

CB 360 Dept
sample dept

Feedback Report
1/3/2011

About This Survey

sample dept, 1/3/2011

This multi-rater survey is designed to assist your department in assessing and developing its effectiveness. As an aggregated report of the perceptions of the members of the department, it is intended to:

- Help your department identify its strengths and areas for improvement
- Enable the leaders of the department to better understand collective perspectives
- Serve as a quantitative baseline for the department's progress over time
- Catalyze constructive discussions about how the department can be more effective
- Demonstrate that the department is open to feedback and committed to continuous improvement

Rater Groups That Provided Feedback

Rater Group	# of Respondents (n)	# Invited to Participate
October 2010	1	2

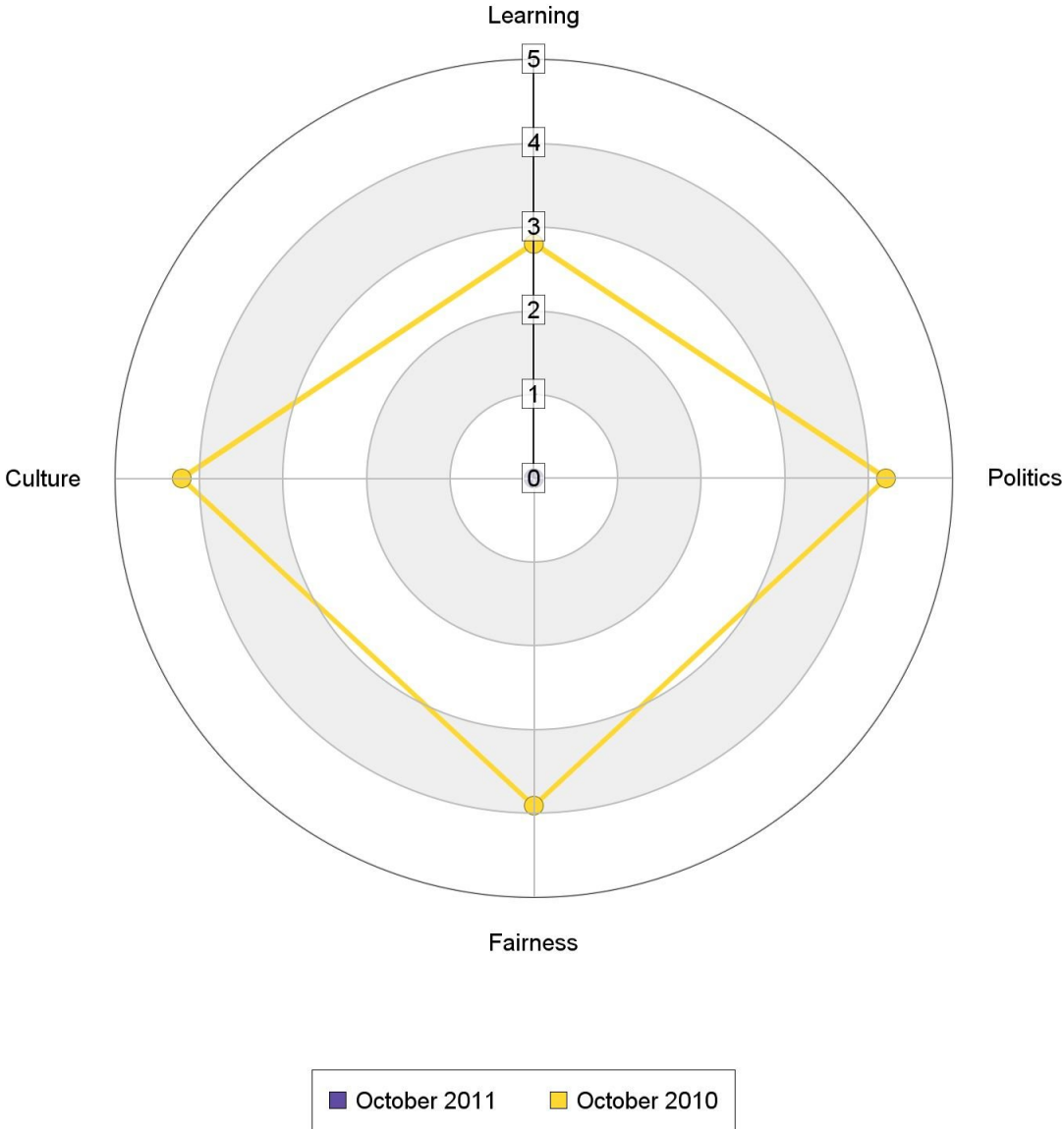
About The Rating Scale

Scale Option	Assigned Value
NA	0
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

Department Competency Profile

sample dept, 1/3/2011

The Competency Profile radar chart below shows scores with each rating group across all Competencies. Radar charts are useful in easily spotting gaps between Rater groups' ratings of an organization. More favorable scores fall toward the outside of the chart.



Competency Summary

Summary of all competency groups sorted by Rater group.


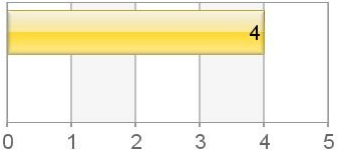
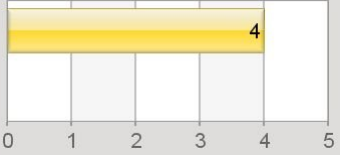
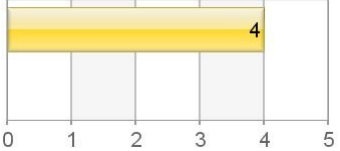
Culture	<p>October 2010: 4.2 October 2011: [No data]</p>
Fairness	<p>October 2010: 3.9 October 2011: [No data]</p>
Politics	<p>October 2010: 4.2 October 2011: [No data]</p>
Learning	<p>October 2010: 2.8 October 2011: [No data]</p>


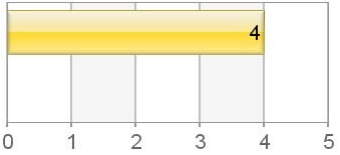
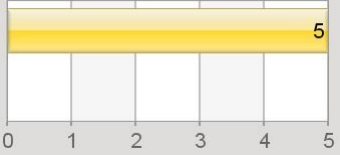
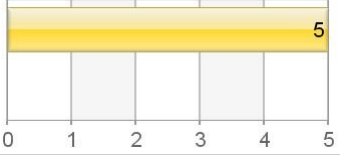
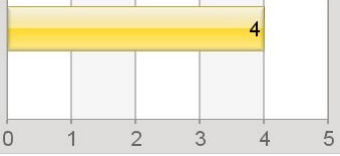
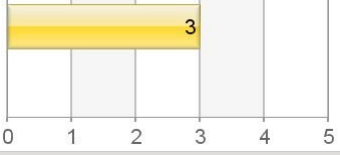
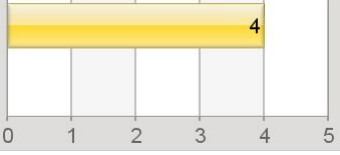
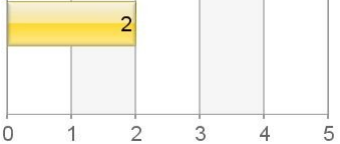
Individual Survey Items

sample dept, 1/3/2011


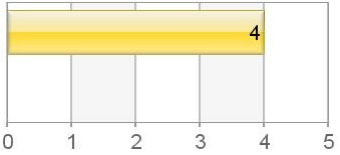
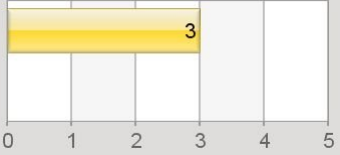
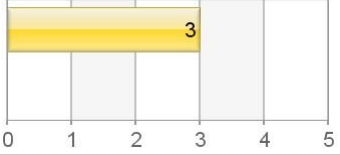
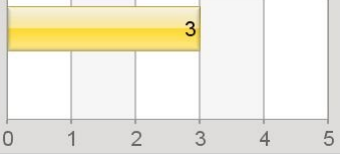
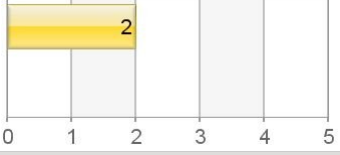
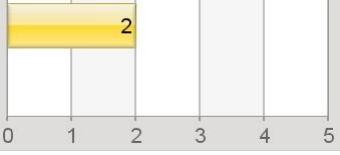
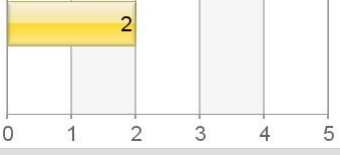
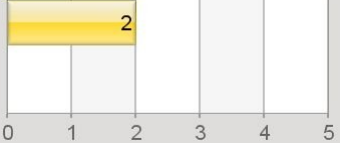
Graphs below show ratings on each survey item, sorted by Rater Group

Survey Item	Responses by Rater Group												
<p>Culture 1. Is more concerned with performance than with politics</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Hi</th> <th>Lo</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>October 2010</td> <td>5</td> <td>5</td> <td>1</td> </tr> <tr> <td>October 2011</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Hi	Lo	n	October 2010	5	5	1	October 2011	0	0	0
Year	Hi	Lo	n										
October 2010	5	5	1										
October 2011	0	0	0										
<p>Culture 2. Has a culture of problem solving rather than of finger pointing</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Hi</th> <th>Lo</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>October 2010</td> <td>4</td> <td>4</td> <td>1</td> </tr> <tr> <td>October 2011</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Hi	Lo	n	October 2010	4	4	1	October 2011	0	0	0
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<p>Culture 3. Is constituted by people who go out of their way to share credit with each other</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Hi</th> <th>Lo</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>October 2010</td> <td>5</td> <td>5</td> <td>1</td> </tr> <tr> <td>October 2011</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Hi	Lo	n	October 2010	5	5	1	October 2011	0	0	0
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<p>Culture 6. Is more concerned with finding solutions than in assigning blame</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Hi</th> <th>Lo</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>October 2010</td> <td>4</td> <td>4</td> <td>1</td> </tr> <tr> <td>October 2011</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Hi	Lo	n	October 2010	4	4	1	October 2011	0	0	0
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<p>Culture 7. Is willing to face failure head on in order to help make success more likely</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Hi</th> <th>Lo</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>October 2010</td> <td>4</td> <td>4</td> <td>1</td> </tr> <tr> <td>October 2011</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Hi	Lo	n	October 2010	4	4	1	October 2011	0	0	0
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<p>Culture 8. Has leadership that sets a good example in accepting blame and sharing credit</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Hi</th> <th>Lo</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>October 2010</td> <td>4</td> <td>4</td> <td>1</td> </tr> <tr> <td>October 2011</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Hi	Lo	n	October 2010	4	4	1	October 2011	0	0	0
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<p>Culture 9. Appropriately recognizes and rewards people for their contributions</p>		<table border="1"> <thead> <tr> <th>Hi</th> <th>Lo</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>	Hi	Lo	n	3	3	1			0
Hi	Lo	n									
3	3	1									
		0									
<p>Culture 10. Is constituted by people who step up to take the blame when they make mistakes</p>		<table border="1"> <thead> <tr> <th>Hi</th> <th>Lo</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>	Hi	Lo	n	4	4	1			0
Hi	Lo	n									
4	4	1									
		0									
<p>Culture 11. Takes a constructive approach to internal critics</p>		<table border="1"> <thead> <tr> <th>Hi</th> <th>Lo</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>	Hi	Lo	n	4	4	1			0
Hi	Lo	n									
4	4	1									
		0									
<p>Culture 12. Takes a constructive approach to external critics</p>		<table border="1"> <thead> <tr> <th>Hi</th> <th>Lo</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>	Hi	Lo	n	4	4	1			0
Hi	Lo	n									
4	4	1									
		0									

<p>Fairness</p> <p>13. Treats all individuals in a consistent and fair manner</p>		<p>Hi Lo n</p> <p>4 4 1</p> <p>0</p>
<p>Fairness</p> <p>14. Holds members of different groups to the same standards</p>		<p>Hi Lo n</p> <p>4 4 1</p> <p>0</p>
<p>Fairness</p> <p>15. Is able to separate the person from the problem</p>		<p>Hi Lo n</p> <p>5 5 1</p> <p>0</p>
<p>Fairness</p> <p>16. Does not scapegoat individuals or members of certain groups</p>		<p>Hi Lo n</p> <p>5 5 1</p> <p>0</p>
<p>Fairness</p> <p>17. Gives people the benefit of the doubt</p>		<p>Hi Lo n</p> <p>4 4 1</p> <p>0</p>
<p>Fairness</p> <p>18. Gives appropriate consideration to the situational challenges individuals face</p>		<p>Hi Lo n</p> <p>3 3 1</p> <p>0</p>
<p>Fairness</p> <p>19. Rewards and recognizes people for their contributions</p>		<p>Hi Lo n</p> <p>4 4 1</p> <p>0</p>
<p>Fairness</p> <p>20. Admits mistakes when people have not received due credit or have been unfairly blamed</p>		<p>Hi Lo n</p> <p>2 2 1</p> <p>0</p>

<p>Politics 21. Confronts external reality head on, regardless of internal politics</p>		<p>Hi Lo n 4 4 1 0</p>
<p>Politics 22. Promotes people based on their talents and their achievements, not because of organizational politics</p>		<p>Hi Lo n 3 3 1 0</p>
<p>Politics 23. Encourages constructive discussion and debate</p>		<p>Hi Lo n 4 4 1 0</p>
<p>Politics 24. Encourages people to take risks without disproportionate fear of failure</p>		<p>Hi Lo n 5 5 1 0</p>
<p>Politics 25. Does not suffer from long-running, dysfunctional feuds</p>		<p>Hi Lo n 4 4 1 0</p>
<p>Politics 26. Does not rewrite history in order to take credit and/or avoid blame</p>		<p>Hi Lo n 5 5 1 0</p>

<p>Learning 27. Is willing to take a step back in order to take two steps forward</p>		<p>Hi Lo n 4 4 1 0</p>
<p>Learning 28. Truth speaks to power here</p>		<p>Hi Lo n 4 4 1 0</p>
<p>Learning 29. There are no "undiscussable issues here</p>		<p>Hi Lo n 3 3 1 0</p>
<p>Learning 30. Examines its mistakes in order to learn from them</p>		<p>Hi Lo n 3 3 1 0</p>
<p>Learning 31. Is willing to re-examine and re-consider basic assumptions</p>		<p>Hi Lo n 3 3 1 0</p>
<p>Learning 32. Gives people the right amount and kind of developmental feedback</p>		<p>Hi Lo n 2 2 1 0</p>
<p>Learning 33. Does not rationalize poor results by blaming them on the situation or on other people, groups, or organizations</p>		<p>Hi Lo n 2 2 1 0</p>
<p>Learning 34. Admits mistakes and endeavors to learn from them</p>		<p>Hi Lo n 2 2 1 0</p>
<p>Learning 35. Assesses itself in addition to assessing its leaders and staff</p>		<p>Hi Lo n 2 2 1 0</p>

10 Highest Rated Items

This report shows average weighted ratings for each of the top 10 rated items in the review.

	Top 10 Items	October 2011	October 2010
1.	Politics Does not rewrite history in order to take credit and/or avoid blame	0.0	5.0
2.	Politics Encourages people to take risks without disproportionate fear of failure	0.0	5.0
3.	Fairness Does not scapegoat individuals or members of certain groups	0.0	5.0
4.	Fairness Is able to separate the person from the problem	0.0	5.0
5.	Culture Effectively sanctions peoples who claim too much credit	0.0	5.0
6.	Culture Is constituted by people who go out of their way to share credit with each other	0.0	5.0
7.	Culture Is more concerned with performance than with politics	0.0	5.0
8.	Learning Truth speaks to power here	0.0	4.0
9.	Learning Is willing to take a step back in order to take two steps forward	0.0	4.0
10.	Politics Does not suffer from long-running, dysfunctional feuds	0.0	4.0

10 Lowest Rated Items

This report shows average weighted ratings for each of the bottom 10 rated items in the review.

Bottom 10 Items	October 2011	October 2010
1. Fairness Admits mistakes when people have not received due credit or have been unfairly blamed	0.0	2.0
2. Learning Gives people the right amount and kind of developmental feedback	0.0	2.0
3. Learning Does not rationalize poor results by blaming them on the situation or on other people, groups, or organizations	0.0	2.0
4. Learning Admits mistakes and endeavors to learn from them	0.0	2.0
5. Learning Assesses itself in addition to assessing its leaders and staff	0.0	2.0
6. Culture Appropriately recognizes and rewards people for their contributions	0.0	3.0
7. Fairness Gives appropriate consideration to the situational challenges individuals face	0.0	3.0
8. Politics Promotes people based on their talents and their achievements, not because of organizational politics	0.0	3.0
9. Learning There are no "undiscussable issues here"	0.0	3.0
10. Learning Examines its mistakes in order to learn from them	0.0	3.0

Additional Comments

All respondents are asked to provide open-ended commentary. The comments below are presented exactly as they were entered by respondents.

Culture: Comments

October 2010:

We've made progress this year, but can improve further

October 2011:

No Response.

Fairness: Comments

October 2010:

No Response.

October 2011:

No Response.

Learning: Comments

October 2010:

No Response.

October 2011:

No Response.

Politics: Comments

October 2010:

No Response.

October 2011:

No Response.