

CULTURE FIRST IMPLEMENTATION SYSTEM

Team Assessment Supplement

The Complete Assessments for All 45 Tools

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How to Use This Supplement

This supplement contains the full, twenty-question assessment for every tool in the Culture First Implementation System, formatted so you can copy any one of them and hand it to your team. Each tool has ten Individual / Leader questions and ten Team questions, each scored 1 to 5.

Scoring. Total each section for an Individual score out of 50 and a Team score out of 50, and add them for a Combined score out of 100. For each 50-point score: 40–50 is a strength, 30–39 is a solid foundation, 20–29 is a development area, and below 20 is a critical gap.

The gap that matters. Compare the Individual score to the Team score. If Individual is much higher, you may be modeling the behavior but not building it into systems. If Team is higher, the culture may be carrying you; check whether you are contributing or coasting. When a team scores together, have each member complete the Team section independently, anonymously if candor is in doubt, and look at both the average and the spread.

Score it online. Every assessment here can be taken online, scored automatically, with graphs and suggestions, at jonbbecker.com/cfis. You can also tie a team together with a team code to compare results.

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CHAPTER 1

Build Culture Intentionally

Define Your Mission

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I can clearly articulate why our organization exists.	1	2	3	4	5
2. I connect my daily work to our larger mission.	1	2	3	4	5
3. I reference our mission when making decisions.	1	2	3	4	5
4. I feel emotionally connected to our organization's purpose.	1	2	3	4	5
5. I can explain our mission to a new team member.	1	2	3	4	5
6. I actively reinforce our mission with my team.	1	2	3	4	5
7. I challenge actions that conflict with our stated mission.	1	2	3	4	5
8. I use our mission to prioritize competing demands.	1	2	3	4	5
9. I explain our purpose in terms of the people we help, not the money we make.	1	2	3	4	5
10. I would describe our mission as personally meaningful.	1	2	3	4	5

Individual Total ___ / 50

Team Assessment

1. Our team shares a common understanding of our mission.	1	2	3	4	5
2. New hires are effectively onboarded to our mission.	1	2	3	4	5
3. Our mission is referenced in team discussions and decisions.	1	2	3	4	5
4. Team members feel emotionally connected to our purpose.	1	2	3	4	5
5. Our mission focuses on the people we help, not the money we make.	1	2	3	4	5
6. We celebrate actions that exemplify our mission.	1	2	3	4	5
7. Our mission guides how we handle conflicts and trade-offs.	1	2	3	4	5
8. External partners would recognize what we stand for.	1	2	3	4	5
9. Our mission has remained consistent through challenges.	1	2	3	4	5
10. Team members would stay because of our mission, not just compensation.	1	2	3	4	5

Team Total ___ / 50

Combined Score ___ / 100

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CHAPTER 1 • BUILD CULTURE INTENTIONALLY

Create Your Tribe

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I actively welcome and orient new team members.	1	2	3	4	5
2. I share cultural stories and expectations with newcomers.	1	2	3	4	5
3. I model the behaviors I want new members to adopt.	1	2	3	4	5
4. I check in with new members about their cultural integration.	1	2	3	4	5
5. I correct cultural misunderstandings quickly and kindly.	1	2	3	4	5
6. I remember my own onboarding and improve it for others.	1	2	3	4	5
7. I introduce new members to key cultural touchstones.	1	2	3	4	5
8. I make new members feel they belong to something special.	1	2	3	4	5
9. I invest time in cultural transmission, not just task training.	1	2	3	4	5
10. I help new members understand our unwritten rules.	1	2	3	4	5

Individual Total ___ / 50

Team Assessment

1. Our onboarding deliberately teaches culture, not just logistics.	1	2	3	4	5
2. New members feel welcomed into a tribe, not just a job.	1	2	3	4	5
3. Cultural expectations are explicit, not assumed.	1	2	3	4	5
4. Senior members invest time in orienting newcomers.	1	2	3	4	5
5. We have shared language and references that bind us.	1	2	3	4	5
6. New members can describe 'how we do things here' within weeks.	1	2	3	4	5
7. Our tribal identity attracts people who share our values.	1	2	3	4	5
8. We celebrate when new members demonstrate cultural alignment.	1	2	3	4	5
9. Cultural transmission is everyone's responsibility.	1	2	3	4	5
10. Our onboarding creates emotional connection, not just information transfer.	1	2	3	4	5

Team Total ___ / 50

Combined Score ___ / 100

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CHAPTER 1 • BUILD CULTURE INTENTIONALLY

Tell Your Story

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I actively share stories that embody our values.	1	2	3	4	5
2. I know multiple stories about our organization's history.	1	2	3	4	5
3. I use stories to make points rather than just stating rules.	1	2	3	4	5
4. I share both triumph and failure stories for learning.	1	2	3	4	5
5. I connect current challenges to relevant historical stories.	1	2	3	4	5
6. I collect new stories of values in action.	1	2	3	4	5
7. I tailor stories to make them relevant to different audiences.	1	2	3	4	5
8. I credit others in the stories I tell.	1	2	3	4	5
9. I use stories to welcome and orient new members.	1	2	3	4	5
10. I would be comfortable telling our stories to outsiders.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Our organization has a rich library of cultural stories.	1	2	3	4	5
2. Stories are shared regularly in meetings and conversations.	1	2	3	4	5
3. New members hear our key stories within their first weeks.	1	2	3	4	5
4. Our stories include honest accounts of failures and lessons.	1	2	3	4	5
5. Team members could each tell the same core stories.	1	2	3	4	5
6. Our stories reinforce the values we actually want.	1	2	3	4	5
7. We actively collect new stories of values in action.	1	2	3	4	5
8. Our stories connect past, present, and future.	1	2	3	4	5
9. Stories are used to guide decisions, not just entertain.	1	2	3	4	5
10. Our storytelling tradition is recognized as important.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 1 • BUILD CULTURE INTENTIONALLY

Make It Sacred

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I am fully present and engaged during organizational rituals.	1	2	3	4	5
2. I can explain the meaning behind our key rituals.	1	2	3	4	5
3. I help newcomers understand why our rituals matter.	1	2	3	4	5
4. I notice when rituals are becoming empty and raise concerns.	1	2	3	4	5
5. I contribute to making our rituals meaningful.	1	2	3	4	5
6. I protect ritual time from being cut or rushed.	1	2	3	4	5
7. I can explain what our symbols (coins, awards, logos, founding documents) stand for.	1	2	3	4	5
8. I model the behavior I want to see during rituals.	1	2	3	4	5
9. I feel genuine emotion during our most important rituals.	1	2	3	4	5
10. I would defend our rituals to someone who questioned them.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment					
1. Our rituals actually reinforce our stated values.	1	2	3	4	5
2. Leaders are fully present and engaged in rituals.	1	2	3	4	5
3. New members quickly understand why our rituals matter.	1	2	3	4	5
4. We regularly evaluate whether rituals are still meaningful.	1	2	3	4	5
5. Our rituals create emotional connection, not just routine.	1	2	3	4	5
6. We protect ritual time even when under pressure.	1	2	3	4	5
7. Empty rituals are identified and either revitalized or retired.	1	2	3	4	5
8. Our rituals are something team members look forward to.	1	2	3	4	5
9. The connection between rituals and values is explicit.	1	2	3	4	5
10. Our symbols are earned through difficulty, not handed out.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Defend the Village

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I can identify the current threats to our culture.	1	2	3	4	5
2. I address cultural violations directly rather than hoping they resolve.	1	2	3	4	5
3. I speak up when I see behavior that conflicts with our values.	1	2	3	4	5
4. I don't rationalize small compromises as harmless.	1	2	3	4	5
5. I hold myself to the same standards I expect of others.	1	2	3	4	5
6. I protect our culture even when it's uncomfortable.	1	2	3	4	5
7. I refuse to participate in behavior that undermines our values.	1	2	3	4	5
8. I raise concerns about cultural drift when I see it.	1	2	3	4	5
9. I support others who defend the culture.	1	2	3	4	5
10. I would rather lose a high performer than compromise our culture.	1	2	3	4	5

Individual Total ___ / 50

Team Assessment

1. We can collectively identify current threats to our culture.	1	2	3	4	5
2. Cultural violations are addressed promptly and directly.	1	2	3	4	5
3. Team members feel empowered to defend our culture.	1	2	3	4	5
4. We don't tolerate behavior that conflicts with our values.	1	2	3	4	5
5. High performers are held to cultural standards, not exempted.	1	2	3	4	5
6. We discuss cultural threats openly rather than avoiding them.	1	2	3	4	5
7. Our standards have not eroded over time.	1	2	3	4	5
8. New threats are identified and addressed quickly.	1	2	3	4	5
9. Defending culture is seen as everyone's responsibility.	1	2	3	4	5
10. We would remove someone who violated our culture.	1	2	3	4	5

Team Total ___ / 50

Combined Score ___ / 100

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CHAPTER 2

Build a Team of Selfless Leaders

Leaders Are Built, Not Born

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I invest regular time in developing my leadership skills (reading, training, mentorship).	1	2	3	4	5
2. I can name specific leadership failures I've learned from in the past year.	1	2	3	4	5
3. I seek out feedback about my leadership, even when it's uncomfortable.	1	2	3	4	5
4. I am comfortable showing my team that I am a work in progress.	1	2	3	4	5
5. I admit my mistakes to my team without deflecting or making excuses.	1	2	3	4	5
6. I study leaders I admire and deliberately adopt practices from them.	1	2	3	4	5
7. I reflect on my leadership after significant events, not just when things go wrong.	1	2	3	4	5
8. I know my personal leadership weaknesses and have plans to address them.	1	2	3	4	5
9. I model the behaviors I want to see rather than just describing them.	1	2	3	4	5
10. I mentor or develop at least one emerging leader on a regular basis.	1	2	3	4	5
Individual Total	___ / 50				

Team Assessment

1. Our organization treats leadership as a skill to be developed, not a title to be granted.	1	2	3	4	5
2. We have identified emerging leaders and invest deliberately in their growth.	1	2	3	4	5
3. Leaders here openly share their own failures as teaching moments.	1	2	3	4	5
4. People are given leadership opportunities before they hold leadership titles.	1	2	3	4	5
5. Our leaders visibly work on improving themselves.	1	2	3	4	5
6. Leadership development is funded and prioritized, not just discussed.	1	2	3	4	5
7. New leaders receive coaching and support, not just new responsibilities.	1	2	3	4	5
8. We evaluate leaders on how well they develop others, not just on results.	1	2	3	4	5
9. Authenticity is valued over the appearance of perfection in our leadership.	1	2	3	4	5
10. Someone could step into any key leadership role tomorrow without chaos.	1	2	3	4	5
Team Total	___ / 50				

Combined Score ___ / 100

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Ego Is the Enemy

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. When challenged, I listen to understand the other person's point rather than preparing my rebuttal.	1	2	3	4	5
2. I can publicly say 'I was wrong' without qualification or excuse.	1	2	3	4	5
3. I distinguish between confidence in my abilities and belief in my own superiority.	1	2	3	4	5
4. I ask more questions than I make statements in discussions about problems.	1	2	3	4	5
5. I credit the sources of ideas rather than absorbing them as my own.	1	2	3	4	5
6. I am comfortable when someone on my team knows more than I do.	1	2	3	4	5
7. I resist the urge to have the last word in disagreements.	1	2	3	4	5
8. My sense of self-worth does not depend on winning arguments.	1	2	3	4	5
9. I invite critique of my ideas before implementing them.	1	2	3	4	5
10. People who disagree with me are treated the same as people who agree with me.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Humility is explicitly valued and selected for in our organization.	1	2	3	4	5
2. Our strongest performers are also among our most humble.	1	2	3	4	5
3. Swagger and self-promotion are not mistaken for competence here.	1	2	3	4	5
4. Leaders in our organization regularly admit uncertainty and mistakes.	1	2	3	4	5
5. People feel safe correcting their superiors on factual matters.	1	2	3	4	5
6. Credit flows to the people who did the work, not to the people with the titles.	1	2	3	4	5
7. We assess ideas on merit rather than on the seniority of their source.	1	2	3	4	5
8. Arrogant behavior is addressed even when the person delivers results.	1	2	3	4	5
9. Team members ask for help without fearing it makes them look weak.	1	2	3	4	5
10. Our culture treats being wrong as information, not humiliation.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Leaders Eat Last

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. My team's needs are met before my own in visible, concrete ways.	1	2	3	4	5
2. I take on unpleasant tasks rather than always delegating them downward.	1	2	3	4	5
3. I know the personal circumstances and challenges of the people I lead.	1	2	3	4	5
4. I have sacrificed my own convenience or advancement for a team member's benefit.	1	2	3	4	5
5. When resources are scarce, my people get them before I do.	1	2	3	4	5
6. I view my position as a responsibility to serve, not a privilege to enjoy.	1	2	3	4	5
7. I show up for my people during their hardest moments, not just their best ones.	1	2	3	4	5
8. I would take a professional risk to protect a team member who deserved it.	1	2	3	4	5
9. My team can point to specific examples of me putting them first.	1	2	3	4	5
10. I measure my success by my team's wellbeing, not just their output.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Leaders here consistently put their people's needs before their own.	1	2	3	4	5
2. Rank in our organization imposes responsibility rather than conferring privilege.	1	2	3	4	5
3. Team members believe leadership would stand by them in a crisis.	1	2	3	4	5
4. Leaders take the blame in public and give criticism in private.	1	2	3	4	5
5. When budgets tighten, leadership sacrifices before the team does.	1	2	3	4	5
6. Our leaders do the unglamorous work alongside the team.	1	2	3	4	5
7. People feel cared for as humans, not managed as resources.	1	2	3	4	5
8. Leadership presence increases during difficulty rather than disappearing.	1	2	3	4	5
9. Perks and privileges of rank are minimal and de-emphasized.	1	2	3	4	5
10. Loyalty flows both directions between leadership and team.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Find the Path

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. When asked a question, I regularly respond with 'What do you think?' before offering my answer.	1	2	3	4	5
2. I view my job as finding the right answer, not being the source of it.	1	2	3	4	5
3. I actively seek out people who know more than I do about specific problems.	1	2	3	4	5
4. I feel no need to defend my idea once a better one emerges.	1	2	3	4	5
5. I ask questions designed to draw out others' thinking rather than to lead them to mine.	1	2	3	4	5
6. I am comfortable saying 'I don't know' in front of my team.	1	2	3	4	5
7. I deliberately stay quiet in discussions so others can find the answer.	1	2	3	4	5
8. I treat disagreement with my ideas as a contribution, not a challenge.	1	2	3	4	5
9. I have surrounded myself with people whose expertise exceeds mine in their areas.	1	2	3	4	5
10. The people I lead solve most problems without needing my input.	1	2	3	4	5
Individual Total	___ / 50				

Team Assessment

1. Leaders here ask questions more than they give answers.	1	2	3	4	5
2. The best idea wins in our organization regardless of whose it is.	1	2	3	4	5
3. Decisions are not bottlenecked waiting for one person's answer.	1	2	3	4	5
4. People develop their own problem-solving ability instead of depending on leadership.	1	2	3	4	5
5. Expertise is distributed and consulted rather than concentrated at the top.	1	2	3	4	5
6. Leaders openly acknowledge what they don't know.	1	2	3	4	5
7. Our organization harnesses the collective intelligence of the whole team.	1	2	3	4	5
8. Junior people's ideas receive genuine consideration, not polite dismissal.	1	2	3	4	5
9. Leaders act as guides toward answers rather than dispensers of them.	1	2	3	4	5
10. We solve problems better as a group than any individual could alone.	1	2	3	4	5
Team Total	___ / 50				

Combined Score ___ / 100

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Own the Loss, Share the Win

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. When my team fails, I look first at what I could have done differently.	1	2	3	4	5
2. I take public responsibility for failures under my leadership.	1	2	3	4	5
3. When we succeed, I redirect credit to the people who did the work.	1	2	3	4	5
4. I never blame subordinates publicly for outcomes I was responsible for.	1	2	3	4	5
5. I use 'we' when describing wins and 'I' when describing losses.	1	2	3	4	5
6. I protect my team from unfair blame coming from above.	1	2	3	4	5
7. I can take responsibility for outcomes without assigning fault to individuals.	1	2	3	4	5
8. My after-action reviews focus on my own decisions as much as others' execution.	1	2	3	4	5
9. Taking ownership of failure has built trust with my team rather than damaged my standing.	1	2	3	4	5
10. People under me are willing to take risks because they know I won't hang them out to dry.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Leaders here absorb blame and deflect credit.	1	2	3	4	5
2. Failure triggers a search for lessons, not a search for scapegoats.	1	2	3	4	5
3. Team members trust that honest mistakes won't be punished with public blame.	1	2	3	4	5
4. Credit for wins reaches the people who actually did the work.	1	2	3	4	5
5. Leadership asks 'What could we have done differently?' rather than 'Whose fault was this?'	1	2	3	4	5
6. No one is thrown under the bus to protect someone senior.	1	2	3	4	5
7. Ownership of problems is claimed rather than assigned.	1	2	3	4	5
8. Success stories name the contributors, not just the leaders.	1	2	3	4	5
9. People volunteer to take on risky projects because failure is handled fairly.	1	2	3	4	5
10. Accountability and blame are understood as different things here.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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How You Made Them Feel

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I consider people's emotional reactions before I deliver difficult messages.	1	2	3	4	5
2. I am aware of the asymmetry of power: my words carry more weight than I intend.	1	2	3	4	5
3. I show up personally when people on my team face crises.	1	2	3	4	5
4. I have asked people how they experienced my leadership during hard times, and listened without defending.	1	2	3	4	5
5. I treat exits and demotions with the same dignity as promotions.	1	2	3	4	5
6. People leave interactions with me feeling respected, even when the message was hard.	1	2	3	4	5
7. I remember and follow up on personal situations my team members share with me.	1	2	3	4	5
8. I never use my position to belittle, embarrass, or intimidate.	1	2	3	4	5
9. I pay attention to how my mood affects the room when I enter it.	1	2	3	4	5
10. I make deposits of care and support before I need to make withdrawals of hard feedback.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. People in our organization feel cared for as human beings, not just employees.	1	2	3	4	5
2. Those who have gone through crises here describe feeling supported by leadership.	1	2	3	4	5
3. Hard messages are delivered with dignity and respect.	1	2	3	4	5
4. Departing employees speak well of how they were treated.	1	2	3	4	5
5. Leadership shows up personally during team members' difficult moments.	1	2	3	4	5
6. People feel psychologically safe in interactions with their leaders.	1	2	3	4	5
7. Our organization's support during personal crises is more than a policy; it's a practice.	1	2	3	4	5
8. No one here uses rank to demean or intimidate.	1	2	3	4	5
9. Team members would say leadership knows and cares about them.	1	2	3	4	5
10. The emotional tone leadership sets makes people want to give their best.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 3

Select the Right People

Define the Prince

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I can describe the ideal candidate for my key roles in terms of observable behaviors, not abstractions.	1	2	3	4	5
2. I have translated values like 'integrity' into specific actions I can watch for.	1	2	3	4	5
3. I know the difference between what a role requires on paper and what success actually looks like.	1	2	3	4	5
4. I have asked our most experienced people what behaviors distinguish top performers.	1	2	3	4	5
5. I define who I'm looking for before I start evaluating candidates.	1	2	3	4	5
6. I can articulate what cultural fit means here in concrete terms.	1	2	3	4	5
7. I evaluate candidates against a defined standard, not against each other.	1	2	3	4	5
8. I resist redefining the target mid-search to fit an available candidate.	1	2	3	4	5
9. I look for evidence of behaviors, not just claims about qualities.	1	2	3	4	5
10. My picture of the ideal hire is based on people who actually succeeded here.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Our organization has a clear, shared definition of who we're looking for.	1	2	3	4	5
2. Values in our hiring criteria are expressed as observable behaviors.	1	2	3	4	5
3. All evaluators work from the same picture of the ideal candidate.	1	2	3	4	5
4. Our selection criteria are based on what actually predicts success here.	1	2	3	4	5
5. We define the target before we open the search, not during it.	1	2	3	4	5
6. Our gray beards' knowledge of what works is captured in our hiring standards.	1	2	3	4	5
7. Cultural fit is defined concretely, not left to gut feel.	1	2	3	4	5
8. We can distinguish a candidate who interviews well from one who will perform well.	1	2	3	4	5
9. Our job postings reflect the behaviors we need, not just credentials we can list.	1	2	3	4	5
10. We revisit and refine our definition of 'right' as we learn from hires.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 3 • SELECT THE RIGHT PEOPLE

Buy vs. Build

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I distinguish between qualities candidates must walk in with and qualities we can develop.	1	2	3	4	5
2. I treat integrity and character as buy-column items that no training can install.	1	2	3	4	5
3. I am willing to hire for character and train for skill.	1	2	3	4	5
4. I have passed on technically impressive candidates because of character concerns.	1	2	3	4	5
5. I don't assume our culture can fix a toxic but talented hire.	1	2	3	4	5
6. I know which technical skills we can realistically teach and how long that takes.	1	2	3	4	5
7. I weight character evidence more heavily than resume strength.	1	2	3	4	5
8. I probe for how candidates treat people, not just how they perform tasks.	1	2	3	4	5
9. I understand that 'best' on paper is not the same as 'right' for the team.	1	2	3	4	5
10. My non-negotiable selection criteria are actually non-negotiable in practice.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Our organization hires for character and trains for skill.	1	2	3	4	5
2. We have clearly identified what candidates must possess on day one versus what we can build.	1	2	3	4	5
3. Technical brilliance does not override character concerns in our hiring.	1	2	3	4	5
4. We have declined to hire 'brilliant jerks' even when we needed the talent.	1	2	3	4	5
5. Our training programs are realistic about what can and cannot be developed.	1	2	3	4	5
6. We do not expect culture to fix character problems after hiring.	1	2	3	4	5
7. Selection here screens rigorously for the qualities that can't be taught.	1	2	3	4	5
8. Our best hires were right for the team, not just best on paper.	1	2	3	4	5
9. Interviewers know which criteria are non-negotiable and hold that line.	1	2	3	4	5
10. Past hiring mistakes have taught us where our buy column really is.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 3 • SELECT THE RIGHT PEOPLE

Own the Yardstick

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I know which traits in my past hires actually predicted success or failure.	1	2	3	4	5
2. I invest effort in assessing character and team impact, not just measurable skills.	1	2	3	4	5
3. I resist the drift toward measuring only what's easy to measure.	1	2	3	4	5
4. I have examined whether my selection criteria select for what actually matters.	1	2	3	4	5
5. I ask 'Will this person raise the bar?' rather than 'Can this person do the job?'	1	2	3	4	5
6. I separate my urgency to fill a position from my judgment about a candidate.	1	2	3	4	5
7. I check references for team impact, not just performance claims.	1	2	3	4	5
8. I use structured assessment for qualitative traits rather than gut feel alone.	1	2	3	4	5
9. I treat evaluator judgment as a skill that can be cultivated, not left to chance.	1	2	3	4	5
10. I would rather leave a seat empty than lower the standard to fill it.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Our organization controls its own evaluation standards rather than defaulting to convenient metrics.	1	2	3	4	5
2. We assess team impact and character as rigorously as technical skills.	1	2	3	4	5
3. Someone free from the pressure to fill positions has authority over final hires.	1	2	3	4	5
4. Our hiring bar does not drop when we're short-staffed.	1	2	3	4	5
5. We track whether our selection criteria actually predict success.	1	2	3	4	5
6. Qualitative traits are measured through structured methods, not just impressions.	1	2	3	4	5
7. The question 'Will this person raise the bar?' is explicitly asked in our hiring.	1	2	3	4	5
8. We audit and update our selection standards based on hiring outcomes.	1	2	3	4	5
9. Our process resists the temptation to overweight credentials and pedigree.	1	2	3	4	5
10. Empty seats are considered less costly than wrong hires.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 3 • SELECT THE RIGHT PEOPLE

Avoid the High-Performing Asshole

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I evaluate what a person's results cost the people around them.	1	2	3	4	5
2. I evaluate candidates on team impact and community devotion, not just individual performance.	1	2	3	4	5
3. I ask 'Would you work with this person again?' when checking references.	1	2	3	4	5
4. I watch how candidates treat receptionists, servers, and junior staff.	1	2	3	4	5
5. I count the departures and damaged relationships around high performers, not just their output.	1	2	3	4	5
6. I refuse to rationalize toxic behavior because of strong results.	1	2	3	4	5
7. I act on HPA behavior early rather than hoping it improves.	1	2	3	4	5
8. I screen for the difference between tough and toxic before extending an offer.	1	2	3	4	5
9. I probe for how candidates handled conflict and disagreement in past roles.	1	2	3	4	5
10. I have removed, or would remove, a top producer who was toxic to the team.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Our organization does not tolerate toxic behavior regardless of performance.	1	2	3	4	5
2. Peer input carries real weight in our hiring and promotion decisions.	1	2	3	4	5
3. We count the organizational cost of difficult people, not just their output.	1	2	3	4	5
4. High performers who damage others are addressed, not accommodated.	1	2	3	4	5
5. Our selection process specifically screens for how candidates treat people.	1	2	3	4	5
6. No one here is 'too valuable' to be held to behavioral standards.	1	2	3	4	5
7. We have removed toxic high performers and the team got stronger.	1	2	3	4	5
8. Management time spent on one person's fallout is treated as a red flag.	1	2	3	4	5
9. People who make others smaller do not advance here.	1	2	3	4	5
10. Team chemistry is protected as deliberately as individual talent is acquired.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 3 • SELECT THE RIGHT PEOPLE

Santa, Gatekeeper, or Sensei

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I know whether I tend toward gatekeeper (too harsh), Santa (too lenient), or sensei (calibrated).	1	2	3	4	5
2. I assess candidates against clear criteria rather than my personal mood or bias.	1	2	3	4	5
3. I am rigorous and demanding while remaining developmental and fair.	1	2	3	4	5
4. I can deliver a negative assessment without being cruel about it.	1	2	3	4	5
5. I can see potential without ignoring evidence of problems.	1	2	3	4	5
6. I calibrate my evaluations against outcomes: did the people I passed succeed?	1	2	3	4	5
7. I am neither impressed by everyone nor impossible to impress.	1	2	3	4	5
8. I separate 'not good enough for me' from 'not good enough for the standard.'	1	2	3	4	5
9. I take evaluator responsibility seriously because candidates carry my imprint forward.	1	2	3	4	5
10. I invest in becoming a better assessor, not just a busier one.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. We know the evaluation tendencies of everyone involved in our selection process.	1	2	3	4	5
2. Final decisions on cultural fit rest with our most calibrated assessors.	1	2	3	4	5
3. Overly harsh and overly lenient evaluators are limited to objective measurements.	1	2	3	4	5
4. Our evaluators are trained and calibrated, not just assigned.	1	2	3	4	5
5. Our selection process distinguishes rigor from bitterness and warmth from weakness.	1	2	3	4	5
6. Evaluator judgments are tracked against how their picks actually perform.	1	2	3	4	5
7. We treat evaluation skill as a craft that compounds across every hire.	1	2	3	4	5
8. Candidates experience our process as demanding but fair.	1	2	3	4	5
9. No single biased voice can sink a good candidate or push through a bad one.	1	2	3	4	5
10. The people guarding our door represent the culture we want to build.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 3 • SELECT THE RIGHT PEOPLE

Earn This Every Day

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I hold myself to the same standard today as when I was proving myself.	1	2	3	4	5
2. I treat my position as something I earn every day, not something I own.	1	2	3	4	5
3. I can name the behaviors that distinguish a professional from someone just showing up.	1	2	3	4	5
4. I demonstrate my standards personally before demanding them from others.	1	2	3	4	5
5. I stay current in my skills rather than coasting on past accomplishments.	1	2	3	4	5
6. I ask the Keeper Test: if this person told me they were leaving, would I fight hard to keep them?	1	2	3	4	5
7. I do not expect tenure to protect me from expectations.	1	2	3	4	5
8. My recent performance would justify my position if evaluated fresh today.	1	2	3	4	5
9. I treat every project as part of my ongoing selection for future responsibility.	1	2	3	4	5
10. I ask myself regularly: am I still earning this?	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Performance expectations here continue after hiring; passing selection is not a lifetime pass.	1	2	3	4	5
2. Past accomplishments do not exempt anyone from current standards.	1	2	3	4	5
3. Managers here apply the Keeper Test rather than letting adequate performance ride.	1	2	3	4	5
4. People understand that daily performance is the ongoing selection process.	1	2	3	4	5
5. Our best people are not carrying the weight of coasting colleagues.	1	2	3	4	5
6. Long-tenured people meet the same bar as new arrivals.	1	2	3	4	5
7. Continued excellence, not seniority, drives advancement here.	1	2	3	4	5
8. Complacency is addressed before it becomes entrenched.	1	2	3	4	5
9. Everyone, including leadership, is visibly still earning their place.	1	2	3	4	5
10. Our standards today are at least as high as they were at hiring.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 4

Embrace Strong People

Feed the Fire

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I treat passionate disagreement as an asset to cultivate, not a problem to manage.	1	2	3	4	5
2. I temper passion when needed rather than extinguishing it.	1	2	3	4	5
3. I protect people's will to argue even when their specific argument is wrong.	1	2	3	4	5
4. I recognize passion in quiet, reserved people, not just vocal ones.	1	2	3	4	5
5. I let people challenge my decisions at length without punishing them for it.	1	2	3	4	5
6. I distinguish between someone who is difficult and someone who cares deeply.	1	2	3	4	5
7. The truth tellers in my organization know I value them.	1	2	3	4	5
8. I have promoted or rewarded someone specifically because they pushed back on me.	1	2	3	4	5
9. I would rather have a challenging conversation than a compliant silence.	1	2	3	4	5
10. I understand that if I kill someone's passion, I may never reignite it.	1	2	3	4	5
Individual Total	___ / 50				

Team Assessment

1. Passionate people thrive here rather than being labeled 'difficult.'	1	2	3	4	5
2. Pushback and challenge are treated as contributions, not insubordination.	1	2	3	4	5
3. Our organization has knives, not just spoons; sharp people who cut through problems.	1	2	3	4	5
4. Truth tellers are valued and retained, not marginalized or managed out.	1	2	3	4	5
5. Strong disagreement coexists with mutual respect on our team.	1	2	3	4	5
6. Quiet, intense people are recognized as passionate, not overlooked.	1	2	3	4	5
7. People who challenge leadership to make things better are rewarded.	1	2	3	4	5
8. Conformity and obedience are not mistaken for teamwork here.	1	2	3	4	5
9. Innovation regularly comes from our most passionate people.	1	2	3	4	5
10. Arguments here end with resolution and respect, not grudges and silence.	1	2	3	4	5
Team Total	___ / 50				

Combined Score ___ / 100

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Don't Be the Emperor - Question Authority

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. People below me have directly told me I was wrong, recently and without fear.	1	2	3	4	5
2. I stay open to correction, especially when it stings.	1	2	3	4	5
3. I have created explicit channels for people to challenge my decisions.	1	2	3	4	5
4. I know my reaction to bad news determines whether I keep receiving it.	1	2	3	4	5
5. I test for honesty by inviting critique, not by assuming silence means agreement.	1	2	3	4	5
6. I don't punish the messenger, even subtly, when the message is unwelcome.	1	2	3	4	5
7. I actively wonder what my team is not telling me.	1	2	3	4	5
8. I understand that silence in meetings may mean fear, not consensus.	1	2	3	4	5
9. I have changed course based on a subordinate's warning.	1	2	3	4	5
10. The most junior people in my meetings speak candidly, not carefully.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. People here can challenge authority without risking their standing.	1	2	3	4	5
2. Bad news travels upward as fast as good news.	1	2	3	4	5
3. Open disagreement with leadership happens regularly and safely.	1	2	3	4	5
4. Hierarchy does not outrank truth in our organization.	1	2	3	4	5
5. Leaders here ask to be told when they're wrong, and mean it.	1	2	3	4	5
6. No one has been punished, formally or informally, for honest dissent.	1	2	3	4	5
7. Watch team backup is our norm: everyone actively looks for problems, regardless of rank.	1	2	3	4	5
8. Warnings from below are investigated, not dismissed.	1	2	3	4	5
9. Our leaders know what their teams actually think, not just what they say.	1	2	3	4	5
10. We have avoided mistakes because someone felt safe speaking up.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Candor Without Cruelty

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I have difficult conversations early, while problems are still small.	1	2	3	4	5
2. I deliver direct feedback without sugarcoating it into meaninglessness.	1	2	3	4	5
3. My candor is rooted in genuine care for the person's development.	1	2	3	4	5
4. I serve people's interests even when it's uncomfortable.	1	2	3	4	5
5. I don't let performance slide to avoid awkwardness.	1	2	3	4	5
6. I check on people ('Are you okay?') when their performance slips, before I escalate.	1	2	3	4	5
7. I am direct without being cruel, honest without bullying.	1	2	3	4	5
8. No one on my team wonders where they stand with me.	1	2	3	4	5
9. I schedule the conversation I'm dreading rather than hoping it resolves itself.	1	2	3	4	5
10. People leave hard conversations with me knowing I want them to succeed.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Performance problems here are addressed early, not saved up for terminations.	1	2	3	4	5
2. Direct, candid feedback is normal and expected in our culture.	1	2	3	4	5
3. Feedback here is honest but never cruel or humiliating.	1	2	3	4	5
4. People know where they stand; no one is ambushed by a bad review.	1	2	3	4	5
5. We distinguish being nice (avoiding discomfort) from being kind (serving people).	1	2	3	4	5
6. Struggling team members are approached with care before consequences.	1	2	3	4	5
7. Unresolved conflicts get addressed rather than festering.	1	2	3	4	5
8. Candid critique of work happens without political games or posturing.	1	2	3	4	5
9. Avoiding hard conversations is seen as a leadership failure here.	1	2	3	4	5
10. Our directness sharpens people the way a stone sharpens a blade.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 4 • EMBRACE STRONG PEOPLE

Passionate People Not HPAs

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I can distinguish someone who challenges ideas for the mission from someone who attacks people for ego.	1	2	3	4	5
2. I ask whether strong personalities make others better or make others smaller.	1	2	3	4	5
3. I embrace people whose pushback makes me uncomfortable but makes decisions better.	1	2	3	4	5
4. I act on toxic behavior rather than tolerating it for performance.	1	2	3	4	5
5. I check whether someone's sharpness cuts problems or cuts teammates.	1	2	3	4	5
6. I ask whether each strong personality wants the team to win or wants others to lose.	1	2	3	4	5
7. I do not confuse discomfort with danger when dealing with strong people.	1	2	3	4	5
8. I cultivate my knives instead of trying to turn them into spoons.	1	2	3	4	5
9. I know the difference between wanting the team to win and wanting others to lose.	1	2	3	4	5
10. I have the security to keep people around who challenge my thinking.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Our organization distinguishes passionate challengers from toxic personalities.	1	2	3	4	5
2. Strong people who serve the mission are embraced, not suppressed.	1	2	3	4	5
3. People who tear others down are removed regardless of their performance.	1	2	3	4	5
4. We test strong personalities behaviorally: making the organization better, or making others smaller?	1	2	3	4	5
5. Challenge and dissent here serve the team, not individual egos.	1	2	3	4	5
6. The presence of our strongest personalities raises others' performance.	1	2	3	4	5
7. Toxicity is recognized as contagious and treated with urgency.	1	2	3	4	5
8. Our meetings are uncomfortable in productive ways, not destructive ones.	1	2	3	4	5
9. We retain our sharpest people by giving them something worthy to cut.	1	2	3	4	5
10. No one here wins by making someone else lose.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 5

Enforce High Standards

Trust Is Rooted in Accountability

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I can state the specific date and method by which each critical requirement was last verified.	1	2	3	4	5
2. I verify competence rather than assuming it.	1	2	3	4	5
3. I understand that trust in my team is built on demonstrated, verified capability.	1	2	3	4	5
4. I hold everyone to the same objective requirements, including myself.	1	2	3	4	5
5. I treat requirements as the foundation of trust, not as bureaucratic friction.	1	2	3	4	5
6. I know which of my 'standards' are actually wishes because they're never verified.	1	2	3	4	5
7. I extend trust based on met requirements, not on personality or likability.	1	2	3	4	5
8. When someone meets our verified standards, I trust them before knowing them personally.	1	2	3	4	5
9. I resist letting personal relationships substitute for demonstrated competence.	1	2	3	4	5
10. My team trusts the system because I enforce it consistently.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Trust here is a byproduct of demonstrated competence, not blind faith.	1	2	3	4	5
2. Everyone has met the same verified requirements, so trust extends across the team.	1	2	3	4	5
3. Critical performance requirements are tested on a known schedule.	1	2	3	4	5
4. Standards are enforced consistently regardless of who is involved.	1	2	3	4	5
5. Our requirements do the work of building trust before relationships form.	1	2	3	4	5
6. People trust the system because the system is actually enforced.	1	2	3	4	5
7. New members are trusted quickly because selection and standards are rigorous.	1	2	3	4	5
8. Nobody's competence is assumed; everybody's competence is demonstrated.	1	2	3	4	5
9. Objective requirements, not politics or favoritism, determine standing here.	1	2	3	4	5
10. Accountability and trust are understood as reinforcing, not opposing, forces.	1	2	3	4	5

Team Total __ / 50

Combined Score __ / 100

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CHAPTER 5 • ENFORCE HIGH STANDARDS

Inspected vs. Expected

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I actively inspect the standards I claim to hold rather than merely expecting them.	1	2	3	4	5
2. I know which of my expectations are enforced and which are just wishes.	1	2	3	4	5
3. The standards I talk about match the standards I check.	1	2	3	4	5
4. I follow up on my expectations with verification, not hope.	1	2	3	4	5
5. I understand that my attention signals what actually matters.	1	2	3	4	5
6. I address the first violation of a standard rather than letting a new baseline form.	1	2	3	4	5
7. What I tolerate matches what I profess.	1	2	3	4	5
8. I inspect consistently, not just after something goes wrong.	1	2	3	4	5
9. My team can predict what I will check because I check it reliably.	1	2	3	4	5
10. I audit the gap between our stated values and our actual behavior.	1	2	3	4	5
Individual Total	___ / 50				

Team Assessment

1. The gap between our stated values and actual values is small.	1	2	3	4	5
2. Expectations here are backed by measurement and enforcement.	1	2	3	4	5
3. People do not learn to game the system by watching what gets ignored.	1	2	3	4	5
4. Standards are inspected on a schedule, not just when problems surface.	1	2	3	4	5
5. What hangs on our walls matches what happens in our halls.	1	2	3	4	5
6. Enforcement is consistent, so employees know words matter here.	1	2	3	4	5
7. Our standards have not quietly eroded through unenforced drift.	1	2	3	4	5
8. High expectations here attract strong performers rather than driving them away.	1	2	3	4	5
9. The watch is as rigorous today as it was when standards were set.	1	2	3	4	5
10. Pressure to meet standards is experienced as respect, not punishment.	1	2	3	4	5
Team Total	___ / 50				

Combined Score ___ / 100

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Accountability Is a Three-Way Street

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I have explicitly given my team permission to hold me accountable.	1	2	3	4	5
2. I visibly meet or exceed every standard I enforce on others.	1	2	3	4	5
3. When someone below me calls me out, I respond with openness, not defensiveness.	1	2	3	4	5
4. I follow the rules I expect others to follow, conspicuously.	1	2	3	4	5
5. I hold my peers accountable, not just my subordinates.	1	2	3	4	5
6. I accept upward accountability even when the delivery is imperfect.	1	2	3	4	5
7. I show up on time, meet deadlines, and honor commitments that I demand of others.	1	2	3	4	5
8. I address peer-level performance issues directly rather than reporting them upward.	1	2	3	4	5
9. I model receiving accountability as gracefully as I deliver it.	1	2	3	4	5
10. People at every level would say I am held to the same or a higher bar.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Accountability here flows up, down, and sideways.	1	2	3	4	5
2. Leaders are held to the same or higher standards as everyone else.	1	2	3	4	5
3. Teammates address each other's slippage before supervisors need to intervene.	1	2	3	4	5
4. Team members have explicit permission to hold leadership accountable.	1	2	3	4	5
5. Peer accountability is our most active form of enforcement.	1	2	3	4	5
6. Leaders who violate standards get called on it, and respond well.	1	2	3	4	5
7. No one is exempt from the requirements they enforce on others.	1	2	3	4	5
8. Small corrections between teammates prevent big interventions from above.	1	2	3	4	5
9. Upward feedback about leadership behavior is safe and acted upon.	1	2	3	4	5
10. 'If you see something, say something' applies to performance here, not just safety.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Accountability That Fits the Group

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I calibrate how I hold people accountable to the person and the situation.	1	2	3	4	5
2. I keep standards consistent while varying my methods appropriately.	1	2	3	4	5
3. I fit the form of accountability to the social boundaries of each group I lead.	1	2	3	4	5
4. I match the tone of correction to the severity of the issue.	1	2	3	4	5
5. I check whether my accountability style is actually landing.	1	2	3	4	5
6. I distinguish between correction that fits our culture and correction that violates it.	1	2	3	4	5
7. I avoid one-size-fits-all responses to performance issues.	1	2	3	4	5
8. I use informal correction (humor, side conversations) before formal escalation when appropriate.	1	2	3	4	5
9. My corrections feel fair to the people receiving them.	1	2	3	4	5
10. I adapt my approach when the same method stops working.	1	2	3	4	5
Individual Total	___ / 50				

Team Assessment

1. Accountability methods here fit our culture and our people.	1	2	3	4	5
2. Standards are uniform even though enforcement approaches vary appropriately.	1	2	3	4	5
3. Correction here lands as fair; it neither fails to register nor feels brutal.	1	2	3	4	5
4. Informal peer correction handles most issues before formal processes engage.	1	2	3	4	5
5. The format of our accountability matches the social norms of our team.	1	2	3	4	5
6. People receiving correction here feel respected, not humiliated.	1	2	3	4	5
7. We escalate accountability in proportionate steps, not sudden jumps.	1	2	3	4	5
8. Different teams within our organization hold standards in ways that fit their context.	1	2	3	4	5
9. Our accountability practices strengthen relationships rather than damaging them.	1	2	3	4	5
10. Everyone knows what's expected and what happens when expectations aren't met.	1	2	3	4	5
Team Total	___ / 50				

Combined Score ___ / 100

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CHAPTER 5 • ENFORCE HIGH STANDARDS

Leadership Is Gardening

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I actively plant: I initiate new practices, develop people, and cultivate growth.	1	2	3	4	5
2. I pull weeds early: small violations get addressed before they root.	1	2	3	4	5
3. I can name what I have deliberately cultivated in the last quarter.	1	2	3	4	5
4. I know what I have neglected, and I have a plan for it.	1	2	3	4	5
5. I defend quality against pressure to expand faster than standards allow.	1	2	3	4	5
6. I staff development and training with strong people, not just whoever's available.	1	2	3	4	5
7. I create conditions for growth rather than trying to control every outcome.	1	2	3	4	5
8. I treat standards-keeping as constant vigilance, not periodic cleanup.	1	2	3	4	5
9. I resist the drift that happens when inspection lapses.	1	2	3	4	5
10. I tend the garden even when nothing appears to be wrong.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Our organization is actively tended: planted, weeded, and cultivated.	1	2	3	4	5
2. Small problems are removed while they're still small.	1	2	3	4	5
3. Growth pressure has not been allowed to compromise our quality.	1	2	3	4	5
4. Development of people is staffed with our best, not our benchwarmers.	1	2	3	4	5
5. Leadership creates conditions for growth rather than micromanaging outcomes.	1	2	3	4	5
6. Neglected areas of the organization are identified and addressed.	1	2	3	4	5
7. Standards are defended against convenience, comfort, and external pressure.	1	2	3	4	5
8. Our culture is deliberately cultivated, not left to grow wild.	1	2	3	4	5
9. Drift is caught early because inspection never lapses for long.	1	2	3	4	5
10. The garden we have is the garden we chose, not the one that happened.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 6

Collaborate Deliberately

The Wisdom of the Crowd

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I deliberately seek input beyond my usual circle of trusted voices.	1	2	3	4	5
2. I know the hidden expertise in my organization: who knows what, regardless of title.	1	2	3	4	5
3. I have handed important work to an unexpected person as a fresh set of eyes.	1	2	3	4	5
4. I structure decisions to include diverse perspectives before finalizing.	1	2	3	4	5
5. I reward people who surface uncomfortable truths.	1	2	3	4	5
6. I ask the people closest to the work before deciding about the work.	1	2	3	4	5
7. I can name a recent decision that changed because of someone outside my inner circle.	1	2	3	4	5
8. I treat every level of the organization as a potential source of insight.	1	2	3	4	5
9. I expand the circle when stakes are high rather than tightening it.	1	2	3	4	5
10. I fight the comfort of relying on the same few people.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Significant decisions here draw on the team's collective intelligence.	1	2	3	4	5
2. Input channels exist and function at every level of the organization.	1	2	3	4	5
3. Hidden expertise is known and used, not discovered by accident.	1	2	3	4	5
4. Uncomfortable truths surface because surfacing them is rewarded.	1	2	3	4	5
5. Fresh eyes are deliberately applied to important work before it ships.	1	2	3	4	5
6. The same small group does not dominate every decision.	1	2	3	4	5
7. Frontline knowledge reaches decision-makers intact.	1	2	3	4	5
8. Junior people's contributions have visibly shaped major outcomes.	1	2	3	4	5
9. We have caught significant errors because someone outside the core team looked.	1	2	3	4	5
10. Our collective intelligence exceeds what any individual here could produce.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Get to Ground Truth

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I go and see for myself rather than relying solely on reports.	1	2	3	4	5
2. I show up where the work happens without scheduling a formal visit.	1	2	3	4	5
3. I listen more than I talk when I'm on the ground.	1	2	3	4	5
4. I know my information gets more filtered the higher I sit; I actively counteract this.	1	2	3	4	5
5. I give people explicit permission to tell me unwelcome truths.	1	2	3	4	5
6. I respond to bad news in ways that keep it flowing.	1	2	3	4	5
7. I test what reports say against what my own eyes see.	1	2	3	4	5
8. I ask frontline people directly what's broken and what's working.	1	2	3	4	5
9. I distinguish between what is actually happening and what I assume is happening.	1	2	3	4	5
10. I have discovered problems through direct observation that reports had hidden.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Leaders here regularly observe the actual work, not just the reports about it.	1	2	3	4	5
2. Bad news travels upward without being softened into uselessness.	1	2	3	4	5
3. People at every level feel safe describing reality to leadership.	1	2	3	4	5
4. Reports and dashboards are verified against direct observation.	1	2	3	4	5
5. The messenger is thanked here, even when the message hurts.	1	2	3	4	5
6. Decisions are made on ground truth, not on filtered summaries.	1	2	3	4	5
7. Leadership's picture of the organization matches the frontline's experience.	1	2	3	4	5
8. Problems surface early because hiding them serves no one.	1	2	3	4	5
9. Unannounced presence by leadership is normal, not alarming.	1	2	3	4	5
10. Ground truth is never acted on in ways that expose the person who shared it.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Rank-Off Planning

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I state the ground rules aloud at the start of planning sessions: rank comes off.	1	2	3	4	5
2. I have junior people speak first so my view doesn't anchor the room.	1	2	3	4	5
3. I speak last in collaborative planning sessions.	1	2	3	4	5
4. My ideas lose on merit in my own meetings, and I'm fine with that.	1	2	3	4	5
5. I evaluate proposals by their content, not their source.	1	2	3	4	5
6. I notice when deference is masquerading as agreement.	1	2	3	4	5
7. I invite the least senior person's assessment explicitly.	1	2	3	4	5
8. Once the plan is finalized, I put rank back on and make the final call myself.	1	2	3	4	5
9. I take every input and stress-test every idea, but I never run planning as decision by committee.	1	2	3	4	5
10. I check afterward: did the rank really come off, or did I still win by default?	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Planning sessions here run with rank off and merit up.	1	2	3	4	5
2. Junior people speak first so senior views don't anchor discussions.	1	2	3	4	5
3. The senior person's idea loses regularly enough to prove the system works.	1	2	3	4	5
4. Ideas are attributed and evaluated by quality, not by rank of origin.	1	2	3	4	5
5. Deference is not mistaken for agreement in our planning.	1	2	3	4	5
6. Once a decision is made, everyone supports the plan; undermining it afterward is not acceptable here.	1	2	3	4	5
7. People below leadership level meaningfully shape our plans.	1	2	3	4	5
8. Ground rules for collaboration are explicit and enforced.	1	2	3	4	5
9. Our plans are better because dissent was welcome during their creation.	1	2	3	4	5
10. No one leaves our planning sessions having swallowed a critical objection.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Murder Your Own Ideas

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I assign people to attack my plans before reality does.	1	2	3	4	5
2. I choose red teamers who had no hand in creating the plan.	1	2	3	4	5
3. I murder my own ideas: I look for my plan's weaknesses myself.	1	2	3	4	5
4. I thank people publicly for finding flaws in my work.	1	2	3	4	5
5. I fix what the red team finds rather than defending against it.	1	2	3	4	5
6. I treat attacks on my plan as support, not disloyalty.	1	2	3	4	5
7. I want to hear how my plan fails before it fails.	1	2	3	4	5
8. I keep red teaming from becoming theater by acting on findings.	1	2	3	4	5
9. I invite attack on my strongest convictions, not just my tentative ideas.	1	2	3	4	5
10. I would rather be embarrassed in the planning room than in the field.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Significant plans here are formally attacked before execution.	1	2	3	4	5
2. Red teams are staffed by people free from the plan's creation.	1	2	3	4	5
3. Finding flaws is treated as a contribution, not disloyalty.	1	2	3	4	5
4. Red team findings drive real changes, not polite acknowledgments.	1	2	3	4	5
5. People compete to find weaknesses rather than defending turf.	1	2	3	4	5
6. The red team is publicly thanked for what they find.	1	2	3	4	5
7. Our plans survive contact with reality because they first survived contact with critics.	1	2	3	4	5
8. Attacking ideas is safe; attacking people is not.	1	2	3	4	5
9. Failures we've avoided trace directly to pre-execution challenges.	1	2	3	4	5
10. Red teaming is built into how we plan.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Everybody Hates Surprises

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I socialize decisions with affected people before announcing them.	1	2	3	4	5
2. No one who matters learns about my decisions from an email or a meeting.	1	2	3	4	5
3. I have the hard conversations before the public announcement.	1	2	3	4	5
4. I give advance notice even when I don't need approval.	1	2	3	4	5
5. My reactions are predictable enough that my team can act with confidence.	1	2	3	4	5
6. I invest in advance communication and it pays off in execution.	1	2	3	4	5
7. I identify who will be surprised by a decision and reach them first.	1	2	3	4	5
8. I treat each surprise my team experiences as a broken communication channel to repair.	1	2	3	4	5
9. I am consistent in process even when circumstances change.	1	2	3	4	5
10. Stakeholders trust me because they're never blindsided by me.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. People here are not blindsided by decisions that affect them.	1	2	3	4	5
2. Changes are socialized before they are announced.	1	2	3	4	5
3. Leadership's reactions are predictable enough to enable confident action.	1	2	3	4	5
4. Hard news arrives through conversation, not through broadcast.	1	2	3	4	5
5. Advance notice is standard practice, not an occasional courtesy.	1	2	3	4	5
6. Surprises are treated as communication failures and investigated.	1	2	3	4	5
7. Buy-in exists at announcement time because input happened before.	1	2	3	4	5
8. Our stakeholders trust us because we never ambush them.	1	2	3	4	5
9. The rumor mill is weak here because official communication is early and honest.	1	2	3	4	5
10. Execution goes smoothly because no one is processing shock.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 7

Build a Decision Machine

Make a F*cking Decision

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I make decisions rather than letting circumstances decide for me.	1	2	3	4	5
2. I recognize indecision as a choice, usually the worst one.	1	2	3	4	5
3. I know which of my approval requirements add value and which add only friction.	1	2	3	4	5
4. I apply heavy deliberation only to consequential, irreversible decisions.	1	2	3	4	5
5. I decide reversible matters quickly and adjust as needed.	1	2	3	4	5
6. I have asked my team where they need my approval but shouldn't.	1	2	3	4	5
7. I have eliminated sign-offs of mine that never resulted in a 'no.'	1	2	3	4	5
8. I don't let the pursuit of certainty become an excuse for delay.	1	2	3	4	5
9. I preserve initiative by deciding within the window, not after it.	1	2	3	4	5
10. When I delay a decision, it is deliberate, not avoidance.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Decisions here are made within their windows, not after them.	1	2	3	4	5
2. Approval chains are lean; sign-offs that add no value have been eliminated.	1	2	3	4	5
3. We distinguish between reversible and irreversible decisions and treat them differently.	1	2	3	4	5
4. Reversible decisions move fast; only irreversible ones get heavy process.	1	2	3	4	5
5. Indecision is recognized and challenged as a decision in itself.	1	2	3	4	5
6. Initiative is not surrendered to circumstances while we deliberate.	1	2	3	4	5
7. Decision bottlenecks are identified and cleared.	1	2	3	4	5
8. People know which decisions are theirs to make.	1	2	3	4	5
9. Our decision speed is calibrated to decision type, not treated as an end in itself.	1	2	3	4	5
10. We would rather correct a fast decision than perfect a slow one.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Orient or Die

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. Before major decisions, I explicitly ask: what do I think is happening and what is that based on?	1	2	3	4	5
2. I check my orientation before my action: is my mental model current?	1	2	3	4	5
3. I know that accurate observation can still produce wrong orientation.	1	2	3	4	5
4. I identify who has better situational awareness than me and consult them.	1	2	3	4	5
5. I hunt for my own biases and unchallenged assumptions.	1	2	3	4	5
6. I update my mental models when new information contradicts them.	1	2	3	4	5
7. I use outside perspectives to see the orientation errors I can't.	1	2	3	4	5
8. I know my experience creates both pattern recognition and blind spots.	1	2	3	4	5
9. I treat reorientation as continuous, not occasional.	1	2	3	4	5
10. I check whether my map still matches the territory.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Our organization checks its read of reality before acting on it.	1	2	3	4	5
2. Shared orientation is actively built; we align on what's happening before deciding what to do.	1	2	3	4	5
3. Outside perspectives are used to catch our collective blind spots.	1	2	3	4	5
4. Assumptions underlying major decisions are surfaced and examined.	1	2	3	4	5
5. We update our mental models when the environment changes.	1	2	3	4	5
6. Situational awareness flows to decision-makers from those closest to the action.	1	2	3	4	5
7. We reorient continuously rather than clinging to yesterday's picture.	1	2	3	4	5
8. Dissenting reads of a situation are heard before commitment.	1	2	3	4	5
9. We have caught orientation errors before they became execution failures.	1	2	3	4	5
10. Our organization adapts because it re-examines what it believes.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Choosing the Chooser

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I push decision authority to whoever has the training, awareness, and time to decide.	1	2	3	4	5
2. I delegate authority, not just tasks.	1	2	3	4	5
3. The people closest to problems can act without waiting for me.	1	2	3	4	5
4. I communicate intent so people can decide within it.	1	2	3	4	5
5. I invest in the training that makes delegated authority safe.	1	2	3	4	5
6. I back people when their reasonable judgment produces an imperfect result.	1	2	3	4	5
7. I resist reclaiming authority after a delegated decision goes wrong.	1	2	3	4	5
8. I have mapped which recurring decisions sit at the wrong level.	1	2	3	4	5
9. I am not the bottleneck through which everything must pass.	1	2	3	4	5
10. I measure my success by decisions made well without me.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Decision authority here flows to training, awareness, and time, not just to rank.	1	2	3	4	5
2. People closest to problems have the authority to solve them.	1	2	3	4	5
3. Intent is communicated clearly so decisions can be made within it.	1	2	3	4	5
4. Selection and training investments make distributed authority safe.	1	2	3	4	5
5. Good judgment with an imperfect outcome is backed, not punished.	1	2	3	4	5
6. Delegated authority survives its first failure.	1	2	3	4	5
7. Frontline decisions don't queue behind leadership availability.	1	2	3	4	5
8. Authority levels are matched deliberately to decision types.	1	2	3	4	5
9. Our organization acts at the speed of the front line, not the speed of the chain of command.	1	2	3	4	5
10. People are trusted to use good judgment, and they do.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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70 Percent Is Close Enough

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I decide with roughly 70 percent of the information I wish I had, when the decision is reversible.	1	2	3	4	5
2. I explicitly weigh the cost of delay against the value of more information.	1	2	3	4	5
3. I ask 'Is this reversible?' before deciding how long to deliberate.	1	2	3	4	5
4. I recognize that perfect information never arrives.	1	2	3	4	5
5. I course-correct quickly when a fast decision proves wrong.	1	2	3	4	5
6. I reserve heavy analysis for irreversible, high-stakes decisions.	1	2	3	4	5
7. I know that most decisions are more reversible than they feel.	1	2	3	4	5
8. I don't disguise avoidance as diligence.	1	2	3	4	5
9. I can name opportunities gained by deciding at 70 percent.	1	2	3	4	5
10. My calibration between speed and certainty matches the decision type.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Our organization decides at 70 percent when decisions are reversible.	1	2	3	4	5
2. The cost of delay is explicitly weighed in our decision-making.	1	2	3	4	5
3. Analysis paralysis is recognized and challenged here.	1	2	3	4	5
4. Reversible decisions move fast; irreversible ones get the deep analysis.	1	2	3	4	5
5. Course correction after a fast decision is routine, not embarrassing.	1	2	3	4	5
6. We capture opportunities that slower competitors miss.	1	2	3	4	5
7. Waiting for certainty is not confused with being thorough.	1	2	3	4	5
8. Decision speed is calibrated to decision type across the organization.	1	2	3	4	5
9. We accept imperfect decisions in exchange for preserved initiative.	1	2	3	4	5
10. Our velocity is a strategic advantage, not a source of recklessness.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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90 Percent? It's Time for a Premortem

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I run premortems after plans are formed but before they're executed.	1	2	3	4	5
2. I frame it as imagination ('this has failed; why?') so doubts flow freely.	1	2	3	4	5
3. I enforce the no-rebuttals rule so every concern gets aired.	1	2	3	4	5
4. I go around the room so quiet people contribute, not just vocal ones.	1	2	3	4	5
5. I sort surfaced risks by likelihood and preventability.	1	2	3	4	5
6. I fix the preventable failures before execution.	1	2	3	4	5
7. I accept the unpreventable risks with eyes open rather than ignoring them.	1	2	3	4	5
8. I use premortems to bulletproof plans, not to kill them.	1	2	3	4	5
9. I surface doubts that consensus and optimism had suppressed.	1	2	3	4	5
10. My plans are stronger because their failures were imagined first.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Major plans here get premortems before execution.	1	2	3	4	5
2. Imagined failure gives people permission to voice real doubts.	1	2	3	4	5
3. Every premortem concern is aired without rebuttal or defense.	1	2	3	4	5
4. Surfaced risks are sorted and the preventable ones are fixed.	1	2	3	4	5
5. Optimism bias is counteracted by structured pessimism.	1	2	3	4	5
6. Quiet skeptics contribute because the format draws them out.	1	2	3	4	5
7. Plans proceed with known risks accepted, not unknown risks ignored.	1	2	3	4	5
8. We have prevented real failures by imagining them first.	1	2	3	4	5
9. Premortem findings change plans; the exercise is never theater.	1	2	3	4	5
10. Doubt is treated as a contribution to success, not a lack of commitment.	1	2	3	4	5
Team Total					___ / 50
Combined Score ___ / 100					

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CHAPTER 8

Improve Continuously

Kaizen as a Lifestyle

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I treat improvement as a daily habit, not a periodic program.	1	2	3	4	5
2. I empower the people closest to problems to flag them immediately.	1	2	3	4	5
3. I respond to people who stop a process with support, not punishment.	1	2	3	4	5
4. I ask why known-broken processes haven't been fixed and remove the obstacle.	1	2	3	4	5
5. I act on the input I request rather than collecting and ignoring it.	1	2	3	4	5
6. I look for small improvements constantly, not just big fixes occasionally.	1	2	3	4	5
7. I model the never-satisfied pursuit of getting better at what matters.	1	2	3	4	5
8. I make it safe to interrupt work in the name of quality.	1	2	3	4	5
9. I follow up on flagged problems until they're resolved.	1	2	3	4	5
10. The Andon cords in my organization are functional, not decorative.	1	2	3	4	5
Individual Total	___ / 50				

Team Assessment

1. Anyone here can pull the Andon cord: stop the process and flag a problem.	1	2	3	4	5
2. People who surface problems are supported, not blamed.	1	2	3	4	5
3. Known-broken processes get fixed rather than worked around.	1	2	3	4	5
4. Improvement suggestions are acted on, which keeps them coming.	1	2	3	4	5
5. Improvement is embedded in daily work, not outsourced to initiatives.	1	2	3	4	5
6. Frontline workers drive improvements because they see the problems first.	1	2	3	4	5
7. The mechanism for surfacing issues is known, simple, and used.	1	2	3	4	5
8. Quality can interrupt schedule here without political fallout.	1	2	3	4	5
9. Our operating system is constantly being upgraded from within.	1	2	3	4	5
10. Continuous improvement is our culture, not our slogan.	1	2	3	4	5
Team Total	___ / 50				

Combined Score ___ / 100

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Leave the Team Better

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I can name the people who could step into my role if I left tomorrow.	1	2	3	4	5
2. I treat developing successors as a core duty, not a future project.	1	2	3	4	5
3. I use everyday interactions and challenges as development opportunities.	1	2	3	4	5
4. I develop the people who could replace me before I need them to.	1	2	3	4	5
5. I build capability that will outlast my tenure.	1	2	3	4	5
6. I measure my leadership by the leaders I produce, not just the results I deliver.	1	2	3	4	5
7. I share knowledge rather than hoarding it as job security.	1	2	3	4	5
8. I am preparing successors who could step into my role tomorrow.	1	2	3	4	5
9. My team is stronger this year than last year because of deliberate development.	1	2	3	4	5
10. My departure would be felt but would not damage the organization.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Every key role here has identified, developing successors.	1	2	3	4	5
2. Leaders are evaluated on the people they develop, not just the numbers they hit.	1	2	3	4	5
3. Knowledge is shared and documented, not hoarded as personal power.	1	2	3	4	5
4. Departures are absorbed without crisis because depth was built.	1	2	3	4	5
5. Responsibility is handed over early, so successors grow with a safety net.	1	2	3	4	5
6. People are promoted from within because the pipeline is real.	1	2	3	4	5
7. Each generation of leadership leaves the team stronger than they found it.	1	2	3	4	5
8. Succession is planned before it's needed.	1	2	3	4	5
9. People here make decisions that benefit successors they will never meet.	1	2	3	4	5
10. The team's capability grows every year by design.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Status Quo Is Getting Fat

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I know whether my critical skills are better, the same, or worse than a year ago.	1	2	3	4	5
2. I treat 'the same' as decline, because my environment didn't stand still.	1	2	3	4	5
3. I refresh perishable skills before I need them, not after they fail.	1	2	3	4	5
4. I assess without flinching which of my capabilities are becoming obsolete.	1	2	3	4	5
5. I track my team's capability trajectory, not just their current performance.	1	2	3	4	5
6. I schedule deliberate practice for skills that decay without use.	1	2	3	4	5
7. I identify emerging skills we need before the gap becomes a crisis.	1	2	3	4	5
8. I distinguish between capabilities we deploy often and ones quietly rusting.	1	2	3	4	5
9. I compare our skills against the evolving standard, not against our past selves.	1	2	3	4	5
10. I act on drift when it's gradual, before it's catastrophic.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Our critical capabilities are assessed against a rising standard, not a fixed one.	1	2	3	4	5
2. Skill trajectories are tracked, not just current performance levels.	1	2	3	4	5
3. Perishable skills get scheduled refreshment before they decay.	1	2	3	4	5
4. Emerging capability gaps are identified before they become crises.	1	2	3	4	5
5. Obsolescing skills are recognized and transition plans exist.	1	2	3	4	5
6. Training addresses tomorrow's requirements, not just today's tasks.	1	2	3	4	5
7. 'We've always been good at this' triggers verification, not complacency.	1	2	3	4	5
8. Our metrics are few, actionable, and tied directly to mission and process.	1	2	3	4	5
9. Capabilities that matter get exercised even when operations don't demand them.	1	2	3	4	5
10. Our team is objectively more capable than it was a year ago.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Measure What Matters Most

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. Every metric I track connects to the mission and drives behavior.	1	2	3	4	5
2. I ask: if we hit this number perfectly, would we actually be succeeding?	1	2	3	4	5
3. I audit whether hitting our metrics actually means succeeding at the mission.	1	2	3	4	5
4. I have stopped tracking numbers that are noise.	1	2	3	4	5
5. I measure the important things even when they're hard to quantify.	1	2	3	4	5
6. I watch for optimization that hits the target but misses the point.	1	2	3	4	5
7. I measure process health alongside outcomes.	1	2	3	4	5
8. I keep active attention on our critical capabilities so they never silently drift.	1	2	3	4	5
9. I revisit my metrics as the mission and environment evolve.	1	2	3	4	5
10. My most important outcome is actually measured, not just hoped for.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Our metrics connect directly to mission and drive the right behavior.	1	2	3	4	5
2. We measure what is tied to performance and process, not just what is easy to count.	1	2	3	4	5
3. Metrics that no longer drive the right behavior are retired.	1	2	3	4	5
4. Vanity metrics have been identified and retired.	1	2	3	4	5
5. Hard-to-measure things that matter are measured anyway.	1	2	3	4	5
6. Hitting our numbers actually means we're succeeding.	1	2	3	4	5
7. Metrics are revisited as conditions change.	1	2	3	4	5
8. When we miss a target, the review is blameless and focused on process.	1	2	3	4	5
9. What gets measured here is what actually matters.	1	2	3	4	5
10. Our most important outcomes have real measurement behind them.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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Evolutions, Not Revolutions

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I improve something by one percent regularly rather than waiting for transformation.	1	2	3	4	5
2. I value the habit of seeking improvement over any single improvement.	1	2	3	4	5
3. I have implemented a small improvement in the last two weeks.	1	2	3	4	5
4. I improve one thing at a time, small enough to implement without drama.	1	2	3	4	5
5. I choose boring, robust evolution over dramatic, fragile revolution.	1	2	3	4	5
6. I sustain improvements so they compound instead of evaporating.	1	2	3	4	5
7. I can point to compounded results from accumulated small changes.	1	2	3	4	5
8. I resist the allure of the big initiative when steady progress is available.	1	2	3	4	5
9. I look for the one percent in routine work others consider finished.	1	2	3	4	5
10. My consistency of improvement matters more than my intensity.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Improvement here is continuous and incremental, not sporadic and dramatic.	1	2	3	4	5
2. Small gains are implemented weekly across the organization.	1	2	3	4	5
3. Marginal improvements are sustained so they compound.	1	2	3	4	5
4. The habit of improvement is embedded in routine work.	1	2	3	4	5
5. We pursue evolution over revolution: one small, reversible improvement at a time.	1	2	3	4	5
6. Big initiatives don't crowd out steady evolution.	1	2	3	4	5
7. Accumulated small improvements have produced visible transformation.	1	2	3	4	5
8. Improvement doesn't wait for permission or budget cycles.	1	2	3	4	5
9. Everyone owns a piece of getting one percent better.	1	2	3	4	5
10. Our progress is boring, consistent, and unstoppable.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 9

Take Risks & Embrace Failure

Horror Movies and Porno Movies

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I can name recent significant risks I've taken or approved.	1	2	3	4	5
2. I weigh the risk of inaction, not just the risk of action.	1	2	3	4	5
3. I take calculated risks with a plan for the most likely failure, not just the best case.	1	2	3	4	5
4. I protect the careers of people whose well-reasoned risks failed.	1	2	3	4	5
5. I distinguish thoughtful risk-taking from recklessness.	1	2	3	4	5
6. I push against safety-at-the-expense-of-growth in my decisions.	1	2	3	4	5
7. I model risk-taking so my team knows it's actually safe.	1	2	3	4	5
8. People bring me bold ideas because I don't punish the failed ones.	1	2	3	4	5
9. I put myself in situations beyond my comfort zone, because comfort means I have stopped improving.	1	2	3	4	5
10. My risk appetite matches what growth actually requires.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Our organization takes significant, calculated risks regularly.	1	2	3	4	5
2. People whose reasonable risks failed are still here and still advancing.	1	2	3	4	5
3. The risk of inaction is weighed alongside the risk of action.	1	2	3	4	5
4. Bold ideas are proposed because proposing them is safe.	1	2	3	4	5
5. Risk tolerance here is set by leadership behavior, not policy statements.	1	2	3	4	5
6. Failed bets are treated as tuition, not as career endings.	1	2	3	4	5
7. Our biggest wins came from risks that could have failed.	1	2	3	4	5
8. We treat refusing all risk as the biggest risk of all.	1	2	3	4	5
9. Leaders here spend their risk currency deliberately rather than hoarding it.	1	2	3	4	5
10. Growth is not sacrificed on the altar of safety.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 9 • TAKE RISKS & EMBRACE FAILURE

Embrace Failure

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I treat failure as information: what doesn't work, which assumptions were wrong.	1	2	3	4	5
2. I respond to failure by asking what went wrong, not who's to blame.	1	2	3	4	5
3. I support and develop people through their failures.	1	2	3	4	5
4. I admit my own failures openly, making it safe for others to do the same.	1	2	3	4	5
5. I run the three Rs after setbacks: recognize, respect, return.	1	2	3	4	5
6. I surface my mistakes early rather than hoping they stay hidden.	1	2	3	4	5
7. I extract and apply the lessons from every significant failure.	1	2	3	4	5
8. I know that avoiding all failure means avoiding the risks that produce breakthroughs.	1	2	3	4	5
9. People bring me bad news early because doing so is safe.	1	2	3	4	5
10. My actual response to failure matches my stated philosophy about it.	1	2	3	4	5
Individual Total					___ / 50

Team Assessment

1. Failure here is treated as learning, not as shame.	1	2	3	4	5
2. Mistakes are surfaced early because hiding them is the greater sin.	1	2	3	4	5
3. People who failed while trying something worthwhile are supported.	1	2	3	4	5
4. Bad news travels fast because messengers are safe.	1	2	3	4	5
5. The same errors don't repeat, because failures are actually studied.	1	2	3	4	5
6. Failures here trigger learning, not blame hunts or victim narratives.	1	2	3	4	5
7. Our breakthroughs exist because failure was survivable.	1	2	3	4	5
8. Leadership admits its own failures, making honesty safe for everyone.	1	2	3	4	5
9. No one is marginalized for an honest failure in pursuit of the mission.	1	2	3	4	5
10. Our real failure culture matches the one we describe.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 9 • TAKE RISKS & EMBRACE FAILURE

Process v. Outcome

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment					
1. I judge decisions by the quality of thinking, not just the outcome.	1	2	3	4	5
2. I recognize that good process can produce bad outcomes, and vice versa.	1	2	3	4	5
3. After failures, I ask where the process failed before asking who failed.	1	2	3	4	5
4. I review successes for bad process that got lucky.	1	2	3	4	5
5. I don't punish bad luck or reward good luck.	1	2	3	4	5
6. I distinguish sound decisions with bad outcomes from reckless ones.	1	2	3	4	5
7. I hold people accountable for process violations, not for chance results.	1	2	3	4	5
8. I fix systems rather than finding scapegoats.	1	2	3	4	5
9. I ask whether information was gathered and risks weighed, not just whether it worked.	1	2	3	4	5
10. My team takes smart risks because they know process is what's judged.	1	2	3	4	5
Individual Total					___ / 50
Team Assessment					
1. Decisions here are evaluated on process quality, not just results.	1	2	3	4	5
2. Failures trigger process examination before blame assignment.	1	2	3	4	5
3. Wins are audited for lucky bad process, not just celebrated.	1	2	3	4	5
4. Sound thinking with a bad outcome is treated fairly.	1	2	3	4	5
5. Recklessness that happened to work is still corrected.	1	2	3	4	5
6. Systems get fixed; scapegoats don't get manufactured.	1	2	3	4	5
7. People take intelligent risks because process is what's judged.	1	2	3	4	5
8. Our reviews ask 'was the thinking sound?' before 'did it work?'	1	2	3	4	5
9. Luck is factored out of our evaluations of people.	1	2	3	4	5
10. Process quality is judged separately from outcomes we cannot control.	1	2	3	4	5
Team Total					___ / 50

Combined Score ___ / 100

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CHAPTER 9 • TAKE RISKS & EMBRACE FAILURE

The Debrief Closes the Loop

Rate each statement from 1 (strongly disagree) to 5 (strongly agree). Circle one number per line, then total each section.

Individual / Leader Assessment

1. I debrief significant events rather than just moving to the next thing.	1	2	3	4	5
2. I run debriefs with ground rules: critique the process, not the person.	1	2	3	4	5
3. My first question after an event is 'what went wrong?', and I treat 'nothing' as a red flag.	1	2	3	4	5
4. I focus debriefs on thinking and decisions, not just actions and outcomes.	1	2	3	4	5
5. I ask cognitive questions: what were you seeing or hearing? What were you not seeing that you expected?	1	2	3	4	5
6. I make debriefs safe enough for people to admit their own errors.	1	2	3	4	5
7. I debrief successes as rigorously as failures.	1	2	3	4	5
8. My debriefs produce documented changes, not just discussion.	1	2	3	4	5
9. I model self-critique first so others feel safe following.	1	2	3	4	5
10. Lessons from my debriefs actually change how we operate.	1	2	3	4	5
Individual Total	___ / 50				

Team Assessment

1. Significant events here are debriefed, win or lose.	1	2	3	4	5
2. Debrief ground rules are posted, read, and followed.	1	2	3	4	5
3. Debriefs here focus on transitions: when the situation changed, what cues told us, who saw them first.	1	2	3	4	5
4. People admit their own errors in debriefs because it's safe.	1	2	3	4	5
5. Debriefs critique process and thinking, not persons.	1	2	3	4	5
6. Successes get debriefed as rigorously as failures.	1	2	3	4	5
7. Debrief lessons produce documented, implemented changes.	1	2	3	4	5
8. The same mistakes don't repeat because debriefs actually teach.	1	2	3	4	5
9. Debriefs measure the accuracy of our orientation against reality.	1	2	3	4	5
10. Candid debriefs stay candid as they move up; hero stories are recognized and rejected.	1	2	3	4	5
Team Total	___ / 50				

Combined Score ___ / 100

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