



Is it Possible? YES. Is it Likely? NO.



Increase Your Odds
of Success with
Leadership Alignment

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Is it Possible? YES. Is it Likely? NO.

In this paper we will explore people's odds of success under various scenarios and 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 to make the NFL, NBA, WNBA, MLB, or the Olympics? **NO**.
- Is it possible for a **B**-level athlete to make the NFL, NBA, MLB, or the Olympics? **NO**.
- Is it possible for an **A**-level athlete or an **AA**-level athlete to make it in the NFL, NBA, MLB, 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? When the athlete is above **AA**-level and 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.

The evidence shows that you must be in the very top rank in your sport 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 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; then anything is possible (think George W. Bush and Harvard).
- Is it possible for a **C**-level high school student to graduate from an Ivy League college? **YES**. Why? Because there may be other attributes (intense drive and/or uncompromising practice discipline). Or there may 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 for this person to become President of the United States? **YES**. Why? Because of his family connections and other extenuating circumstances. Is it likely? **NO!**

Remember, it's not that it's impossible, it's just highly unlikely.

Health

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

- 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**. Is it likely? **NO**.

Business

- Is it possible for a high school student who fails and barely graduates or drops out 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 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 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 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 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 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 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?

- Is it possible for a **D**-level player to become a **C**-, **B**-, 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, if they have enough drive or practice discipline. It's also possible to improve a leader's odds of success (and performance) by reducing the department or 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. While 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 drive (**D**- work ethic) or practice discipline (**P** –commitment). It is far less likely that the Talent factor will improve to another zone/level.

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

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



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