



*read & lead*



TASK COMPETENCE & ENGAGEMENT

Report prepared for:

**Joe Sample**

CONFIDENTIAL

## ANALYZING YOUR FEEDBACK

### TCE<sup>©</sup> OVERVIEW

Your effectiveness as a leader hinges in part on two critical abilities: 1) your ability to read the competence and engagement of individuals performing their tasks and 2) your ability to adjust your leadership behaviors to match each individual's needs. We at LRI describe this as your ability to "read & lead" task competence and engagement (or TCE<sup>©</sup>).

The results of your TCE<sup>©</sup> assessment are displayed in this data report. The TCE<sup>©</sup> assessment was designed specifically to measure your ACCURACY in reading the the competence (ability and knowledge) and engagement (motivation and confidence) of people in different situations. Our research and experience from coaching thousands of leaders has shown that if leaders read the situation right, they are much more likely to lead their people right.

The Self(+) report summarizes your accuracy in reading different situations under different conditions. Throughout the report your READING score is plotted against the desired TARGET. The closer your READING score is to the TARGET, the more accurate your assessment of the situation. A summary of the different conditions that we examine is to the right.

Your ability to read a follower's competence and engagement on a task may vary across different situations and may depend on both internal factors such as your own level of stress, as well as changes in the follower's readiness, such as developing or regressing levels of competence and engagement.

To better understand how well you read the cues in different situations, consider the following scores:

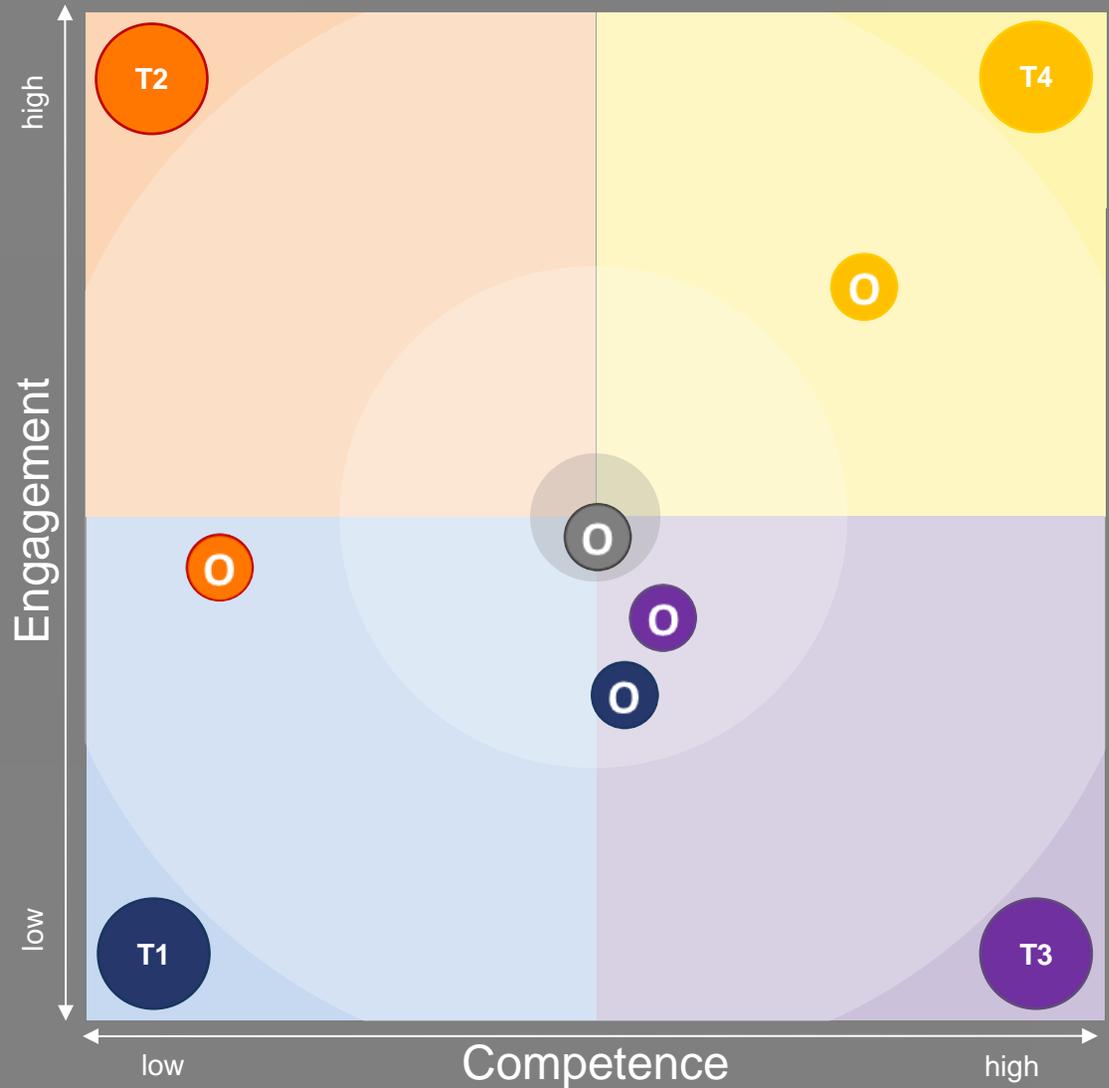
- ⓪ **Overall.** Your overall score is a summary of how you read certain situations. For example, the ⓪ reflects your average score in situations with individuals who are low in both competence and engagement.
- Ⓝ **Normal Conditions.** This score reflects how you perceive people under normal conditions, without any added pressure.
- Ⓢ **Stressful Conditions.** This score provides you with a snapshot of how you see your followers when you are under pressure, for example an impending deadline or demanding supervisor.
- Ⓡ **Regressive Types.** This score reflects how you read people when they are regressing or moving backward in terms of their task competence or engagement.
- ⓓ **Developing Types.** This scores reflects how you read people on a task when they are developing or moving forward in terms of their task competence or engagement.

### SUMMARY OF YOUR READING SCORES

Your overall average score (⊙) was in the GRAY TARGET range which suggests that you have a balanced read on the the task-related engagement and competence of people across different situations.

However, to assess your accuracy in reading specific situations, it is critical to examine each of the different types of situations represented by the ⊙, ⊙, ⊙ and ⊙ markers.

Each of these markers reflects your ability to accurately assess different levels of task-related competence and engagement of people. By understanding and improving your ability to read different situations, you will be much more efficient at adjusting your leadership style.



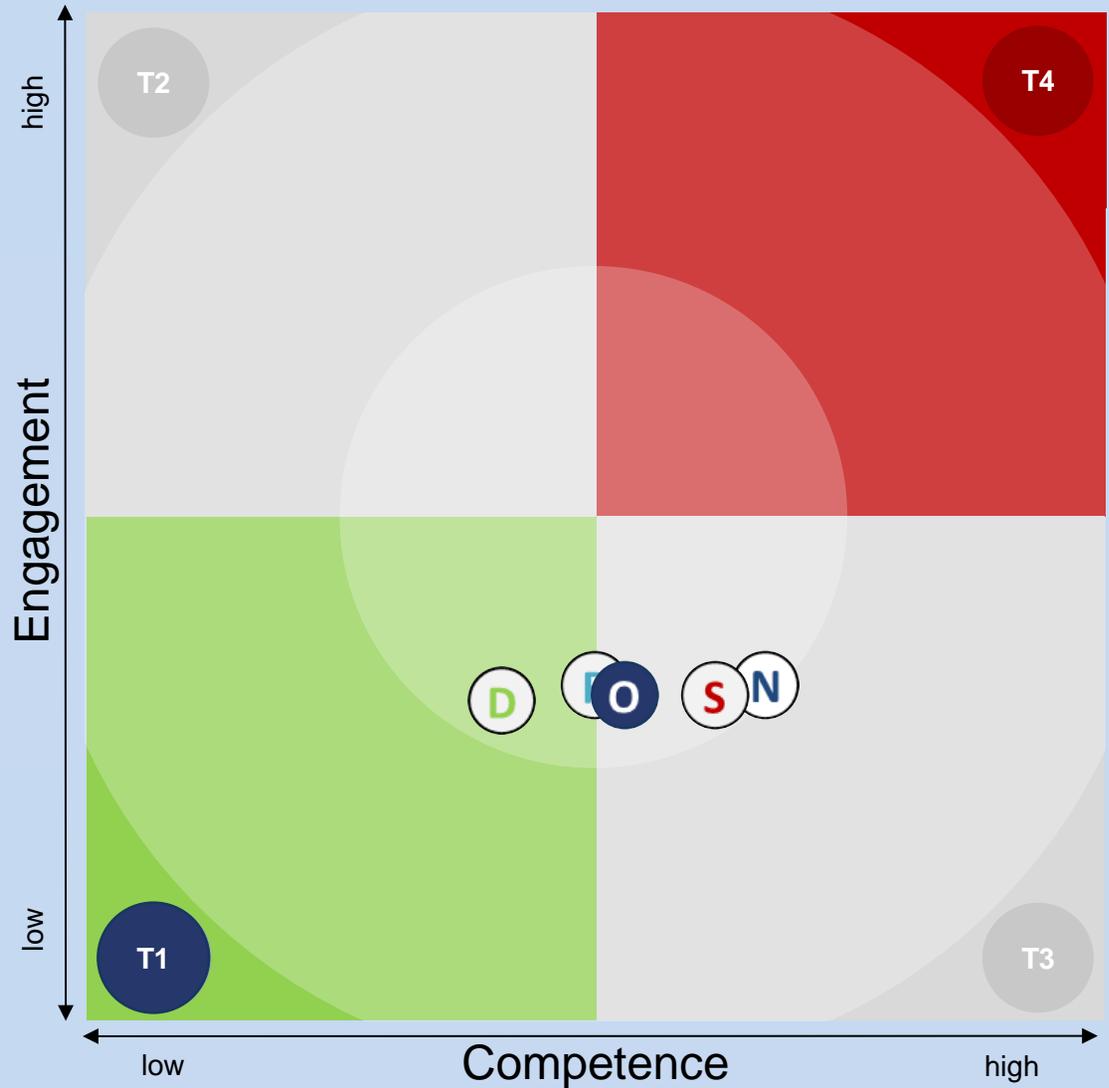
- ⊙ Overall Average
- ⊙ Low Competence & Low Engagement Overall
- ⊙ Low Competence & High Engagement Overall
- ⊙ High Competence & Low Engagement Overall
- ⊙ High Competence & High Engagement Overall

**LOW COMPETENCE & LOW ENGAGEMENT**

*Nervous task newbie | Overwhelmed or intimidated by a new task | Stuck or struggling at low level of performance on an old task*

Your overall score (O) was in the LOW GRAY range which indicates that in situations where people are neither competent enough nor engaged enough to complete a task, you tend to overestimate their competence. To improve your ability to read these situations, you need to increase your sensitivity to picking up on when your people have lower levels of competence on a task.

Those who accurately read the situation are much more likely to accurately lead the situation. Specifically, an accurate read should result in a leader focusing first on building the skills and experience levels of these unmotivated people. The focus on skill-building will lead to a gain in confidence in their new abilities which in turn should jumpstart their engagement on the task.



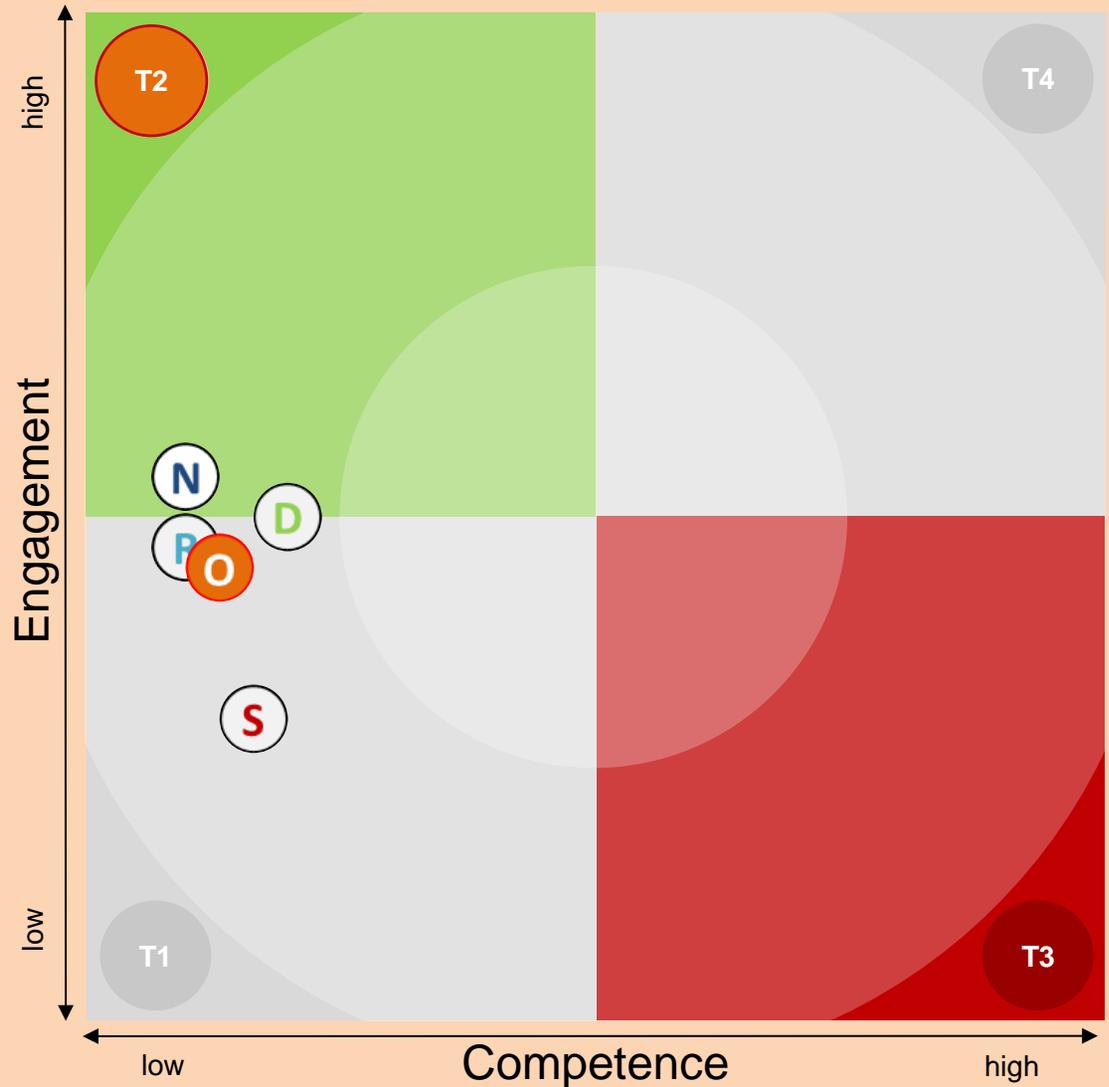
**T1** Target   **O** Overall   **N** Normal Conditions   **S** Stressful Conditions   **R** Regressive Types   **D** Developing Types

### LOW COMPETENCE & HIGH ENGAGEMENT

*Motivated newbie on a task | Re-committed underperformer | Low ability with waning excitement | Overconfident in own ability*

Your overall score (O) was in the MODERATE GRAY range which indicates that in situations where people are highly engaged but not competent enough to complete a task, you underestimate their engagement levels. To improve your ability to read these situations, you need to increase your sensitivity to perceiving when your people have high engagement on a task.

The implication here is that when you encounter this situation, you focus first on building the skills and experience levels of these people. This is exactly the right thing to do because skill building leads to increased engagement on the task by building self-confidence on the task. However, your underestimation of their engagement may lead you to miss opportunities to reinforce and boost their motivation as their level of skill grows.



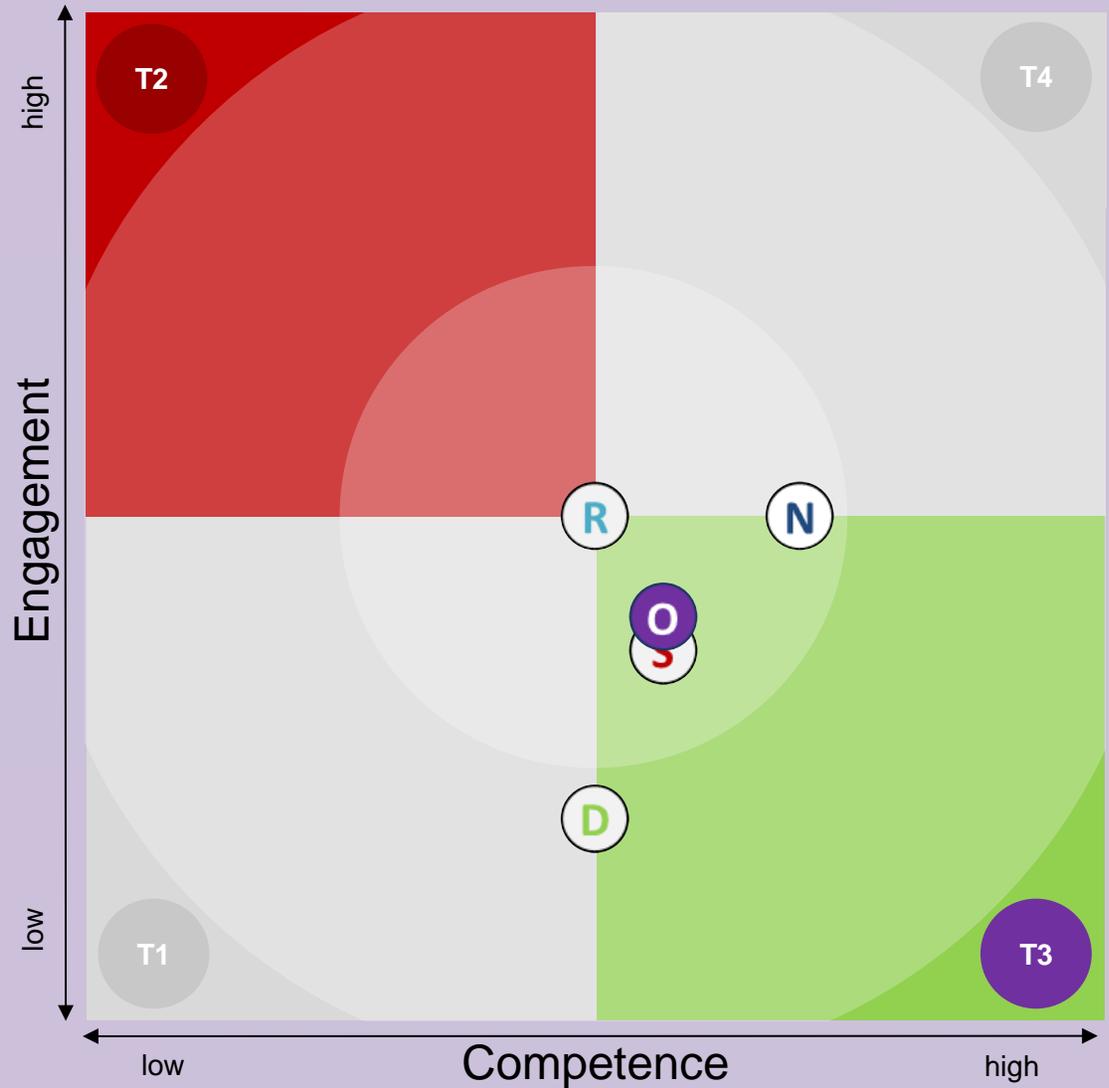
T2 Target   
 O Overall   
 N Normal Conditions   
 S Stressful Conditions   
 R Regressive Types   
 D Developing Types

### HIGH COMPETENCE & LOW ENGAGEMENT

*Capable but reluctant | Cautious learner | Insecure in ability | Over-critical of own performance | Burnt-out performer*

Your overall score (O) was in the LOW GREEN range which indicates you are somewhat accurate in reading situations where people are competent enough to complete a task, but not engaged enough to do so. To improve your ability to read these situations, you need to increase your sensitivity to recognizing when your people have higher competence but lower levels of engagement on a task.

The implication here is that when you encounter this situation, you tend to focus on building the motivation and will of these unmotivated people. This approach typically leads to improved performance while you provide support and encouragement.



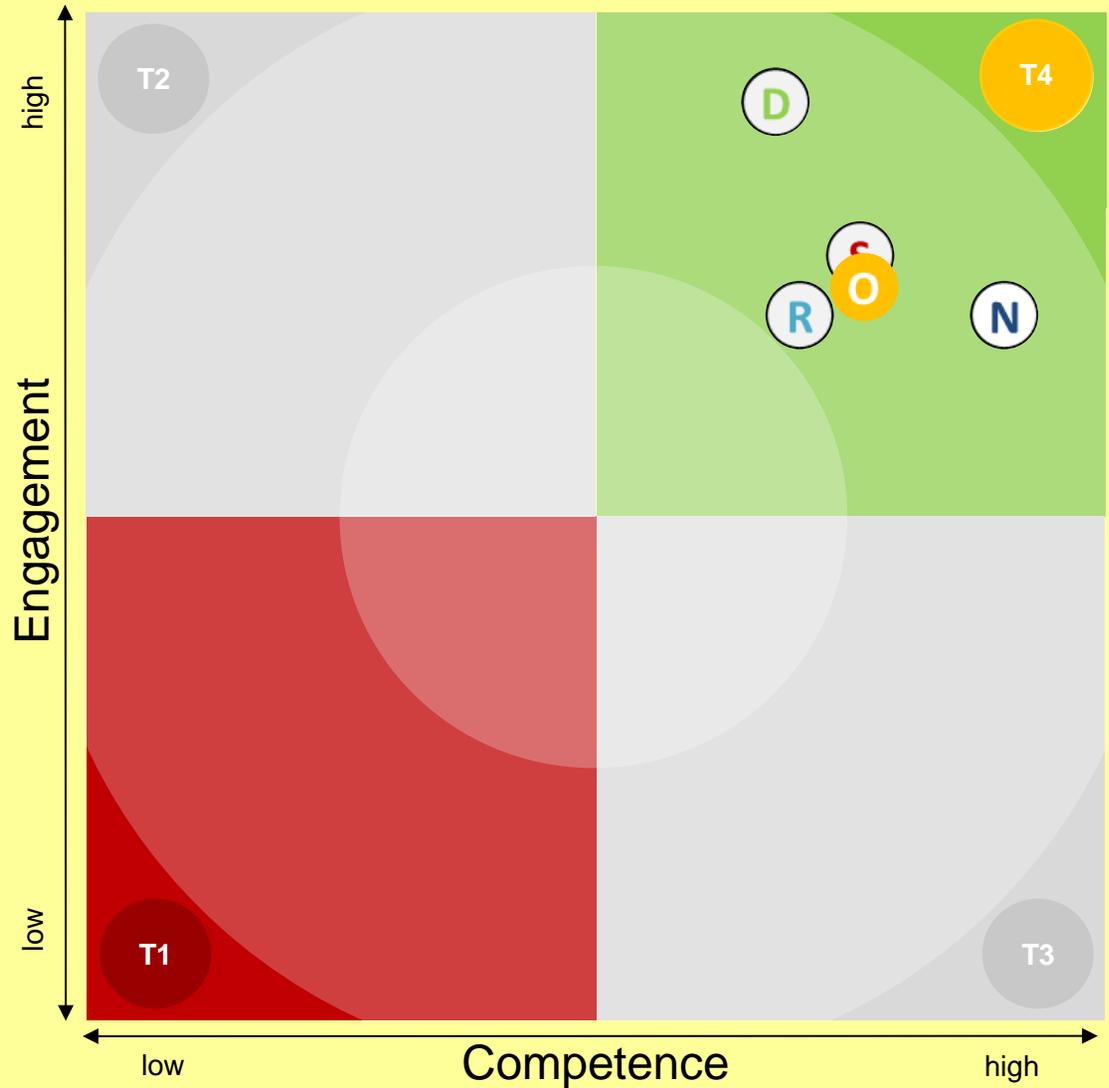
**T3** Target   **O** Overall   **N** Normal Conditions   **S** Stressful Conditions   **R** Regressive Types   **D** Developing Types

**HIGH COMPETENCE & HIGH ENGAGEMENT**

*Ready, willing and able | Self-reliant performer | Quick learner | Track record of success on similar tasks*

Your overall score (O) was in the MODERATE GREEN range which indicates accuracy in assessing the competence and engagement levels of people who are capable and motivated to complete a task. To improve your ability to read these situations, you need to increase your sensitivity to realizing when your people have higher levels of competence and engagement on a task.

The implication here is that when you encounter this situation, you tend to focus on delegating the work and giving the person the freedom and responsibility to do the task. This focus will typically leads to continued high performance and engagement levels.



**T4** Target    **O** Overall    **N** Normal Conditions    **S** Stressful Conditions    **R** Regressive Types    **D** Developing Types

# TAKE ACTION!



Effective leaders are able to read the competence and engagement of individuals on a task and modify their leadership behaviors (read & lead). They also adjust their behaviors over time as the competence and engagement of individuals changes. Below are some suggestions on how to improve your ability to read and lead individuals on a task.

<p>LOW COMPETENCE (C) LOW ENGAGEMENT (E)</p> <p>low high</p>	<p>Try the following to better read &amp; lead this situation:</p> <ul style="list-style-type: none"> <li>• When assigning a task, test your assumptions about a person's competence</li> <li>• Signs of low competence on a task include: seeming hesitant or unsure of where to begin; asking basic questions that they should know the answers or avoiding asking questions that might show low levels of competence; person asks others for help on basic tasks; task avoidance behaviors</li> <li>• Tips for leading in this situation are: explain the "how" before you jump into explaining the "why"; tell them what the task is, what to do and how to do it; give examples of how to do the task and allow them to give it a try; provide specific and frequent feedback on their performance.</li> </ul>
<p>LOW COMPETENCE (C) HIGH ENGAGEMENT (E)</p> <p>low high</p>	<p>Try the following to better read &amp; lead this situation:</p> <ul style="list-style-type: none"> <li>• When assigning a task, test your assumptions about a person's engagement</li> <li>• Signs of high engagement on a task include: full ownership and initiative in completing the task; high energy and positive emotions; willingness to ask questions, consider alternative and take risks; intense focus and absorption</li> <li>• Tips for leading in this situation are: provide direction and supervision while encouraging their involvement; provide coaching and taking the time to answer questions and explain decisions.</li> </ul>
<p>HIGH COMPETENCE (C) LOW ENGAGEMENT (E)</p> <p>low high</p>	<p>Try the following to better read &amp; lead this situation:</p> <ul style="list-style-type: none"> <li>• When assigning a task, test your assumptions about a person's competence and engagement</li> <li>• Signs of high competence on a task include: demonstrating knowledge and skills necessary to complete the task; independence in resolving issues that may come up; timely completion of work products; meeting high quality standards</li> <li>• Signs of low engagement on a task: lack of emotion about the task or even hostility towards the task; insecurity in completing the task without guidance; negative non-verbal cues; task avoidance behaviors or sabotage behaviors</li> <li>• Tips for leading in this situation are: probe and listen to determine the nature of their concerns and issues; help to remove any obstacles to their motivation; encourage them and build their confidence in their abilities by pointing out areas where they have succeeded in the past</li> </ul>
<p>HIGH COMPETENCE (C) HIGH ENGAGEMENT (E)</p> <p>low high</p>	<p>Try the following to better read &amp; lead this situation:</p> <ul style="list-style-type: none"> <li>• When assigning a task, test your assumptions about a person's competence and engagement</li> <li>• Signs of high competence on a task include: demonstrating knowledge and skills necessary to complete the task; independence in resolving issues that may come up; timely completion of work products; meeting high quality standards</li> <li>• Signs of high engagement on a task include: full ownership and initiative in completing the task; high energy and positive emotions; willingness to ask questions, consider alternative and take risks; intense focus and absorption</li> <li>• Tips for leading in this situation are: give them more responsibility and autonomy; clarify expectations for the end result, but give room to run; acknowledge their expertise and accomplishments by letting them make more decisions; work with them to agree on how and when follow-up will occur</li> </ul>