



JUDGMENT INDEX

# ENGAGEMENT INDEX

*Specially Prepared for*

**Sample Person**

Example Company - All Divisions  
Index Completion Date: February 04, 2010  
Provided By: Judgment Index



# ENGAGEMENT INDEX

## Engagement

A young couple becomes engaged—a cultural moment that stretches across generations and national boundaries. They have moved from a level of acquaintance to what can now, more appropriately be called a “relationship”—a reality that would seem to have more meaning and gratification. They have moved from a reality that may have been mostly casual to something that is distinctly more serious. The degree of expectation and intention—the degree of focus and commitment involved in this “engagement”—rises to a new level.

The word *engagement* as it is used in modern organizations carries many of the connotations observed in this leading example. The *engaged* employee is more focused, more involved, more intentional, and more serious. The *engaged* employee looks upon work, not as a casual activity, but as an activity that is important, vital, and necessary—an activity deserving of personal energy being devoted in a concentrated manner, something to be taken with a noteworthy degree of seriousness. Obviously, an *engaged* employee is highly desired, although—some organizational leaders would argue—not easy to find.

A good synonym for the word *engagement* is “ownership”—another word frequently used in modern organizations to describe the way in which employees can be more ideally involved. On 9/11, thousands of individuals were running in fear from the buildings in the World Trade Center complex. But the New York City fire and police personnel responding to the terrorist attack were running *toward* the building. They were climbing *up* stairways. The situation unfolding before them, as difficult as it clearly was, was taken on with courage and resolve. The modern heroes “owned” that moment. They were *engaged* at the highest levels.

## This Report

The purpose of this report is to assess the degree of “engagement” reflected in a person’s values and its parallel judgments. As it is explored here, “engagement” is examined in four, primary dimensions and twelve categories of insight. By using this report, it is possible to be more highly predictive about a potential employee’s degree of engagement. In addition, by using the report to better understand present employees, it will become clearer how it is possible to develop and improve the potential for higher levels of “engagement.”

## Primary Dimensions

1. **Personal Orientation**—a basic overview of personal strengths that a person brings to the possibility of high engagement. A first view of what a person “brings” to a circumstance or situation.
  - A. **Tolerance**—the capacity to experience others with a degree of openness and acceptance. At its best, the tendency to be non-judgmental and to get along with a broad spectrum of individuals in a positive manner.
  - B. **Dependability**—the capacity to be “present” in a way that allows responsibilities to be discharged in an accountable manner. Being where a person is expected to be, when a person is expected to be there. Predictably always trying to bring one’s “best game.”
  - C. **Patience**—the capacity to give people and situations the time needed to come into optimal places of highest performance outcome. The ability to not rush to judgment or to push situations in an over reactive manner.
2. **Perspective**—a basic overview of “deeper” strengths that a person brings to the possibility of high engagement. A first view of the “inside” strengths that give, at their best, higher and more predictable levels of engagement.
  - A. **View of Work**—the capacity to understand work as a vital part of life. Being able to quickly understand work demands and expectations. Being able to contextualize present work in terms of past experiences, training, education, and paradigms important to a particular task being accomplished effectively.
  - B. **Morale**—the capacity for positive attitude. At its best, the ability to be intentionally hopeful and optimistic.
  - C. **Drive**—the capacity to self-start and to sustain a high level of energy directed at a task. The inner-strength to keep trying to succeed under demanding circumstances.
3. **Personal Reserves**—a basic overview of the “deepest” strengths that a person brings to the possibility of high engagement. A first view of the “core, essential” strengths that give, at their best, the highest and most predictable levels of engagement. Here, we are focusing attention not simply on personal “strengths” that lend themselves to high levels of engagement, but to the deepest levels of personal balance, equilibrium, and “essence” that are the most underlying structures of personal achievement.
  - A. **Self-Esteem**—the capacity to see oneself as valuable, unique, and individually important. Here, there is a direct relationship with confidence.

- B. **Role Satisfaction**—the capacity to see one’s roles as making a difference and mattering in the larger scheme of life. To the extent that a person has a strong Self-Concept, a sense that roles are gratifying and fulfilling, engagement will be advanced on a higher level.
  - C. **Motivation**—the capacity to establish high bars of self-expectation and self-achievement. Here, a person shows the ability to image or imagine higher success in a way that powerfully drives higher commitment and involvement.
4. **Stressors**—the primary obstacles, road blocks, or “de-railers” to high levels of successful engagement. Stress is the biggest enemy of engagement. To the extent that a person’s energy is used up or compromised by stress, there is less energy for engagement.
- A. **Professional**—stress that is related to work itself and to clear and present negatives in the work setting.
  - B. **Personal**—stress that is related to the self-side of a person’s life and the negative dynamics that relate to personal challenges and interpersonal relationships.
  - C. **Life Balance**—stress that is related to an absence of general work-life balance. There is a direct correlation between performance outcomes and the ability of a person to become fully engaged in performance achievement and that person’s work-life balance.

## Conclusion

The calculations of this report are designed to show specific areas of strength and areas of development. By using this report, it will become clear whether a person has more or less of a capacity to be generally more or less engaged in advancing high levels of performance outcome and relational interaction. More specifically, the report can reveal precisely what areas within a person’s overall scores that need attention to promote improvement.



# ENGAGEMENT INDEX

*Engagement* relates to the degree of ownership, accountability, and responsibility that an individual takes for work requirements, duties, and obligations. *Engagement* also involves motivation, commitment, and passion for excellence of involvement in work processes, behavioral interactions, and overall performance outcomes. Several factors critically influence *engagement*. The following graphic report provides helpful insight into the predictive selection of new employees and the intentional development of present employees. Category results are: High Engagement; Routine, Average Engagement; Randomly Engaged; Actively Disengaged.

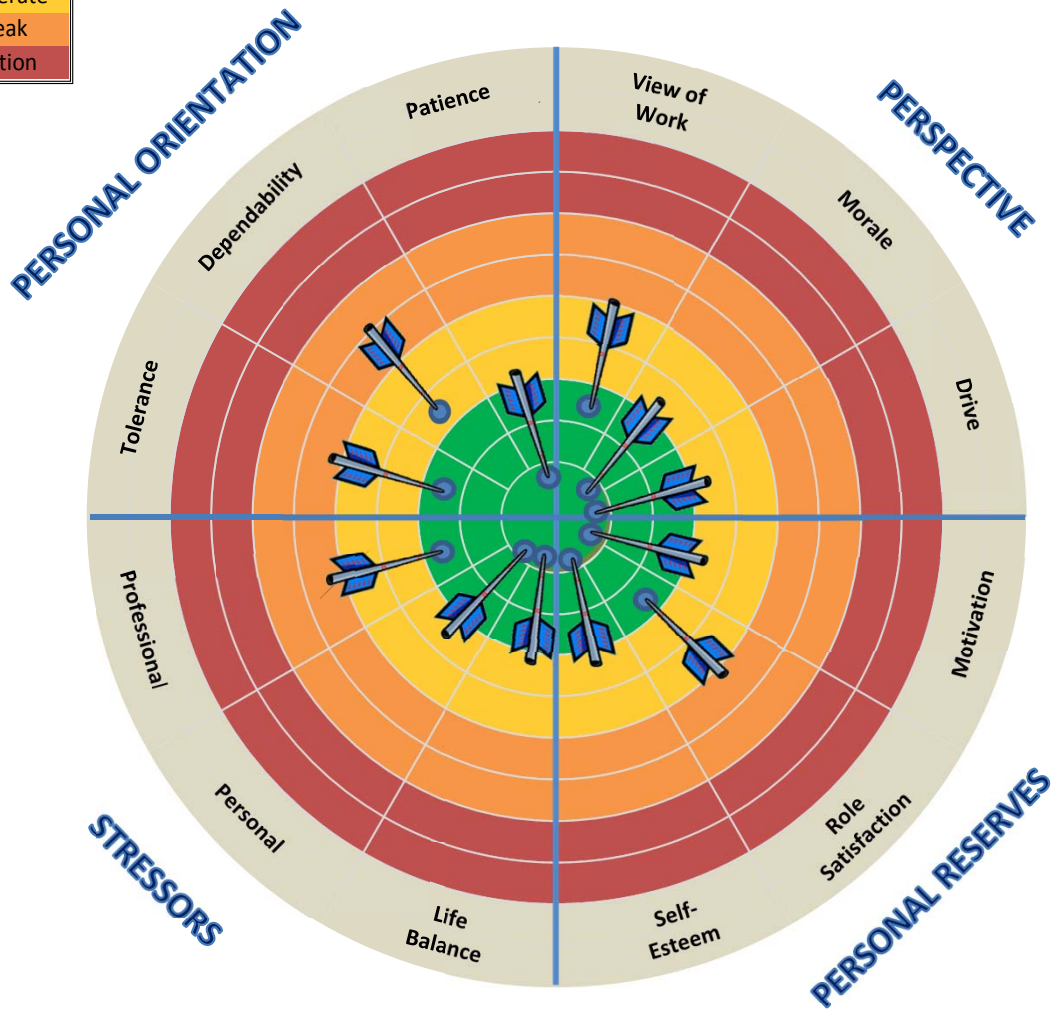
## Sample Person

February 03, 2010

**High Engagement**

Overall Predictive Degree of Engagement

Color Key	
Strong	Green
Moderate	Yellow
Weak	Orange
Caution	Red





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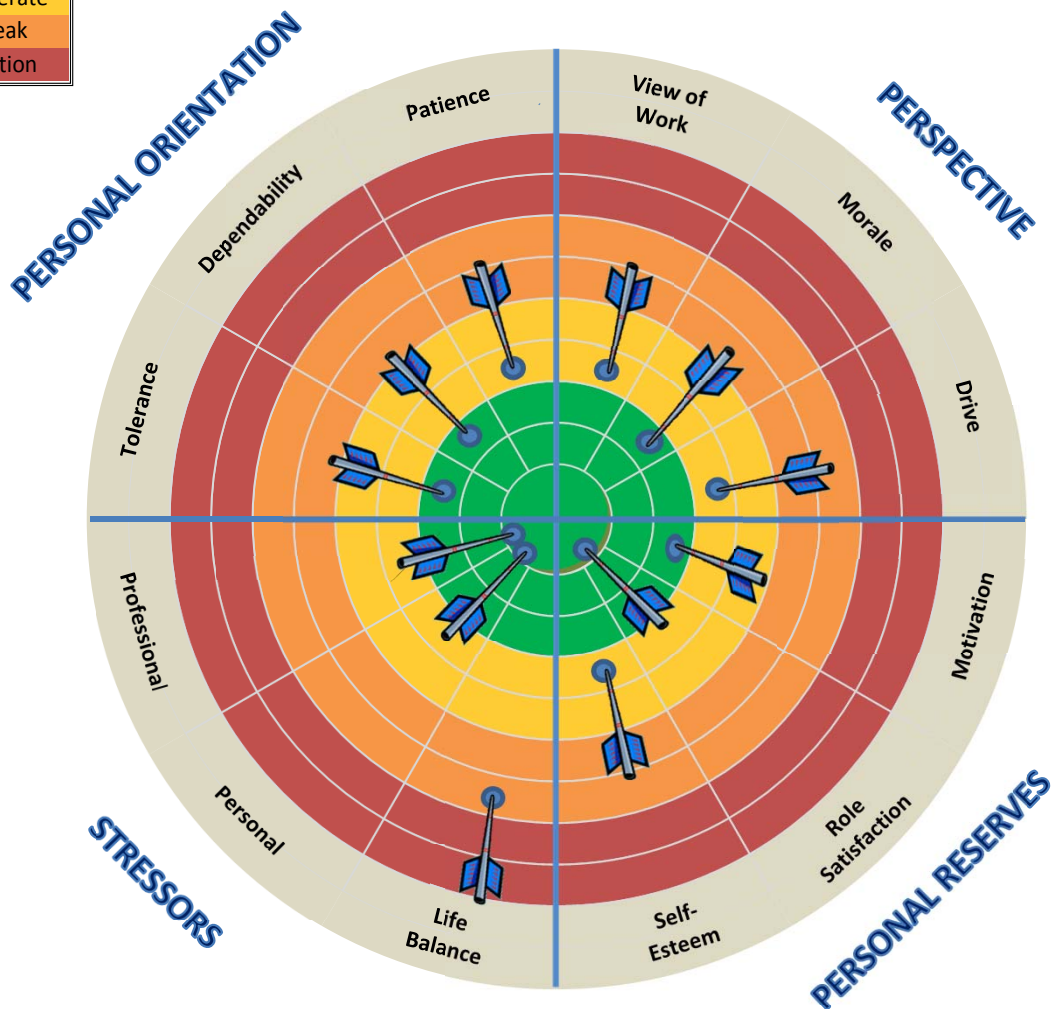
## Sample Person

February 04, 2010

**Routine, Average Engagement**

Overall Predictive Degree of Engagement

Color Key	
Strong	Green
Moderate	Yellow
Weak	Orange
Caution	Red





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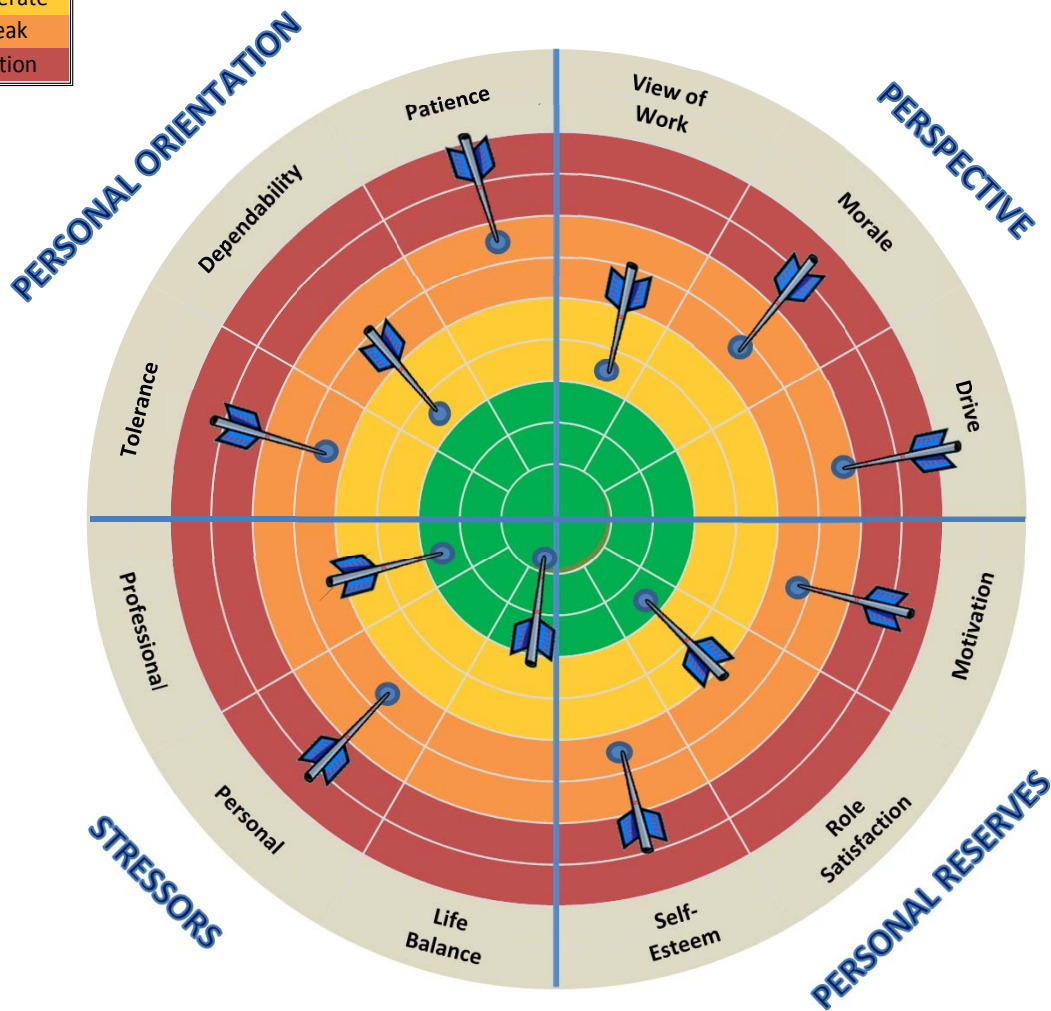
## Sample Person

February 03, 2010

**Randomly Engaged**

Overall Predictive Degree of Engagement

Color Key	
Strong	Green
Moderate	Yellow
Weak	Orange
Caution	Red





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## Sample Person

February 03, 2010

**Actively Disengaged**

Overall Predictive Degree of Engagement

Color Key	
Strong	Green
Moderate	Yellow
Weak	Orange
Caution	Red

