



How You Can Become an Exceptional Leader

This transcript was lightly edited for clarity.

Narrator: Welcome to Life Science Marketing Radio, the podcast where marketing leaders inside and outside the sciences share their creative ideas and practical approaches to increasing your marketing ROI. Here's your host, Chris Conner.

Chris : Today, we're talking about developing exceptional leaders. The good news is you may only need to develop one, maybe 2 of your strengths to be exceptional and have the success your mother was hoping for even when she found out you were in advertising. My guest on this episode is Joanne Gordon. She's the vice president of human resources at Tintri, and she's previously worked in HR at Thermo Fisher, Affymetrix and eBay. Joanne is also a workshop leader for Zenger Folkman, and she's going to be giving both a short talk and a full day workshop on exceptional leaders at the ACP-LS annual meeting in Boston in October. I will give you the details on that at the end of the podcast. Joanne, welcome to Life Science Marketing Radio.

Joanne: Thank you, Chris. Thank you for including me in this podcast. By the way, I've listened to several of your other podcasts and learned quite a bit, so I'm honored to be here.

Chris : Well, thank you very much. This is going to be a good one. Let's start with the goal here. We're trying to help people become better leaders. Every marketer, at some point, is a leader in some way, and some of them will lead

larger or smaller teams. Tell us a little bit about the Zenger Folkman approach to leadership development. What's behind it? What makes it different?

Joanne: Sure, Chris. What stands out most for me is it's very much a research and data-based. As opposed to having an idea and looking for some anecdotal evidence to explain it, they said, "Let's look at the data." To give a little history, we have Jack Zenger, who really was a guru in leadership for many years before he joined Joe Folkman, who was an expert in assessment instruments. The 2 of them got together, created Zenger Folkman, and they started with about 100,000 surveys of leaders. What they were looking for is: What are those key behaviors? What differentiates the extraordinary or the exceptional leader? What I love about it is they said, "Let's let the data lead the way," instead of, "We have an idea. How do we prove that?"

One of the things they did is they took all of these 100,000 of them and they looked at: "Who are overall rated as the top 10 percent?" Then, they compared those with who overall were rated in the bottom 10 percent. What differentiates those two? What's important is it had to be something that shows up in the top leaders but does not show up in the other leaders.

For example, business acumen they found could be for a great leader. It could be for a not so good leader. That doesn't really differentiate what truly makes a great leader. From that process, they came up with about sixteen differentiating competencies, or we might call those behaviors or traits. Another thing they found there is that getting to be a good leader is commendable or a great thing, but it's not the same as getting to be an exceptional or a truly great leader.

What they found with those truly great leaders is you don't have to be perfect. I don't know, Chris, for yourself, if you think of an exceptional leader you've had in the past, I don't know if you found that person to be perfect or not, but, when you think of that person, did they have any weaknesses that you can remember?

Chris : Yeah. I'm sure they all do. I'm trying to think. I have a couple of exceptional leaders in mind, and they're pretty self-aware. That's one of their traits that I notice. But they would certainly, if I asked them, be able to state what those weaknesses were.

Joanne: Yeah.

Chris : I'm looking at them through rose-colored glasses, but you know.

Joanne: Good. Well, here's the thing is, in the past, we used to really focus on, "Let's find your weaknesses and fix those." That's historically been how you develop people. When they went through this research, they found that those top performers definitely have weaknesses, and it's not about eliminating all of those weaknesses. It's not about trying to be perfect in all realms. What they found is the people who really stood out, even if they had weaknesses, which everybody does, they had at least one profound strength, so at least one area where they really stood out above the rest. If they had that profound strength, then that overall made them an exceptional leader. What I like about Zenger Folkman is it goes against what we used to do historically, which is fix all your weaknesses.

Now, here's the interesting thing: That puts it in the camp of strengths-based leadership or strengths-based development, and that's in vogue right now, and we may have heard of Strengths Finders, which was a bestseller recently, and other groups or processes and philosophies based on developing those strengths. A lot of those philosophies, it went to the opposite extreme, which is go find your strength, just focus on those strengths, and go make yourself the best you can be.

Well, Zenger Folkman is, in my mind, a more mature or a wiser approach to that. Basically, to paraphrase it, I would say it's like Zenger Folkman is saying: Focus on your strengths unless you don't want to focus on your strengths, and there are times when you don't want to focus on your strengths. I don't know, Chris, if you want to venture a guess as to when you might not want to be focusing on developing your strengths. Anything come to mind?

Chris : I'm having a hard time, honestly.

Joanne: Well, can I give you a hint?

Chris : Yeah. Yeah.

Joanne: Okay. There's a thing called a fatal flaw. How they define a fatal flaw is a weakness which is so obvious, so devastating, that it's really going to stop you from growing and developing. The philosophy of Zenger Folkman is, yes,

focus on your strengths unless you have a weakness that they would call a fatal flaw that's going to stop you from growing and developing. If that's the case, then you really do need to focus on that weakness first. In those ways, it's that mature view of strengths, yes, but not always strengths.

One other thing that stands out about Zenger Folkman process is they use what I would call or they call a 360° assessment as opposed to just a self-assessment.

Chris : Excellent. I want to come back to that 360. Just to back up, I do understand a fatal flaw as being something like, well, there's no point in working on your strengths if there's some part of your total package that is going to keep you from being exceptional no matter what. That makes sense.

Then, I want to go back even a little bit further to talking about when you say one profound strength. I want to tie this to marketing and the focus on that one strength because marketers will get this. If you have a product and it has one clear differentiating benefit, that's what you focus on in your marketing. Right? You don't spend all of your effort trying to fix the things that you're not good at necessarily because that still might not be differentiating. You're focusing on the one thing that makes you better than everybody else. Is that a fair analogy?

Joanne: I want to jump on what you just said about that focusing on the one profound strength. We have what we call in HR the halo effect. Right? That is, when we find out that someone is really good at one thing, we tend to assume they're good at all kinds of things. I know I had an example of someone I was working with in a particular situation, and I learned that, in his past life, he was one of the star developers of the Russian and then the U.S. Olympics Team. Now, knowing that he did that and he was exceptional at that, I began to think he was great at all kinds of other things, and we do that as human beings. There's a lot of power in that one profound strength. Yep.

Chris : I like that. Okay. Let's go back to the 360° assessment. I've taken, for example, the Strength Finder assessment. I had mentioned to you previously I'm kind of an assessment junkie. I've done that, which is completely a self-assessment. Let's talk about the difference that you get from a 360° assessment, which, of course, I can imagine is really what matters: how other people see you.

Joanne: Sure. First, I want to say that a self-assessment is a really important first step. We certainly see great value in that. In fact, Zenger Folkman even has a self-assessment you can do on their website. It is very valuable, but here's where the data led them to a broader understanding. That is, our perception of our self is really not the same as someone else's perception of us. We delude ourselves sometimes. Right?

When they looked at the data, they found that other people's perceptions of us are about 50 percent more accurate than our own perceptions of ourselves. Now, how can that be, right? Well, they look at a particular trait or competency and how you rate yourself. They look at all of the other data from the other folks of how they rate you. It is true that there are times we just don't see things that other people see in us. Most likely it's going to be that fatal flaw that you don't really realize.

I know one example I thought of is there's that guy in the room. Every meeting, he tells some corny joke. Now, he may think he's the funniest guy on earth. What he doesn't realize is that everybody else in the room is rolling their eyes at him, and he's not aware of that. Sometimes, having that awareness from those other people can be truly enlightening.

I would say the other thing is, when we think about what is a leader, so we're developing leadership, one of the simplest definitions of a leader is people who have other people follow them. You can't be a leader without followers, and followers will follow you based on their perception of you. Right?

Chris : Right.

Joanne: Whatever that objective truth of who I am may or may not be, if I'm going to succeed in a leadership role, the perception that other people have of me is crucial, so the ability to create an awareness of that perception and improve that is going to help me be a better leader.

That 360, by the way, it includes your manager's feedback about you, your direct reports, the other coworkers you work with. Then, there's actually another category for other, so that could be, for example, customers that you deal with. What you do is you get feedback from all of those different areas, the full circle view. That information is also anonymous. How they do that is, when you're filling out that assessment for someone, you are aware that there have to be three responses in each category, such as peers, for example,

for that category to be displayed to the respondent separately. If I only have 2 direct reports or only 2 direct reports reply, I'm not going to get a readout just on direct reports. The only for that is, if there's at least 3, then we could consider that anonymous. It's going to be pretty hard for me to figure out who chose what answer.

When you know it's anonymous feedback, at least for myself, I can say, and I don't know if you would agree with this, Chris, but, when you know it's anonymous, you have a little more security or safety with telling it like it is, and that's what we really want. We want to get that real information. Does that make sense what I'm saying?

Chris : The whole thing, yeah. It makes total sense. Since we're talking about leadership, what you think your skills are can be useful, for example, in figuring out what you'd like to do, but, when it comes to managing other people on being a leader, whether you manage them directly or not, what matters is their reaction to your behaviors or your competencies, so it makes total sense. Then, the anonymous part, yeah. I mean you want to get feedback that's honest, and that's the way you would do that.

Joanne: Mm-hmm.

Chris : Tell me, Joanne, so let's imagine I take this 360. What does the report show? I think I have a sample that I'll link to in the show notes, but what does it show? And how is it used to guide my development plan for leadership?

Joanne: Sure. Well, first of all, I recommend people register now for the workshop, because we're going to be sending out emails to lots of different folks that you choose and gather all of that feedback from these different categories of respondents.

Then, you get this beautiful binder. It's about 30 pages, and it's beautiful. It's got lots of graphs and analysis, et cetera. Primarily, it's going to talk about those 16 competencies, those differentiating competencies I mentioned earlier and how you are perceived on each of those competencies. It lists the 16. There are several questions about particular aspects or behaviors of each competency that your respondents have replied to, and you're going to see this graph of: "Here's how my peers responded with regard to this competency and my performance of this competency. Here's how my manager rated me," et cetera. You also get that compared to norms.

Now, remember: I said there are hundreds of thousands, over the years many hundreds of thousands of respondents to these surveys. When I see how my peers rated me on honesty and integrity, I'm also going to see what the norms are out there. What is the norm for the 75th percentile or the 90th percentile of all of those other hundreds of thousands of respondents? Again, you get to see how you are rated, if you will, by your respondents and how that compares to the norms.

There's this employee commitment index, and it's kind of cool. It's very short. It's five questions that go to all of my direct reports if I'm the one getting the assessment done. It's like a mini engagement survey, questions like, "Would you refer others to work in this organization?" I don't know if you've ever had an engagement survey at a company that you worked at before, but I can say from being in HR that's a really important gauge for us of how things are going based on how people are feeling about the company.

One other thing you get is importance ratings on each of these competencies. You may say, "Well, what's the value of that?" Well, the value is this: If you are going to work on a certain competency, you want it to be one that's important to the company, to your success, to the culture that you're working in, and so you get that feedback from your peers and your manager and co-workers: Which are the competencies that, for you, will make the biggest difference, be most important to your success?

By the way, we're going to be using this information. You spend the whole afternoon once you've got this data really analyzing, understanding, and using it to figure out: "What's the most important thing that I can do is I can have the greatest impact in my company?" Then, one other thing in there, by the way, is verbatim written comments. Numerical analysis is very important. Sometimes, you just got to get that color, if you will, a little more verbal. There's three questions that are asked that they literally have people write whatever they write in the response, and you get that printed out for you in the report.

Lots of other graphs, et cetera, but the important thing is we use all kinds of information here to develop ourselves based on those strengths and how compare against the norms based on the importance of what we want to work on and, again, sometimes even looking at those fatal flaws and that impact.

Chris : I can imagine the importance even within a single company is different from job to job. If it's your direct reports responding, I'm assuming they're rating you on your competencies relative to what they expect from someone in your position when it comes to importance.

Joanne: Yes. Exactly. When you get that importance information, you'll get to see, "Hey. Here are the top four or so competencies that my peers think are important for me to succeed. Here are the top ones my manager thinks are most important for me to succeed," as well as your direct reports. You're going to use all of that information to try and figure out: What's most important to me right now that I'm going to focus on?

Chris : Great. You mentioned honesty and integrity. Would you name just a few of the other competencies just so people get a little flavor of this spectrum of things we're looking at here?

Joanne: Sure. Sure. As I said, there were sixteen of them, and that's a lot. These are, again, the differentiating ones. They differentiate those top performers. An easy way to look at them is they almost kind of cluster into about five main groups. An analogy we use is imagine you are having a big outdoor party with one of those huge square tents to cover you from the sun or the rain. You could look at the fact that, for a square tent like that, you're going to need five tent poles. one is the biggest and strongest in the middle and then other tent poles at each of the four corners.

We use that analogy to understand how to categorize those. In the middle is the biggest and the strongest tent pole, and that's one competency. I don't know if you have a thought on that, Chris. Any guesses as to what we consider to the strongest competency or the most important?

Chris : Well, I'm going to go for integrity.

Joanne: Good job. Really, if you don't have that trust, that integrity, that honesty, everything else falls apart. That's the main one. Then, when we look at the other four tent poles or categories, there is personal capability, and that has to do with developing yourself, your expertise, self-development. The other is focusing on results. Right? You've got to create those results. You've got to drive, stretch goals, take initiative. The next one would be interpersonal skills. You need to develop those relationships. You've got to communicate and to develop that collaboration with the team, et cetera. Then, the last one

is leading change. Right? In this world, you have got to be a champion of change. You have got to take that strategic, broader perspective and connect what you're doing with the trends in the world.

Does that give you a general sense of the basic categories of the competencies?

Chris : Yes. Yeah. Very much so. Skill at your job, being able to communicate, being able to make things. It makes total sense.

Let's imagine I have taken my assessment, and then, obviously, I guess, let's say I have a relatively, what I imagine is a standard assessment where I stand out in one particular area. How do we decide what types of activities I'm going to undertake to develop my chosen area of focus?

Joanne: Sure. I'm actually going to, if it's all right with you, I'm going to back up a little bit ...

Chris : Sure.

Joanne: ... and just mention quickly how we get to choosing the one that you're going to work on. You may have one strength that stands out above the rest, and it may be one you really don't care about. We actually go through a process before choosing the one, and it's a fun filtering process.

We call it using the analogy of a CPO to get you to your sweet spot. The CPO is competence, yes. You've got to have basic competence if you're going to develop a strength. Fine tuning that, if it's a weakness, you're not going to really focus on that unless it's a fatal flaw, unless it's really a devastating weakness. Also, if it's already a profound strength, if it's already in that upper 10 percent, there's probably diminishing returns on focusing on that one, so you might want to let that one go. You're going to look at the other strengths that you have that are strengths but not necessarily already up at that upper 10 percent. That's the C.

Then, you're going to look at P, which is passion. The idea is this: If you're going to focus on it, you want to have some passion for it because you need to practice. You need to commit to that. You need to put some effort in here. It's a heck of a lot more fun if you actually care about it. I don't know if you've had an experience where you had to practice something you were not interested in. For example, my piano lessons when I was about 9, 10, and 11

years old is no fun if you don't care. Right? You want to have some passion for it.

Then, the third is it needs to be important to the company. The O is for organizational need. You may have a passion for oil painting, but, if that's not going to help you in your business, we're up to really making you a better leader, and so it is important that the company cares because you also want that company to support you in finding those projects or those new goals that'll help you develop your skill.

Again, CPO. You get to that one that you're going to work on, and then, gosh, what are you going to do? Well, one of the interesting things about Zenger Folkman is they found that how you develop a strength is different than how you fix a weakness. That's one of the magical parts of Zenger Folkman. How they got to this is, in doing the research, they began to see that, four strong, exceptional performers, they tended to see almost like certain competencies that went together, almost like you Velcroed them together in that, if someone was really exceptional at one competency, there tended to be one or two others that they also, almost always, tended to be good at. Likewise, if they were really bad at something, they almost tended to be bad at those competencies.

They went with that, and they researched. They let the data lead them, and they began to see that there are in fact what they now call competency companions. Through further unpacking this, they began to realize that how you develop a strength is by using those competency companions.

Chris : All right. If the sound is different, I'm just going to leave this in here, if the sound is different, it's because we had a little trouble with our internet connection, and so now we're moving to a different recording platform. Joanne, thank you for your patience on that.

Joanne: Sure.

Chris : We were just talking about competency companions, which are the things I'm going to work on that are going to help build the competency that I am focused on. I guess my next question is: What types of activities might those be? Can you give an example of what that looks like?

Joanne: Sure. Exactly. I'll use the example of when I actually took the survey a few years ago as a leader. one of the areas that I ended up deciding to work on

was "inspires and motivates." Now, I'm pretty good at it, it's a strength, but I really wanted to be exceptional. How it works in a workshop - you will get this huge binder with all kinds of information about competency companions.

For example, in the area of inspires and motivates, you will look that one up. In the binder, it talks about what that looks like, what optimal performance looks like. You get some good ideas of how you might work on that if it were a weakness that you were working on. By the way, that's a pretty linear process. Right? It's pretty logical, if you're not so good at something, you do the understood expected things. You go get a book on it. You get a teacher to help you with it or a mentor. You practice, routine practices.

It lists some ideas for fixing a weakness, but the beautiful part here now is they also list, "Here are the competency companions that are related to this. It's like doing cross-training. If you want to get good as a football player, chances are your coach, once you're in the pros, they're going to assign you all kinds of other practices. For example, I've heard of, "Go learn ballet so that you'll learn how to be more graceful." Maybe you take up meditation so you learn how to focus or yoga so you become more flexible.

That cross-training, if you will, well, guess what? You get to do something similar with your leadership skills, and that is you focus on these other competency companions. For me, looking at inspires and motivates, there were 10 different competency companions. one of them was clear vision and direction, and I like that one. You then go in and look and say, "Okay. What does that mean? Well, it's that visionary leaders are painting a compelling picture about the future," et cetera.

Then, it gives you some specific things you can try. One of those, for example, was bring the outside in. Hm. What's that? Well, the idea is that, if you, when you're giving projects to your team or having meetings, you can connect it to what's going on out there in the world, how this relates to certain trends in the industry, for example, or this relates to how other groups in the company are being affected. Then, all of a sudden, you give a lot more depth and meaning to what you're asking your employees to do, and we all want to do something that's meaningful. Right?

As I began to bring the outside in, if you will, I found that they were automatically getting more motivated and inspired. That's where doing

something different than you wouldn't normally expect necessarily that inspiring actually makes you better at inspiring. Does that give a clear example there? I've got more if you want more.

Chris : Yeah. I like that example a lot. I mean, as you say, beyond the "we need to do this because it has to happen for the company," giving it that broader perspective about- I think people will recognize when they look at the great leaders that many of us recognize. I'm going to throw out Steve Jobs for example or whatever. They have a vision that's bigger than selling iPhones. Right?

Joanne: Right. Yeah.

Chris : They change how things are done.

Joanne: Yep. Exactly.

Chris : That was so good though. I do want another one just because.

Joanne: Okay. Sure. This is one, actually, I think it's described in the course, and I actually had it with one of the leaders that I was working with at one of my last companies. This is a point where they have a female leader, and she was very, very knowledgeable in her area of expertise, but, for some reason, she wasn't seen that way. Right? It actually was a strength of hers to have this technical knowledge, but, when people don't perceive that, it's as good as if you don't. Right? They weren't going to her for that knowledge. They weren't really accepting it from her.

We sat down, and we talked a little bit about it, and what we realized is that her communication skills could use some work. Right? We worked on that competency companion to her technical skills, which is communicating profoundly. As she became a better communicator, voila, she was also seen as more technically knowledgeable because she was able to communicate it now. They could see that technical knowledge because she had learned how to better communicate it. That's a little bit of a shorter one where something you wouldn't necessarily think is going to make you better at this can have a huge impact because it makes it more visible, more subtly understood or seen.

Chris : Well, I really appreciate the combination of both the examples you've given. One, how to inspire by bringing the outside in and attaching more meaning to

things. Then, the other one, just a very practical, down to earth that I think many people will recognize in themselves if not directly, but, "Hey. I'm good at this thing, but nobody recognizes it. What's the thing I need to work on so that it can come out and shine for me?"

Joanne: Right.

Chris : I love all of this. I don't want to take too much more time. What I really like about this whole thing is the idea of focusing on one thing. Focusing is sometimes a challenge for me personally, but I do like the idea because it simplifies the idea. I could get really good at one thing and make a huge difference in my career or my life in general. If someone has to- I'm curious that, occasionally, somebody might work on two of these competencies. I'm curious like why would you choose two? What does that situation look like, and what does it look like when you're working on- I mean I guess is it just a double amount of activity or double kinds of activity? But I'm really curious. What makes you decide: "All right. This person's got two things to do."

Joanne: Sure. Again, we generally recommend that you focus on one at a time using that CPO model. Right? Competency, passion, organizational needs. Really, essentially, what you're going to be asking is: "If I made this potential improvement in this thing, what would have the greatest impact? And, oh, by the way, what do I have the most passion about?"

You ask about two. Well, let me start by saying how valuable one is, and then we'll get to two. That is the research showed, and I'm going to get back to this data which I love, in the hundreds of thousands of these assessments, they found that, if you have just one profound strength, and, again, they define that as that strength that was listed up in the upper 90th percentile. Out of your 16 different competencies, if one of them is profound, then chances are your overall average performance rating is going to be around the 34th percentile. In other words, you're going to automatically be seen as a better leader overall than a third of the leaders there. But, if you- I'm sorry. I apologize. That's if you have zero profound strengths; you're in the 34th percentile.

If you have one profound strength, it actually jumps up to the 64th percentile. When you have one profound strength, you move from being perceived as a better leader than about 34 percent or 33 percent of the group to now being above almost two-thirds of the group. That's a huge jump. Mathematically,

would you agree? That just doesn't make sense. Why would only one competency at that level make such a great jump in your overall rating?

Chris : Yeah. It's fascinating.

Joanne: Well, exactly. Here's the deal. It's that halo effect. Right? It's the fact that different competencies are correlated. If you're really good at one, chances are you're bringing up a few others as well. It's also about that visibility I talked about because, some of those, once you can see one profound strength, it allows visibility for others. If you want to get up to even a higher percentage, what we found is, once you get to, say, having three profound strengths, you are by definition in the top 20 percent overall of all leaders.

To get back to your question of, "Hey. 1 vs. 2," we recommend you start with one. You put your time and energy and passion into that one. Once you've gotten that up to where it's a profound strength, probably diminishing returns after that, then, sequentially, you go to the next one on your list. Now, you're going to work on that second one. As opposed to two of them on once, we actually recommend you start with one, however long it takes to feel like you've got that one really at a profound level. Then, it's to the next.

And, because nothing is ever set 100 percent set, the other possibility where you may go for two at once is when you have a weakness and a strength that you want to work on. Remember: We're all complex human beings. We all have some weaknesses, and we have strengths, and, if one of those weaknesses is a fatal flaw, we talked about it earlier, you've got to address that. It's like the anchors down on the ship. You're not going to be able to sail until you take that anchor up. Sometimes, we will recommend that you begin with that fatal flaw. If you're really anxious like me, I like to do 10 things at once, maybe you work on that fatal flaw, which is the logical approach, as well as also working on one of your strengths. There are times when you can do both at once, and those would be those times. Does that make sense, Chris?

Chris : Yes. Yeah, very much so. I really like the sequential nature. It's really someone who's decided that they want to be in the top 20 percent, and they have the time and the willingness and the drive to do that and that it's going to pay off for them, but working on one at a time in most cases I just find fascinating. And the whole halo effect thing, and I think that's somewhat of the takeaway of not just the importance of this, but it explains how, if you are

really good at one thing, then people will perceive you as better at lots of things, which I suppose could get you into trouble but unlikely, and makes it easier for someone to say, "All right. I'm going to really get good at this thing because I like it, it's important, and it's going to make a huge difference for me.

Joanne: Mm-hmm. Mm-hmm. Absolutely.

Chris : Joanne Gordon, this has been really helpful. I'm really excited to be offering this workshop, for you to be offering this workshop, at the ACP-LS Annual Meeting. That's in October on the- You're going to give a little talk on October 26, and, on the 27th, you're going to give this full day workshop, but people need to sign up for this so they can start those assessments. I will put a link in the show notes, but, for now, go to acp-ls.org. To find out, look under Annual Meetings in the main menu. Then, you'll see workshops. If you register for the meeting, you'll find a link that'll take you to the registration where you can sign up for the workshop.

Joanne Gordon, once again, thank you so much.

Joanne: Thank you. I'm very excited about this workshop. Go sign up now for that. You're going to come away with so much great information that you can use for years to come to really become a powerful, impactful, exceptional leader.

Chris : Excellent.

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