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EXECUTION IQ™ WHITE PAPER

The Psychology of Strategic Execution

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As founder and president of Motere Consulting, Dr. Stephen Long applies an educative, rather than rehabilitative, consulting model resulting in an average of 115% financial performance improvement for his clients with a zero failure rate. Through his work with champion athletes, top salespeople and corporate executives, Dr. Long has helped permanently raise corporate and team productivity from adequate — to outstanding. Applying his strategies and techniques, Dr. Long has helped a variety of companies realize a significant improvement in performance through M&A, restructurings, crisis management, turnarounds and change management practices.

As a primary source, Dr. Long provides a breakthrough social operating system that immediately enhances an organization's productivity and efficiency. Dr. Long's 30+ years of experience and expertise has earned him an international reputation as an unparalleled change agent. Armed with a legacy of success from a broad array of industries, Dr. Long's expertise in behavior change, psychometrics and performance belief systems equips client firms with the skills that are neglected by other consulting firms, which leaves executives with temporary improvement rather than the long-term success they require. Dr. Long's strategies provide rapid improvements followed by long-term success.

A leader in practical applications of organizational effective behavior, Dr. Long has consulted with 26 championships teams. His athletic clients include Olympians, All-American and all-conference athletes, conference players of the year, Heisman Trophy finalists and an NFL's most valuable player. Dr. Long has consulted with several major college football programs and the United States Olympic Committee. He has now applied the Execution IQ™ method to the business world with award-winning success.

Identified as one of North America's top-10 applied performance psychologists by an independent study conducted at the University of Utah, Dr. Long is a highly sought after speaker by Fortune 500 firms, mid-size companies, sales organizations and non-profits. His articles have appeared in dozens of magazines worldwide read by hundreds of thousands of people.

Dr. Long began his career as a college football coach at the University of Virginia and the University of Delaware. He earned his PhD from the University of Kansas where he was honored as the Most Outstanding Doctoral Student. For six years, Dr. Long served as the Performance Enhancement Specialist at the U.S. Air Force Academy where his programs were primary to developing habits of High Performance & Strong Character for the Cadet Wing. In his free time, Dr. Long enjoys fly fishing, competes as a master's swimmer and is an accomplished marathoner.

Author of two critically acclaimed books, [GOLD! Mastering the Psychology of Execution through Competitive Intelligence](#) and [Executive Presence: High Performance Leadership for the 21st Century](#), Dr. Long demonstrates strategic execution and high performance relies more on learned, deliberate competence significantly more than natural ability or intelligence.

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INTRODUCTION

Why is it that, after a performance review of two recent hires holding similar backgrounds and ability levels, it's apparent one has developed exceptionally, while the other has barely progressed at all? Consider two organizations that hold similar resources. Why is it that one has gained a significant market share edge, while the other one finds itself fighting for survival? What about two managers who have an equal amount of experience and past success, but one guides a group to superiority, while the other leads a group that languishes in mediocrity? How can it be that, despite similar inputs, the resulting outputs are completely different? Why does one execute strategy consistently whereas the other fails?

The following explains why. High performing people, organizations and leaders have achieved a high level of "Execution IQ™". What many believe to be abstract, unmanageable and impossible to acquire has been proven to be concrete, measurable and learnable.

Execution IQ (ExIQ) is a proven leadership model in which performance improves through appropriate application of educational tools and strategies. Most people have developed habits and a belief system that actually reduce their chances of success and the ability to execute strategy to its potential. ExIQ is a system of tools and strategies that enables people to develop an effective belief system and reverse bad habits to begin to think and act effectively in performance situations. What's important to understand is performance behavior can be changed and improved by learning how to think effectively to execute strategy consistently through proven educational methodologies. The most impressive component of ExIQ is it's measurable. A valid and reliable instrument known as the Competitive Intelligence Assessment© (CIA) accurately measures improvement and regression of individual and collective belief systems. The CIA measures how capable an individual or organization is in strategic execution — in other words, how effective they are in developing their inherent giftedness.

American business is a race — some say a rat race but that depends upon how you look at it. That's what Execution IQ is all about. Framing perceptions is the difference between success and failure, between excellence and mediocrity, between winning and losing. Smart people learn how to frame their perceptions to develop a belief system that is the force behind strategic execution.

What does it mean to be smart? This question has fascinated philosophers since the beginning of time. However, ExIQ is not about philosophy. It's about a process that has been proven empirically and provided results in the real world with real people. I set out over 25 years ago to find out what makes a winner, what separates champions from everyone else — the things that enable some people to make the most out of their potential — to execute strategy consistently. Studying and working with high performing individuals and organizations has taught me one important lesson — the most talented person in the organization is rarely the most productive person in the organization. I wanted to find out

what the characteristics, the qualities, the intangibles were of those people who executed strategy consistently and therefore made the most of their potential. These were the people the organization was built on. I had a lot of questions and I wasn't sure if these questions could be answered accurately. Plenty of people before have tried, but I still needed to ask. Questions included: Is there a way to identify these intangibles? And if we can identify these intangibles can other people learn them? If the intangibles are somehow learnable, can a process be developed that's repeatable for a group of people?

What I learned is the so-called "intangibles" are not intangibles, characteristics or qualities at all. People who make execute strategy consistently have acquired skills and developed habits through a belief system that enable them to compete effectively and ultimately, to succeed. Besides the skill development aspect of high performing people, I learned three important lessons. First, what is currently considered complex is actually simple. People who execute strategy consistently have one single trait that separates them from everyone else. Second, one group is not more likely to develop this trait more than any other group. It doesn't matter what race, gender or age a person is — Excellence is available to everyone. Third, a process can be applied both individually and organizationally regardless of the activity that enables people to become high performers. Bottom line, the underlying trait of ExIQ is emotional maturity. When people acquire ExIQ skills, they make better decisions, adapt efficiently and learn faster therefore improving performance and becoming better leaders. Self-management and relationship-management skills are the cornerstones of consistent strategic execution.

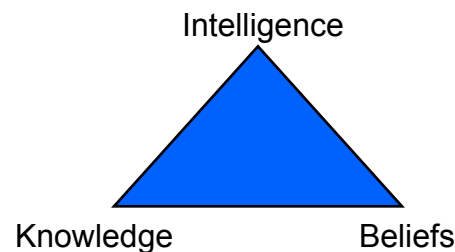
The skills I've alluded to are the foundation of what it means to be smart. People who execute strategy consistently have learned how to think. The human species are cognitive beings and we enter this world completely defenseless as compared to other animals in this world. We're poorly equipped to survive and even less equipped to succeed in a competitive environment. Thankfully, we're provided with a brain and the only way in which we subsist is to strengthen the capabilities between our ears. People who master ExIQ skills and habits have learned how to think that enables them to gain a competitive advantage. Thinking is doing and habits are developed from your thinking actions. Some people think creatively, others think critically, while others think logically. These are methods of thinking and Execution IQ enables people to think in any way they have to in order to perform as well they can. ExIQ tools and strategies will help your organization develop a collective belief system to learn how to think effectively.

My course of investigation discovered an educational model along with the Educational Triad that helps people to learn to develop a strategic execution belief system. People have automatic habits of doing things where they're unaware of what they're actually doing. Think about brushing your teeth. You get up in the morning and while you're still half-asleep you're able to fulfill of the one the most important health functions that you conduct for that day. If you had to explain your process of teeth brushing to someone without using your hands, it would be pretty difficult. Most people just end saying, "I brush my

teeth just like everyone else and if you want to learn how to brush your teeth, just watch me!" Well, thinking and brushing your teeth are similar and different at the same time. It's the same in that a belief system is a habit — an unconscious habit — just like brushing your teeth. It's different in that people are unable to learn how to think by watching others. Thinking is an action that can't be observed — mind reading is impossible for even people who are trained in human behavior. Psychologists, psychiatrists and educators still have to ask the question, "What do you think about this?"

Habits are both good and bad. Developing habits is a result of learning skills — they just don't appear out of thin air. When people learn how to do something they have acquired a set of skills that lead to actions. When those actions are repeated enough and been appropriately rewarded, habits begin to develop. People with effective belief systems, who think in a way that enables them to maximize their potential have developed Execution IQ habits. I've found that 84% of all people have developed beliefs that actually lead to inconsistent execution. The other 16% of the people apply a process of how to think in a way that leads to consistent strategic execution. You just can't watch how others do it or read about it — you have to do it yourself. Learning how to think is an experiential educational exercise.

The Educational Triad is an illustration of how people consistently execute strategy. The three points of the triad are Intelligence, Knowledge and Beliefs — consistency is a result of the interplay of all three.



Intelligence is potential just as GPA, IQ and past work experience are indicators of intellectual ability. As mentioned previously, the most talented person is usually never the most productive person. Intelligence is just the possibilities a person holds but without the other two points of the triad, the most intelligent person will be outperformed by less capable people.

The second point of the triad, Knowledge, is simply information. People who combine accurate knowledge with high intelligence outperform others who are unable to access the same information. However, one thing the Information Age has taught us is that information does not provide a competitive advantage. It has only shown if you don't have access to information, then you're sure to fall behind. Information doesn't put you ahead; knowledge only keeps us even with our competitors.

People want to believe Knowledge and Intelligence are the only things that matter because it's a simple formula to understand — the more information you hold the smarter you are. However, high performance is complex and most people expect to find a simple solution to a complex problem. If you're expecting an "Aha Moment" by learning how to think you won't find one. The Aha Moment provides short-term relief for long-term problems. An ethical issue arises by people who provide The Aha Moment — they're just playing upon the fears and emotions of people who are looking for valid answers. Once the Aha Moment passes, these people recognize they still have problems and they're left without a process to solve them. They continue to look towards the soothsayers and charlatans for another Aha Moment. Again, this alleviates pain momentarily but the root of the problem still exists — they haven't acquired the tools and skills of an effective belief system. It creates a process similar to the drug addict and the drug supplier. The supplier provides short-term relief creating a greater need. When the addict needs another fix, the supplier is more than happy to supply it — at an increased price!

Effective beliefs is Execution IQ and it's the point of the triad most neglected. Our society believes people either are good thinkers or bad thinkers, which is untrue. People are able learn skills that develop the habits of consistent execution. Learning how to think requires a system, a structure, a process. Thinking about beliefs is abstract enough with a system but without it, thinking just wanders aimlessly without any direction leading to confusion. This is the basis of the assumption people either have it or they don't. The fact is most people haven't been provided with a method that leads to strategic execution repeatedly and consistently.

CONCEPTUAL BASIS

Two important psychological constructs originating in the 1960's formed the foundation of Execution IQ. Martin Seligman of the University of Pennsylvania developed a concept known as *Learned Helplessness*. Seligman studied young children and found some children held very low self-esteem, short attention spans and low frustration tolerance. He concluded that these children learn to perform inconsistently, therefore making very little out of their potential. Although Learned Helplessness is easily identifiable in young children, the fact is this trait is held by people of all ages throughout society.

Walter Mischel, a Stanford psychologist, conducted the other seminal work. Mischel studied impulse control through a longitudinal study with four-year-old children and tracking them through high school through the *Marshmallow Test*. He successfully categorized four-year olds who delayed gratification and other four-year olds who indulged in instant gratification. The same children were tracked 14 years later and what was found was extremely informative. Those who were able to delay gratification at a young age were more socially competent, personally effective, better able to cope to with the frustrations of life, less likely to regress under stress and less likely to become disorganized under pressure as adults. This group pursued and embraced challenges, were self-reliant, confident, trustworthy, dependable, and

took initiative into projects. Even after this long period between examinations, this group was still able to delay gratification in pursuit of their goals.

The other group demonstrated even more revealing behaviors. Not only did this group display fewer of the behaviors exhibited by the delay gratification group, but 14 years later they were more likely to shy away from social contacts, be stubborn and indecisive, easily frustrated and have a poor self-image. This group became immobilized by stress, was mistrustful and believed they got the “short end of the stick.” They were prone to jealousy and reacted improperly to temper by provoking arguments and fights. After 14 years, they were still unable to delay gratification.

The social differences between the two groups helps to understand relationship capabilities, but the most surprising finding was that the delay gratification group outscored the other group on the SAT by an average of 210 points. IQ scores and SAT results are strongly correlated, but IQ can only be predicted after a child learns how to read. The children who participated in Mischel’s study didn’t know how to read when they were originally categorized. Results indicate it can be inferred the ability to delay gratification contributes to intellectual development apart from IQ. The ability to think effectively under pressure cannot be separated from the linear cognitive functions of intellectual potential.

Starting with Seligman’s Learned Helplessness concept, it was hypothesized if people can learn to make very little of their potential, they should be able to learn to make the most of their potential. By the same token, people should be able to learn to delay gratification in order to enhance performance and build effective relationships. Combining the foundations of Seligman and Mischel led to the development of Execution IQ. The idea of goal directed self-imposed *behaviors* of delayed gratification and Learned Helplessness *attitudes* provided the educational foundation for creating a system of attaining goals and solving problems, be it creating profit and improving business productivity, enhancing academic performance or working to win an athletic championship. Execution IQ is a process for improving performance behavior and strategic execution.

Seligman’s and Mischel’s work originated within a psychological model (housed in medicine), which is disease driven and concentrates on modifying abnormalities and malfunctions. ExIQ is an educational concept where people don’t have to be sick to get better. Even though Seligman’s study examined attitudes and Mischel’s study looked at behaviors, the similarity between the two illustrates all the subjects who participated were revealing their *habits*, be it behaviors or beliefs. How people think (beliefs) and how people act (behaviors) are results of habit development. The limitations of Seligman’s and Mischel’s work identified the problem and causes, but failed to provide a solution. From an educational perspective, the question I asked was, “How can we change the habits of how people think and how they act in order to improve performance behavior?” To answer this question, an understanding of how the brain works is fundamental.

BRAIN RESEARCH

The last 20-30 years has uncovered much about the most important organ in our body. Though much has been learned, we're going to narrow our discussion to two parts of the brain: the neocortex and the amygdala. The neocortex, located at the forefront of the brain (forehead area), contains brain functions such as memory and understanding. A linear learning model is appropriate to use when information is presented affecting the neocortex and most teaching methodologies apply this model. Consider a group that requires computer technical training. Information is presented, and the group understands the information. The information is then memorized in order to repeat the behavior. The success of the training is determined by how effectively the group understood and memorized the information and by their resulting improved efficiency of computer usage.

Execution IQ is not learned through a traditional linear learning model. It's been proven that ExIQ is learned through an experiential learning model affecting the amygdala. The amygdala is located deep inside the brain and acts as the emotional response center where perception and interpretation occur. All information passes through the amygdala before it reaches the part of the brain (neocortex), where decisions are made. The amygdala receives information from the five sensory areas and the thalamus. If any information is perceived as threatening, fearful, frustrating or creates anger, then the decision is emotionally based. The key is to apply an experiential educational model that affects the amygdala directly. It's been calculated that Corporate America wastes more than \$2 billion every year by applying a linear educational model to teach skills, similar to ExIQ, which would be better taught and learned through an experiential learning model. The key is to acquire skills so emotions won't dictate decisions. The physiology is fairly simple. When information is presented to the amygdala, it sends a message down the brain stem to the adrenal glands, which releases adrenaline back up the brain stem to release brain chemicals. If the information creates dysfunctional emotions (anger, fear, frustration, etc.) then cortisol is released in the brain. Cortisol is the natural chemical created by our bodies that is the equivalent of cortisone. Cortisone numbs a particular body part (i.e. cortisone shot for a sore knee). The person fails to feel anything in the knee and, in fact, has lost awareness of it. Not only does he not feel pain, he feels nothing. The same thing happens in the brain. Once cortisol is released in the brain, the person loses awareness of any other incoming information that could be valuable in making a decision. It's been proven skills can be learned to perceive situations without crippling emotions. The physiology for people who have mastered ExIQ skills is the same, except once adrenaline reaches the brain a different chemical is released. Instead of releasing cortisol, chemicals known as catecholamines are released. Instead of reducing consciousness, catecholamines actually boost awareness and the ability to synthesize information is enhanced. The ability to perceive situations in a way that creates energy, excitement and enthusiasm is at the core of Execution IQ.

What makes ExIQ work? Where drug therapies can be very effective in stabilizing the emotional areas deep in the brain, ExIQ tools and strategies exercise the thinking areas of the brain, thereby affecting the

balance from the top down. ExIQ tools and strategies exercise the cortex and thereby strengthen the pathways by which the thinking brain influences the emotional brain. As it stands now for most people, the amygdala has a greater influence on the cortex than the cortex has on the amygdala. This allows emotional arousal to control how we think. ExIQ skills resolve the struggle between thought and emotion, not by the suppressing emotions through cognitive activities, but by creating a harmonious integration of reason and intuition.

EXECUTIVE FUNCTIONING

Remedies proposed by executive coaches fail to address the underlying causes of inconsistent and irrational behavior. Strategic execution directly relates to brain functioning. Never in history has the human brain been asked to track so many data points. Our brain is asked to process dizzying amounts information, and as a result, its ability to solve problems flexibly and creatively declines as well as judgment while mistakes increase. The answer is found in the brain's frontal lobes which generates thoughts, makes decisions, sets priorities and organizes activities. In addition to the executive-in-charge losing control, employees demonstrate high rates of illness and turnover.

Contrary to its name, Executive Functioning is not limited to executives and managers. Executive Functioning governs the brain's mastery of cognitive processes including reasoning, task flexibility, organization, planning, decision-making, problem solving as well as strategic execution. Executive Functioning is impaired by addiction, attention deficit hyperactivity disorder, autism, and a number of other central nervous system disorders along with an ineffective belief system. Strategic execution is not a binary concept where people either execute or they don't. People execute in degrees in relation to many factors, some controllable and some not. Execution originates from deep within each of us and we can significantly influence our Executive Functioning development. Beliefs are powerful because they determine how people act and behave. Different belief systems exist such as political, religious, economic. Execution IQ is a performance belief system that ranges along a continuum from the dysfunctional to the highly effective. Managers who hold a highly effective performance belief system — high ExIQ — are more likely to execute strategy and generate extraordinary results due to highly operational Executive Functioning. Low ExIQ isn't an illness or a character defect — it's a lack of skills. Without ExIQ skills, managers lose the ability to solve problems and handle the unknown. Creativity shrivels and mistakes multiply.

People with deficient Executive Functioning may possess rare talent and gifts, which can go unnoticed and underdeveloped. At times, these people can be very creative and original. They can be very persistent under certain circumstances and can be entrepreneurial and display ingenuity. They may improvise under pressure as well as rebounding quickly after a setback. They may even bring fresh energy to an organization and provide strong leadership during times of change. The problem, though, is consistency. People with superior Executive Functioning do all of these things just as people with

deficient Executive Functioning, except they do them all the time. They are consistent, dependable and reliable. Managers with low to mediocre levels of execution skills achieve inconsistent results. When stakeholders are about to pull the plug, the management team will do something positive leaving the stakeholders confused at best, and at worst convinced management has turned the corner. The pattern of inconsistency continues leaving stakeholders on a roller coaster ride without an end in sight. This behavior pattern includes brilliant performance with original ideas and strategies that result in peak performance along with failing miserably because they're disorganized, dysfunctional and make mistakes too often.

Executive Functioning behaviors change as managers develop and strengthen ExIQ skills. Problem solving, creativity, decision making, leadership and consistency itself, become more consistent. Performance is not the sole indicator of ExIQ, though. People with underdeveloped ExIQ skills can be, at times, brilliant. They're also marked by distractibility, inner frenzy and impatience. Behaviors such as these prevent managers from clarifying priorities, making sound decisions and executing consistently. As a result, talented executives turn into harried under-performers. They offset moments of peak performance with dysfunction, disorganization, loss of focus, insecurity and low frustration tolerance. These managers underachieve, create needless clutter, cut corners, make mistakes and squander brain power — their own and their employees. All due to poorly developed Executive Functioning.

No two brains are alike and no one has complete control over their Execution Functioning. The brain's frontal lobes govern planning and decision making. Everything is fine as long as the frontal lobes remain in charge. However, this changes easily due to a lack of ExIQ skill development. Many may identify ExIQ with Emotional Intelligence (EQ), however this is inaccurate. As powerful as EQ is, ExIQ is different in that EQ is a component of Executive Functioning. Although it's important to demonstrate the capacity to be aware of, control, express one's emotions, and to handle interpersonal relationships judiciously and empathetically, ExIQ incorporates EQ with all the elements of Executive Functioning.

Beneath the frontal lobes lies the emotional brain. This is known as the Survival Center governing sleep, hunger, sexual desire, breathing and heart rate. Negative emotions such as frustration, anger and anxiety shift brain control from the frontal lobes to the Survival Center. The most dangerous emotion is fear. It's common to find an executive in a state of fear who has put their company up for sale or has just been acquired. Fear for one's economic survival along with the survival of the workforce is endemic. Fear prevents learning and nuanced understanding leaving executives in a state of paralysis unable to execute.

Cognitive Automaticity occurs when people reflexively revert to irrational and ineffective beliefs, faulty decision making patterns and dysfunctional behaviors when faced with fear. This is the acid test of the ExIQ skill level of a manager. The Survival Center is now in charge and deceives the manager — it sends a signal disguised as a message from the frontal lobes. The manager believes she's acting

rationally and in her mind, she thinks she's considered the issue but in effect she's reacting to fear. The manager justifies the decision by appearing to be decisive, but it's more effective to fully comprehend an issue from all angles and wait rather than implementing a solution to a problem that isn't fully understood. Managers with high levels of ExIQ skills realize this is a false signal and re-considers the issue, analyzing it, breaking it down, tearing it apart until she fully understands the issue and there is no confusion. There might be confusion over what to do, but the manager built the foundation to an effective problem solving process.

Like a computer, when the frontal lobes approach capacity people fear they can't keep up. The brain then relies on the Survival Center. The frontal lobes lose most of their power because fear, anxiety, impatience, irritability, anger and panic force the brain to rely on the Survival Center. A Catch-22 emerges at this point. These survival signals are impossible to resist making the frontal lobes impotent. The frontal lobes keep trying to send messages of reassurance to the Survival Center that actually create more confusion and uncertainty further weakening the power of the frontal lobes. The manager, in effect, is gone. In this state, managers revert to binary, simple-minded, black and white, elementary thinking. Perspective and shades of gray disappear along with the promise of intelligence the executive has demonstrated previously. In a futile attempt to do more than possible the brain paradoxically reduces its ability to think clearly. When the Survival Center is in charge, managers are more likely to make impulsive judgments, they're robbed of mental flexibility, lose their sense of humor, unable to deal with the unknowns, forgets the big picture along with the values one has stood for, loses the ability to change plans and be creative, more prone to an emotional melt down, blame others and self-sabotage, and fall into denial and total avoidance of problems. In a worst case scenario, managers may engage in corrupt acts and fraudulent misconduct.

Effective managers slow down enabling the frontal lobes to stay in charge and stay out of the Survival Center. In effect, they learn how to think. Managers who master ExIQ skills take time to comprehend, to listen, to ask questions, to digest what's been said so they don't get confused and send the brain into panic. Confusion leads to fear.

Beliefs are the on/off switch for consistent strategic execution. It's vital to create a belief system in which the brain can function at its best — to think reflectively rather than reflexively. Managers can't change the situation and the challenges they face, but they can change how they perceive and respond to those situations and challenges enabling the frontal lobes to stay in charge.

HABIT DEVELOPMENT

Experiencing emotions such as fear and enthusiasm are not dependent upon the activities that people participate in. For example, cortisol is not automatically released when a person is engaged in an activity the person dislikes and likewise, catecholamines are not automatically released when the person is

involved in pleasurable activities. Probabilities increase when these chemicals release in these types of activities, but the fact is people have a choice in what chemical is released. People create habits in not only in what they do, but more importantly in how they think, in how they perceive. People choose their belief system.

Some people have such ineffective belief systems that cortisol releases when they're involved in pleasurable activities based upon their habits. They may think along these lines — “I can't believe I have to do this, even though I enjoy it, when I have so many other things I have to do.” People with highly developed ExIQ skills release catecholamines when faced with an unpleasant activity. Thinking — “This is tough, but I love challenges and I love the rewards of overcoming obstacles” actually reduces cortisol secretion and increases the release of catecholamines. *Brain chemistry is not dependent upon the activity, but on the way a person approaches activities and responds to challenges — interpretation and perception skills.* Neuroscientists and psychiatrists agree that people are able to learn skills to alter their beliefs just like people learn complex motor skills that enhance athletic performance. Changing behavior is a matter of applying appropriate tools through an experiential educational model that build ExIQ skills. Once these new, effective behaviors are repeated often enough, people develop new habits that execute strategy consistently, enhance performance, expand leadership capabilities and transform a culture of bureaucracy into a high performance culture.

Habits — what people do and how they think — are a result of a complex process. People develop habits through behaviors. When a person repeats a behavior enough times, that behavior becomes a habit — good or bad. Behaviors don't manifest out of thin air; there's an origin. The origin is a skill, but skills are just like behaviors and habits — they can be effective or ineffective. Simply, effective skills lead to effective behaviors leading to effective habits. Execution IQ tools and strategies build ExIQ skills that lead to productive behaviors. When ExIQ behaviors are rewarded and repeated, they become habits that lead to consistent execution. On the other side of the coin it's similar, but even more intriguing. “Skills” such as laziness, complacency and faulty decision-making through fear, frustration and stress lead to ineffective behaviors, unproductive habits and inconsistent execution. What creates these low ExIQ skills sets are not tools, but rather human nature. When people are engaged in a competitive, stressful activity, it's natural to create doubt, be impatient and lose focus. Execution IQ is a mechanism that hacks human nature where anyone can learn to execute strategy consistently. High performance is available to everyone and every organization, not just the most talented or the most powerful.

EXECUTION IQ RESEARCH

Two phases of research developed Execution IQ applications and the metric that measures ExIQ. The first phase focused on identifying the underlying constructs and developing a valid and reliable instrument. The second phase focused upon developing practical performance and leadership

applications that not only improved Execution IQ, but more importantly individual and organizational performance.

Phase I - After examining the research of Seligman and Mischel, an initial instrument was administered to college Division I track & field athletes (N=100) across the nation conducted at the University of Kansas. Coaches (N=18) were asked to select from each team they coached (purposive sampling) two athletes they found who executed strategy consistently, to make the most of their potential through an Execution IQ skill set guideline. They were also asked to select two other athletes who executed strategy inconsistently, who made the least of their potential. Performance was not a discriminator. For instance, an athlete may only earn one point at the conference meet, but that athlete made the most of their potential — this athlete would be categorized as “High ExIQ”. Another athlete may have been a conference champion, but the coach believed the athlete should have accomplished more such as earning All-American status, winning a national championship or even should be competing on the international level. These athletes were classified as “Low ExIQ.” All responses were confidential.

Data was calculated and conclusions drawn once all subjects completed the instrument. Three primary results were found. First, High ExIQ athletes scored significantly different as compared to Low ExIQ athletes at a .001 level of significance. Simply put, the way in which High ExIQ athletes think and act has less than one-one thousandth of a percent the results occurred by chance. It’s extremely improbable people who execute strategy consistently, who make the most out of their potential think and act the same as people who don’t. Not only do people who execute strategy consistently act differently, they think differently. People who execute strategy consistently hold a different belief system than other people. This finding proved empirically the concept of Execution IQ exists; it’s just not an idea or concept, it’s a proven theory. Validity of the instrument was found to be .93 and reliability was found to be .88 (minimal acceptance scores for both validity and reliability are .70). The instrument (CIA) developed to measure Execution IQ is valid and reliable.

Second, demographic variables including race, gender, age, recruited status (financial rewards), event and socioeconomic status showed no significant influence on CIA scores:

The statistics of the Gender variable showed that males are no better able to execute strategy consistently than females. Women have the same ability to be effective as men do.

The Race variable showed that people of different racial backgrounds be it White, Black, Asian, Hispanic, Native American, or Multi-Racial have no advantage in strategic execution.

Age was not identified as a predictor of Execution IQ. Experience is often thought of as a predictor, but it was proven age had no influence. Just because a person is older doesn't mean that they have learned to think effectively in competitive situations. In reality, an older person has had more time to solidify ineffective beliefs. It can be inferred the willingness to learn ExIQ skills is more important than age in determining who executes strategy consistently.

Recruited Status refers to whether an athlete was awarded an athletic scholarship or walked-on to the program. Whether the athlete received financial aid or not wasn't a predictor of Execution IQ. This is important in understanding how financial incentives can be properly or improperly used to provide motivation to people in order to execute strategy. The finding here states that money doesn't significantly influence people to compete to their potential.

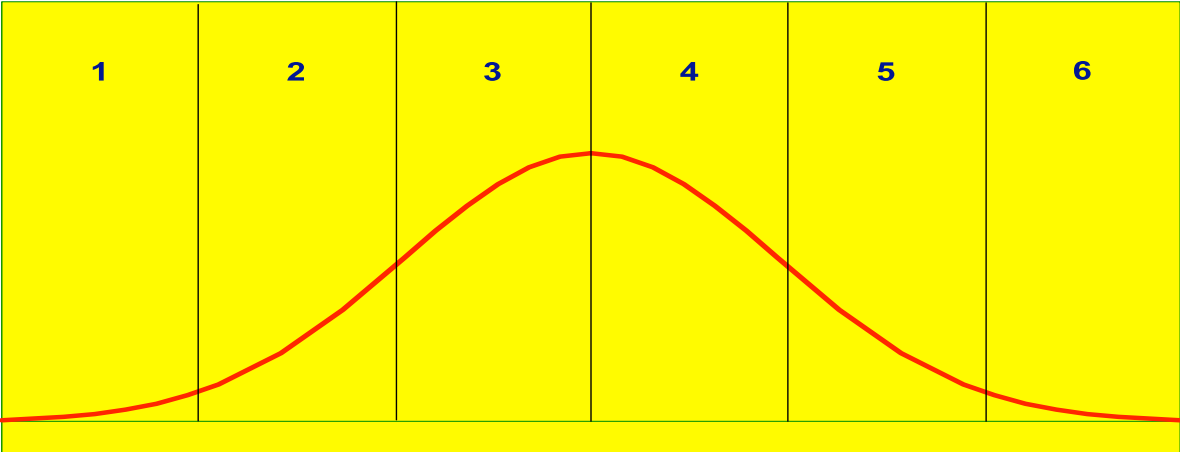
The Event variable refers to the event the track & field athlete competed in. This was a crucial variable in determining if Execution IQ could be generalized to other sports initially and then eventually to the general population. Unlike many other athletes, track & field athletes have a much more diverse skill set. Track & field athletes include endurance athletes like distance runners, power athletes like sprinters (sprints & hurdles), throwers (discus, hammer, shotput), jumpers (long jump, triple jump, high jump, pole vault) and multi-event athletes (decathlon). With swimmers, whether long distance or sprinters, their skill set is narrowly defined — they swim. Football players pretty much either block or tackle. Golfers all have the same skills, just as basketball players do. Track & field athletes were selected because of their wide range of skill tasks. No other sport engages athletes in such a wide array of skill tasks. That's why the International Olympic Committee labels the track & field events as "Athletics" in the Olympic Games. Since the event demographic variable was not shown as a significant influence on the Execution IQ level, it was inferred that this concept could be generalized to other sports. This led to generalizing the concept to the general public.

Socioeconomic Status was not proven to be a significant influence of Execution IQ. Whether a person is from the city or the country, or from an affluent family in the suburbs or raised in poverty in the backwoods, a person is able to develop a belief system enabling one to execute strategy consistently.

The demographic variables indicate Execution IQ is not inherited, but rather is a choice to learn, no matter where a person comes from, what gender they are, what race they are and what they are tasked to do.

Third, a factor analysis was conducted due to the complexity of the original construct. Thirteen subscales were devised and a factor analysis was conducted in order to carry out a multiple regression. A factor analysis revealed one factor accounted for close to 40% of the variance with no other subscales a significant factor. A multiple regression was to identify the most important factors of Execution IQ was therefore not necessary. What originally was believed to be factorially complex was a concept proven to be factorially simple. Execution IQ is a stand-alone theory measuring how effectively people execute strategy and compete to their abilities.

The factor analysis also showed a second version measured Execution IQ more efficiently than the original version. Six distinct levels of Execution IQ were found identifying ExIQ as a developmental concept. All data created a bell shaped curve showing normal distribution. Levels 1-4 comprise 84% of the population where people have developed beliefs and habits that limit their Execution IQ. People scoring in Level 5 (14%) have acquired skills that eliminate the psychological variable during competition. People who score in Level 6 (2%) have acquired beliefs and habits that enable them to use their thoughts and emotions as tools for success and high performance. According to the research findings, thoughts and emotions limit the performance of most people. The second research phase concentrated on developing tools and strategies to facilitate the Execution IQ of individuals and groups through performance and leadership applications.



ANOVA	Factor Analysis	Reliability	Validity	Discriminant Analysis	Chi Square
19.98 @ .001	34.2	Test-Retest--.78 Cronbach Alpha--.88	0.93	.69--.74--.63	$P \leq .002$

A comparative study of Olympic athletes was conducted for the purpose of assessing norms established by division I college athletes and international level athletes. Six federations of the United States Olympic Committee participated in the study (n=97). Members of the USA Women's Volleyball, USA Wrestling, USA Baseball, USA Taekwondo, USA Bowling and USA Badminton teams completed the Competitive Intelligence Assessment®. Three findings were noted. First, no significant differences existed between any of the athletes of the six Olympic programs. Second, no significant difference was found between scores and the demographic data supplied by the Olympic athletes. Third, all scores established a bell curve similar to the college athlete population with six standard deviations. What was different from the college athlete population, the Olympic athlete population mean and range was significantly more discriminating from the college athlete population. For instance, a college athlete scoring in Level 6 (highest) may only score in Level 5 when included in the Olympic athlete population. As a result, it can be inferred if a person wants to compete on a higher level, they're going to have to change their beliefs and how they think in competitive situations if they want to increase their chances of being successful and maximizing their potential. If not, the increased in challenge will create great execution inconsistency.

Phase II - While serving as a faculty member and an internal consultant at the United States Air Force Academy, research continued and focused on developing applications to develop Execution IQ (N=4125). Due to the strong reliability of the instrument and the factor analysis showing ExIQ is a single stand-alone theory, creating educational methodologies was the next logical step in conceptual and instrument development.

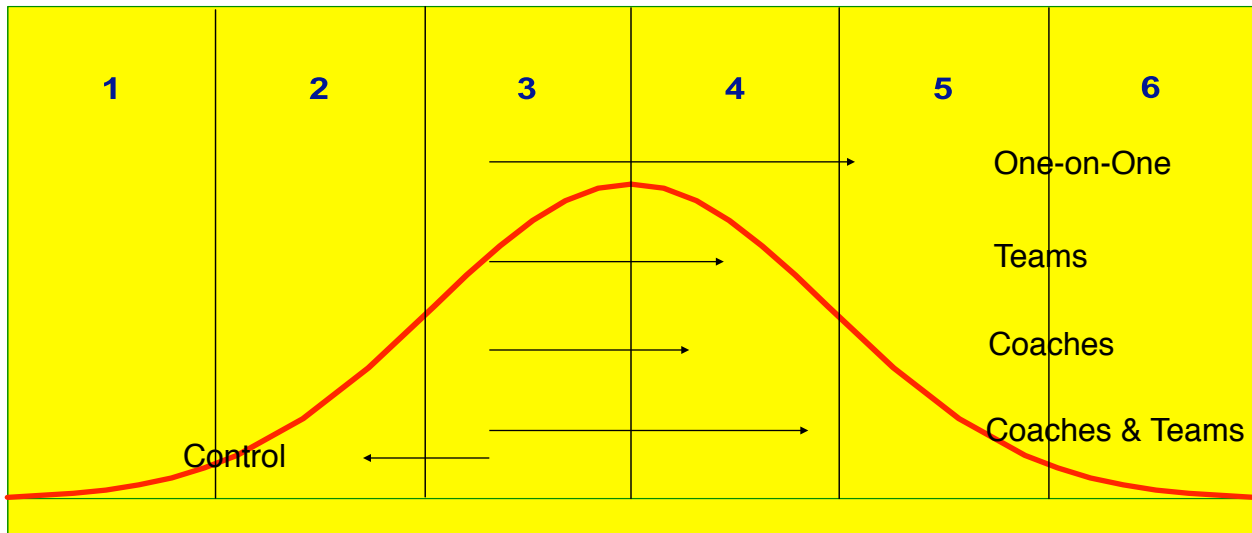
Five groups were assessed and evaluated. Pre-tests were administered, applications were provided and followed with a post-test after an Execution IQ Educational Program was completed. The first group was INDIVIDUALS. Subjects were given performance applications individually, and they improved their CIA scores by an average of 2.3 levels. For example, a person who was provided performance applications may have a pre-test score located in level 3. This person, on average improved their CIA score to the low position in level 5. The individuals group showed a strong positive correlation to performance improvement.

The second group was TEAMS. Performance applications were provided in a group setting (seminars and workshops) and teams improved their CIA scores by an average of 1.3 levels. A positive correlation was shown between Execution IQ and group performance improvement.

The third group, COACHES, was provided with leadership applications and a 1.1 improvement in CIA scores resulted. A positive correlation to performance improvement was found. The fourth group, TEAMS & COACHES, where performance applications were provided to the team and leadership

applications were given to coaches resulted in 1.8 level improvement in CIA scores. A strong positive correlation was shown between performance improvement and Execution IQ.

The fifth group, a CONTROL group, coaches and teams received no performance or leadership applications. A decrease in CIA scores of .72 levels resulted. No correlation was found between the decrease in Execution IQ and performance improvement (or regression).



Results from the first group, INDIVIDUALS, indicate this group received the most benefit. Similar to executive coaching, one-on-one educational forums have been proven to be more effective than group teaching. The second group, TEAMS, received a strong benefit from group teaching without the benefit of leadership influence. Groups learn ExIQ skills when an experiential learning model is applied. The third group, COACHES, showed a strong improvement in Execution IQ. Leadership skills of the coaching staffs were expanded and educational applications were integrated into practice plans. The .2 difference between the team group and the coach group was found not to be significant. The fourth group, COACHES & TEAMS, where performance and leadership applications were provided, a 1.8 level improvement resulted. A significant difference was found between group 3 (coaches) but not between group 2 (teams). It's more effective to include more people in the program rather than exclude people who actually produce results. The fifth group, the CONTROL group, received no ExIQ applications and a decrease in CIA scores was found, but no correlation was found between performance and Execution IQ. This indicates an awareness issue. People who choose not to participate in this form of educational development and strategic execution believe there won't be a difference in performance primarily due to past experience. No correlation means performance sometimes improved and sometimes it decreased. Leaders who chose not to participate (those included in the control group)

indicate a mindset that performance is not within their power, otherwise known as a Fixed Mindset. The attitude is a sign of ignorance and arrogance — “I don’t know and I don’t care” is a message indicating a lack of control. Mismanagement and poor leadership is the result. Also, because a decrease in CIA scores was experienced, it indicates Execution IQ is dynamic; it doesn’t stay the same. Individuals and groups who were provided with ExIQ applications performance improved and skills were acquired. Groups that were not provided with ExIQ applications regressed.

Three primary findings from Phase II were found. First, Execution IQ is developed through an experiential educational model. The second finding shows a positive relationship exists between Execution IQ development and consistent strategic execution. The third finding indicates the learning process was accelerated through ExIQ development. People enter an activity with natural instincts — they’re naturally talented to accomplish a specific task. Just like everyone else, athletes are coached to acquire learned instincts — acquired skills to execute strategy. As people acquired ExIQ skills, behaviors and habits, they mastered technical and strategic skills in less time. This finding doesn’t mean all problems were solved, but by mastering technical and strategic skills in less time, coaches were able to introduce more advanced skills and concepts in order to facilitate group performance. Without the acquisition of ExIQ tools, teams would be facing the same problems throughout the year without success. ExIQ was proven to be a force multiplier in additional educational endeavors. Simply put, developing Execution IQ enabled groups to move from Point A to Point B faster.

An unanticipated result was found from the Phase II research. Cadets-athletes who chose to apply the same athletic execution tools and strategies were transferred to academic pursuits. On average, cadet-athletes improved their grade point average (GPA) by a full letter grade and their military grade point average (MPA) by a half letter grade.

The business/professional population (n=47) has shown similar results: As CIA scores improve, performance is enhanced. On average, organizations improve their financial performance by 115% with a zero failure rate. Eight concrete results have been reported:

- Increased Activity
- Creativity
- Problem Solving
- Decision Making
- Efficiency
- Critical Thinking
- Continuous Learning
- Transition & Change

CONCLUSION

Research has proven most people are unaware of their strategic execution skill ineptitude. Where they lack skill and knowledge, people greatly overestimate their expertise and talent, assuming they know how to think, where in fact, they have severe deficiencies that limit their potential and undermine strategic execution. Regardless of the activity — business, leadership, athletics, military — the quality of execution is dependent upon the consistency of Executive Functioning and the rate of catecholamine secretion in the brain.

The underlying outcome that binds all participants in the Executive Coaching, Leadership Development, and the Cultural Transformation Programs is **CONSISTENCY**. By applying ExIQ tools, *Skills* are acquired, *Behaviors* are changed and *Habits* are transformed to perform at a consistent high level due to a change in individual and/or collective belief systems. Most people and organizations (84%) lack ExIQ skills, which results in inconsistent performance patterns. Execution IQ is about consistently executing strategy, competing to your potential, both individually and organizationally. Whatever the potential of you and your organization, and as long as the strategy is sound you'll increase the probability of consistent performance and high productivity by employing Execution IQ programs.

Technology provides information at a dizzying pace. People have failed to learn how to manage the complexity of information processing required for continuous growth. The primary cause is people have not been provided opportunities to develop strategic execution skill sets that increase the range and breadth of their beliefs. Business has become more complex, not less, yet people have maintained the same capacity for managing complexity. Your organization has an opportunity to create a competitive advantage over your competitors by expanding the skills of your most important and expensive resource — your people.

People are comfort-seeking organisms and most buying decisions are designed to exploit their comfort needs. People want things easier. Enhancing performance and executing strategy doesn't have to be hard or uncomfortable, but a system that's empirically proven is required to generate results and change habits. People low in ExIQ take the hard road, making execution more difficult, more inconsistent. People with High ExIQ take the easy road paving the way for consistent execution and high performance. Increasing Execution IQ won't make problems disappear, but it helps managers solve the problems they face day-in and day-out. By applying the tools and developing ExIQ skills and habits, they'll be better equipped to manage complexity and solve the problems they face in their job, in their family, and in their community.

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