount of drive, commitment and motivation to work extended hours and "get ahead" on a daily or weekly basis. I frequently work more than the "normal" (**45 to 50 hours per week**) and I see a benefit to the additional time I put in "over and above" time on the clock. I really like my job, like being in management and would recommend my profession to others to pursue as a career. I sometimes find myself working outside "normal" work schedule to plan and develop new ideas for helping or improving the organization. I probably demonstrate an above average level of motivation and/or commitment towards work, when compared to my peers.
- D³
High** I have **a high** amount of drive, commitment and motivation to work extended hours and "get ahead" on a daily or weekly basis. I usually work more than what is considered "normal" by most leaders in my organization (**50 to 60 hours per week**) and I see a career upside benefit to this time. I'm passionate about my leadership role and the organization I work for and devote. I embrace responsibility and frequently mentor others who are considering a career in a leadership role. I routinely find myself working outside the "normal" work schedule to plan and develop new ideas

for helping or improving the organization. I proudly demonstrate a high level of motivation and positive attitude towards my profession, when compared to my peers.

D⁴
Extra-ordinary

I have **an extraordinary amount of drive, commitment and motivation** to work extended hours and “get ahead” on a daily or weekly basis. I enjoy the challenge in my work. It is my responsibility as a leader to set the pace in our organization on work ethic and intensity. I’m passionate about my leadership role, the organization I work for and my profession, thus, **I consistently invest more than 60 hours a week** to carry out this mission. I often find myself working outside the “normal” work schedule to plan and develop new ideas for helping, improving the organization or just getting ready for the next week of challenges. I embrace responsibility and always mentor others who are considering a career in a leadership role. I proudly demonstrate a “role model” level of leadership behavior, motivation and positive attitude towards my profession, when compared to my peers.

Category 3.0: Practice discipline factors for leaders in the workplace

In addition to the performance factor of “raw-natural” Talent and Drive, **Practice discipline** is a significant multiplier to increase performance. Practice discipline involves mental focus of “Perfect Practice.” The concept basically means that if someone just practices (goes through the motions with what is easy to them, convenient and/or fun) that the areas deficient to develop to the next level get neglected. A manager or executive who just puts in the time (hours) at work without the discipline of time management or taking an occasional break, will not reach their potential. The person who just learns on the job without the benefit of formal professional development will not experience the diversity of perspective to make better decisions as a leader.

The concept of “The Ethic of Leadership,” embraces the responsibility of role model behaviors where a leader is essentially on stage all the time. For average executives, being a leader at work is an expectation. For exceptional executives, being a leader at all times is a requirement. Every public appearance is an opportunity to make a difference or an impression by doing the right thing.

The discipline and consistent structure of time management is essential given the multitude of issues and priorities on every leader’s plate. With goal setting, it is not enough to have a goal (dream). The goals and objectives need to be **SMART**: Specific, Measurable, Actionable, Realistic and Timely. The goal setting must be consistent (ongoing), meticulous habit with measurement and hard target milestones to create urgency.

With the mental component, leaders must practice visualization and formal benchmarking by becoming a “student of their business.” This means that they study other successful leaders, organizations and case studies to learn about the operations and competitive advantages of others. The average fortune 500 CEO reads 25 business books per year, constantly filling their

minds with the “best practices” ideas of others. They have a true passion for their role and their self confidence, positive self expectancy and preparation helps ground them in times of high pressure to hit ambitious targets or deadlines.

“Practice doesn’t make perfect, perfect practice makes perfect.”

And

The average leader practices to “get it right,” the best practice so that they never get it wrong.

Short version of the RPR2 assessment (workplace version)

Choose the one level that best describes your Practice discipline

PW 3.0 Evaluate your degree of demonstrated Practice discipline

- P -1
None** I have **no real** practice discipline and organizational structure to routinely set measurable goals, stay on a long term game plan or study other people. The details seem to bore me and I like the flexibility that goes with not having a lot of structure and I would rather keep things in my head than to write them down. I do a poor job balancing the priorities in my life including work, relationships, family and hobbies. I don’t like the pressure of managing others, responsibility, hitting deadlines and I’m not naturally organized, disciplined or goal oriented.
- P -
Below
average** I have **very little** practice discipline and organizational structure to routinely set goals, stay on a long term game plan or study other people. I make a to-do list with things that I want to accomplish but there are no real hard measures or timelines. I don’t do a very good job balancing the priorities in my life including work, relationships, family and hobbies. I’m not really comfortable in pressure situations or leading others and I would say that I’m below average when it comes to organizational structure and discipline compared to others I work with.
- P
Average** I have **some** practice discipline and organizational structure to routinely set measurable goals, stay on a long term game plan or study other people. I set some measurable goals and make a to-do list with things that I want to accomplish on a regular basis. I’m OK with personal responsibility but I really don’t like to take on the responsibility of others. I do a fair job balancing the priorities in my life including work, relationships, family and hobbies. I would say that I’m about average when it comes to organizational structure compared to other people that I work with.

- p²**
Above average
- I demonstrate **an above average level of practice discipline and organizational structure** to routinely set measurable goals, stay on a long-term game plan or study other people in a management or leadership role. I set measurable short and long term goals and make a to-do list with things that I want to accomplish on a regular basis. I enjoy the responsibility and pressure that goes along with management. I do a good job balancing the priorities in my life including work, relationships, family and hobbies. I would say that I'm above average when it comes to discipline and organizational structure compared to other people that I work with.
- p³**
High
- I demonstrate **a high level of practice discipline and organizational structure** to always set measurable goals, stay on a long term game plan or study other successful leaders. I set measurable short and long term goals and make goal sheets to review the things that I want to accomplish on a regular basis. I set the best example of leadership that I can and understand the responsibility that goes along with being viewed as a leader. I do a very good job balancing the priorities in my life including work, relationships, family and hobbies. I would say that I represent a high level of practice discipline and organizational structure compared to others that I work with.
- p⁴**
Extra-ordinary
- I demonstrate **an extraordinary level of practice discipline and organizational structure** to always set measurable daily, weekly and monthly goals, and stay on a long-term game plan. I utilize proactive means to prevent problems so to avoid potential crisis. I am in a continually learning mode. I learn from mistakes and I learn from other successful leaders in and outside my industry. I keep a log of all my business interactions. I model the expected behaviors of leadership in everything I do and thrive on performing well in pressure situations. I do an excellent job balancing the priorities in my life including work, relationships, family and hobbies. I typically demonstrate the (role model) highest level of practice discipline, organizational structure and commitment compared to others I work with.

Example of determining you performance level or Success zone:

Please total your scores from each of the three categories to determine your *Success Profile* Results level (R) of overall performance. For me the following categories represent the best description of my natural **T**alent, **D**rive factor and level of **P**ractice discipline.

Tom Olivo: $R^9 = T^3 (D^3 + P^3)$

- T³
High** I have a high amount of leadership ability and experience and I have most often held a leadership position throughout my professional career. I have performed very well on standardized tests, I have outstanding people and relationship building skills and I'm comfortable speaking to people one-on-one, confronting and coaching someone about low performance and/or presenting in a large group setting. I'm usually asked to serve on a team and to manage projects. I have the ability to understand the big picture and the financial details that determine the performance of our organization. I would honestly say that my overall leadership ability in a professional role is high compared to others that I know.
- D³
High** I have a high amount of drive, commitment and motivation to work extended hours and "get ahead" on a daily or weekly basis. I usually work more than what is considered "normal" by most leaders in my organization (**50 to 60 hours per week**) and I see a career upside benefit to this time. I'm passionate about my leadership role and the organization I work for and devote. I embrace responsibility and frequently mentor others who are considering a career in a leadership role. I routinely find myself working outside the "normal" work schedule to plan and develop new ideas for helping or improving the organization. I proudly demonstrate a high level of motivation and positive attitude towards my profession, when compared to my peers.
- P³
High** I demonstrate a high level of practice discipline and organizational structure to always set measurable goals, stay on a long term game plan or study other successful leaders. I set measurable short and long term goals and make goal sheets to review the things that I want to accomplish on a regular basis. I set the best example of leadership that I can and understand the responsibility that goes along with being viewed as a leader. I do a very good job balancing the priorities in my life including work, relationships, family and hobbies. I would say that I represent a high level of practice discipline and organizational structure compared to others that I work with.

My Results or performance level as a business leader is an R^9 Where I have led a successful and profitable company for over 20 years. I'm consistently in the top 2% of income earners and I'm recognized as an industry expert with the creation of practical and applied performance measurement tools. At age 52, I passionately devote 60 hours per week to my profession (Drive factor) and have the Practice discipline to maintain a balanced life – work balance.

Relative "Success Profile" Levels (Zones) Considering Multiple Factors								
Success Profile R - Code	Formula	Talent Level	Drive Level	Practice Discipline	Expected performance level	Athletic Competition Level	Simple Grade Range	Workplace Performance Level
R ¹⁰	$T^4 (D^4 + P^4)$	Extraordinary	Intense	Uncompromising	99 th percentile	Elite Level	AAA	Extraordinary
R ⁹	$T^3 (D^3 + P^3)$	High	High	High	97 th to 98 th percentile	National Level - NCAA Division I	AA	Exceptional
R ⁸	$T^2 (D^3 + P^3)$	Above average	High	High	96 th to 97 th percentile		AA	
R ⁷	$T^3 (D + P)^3$	High	High but not in both		92 nd to 95 th percentile		A	
R ⁶	$T^2 (D + P)^3$	Above average	High but not in both		89 th to 91 st percentile + Two Std. dev.	College - Div I	A-	Very good
R ⁵	$T^2 (D^2 + P^2)$	Above average	Above average	Above average		NCAA - Div II or I		
	$T^3 (D + P)$	High	Average	Average		NCAA - Div II		
R ⁴	$T (D^2 + P^2)$	Average	Above average	Above average	85 th to 88 th percentile + Two Std. dev.	NCAA - Div III	B+	
	$T^2 (D + P)^2$	Above average	Above average			Jr. College		
R ³	$T^3 (D + P)^{-1}$	High	Below average			Jr. College		
R ²	$T (D + P)^2$	Average	Above average		70 th to 84 th percentile + One Std. dev.	HS or Local	B	Good performance
	$T^2 (D + P)$	Above average	Average	Average			B-	
R	$T (D + P)$	Average	Average	Average	Average 31 st to 69 th % tile	Healthy Recreational	C	Average performance
R ⁻¹	$T (D + P)^{-1}$	Average	Below average		16 th to 30 th percentile - One Std. dev.	Unfit	D	Below average
	$T^{\sim} (D + P)$	Below average	Average	Average				
R ⁻²	$T^{-1}(D^{-1} + P^{-1})$	None	None	None	Bottom 15% - Two Std. dev.	Unhealthy & Unfit	F	Failing

"Hard work beats talent every time." -Tony Dungy Not quite. I believe that this quote only really applies to people within a specific *Success Profiles* performance zone. At every defined level, hard work (Drive) and dedication (Practice discipline) will hit a "rate-limiting" level with respect to results achieved (R).

The total spectrum of performance by any measure “Right Brain” format with “R” factor

We believe that consistent performance can be simply best explained through a combination of **Talent** or demonstrated ability that is “amplified” by and with the combination of **Drive** and **Practice discipline** factors.

Normal bell curve distribution of performance illustrating 3 levels of standard deviations aligned with the Success Profile Results (R) level.

Formula: Success Profile (R) = T (D + P)

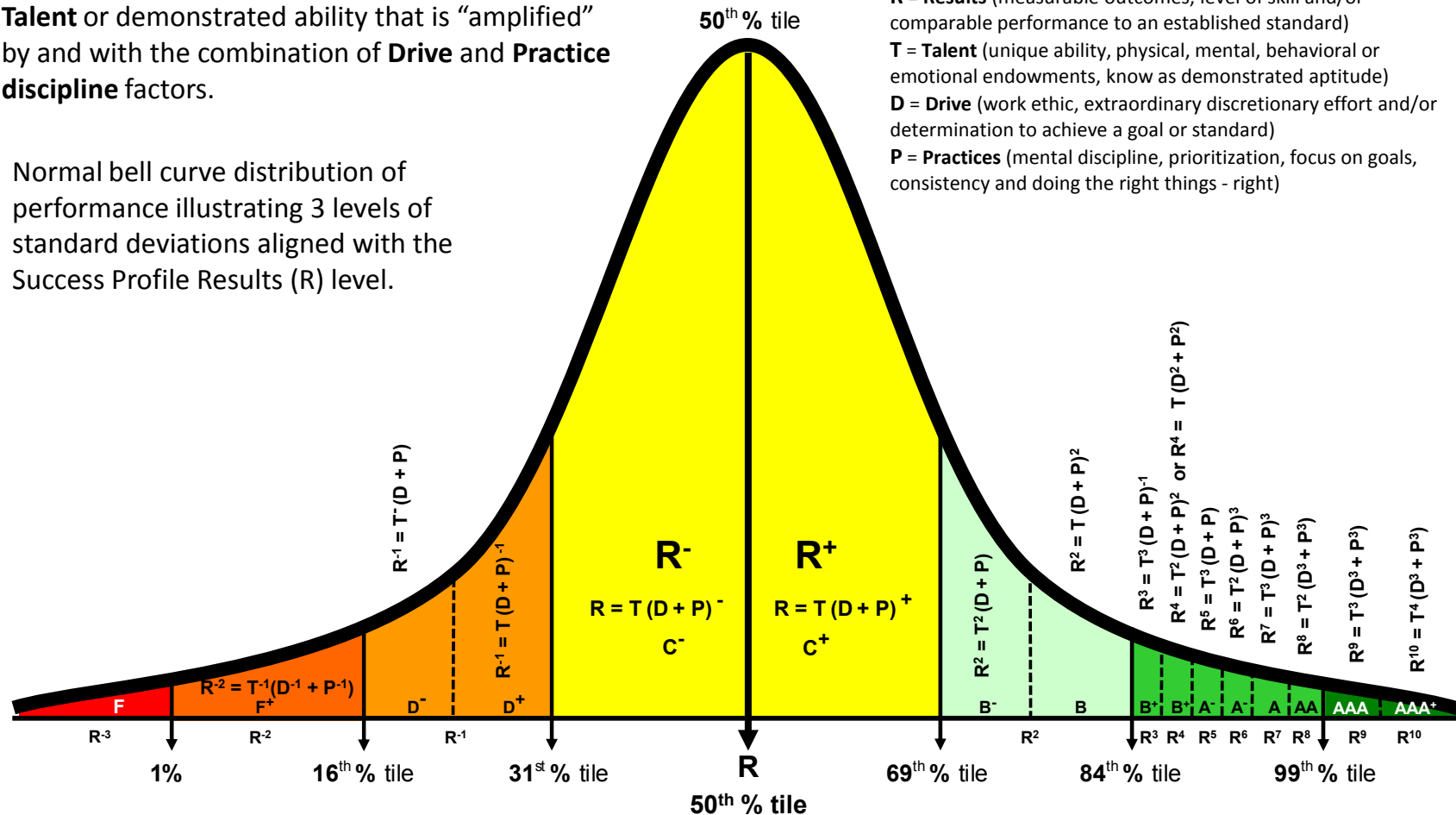
Talent & Impact of multipliers: Drive and Practice discipline

R = Results (measurable outcomes, level of skill and/or comparable performance to an established standard)

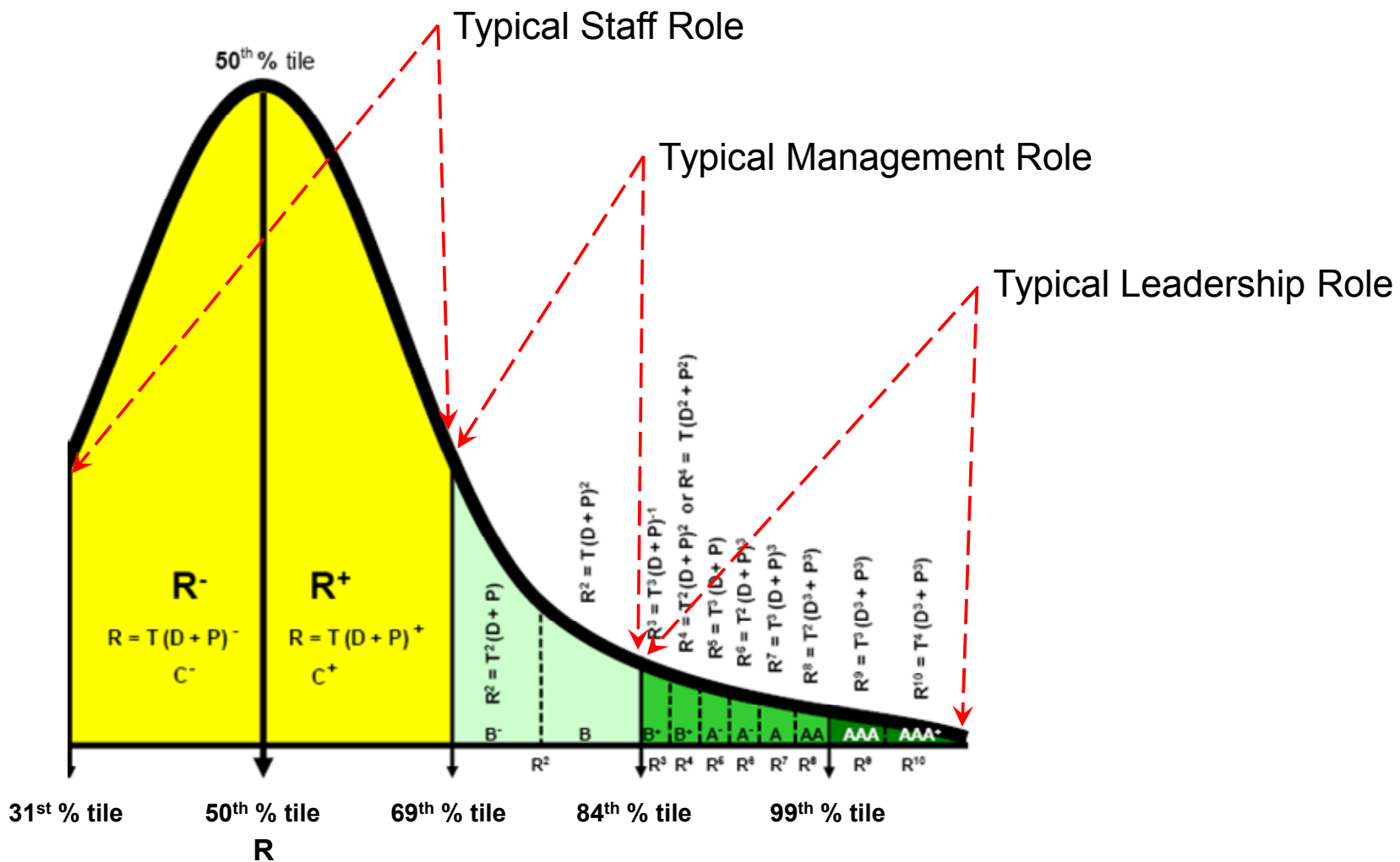
T = Talent (unique ability, physical, mental, behavioral or emotional endowments, know as demonstrated aptitude)

D = Drive (work ethic, extraordinary discretionary effort and/or determination to achieve a goal or standard)

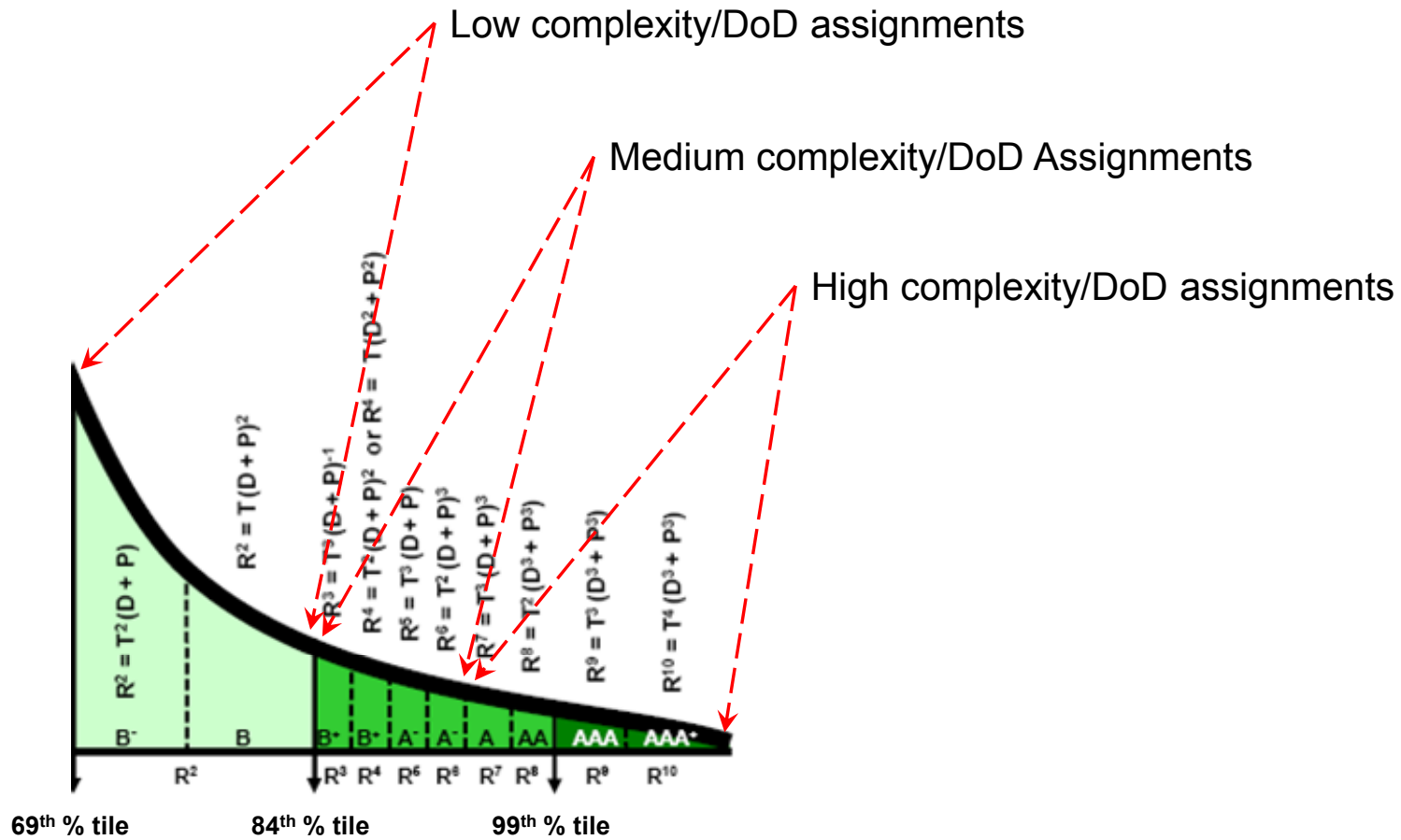
P = Practices (mental discipline, prioritization, focus on goals, consistency and doing the right things - right)



The desirable employment base with “R” factor that creates high odds of success by any measure



The desirable manager and leader base with “R” factor that creates high odds of success by any measure



Workplace version of assessment: 20 items 100 points maximum

Talent Factors (Workplace/professional)

Evaluate your degree of unique demonstrated Talent/ability

Workplace

Overall Leadership ability

- 1 Natural Intellectual capacity or Aptitude (think IQ)
- 2 Natural Relationship building ability or people/social skills (think EQ) TRUST
- 3 Natural Communication, listening and presentation ability (oral and written)
- 4 Demonstrated self confidence and self awareness of behavioral style and performance
- 5 Vision, strategic thinking (forward) and the unique ability to "see the big picture"
- 6 Natural ability to understand the financial "numbers" and metrics that contribute to performance
- 7 Creativity, flexibility and an open mind to change (aka different ideas - a diversity perspective)

35 Maximum points

Drive Factors (Workplace/professional)

Evaluate your degree of demonstrated Drive and commitment

Workplace

Overall effort or commitment level

- 1 Time (dedicated hours) worked per week
- 2 Achievement orientation or will to win (individual and teamwork)
- 3 Positive Attitude, optimism and positive self expectancy
- 4 Recovery (taking mental and physical breaks to recharge the batteries)
- 5 Delayed gratification and sacrifices to achieve goals
- 6 Perseverance to overcome adversity and "set backs"

30 Maximum points

Practice Factors (Workplace/professional)

Evaluate your degree of Practice discipline

Workplace

Mental discipline, prioritization and focus on doing the right things right)

- 1 Visualization "brain training" (mental rehearsal to practice ahead of time)
- 2 Goal setting, time management ability and habits (constructively dissatisfied)
- 3 Role model behaviors (the responsibility and ethic of leadership)
- 4 Perfect Practice (prioritization and doing the right things first)
- 5 Benchmarking (becoming a student of business or your industry)
- 6 Consistency (average people strive to do it right - the best strive to never do it wrong)
- 7 Ability to handle pressure (self control and managing performance anxiety)

35 Maximum points

Maximum total score = 100 points

Part B: Talent - Just enough vs. Not enough vs. Too much

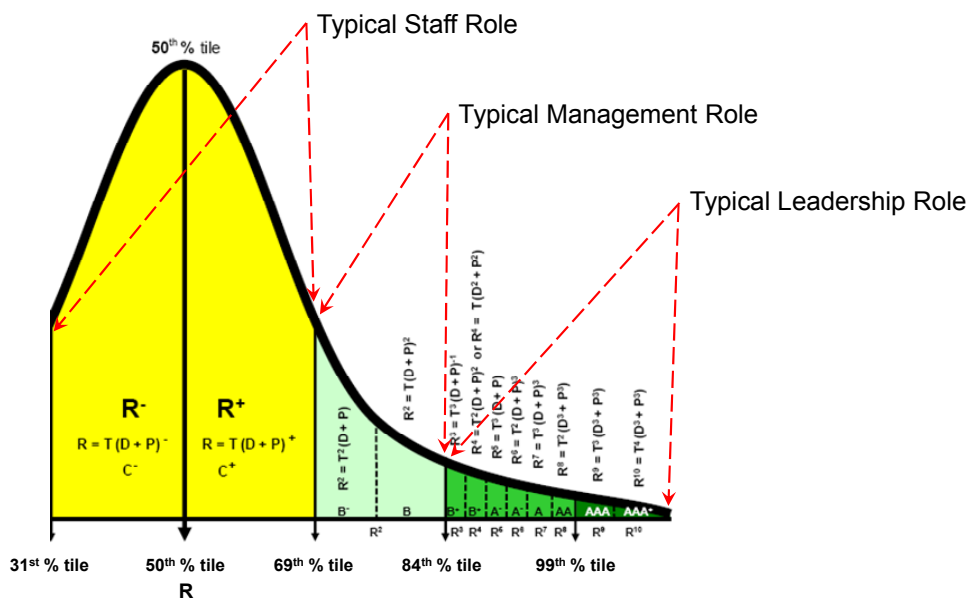
Is it possible that people can have too much talent? How would you measure it? How would people compare to one another? **Let's start with "Just enough talent."**

It's clear that you don't have to have the most talent to be successful. Having **"Just enough"** at or above the Second Standard Deviation (S^2) appears to be all a person needs to have enough to accomplish a great deal. After all, **Business is s team sport** (more on this later).

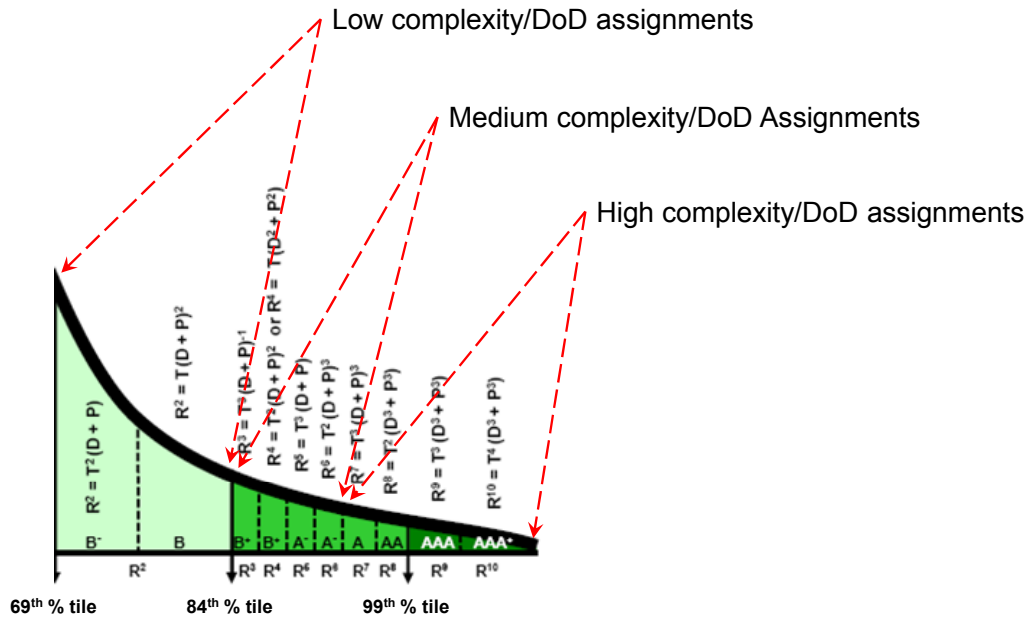
When a person has "Just enough" talent to be competitive at a given level of performance, the motivating force to achieve more is "rate limited" by the Drive factor. The combination of the Drive factor and the Practice discipline then multiply the results (R). The Drive factor and Practice discipline appear to move in parallel. It's rare to have a high Drive and no Practice discipline or the other way around a lot of discipline and no drive.

The Second Standard Deviation phenomenon: While it's possible for almost anyone to step up at any given time to be a leader, It appears that by virtually all measures, it's the top 16 percent (84th percentile, B^+ and higher or R^3 to R^{10}) of performance levels that most often truly makes things happen by driving results. These two macro zones of ability represent overachieving "B" level people on the bottom end of performers to the ultimate top end of "AAA⁺" level talent. See diagrams:

The desirable employment base with "R" factor that creates high odds of success by any measure



The desirable manager and leader base with “R” factor that creates high odds of success by any measure



What does the Second Standard Deviation (S^2) represent?

It is the dividing line of performance that defines success. You can get there in a combination of ways however; you must be at least above average (or better) in more than one of the three factors to make the cut.

Combinations of S^2 (or higher) results include:

Relative "Success Profile" Levels (Zones) Considering Multiple Factors							
Success Profile R - Code	Formula	Talent Level	Drive Level	Practice Discipline	Expected performance level	Simple Grade Range	Workplace Performance Level
R^{10}	$T^4(D^4 + P^4)$	Extraordinary	Intense	Uncompromising	99 th percentile	AAA	Extraordinary
R^9	$T^3(D^3 + P^3)$	High	High	High	97 th to 98 th percentile	AA	Exceptional
R^8	$T^2(D^3 + P^3)$	Above average	High	High	96 th to 97 th percentile	AA	
R^7	$T^3(D + P)^3$	High	High but not in both		92 nd to 95 th percentile	A	
R^6	$T^2(D + P)^3$	Above average	High but not in both		89 th to 91 st percentile + Two Std. dev.	A-	Very good
R^5	$T^2(D^2 + P^2)$	Above average	Above average	Above average			
	$T^3(D + P)$	High	Average	Average			
R^4	$T(D^2 + P^2)$	Average	Above average	Above average	85 th to 88 th percentile + Two Std. dev.	B+	
	$T^2(D + P)^2$	Above average	Above average				
R^3	$T^3(D + P)^{-1}$	High	Below average				

As displayed in the chart above, to perform at a level above the 84th percentile in any endeavor, you must be at least above average in some combination of **Talent**, **Drive** or **Practice** discipline. Anyone can achieve it, if they want it bad enough.

The mother of all messages is that while you can be very successful in any endeavor by having “Just enough” Talent, the only way this occurs is when you multiply the **Results** through a combination of **Drive** and **Practice** discipline.

Tony Dungy said it best in his quote that “Hard work beats Talent every time.”

Well, as you can see in the chart above, almost every time.

At some point, a person must have “Just enough” talent to be competitive at the next level of performance. There is always a performance level barrier that separates performance. Intense **Drive** and **Practice** discipline can extend a person’s performance into the next **R** factor zone but at some point, there is always another level of more talented people (competitors) that are willing to work just as hard (intense **Drive**) with the same level of (uncompromising) **Practice** discipline.

Not enough Talent

It is at this point that we encounter the threshold of not enough talent. For some defined levels of performance there are absolute standards. In the single most competitive of environments; In qualifying for the Olympic Games in Athletics (track and Field), an athlete must meet both the “A” standard (qualifying time, height or distance) and place in a competition that limits the total number of qualifiers based upon the nation you represent.

Let’s face it; there can be many complex factors that go into performance for any one event. On any given day, an athlete can outperform someone that has more talent (ability). But the likelihood of outperforming consistently has lower odds of success. Remember the 1980 US Olympic Hockey team and their win over the then dominant Russian team? 9 out of 10 times they would have lost, but one time (the most important time) they won.

For virtually every other competitive or professional field, there are also clearly defined “rate limiting” cut off standards. For entrance into educational institutions (aptitude, unique ability and/or grades), skill qualification (licenses), years of experience for a position or employment. It is here that people will encounter the not enough talent (R) factor barrier.

Who are the people who don’t let lower odds deter them?

The ones with high **Drive** and **Practice** discipline. Their instincts tell them that it’s possible to achieve a higher **R** factor if they are willing to pay the price.

What are examples of the Second Standard Deviation (S^2) performance level measures?

- B+ or higher grades in school
- Standardized tests above the 84th percentile (SAT = 1800 ACT = 45)
- A Masters degree (or equivalent professional degree)
- Earned income of \$100,000 or more per year (2007 dollars)
- Manager (leadership) levels in an organization or company
- Credit ratings at 740 or above.

Is it “Fair” to measure performance in every endeavor? The last frontier for measurement to be more mature and sophisticated is the field of Education. The second to last was in Healthcare.

From the moment we are born, we are measured. After typically asking three questions about having a son or daughter...the 1st being is it a girl or a boy? 2nd Is the baby (OK) healthy? And 3rd How’s Mom doing? The next questions usually include:

1. Weight? (In pounds and ounces)
2. Length? (in inches or centimeters)
3. Percentile rank (for weight and length)

According to Jeff Jamison (the Success Profiles Director of the Assessment Center) who with his wife Stacy (at the time of this article) are expecting their second child; “measurement begins when the child is still in the womb.”

Then, let the measurement throughout life begin...

- Every kid can remember the pencil marks on the door jam in their bedroom as they grow taller
- Shoe size, clothing sizes
- Grades in school (standardized tests, class rank, SAT and ACT scores)
- Physical fitness tests (standard in elementary schools)
- 1st chair in the band
- Making the varsity team, 1st string (or starting) in sports
- College entrance standards and acceptance rates
- Education degrees
- Health levels (blood pressure, Body Mass Index, cholesterol levels, cardio risk factors)
- Earned Income levels
- Tax rates

- Professional designations
- Number of Vacation days, sick days etc.
- Company ranking
- S & P rating

Get the picture

Some endeavors are more difficult to measure but none the less, have performance differentiation. For a salesperson (where individual performance is relatively easy to measure), it may be one or a combination of the following: pure sales volume, margin, customer satisfaction, loyalty, repeat purchase rates (long term economic value of a customer) etc.

How could you, would you, should you, define (measure) success if you are a:

- Teacher/professor:
- Nurse:
- Physician:
- Social worker:
- Research scientist:
- Plumber:
- Service provider:

Answer, it's all Relative and it's all Dependent.

Relative to: your immediate competitors (aka peers) or a defined standard of performance.

Dependent upon: what you personally value, what others value or what society values.

Having too much talent:

Most people would think that isn't it impossible to have too much talent? Maybe it's not so much having too much talent that becomes the problem, just demonstrating values and behaviors that are "out of alignment." Maybe it also depends if you are considering an individual endeavor or a team endeavor. After all, "**Business and life are team sports.**"

We have many highly publicized and visible examples of what I refer to as - the "Having too much talent" condition (inflated ego, irresponsible arrogance and lacking the ethic of leadership).

When can too much **T**alent (ego and arrogance), too intense a **D**rive factor and too obsessive a **P**ractice discipline create a "value subtracted" experience or outcome? When other people are in some way required to contribute in a team environment or group effort. It can also occur when trust is ultimately lost. We all know people who are full of themselves (conceited Talent), are too intense and (overbearing Drive) and inflexible (obsessive Practice discipline). Do we enjoy

working side-by-side with these people? NO. Would we recommend them to others as being a good leader, manager, coach or teammate? Probably not.

Leadership is ultimately about “creating a following” towards a common vision, mission and set of goals. It’s also about “positive synergy” where the collective accomplishment of the whole is greater than the sum of the individual parts.

“In a team endeavor, anytime the individual parts become more important than the common objective of the “whole,” there can be sub-optimized performance (aka = lack of teamwork).”

As a leader advances in his or her role (from manager to director to VP to Executive), behaviors will “derail leaders’ far more than skills. How often??? Try 80% of the time.

From confident to cocky: When a recognized strength or asset can ultimately become a struggle or liability. After assessing the “behavioral wiring” of thousands of leaders with a tool called **RightPath**, it’s been demonstrated that too much of any behavior (dominant intensity) can actually become a liability in bringing out the performance in others.

In fact, there are even several combinations of behaviors that seem to amplify ineffectiveness (when it comes to working with other people).

Give RightPath examples (AAA factor of Assertiveness, Achievement and Ambition levels)

Also consider: As people age with a greater intensity or dominance in a given factor, their behaviors tend to become “hardwired” and inflexible. If “self awareness” to perceived ineffectiveness and the development of a “circuit breaker” to turn off the autopilot (ineffective style or behavior) and fly on manual (with a style that would be more effective) is not developed, people may consistently self destruct in their attempts to work with others (who naturally have a different wiring).

This builds even a greater case that given the unlikelihood of changing hardwired behaviors (as an adult) it is even more imperative that business leaders strive to get the **Right People** in the **Right Roles** to be most effective.

“Many times it’s better to be effective, than right.”

Examples of people who exhibit the “Too much talent” effect:

Top 3 in Team Sports (please add your own names to the list)

- Terrell Owens
- Stephon Marbury
- Keyshawn Johnson

The public documentation of the Terrell Owens (aka T.O.) and the negative effects on his teammates with the San Francisco 49ers, Philadelphia Eagles and Dallas Cowboys is legendary and now cited in many business case studies as a “worst practice” example of disruptive behavior.

Keyshawn Johnson and his 1997 book publication of “Just Give me the Damn ball.”

And the ongoing drama of Stephon Marbury and the value subtracted behavior on the New York Knicks.

Other “too talented” people in Business:

- Michael Milken @ Drexel
- Larry Ellison @ Oracle
- Richard Scrushy @ HealthSouth
- Linda Wachner @ Warnaco

Other “too talented” people in Entertainment:

- The Artist (formerly known as Prince)
- Scott Rudin
- James Cameron

Each of these people mentioned are extremely talented however, they exhibit behavioral issues that make them virtually impossible to work with. There are published articles, reports and incidents that highlight that these people are so disruptive that they can negatively impact the performance of everyone around them.