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EXECUTION IQ™ MODEL
The Psychology of Strategic Execution

Stephen Long, PhD

As founder and president of Motere Consulting, Dr. Stephen Long applies an educative 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 raise individual and team productivity from poor or adequate to outstanding. Dr. Long has helped a diverse group of companies realize a significant improvement in performance through his proprietary model consisting of behavioral analyses, educational tools and counseling techniques.

A risk management expert in human capital and a primary source, Dr. Long built a breakthrough social operating model that immediately enhances an organization's productivity and efficiency. Dr. Long's 30 years of experience and expertise has earned him a reputation as one of the world's leading experts in performance psychology. Armed with a legacy of success from a broad array of industries, Dr. Long's expertise in behavior change, psychometrics and belief systems equips clients with the skills that are neglected by other consulting firms leaving executives with temporary improvement. Dr. Long's model provides rapid improvements followed by long-term success.

A leader in practical applications of performance psychology, Dr. Long has consulted with 26 championships teams on the international, national and conference levels. His athletic clients include Olympians, national champions, All-Americans, all-conference athletes, conference players of the year, a state champion, a world champion, a Heisman Trophy finalist and an NFL's most valuable player. Dr. Long has consulted with several major college football programs and the United States Olympic Committee.

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. Formerly the Director of Performance Psychology within the Human Performance Lab at the US Air Force Academy and the Director of the KU Peak Performance Clinic, Dr. Long conducted research and developed applications for high performance, strategic execution, choking under pressure and performance plateaus. 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 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 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 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. Consistently high performing people, organizations and leaders have acquired 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 statistical based performance enhancement model in which strategic execution improves through appropriate application of educational tools and strategies, counseling techniques and measured from a valid and reliable psychological inventory.

Most people develop habits and a belief system that reduce their chances of success and the ability to execute strategy to its potential. Motere's ExIQ model enables people to develop an effective belief system and reverse bad habits to think and act effectively in performance situations. Performance behavior is changed and improved by learning how to think effectively to execute strategy consistently through our proven model. The most compelling component of the ExIQ model is it's measurable. Our valid and reliable instrument — the Competitive Intelligence Assessment© (CIA) — accurately measures individual and collective belief systems. The CIA measures the effectiveness of the mindset to execute strategy. In other words, how successful people are in developing their inherent giftedness.

HABIT DEVELOPMENT

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 leading to productive behaviors. When ExIQ behaviors are rewarded and repeated they become habits leading to consistent execution. On the other side of the coin it's similar, but more intriguing. Habits 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 habits sets are not tools, but rather human nature. When people are engaged in competitive, stressful activities it's natural to experience doubt, be impatient and lose focus. The ExIQ model hacks human

nature where anyone can learn to execute strategy consistently. Consistent high performance is available to everyone and every organization — not just the most talented.

EXECUTION IQ RESEARCH

Two phases of research developed the Execution IQ model. The first phase focused on identifying the underlying constructs and developing a valid and reliable psychological inventory. The second phase focused upon developing practical performance and leadership applications that improved Execution IQ and individual/organizational performance. Both research phases were conducted simultaneously while serving as the Director of the KU Peak Performance Clinic at the University of Kansas followed as the Director of Performance Psychology within the Human Performance Lab at the US Air Force Academy.

Phase I - After examining prior research an initial instrument was administered to college Division I track & field athletes (N=100) across the nation. Coaches (N=18) were asked to select from each team they coached (purposive sampling) two athletes they found who executed strategy consistently making 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 making 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 the executed strategy to the best of their potential — this athlete would be categorized as "High ExIQ". Another athlete may have been a conference champion, but the coach believed this athlete underperformed and 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. Therefore, it's extremely improbable people who execute strategy consistently to the best of of their potential think and act the same as people who don't. Not only 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 that Execution IQ exists — it's just not a 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 Gender variable showed males are no better able to execute strategy consistently than females. Women and men have the same capability to be effective.

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

Age was not identified as a predictor of Execution IQ. Experience is often thought of as a predictor, but it was proven age has no influence. It cannot be assumed that a more experienced person has learned to think effectively in competitive situations. 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 a student-athlete was awarded an athletic scholarship or walked-on to a track & field 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 applied to execute strategy. The finding states that money doesn't significantly influence people to execute strategy.

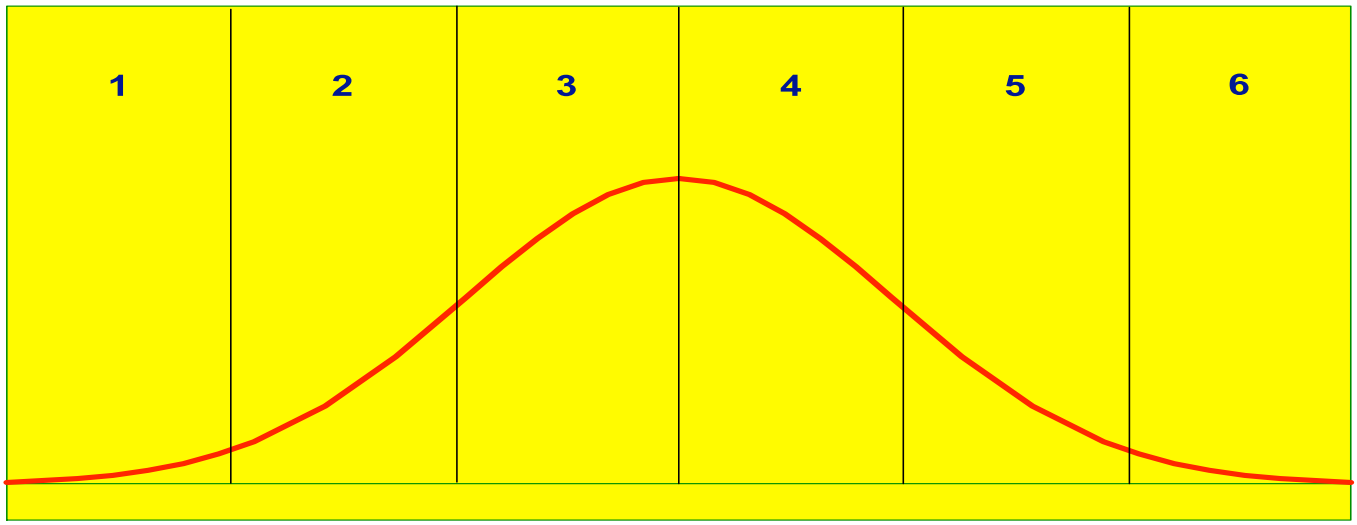
The Event variable refers to the event the track & field athlete competed in. This was an critical variable in determining if Execution IQ could be generalized to other sports initially and then eventually to the general population. Unlike many other athletes, track & field athletes have a much more diverse skill set. Track & field athletes include endurance athletes like distance runners, power athletes like sprinters (sprints & hurdles), throwers (discus, hammer, shotput, javelin), jumpers (long jump, triple jump, high jump, pole vault) and multi-event athletes (decathlon). Since the event demographic variable was not shown as a significant influence on the Execution IQ level it was inferred it could be generalized to other sports. This led to generalizing the theory to other performance activities outside of sports.

Socioeconomic Status was not proven to be a significant influence on 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, anyone is able to develop a belief system enabling them to execute strategy consistently to the best of their potential.

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. Originally, 13 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 34.2% of the variance with no other subscales a significant factor. A multiple regression was planned to identify the most important factors of Execution IQ was not necessary. What originally was thought to be factorially complex was proven to be factorially simple. Execution IQ is a stand-alone theory measuring how effectively people execute strategy to the best of their abilities.

Three years later another factor analysis showed a second version of the CIA measured Execution IQ more efficiently than the original version. In addition, six distinct levels were found identifying ExIQ as a developmental theory. Data fell into a bell shaped curve showing a normal distribution. 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. Levels 1-5 comprise 98% of the population where people develop beliefs and habits that limit their Execution IQ. People scoring in levels 1-2 acquired more habits that are more intense. People in levels 3-5 may have similar habits, but are not as severe. The second research phase concentrated on developing educational tools and counseling techniques to facilitate ExIQ to enhance performance and develop leadership.



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 ≤ .002

A comparative study of Olympic athletes was conducted to assess 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 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. However, the Olympic athlete population mean and range was significantly more discriminating than the college athlete population. The mean was higher and the range was narrower. 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 executing strategy consistently to transition effectively. If not the increased challenge results in execution inconsistency.

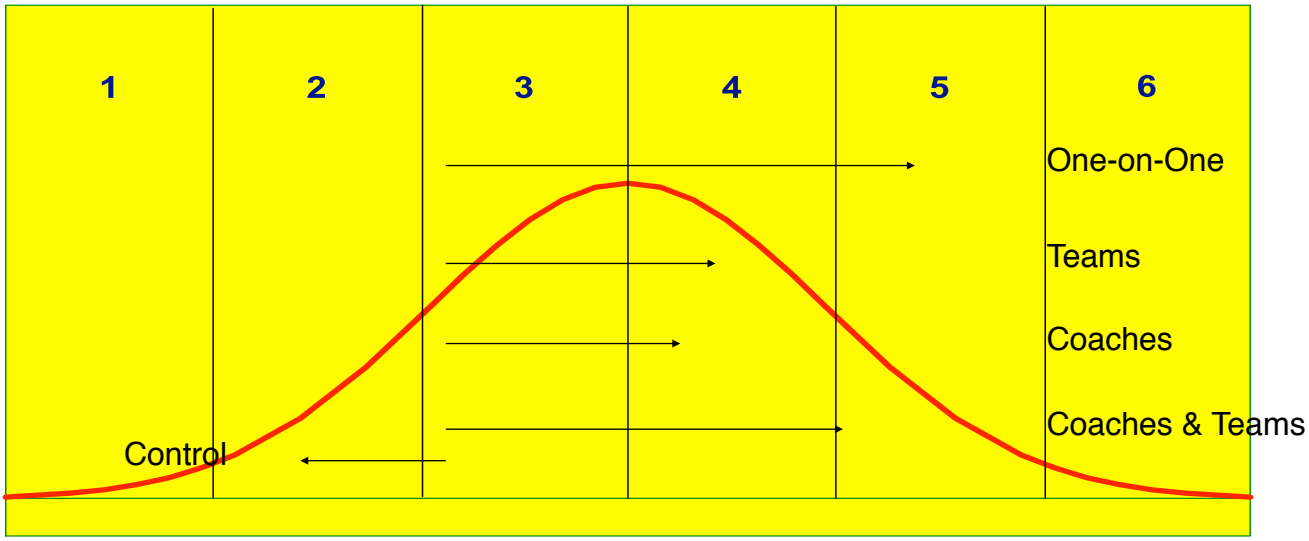
Phase II - Research continued and efforts focused on building a catalog of educational tools and counseling techniques to develop Execution IQ (N=4125). Creating educational methodologies and counseling techniques was the next logical step in model development due to the validity and reliability of the CIA and the factor analysis showing ExIQ is a single stand-alone theory.

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 CIA scores improved 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 a low position in level 5. The Individuals group demonstrated 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 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 Teams 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 ExIQ 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 greatest benefit. Similar to executive coaching the one-on-one educational and counseling dynamic 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 through the applications of an experiential learning model. The third group, COACHES, showed strong improvement in Execution IQ. Leadership skills 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 was concluded it's more effective to include more people who produce results and contribute rather than exclude people. 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 educational development and strategic execution assume 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 improvement is not within their power, otherwise known as a Fixed Mindset. This 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 and mismanagement and poor leadership is the result. Also, because

a decrease in CIA scores was experienced 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 regressed that were not provided with ExIQ applications.

Three primary findings from Phase II were found:
1. Execution IQ is developed through an experiential educational model.
2. A positive relationship was found between Execution IQ development and consistent strategic execution.
3. The learning process was accelerated through ExIQ development.

The third finding is important and requires clarification. 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 also mastered technical and strategic skills in less time. 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. Teams would face the same problems throughout the year without success without the acquisition of ExIQ tools. ExIQ was proven to be a force multiplier for additional performance endeavors. Simply, developing Execution IQ enabled groups to move more efficiently from Point A to Point B.

Classifications. Individual student-athletes from the University of Kansas and cadet-athletes from the Air Force Academy were categorized into four classifications. Applied research was conducted where each individual sought help to improve performance, however for different reasons. Each person was assigned into one of four classifications.

High Performance — Performing at a stable and acceptable level. However, the individual expressed interest in applying Execution IQ educational tools and strategies to improve performance.
Strategic Execution — Unacceptable performance due to an inability to execute strategy consistently.
Performance Plateaus — Improvement followed by a plateau in performance for an extended time period.
Choking Under Pressure — Failed to meet expectations causing a significant negative consequence for suboptimal performance.

People sought to improve performance where three of the four circumstances are considered negative, dysfunctional or ineffective. Only people in the High Performance category sought help when they didn't need it, but wanted to experience continuous improvement and growth.

Individuals were provided Execution IQ educational tools along with counseling to improve performance. All individuals in each classification improved performance due to Execution IQ development. However, it cannot be reported that specific tools and counseling techniques were appropriate for the different four classifications. It was found that all educational tools and counseling techniques were effective in improving performance regardless of the classification.

Research results were found in accord with the four classifications,:
Psychological Profile — Could a psychological profile be identified to determine if a particular person would benefit from the program?
Personality. No specific personality type was identified that would be more receptive to the ExIQ model.
Needs. Learning styles and communication patterns were not found to be an indicator.
Attribution. Individuals were more likely to attribute success to skill rather than talent or luck after completing the program and improving performance.
Defiance. It was found people who completed the program were more likely to challenge and question the status quo. However, they were more aligned to team and organizational values where they assimilate and commit to cultural norms more readily.
Vision. Held a clear view of what they wanted to accomplish and at what level of competition they wanted to achieve.

Triggers — Outside of the four classifications, could a specific motive be identified as the primary reason for seeking help to improve performance?
Mindset. People who sought help to improve performance held a growth mindset where they believed they could improve performance. This factor is the primary differentiator more than any single trait.
Motivational Needs. It was not found that people with a specific motivational need were more inclined to seek help to improve performance. People who expressed the Need to be Accepted, the Need to be Achieving and the Need to be Competent were all equally powerful forces for change.
Orientation. Neither the Challenge Orientation or the Opportunity Orientation were significantly stronger forces for change than the other.

ExIQ Scores — Could ExIQ scores anticipate attitudes and behaviors that prohibit optimal and consistent performance?
Levels 1-5. Although varying in degrees of intensity and dysfunction, people were found to hold similar beliefs and exhibit similar behaviors that prohibited people from performing at optimal levels with consistency.
Level 6. People who scored in the 98th percentile exhibited unique effective attitudes and behaviors. These included perceptual abilities, principles, values, growth mindset and feedback.

An unanticipated result was found from the Phase II research. KU student-athletes and AFA cadet-athletes who applied ExIQ tools and strategies for athletics were transferred to academic pursuits. On average student-athletes and cadet-athletes improved their grade point average (GPA) by a full letter grade and cadets improved their military grade point average (MPA) by a half letter grade.

The business/professional population (n=94) has shown similar results: As ExIQ 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

Three components were found integral to the foundation of a statistical based model of human performance called Execution IQ.

1. Psychological Inventory
2. Catalog of educational tools and strategies
3. System of Counseling Techniques

The model has been successfully applied to improve performance in business, academics, athletics, fine arts and the military. People are comfort-seeking organisms and most buying decisions are designed to exploit their comfort needs because people want things easier. Enhancing performance and executing strategy isn't hard or uncomfortable, but a model that's empirically proven is required to generate results, improve performance and change habits.

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