

Impact Report Candidate

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engage 

Engage Coach International

is committed to facilitating
sustainable change through
research lead innovative
solutions.

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Introduction

About Engage

Engage is an online diagnostic tool which has been tailor-made for development. It identifies a person's readiness for change, highlighting the key barriers and drivers for success. Based on years of research and evidence from the field of coaching psychology, Engage seamlessly integrates theory and practice to create a series of highly practical reports. These reports provide clear guidance on how people can reach their full development potential. Engage provides a powerful platform for tracking development progress, measuring return on investment and evaluating impact.

How Engage works

It offers a scientific insight into a number of key psychological constructs, which determine development success including: resilience, self-perception, communication, performance, productivity, openness, commitment and engagement. Engage works by measuring levels of engagement and receptiveness to the development process. A person's ability to engage in the development process has a significant impact on development success.

How Engage differs

Unlike many other leadership tools which measure behaviours, ENGAGE differs, in that it measures factors which underpin behaviours, rather than the behaviours themselves. This facilitates a deeper insight and allows the non-psychologist to work safely with psychological constructs. In addition, Engage is highly versatile in that it is suitable to be used for any grade or level, and can be used as a stand-alone measure, or to complement existing methods.

Why Engagement is important

Research indicates that the more engaged someone is the more likely they are to succeed. Engagement, therefore, is one of the key determinants of development success.

The recognised benefits of improving engagement include increased:

- Work Performance and Productivity
- Learning and Development
- Self-Awareness and Awareness of Impact on Others
- Commitment and Empowerment
- Job Satisfaction
- Self-Confidence and Self-Belief

About this Report

This report provides the end-user with development feedback. The contents have been seamlessly integrated into a clear, structured report, which is highly user-friendly and intuitive to use. It offers guidance and recommendations on how to work with the results, in a very practical way which drives development improvements.

Guide

Guide to using the Profiles

Engage provides a score for each of the fifteen scales measured. The Impact Report compares these scores over time. Scores are presented in two profile charts: (1) Construct Profile — this categorises scores into the three key constructs: Confidence, Openness and Impact. The direction of travel over time between scores is indicated by an arrow. (2) Development Profile — this highlights strengths and development areas, helping to clarify development priorities and both sets of scores (pre + post) are presented for comparison.

Guide to using the Narratives

The narrative section of this report provides a description of the impact of change over time for each scale measured, highlighting pre and post scores.

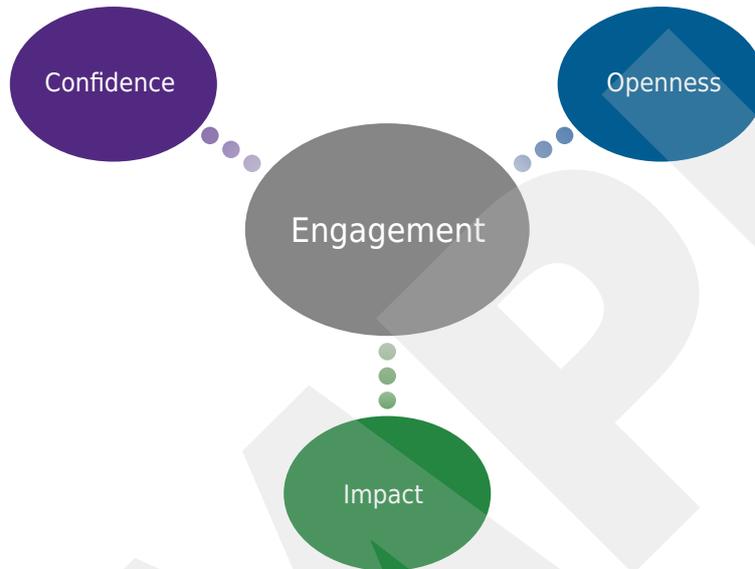
Guide to Development Goals

This section provides reflective journal space to capture thoughts and ideas regarding the next steps. Consider carefully the feedback presented in this report and the implications of this for development and learning. Reflect carefully on the shift in behaviour, celebrate success and continue to explore areas of development which are likely to support future success. Use this to guide and inform future aspirations and goal direction.

Model

The Engage Model is presented below. The model comprises of three key constructs: **Confidence**, **Openness** and **Impact**, which combine to generate an overall **Engagement** score. The construct categories are colour coded throughout the report to intuitively guide the end-user. In total there are 15 scales covered, with 5 scales in each category.

The first table provides details of the scales and construct groupings. The second table groups these scales into development priorities: Accelerator, Growth, Inhibitors.



| Confidence | Openness | Impact |
|--|---|---|
| Self-Belief | Communication | Emotional Commitment |
| Self-Awareness | Interpersonal Skills | Intention to Stay |
| Personal Capability | Receptiveness | Voluntary Behaviour |
| Personal Influence | Adaptability | Productivity Orientation |
| External Awareness | Attitude | Performance |
| Measure a person's view of themselves | Measure an individual's openness and ability to engage with development | Measure factors which relate to outcomes |
| Inhibitors | Growth | Accelerators |
| Low and fairly low scores | Average scores | Fairly high and high scores |
| These are factors which will impede engagement within development and therefore, will have a negative impact on development success. They are areas where participants have rated themselves low. For successful development it is important to pay urgent attention to these areas. | These are areas where participants have rated themselves satisfactory. In order to achieve maximum growth within development, these areas require further support and attention if full potential is to be reached. | Factors which will help support and accelerate development success; these are areas where participants have rated themselves highly. It is useful to leverage these areas to maximise full potential within development, although the potential disadvantages of high scores are highlighted. |

High Level Summary

The information presented here provides a summary of the impact of development. It presents a comparison of scores over time (pre + post) and offers an insight into some of the observations of behavioural change and development impact. It also highlights degree of shift, indicating areas where there has been most and least amount of change.

Overall Scores

| | Pre score | Post score |
|------------|-----------|------------|
| Engagement | 3 | 6 |
| Confidence | 3 | 6 |
| Openness | 3 | 5 |
| Impact | 4 | 7 |

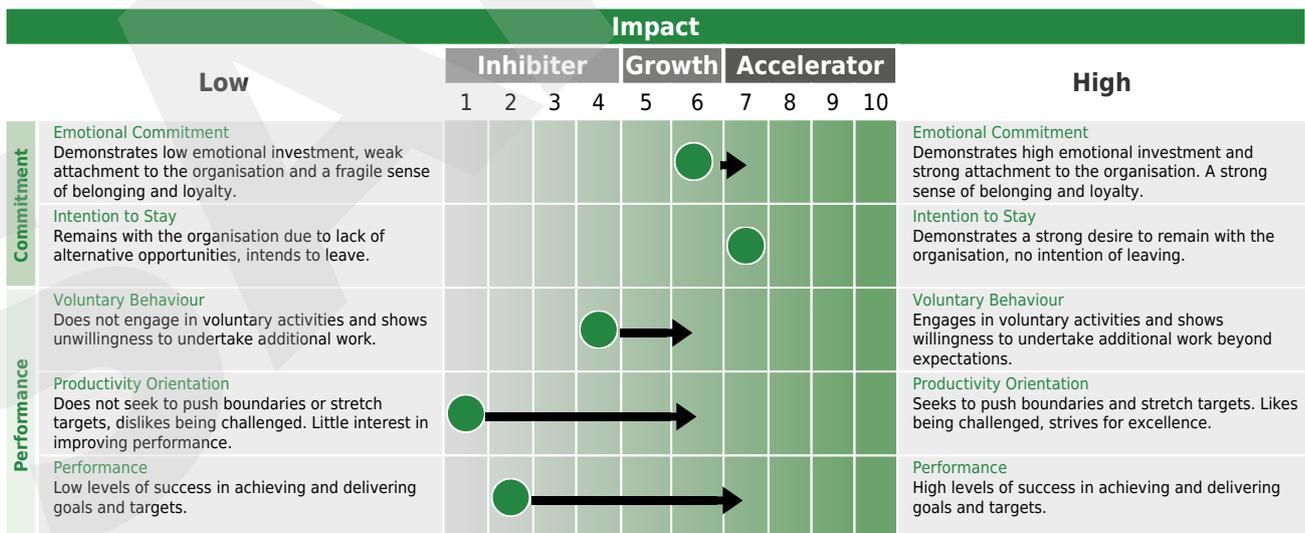
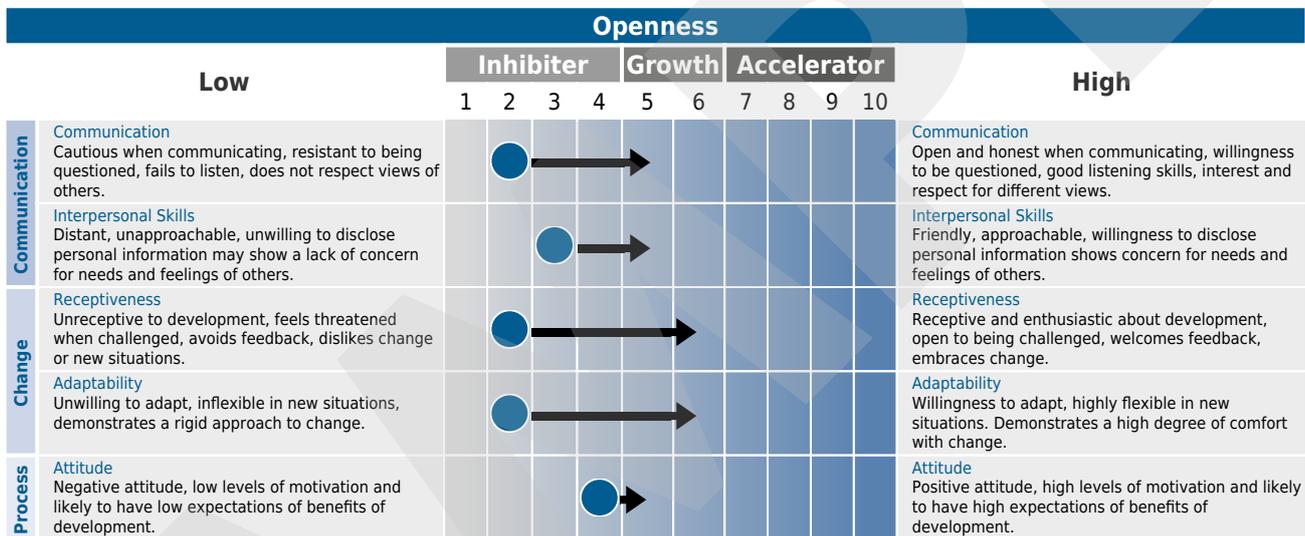
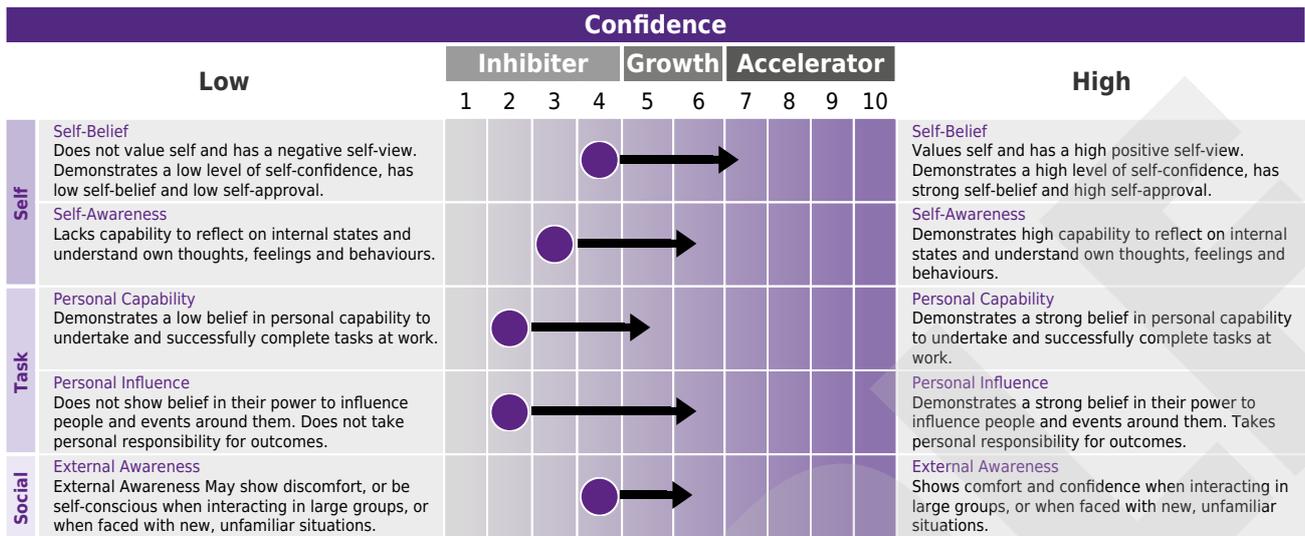
Behavioural Impact

| | |
|---------------------|--|
| You | <ul style="list-style-type: none"> • I feel more confident to make decisions on my own without always checking first • I take more time to think through why I react to certain situations • I don't take criticism as personally these days • I feel much more motivated about change |
| Line Manager | <ul style="list-style-type: none"> • More decisive • Less self-conscious • Gets on with things • More motivated |

Degree of Shift

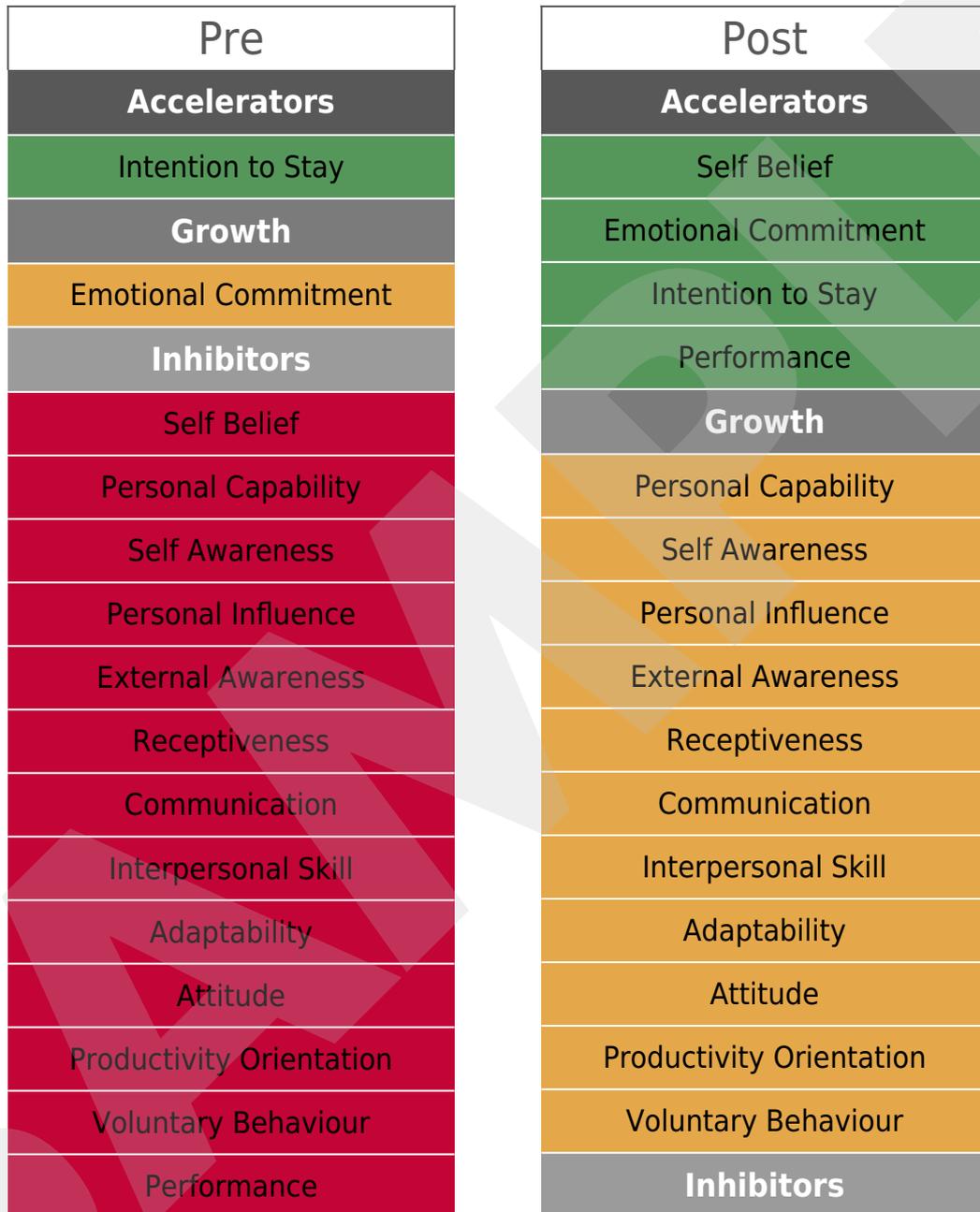
| | |
|----------------------------------|--|
| 3 areas with most change | <ul style="list-style-type: none"> • Productivity Orientation • Performance • Receptiveness |
| 3 areas with least change | <ul style="list-style-type: none"> • Intention to Stay • Attitude • Emotional Commitment |

Construct Profile



Development Profile

This chart presents the Development priorities.



Narrative Report Descriptions — Confidence Factors

| | | | |
|--------|---|--------------------|---------------------|
| Self | Self-Belief | Pre score 4 | Post score 7 |
| | <p>Self-belief is concerned with a person's self-view, or self-worth. This is commonly associated with self-confidence. In terms of self-development, self-confidence plays a critical role in development success, as it underpins levels of motivation and commitment and affects goal choice and performance. Typically, people with higher levels of self-belief, exhibit more confidence to push boundaries and are more likely to explore ambitious goals. In terms of the degree of shift in scores over time, your scores indicate there has been a definite improvement and positive change. For those with post-development scores which fall in the lower range (4-6), consider how you can improve and strengthen in this area. For those with post-development scores which fall in the higher range (7-9), this suggests you are highly effective in this area. For those with post-development scores which fall into the extreme range (10), beware of the potential for derailment.</p> | | |
| Task | Self-Awareness | Pre score 3 | Post score 6 |
| | <p>Self-awareness measures the extent to which a person reflects on their own internal state of mind and the degree to which they understand their own thoughts, feelings and behaviours. One of the key aims of any development process is to increase self-awareness, through self-reflection and the feedback process. In terms of the degree of shift in scores over time, your scores indicate there has been a definite improvement and positive change. For those with post-development scores which fall in the lower range (4-6), consider how you can improve and strengthen in this area. For those with post-development scores which fall in the higher range (7-9), this suggests you are highly effective in this area. For those with post-development scores which fall into the extreme range (10), beware of the potential for derailment.</p> | | |
| Social | Personal Capability | Pre score 2 | Post score 2 |
| | <p>Personal capability is concerned with the degree to which a person believes they have the capability to undertake and successfully accomplish work tasks. People with high levels of personal capability are likely to show resourcefulness when dealing with problems and show more resilience in dealing with challenges, or setbacks. Often, people with higher degrees of personal capability display more confidence in their abilities to succeed at work. Beliefs about personal capability can have a significant impact on goal choice and decision making. In terms of the degree of shift in scores over time, your scores indicate there has been a definite improvement and positive change. For those with post-development scores which fall in the lower range (4-6), consider how you can improve and strengthen in this area. For those with post-development scores which fall in the higher range (7-9), this suggests you are highly effective in this area. For those with post-development scores which fall into the extreme range (10), beware of the potential for derailment.</p> | | |
| Social | Personal Influence | Pre score 2 | Post score 6 |
| | <p>Personal influence is concerned with the extent to which, an individual believes they can personally influence people and events around them, and the degree to which they take personal responsibility for outcomes. Where development activities are concerned, this highlights the degree to which a person is prepared to take ownership for their own development progress. In terms of work effectiveness, personal influence will affect a person's view of their circle of influence and extent to which they feel in control of this. In terms of the degree of shift in scores over time, your scores indicate there has been a definite improvement and positive change. For those with post-development scores which fall in the lower range (4-6), consider how you can improve and strengthen in this area. For those with post-development scores which fall in the higher range (7-9), this suggests you are highly effective in this area. For those with post-development scores which fall into the extreme range (10), beware of the potential for derailment.</p> | | |
| Social | External Awareness | Pre score 4 | Post score 6 |
| | <p>External awareness is concerned with shyness and self-consciousness and reflects how someone responds in the 'public domain', or when faced with unfamiliar settings, or large groups. Those with low external awareness, often report feeling self-conscious, easily embarrassed and lacking in confidence when faced with these types of situations, whereas those with higher levels are typically more socially confident. In relation to the degree of shift in scores over time, your responses suggest that there has been a slight increase in your scores during the development period. This indicates that you have made some progress. If your score post-development falls in the range (1-6), whilst this is positive, there may still be opportunity for further growth. If your score post-development falls in the higher range (7-9), this suggests you are making positive changes. For post-development scores which have increased into the extreme range (10), beware of derailment potential.</p> | | |

Narrative Report Descriptions — Openness Factors

| | | | |
|---------------|---|--------------------|---------------------|
| Communication | Communication | Pre score 2 | Post score 5 |
| | <p>Communication measures a person’s communication style and the degree to which they are open and honest when communicating with others. It also reflects response to different communication methods. Effective development discussions necessitate good communication, when individuals are closed, resistant and unprepared to listen, this can significantly affect the speed at which development progress can be made. In terms of the degree of shift in scores over time, your scores indicate there has been a definite improvement and positive change. For those with post-development scores which fall in the lower range (4-6), consider how you can improve and strengthen in this area. For those with post-development scores which fall in the higher range (7-9), this suggests you are highly effective in this area. For those with post-development scores which fall into the extreme range (10), beware of the potential for derailment.</p> | | |
| Change | Interpersonal Skills | Pre score 3 | Post score 5 |
| | <p>Interpersonal skills are concerned with the extent to which a person is friendly and approachable and builds rapport. It also measures empathy and concern for the feelings and needs of others. The ability to build rapport and connect emotionally with others can have a significant impact on the feedback process. In relation to the degree of shift in scores over time, your responses suggest that there has been a slight increase in your scores during the development period. This indicates that you have made some progress. If your score post-development falls in the range (1-6), whilst this is positive, there may still be opportunity for further growth. If your score post-development falls in the higher range (7-9), this suggests you are making positive changes. For post-development scores which have increased into the extreme range (10), beware of derailment potential.</p> | | |
| Process | Receptiveness | Pre score 2 | Post score 6 |
| | <p>Receptiveness is concerned with the degree to which a person is receptive to feedback and being challenged and reflects a person’s attitude towards change, new experiences and learning. To make progress during development it is critical that an individual remains open and receptive to the process. This has important consequences for performance and the speed at which progress is made. In terms of the degree of shift in scores over time, your scores indicate there has been a definite improvement and positive change. For those with post-development scores which fall in the lower range (4-6), consider how you can improve and strengthen in this area. For those with post-development scores which fall in the higher range (7-9), this suggests you are highly effective in this area. For those with post-development scores which fall into the extreme range (10), beware of the potential for derailment.</p> | | |
| Process | Adaptability | Pre score 2 | Post score 6 |
| | <p>Adaptability measures a person’s willingness to adapt their behaviour and thinking and to be flexible when faced with new situations and change. A key part of development involves change which can be challenging and uncomfortable for many people. Those with lower scores typically will find development more difficult. In terms of the degree of shift in scores over time, your scores indicate there has been a definite improvement and positive change. For those with post-development scores which fall in the lower range (4-6), consider how you can improve and strengthen in this area. For those with post-development scores which fall in the higher range (7-9), this suggests you are highly effective in this area. For those with post-development scores which fall into the extreme range (10), beware of the potential for derailment.</p> | | |
| Process | Attitude | Pre score 4 | Post score 5 |
| | <p>Attitude measures a person’s expectations and beliefs about how worthwhile they feel self-development will be, and measures levels of motivation to engage in the process. An open-mind is very important in this process as it allows for more positive attitudes to be established. Successful outcomes will also be dependent upon managing and shaping expectations. In terms of the degree of shift in scores over time, your scores indicate there has been little or, no change in this area during development. This suggests the status quo has been maintained. Consider the implications of this for development as a whole, and critically evaluate the usefulness of investing more time in this area. It might be helpful to reflect on previous recommendations to support development improvements.</p> | | |

Narrative Report Descriptions — Impact Factors

| | | | |
|-------------|--|-------------|--------------|
| Commitment | Emotional Commitment | Pre score 6 | Post score 7 |
| | <p>Emotional commitment measures attachment, belonging and loyalty, to an organisation, or work context. These factors are particularly important because of their relationship with empowerment, productivity, satisfaction and commitment. In terms of the degree of shift in scores over time, your scores indicate there has been little or, no change in this area during development. This suggests the status quo has been maintained. Consider the implications of this for development as a whole, and critically evaluate the usefulness of investing more time in this area. It might be helpful to reflect on previous recommendations to support development improvements.</p> | | |
| Performance | Intention to Stay | Pre score 7 | Post score 7 |
| | <p>Intention to stay provides an indication of an individual's desire to remain within an organisation, or work context. This is closely related to commitment and feelings of empowerment, which affects performance and satisfaction. In terms of the degree of shift in scores over time, your scores indicate there has been little or, no change in this area during development. This suggests the status quo has been maintained. Consider the implications of this for development as a whole, and critically evaluate the usefulness of investing more time in this area. It might be helpful to reflect on previous recommendations to support development improvements.</p> | | |
| Performance | Voluntary Behaviour | Pre score 4 | Post score 6 |
| | <p>Voluntary behaviour is concerned with a person's desire and willingness to take on additional work and responsibilities. This provides a useful measure of satisfaction and motivation which are closely linked to performance. In relation to the degree of shift in scores over time, your responses suggest that there has been a slight increase in your scores during the development period. This indicates that you have made some progress. If your score post-development falls in the range (1-6), whilst this is positive, there may still be opportunity for further growth. If your score post-development falls in the higher range (7-9), this suggests you are making positive changes. For post-development scores which have increased into the extreme range (10), beware of derailment potential.</p> | | |
| | Productivity Orientation | Pre score 1 | Post score 6 |
| Performance | <p>Productivity orientation is concerned with the degree to which someone strives to achieve, push boundaries and exceed goals. This provides a useful benchmark of performance, which is strongly linked to motivation. Typically, people who have higher scores will strive to achieve higher standards of performance than others. In terms of the degree of shift in scores over time, your scores show a significant development improvement, indicating you have made excellent progress. It is important to recognise and celebrate your success. Moving forward, consider how you can benefit from leveraging this. For those with post-development scores which fall in the extreme range (10), remember to reflect on the derailment potential.</p> | | |
| | Performance | Pre score 2 | Post score 7 |
| | <p>Performance measures effectiveness in achieving goals and targets. Confidence and Openness factors are likely to influence this. Higher scores in Performance is a reasonably good indication that a person feels they are successful in achieving their goals. In terms of the degree of shift in scores over time, your scores show a significant development improvement, indicating you have made excellent progress. It is important to recognise and celebrate your success. Moving forward, consider how you can benefit from leveraging this. For those with post-development scores which fall in the extreme range (10), remember to reflect on the derailment potential.</p> | | |

Next Steps

Development Goals

Goal 1

Goal 2

Goal 3



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