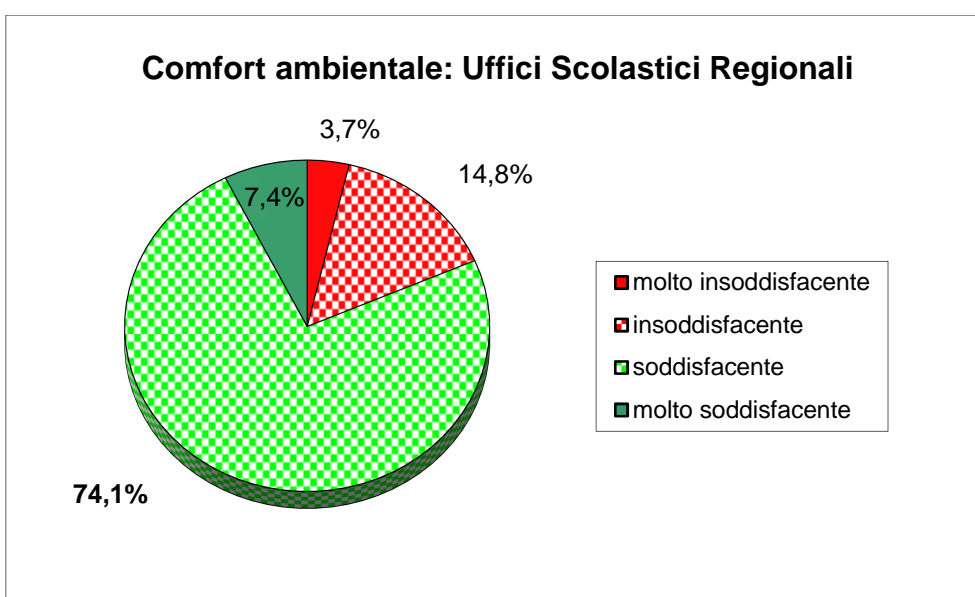
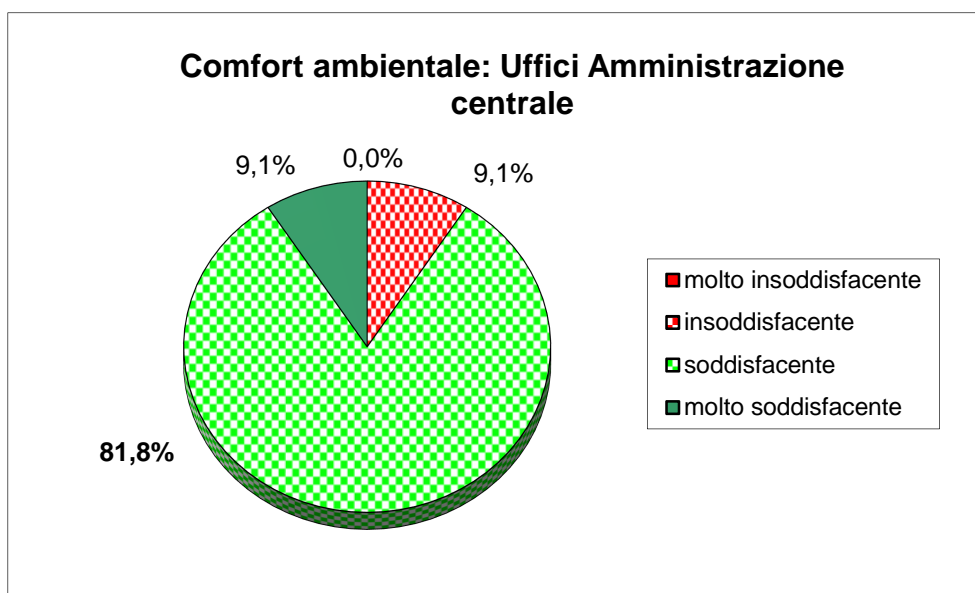
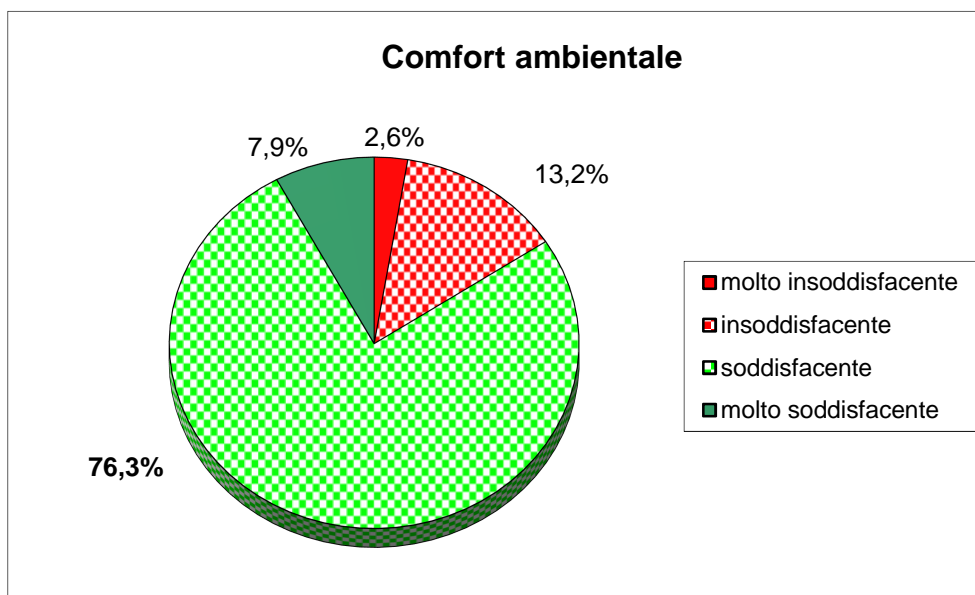
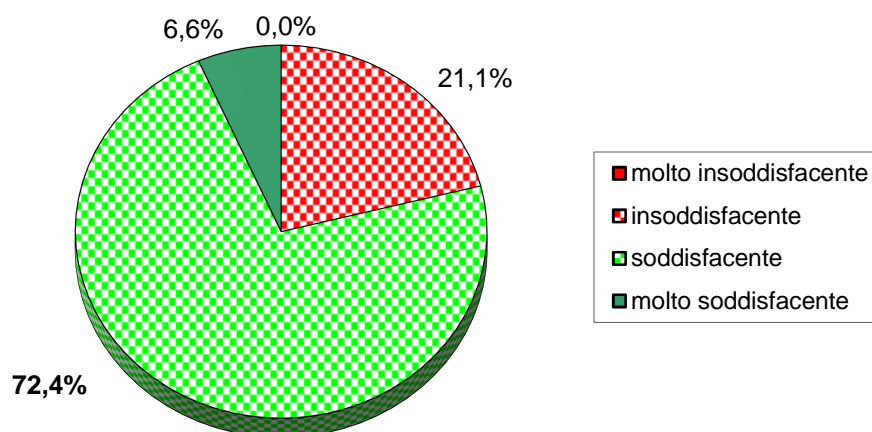


PARTE I: CONDIZIONI DI LAVORO

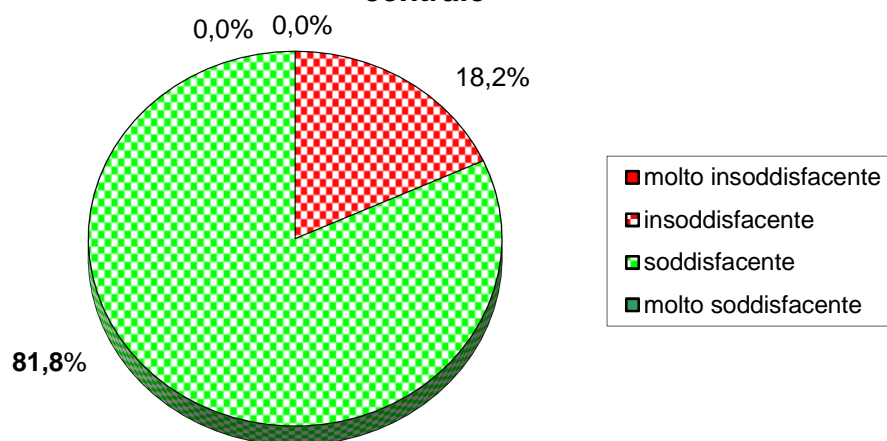
1.1 Come valuta complessivamente, con riferimento all' ufficio da lei diretto:



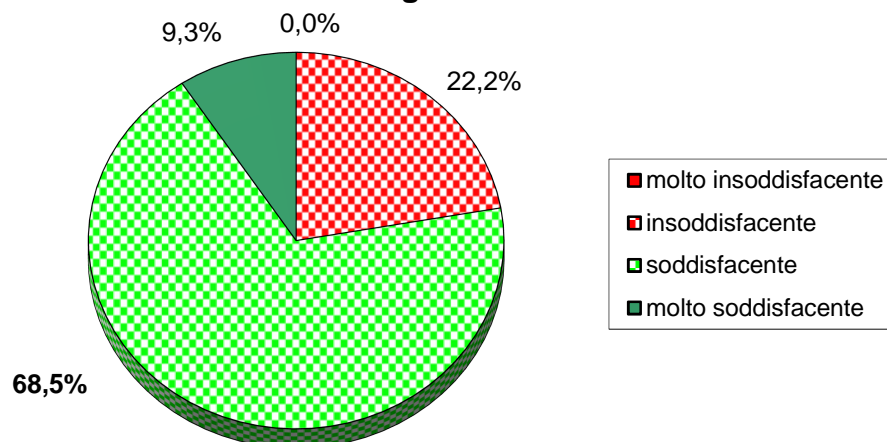
Attrezzatura tecnologica

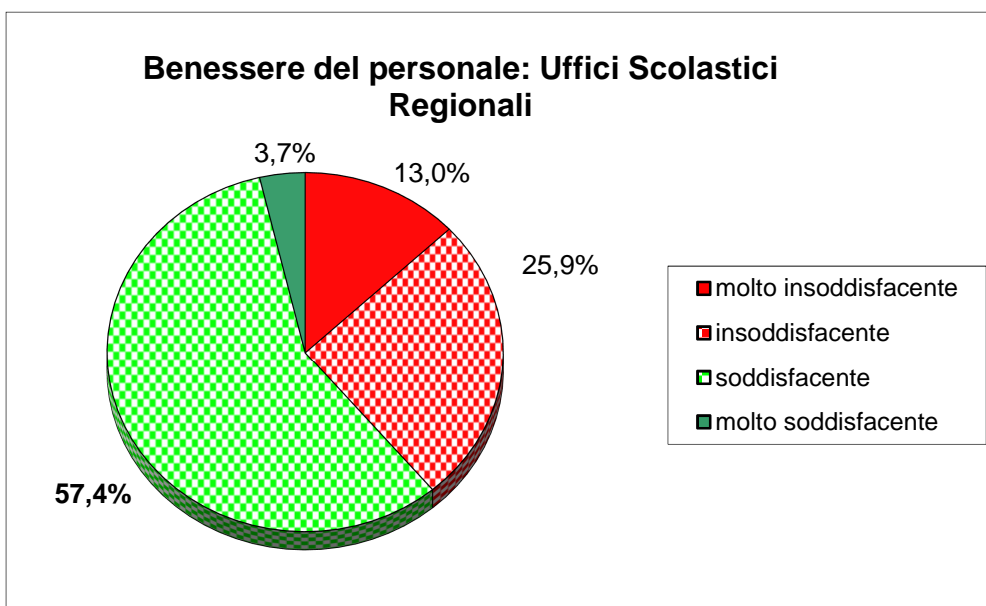
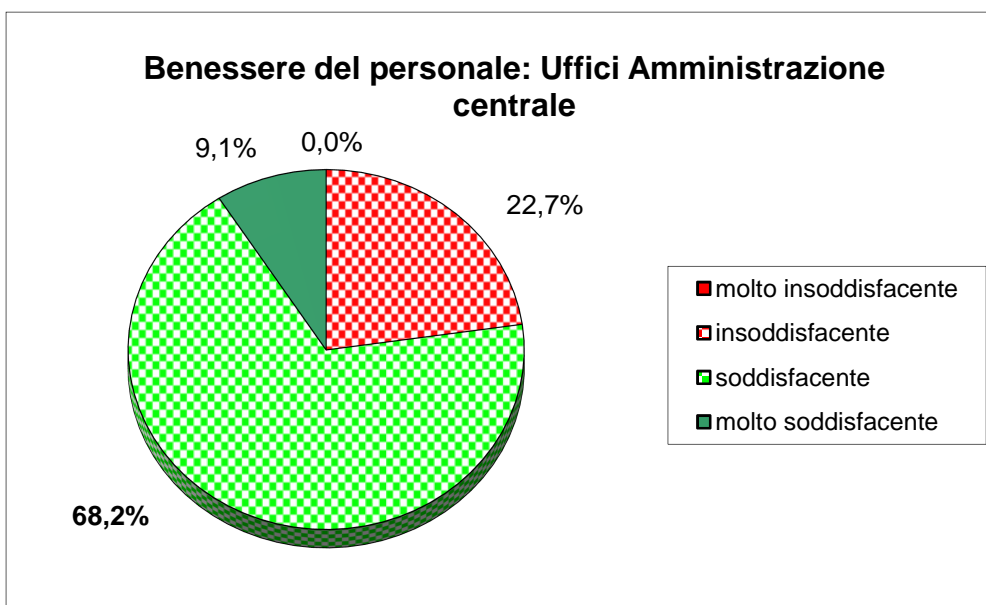
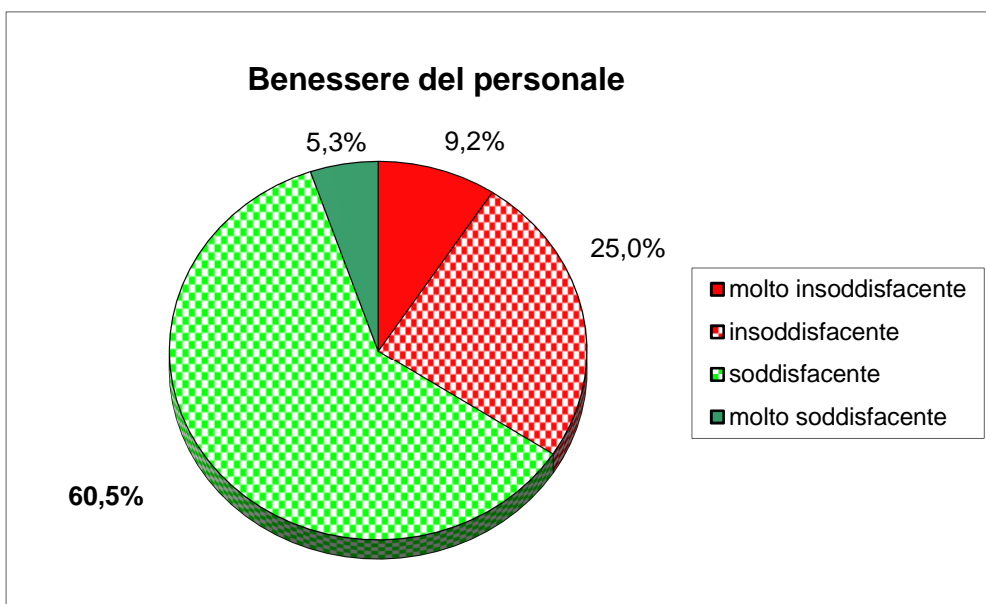


Attrezzatura tecnologica: Uffici Amministrazione centrale



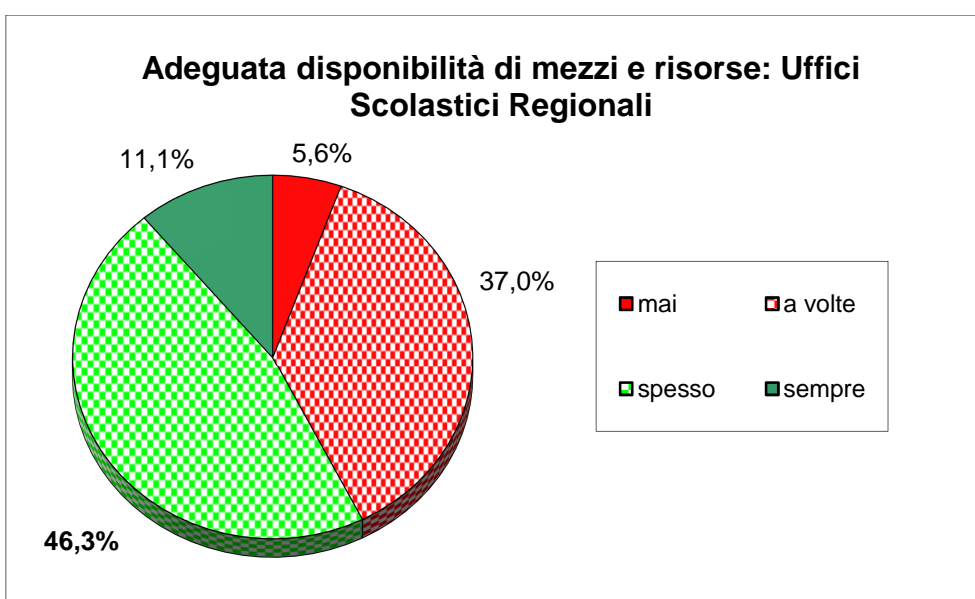
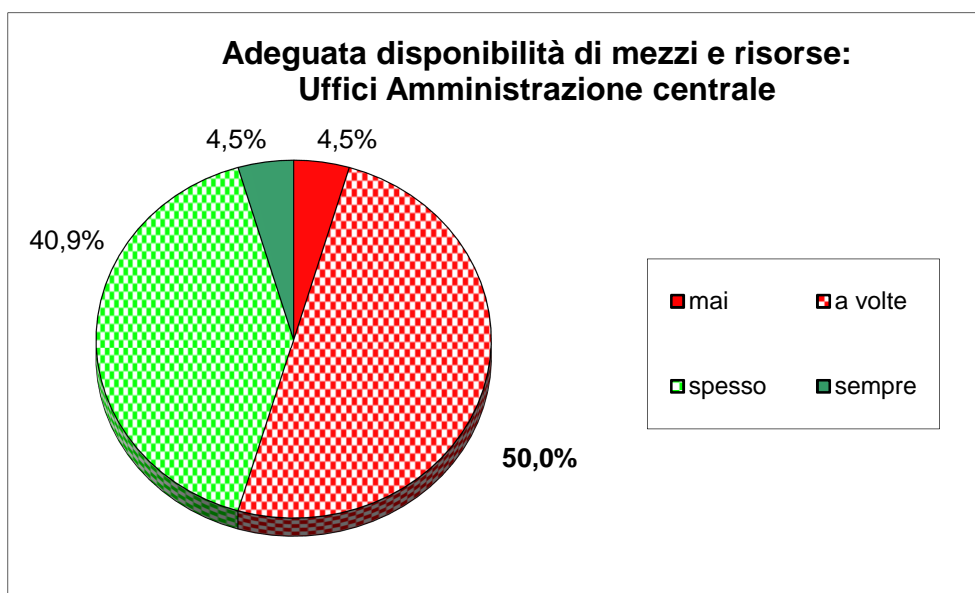
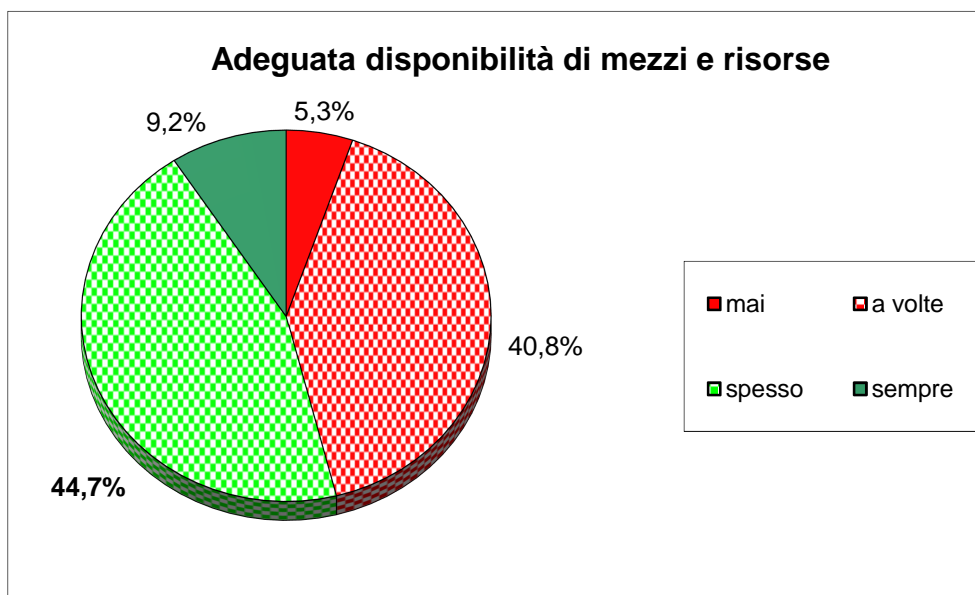
Attrezzatura tecnologica: Uffici Scolastici Regionali

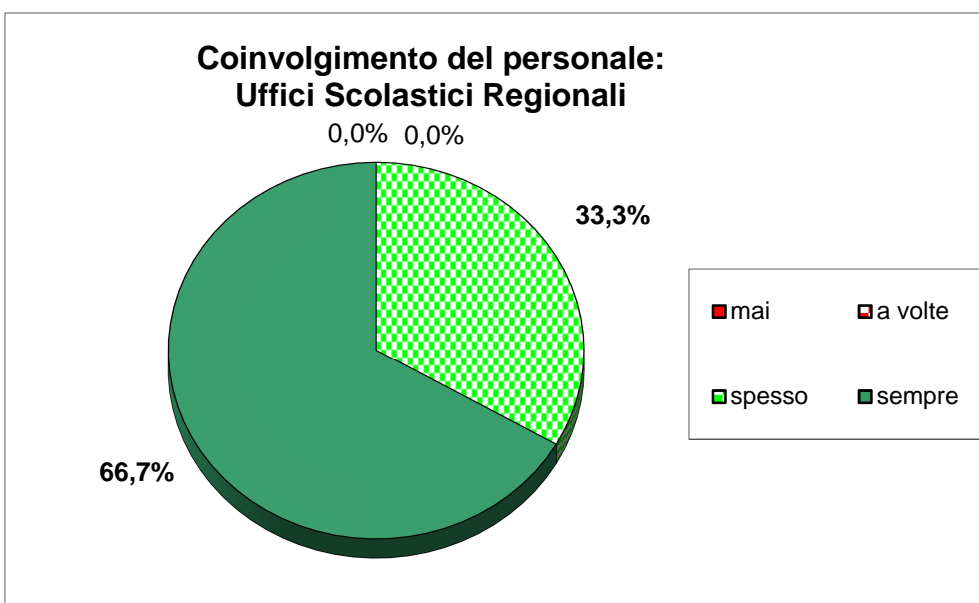
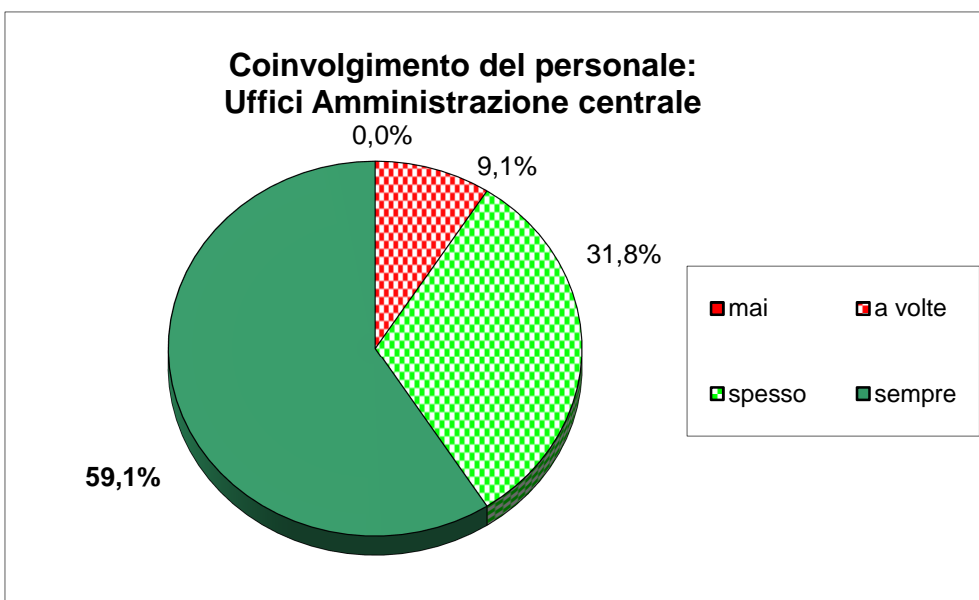
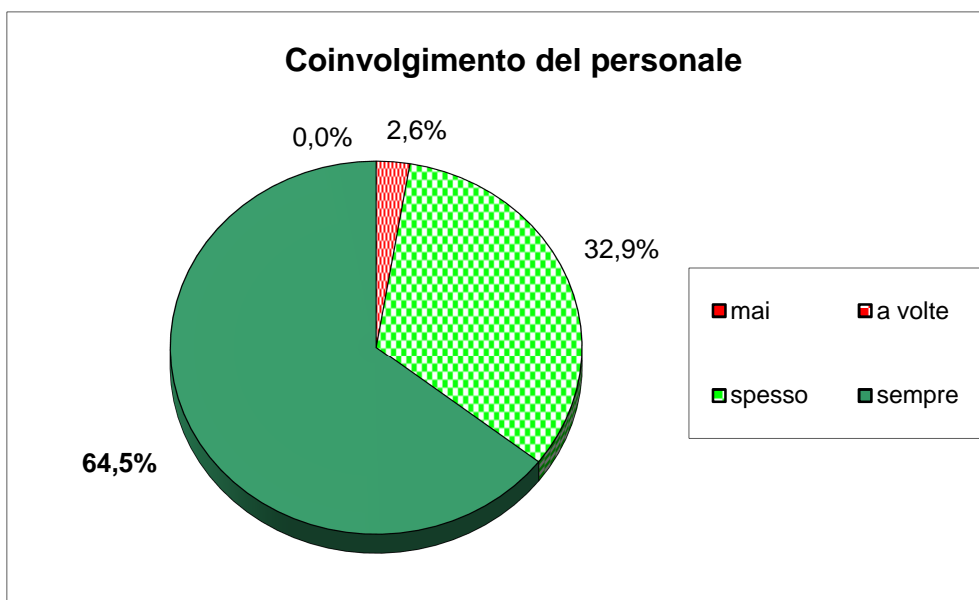


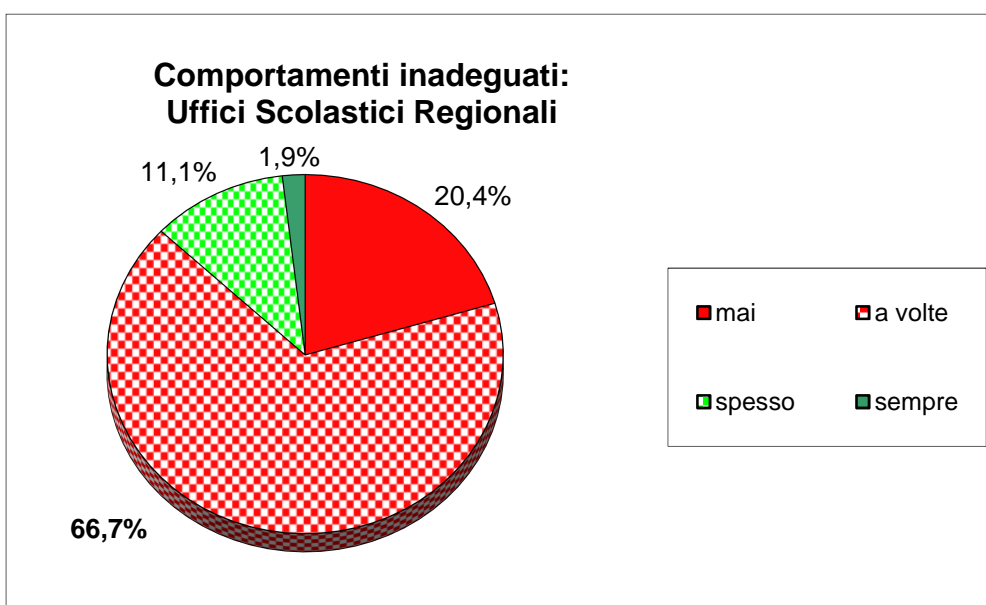
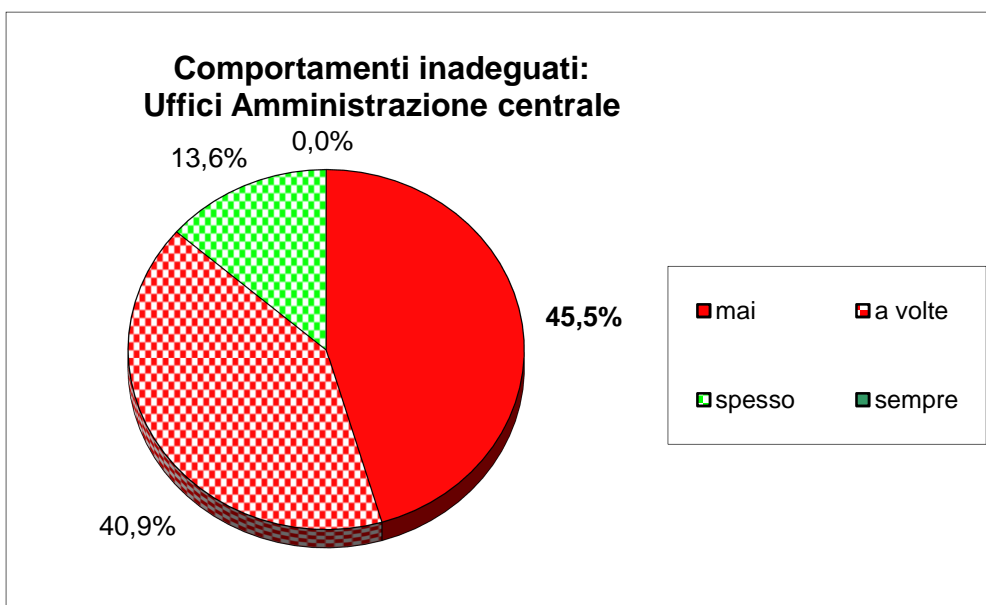
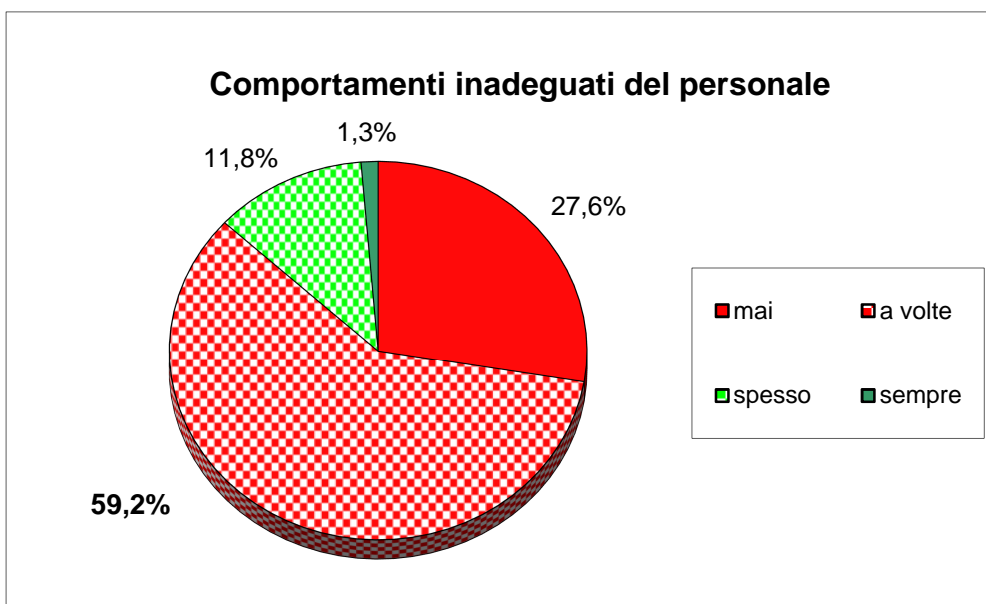


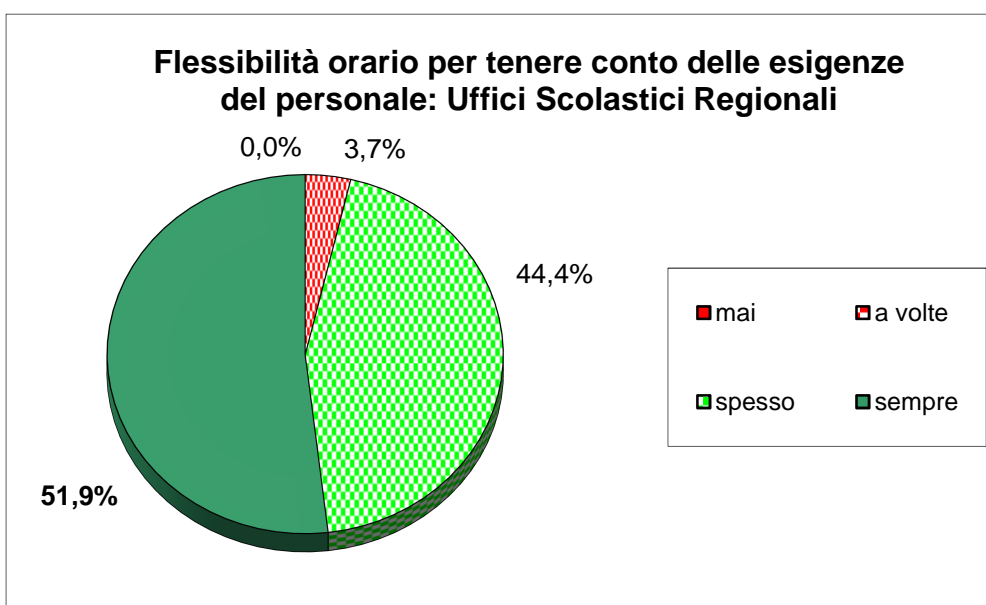
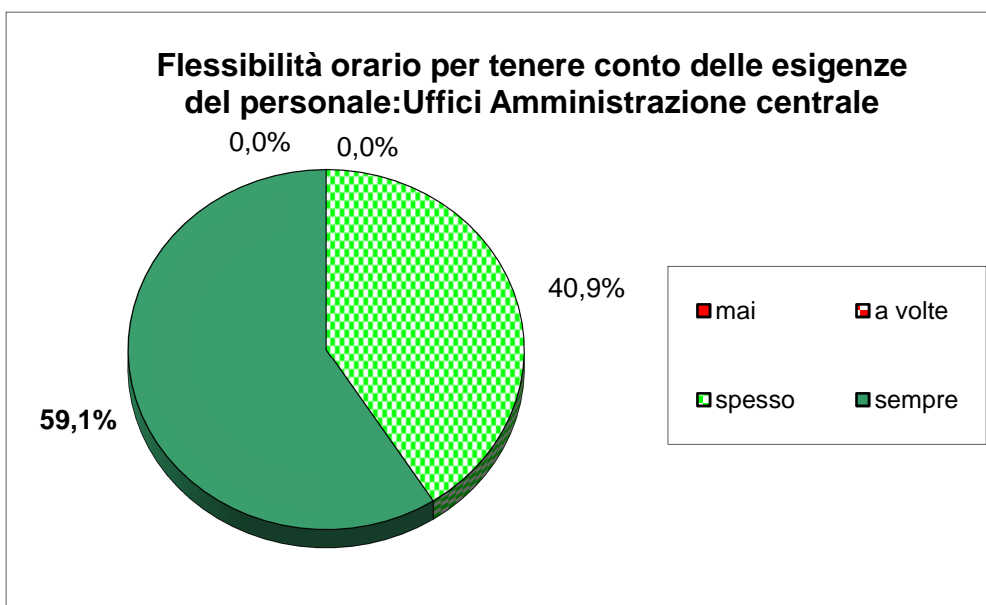
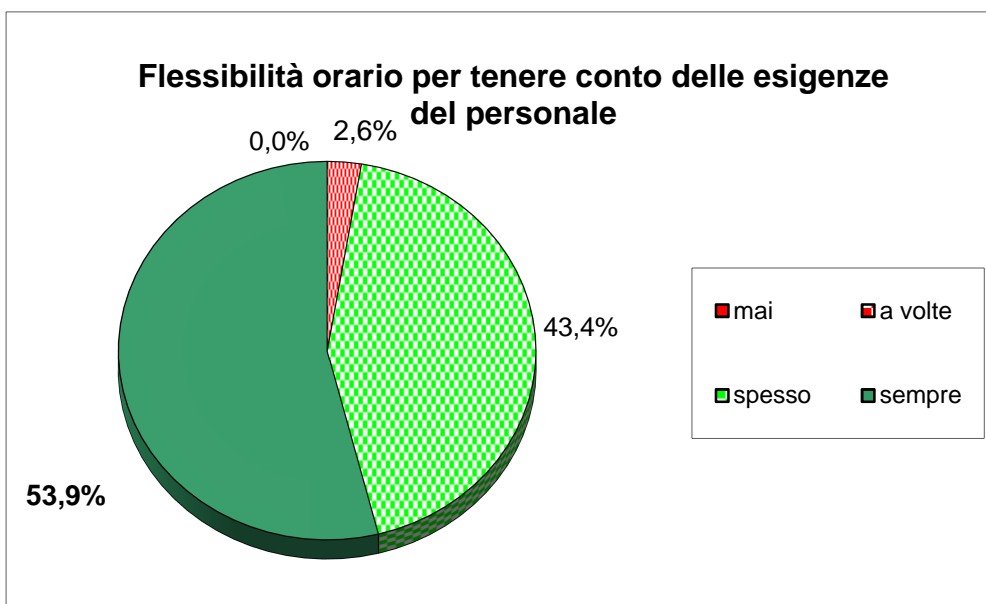
PARTE II: PRASSI LAVORATIVA E CLIMA ORGANIZZATIVO

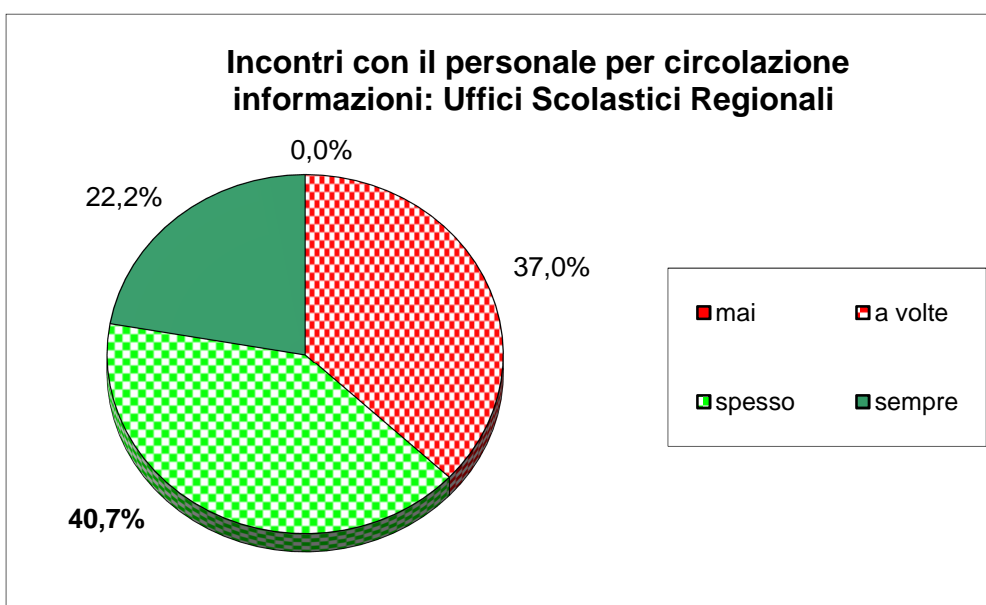
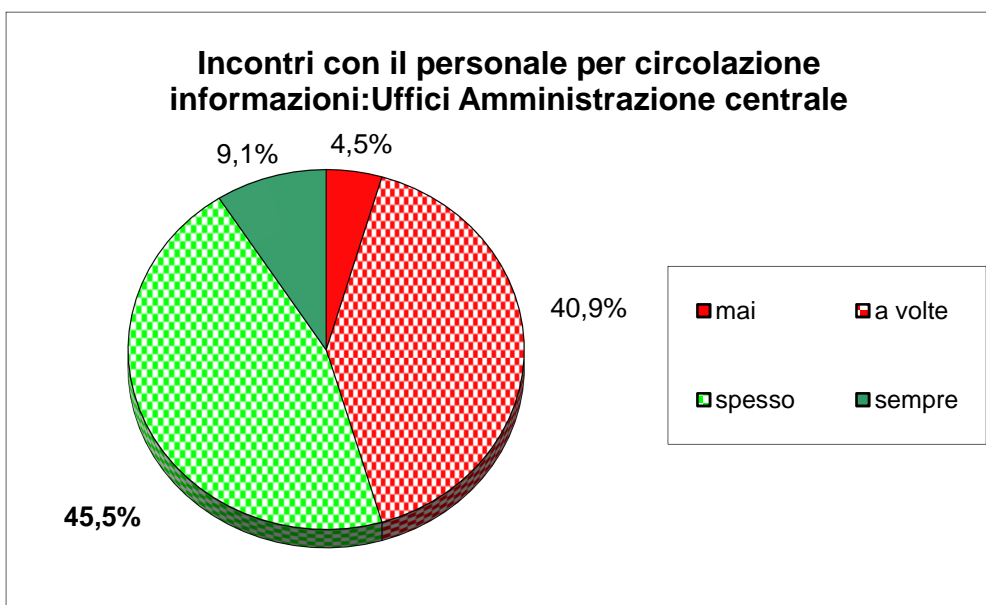
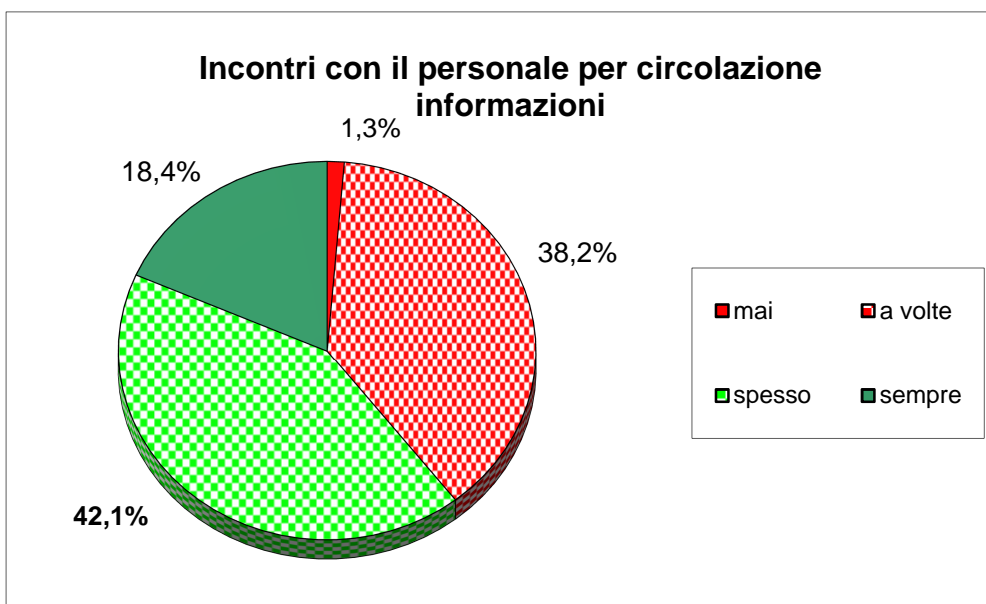
2.1 Con quale frequenza si verificano nell' ufficio da lei diretto le situazioni di seguito descritte?

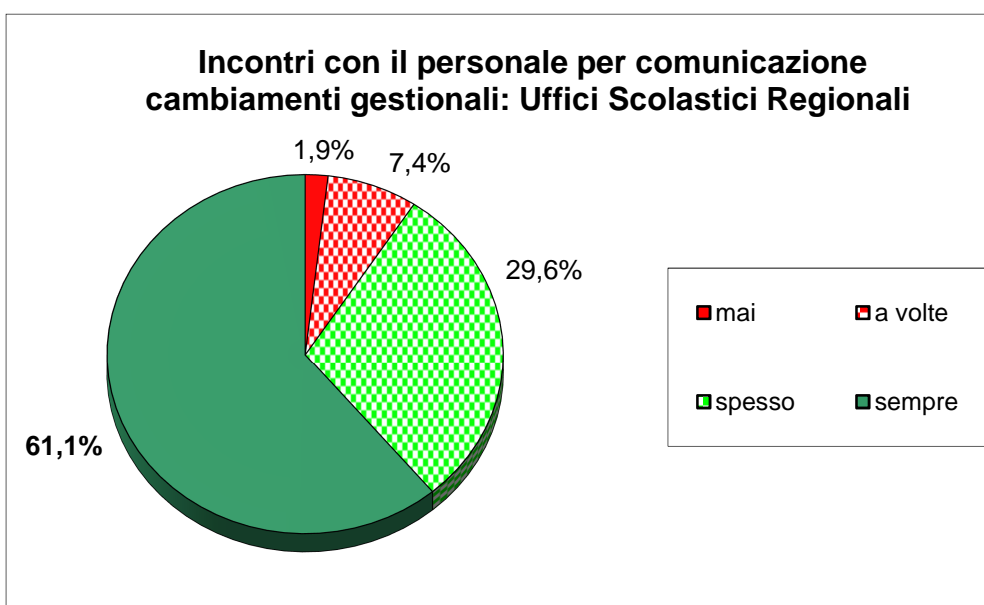
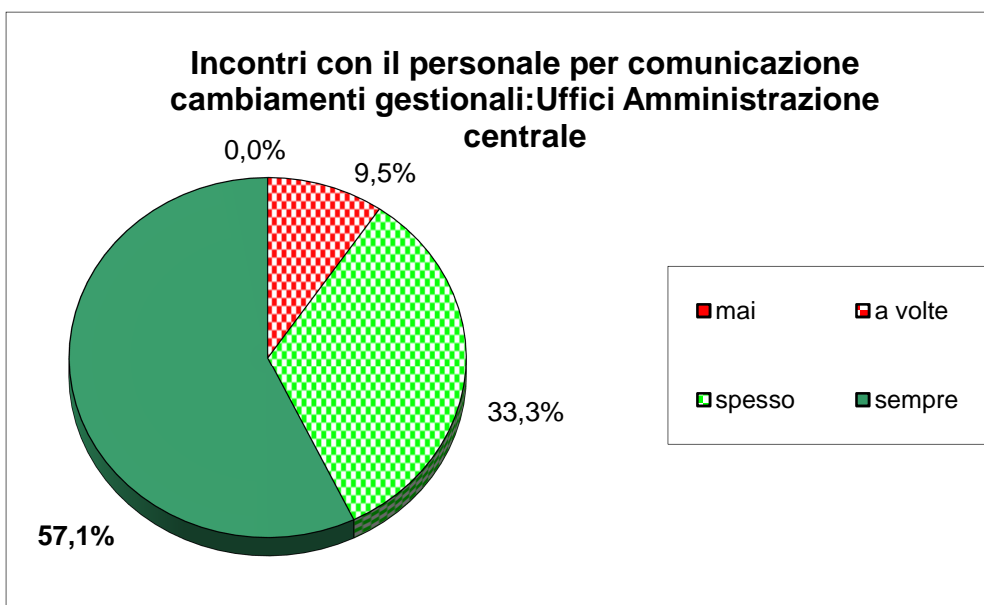
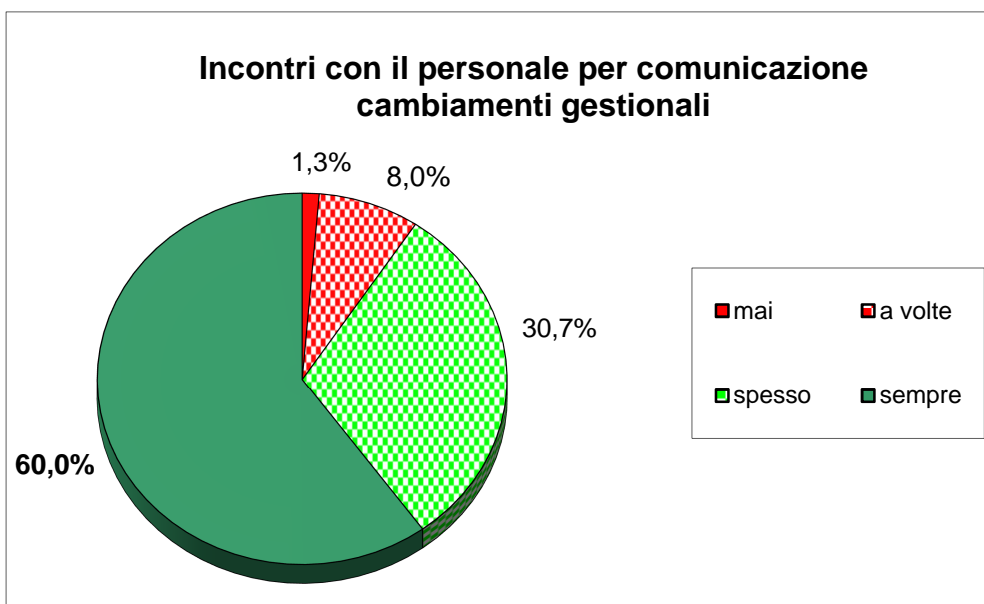


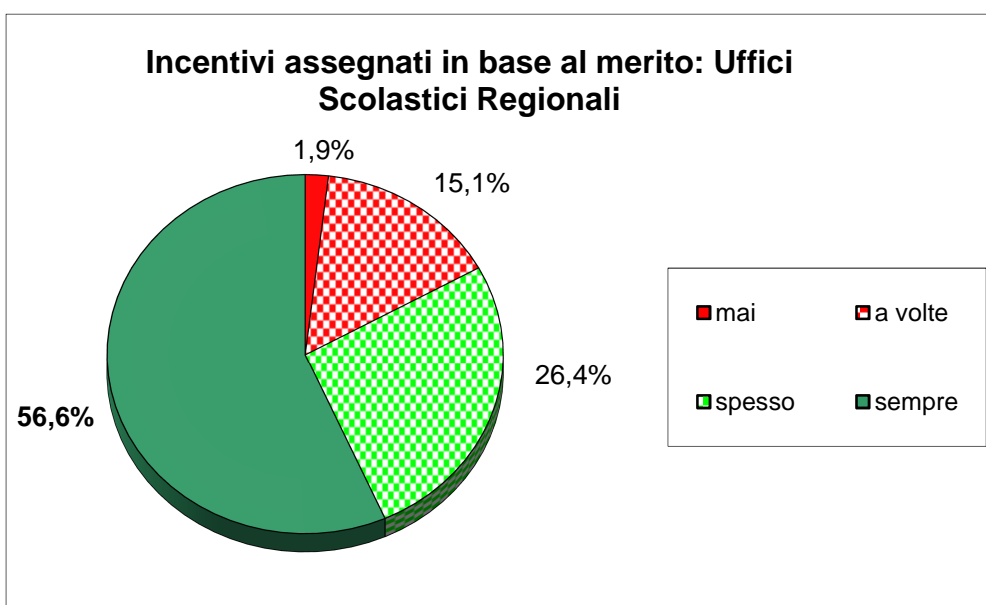
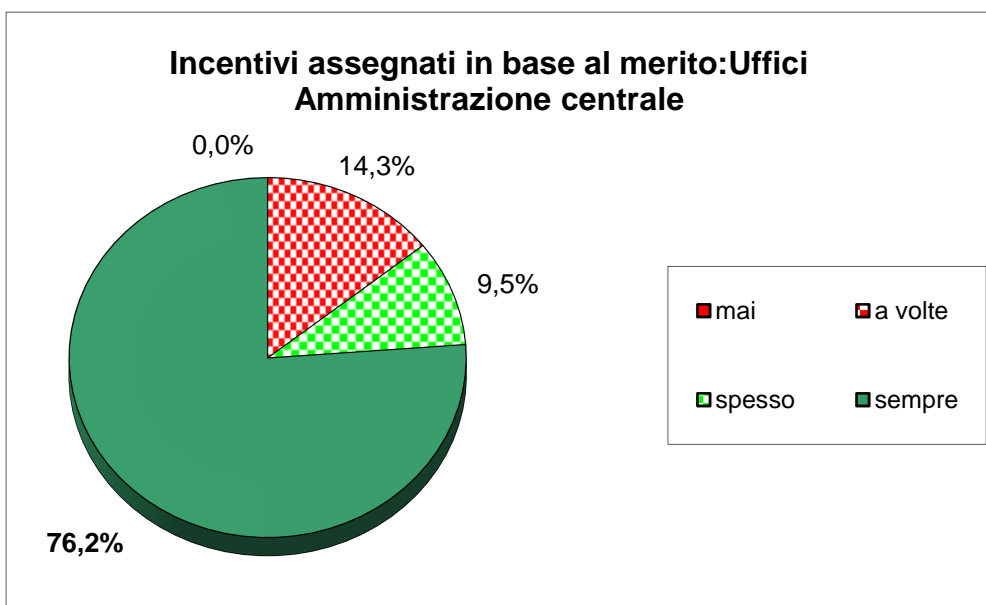
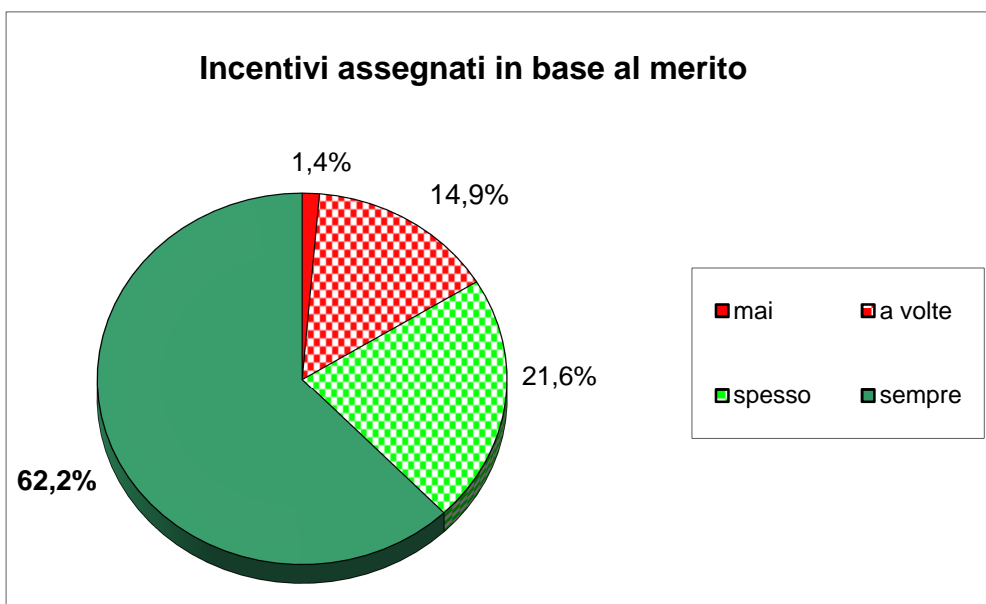




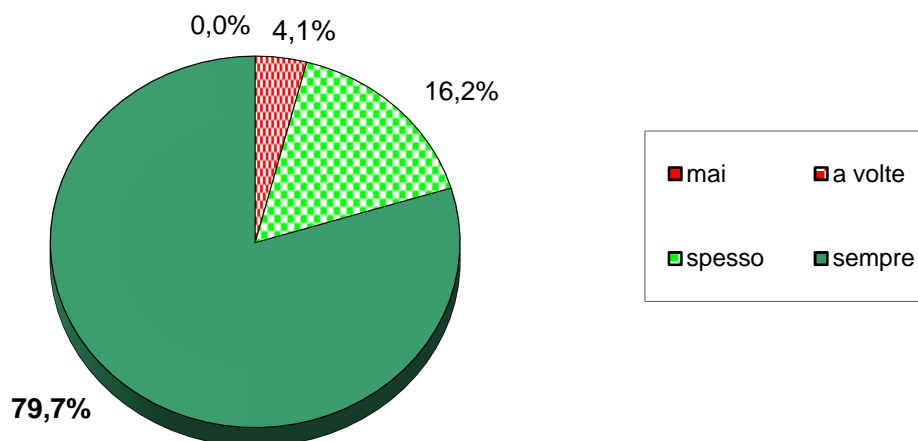




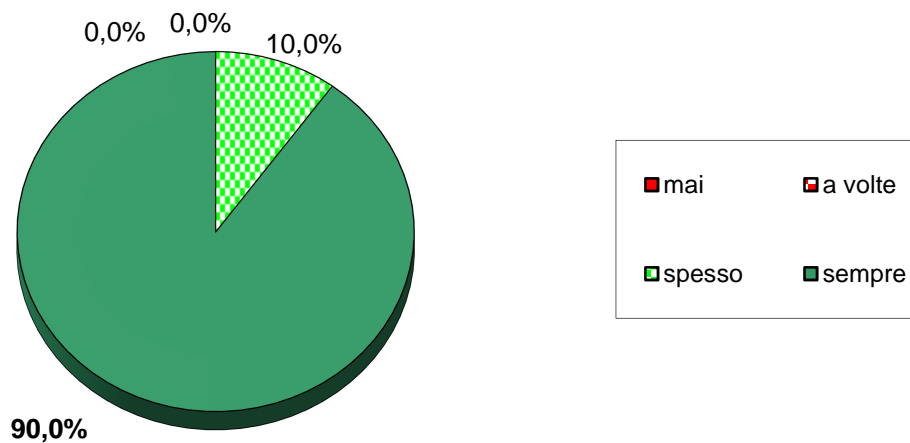




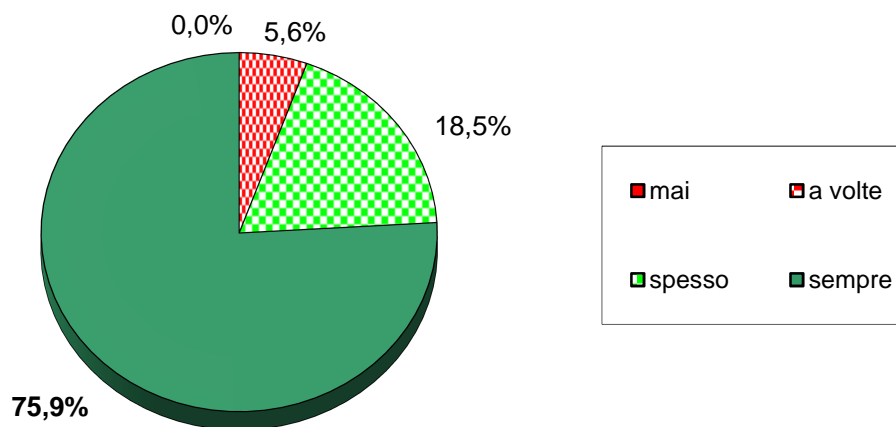
Comunicare le motivazioni del FUA



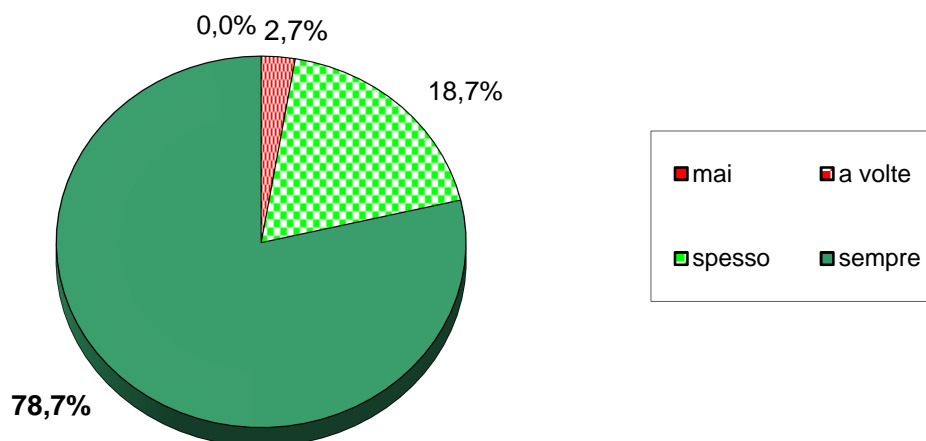
Comunicare le motivazioni del FUA: Uffici Amministrazione centrale



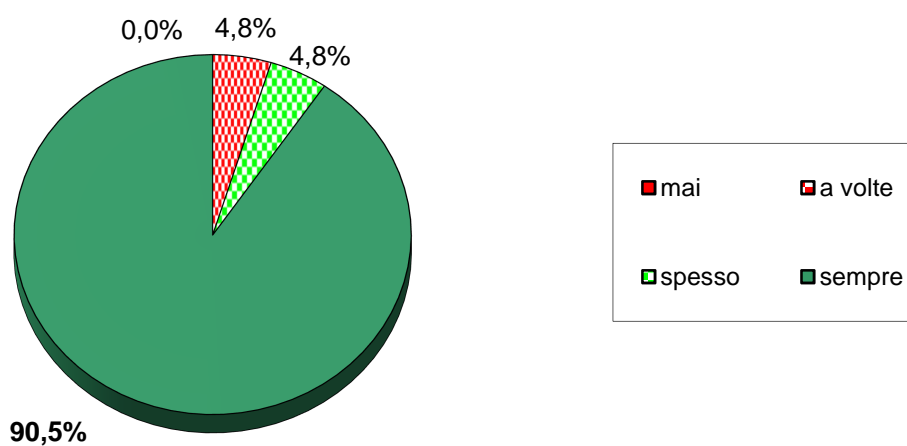
Comunicare le motivazioni del FUA: Uffici Scolastici Regionali



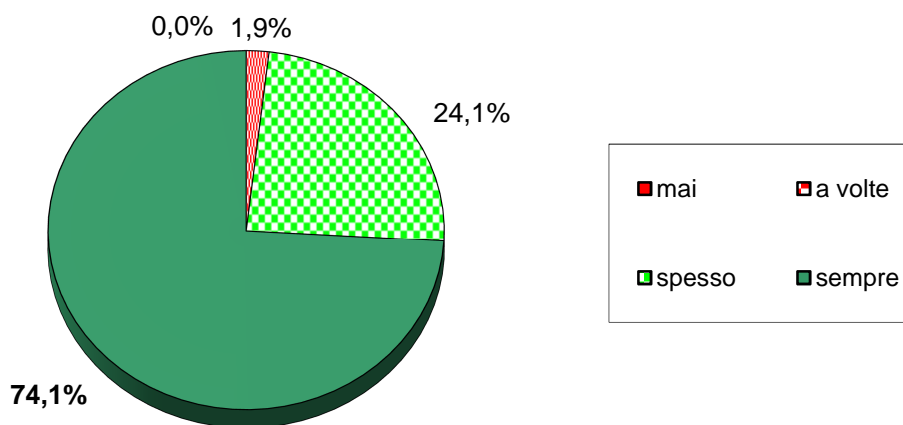
Presenza misure di trasparenza



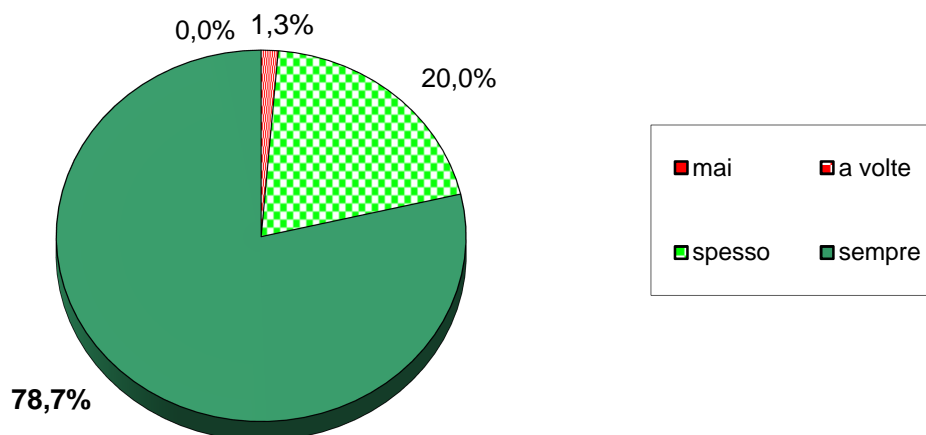
Presenza misure di trasparenza: Uffici Amministrazione centrale



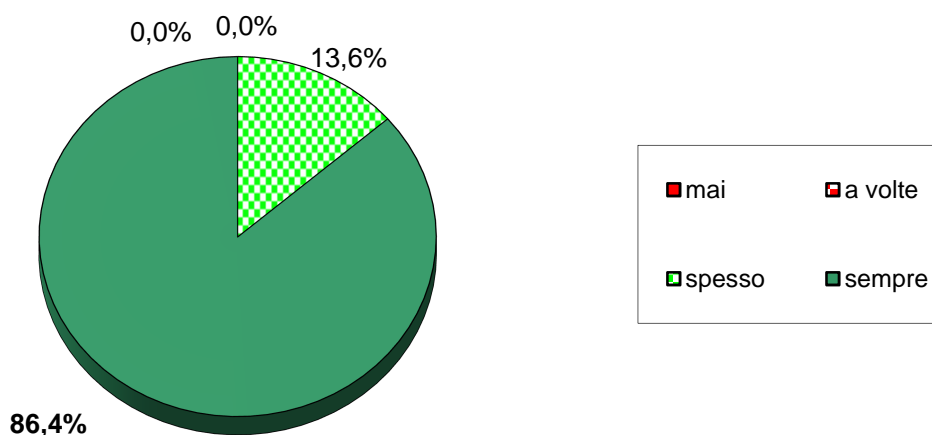
Presenza misure di trasparenza: Uffici Scolastici Regionali



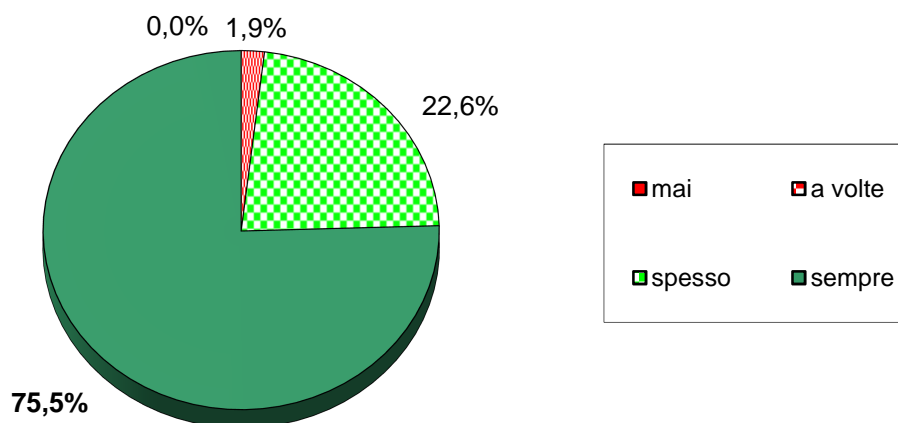
Rese note le procedure di accesso alla formazione



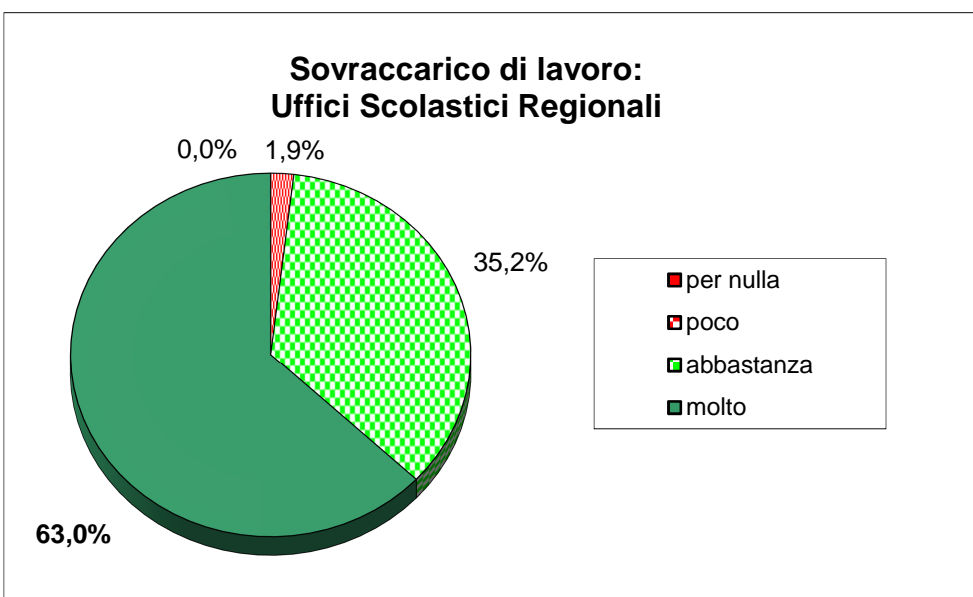
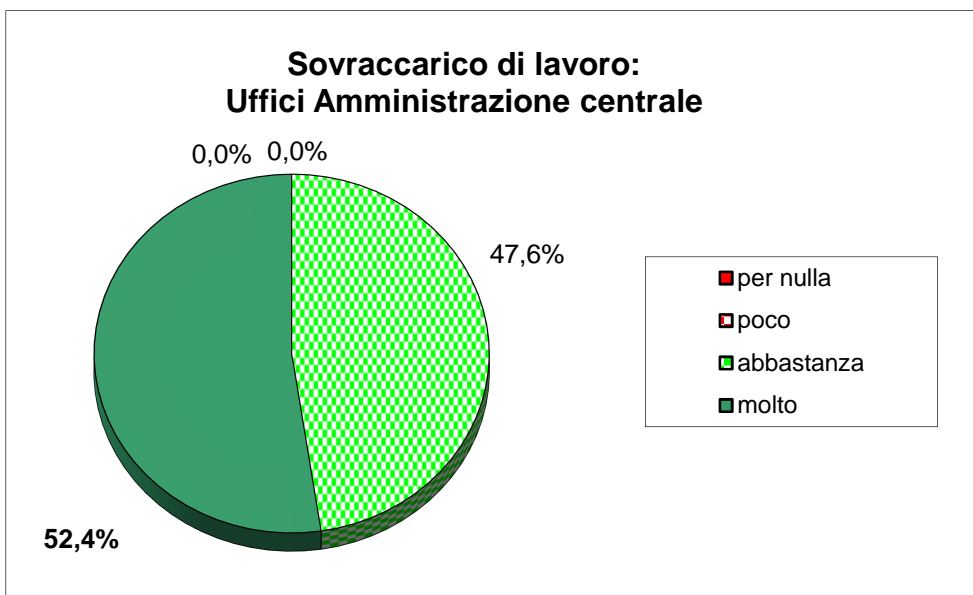
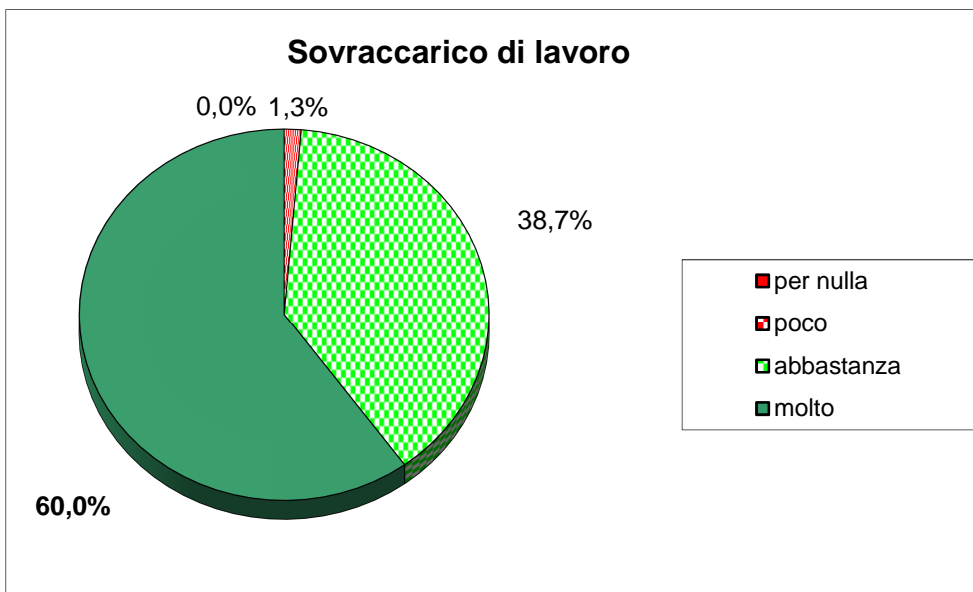
Rese note le procedure di accesso alla formazione: Uffici Amministrazione centrale

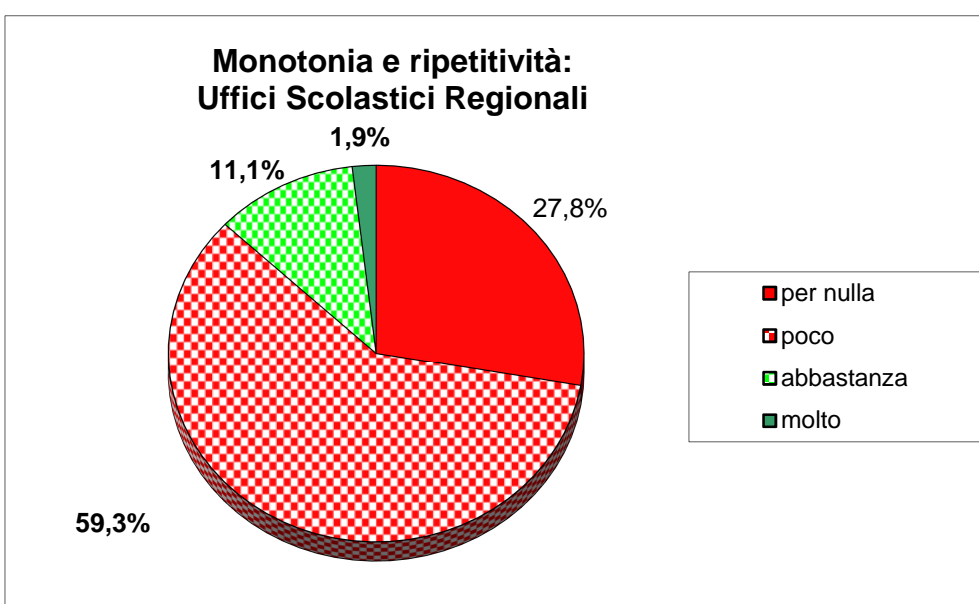
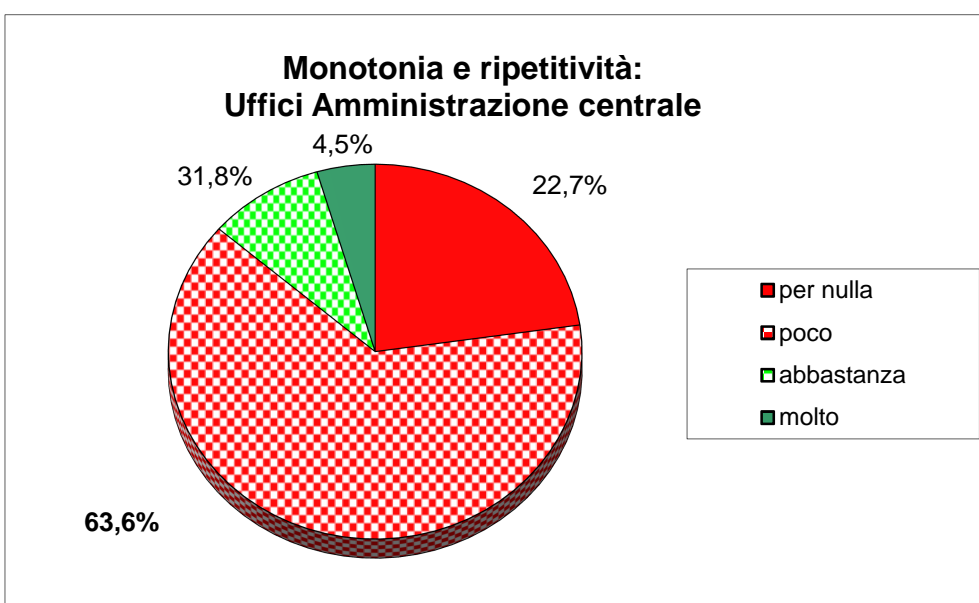
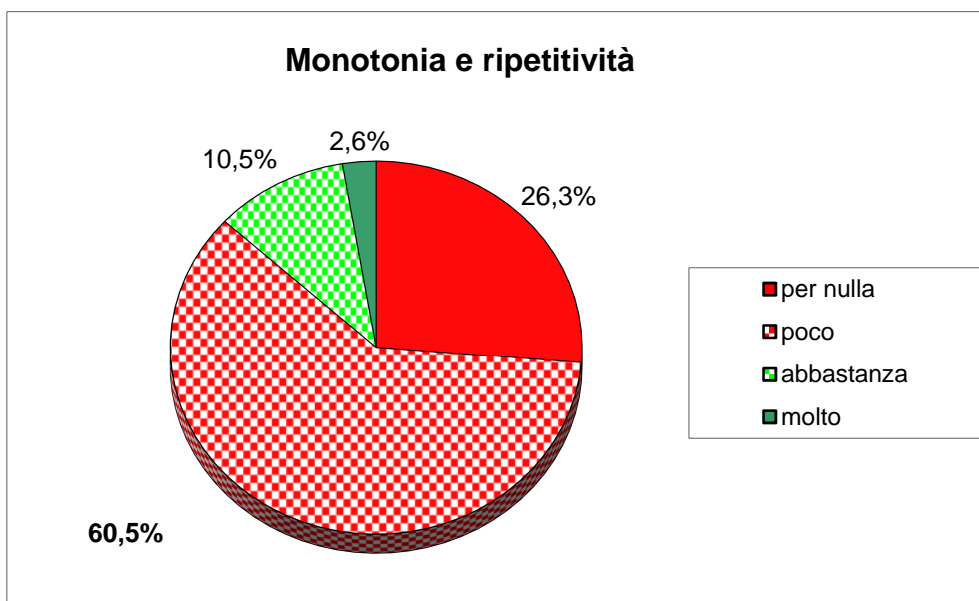


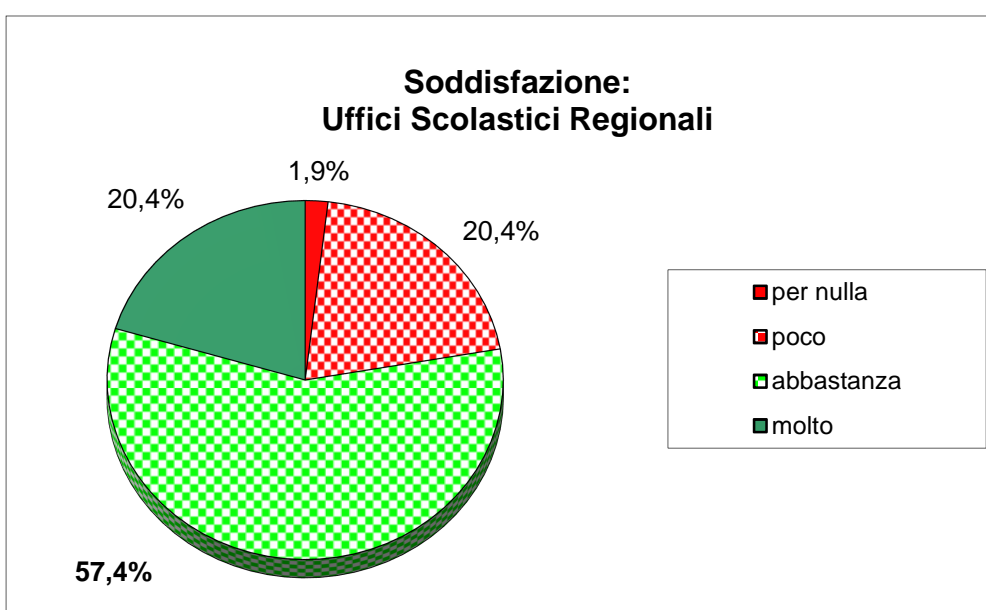
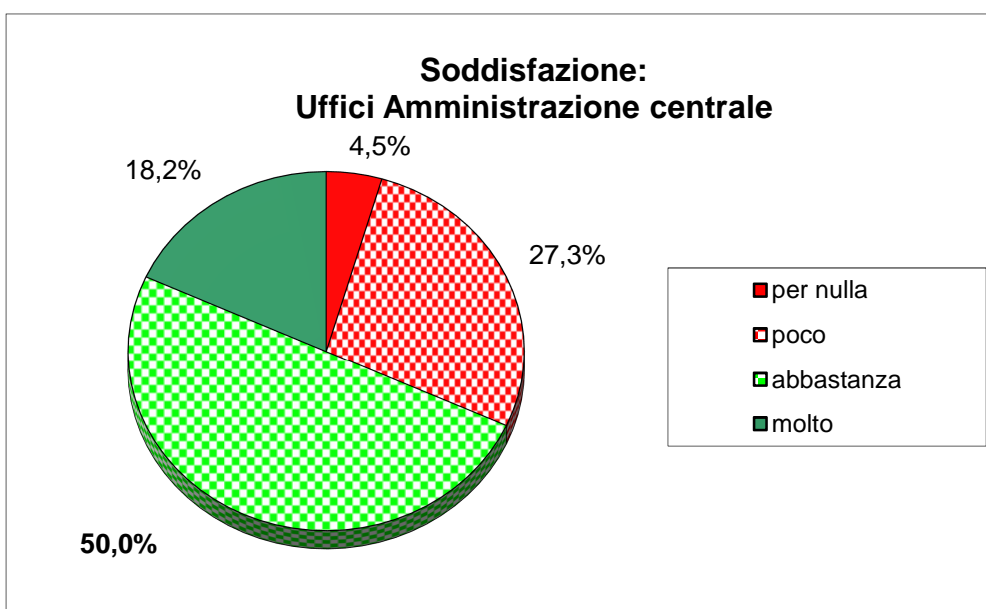
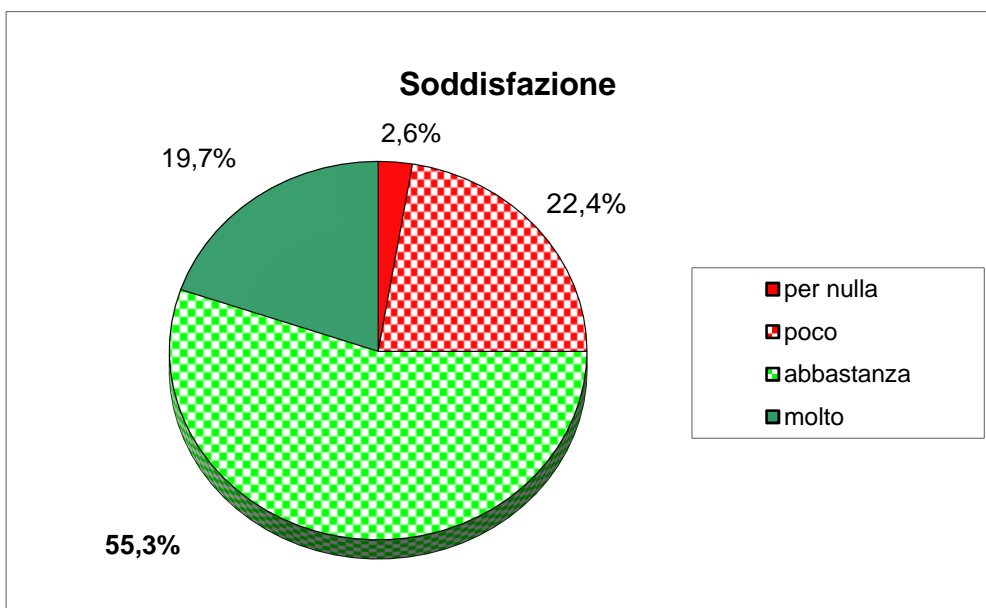
Rese note le procedure di accesso alla formazione: Uffici Scolastici Regionali



2.2 In che misura le caratteristiche di seguito elencate si riscontrano nello svolgimento del suo lavoro?

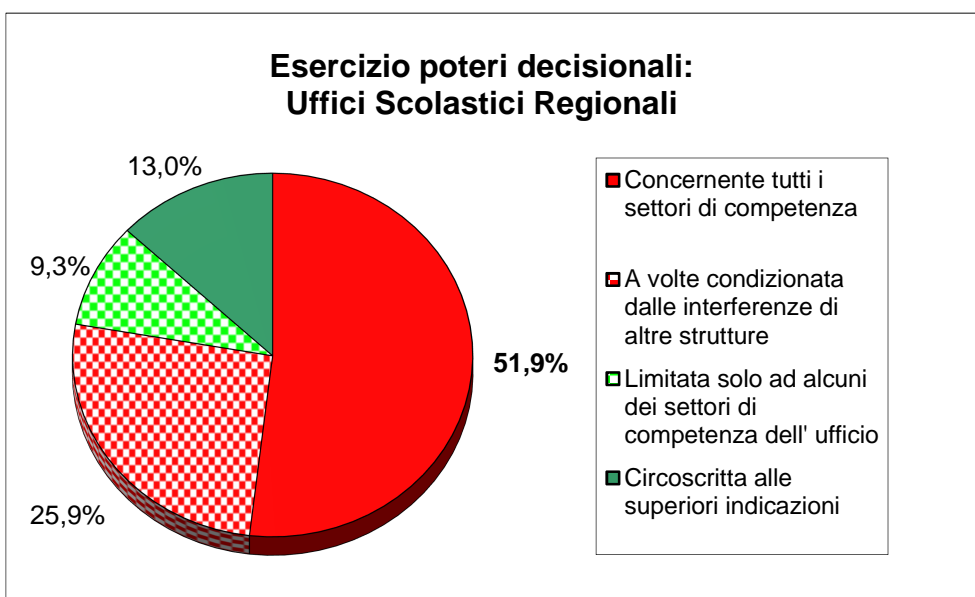
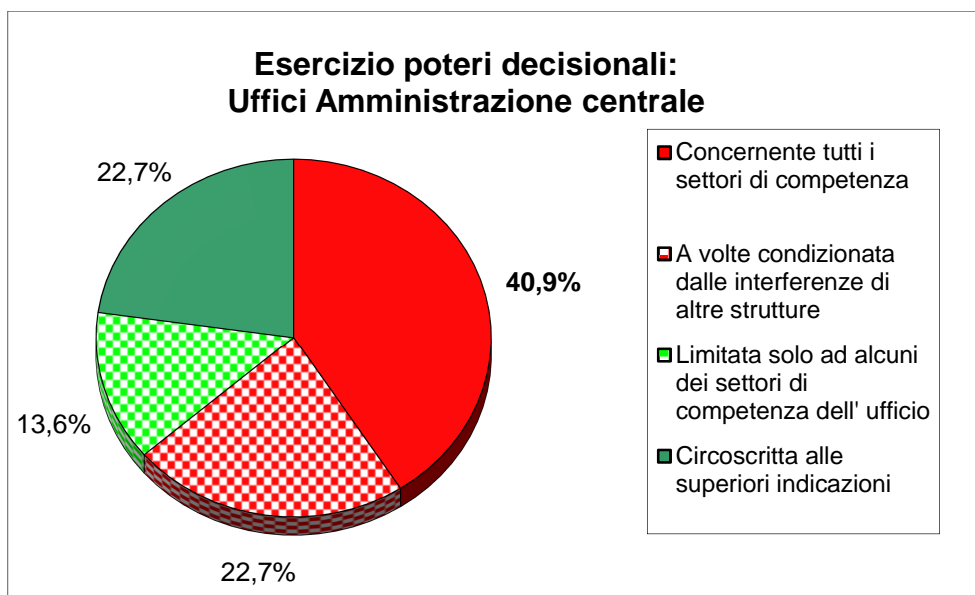
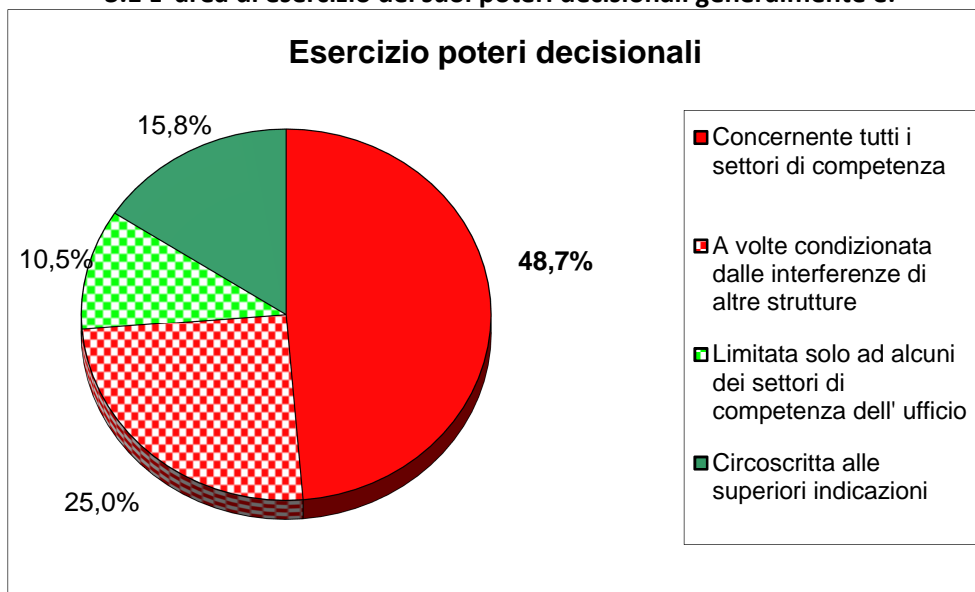




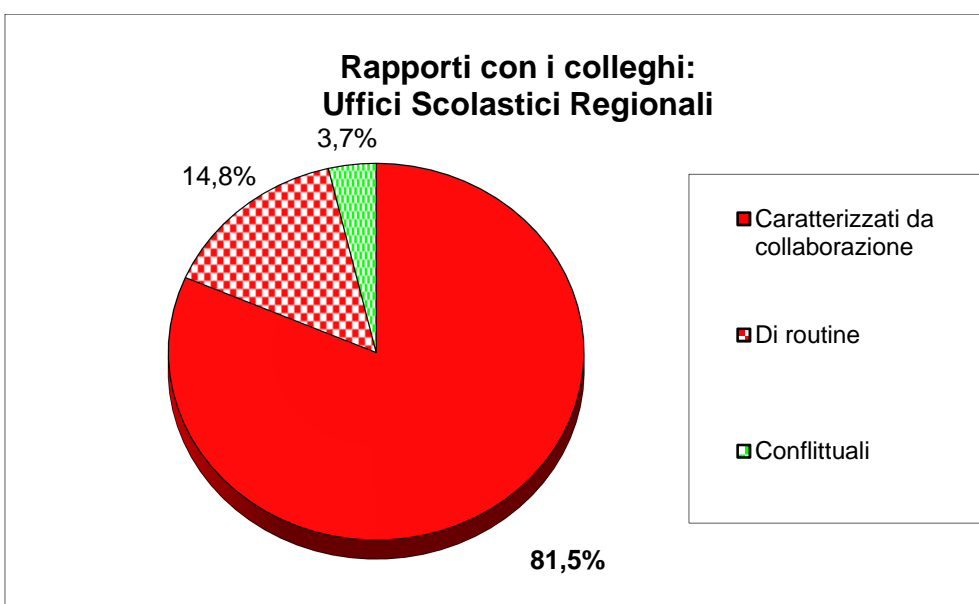
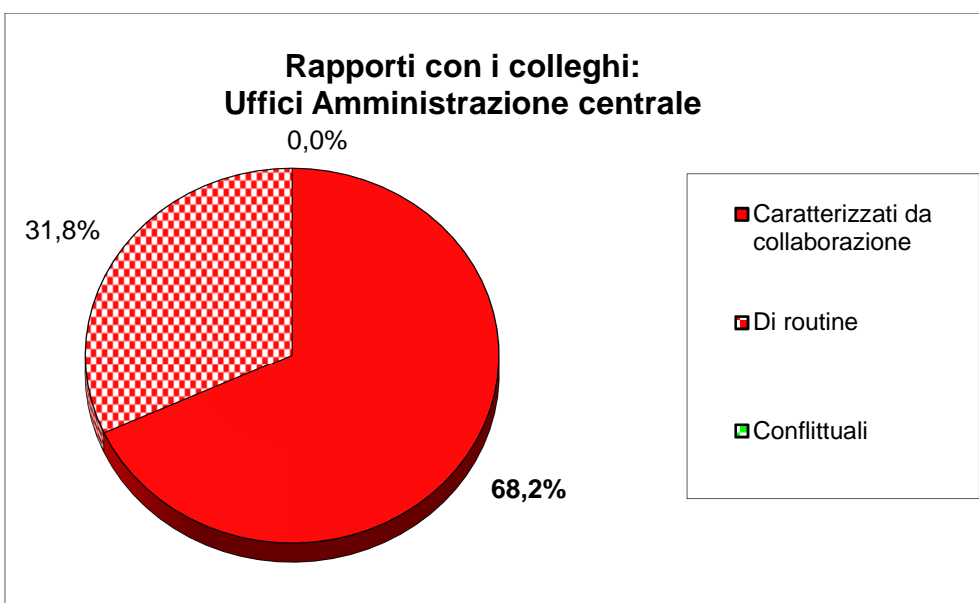
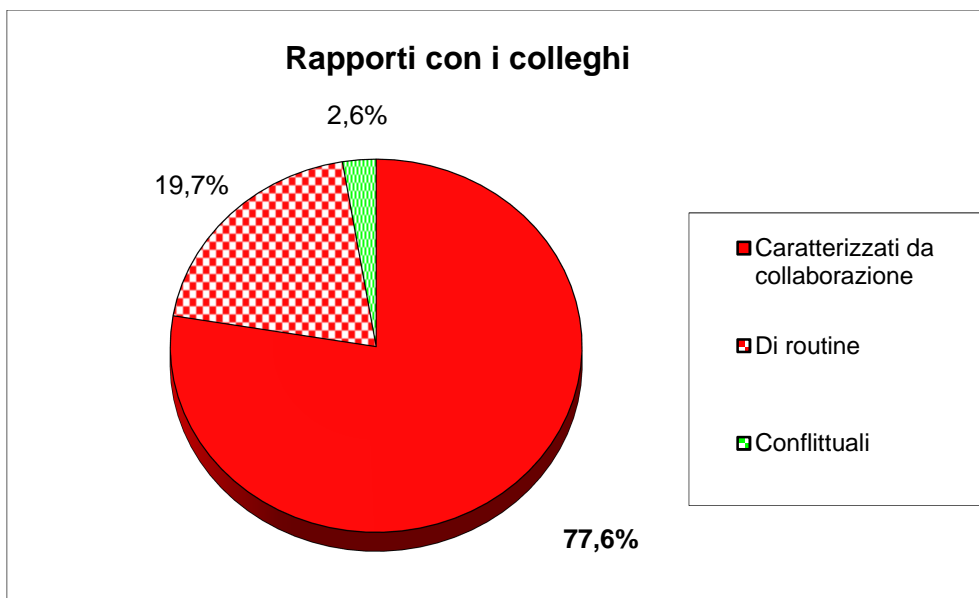


PARTE III: I RAPPORTI DI LAVORO

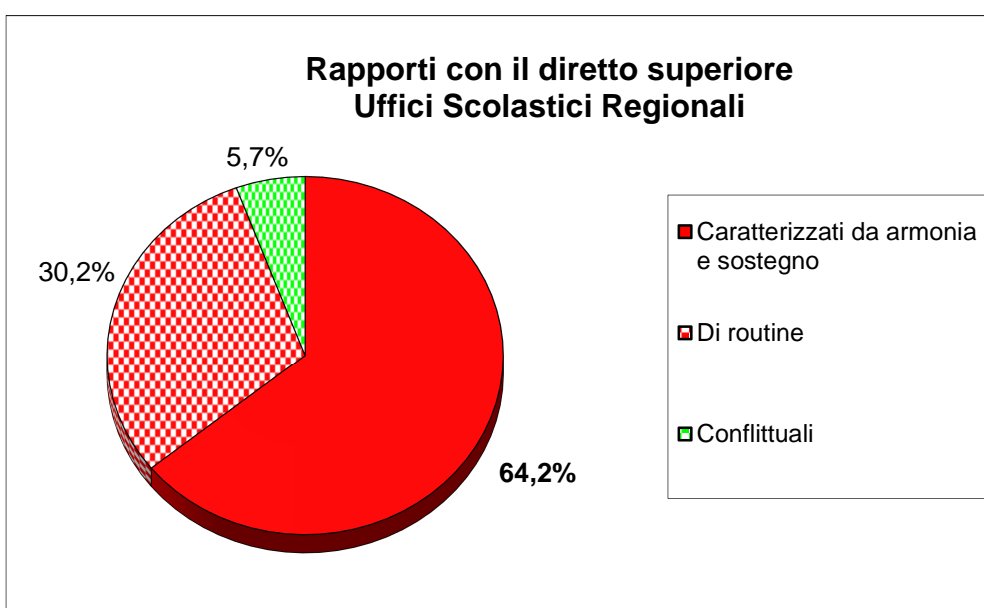
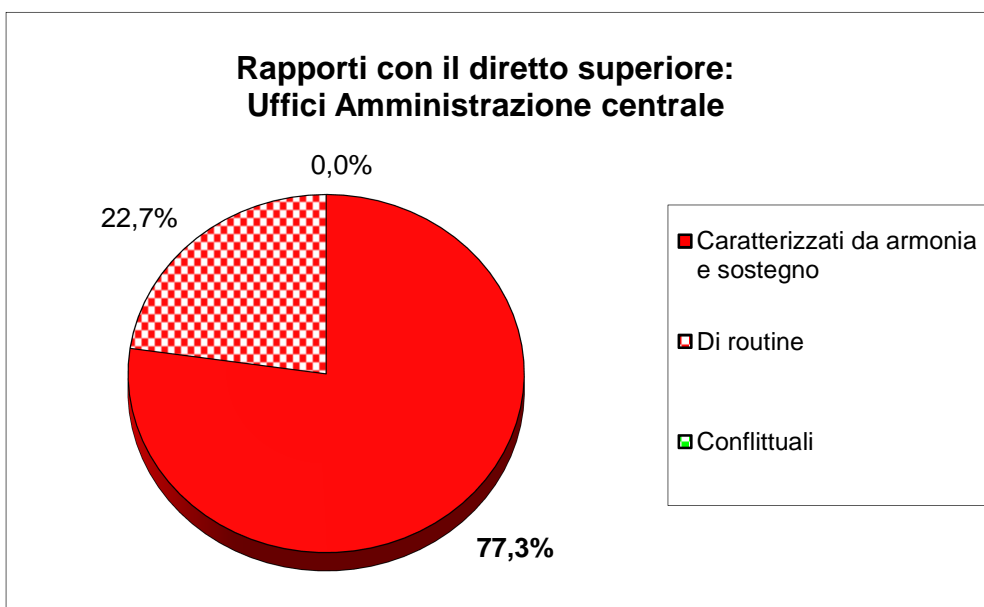
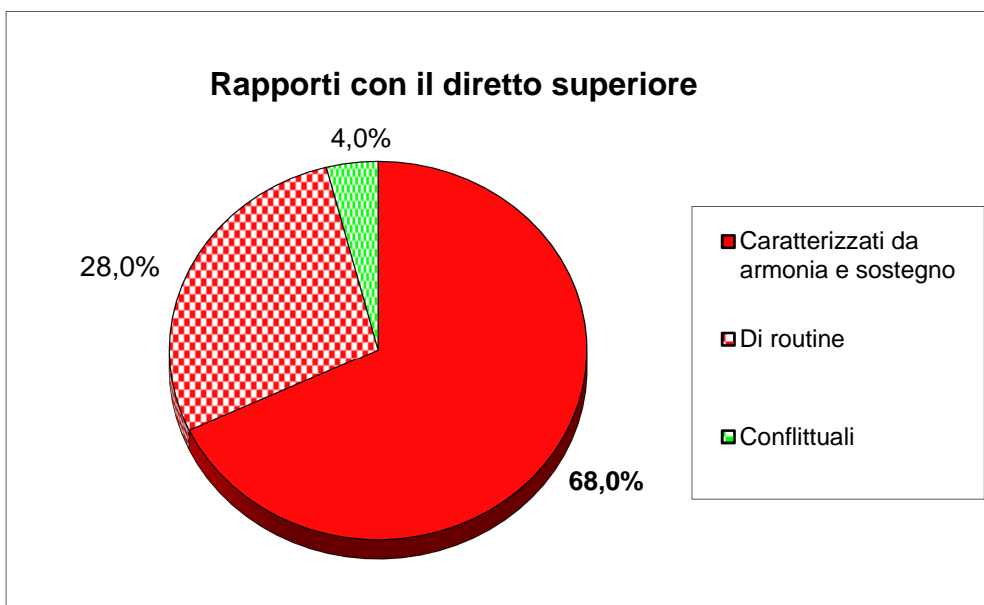
3.1 L' area di esercizio dei suoi poteri decisionali generalmente è:



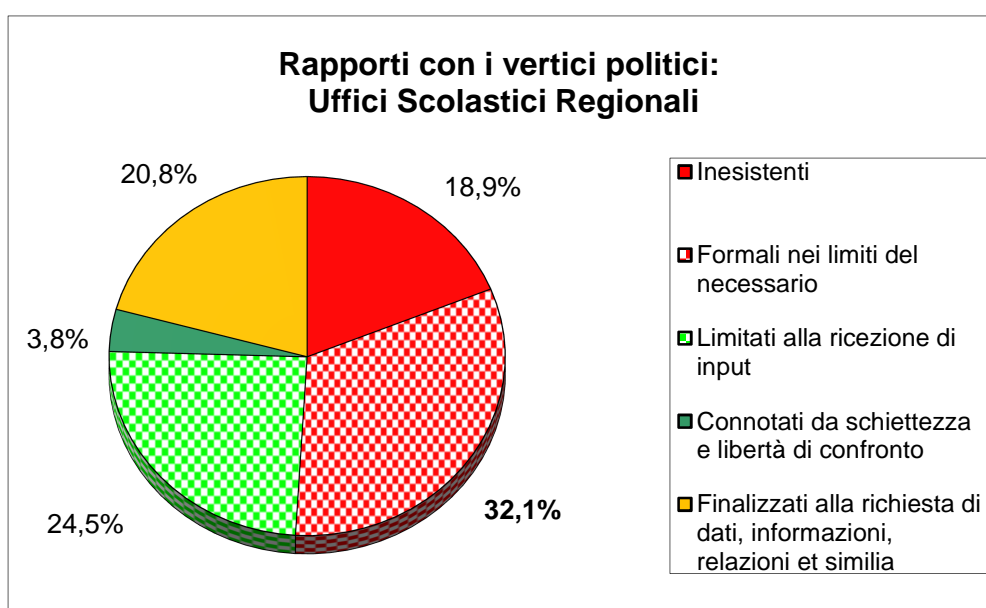
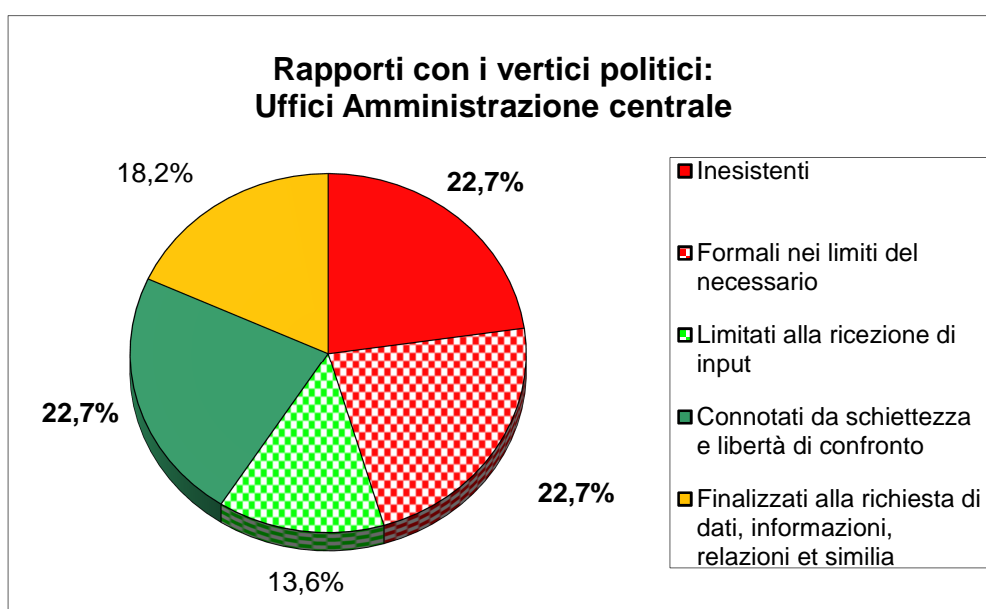
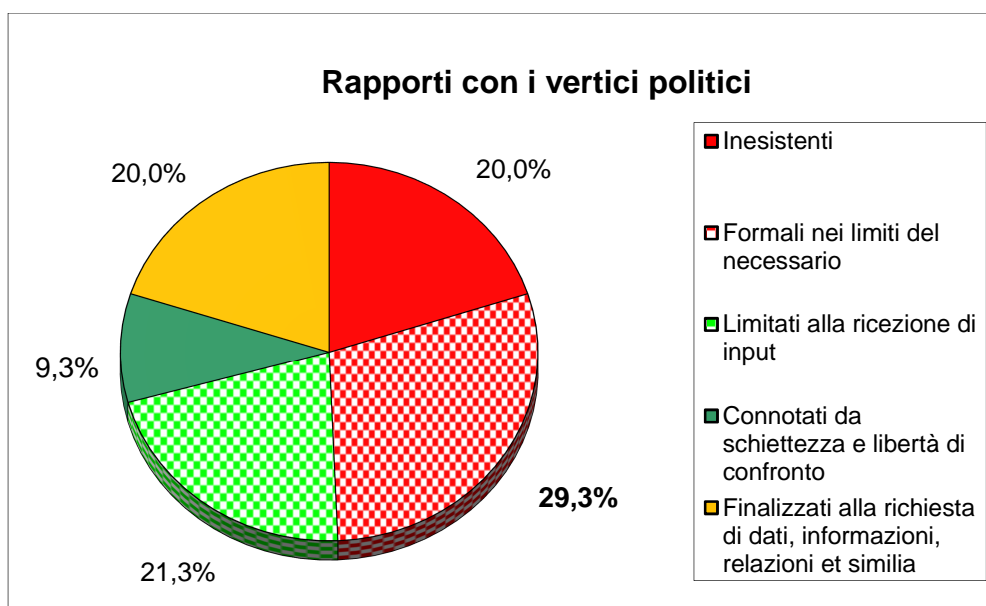
3.2 I rapporti con i colleghi dirigenti sono prevalentemente:



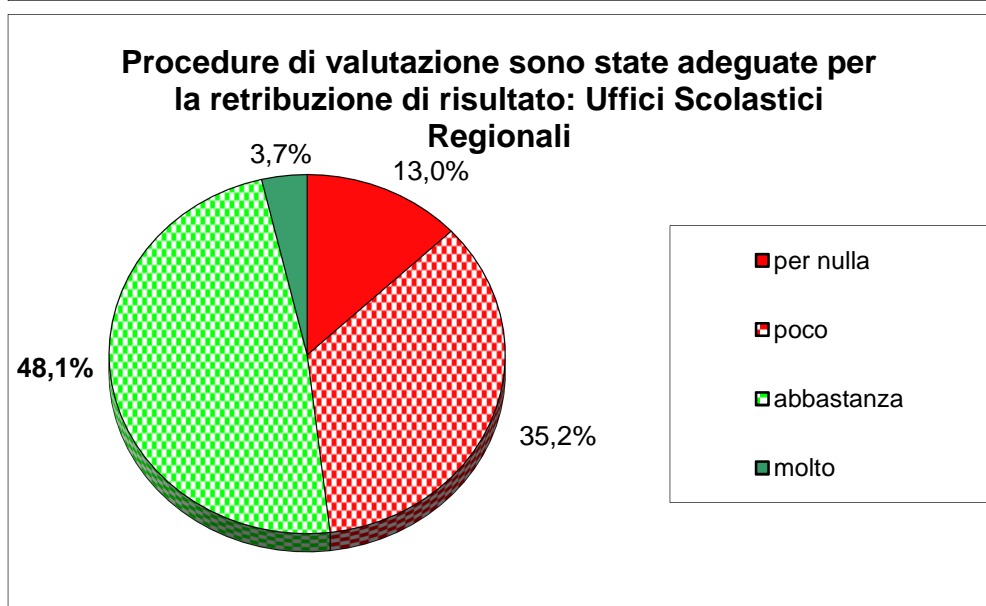
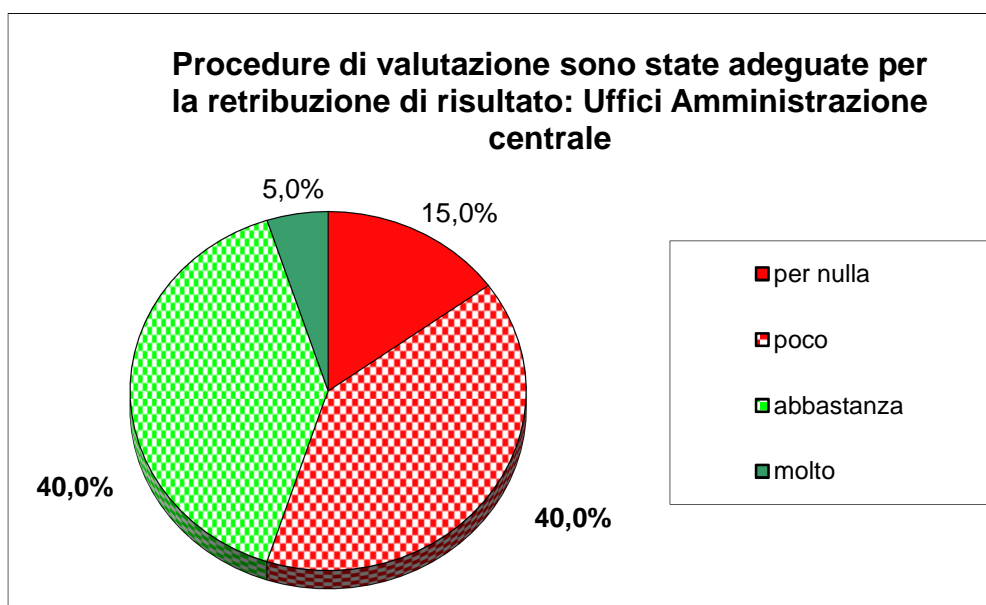
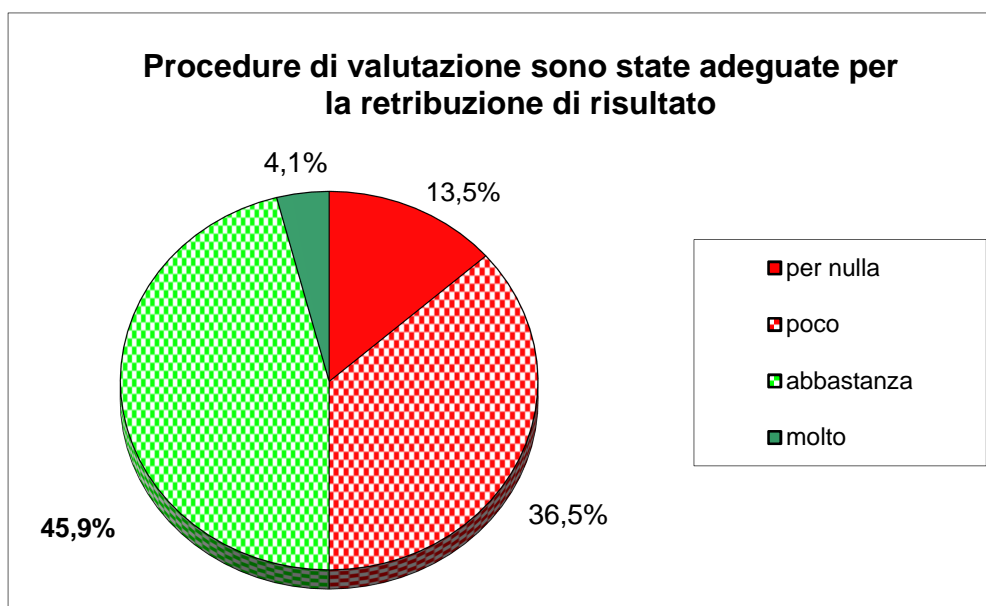
3.3 I rapporti con il diretto superiore (Direttore generale/Capo dipartimento) sono prevalentemente:



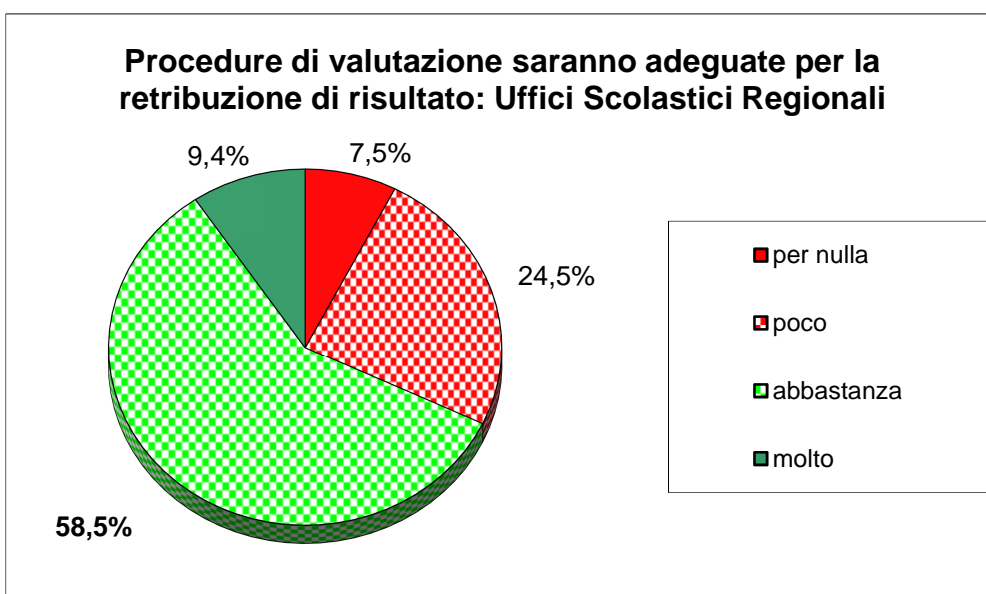
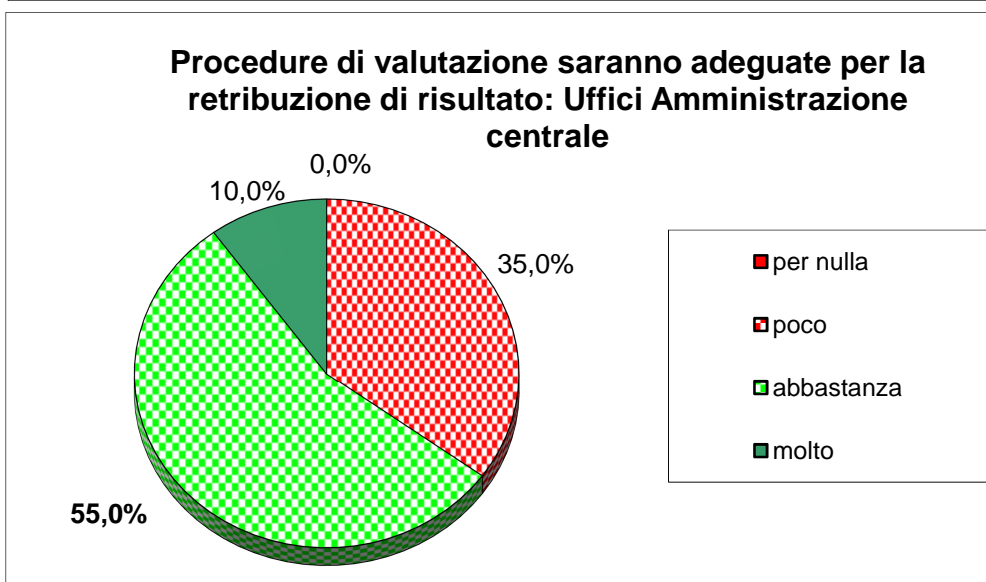
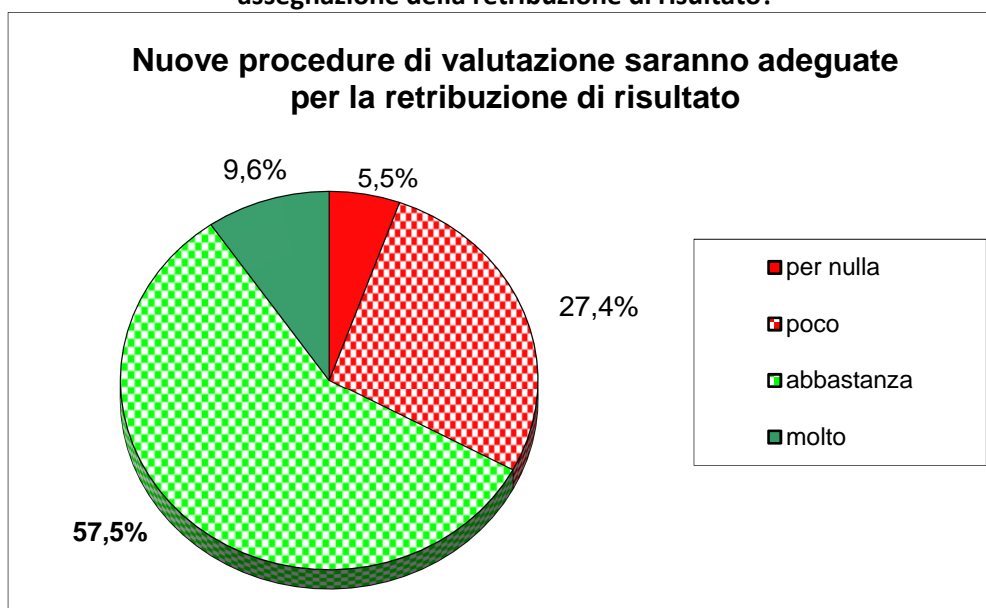
3.4 I rapporti con i vertici politici del MIUR prevalentemente sono:



3.5 Ritiene che le procedure per la valutazione della performance dei dirigenti di seconda fascia finora utilizzate siano state adeguate a garantire equità nella assegnazione della retribuzione di risultato?

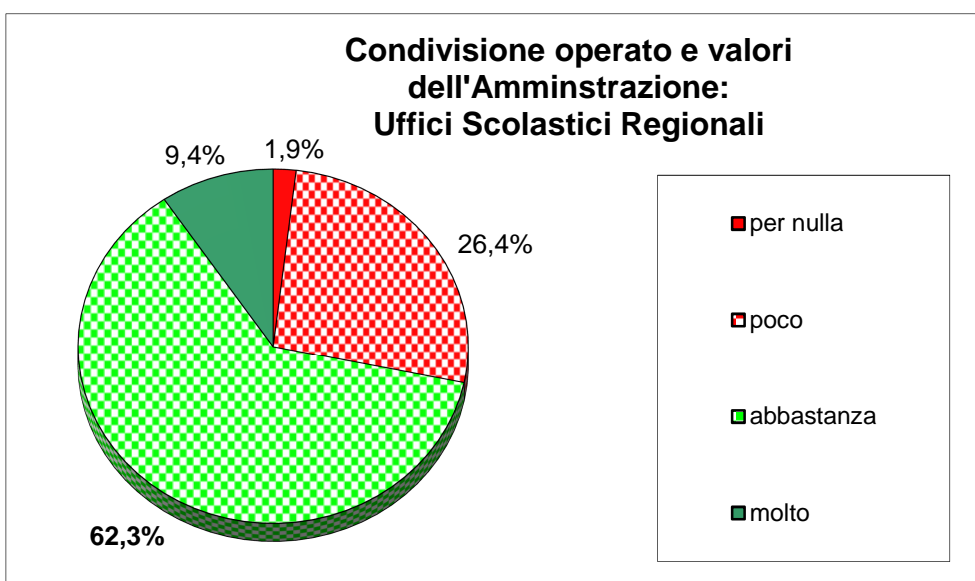
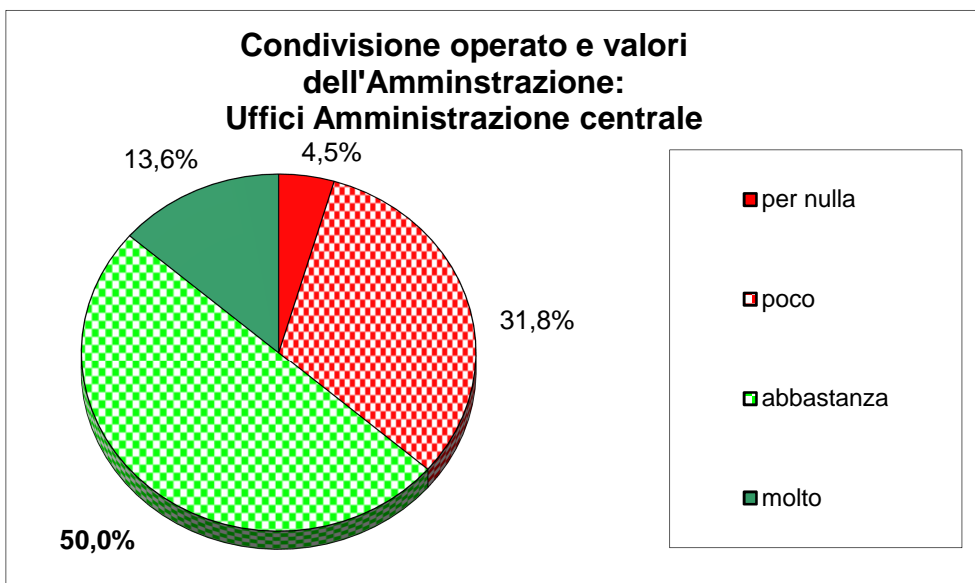
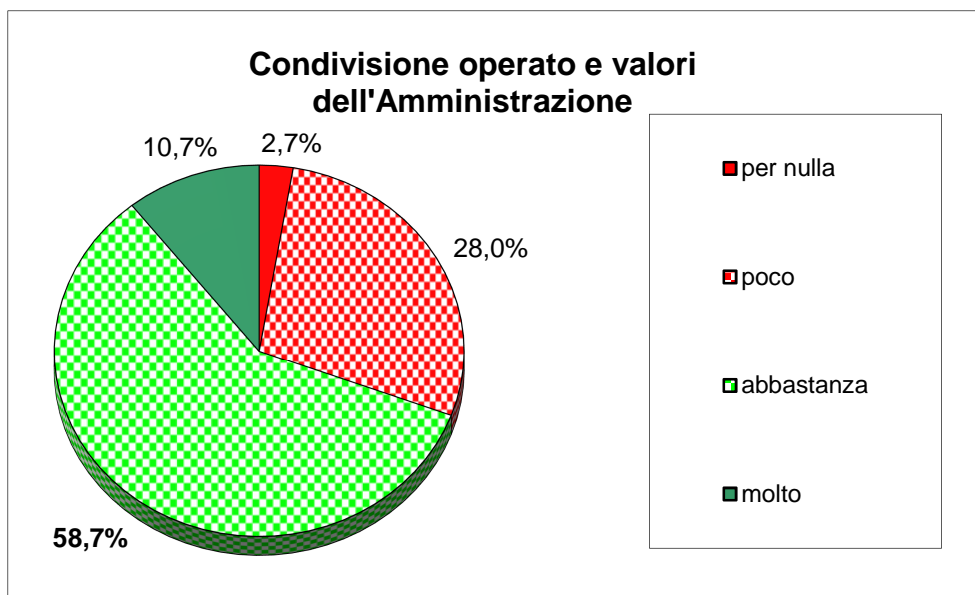


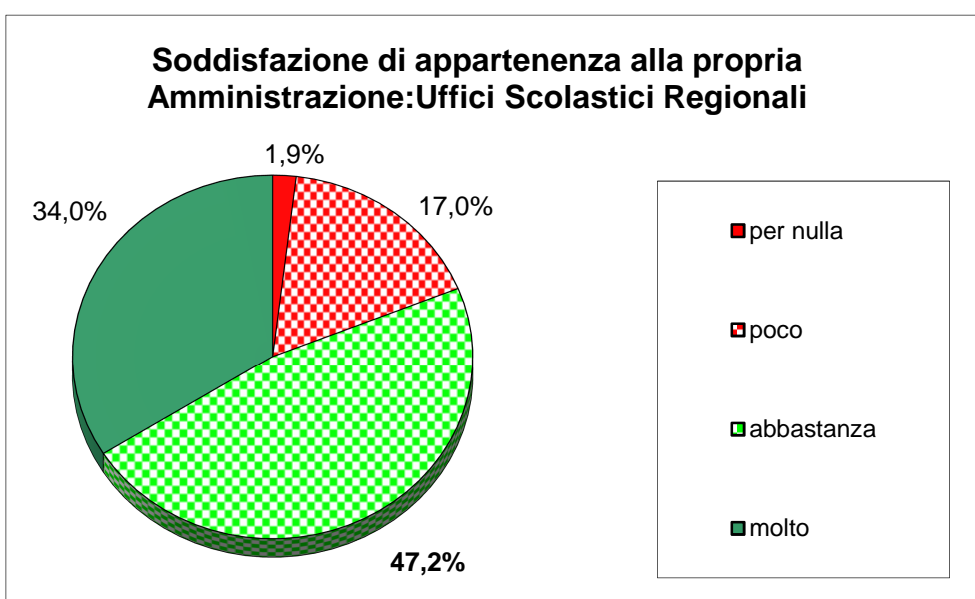
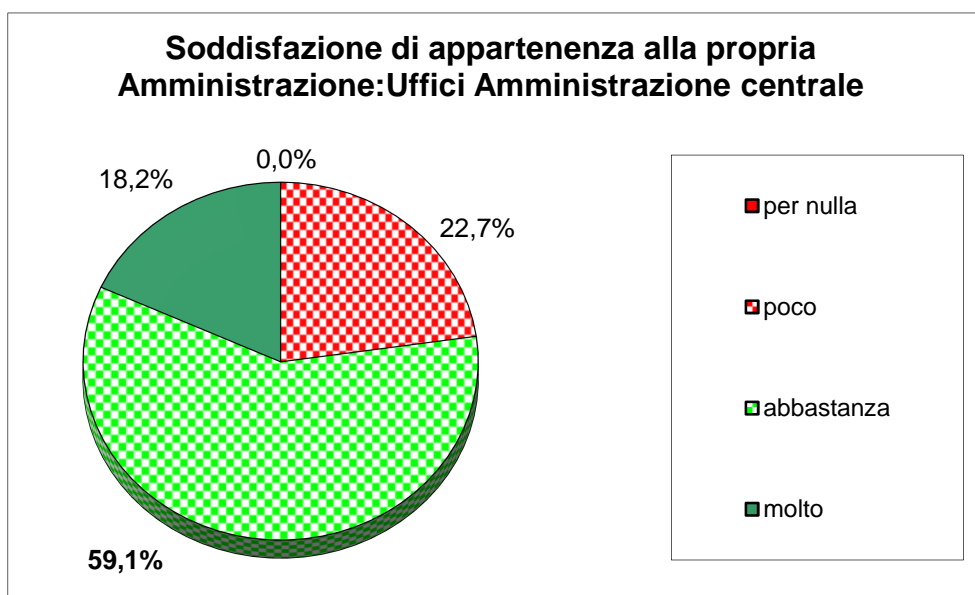
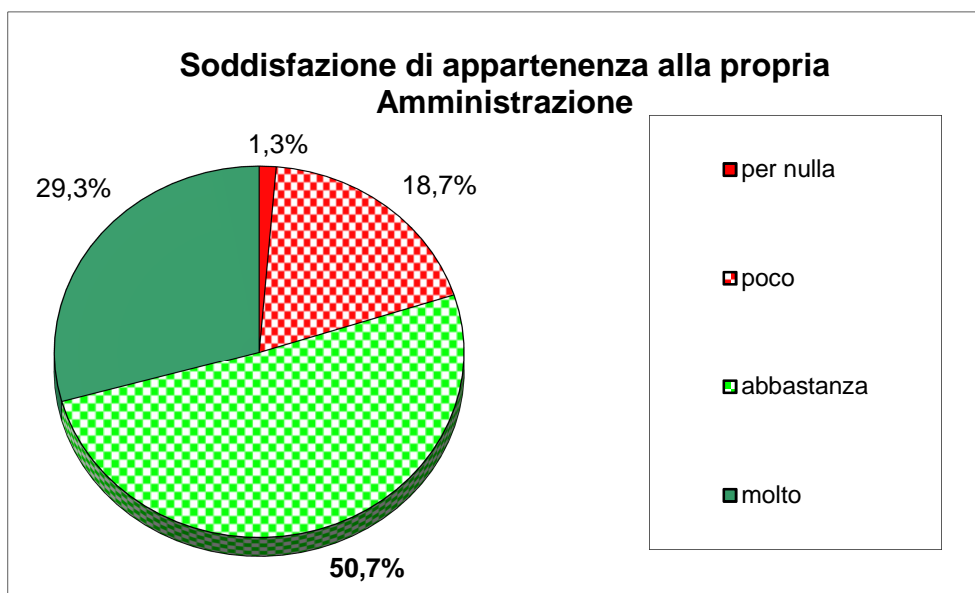
3.6 Ritiene che il nuovo sistema di valutazione della performance dei dirigenti di seconda fascia (DM 1.6.2015), entra di fatto in vigore dal 1° gennaio 2016, sarà adeguato a garantire equità nella assegnazione della retribuzione di risultato?



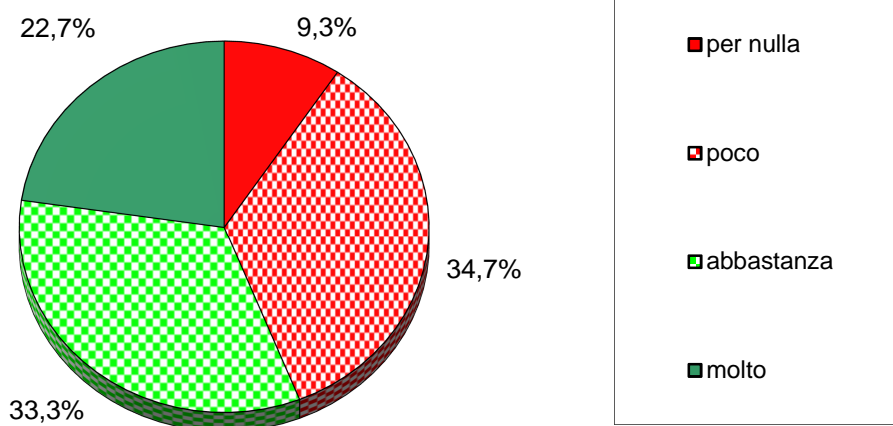
PARTE IV: INDICATORI POSITIVI E NEGATIVI DEL BENESSERE ORGANIZZATIVO E DEL BENESSERE PSICOFISICO

4.1 In che misura le capita di provare:

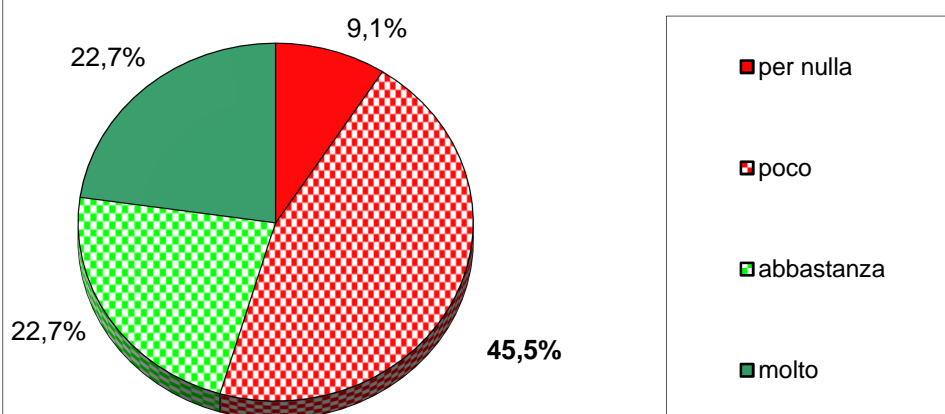




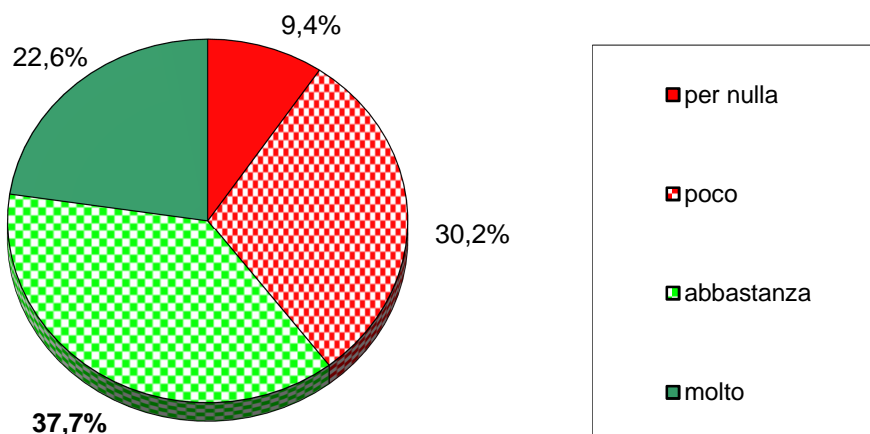
Sensazione di far parte di una squadra



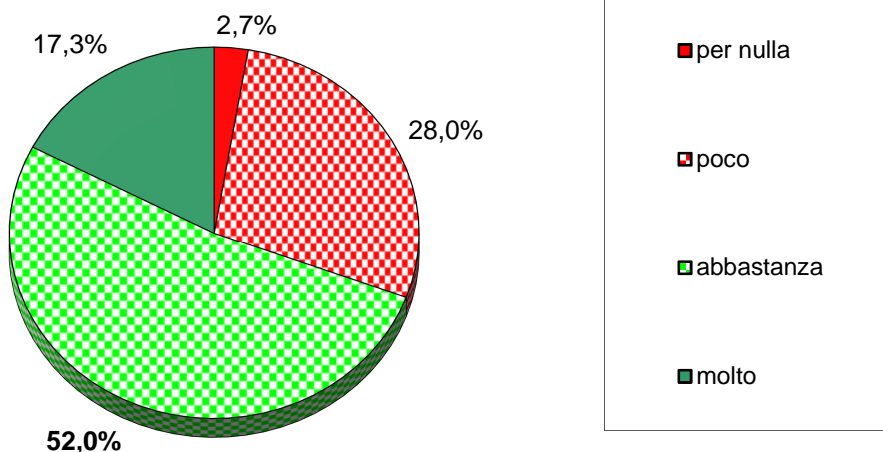
Sensazione di far parte di una squadra: Uffici Amministrazione centrale



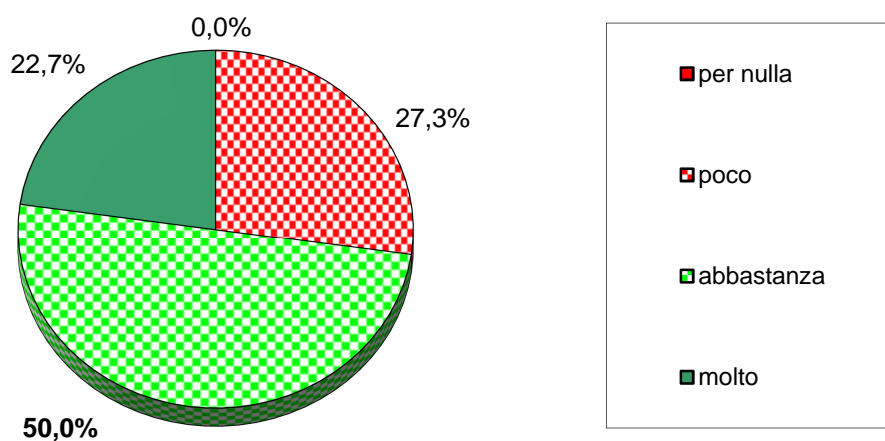
Sensazione di far parte di una squadra: Uffici Scolastici Regionali



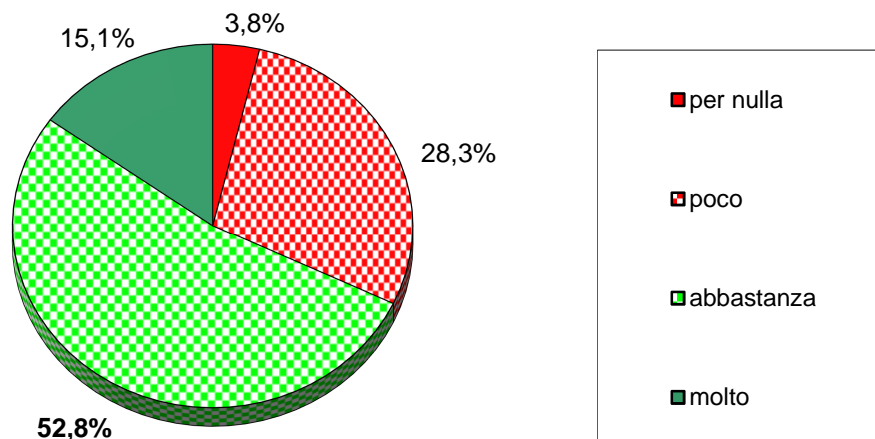
Fiducia nelle capacità dei dirigenti



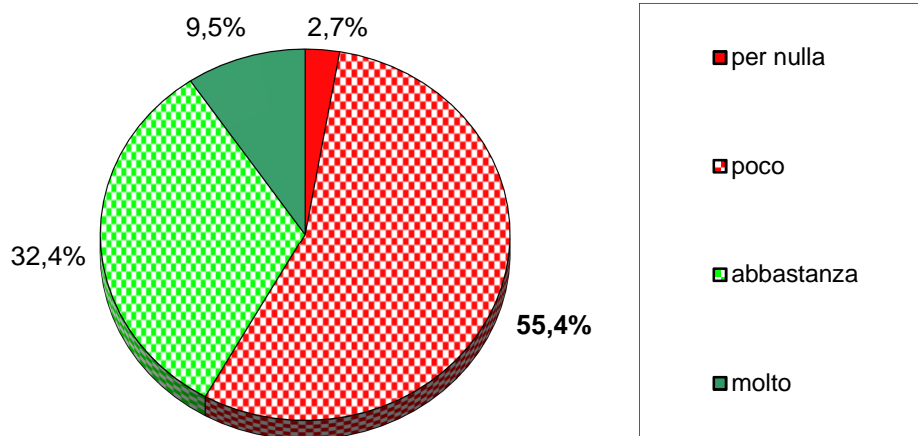
Fiducia nelle capacità dei dirigenti: Uffici Amministrazione centrale



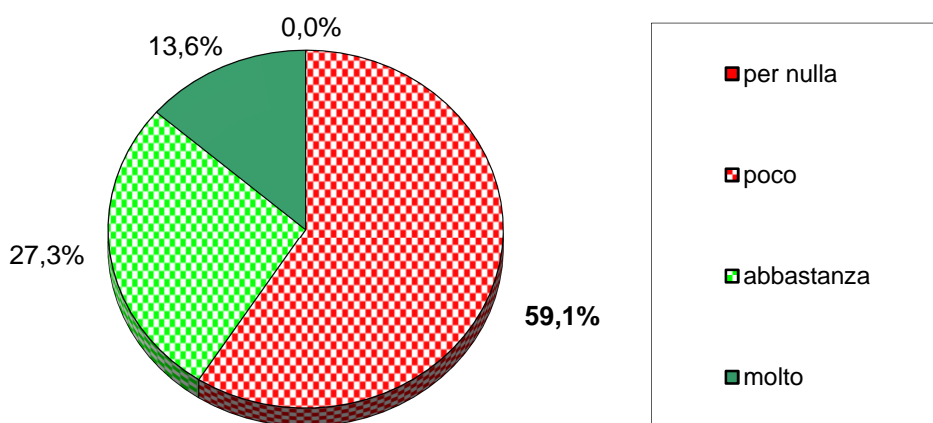
Fiducia nelle capacità dei dirigenti: Uffici Scolastici Regionali



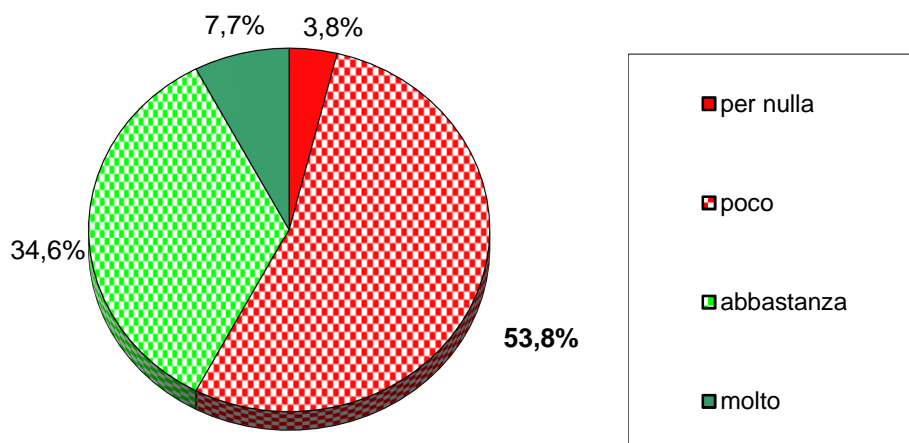
Lavoro apprezzato all'esterno



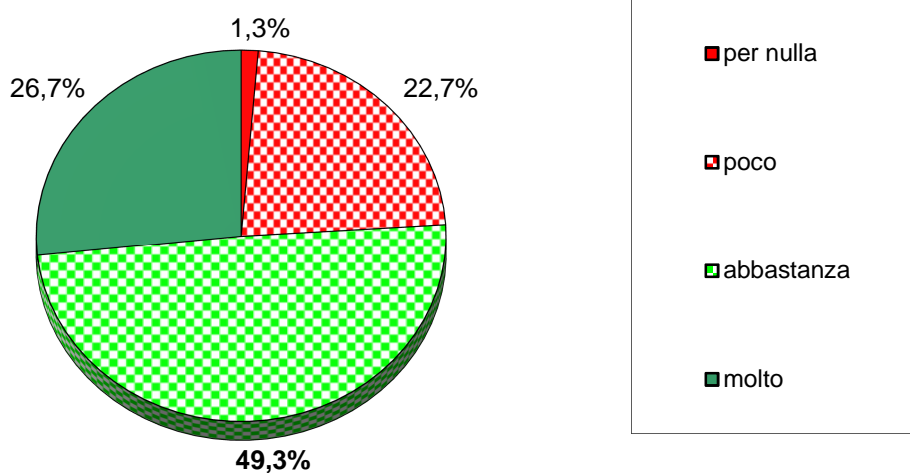
Lavoro apprezzato all'esterno: Uffici Amministrazione centrale



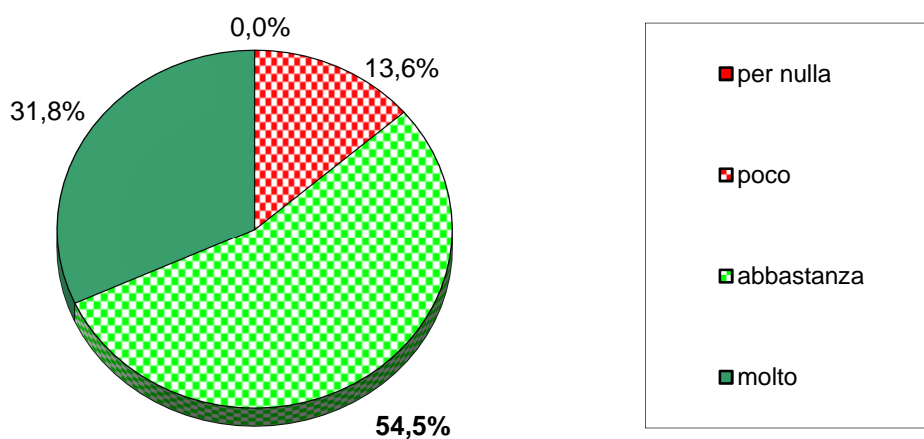
Lavoro apprezzato all'esterno: Uffici Scolastici Regionali



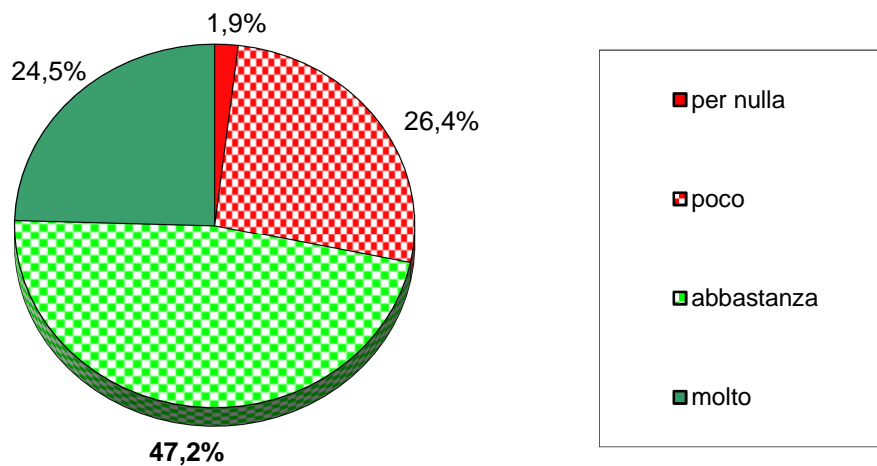
Desiderio di impegnare nuove energie



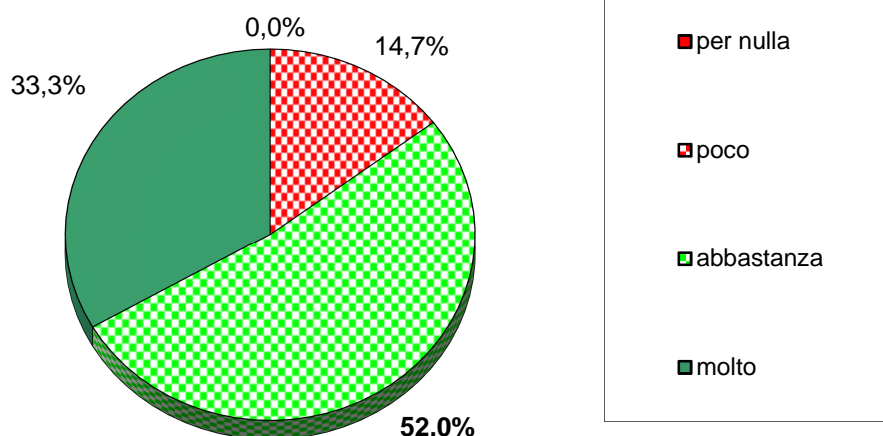
Desiderio di impegnare nuove energie: Uffici Amministrazione centrale



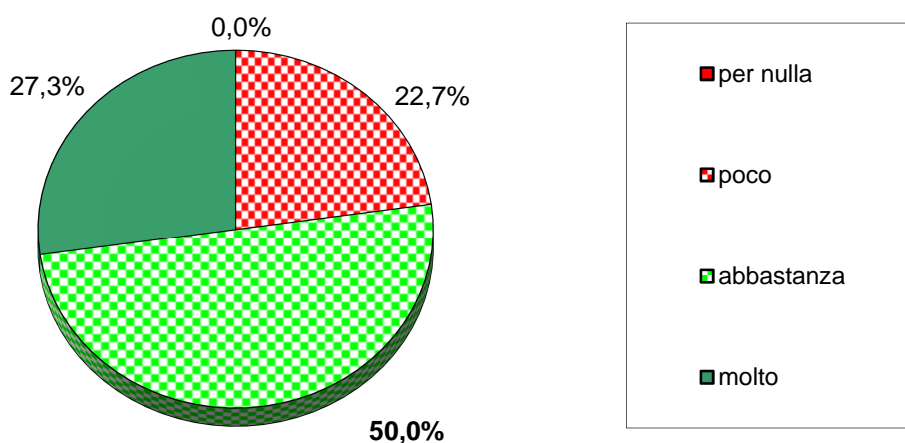
Desiderio di impegnare nuove energie: Uffici Scolastici Regionali



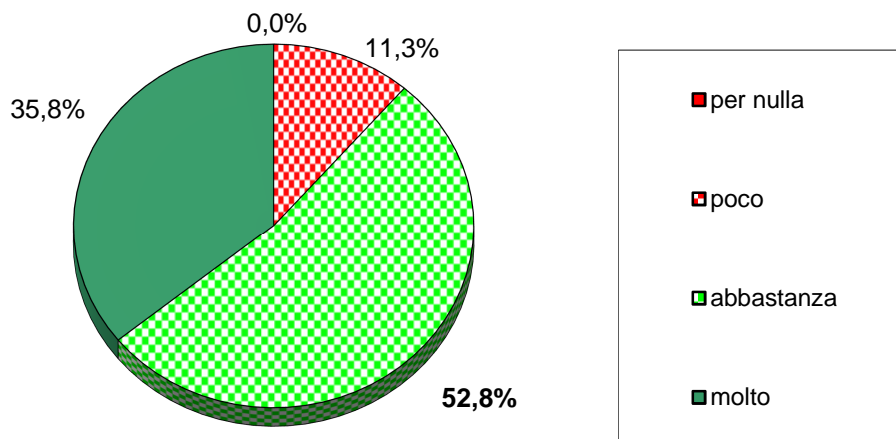
Realizzazione personale attraverso il lavoro

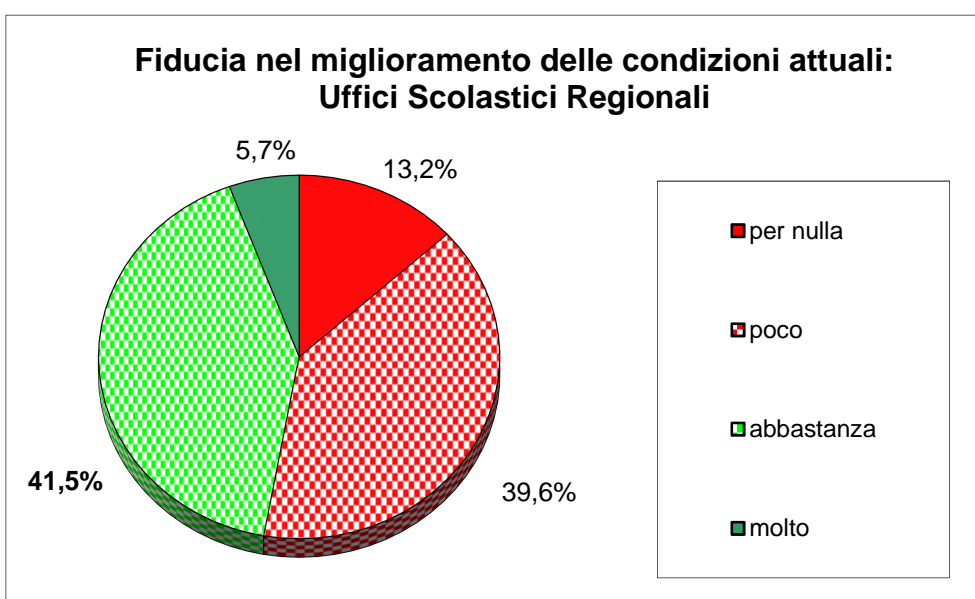
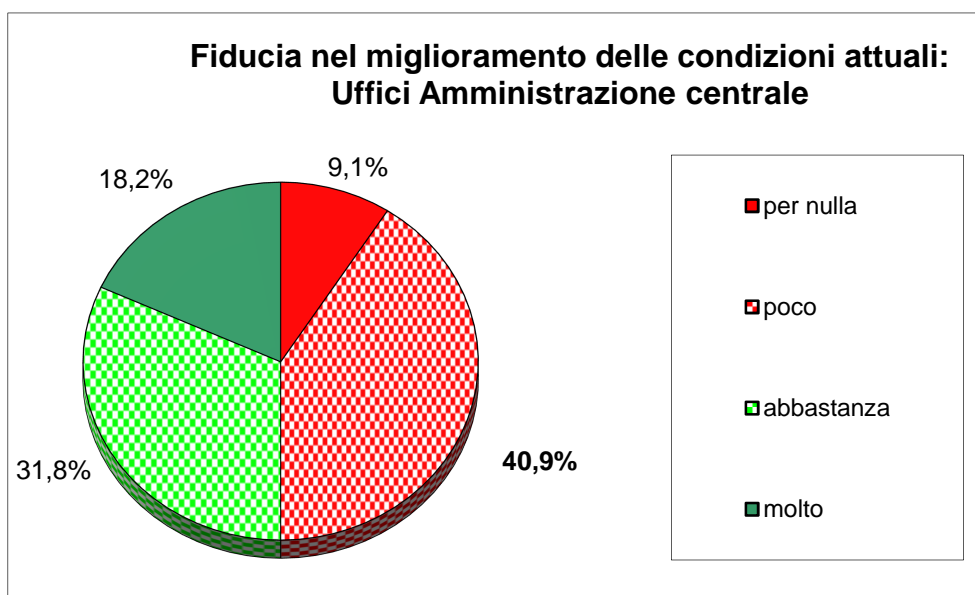
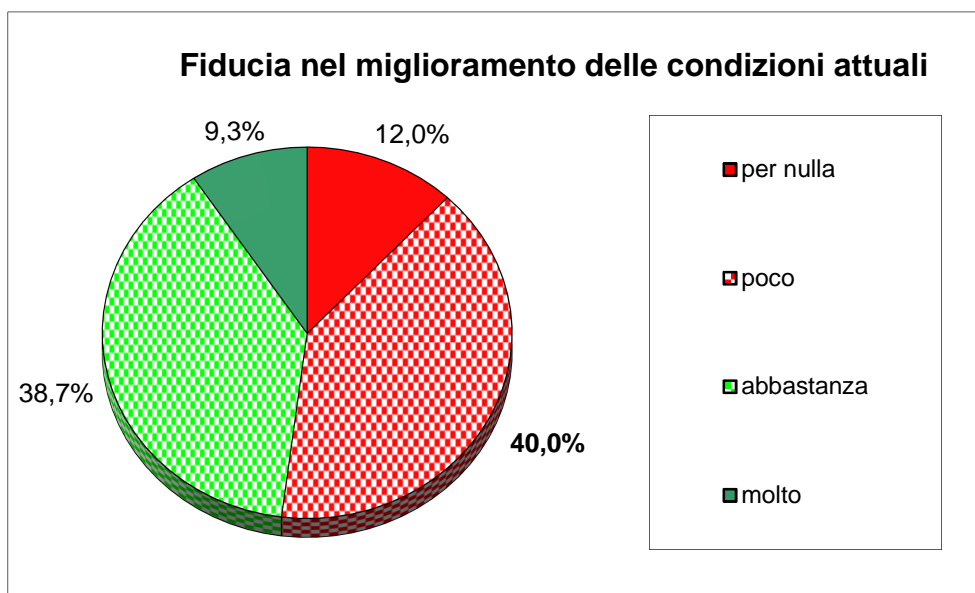


Realizzazione personale attraverso il lavoro: Uffici Amministrazione centrale

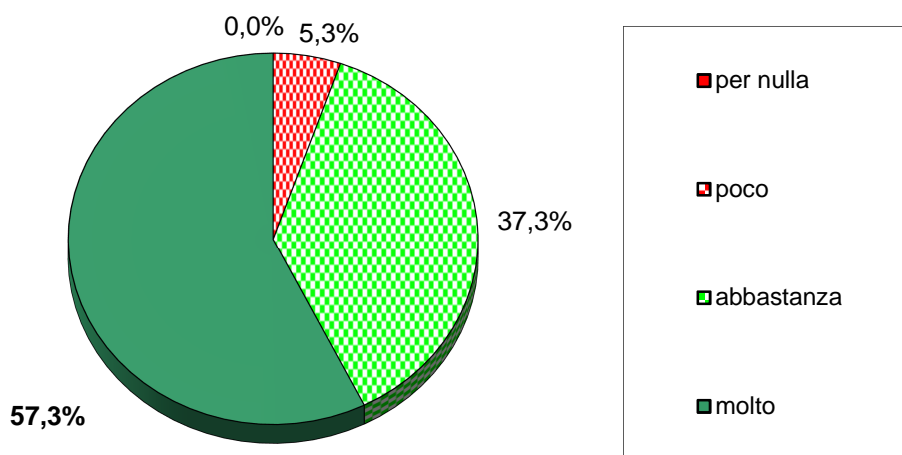


Realizzazione personale attraverso il lavoro: Uffici Scolastici Regionali

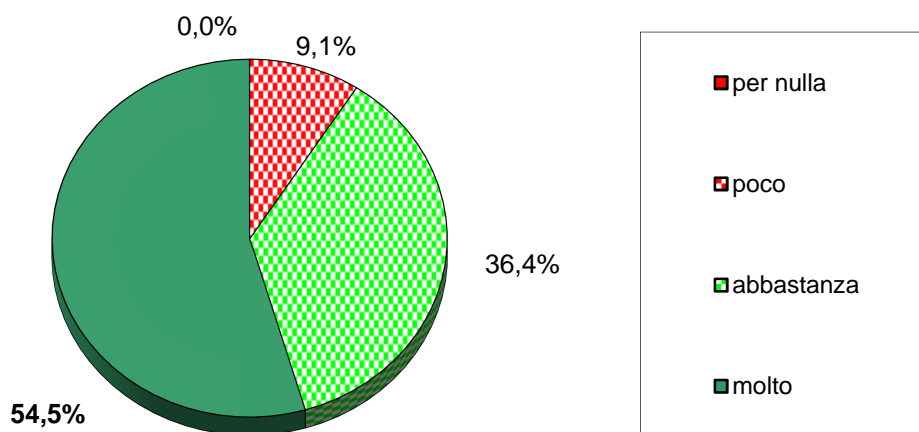




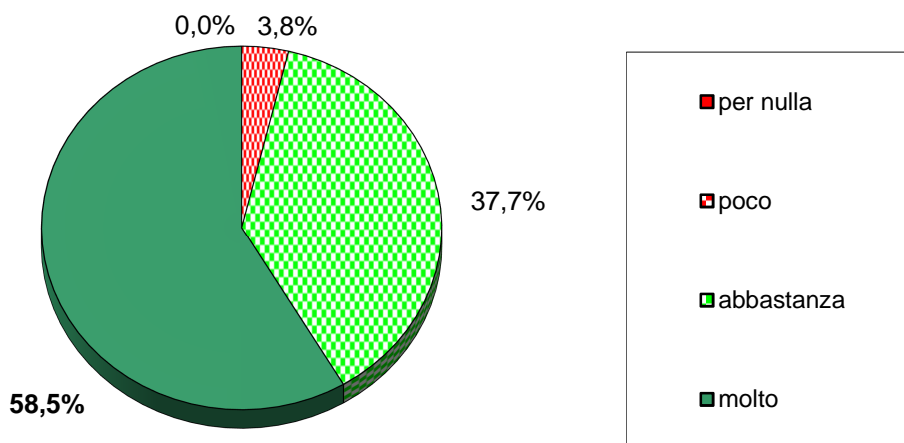
Soddisfazione per le relazioni personali sul lavoro



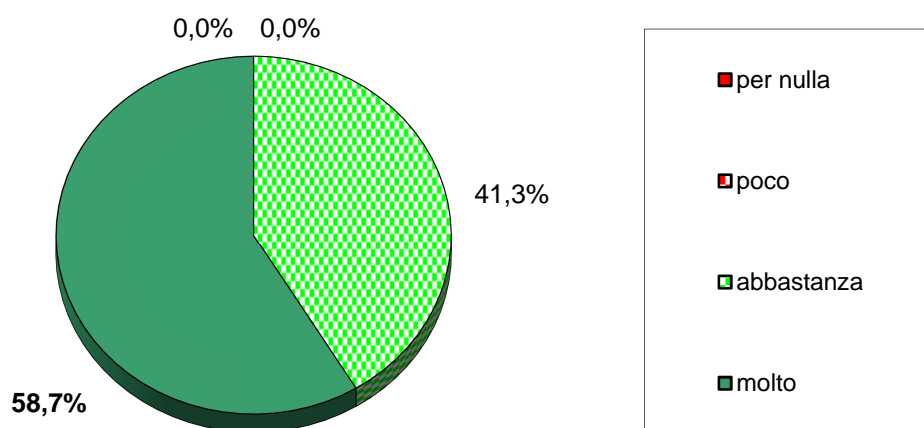
Soddisfazione per le relazioni sul lavoro: Uffici Amministrazione centrale



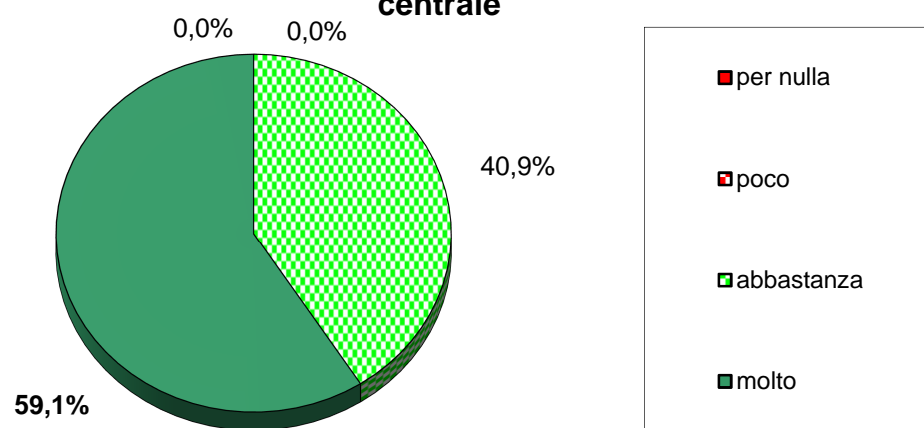
Soddisfazione per le relazioni sul lavoro: Uffici Scolastici Regionali



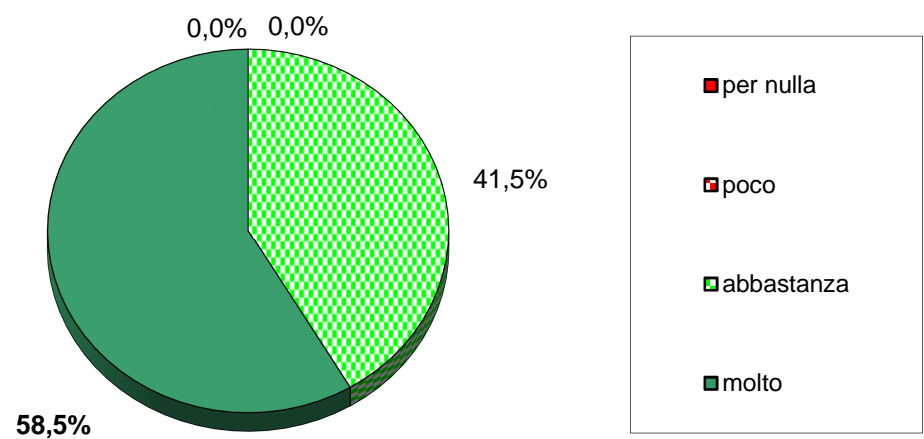
I collaboratori del dirigente ne apprezzano le qualità umane e morali



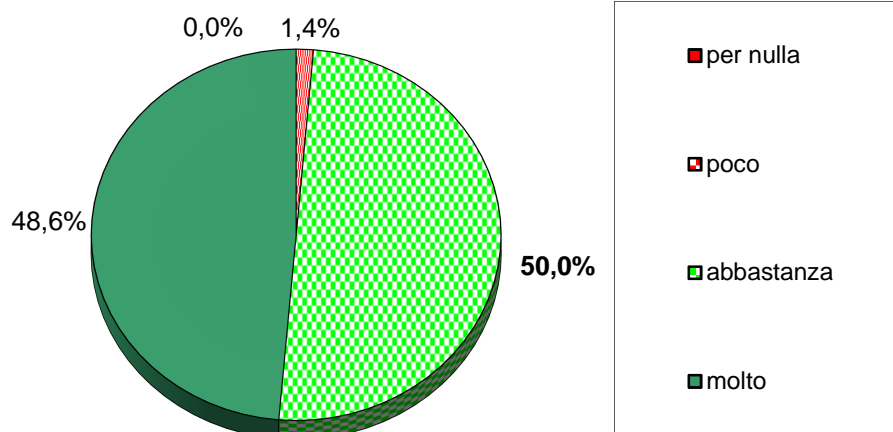
I collaboratori del dirigente ne apprezzano le qualità umane e morali: Uffici Amministrazione centrale



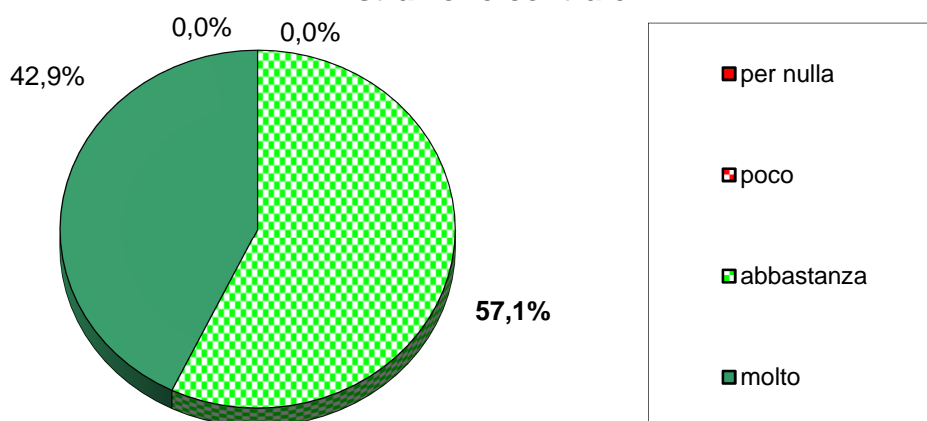
I collaboratori del dirigente ne apprezzano le qualità umane e morali: Uffici Scolastici Regionali



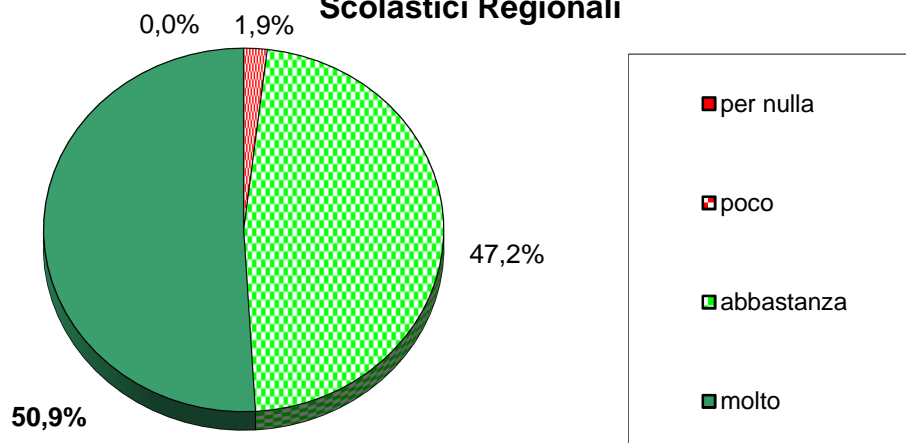
I collaboratori del dirigente ne apprezzano le capacità manageriali e competenze



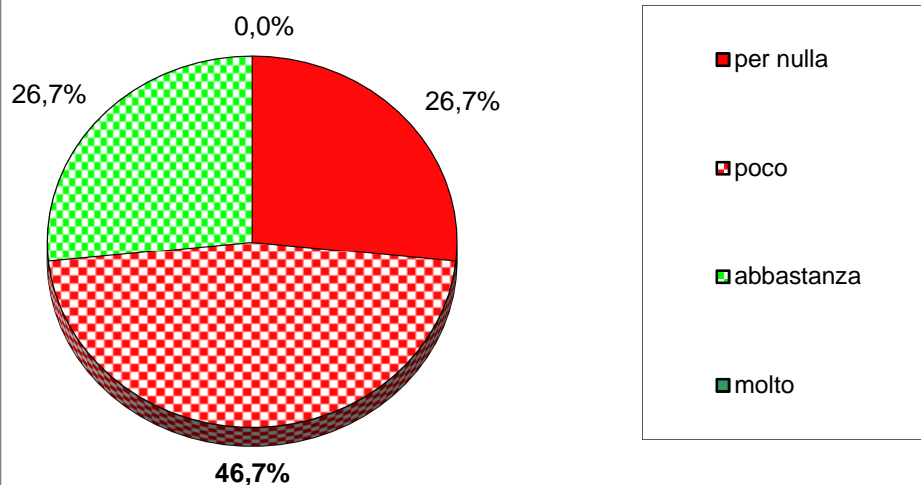
I collaboratori del dirigente ne apprezzano le capacità manageriali e competenze: Uffici Amministrazione centrale



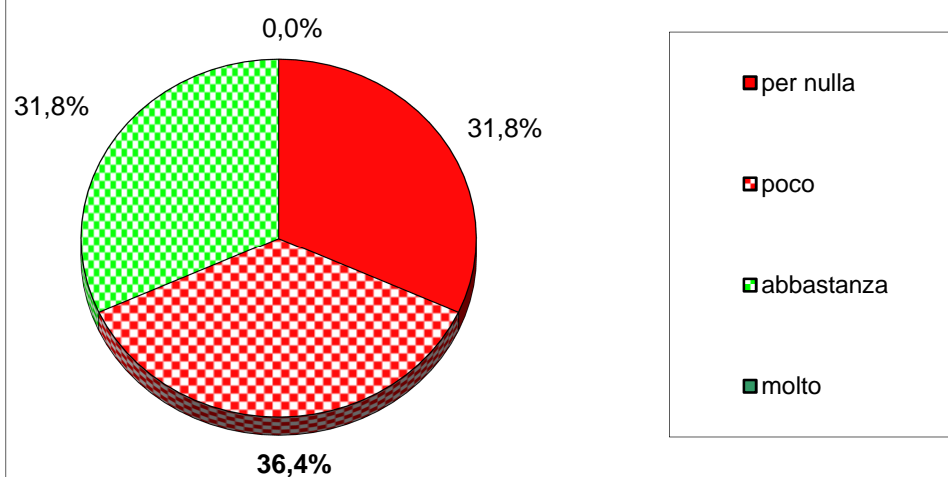
I collaboratori del dirigente ne apprezzano le capacità manageriali e competenze: Uffici Scolastici Regionali



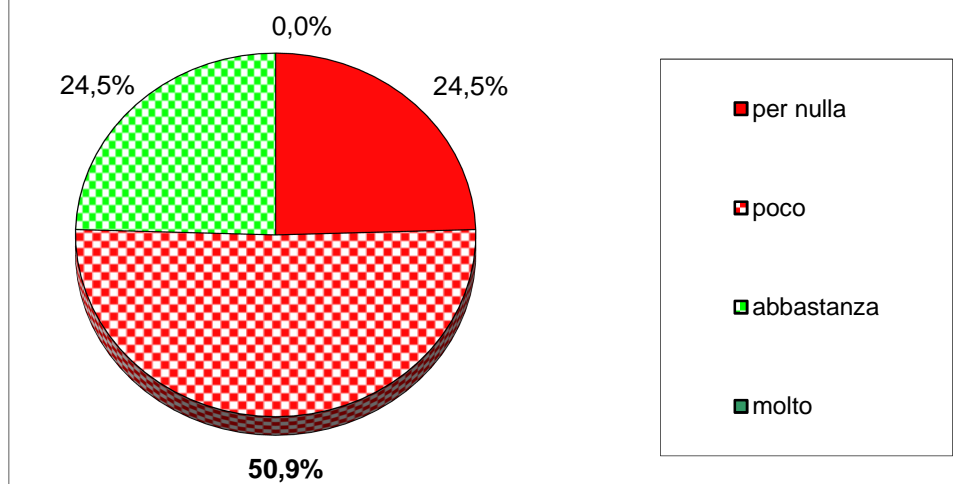
Equilibrio tra lavoro e tempo libero



Equilibrio tra lavoro e tempo libero: Uffici Amministrazione centrale

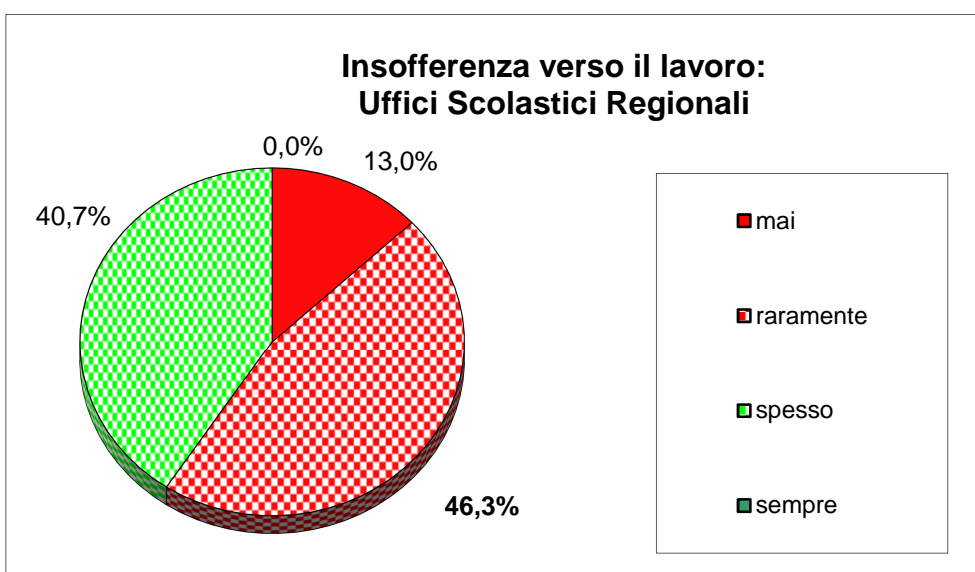
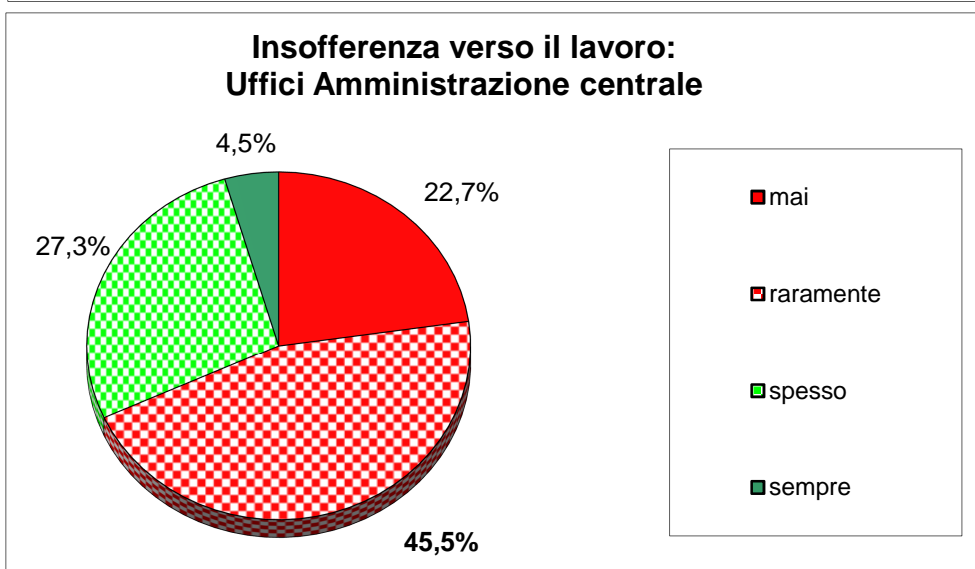
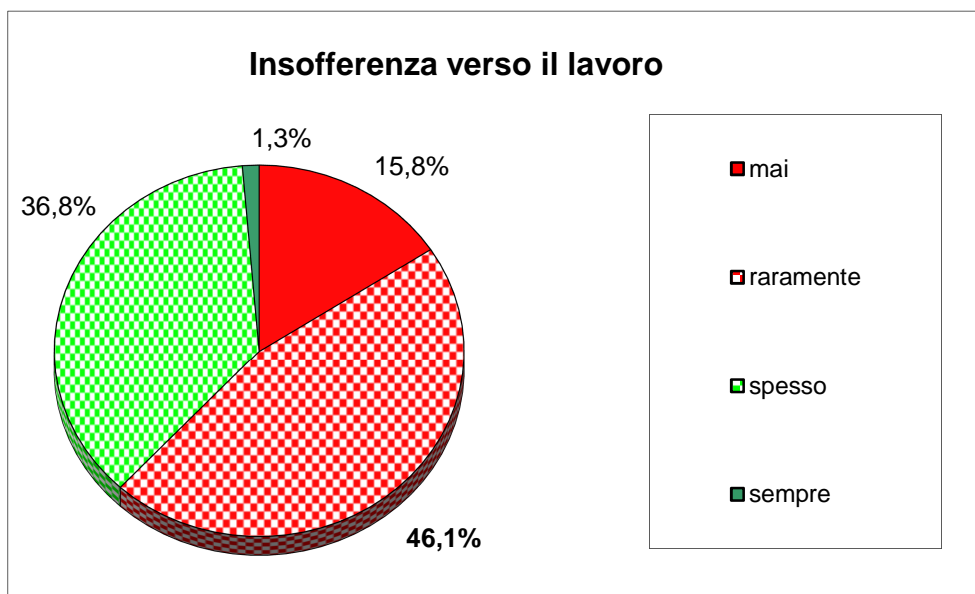


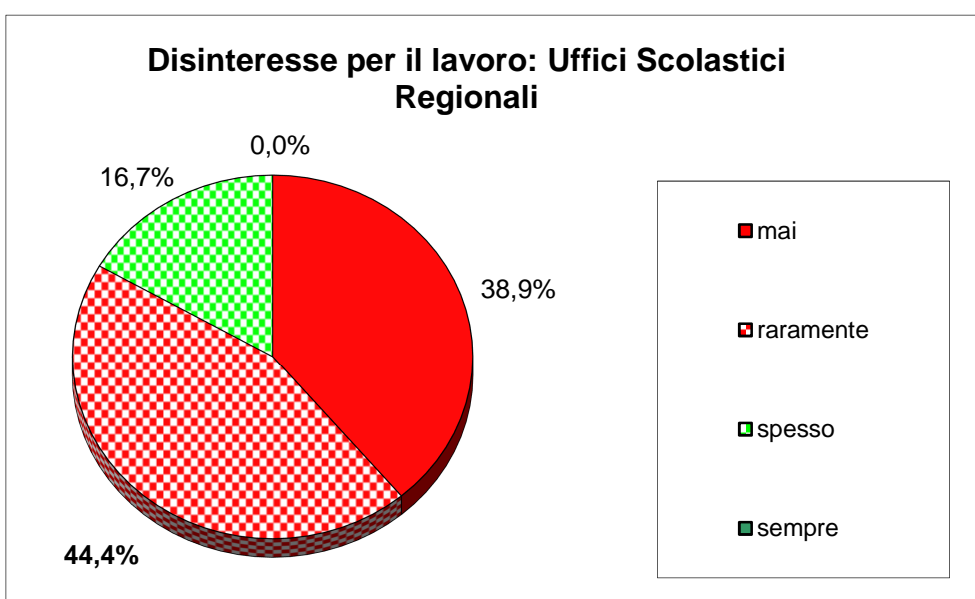
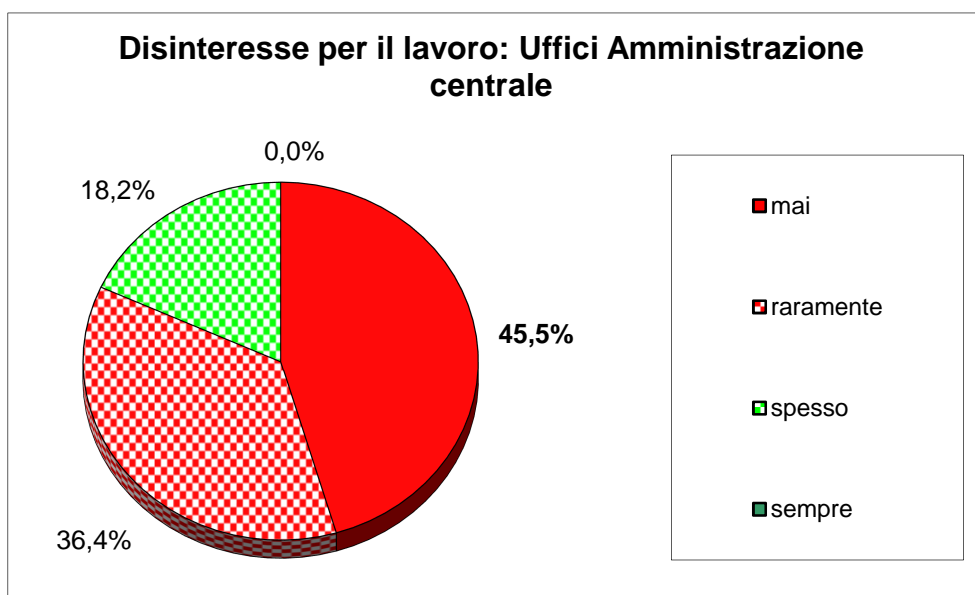
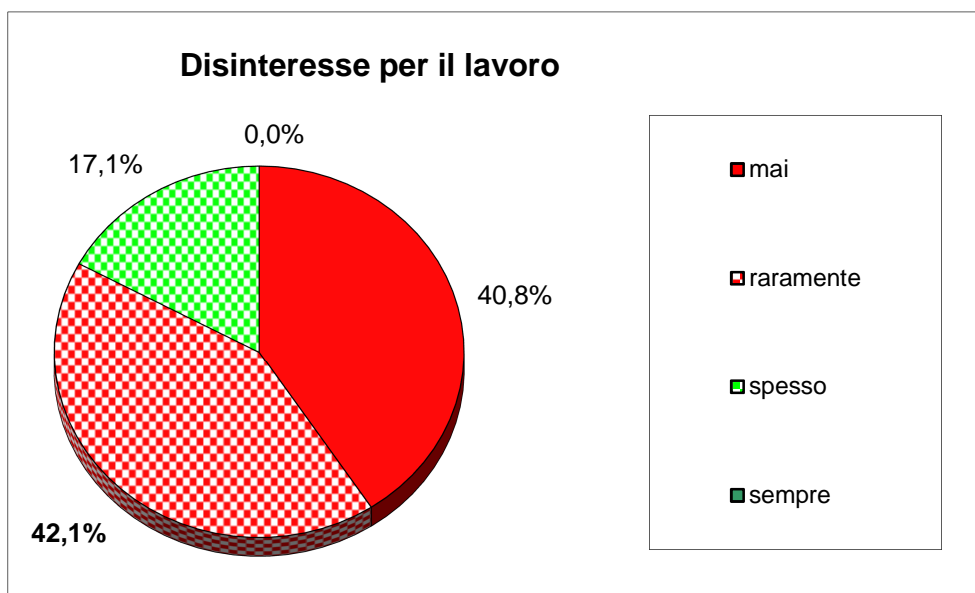
Equilibrio tra lavoro e tempo libero: Uffici Scolastici Regionali

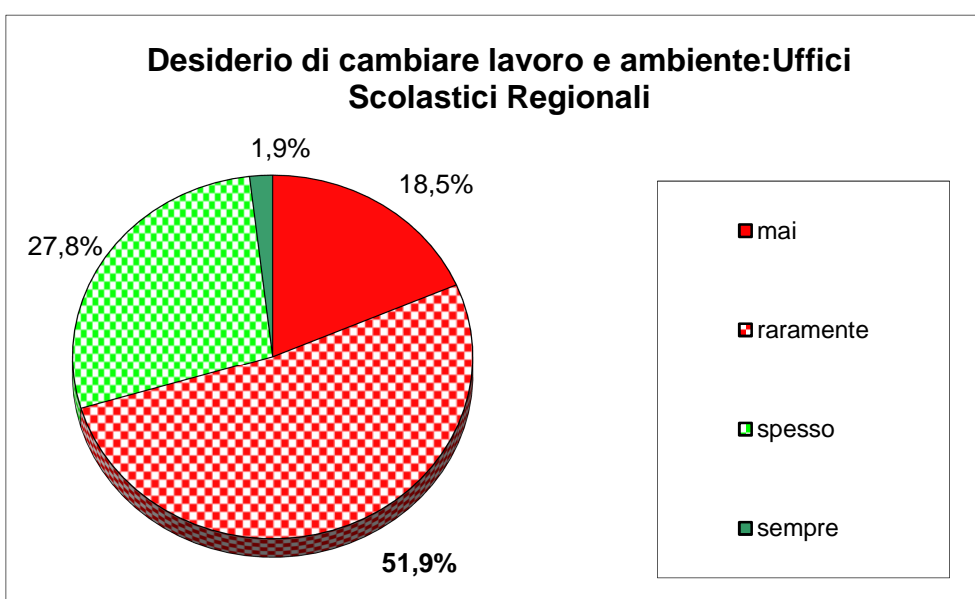
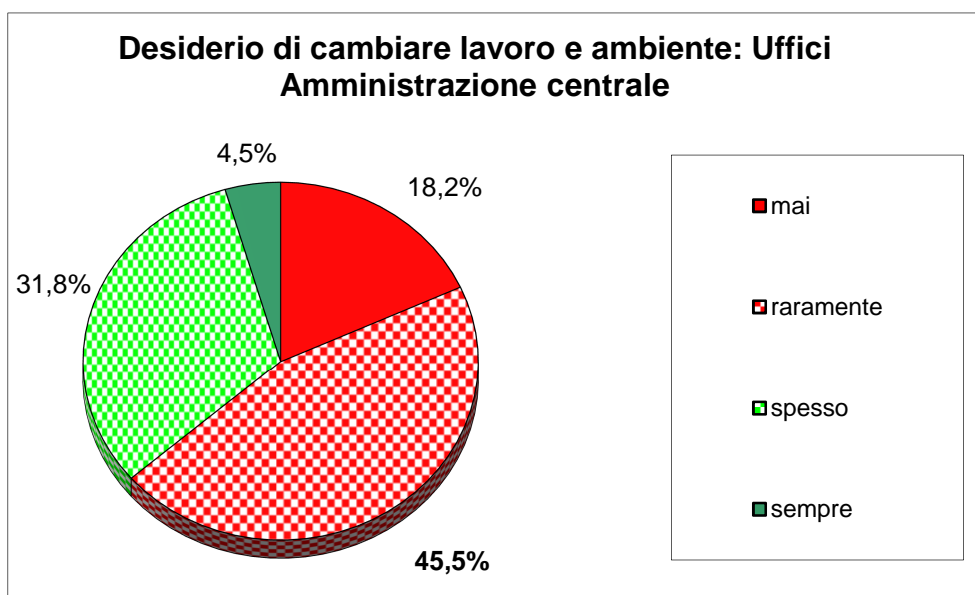
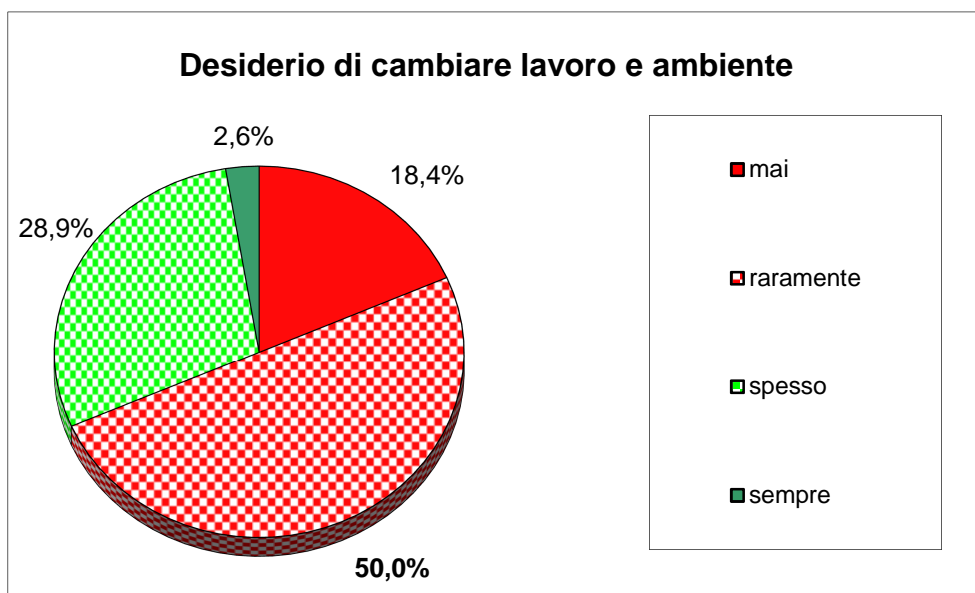


PARTE IV: INDICATORI POSITIVI E NEGATIVI DEL BENESSERE ORGANIZZATIVO E DEL BENESSERE PSICOFISICO

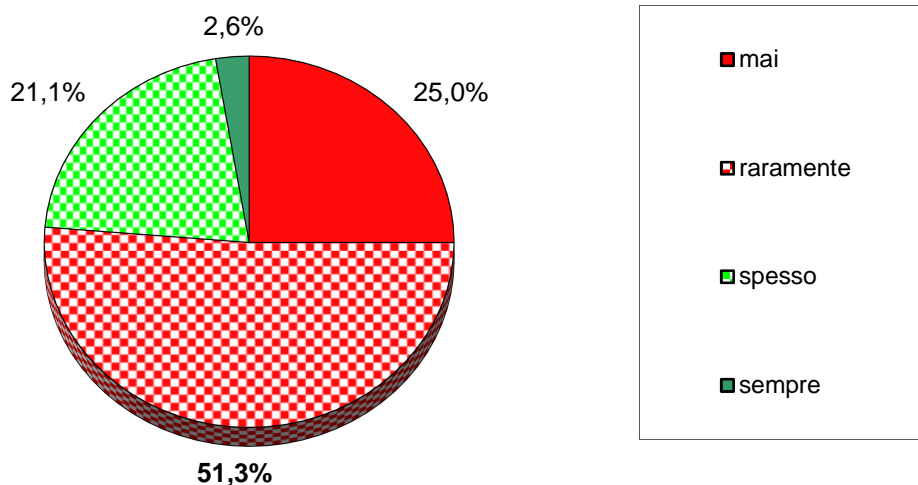
4.2 Con quale frequenza le capita di osservare i fenomeni seguenti fra i colleghi dirigenti del suo ambiente di lavoro?



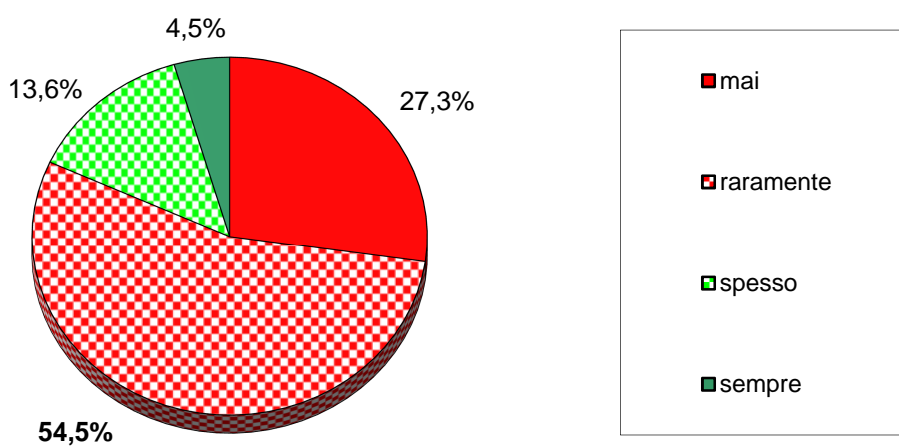




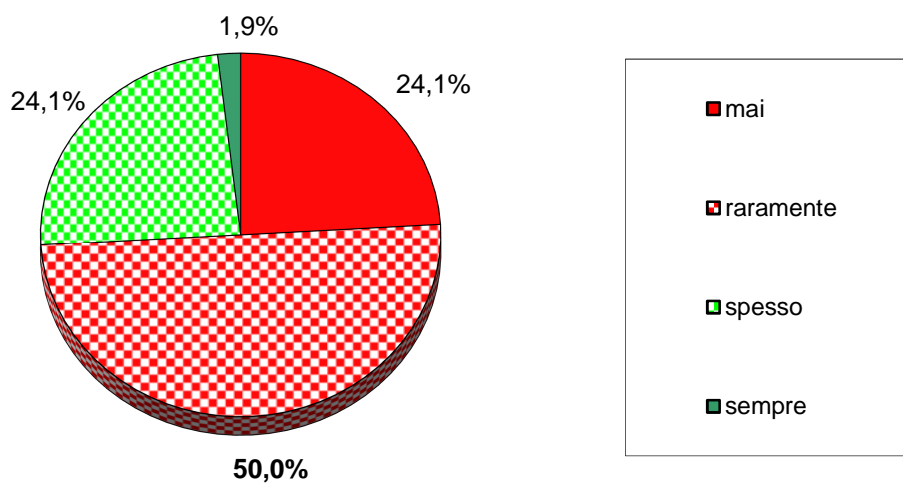
Risentimento verso l'Amministrazione



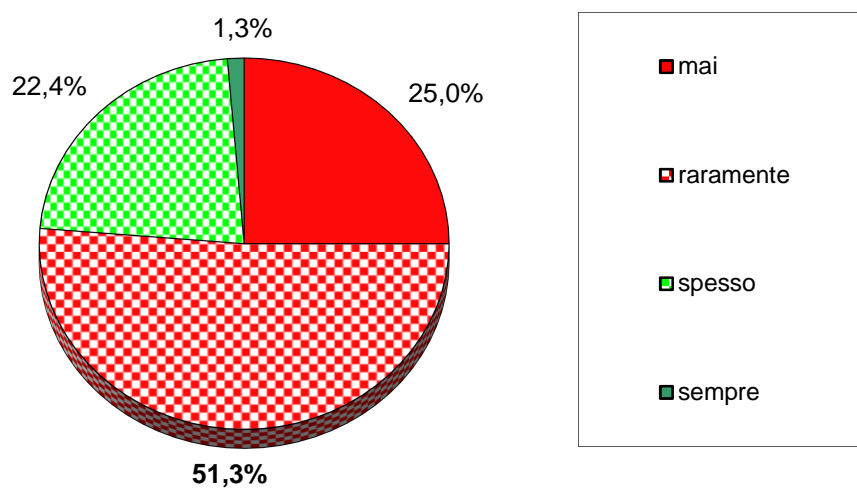
Risentimento verso l'Amministrazione: Uffici Amministrazione centrale



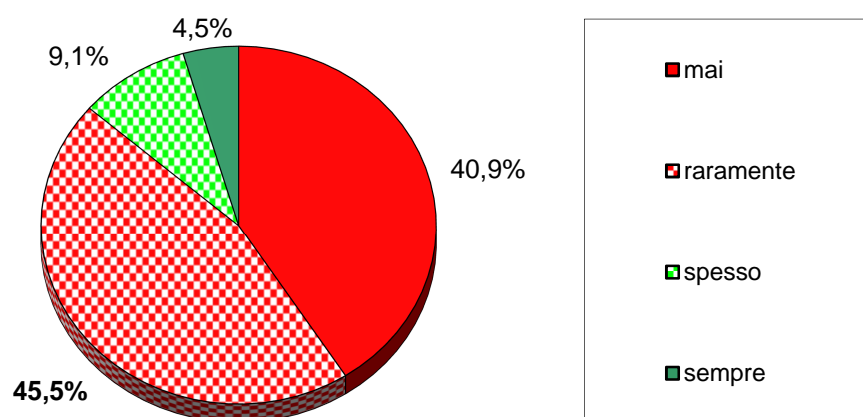
Risentimento verso l'Amministrazione: Uffici Scolastici Regionali



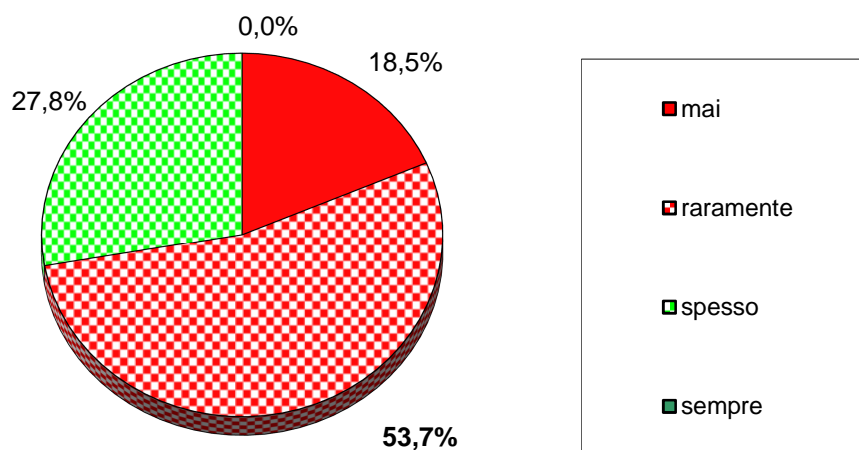
Aggressività e nervosismo

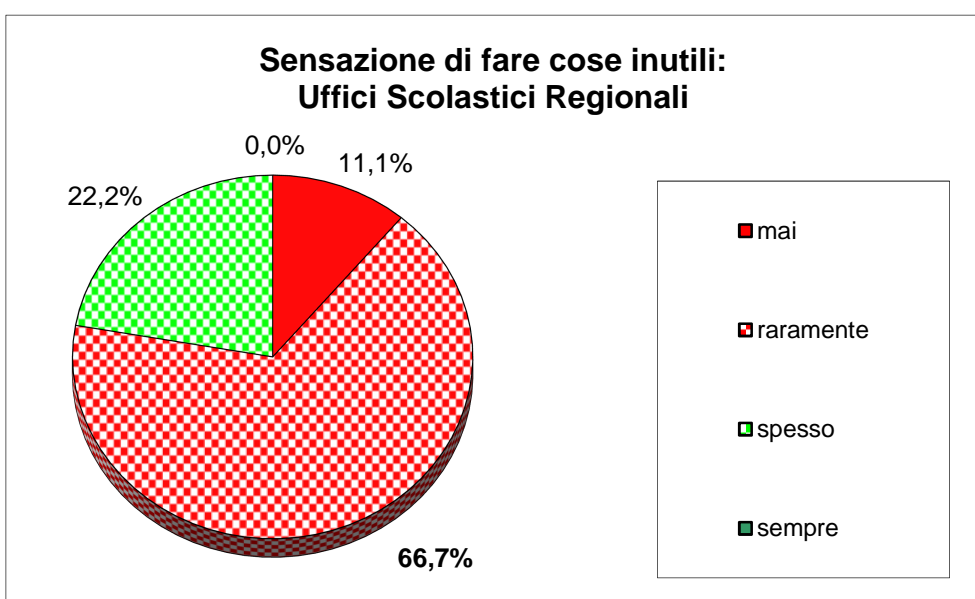
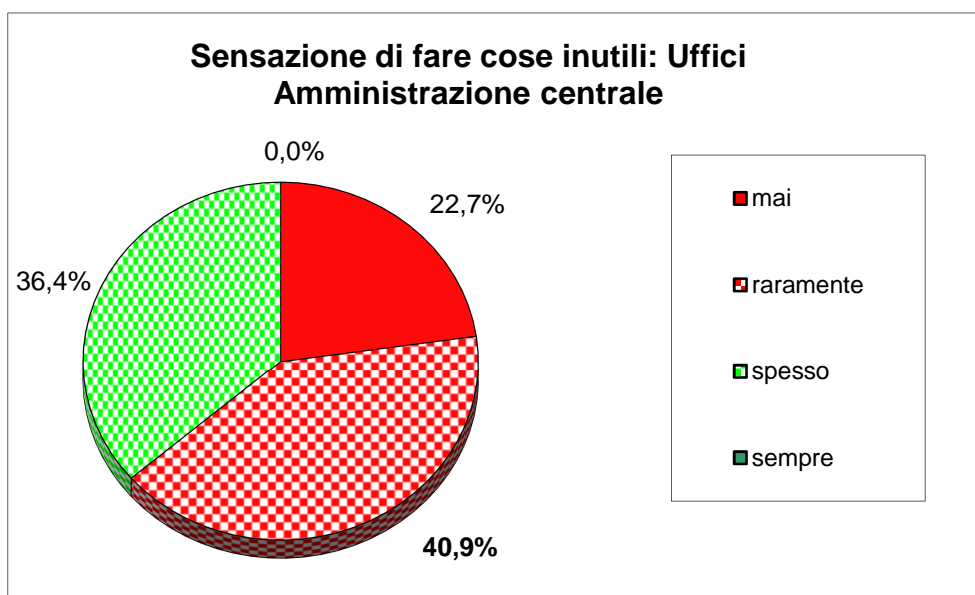
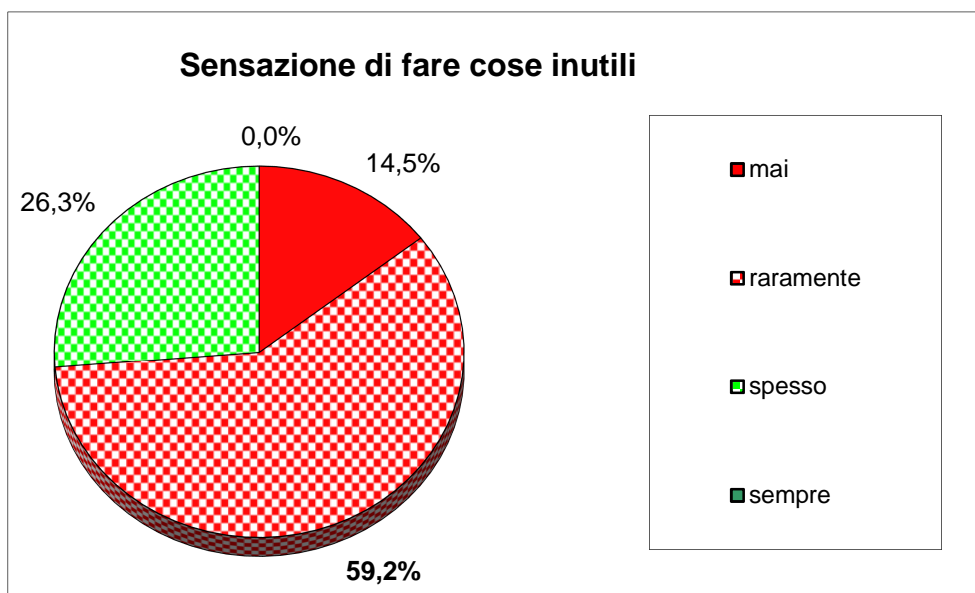


Aggressività e nervosismo: Uffici Amministrazione centrale

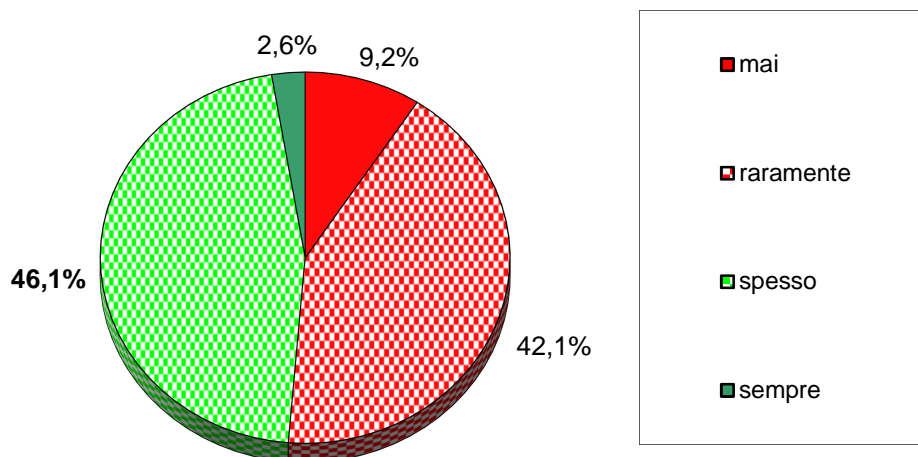


Aggressività e nervosismo: Uffici Scolastici Regionali

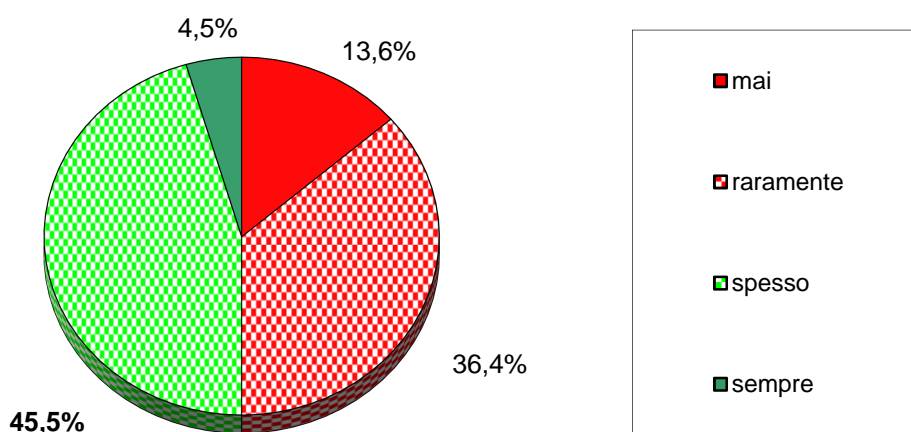




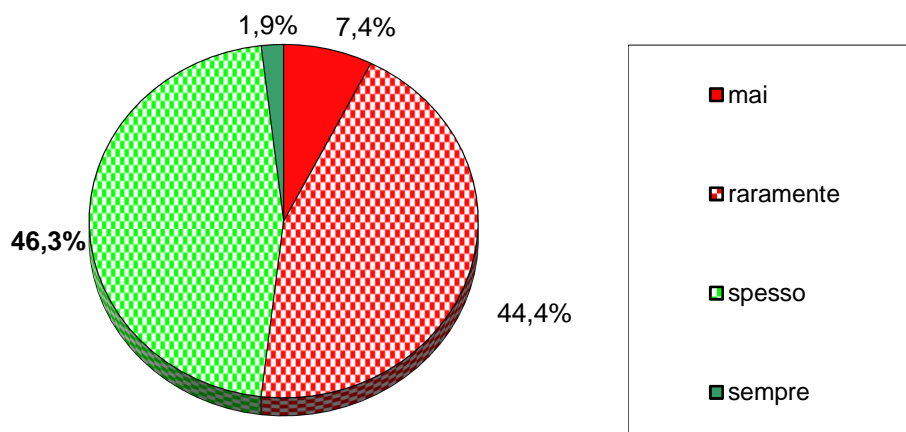
Sensazione di contare poco nell'Amministrazione



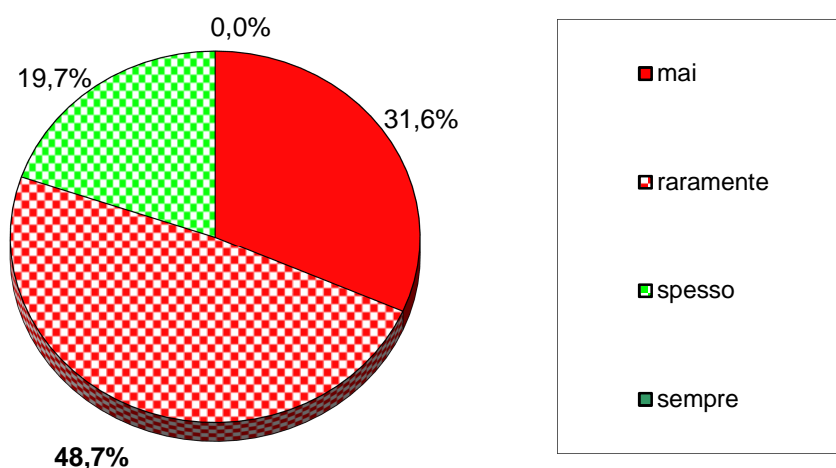
Sensazione di contare poco nell'Amministrazione: Uffici Amministrazione centrale



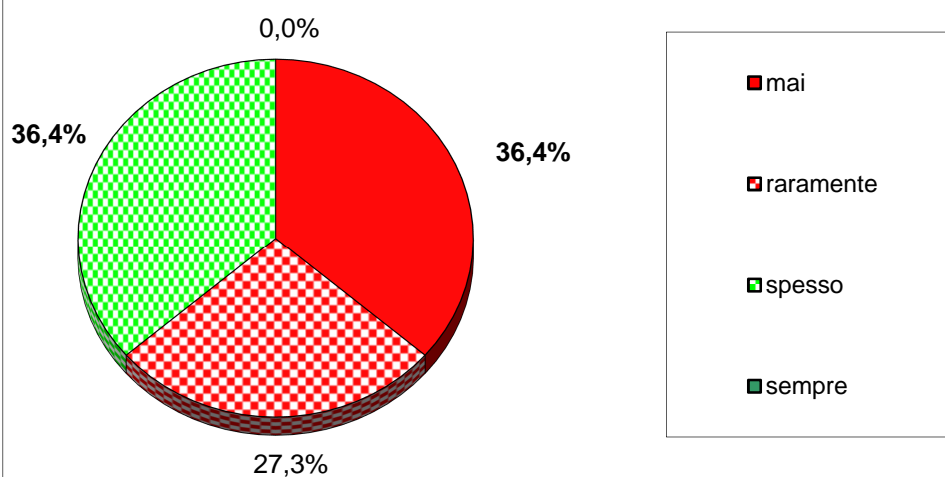
Sensazione di contare poco nell'Amministrazione: Uffici Scolastici Regionali



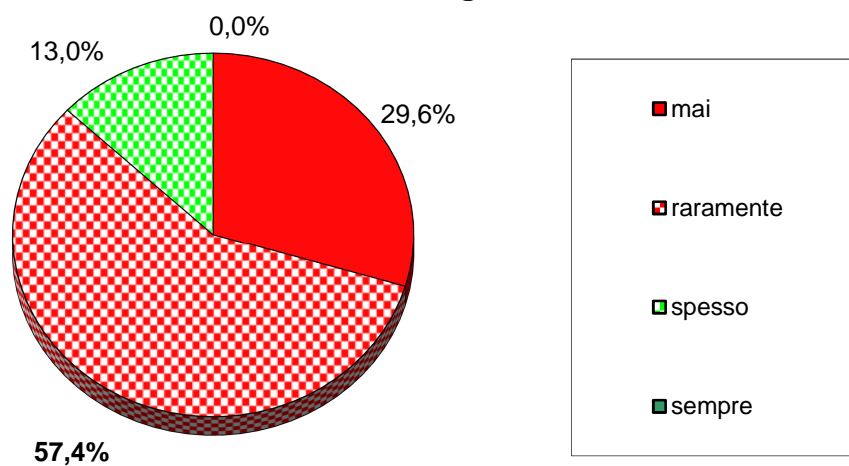
Sensazione di lavorare meccanicamente



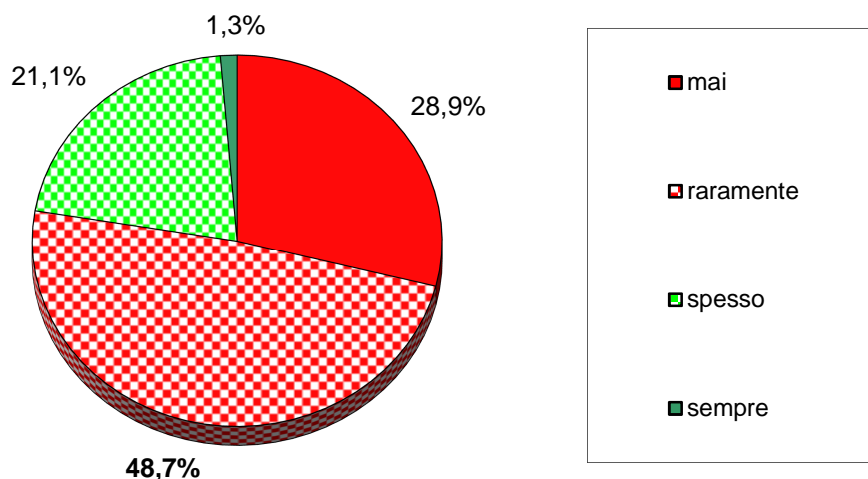
Sensazione di lavorare meccanicamente: Uffici Amministrazione centrale



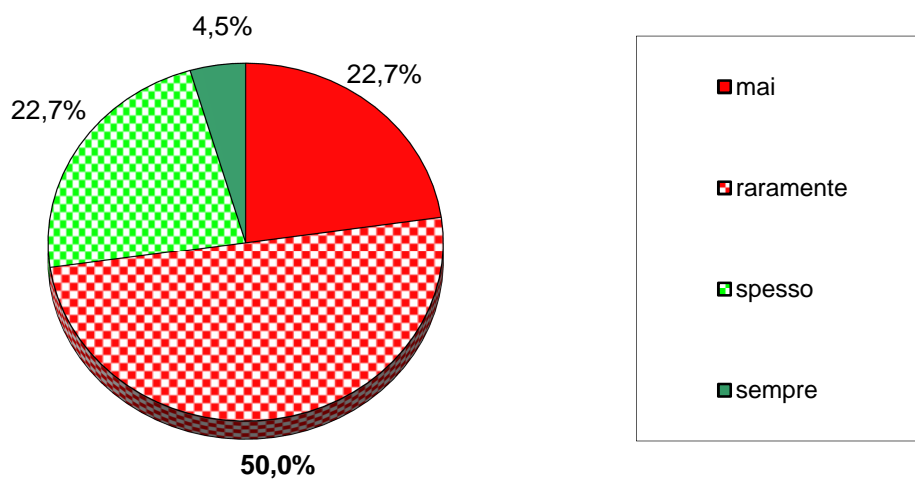
Sensazione di lavorare meccanicamente: Uffici Scolastici Regionali



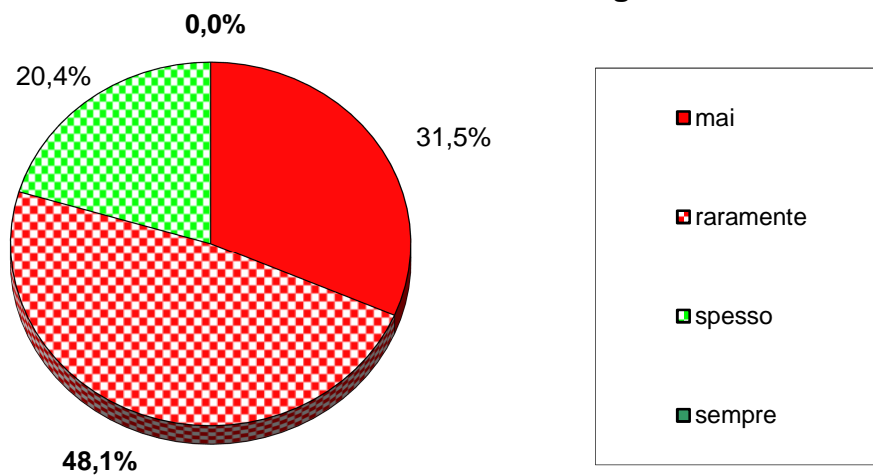
Mancanza di idee e/o assenza di iniziative



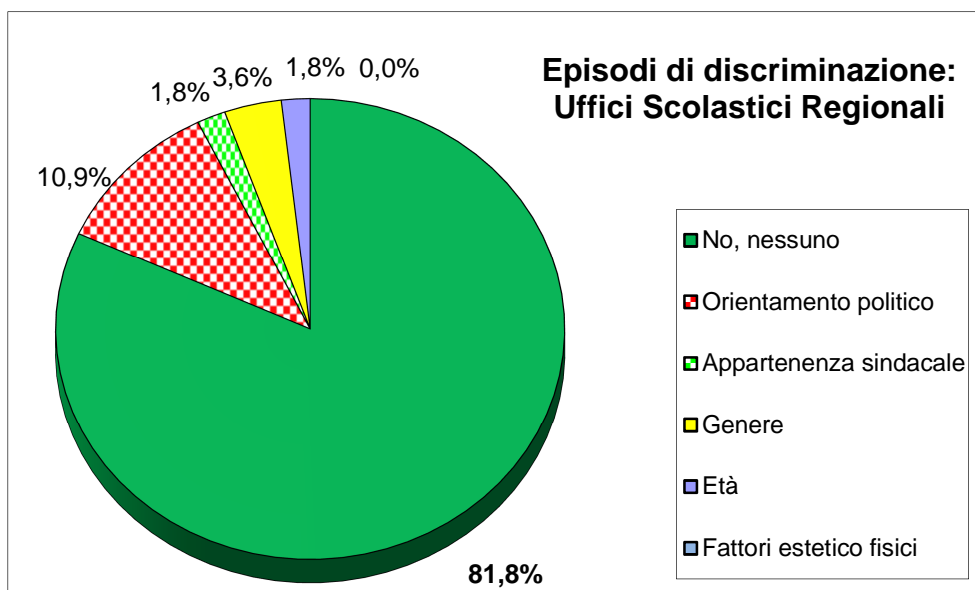
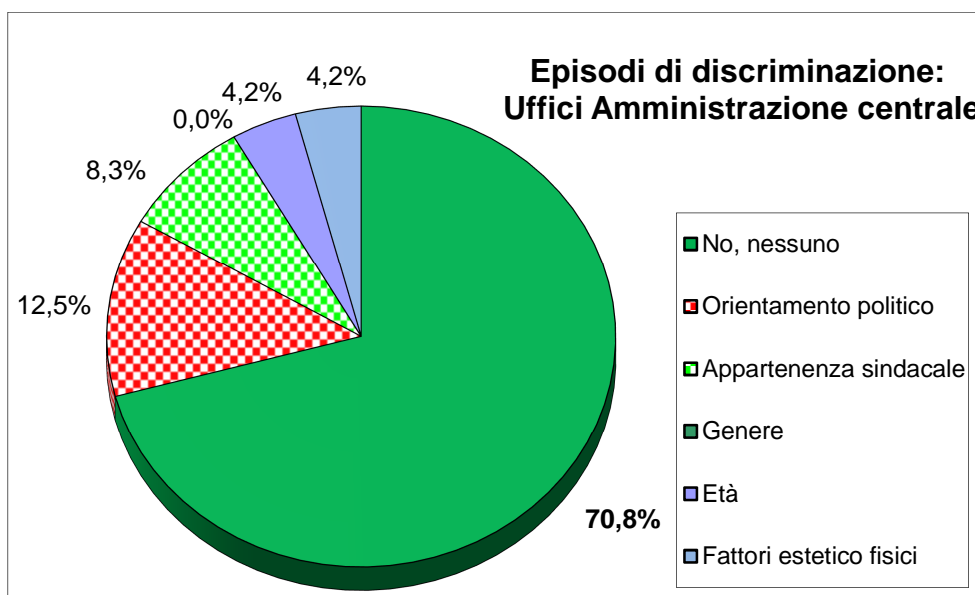
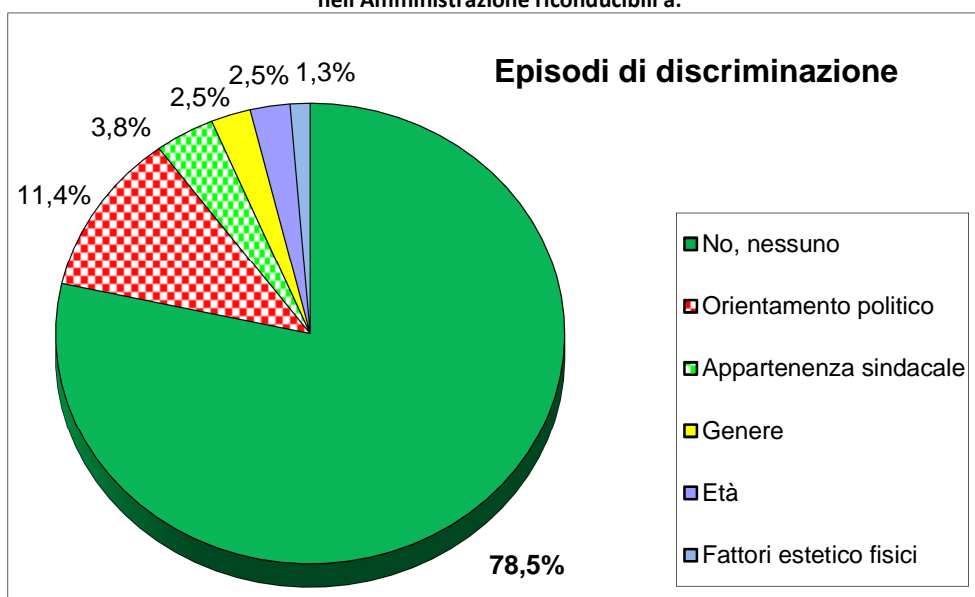
Mancanza di idee e/o assenza di iniziative: Uffici Amministrazione centrale



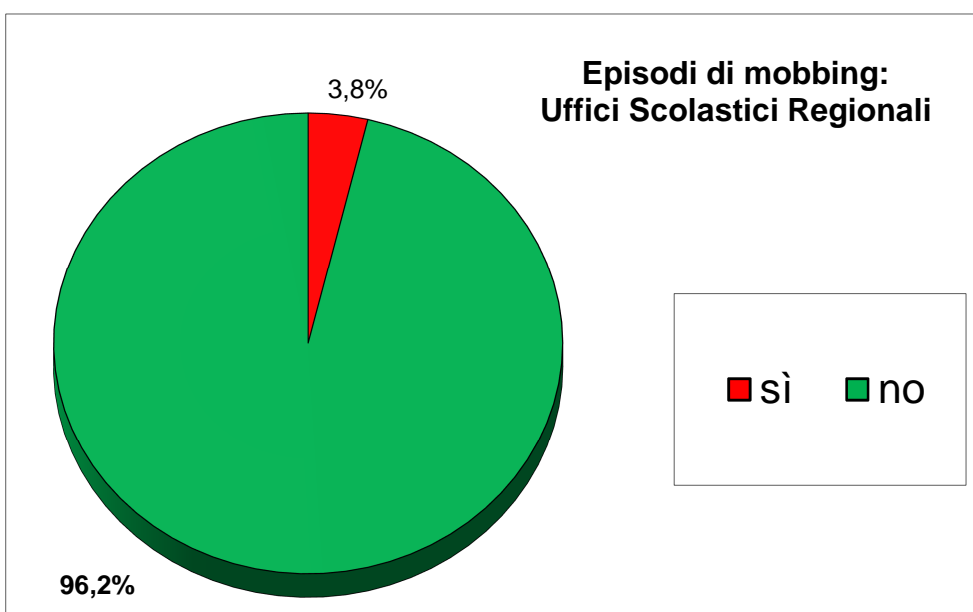
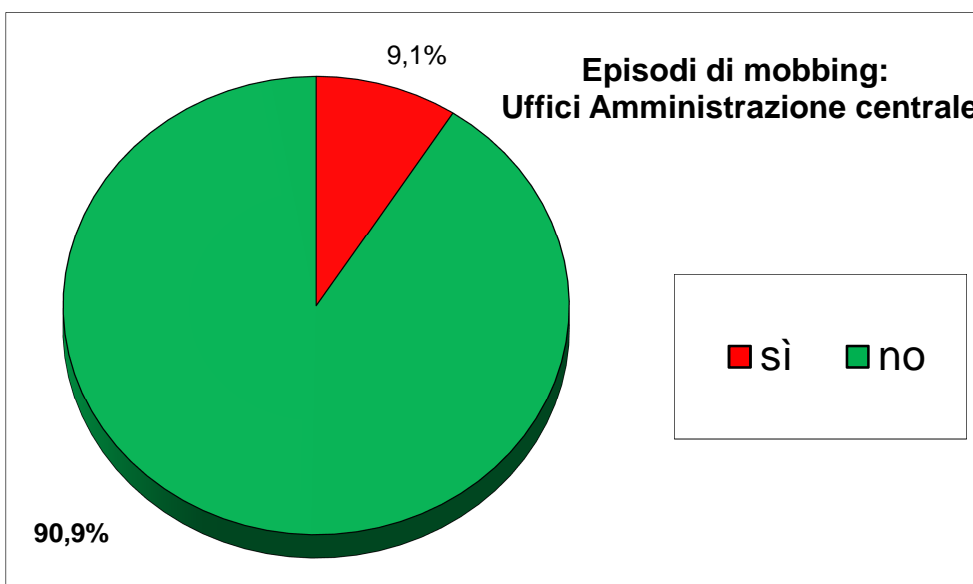
Mancanza di idee e/o assenza di iniziative: Uffici Scolastici Regionali



PARTE IV: INDICATORI POSITIVI E NEGATIVI DEL BENESSERE ORGANIZZATIVO E DEL BENESSERE PSICOFISICO
4.3 E' a conoscenza o ha avuto notizia che si siano verificati o si verifichino episodi di discriminazione all'interno nell'Amministrazione riconducibili a:

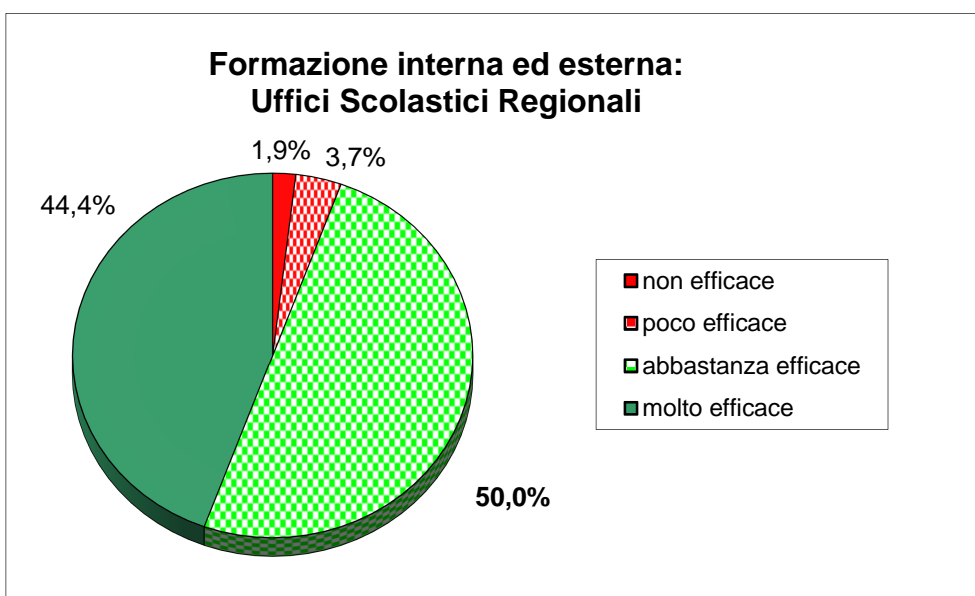
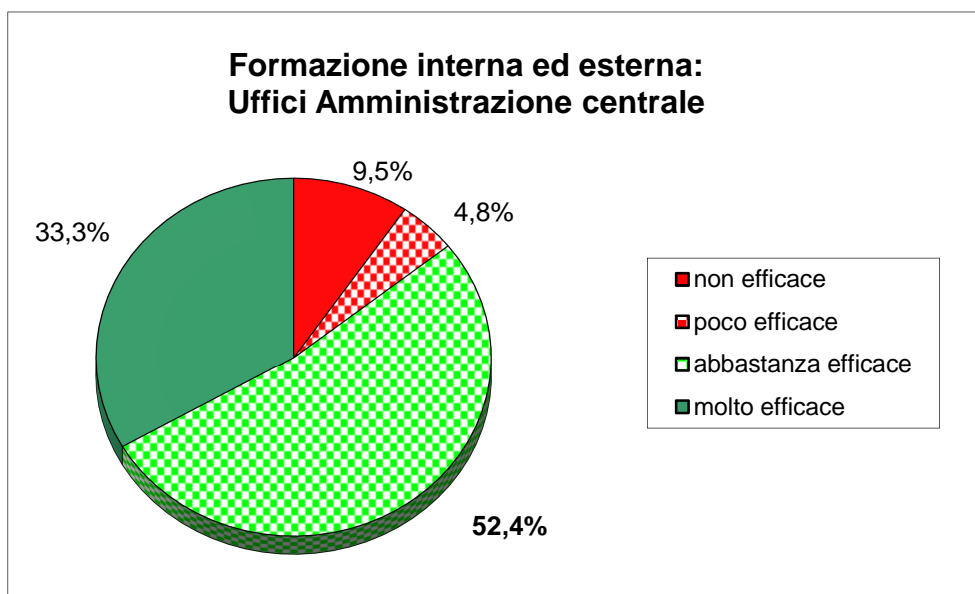
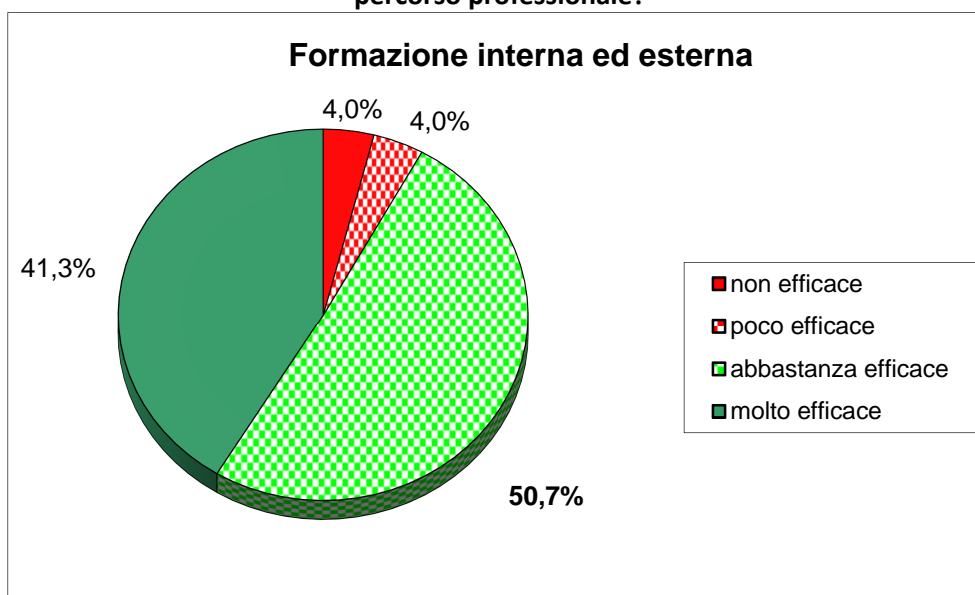


4.4 E' a conoscenza che vi siano stati di recente o che siano in atto fenomeni di mobbing nei confronti di qualche suo collega dirigente?

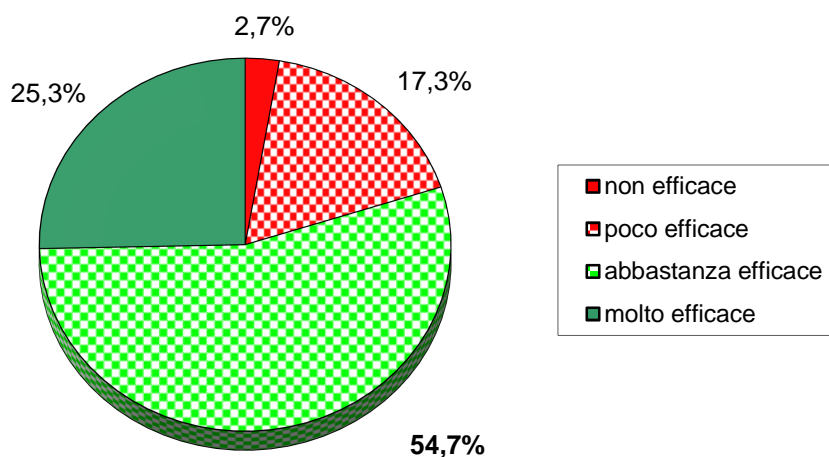


PARTE V: VALORIZZAZIONE DELLE COMPETENZE

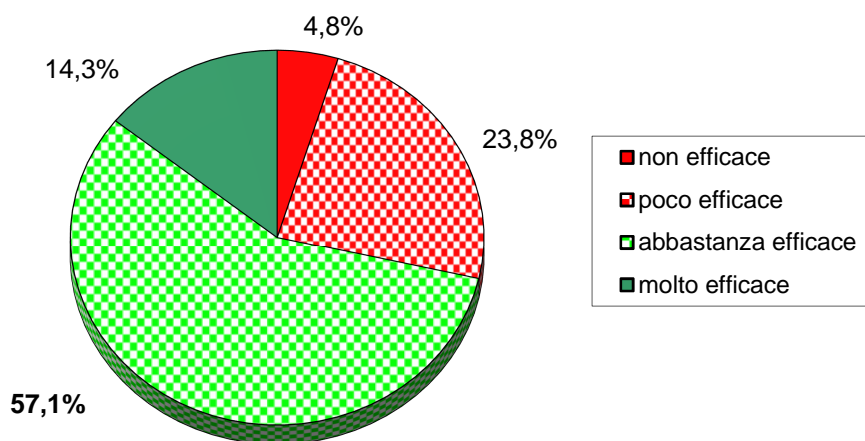
5.1 Tenendo conto nell' esperienza, quanto sono efficaci le seguenti attività per il rafforzamento del suo percorso professionale?



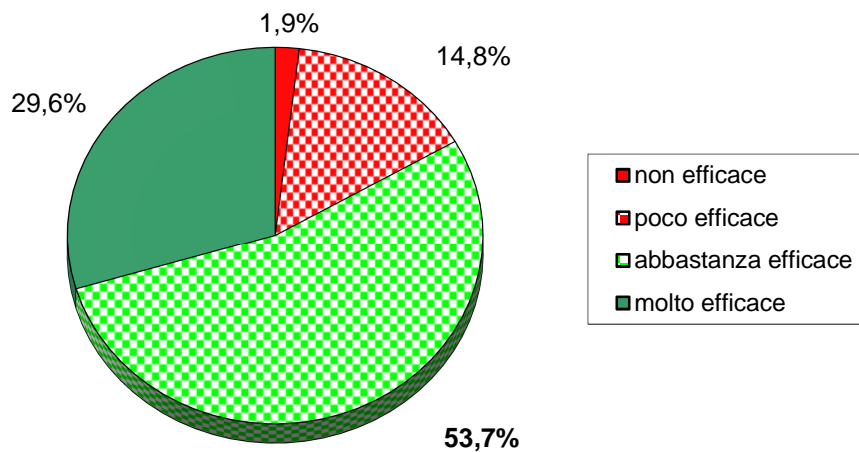
Partecipazione e seminari e convegni

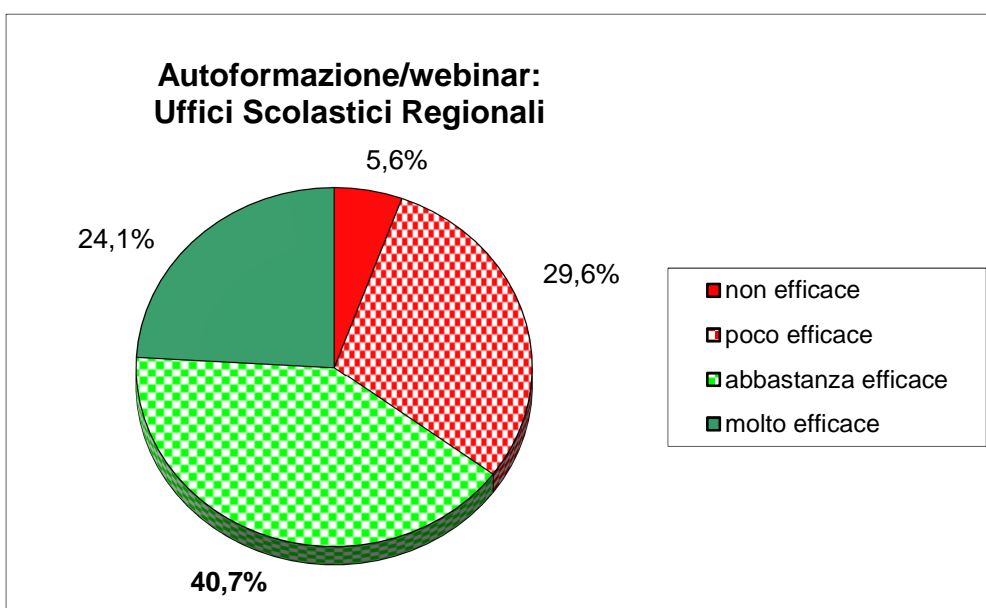
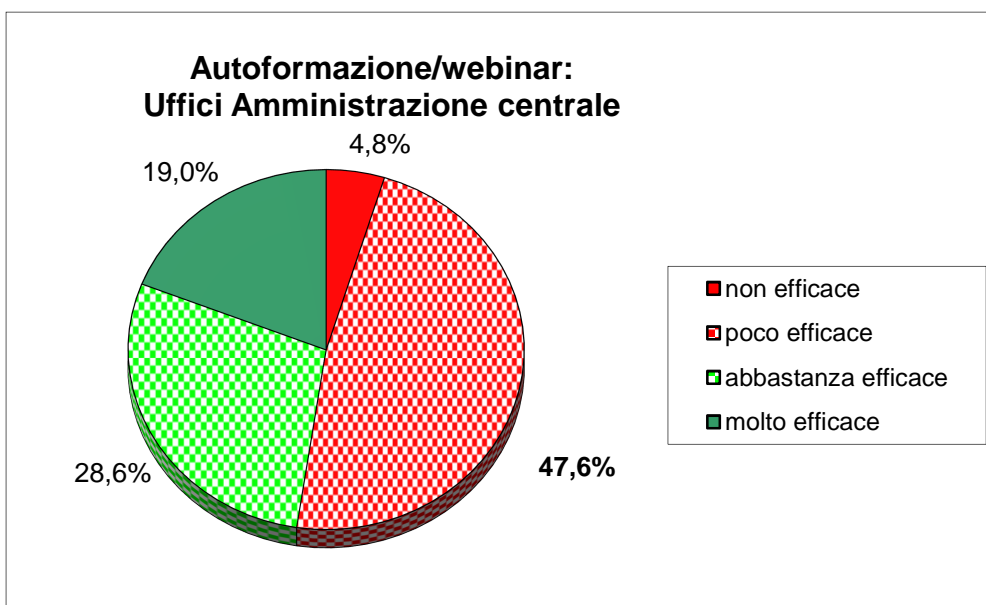
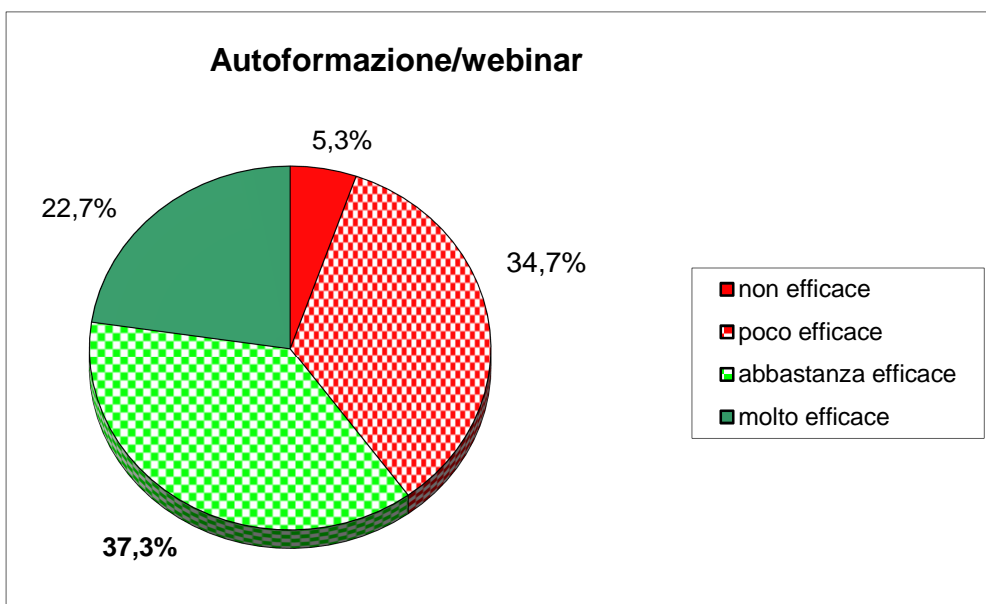


Partecipazione a seminari e convegni: Uffici Amministrazione centrale

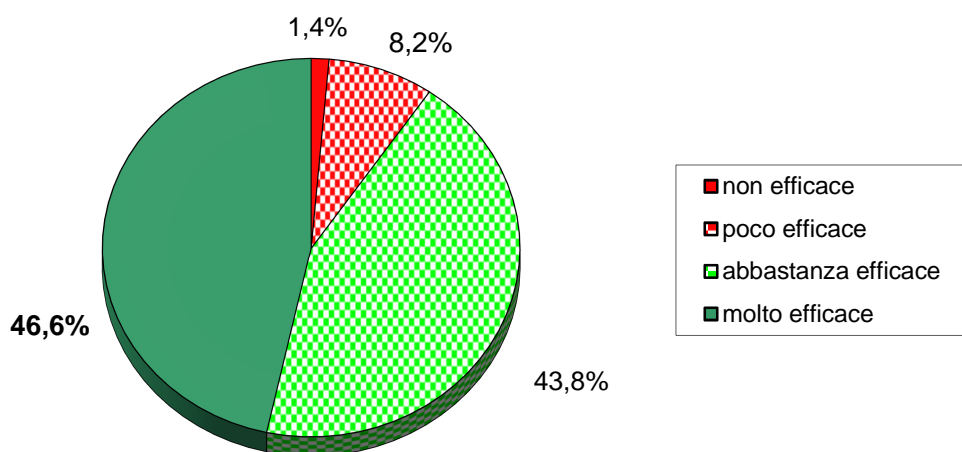


Partecipazione a seminari e convegni: Uffici Scolastici Regionali

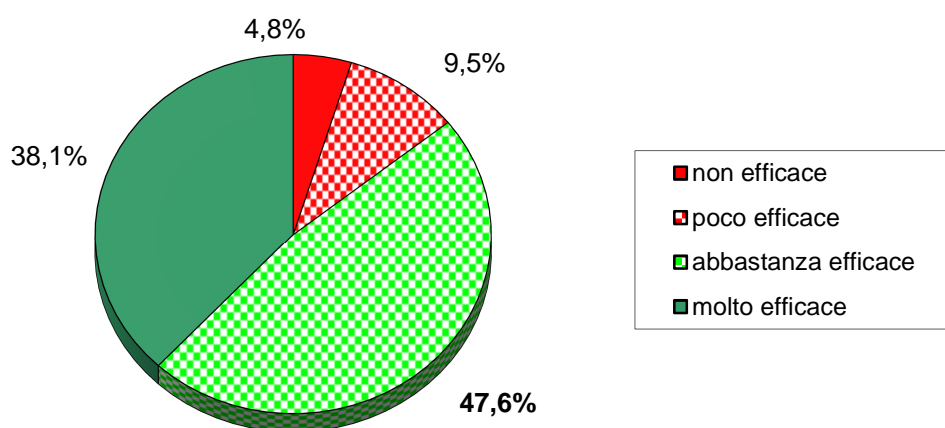




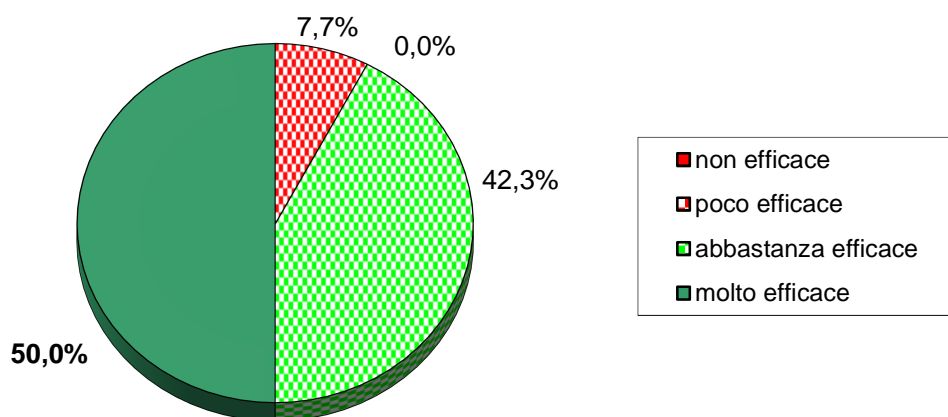
Partecipazione a gruppi di lavoro interni ed esterni



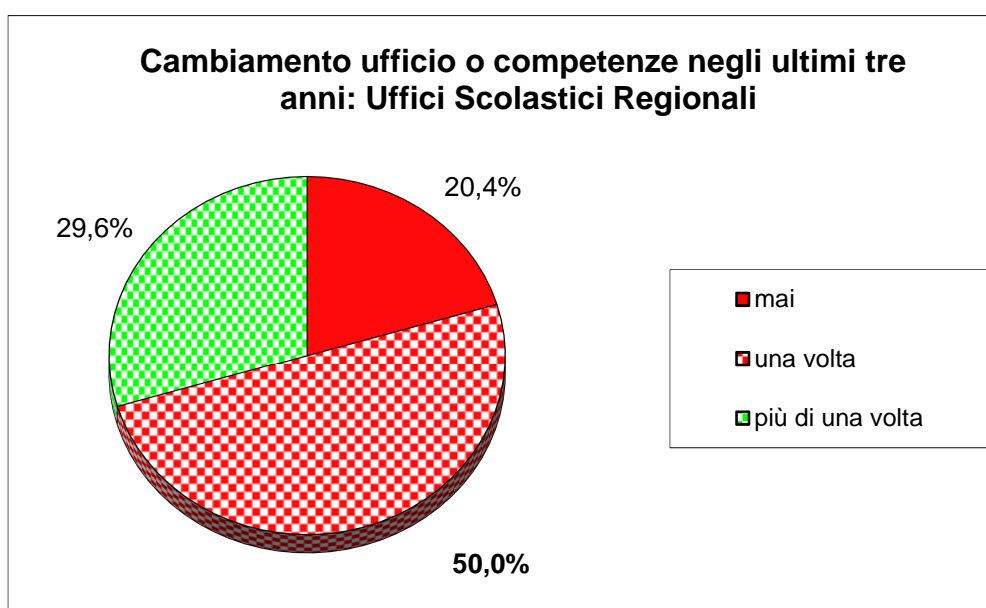
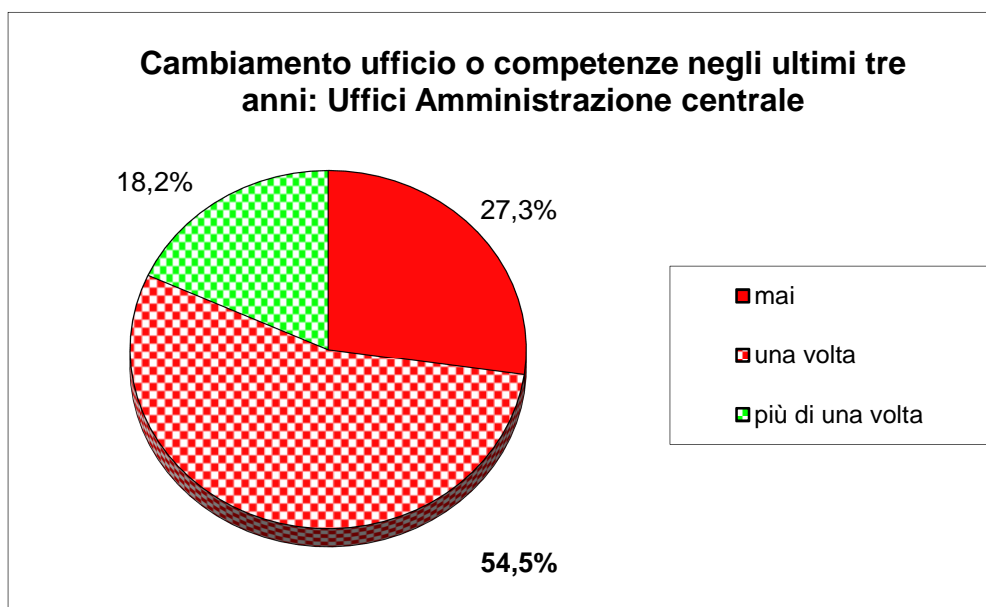
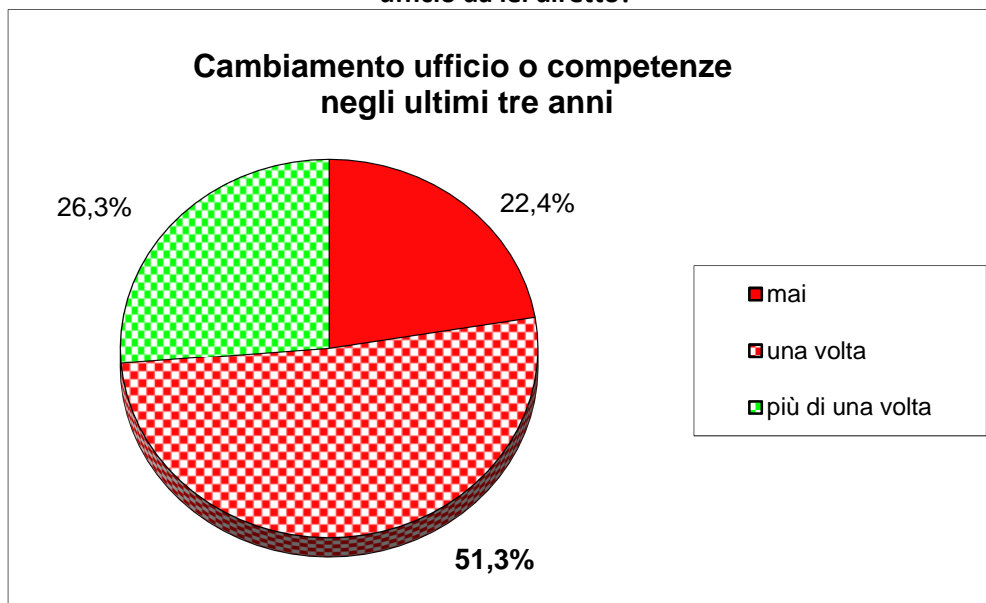
Partecipazione a gruppi di lavoro interni ed esterni: Uffici Amministrazione centrale



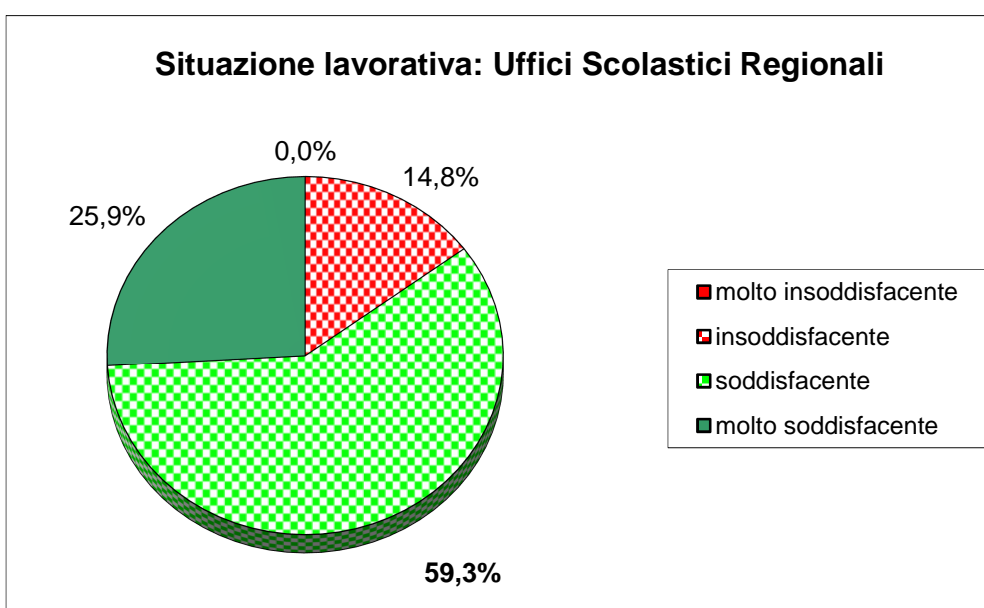
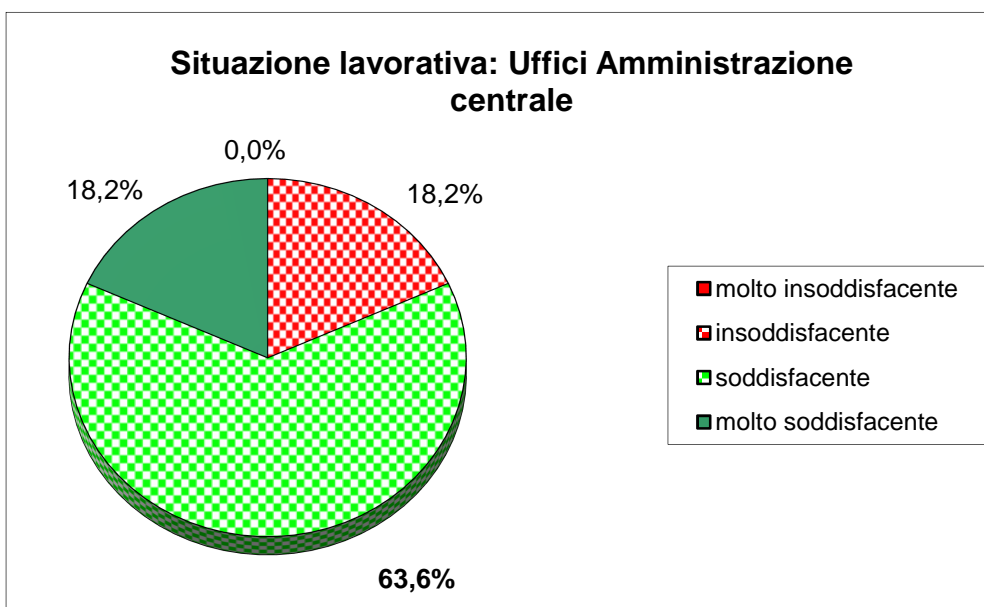
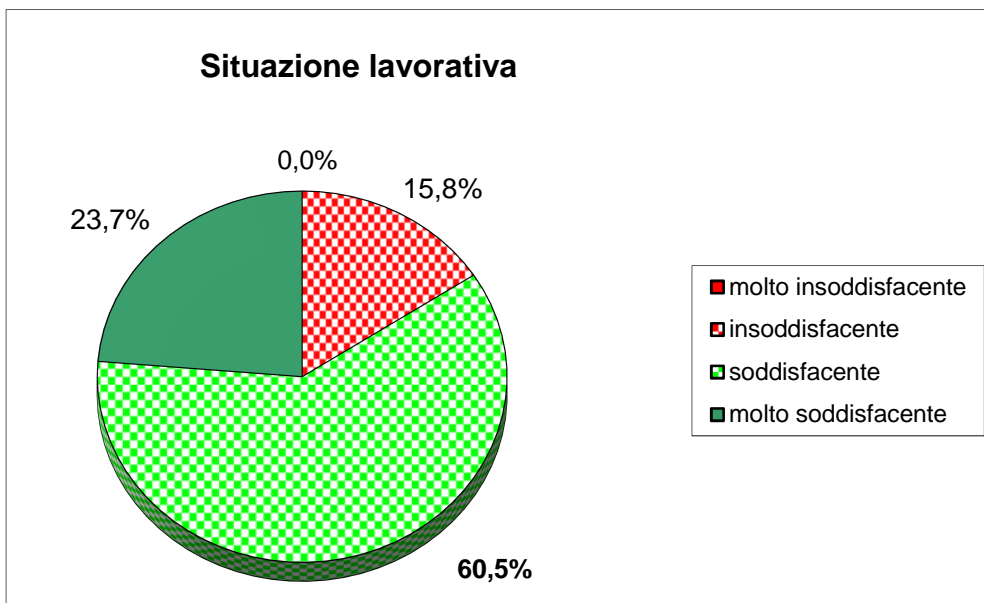
Partecipazione a gruppi di lavoro interni ed esterni: Uffici Scolastici Regionali



5.2 Negli ultimi tre anni ha cambiato ufficio e/o sono cambiate in modo rilevante le competenze nell'ufficio da lei diretto?

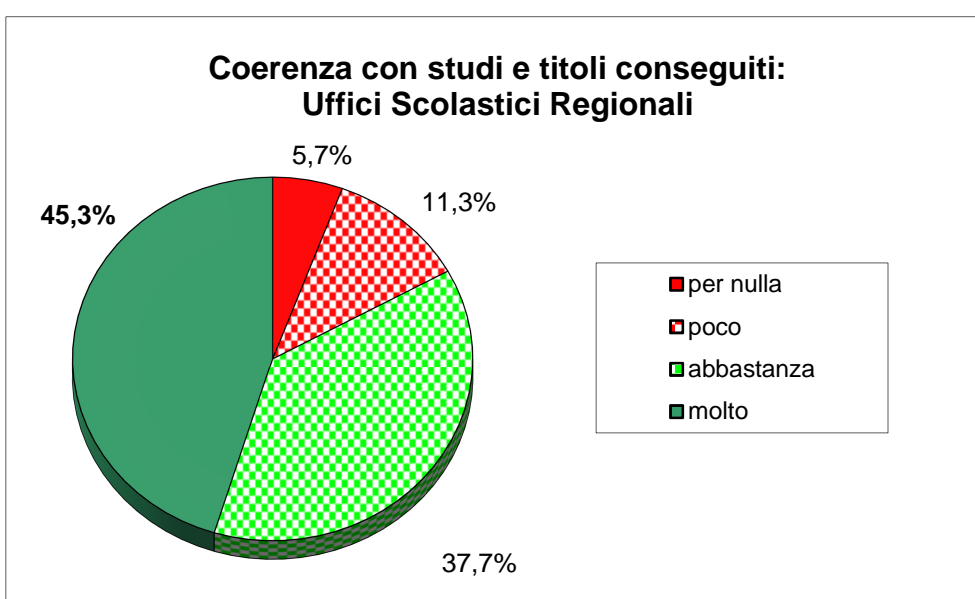
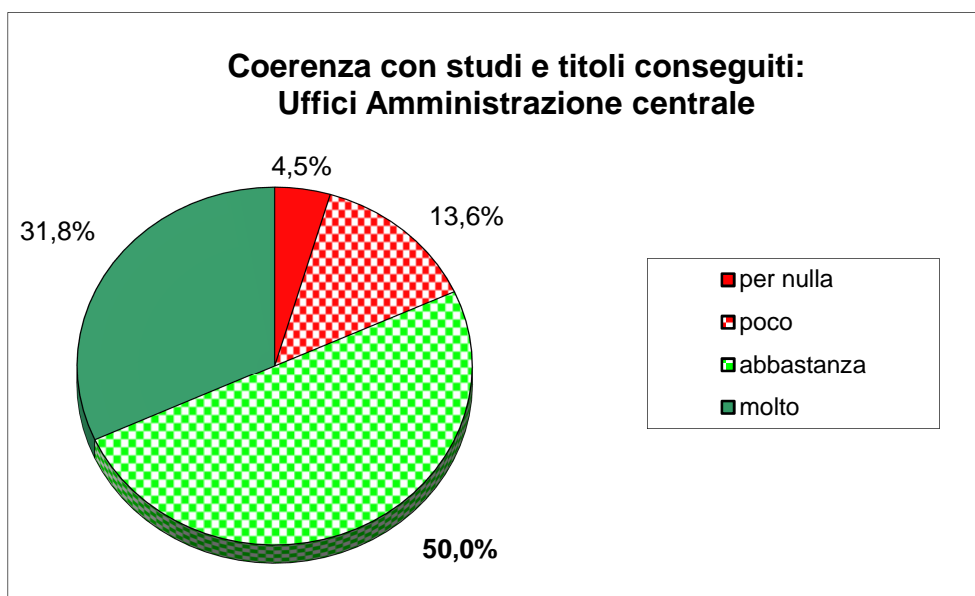
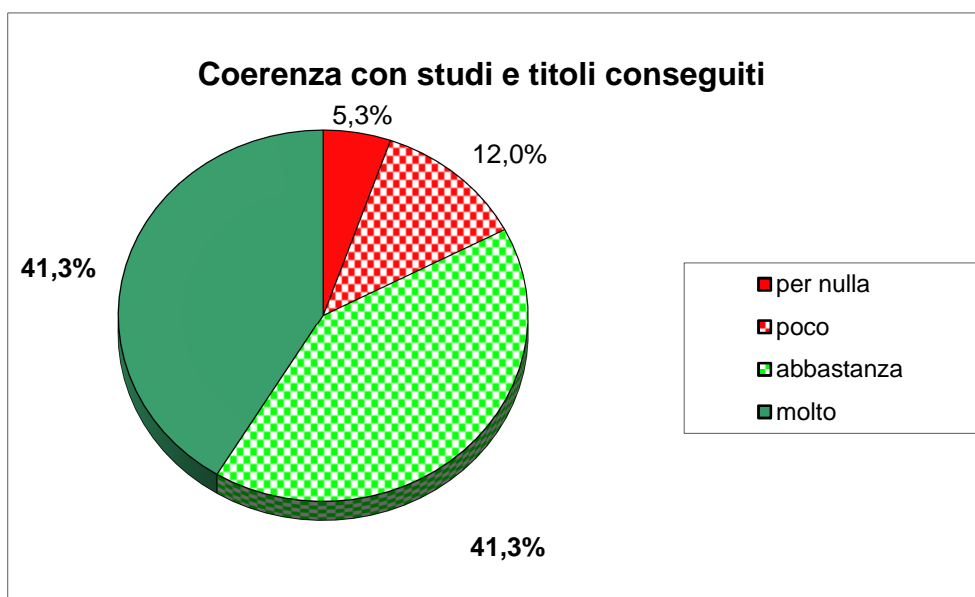


5.3 Nel complesso, come giudica la sua situazione lavorativa attuale?

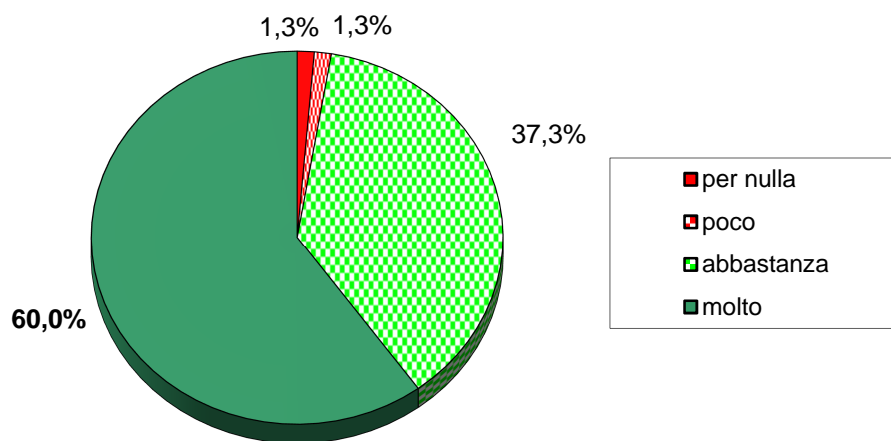


PARTE V: VALORIZZAZIONE DELLE COMPETENZE

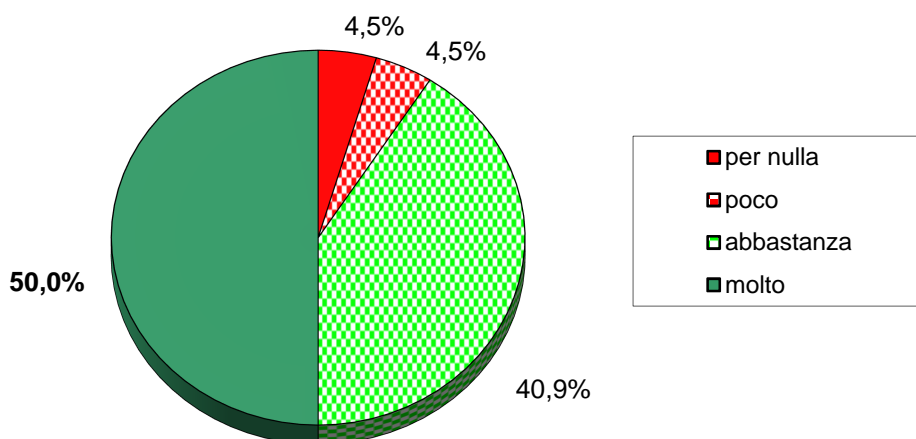
5.4 Secondo lei, la sua attività è coerente con:



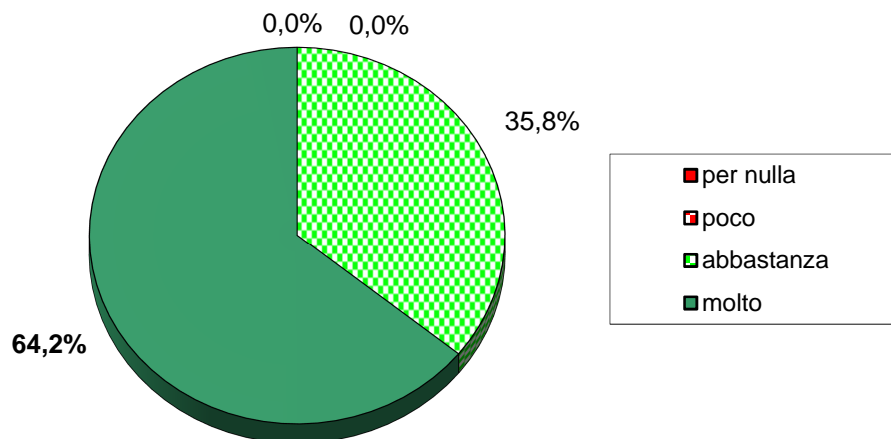
Coerenza con competenze ed esperienze maturate

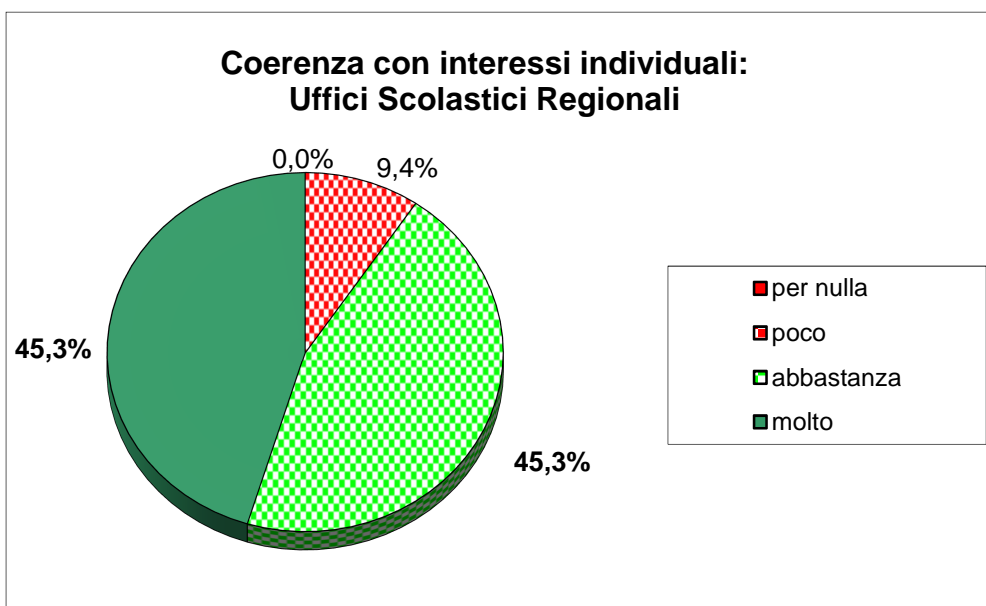
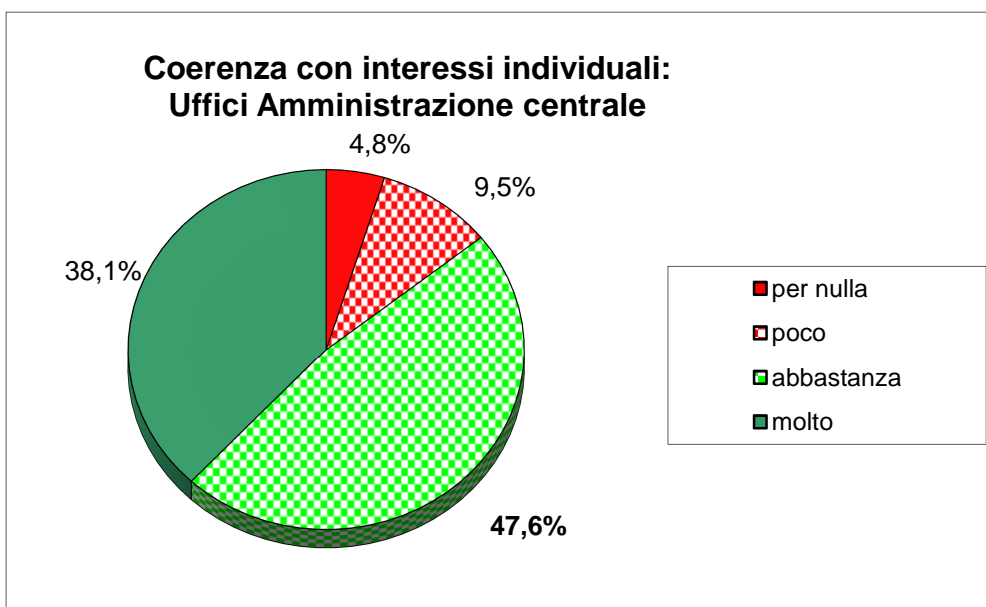
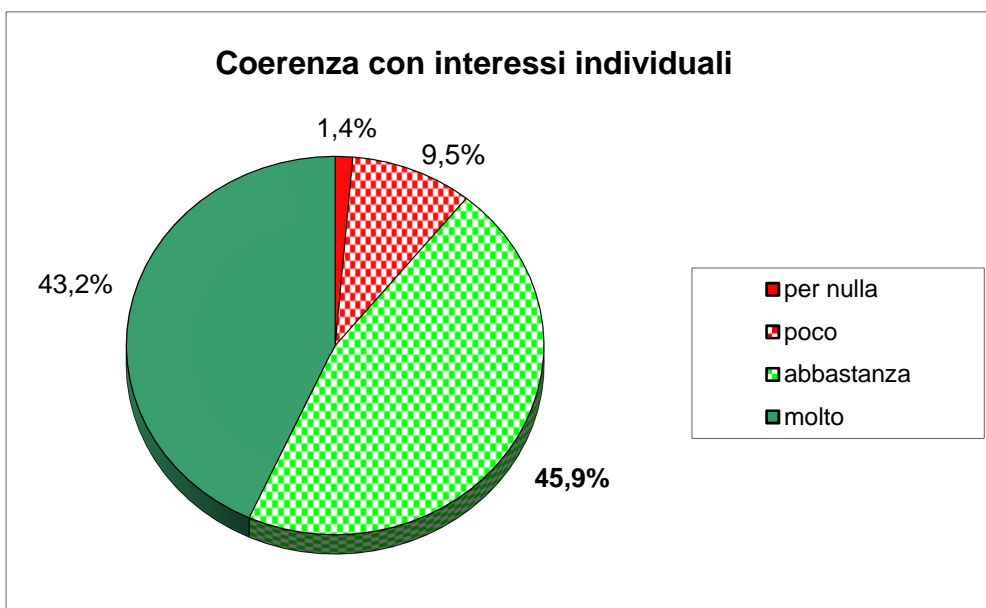


Coerenza con competenze ed esperienze maturate: Uffici Amministrazione centrale

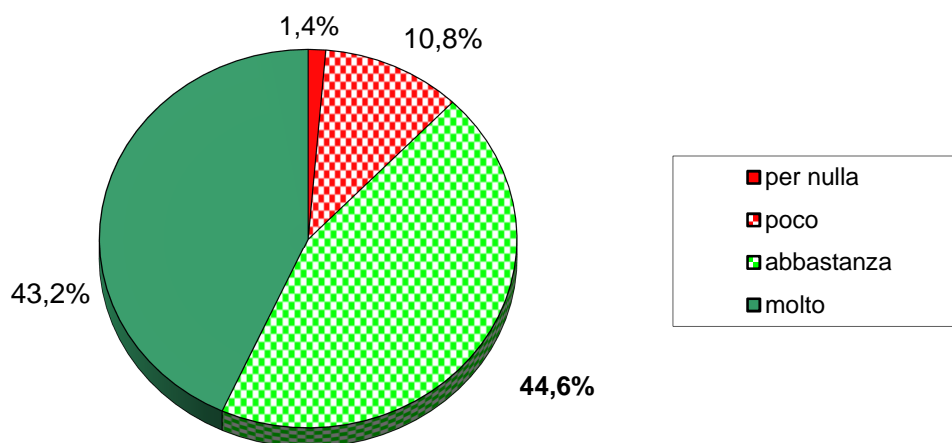


Coerenza con competenze ed esperienze maturate: Uffici Scolastici Regionali

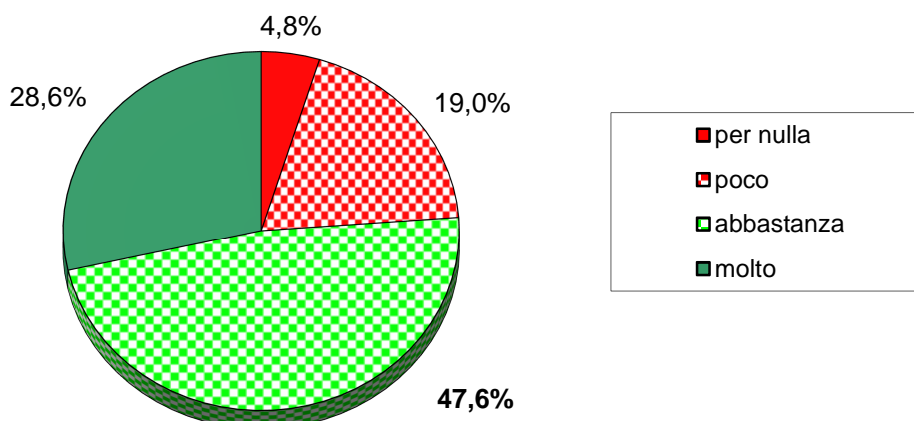




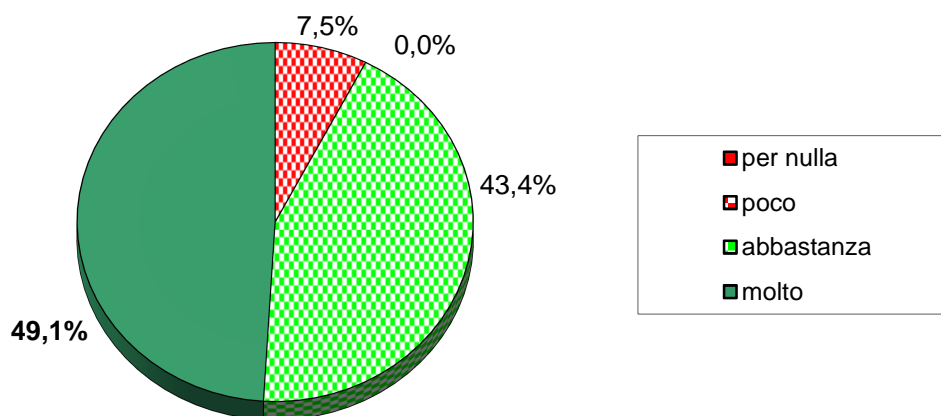
Coerenza con aspettative professionali e aspirazioni personali



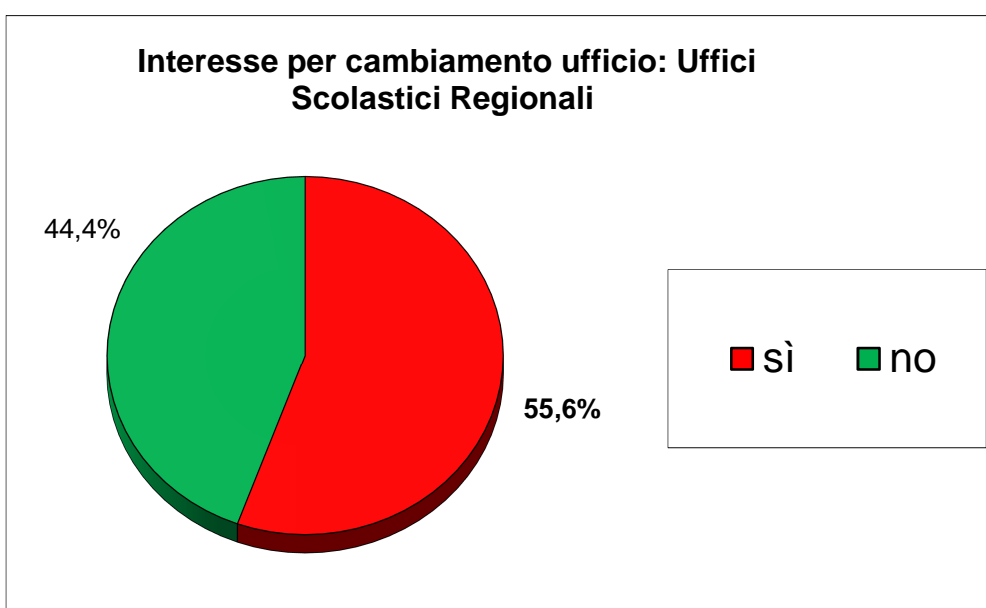
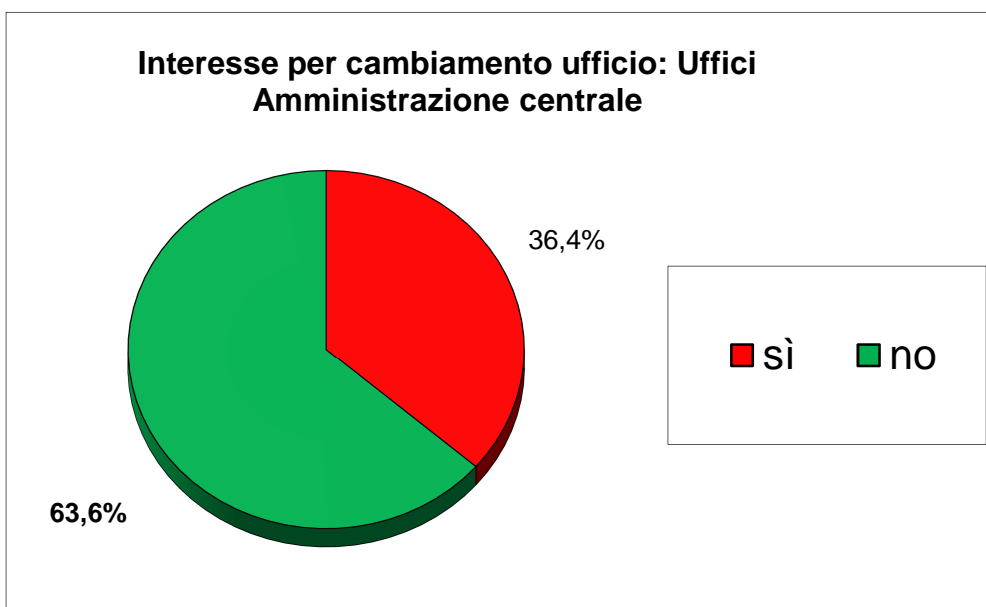
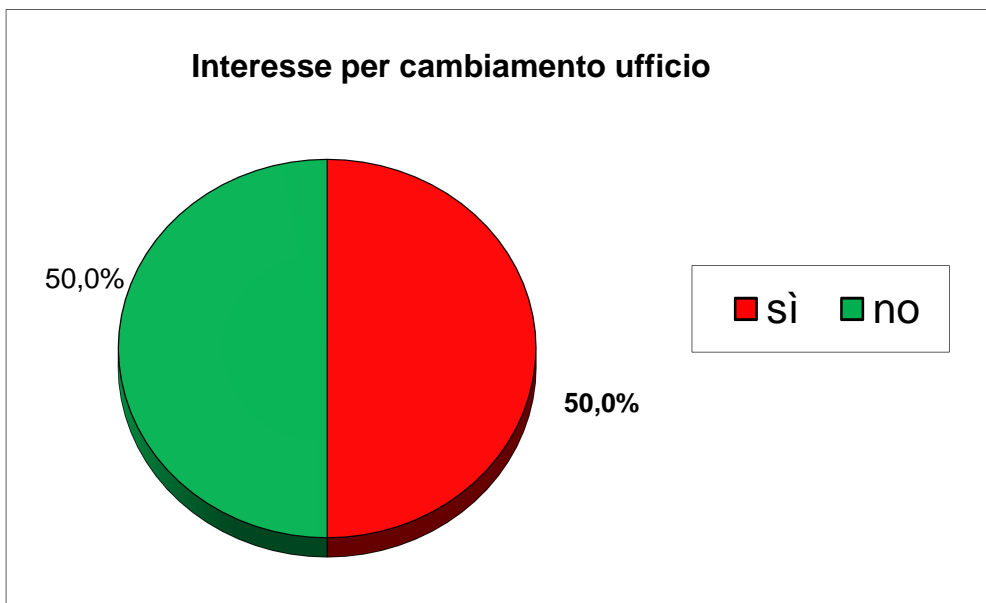
Coerenza con aspettative professionali e aspirazioni personali: Uffici Amministrazione centrale



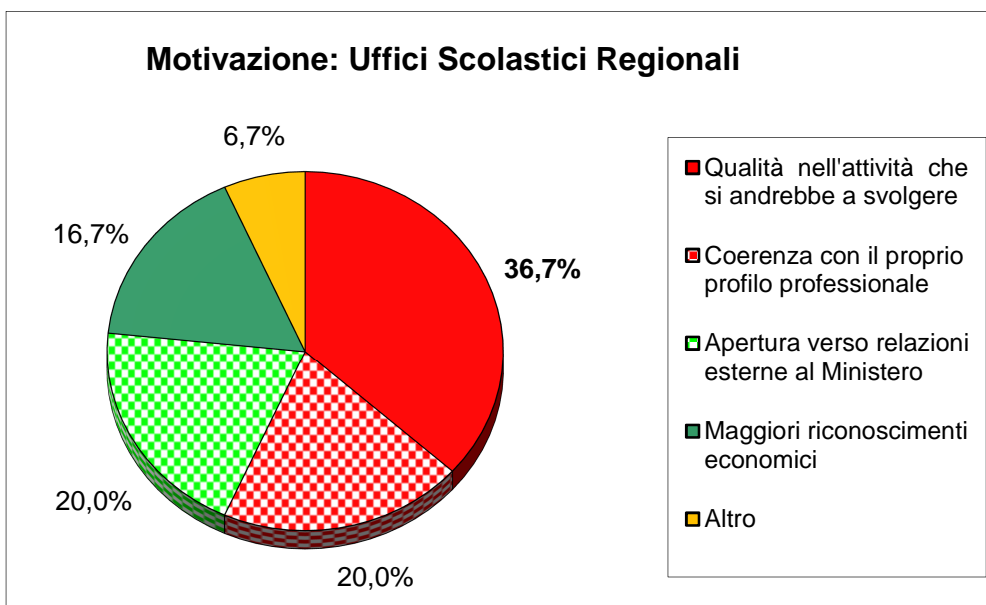
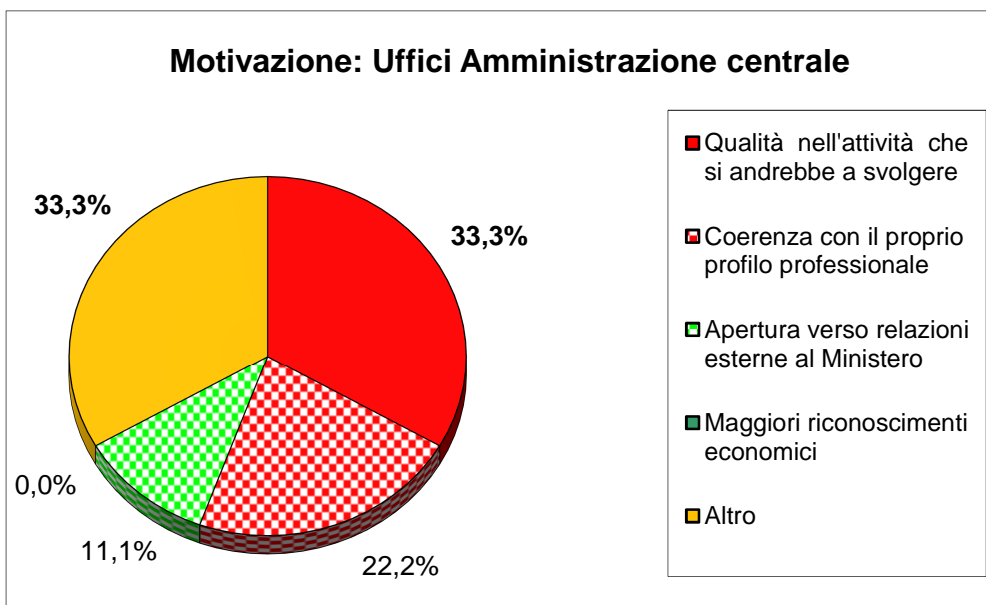
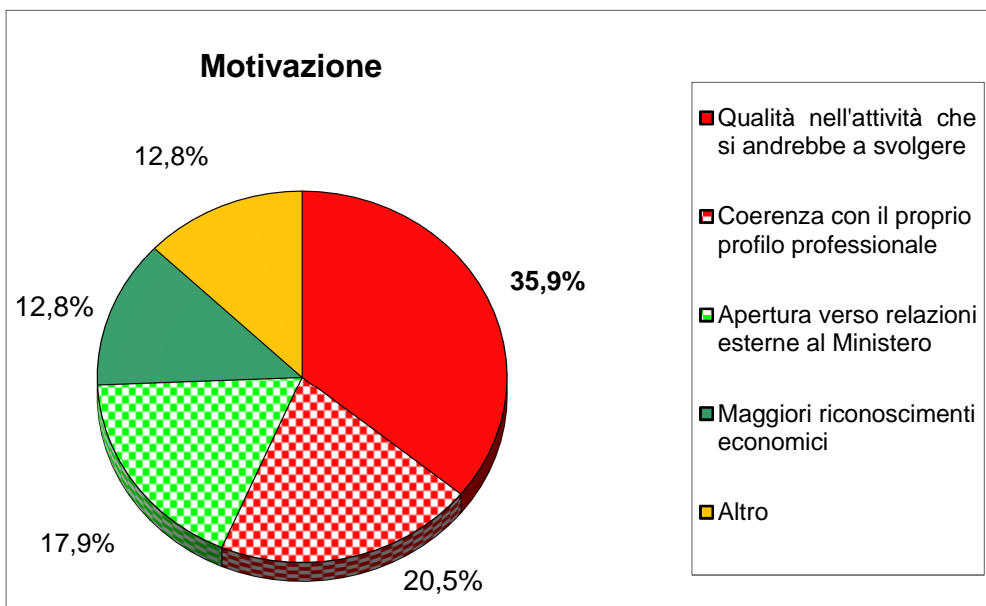
Coerenza con aspettative professionali e aspirazioni personali: Uffici Scolastici Regionali



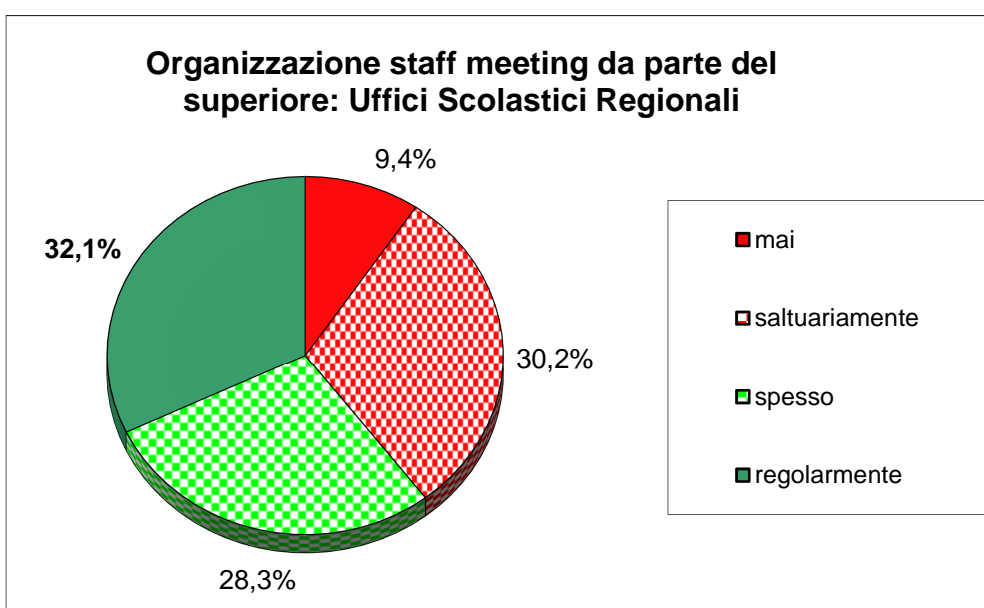
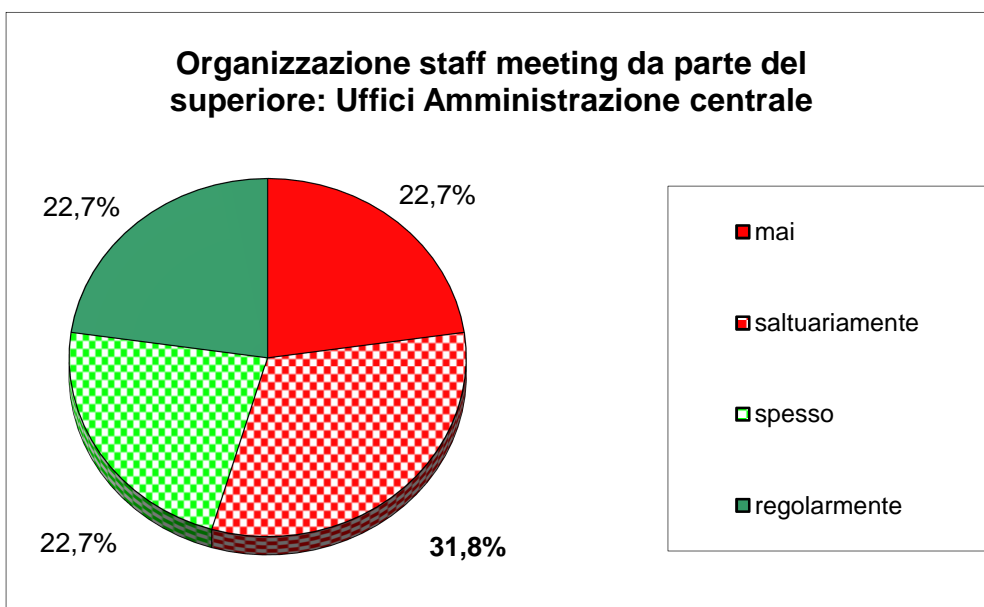
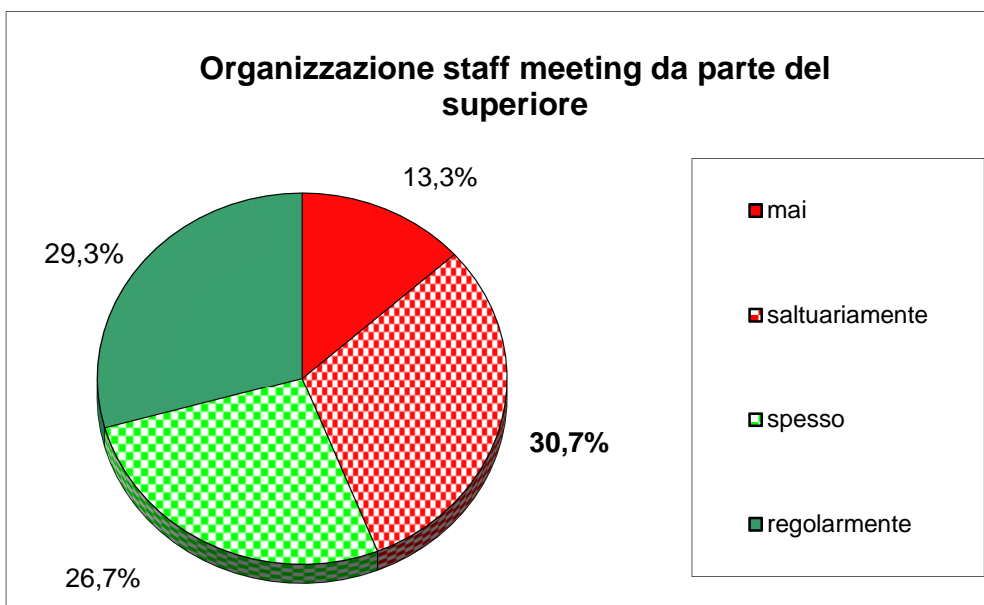
5.5 E' interessato a dirigere un ufficio diverso da quello attuale?



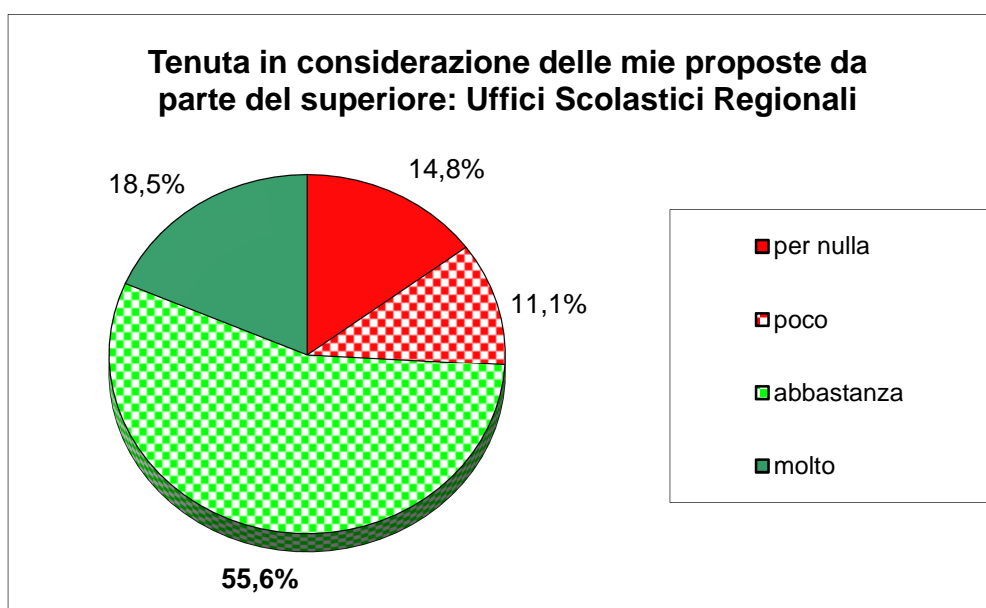
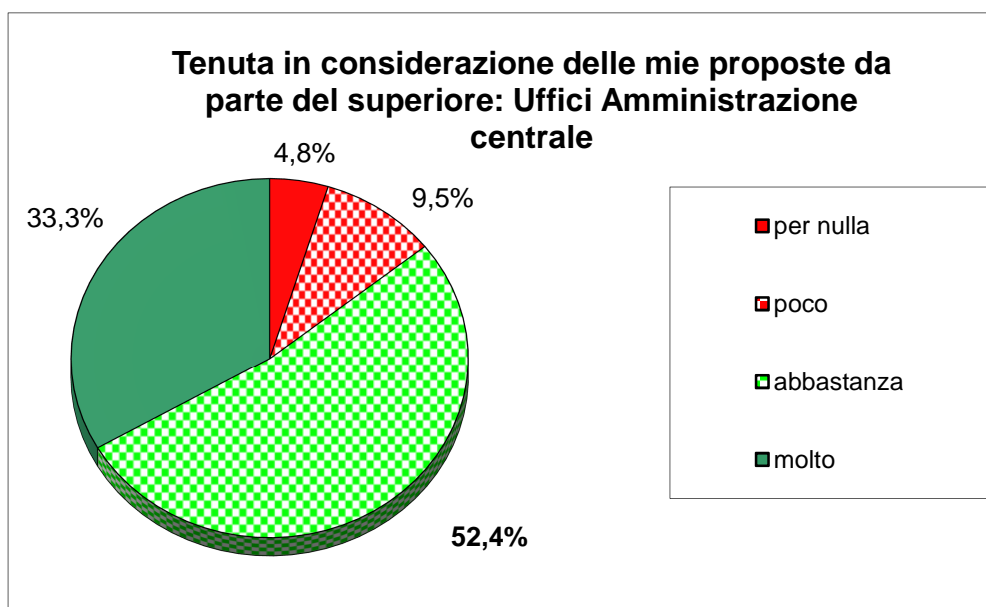
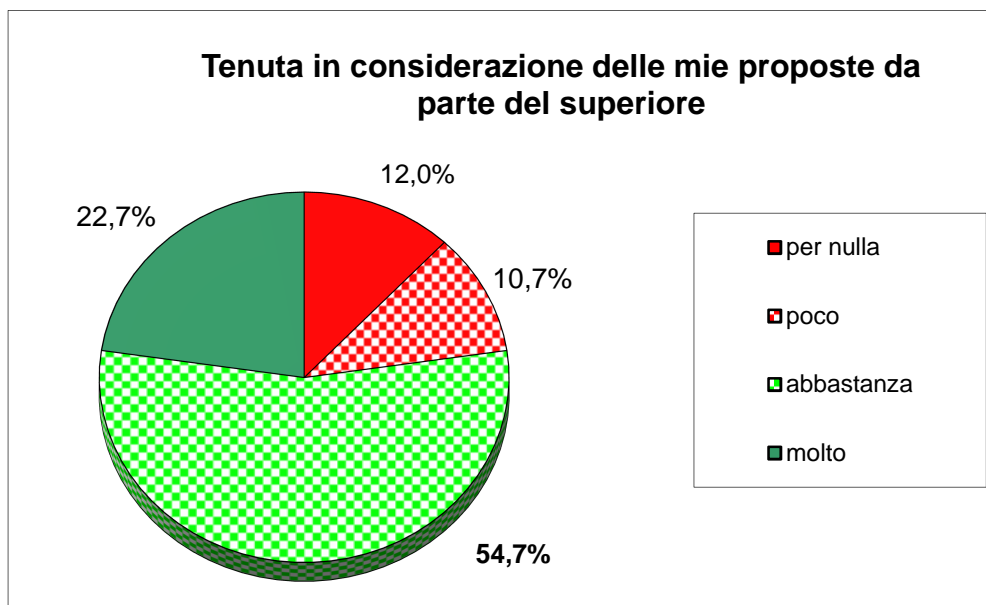
In caso di risposta affermativa, specifichi se la natura della motivazione è prevalentemente riconducibile a:



5.6 Il suo Direttore generale/Capo dipartimento organizza periodicamente staff meeting?



5.7 Il Direttore generale/Capo dipartimento tiene conto delle sue proposte per migliorare la qualità del suo lavoro e la produttività nell' ufficio da lei diretto?



5.8 Ritiene che le informazioni fornite dal nuovo sistema di controllo di gestione in vigore dal 1° gennaio 2016, che vedrà la sua prima applicazione a partire dal prossimo luglio, potranno esserle utili per migliorare la gestione nell'ufficio da Lei diretto?

