Is it possible? YES - Is it likely? NO

In this paper we will explore peoples odds of success in various scenarios and we will review a guide to assist leaders in making better appointment decisions.

Let's begin by exploring a few possible performance examples.

- Is it possible for a **"C"** level athlete **R** to make the NFL, NBA, WNBA, MLB (any other professional sport) or the Olympics? **NO**
- Is it possible for a **"B"** level athlete **R^2** to **R^4**to make the NFL, NBA, MLB (any other professional sport) or the Olympics? **NO**
- Is it possible for an **"A"** level athlete **R^7** or an "AA" level athlete **R^8** to make it in the NFL, NBA, MLB (any other professional sport) - or the Olympics? **YES**, but it is **highly unlikely** because of the talent and performance level of the competitive environment. When is the only time it occurs and why? When there are other exceptional factors (intense drive and uncompromising Practice discipline).

Why are the odds so low?

Because the qualification standards are competitive, transparent and objective (vs. noncompetitive, opaque and subjective).

What is most likely? The evidence shows that you must be a minimum of an **R^9** or more likely an **R^{10}** to compete at the Elite or professional sports level.

Why? Because the entire competitive field is at that level and there are only so many seats (positions) available.

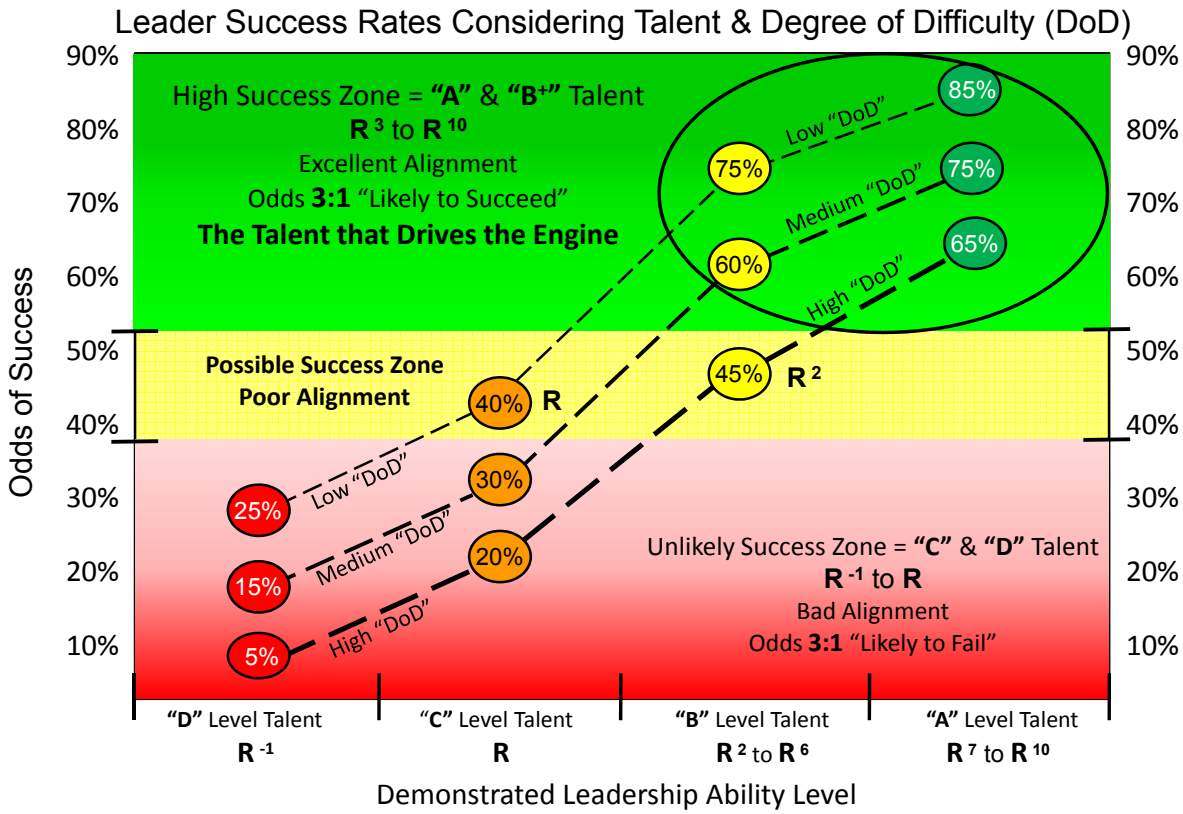
Other examples: Academics and success in life

- Is it possible for a **"C"** level student to get admitted into an Ivy League College? **YES** - Is it likely? **NO** When does it happen? **When the qualification standards are Political,**

Opaque and Subjective, anything is actually possible (but not likely – Think George W. Bush and Harvard).

- Is it possible for a **"C"** level HS student to graduate from an Ivy League college? **YES** Why? Because there must be other attributes (intense **D**rive and/or uncompromising **P**ractice discipline). OR, there must be other talents (athletics, music etc.) or political reasons (affirmative action or cultural diversity) for the decision and the passing grades. Is it even possible in this example for the person to become President of the United States? **YES** Why? Because of his last name and other extenuating circumstances. Is it likely? **NO!**
- *Remember, it's not that it's not possible, it's just highly unlikely.*
- Is it possible for a HS student that fails and barely graduates or drops out completely to be successful in business? **YES** Is it likely? **NO**. Q: How often does it occur? A: <u>Very Rarely</u>.

Right People, Right Roles RPR²



Enhancing Talent and Ability: *Moving up within success zones and moving up to a higher zone*

Other examples: Health

Fact: As of 2009, 125 million people in the United States (42% of the population) have at least one chronic disease or condition. 60 million have multiple!

- Is it possible for a person who smokes two packs of cigarettes a day for their entire adult life to live to age 90? **YES** Is it likely? **NO**.
- Is it possible for a person who is 100 pounds overweight to live to their actuarial life expectancy? **YES** It is likely **NO**.

Other examples: Business

- Is it possible for a HS student that fails and barely graduates or drops out completely to be successful in business? **YES** Is it likely? **NO**.
- Is it possible for a **"D"** level leader assigned to a HIGH degree of difficulty department/function or role to be consistently successful in creating high performance? **YES** Is it likely? **NO** What are the odds of success? Approximately **5%**
- Is it possible for a **"C"** level leader assigned to a HIGH degree of difficulty department/function or role to be consistently successful in creating high performance? **YES** Is it likely? **NO** What are the odds of success? Approximately **20%**
- Is it possible for a **"C"** level leader assigned to a LOW degree of difficulty department/function or role to be consistently successful in creating high performance? **YES** Is it likely? **NO** What are the odds of success? Approximately **40%**
- Is it possible for a **"B"** level leader assigned to a HIGH degree of difficulty department/function or role to be consistently successful in creating high performance? **YES** Is it likely? **NO** What are the odds of success? Approximately **45%**
- Is it possible for a **"B"** level leader assigned to a LOW degree of difficulty department/function or role to be consistently successful in creating high performance? **YES** Is it likely? **YES** What are the odds of success? Approximately **75%**
- Is it possible for an **"A"** level leader assigned to a HIGH degree of difficulty department/function or role to be consistently successful in creating high performance? **YES** Is it likely? **YES** What are the odds of success? Approximately **65%**

Are you starting to get the picture???

Yes, BUT. – Not really and Not likely.

- Is it possible for a **"D"** level player to become a **"C"** level, **"B"** level or **"A"** level talent?

Yes, but not likely.

People are much more likely to improve their overall performance than they are their natural talent level. The contributing elements can result from the combination of **D**rive or **P**ractice discipline factors OR; it's also possible to improve a leader's odds of success (and performance) by reducing the department/function's degree of difficulty (by removing the obstacles and barriers encountered) or improving their business practices.

As illustrated in the chart below, each "Success Zone" represents a number of possible **R** factor performance levels. Whereas it's possible to increase the **R** factor within the zone, the only way to do so is by demonstrating a more intense level of **D**rive (work ethic) or **P**ractice discipline (commitment). It is far less likely that the Talent factor will be the one to improve to another zone/level.

Relative *"Success Profile"* Levels (Zones) Considering Multiple Factors

Success Profile **R** - Code	Formula	**T**alent Level	**D**rive Level	**P**ractice Discipline	Expected performance level	Athletic Competition Level	Simple Grade Range	Workplace Performance Level
R^{10}	$T^4 (D^4 + P^4)$	Extraordinary	Intense	Uncompromising	99th percentile	Elite Level	AAA	Extraordinary
R^9	$T^3 (D^3 + P^3)$	High	High	High	97th to 98th percentile	National Level - NCAA Division I	AA	Exceptional
R^8	$T^2 (D^3 + P^3)$	Above average	High	High	96th to 97th percentile		AA	
R^7	$T^3 (D + P)^3$	High	High but not in both		92nd to 95th percentile		A	
R^6	$T^2 (D + P)^3$	Above average	High but not in both		89th to 91st 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	85th to 88th 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		70th to 84th 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 31st to 69th % tile	Healthy Recreational	C	Average performance

A practical and applied method to measure the impact that leadership performance has on overall results. And, estimating the benefits of improved leadership performance.

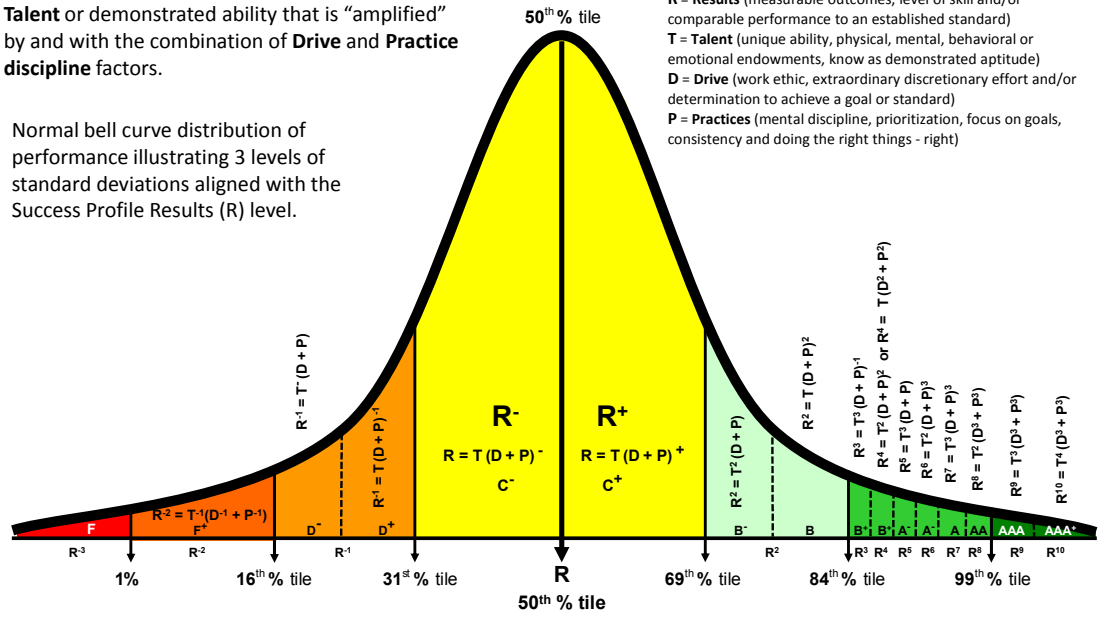
The total spectrum of performance by any measure
"Right Brain" format with "R" factor

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: **D**rive and **P**ractice 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)



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RIGHT PEOPLE RIGHT ROLES

For an in-depth analysis of the subject matter discussed in this report, related case studies, and/or to review our complete service offerings, please contact us at: *Success Profiles*, *Inc*.
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