

Excellence
with Integrity™

Athletic Department Culture Assessment



SAMPLE REPORT



Excellence with Integrity™
INSTITUTE

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Survey Data Summary

Sample Athletic Department (2023)

| 1. Performance Culture Among Members of the Department | | | |
|---|--|--|--------|
| 1.1 | Department Members' Performance: Performance Excellence | | 3.37 ! |
| | | | 3.35 ! |
| | | | 3.86 ↑ |
| 1.2 | Department Members' Performance: Personal and Organizational Integrity | | 3.58 ! |
| | | | 3.56 ! |
| | | | 3.97 ↑ |
| 1.3 | Department Members' Performance: Communication, Collaboration, Teamwork | | 3.23 ! |
| | | | 3.22 ! |
| | | | 3.40 ! |
| 1.4 | Department Members' Performance: Growth Mindset, Stress Management, Well-Being | | 3.07 ! |
| | | | 3.05 ! |
| | | | 3.32 ! |
| 2. Leading, Mentoring and Support Practices by Administrators | | | |
| 2.1 | Administrator Practices: Communication to Clarify Expectations | | 3.19 ! |
| | | | 3.22 ! |
| | | | 2.78 ✖ |
| 2.2 | Administrator Practices: Skill Development, Professional Growth, Well-Being | | 2.98 ✖ |
| | | | 2.98 ✖ |
| | | | 2.89 ✖ |
| 2.3 | Administrator Practices: Accountability Through Support & Challenge | | 3.35 ! |
| | | | 3.36 ! |
| | | | 3.04 ! |
| 2.4 | Administrator Practices: Promoting Confidence, Initiative, and Optimal Performance Mindset | | 3.09 ! |
| | | | 3.12 ! |
| | | | 2.61 ✖ |

All: N = 178

Department Members: N = 170

Leadership Team: N = 8

| | | | |
|--|--------------------------|--|---|
| Optimal performance: Maintain current focus and attention | Scores >= 4.5 | | ✓ |
| Approaching optimal performance: Build on current focus and attention | Scores >= 3.75 and < 4.5 | | ↑ |
| Area of opportunity: Intensify focus and attention | Scores >= 3 and < 3.75 | | ! |
| Area of concern: Commit to intensive effort & focus on improvement | Scores < 3 | | ✖ |

Data Detail: Sample Athletic Department (2023)

| | | | | |
|--|---|------|------|---|
| 1.1 Department Members' Performance: Performance Excellence | Performance of members of the department on: | | 3.37 | ! |
| | | | 3.35 | ! |
| | | | 3.86 | ↑ |
| | 1) ... striving diligently to improve their skills and work performance. | | 3.40 | ! |
| | | | 3.37 | ! |
| | | | 4.00 | ↑ |
| | 2) ... performing every task or assignment with excellence -- no matter how small or tedious. | | 3.49 | ! |
| | | | 3.46 | ! |
| | | | 4.13 | ↑ |
| | 3) ... clarifying work expectations, workflow timelines, and task instructions. | | 3.17 | ! |
| | | | 3.15 | ! |
| | | 3.50 | ! | |
| 4) ... monitoring progress toward performance goals and adjusting strategies for reaching them. | | 3.17 | ! | |
| | | 3.15 | ! | |
| | | 3.50 | ! | |
| 5) ... taking initiative to improve their work performance. | | 3.16 | ! | |
| | | 3.14 | ! | |
| | | 3.83 | ↑ | |
| 6) ... working hard to solve problems on their own. | | 3.43 | ! | |
| | | 3.41 | ! | |
| | | 3.75 | ↑ | |
| 7) ... finding ways to get the most out of available time and resources. | | 3.40 | ! | |
| | | 3.37 | ! | |
| | | 4.13 | ↑ | |
| 8) ... showing a confident, get-it-done attitude. | | 3.68 | ! | |
| | | 3.65 | ! | |
| | | 4.38 | ↑ | |
| 9) ... seeking help from others when solving problems or facing performance challenges. | | 3.44 | ! | |
| | | 3.43 | ! | |
| | | 3.75 | ↑ | |
| 10) ... adjusting when there are changes in their role or responsibilities (or changes in department goals). | | 3.30 | ! | |
| | | 3.29 | ! | |
| | | 3.63 | ! | |

All: N = 178
 Department Members: N = 170
 Leadership Team: N = 8

| | | | |
|--|--------------------------|--|---|
| Optimal performance: Maintain current focus and attention | Scores >= 4.5 | | ✓ |
| Approaching optimal performance: Build on current focus and attention | Scores >= 3.75 and < 4.5 | | ↑ |
| Area of opportunity: Intensify focus and attention | Scores >= 3 and < 3.75 | | ! |
| Area of concern: Commit to intensive effort & focus on improvement | Scores < 3 | | ✗ |

Data Detail: Sample Athletic Department (2023)

| | | | | |
|--|---|------|------|---|
| 2.1 Administrator Practices: Communication to Clarify Expectations | Leading, mentoring and support by administrators on: | | 3.19 | ! |
| | | | 3.22 | ! |
| | | | 2.78 | × |
| | 41) ... communicating clear performance expectations for each member of the department. | | 2.89 | × |
| | | | 2.90 | × |
| | | | 2.63 | × |
| | 42) ... communicating clear standards for productive communication within the department. | | 2.99 | × |
| | | | 3.01 | ! |
| | | | 2.63 | × |
| 43) ... helping members understand department priorities and how to allocate time and effort to achieve them. | | 2.92 | × | |
| | | 2.94 | × | |
| | | 2.63 | × | |
| 44) ... expecting civility and fairness from members of the department towards their colleagues. | | 3.64 | ! | |
| | | 3.68 | ! | |
| | | 2.88 | × | |
| 45) ... communicating clear and consistent expectations regarding diversity, equity, and inclusion. | | 3.49 | ! | |
| | | 3.52 | ! | |
| | | 2.75 | × | |
| 46) ... communicating clear expectations about legal and ethical expectations and regulations. | | 3.72 | ! | |
| | | 3.72 | ! | |
| | | 3.63 | ! | |
| 47) ... engaging members of the department in setting, or clarifying, expectations for their job/role in the department. | | 2.98 | × | |
| | | 3.00 | ! | |
| | | 2.63 | × | |
| 48) ... engaging members of the department in setting, or clarifying, department goals. | | 2.92 | × | |
| | | 2.94 | × | |
| | | 2.50 | × | |

All: N = 178
Department Members: N = 170
Leadership Team: N = 8



| | | | |
|--|--------------------------|-------------|---|
| Optimal performance: Maintain current focus and attention | Scores >= 4.5 | Green | ✓ |
| Approaching optimal performance: Build on current focus and attention | Scores >= 3.75 and < 4.5 | Light Green | ↑ |
| Area of opportunity: Intensify focus and attention | Scores >= 3 and < 3.75 | Yellow | ! |
| Area of concern: Commit to intensive effort & focus on improvement | Scores < 3 | Red | × |

Excellence
with **Integrity™**

Athletic Department

Culture
Assessment

Leading for
intentional culture
ensures success



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