

LDP 2012

Berkeley Operating Principles

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EXECUTIVE SUMMARY

The fundamental mission for the University of California, Berkeley is teaching, research, and public service. However, despite the University's internationally renowned academic reputation and world-class faculty, few people on campus believe that a high performance administrative culture exists.

Operational Excellence's (OE) mission is to support UC Berkeley's world-class teaching and research with world-class administrative support. The Berkeley Operating Principles Project is a component of the High Performance Culture (HPC) Initiative within OE. By identifying a set of key operating principles, its vision is to have all employees – faculty, staff, and students – aligned around a common set of core practices and behavioral norms that will cultivate a high performance culture among administrative operations at UC Berkeley.

In January 2012, the Berkeley Operating Principles Project was chartered as our Leadership Development Program (LDP) Team Project. Ultimately, our team's goal was to obtain feedback and responses on a set of draft Berkeley Operating Principles, and then to recommend a set of criteria and requirements for the refinement of the Berkeley Operating Principles with a corresponding roadmap for implementation.

The following is a list of the draft Berkeley Operating Principles:

- One campus, one Cal – excellence through collaboration
- A purpose-driven organization
- Keep it simple
- Always learning and improving
- Open, honest, and frequent communication

Our project team first identified existing campus departments and other universities for examples of entities that currently utilize principles, whether they are guiding, defining, or otherwise. This preliminary research of best practices and case studies influenced our project methodology and informed our recommendations.

In an effort to strategically collect initial feedback and responses to the current draft Berkeley Operating Principles, our project methodology consisted of the following:

- LDP Graduates Focus Groups
- OE Expo Questionnaire
- Senior Leaders Focus Groups and Interviews
- Online Survey

Within these forums, we utilized consistent questions and identified specific groups of employees, both faculty and staff, to provide qualitative and quantitative feedback and responses.

Data collected from the forums were organized by each draft Berkeley Operating Principle as we distilled key findings and recommendations. Common qualitative responses reflected that, although the concepts embedded in the draft Berkeley Operating Principles demonstrated good intentions, the current wordings were too vague, lacked strong word choices, and failed to capture the essence

of operating principles intended to cultivate a high performance culture. Similarly, quantitative feedback consistently revealed that respondents did not feel completely satisfied with the draft Berkeley Operating Principles.

As a result, we recommend that the Berkeley Operating Principles incorporate the key **themes** of **excellence, meaningful and constructive communication, service, and embracing positive change** deemed necessary for a high performance culture.

We further recommend specific **criteria** for building successful operating principles that directly feed into and foster **employee engagement**. For example, the Berkeley Operating Principles must be **aspirational**, yet also **reflective of what is unique and valuable in UC Berkeley's current culture**. The Berkeley Operating Principles must also be framed in **consistent, actionable, and non-passive language**. They cannot have a 'top-down' feel, but rather must **feel organic in order to achieve employee 'buy-in'**.

Following an overarching change management plan that encompasses sustained engagement and individual and collective commitment, we also propose the following roadmap for implementation:

- **Execute the implementation process in three phases.** Internal launch and strategy building, formal launch and campuswide roll out, and sustain and monitor.
- **Develop a strategic communications plan.** Successful implementation of the Berkeley Operating Principles should include clear messaging and strategic channels of communication.
- **Leverage the Berkeley Operating Principles in the HR Process.** The Berkeley Operating Principles should be embedded in recruitment, training and talent development, annual performance evaluations, and rewards and incentives.
- **Provide a definition of High Performance Culture.** A clear and agreed-upon definition of High Performance Culture is needed. The Berkeley Operating Principles themselves cannot be perceived as the foundational definition, but rather as operational manifestations of High Performance Culture in action.

Prior to OE, UC Berkeley had undergone a number of change initiatives achieving varying degrees of success. As the implementation of the Berkeley Operating Principles requires new ways of thinking, we provide a comprehensive list of success barriers and corresponding mitigation recommendations.

Upon completion of our LDP Project, we recommend that the Berkeley Operating Principles Project Manager proceed with the campuswide ideation event and continue the iterative process of refining the draft Berkeley Operating Principles. Ultimately, we hope that our criteria will be instrumental in identifying the final set of Berkeley Operating Principles and that our aforementioned roadmap to implementation will be utilized in their deployment.

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LDP Graduates Focus Group participants
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INTRODUCTION

Overview

With its internationally renowned academic reputation and world-class faculty, the University of California, Berkeley is a premier research and teaching institution. UC Berkeley has a clear and unique identity that inspires its faculty, staff, students, and alumni alike. This statement is supported by data collected in the campus survey conducted by Bain & Company in 2009, where 86 percent of respondents agreed. Commonly cited characteristics of this identity are excellence in every endeavor, inclusiveness, a passion for inquiry, stewardship of resources, and a commitment to civility and respect. A super majority of campus staff, 92 percent, reports they are proud to work for UC Berkeley and 84 percent say they are willing to put in effort beyond what is expected in order to help UC Berkeley be successful. These are aspects of the administrative culture that should be preserved and strengthened.¹

However, few people on campus today believe that a high performance operating culture exists. This disparity is real and significant and was one of the main findings from the Bain survey. Less than half² of the Bain survey respondents agreed that UC Berkeley is a highly effective organization and only 35 percent of Campus Climate Survey respondents can claim that they have had an opportunity in the past three years to provide excellent user service.³ Moreover, the survey results highlighted the lack of automation, duplication of effort, unnecessary complexity, and misalignment of incentives that exist on campus.⁴

Why does this matter? Even great people working very hard will perform far below their potential in a dysfunctional environment. Information collected from the Bain survey, Staff Climate Survey, Operational Excellence Open House comments, and focus group conversations conducted prior to this project indicate that faculty and staff are truly hungry for positive change in UC Berkeley's operating environment.⁵ Improvement of administrative functions will support and further UC Berkeley's preeminence as the leading public university in the world. The vision for UC Berkeley is world-class research, teaching, and service supported by first-rate systems, processes, and employees. As Jenny Chatman notes, "culture is all about execution"⁶ of strategy, and it is important to connect UC Berkeley's strategy to its culture and overall mission and goals. One strategy to promote this goal is to introduce a set of operating principles that will help guide and facilitate how faculty and staff approach their work and daily interactions.

¹ HPC Berkeley Operating Principles: Request for Resources, June 2011.

² OE Capacity for Change and Organizational Effectiveness Survey. 40% of survey respondents (January 2010). N=311.

³ UC Career Non-academic Staff Climate and Career Development Survey. (November 2008-March 2009). N ~ 3500.

⁴ Steven Kerr, "On the Folly of Rewarding A, While Hoping for B," *Academy of Management Journal*, (December 1975).

⁵ HPC Berkeley Operating Principles: Request for Resources, June 2011.

⁶ Jennifer A. Chatman, Sandra E. Cha. "Leading by Leveraging Culture," *California Management Review* (2003): 20-34.

Background

Operational Excellence's (OE) mission is to support UC Berkeley's world-class teaching and research with world-class administrative support.⁷ The High Performance Culture (HPC) Initiative is one of seven programs under OE. This initiative envisions UC Berkeley as a place where employees can do their best work, where the operating culture is grounded in accountability at all levels, agility is supported systematically, and rewards are linked to performance.⁸ Within the High Performance Culture Initiative is the Berkeley Operating Principles Project, which will identify a key set of operating principles designed to cultivate a high performance culture among administrative operations at UC Berkeley.

By definition, operating principles are concrete and practical statements that guide everyday decision-making and behavior at all levels of an organization.⁹ Once adopted, the Berkeley Operating Principles will guide team and individual behavior, unify the campus around common expectations, focus staff energy around excellence and service, and ensure high-quality performance and outcomes.¹⁰

The existing draft set of Berkeley Operating Principles was generated by the OE High Performance Culture Initiative Team in 2011 based on input received from campus surveys, the January 2011 OE Open House, and focus groups with a total of 120 staff participants held in spring 2011.¹¹

Our Leadership Development Program (LDP) Team Project was designed to vet the current draft Berkeley Operating Principles:¹²

- One campus, one Cal – excellence through collaboration
- A purpose-driven organization
- Keep it simple
- Always learning and improving
- Open, honest, and frequent communication

Project Goal

In January 2012, the Berkeley Operating Principles Project, as part of the OE High Performance Culture Initiative, was chartered as our LDP Team Project. The initial goal of this project was to vet, refine, and recommend a set of key operating principles along with a roadmap for implementation that would be used to cultivate a high performance culture for administrative operations at UC

⁷ "UC Berkeley OE Website," accessed May 27, 2012, <http://oe.berkeley.edu/vision/mission.shtml>.

⁸ HPC Business Case, April 2011.

⁹ HPC Berkeley Operating Principles: Request for Resources, June 2011.

¹⁰ "UC Berkeley OE Website," accessed May 27, 2012, <http://oe.berkeley.edu/projects/highperf/BerkeleyOperatingPrinciples.shtml>.

¹¹ Invitations for focus groups were sent to 1600 individuals on the OE_update@lists.berkeley.edu mail list.

¹² HPC Berkeley Operating Principles: Request for Resources, June 2011.

Berkeley. The Berkeley Operating Principles and implementation plan will be submitted to the Berkeley Operating Principles Project Manager for further refinement and implementation. This report provides a summary of findings, recommendations, and suggestions for next steps towards implementation of the Berkeley Operating Principles.

Project Scope

For this project, we were initially charged with two key deliverables:

- A recommendation for a set of Berkeley Operating Principles
- A roadmap for implementation of the Berkeley Operating Principles

However, due to an approved project scope change (discussed in our Approach section) and a sanctioned scope deliverable change¹³ from the Berkeley Operating Principles Project Manager, rather than putting forth a recommendation for a set of Berkeley Operating Principles, we will recommend the following:

- A set of key **themes** and ideas that should be represented in the Berkeley Operating Principles, including suggestions for possible rewording
- A set of **criteria** and requirements for the refinement of the Berkeley Operating Principles

Future initiatives will further review and refine the Berkeley Operating Principles and develop a comprehensive implementation plan to systematically integrate them campuswide. Our intent was to provide substantive and useful information that will support and guide campuswide conversations that ultimately lead towards cultivating positive change that is both durable and transformational.

Data for our recommendations were collected using a combination of focus groups, one-on-one interviews, questionnaires, and an online survey. Additional details on the project's deliverables, including methodology and requisites to create those outputs, are contained in the Approach section of this report.

The majority of the activities conducted during this project were undertaken with the purpose of vetting and making recommendations for the refinement of the Berkeley Operating Principles that would be easily understood, applicable, and practical. Our end product will be delivered to the project's executive sponsors and functional sponsor, the Berkeley Operating Principles Project Manager, who was an engaged stakeholder throughout the life of the project upon assuming the manager role in mid-March 2012. The Berkeley Operating Principles Project Manager is also charged with moving the Berkeley Operating Principles forward at the completion of our LDP project and is instrumental in establishing a base of support within the UC Berkeley campus community in their roll out and implementation.

¹³ See Appendix D.

BEST PRACTICES AND CASE STUDIES

Our project team conducted research on both the Campus Climate Survey Report referenced in our introduction and on existing principles on other campuses and departments. On the UC Berkeley campus, we identified the Haas School of Business Defining Principles and the Business and Administrative Services Balanced Scorecard. We also gathered information on Ohio State University's "Excellence to Eminence" Program and IBM's "ValuesJam". The Campus Climate Survey Report provided us with a clearer understanding of some contextual factors that informed the draft Berkeley Operating Principles. The review of best practices and case studies identified key success factors, recommendations, and lessons learned from entities that have already developed a form of principles, whether guiding, defining, or operating. This preliminary research also assisted us with determining our data collection methods, analyzing the data we collected, and in framing our final recommendations.

Campus Climate Survey

The UC Berkeley Campus Climate Survey conducted through the Office of Equity and Inclusion from November 2008 through March 2009, was the first survey of its kind on campus. Its primary goal was to capture baseline data about non-academic staff for use in enhancing the campus work environment and career development opportunities. It was intended to establish a baseline for the campus, with the survey recurring every four years.

The survey design team, composed of administrators in academic and non-academic roles, decided to implement the survey as a research project governed by the Committee for the Protection of Human Subjects (CPHS), and incorporated steps to ensure the confidentiality and anonymity of the survey responses. The survey used four types of questions: satisfaction ratings, agreement ratings, truthfulness ratings, and open-ended text questions. It covered seven topics: work climate, manager/supervisor experiences, familiarity with campus policies and practices, career development and advancement, work-life and stress, and dependent care. The survey also included benchmark questions taken from the National Institute of Occupational Safety and Health (NIOSH) Quality of Work Life (QWL) Survey that enabled UC Berkeley to compare campus results to the US workforce.

Some key findings from this survey included:

- Many aspects of job dissatisfaction were related to lack of career advancement opportunities, recognition, and compensation.
- Campus should build on existing staff pride and loyalty to carry these characteristics forward.
- Campuswide dialogue and conversation is crucial for change to occur.

Haas School of Business Defining Principles

One set of principles reviewed were the Defining Principles at UC Berkeley's Haas School of Business. These were initially developed to define the culture at the Haas School of Business and differentiate the school from peer institutions.

The Haas Defining Principles were the result of an 18-month strategic planning process that entailed a culture component and a leader component. As noted by Dean Rich Lyons, the culture component "takes a stand for the first time in our history on defining principles that, taken together, distinguish us from the rest."¹⁴ Furthermore, the culture is designed to educate, inspire, and develop innovative and path-bending leaders.

The Haas Defining Principles¹⁵ are:

- Question the Status Quo
- Confidence without Attitude
- Students Always
- Beyond Yourself

The development of the Defining Principles has been an iterative process and included input from the entire Haas community, including students, alumni, staff, and faculty. During the initial rollout of the Defining Principles in February 2010, they were presented to the entire Haas community and specifically infused in the admissions process. For example, questions that reflect the Defining Principles are now included in the application and interview selection process. With this initial step, Haas began using the Defining Principles to select prospective students that embodied and represented the Haas Culture. The principles are also being infused into curriculum through new course development and the Berkeley Innovative Leader Development courses that focus on hands-on, experiential learning. Haas already has a strong culture of student-initiated extra-curricular programs and activities.

We also evaluated the process and methodology Haas utilized in developing the Defining Principles to guide our research. We asked about what worked, what did not work, and what things we should consider when conducting surveys and facilitating focus groups, and what questions to ask when vetting the Berkeley Operating Principles with our audiences. Key feedback included: 1) to connect the Berkeley Operating Principles to the larger strategy, values, and principles that already exist at UC Berkeley, and 2) to make the Berkeley Operating Principles aspirational in order to honor where we are now and think about where we want to go. We were also encouraged to ask questions that make people think about how principles relate back to them personally and their jobs.

¹⁴ "Haas School of Business Strategic Plan," Message from Dean Rich Lyons, accessed May 6, 2012, <http://www.haas.berkeley.edu/strategicplan/summary/deanmessage.html>.

¹⁵ "Haas School of Business Strategic Plan: Defining Principles," accessed May 6, 2012, <http://www.haas.berkeley.edu/strategicplan/culture/index.html>.

Recent steps have been taken to look at how Haas can infuse the Defining Principles into staff culture, engagement, and decision-making. This is not a short-term process, but will be implemented in stages over the next two to three years.

Key recommendations that have come out of the implementation process for the Defining Principles include:

- **Tell stories.** Encourage staff to share stories that embody and reflect the Defining Principles.
- **Translate the Defining Principles into behaviors and establish guiding questions around them.** Haas is in the process of creating a toolkit for managers to implement the Defining Principles in the hiring process.
- **Develop a recognition system.** Haas is already doing this with their Outstanding Staff Awards. The community is asked to nominate candidates whose individual performance reinforces and embodies the Haas Defining Principles – each award category relates to a Defining Principle.
- **Rename programs to align with Defining Principles.** For example, the staff development website is named for the Defining Principle “Students Always”.

Key success factors in the implementation process for the Defining Principles include:

- **Strong Communications Campaign.** Evident with visible marketing across the Haas campus, such as a business card or flash card that people can keep in their pocket or at their desk.
- **Repetition and Leadership of the Defining Principles.** The Haas School’s Dean Lyons mentions the Defining Principles often when speaking to members of the Haas community, whether they are students, staff, faculty, or alumni.
- **Community Engagement.** Engage all levels of the community (staff, students, faculty, alumni) to be part of the process and serve on committees that further expand on ideas and recommendations for implementation at all levels.
- **Substantial commitment of human resources and funds.** Haas is hiring a Culture Coordinator to lead implementation.

Business and Administrative Services Balanced Scorecard

Our project team also identified UC Berkeley’s Business and Administrative Services (BAS) department as a successful model of using principles. In the fall of 1999, BAS embarked on a major

management initiative called *Our Balanced Scorecard*, a strategic management framework that embeds organizational strategy into daily operations.¹⁶

There are four main perspectives in *Our Balanced Scorecard*: Customer, Resource, Process, and People. All of the departments in BAS have strategic objectives connected to each of these four focus areas. BAS then measures improvements for each objective by setting a target and then collecting data to determine if targets are being reached. Integrity, in the center of the BAS Strategy Map, is an overall focus. Integrity does not have any associated metrics, but rather it serves as the common thread that weaves the other four perspectives together.

While the four main perspectives in BAS's Balanced Scorecard are referred to as core values rather than operating principles, it was helpful for our project team to understand the concept of this initiative and how it was being used to manage and improve the department's operations. One key concept that surfaced through this research was that in deciding on possible operating principles, it would be helpful to define one overarching or central principle that weaves the short list of operating principles together. With BAS, the overall focus on integrity was placed in the center of the department's core values.

Ohio State University's "Excellence to Eminence" Program

Another example of a successful model of campus principles that our project team identified was Ohio State University's (OSU) "Excellence to Eminence" Program. In 2008, OSU's incoming president, E. Gordon Gee, envisioned OSU to operate as one university and achieve high performance in administration. OSU did not experience any budgetary constraints at that time and the program was not initiated with cost reduction objectives.

The six strategic goals of OSU's "Excellence to Eminence" Program¹⁷ are:

- One University
- Students First
- Faculty and Staff Talent & Culture
- Research Prominence
- Outreach and Collaboration
- Operational and Financial Soundness and Simplicity

OSU hired Senn-Delany, a consulting firm from Long Beach, CA, to design and implement the program. Senn-Delany is an advocate of "leading from the top" change methodology.

¹⁶ "Business and Administrative Services Balanced Scorecard," accessed March 2012, <http://bas.berkeley.edu/strategy/scorecard>.

¹⁷ "The Ohio State University: Excellence to Eminence," accessed February 2012, <http://www.osu.edu/eminence/about/Overview.html>.

Dr. Gee began the dialogue at his cabinet’s retreat with a group that consisted of the provost and administration leaders where they had a discussion around “a new way of thinking and behaving/operating.”

The first adopters of the Program were the deans and directors, who built the principles into each unit’s strategic plan and identified “champions of change and cultural strategists” within their organizations to act as liaisons between central administration and the units. Staff was invited to participate in a two-day open retreat, where they learned about and experienced these principles in action. Afterwards, they shared their experiences and ideas within their units. Word of mouth was the primary driver of change at the working level. The principles were gradually refined during a six-month feedback period before being formally launched in the campus media. Units selected for early adoption were surveyed to assess need areas and establish a baseline for monitoring success of the principles. Human Resources also incorporated the principles in selection processes, behavioral interviews, and performance reviews.

The main lessons learned through researching OSU’s “Excellence to Eminence” Program were:

- Early involvement of faculty is crucial to success.
- The institution as a whole must define the end result and determine how to measure the progress of change.
- “Why does this matter?” must be communicated effectively.

OSU also recommended that UC Berkeley separate High Performance Culture from other cost-reduction initiatives.

IBM “ValuesJam”

When Sam Palmisano took over as CEO of IBM in 2002, his challenge was to find a way to mandate a company-wide transformation. He began by revisiting Thomas Watson’s “Basic Beliefs” from 1914, “respect for the individual,” “the best customer service,” and “the pursuit of innovation.”¹⁸ As words, these phrases still made sense, but their meaning had changed over time. For example, “respect for the individual” had morphed into a sense of entitlement; “pursuit of excellence” had become arrogance. After meeting with senior executives, these phrases were whittled down to four concepts that were taken forward for further consideration: “Respect, Customer, Excellence, Innovation.”¹⁹ These concepts were shared with approximately 1000 employees who were also asked, “What about IBM was worth preserving?” The goal was to get a sense of peoples’ aspirations for the company. The result of this testing led to three proposed values that were used to seed an online global forum in July 2003:

- Commitment to the customer

¹⁸ Paul Hemp and Thomas A. Stewart, “Leading Change When Business is Good,” *Harvard Business Review* (December 2004): 60-70.

¹⁹ Hemp, Stewart, “Leading Change When Business Is Good,”: 63.

- Excellence through innovation
- Integrity that earns trust²⁰

After 72 hours of online crowd sourcing, IBM had engaged 50,000 observers and 10,000 comments that started out with a majority of negative themes around “lack of trust” and “a silo mentality pitted business units against one another, to the detriment of IBM as a whole.”²¹ But after about a day the conversation turned towards something more constructive. People wanted to work for a “truly global company that brings economic growth, respect, and progress to societies everywhere”... “people at IBM want more than a job, they want to MAKE A DIFFERENCE in the world.”²²

As Palmisano noted, it is impossible to optimize an organizational structure by management dictate in the 21st century; instead you have to empower people while ensuring they’re making the right calls the right way.²³ Staff had legitimate complaints even when they *knew* what needed to be done they could not do it without first getting some form of approval. The process got in the way.

IBM published the following Corporate Values²⁴ on their internal website in November 2003:

- Dedication to every client’s success
- Innovation that matters—for our company and the world
- Trust and personal responsibility in all relationships

The main lessons learned through researching IBM’s “ValuesJam” were:

- Begin with existing company values – if company values exist revisit them.
- Work through a first draft. How might these values change the way we act or the decisions we make? Is there some important aspect or nuance that is missing?
- Figure out the company’s impact. What is your unique contribution to the world?
- What is your Gold Standard? When have you been the proudest? What happened that was uniquely meaningful about it?

²⁰ Hemp, Stewart, “Leading Change When Business Is Good,”: 63

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

APPROACH

Methodology Overview

In our initial LDP project proposal,²⁵ the project was designed to identify options for a campuswide ideation event that would enable data collection towards the development of a set of Berkeley Operating Principles. The ideation event, using Computer Sciences Corporation (CSC), a global firm offering technology-enabled solutions to a wide array of business problems, was described as a moderated large-scale online conversation that would allow the entire campus community (faculty, staff, and students) to respond and engage in feedback to the draft Berkeley Operating Principles.

The ideation event was to be comprised of two components. One component was a facilitated proof-of-concept forum with a select pool of participants to determine whether a full campuswide ideation event was feasible and desirable. If the proof-of-concept forum went well, the second component was to conduct the actual campuswide ideation event. Data collected from the ideation event would be analyzed and used to develop recommendations for a final set of Berkeley Operating Principles.

Due to delays in the establishment of a contract with CSC, our project team decided it was necessary to remove the ideation event from our scope. Upon approval from our Executive Sponsors, we changed our scope²⁶ to obtain feedback and responses through a different set of data collection methods. Our revised final project methodology included the following:

- LDP Graduates Focus Groups
- OE Expo Questionnaires
- Senior Leaders Focus Groups and Interviews
- Online Survey

The ideation event will be recommended as part of next steps for iterating the Berkeley Operating Principles.

Data Collection Methods

LDP Graduates Focus Groups

From March 19–21, 2012, our project team conducted focus groups with LDP graduates. LDP graduates were strategically selected as a group because they represented a receptive pool of staff who would be likely to participate because of their inherent support of LDP, as well as their engagement on campus. Invitations were sent to a total of 140 LDP graduates. 16 LDP graduates participated in focus groups, for an 11.4 percent response rate.

²⁵ See Appendix A.

²⁶ See Appendix C.

In addition to gathering initial qualitative data on the draft Berkeley Operating Principles, the LDP Graduates Focus Groups served as a forum by which our team elicited constructive feedback on both the structure of the focus group and the discussion questions. We later used these constructive comments to refine our process for the Senior Leaders Focus Groups.

Focus group participants were introduced to the concepts of High Performance Culture and operating principles and asked, “What operating principles could promote a high performance administrative culture at UC Berkeley?” They were given a short time to individually write down responses. Participants were provided with a brief background on the draft Berkeley Operating Principles and instructed to categorize their responses under the draft Berkeley Operating Principle that best represented their idea. If their responses did not fall under one of the draft Berkeley Operating Principles, they were asked to group those responses separately. A brief discussion of the responses followed the mapping activity. The complete facilitator guide for the LDP Graduates Focus Groups may be found in Appendix E.

The strengths of using this data collection method were that it allowed us to test our discussion questions in front of a live audience and obtain a level of depth in the responses that we would not get from an online tool. We also maintained consistency in moderators’ delivery by having only two moderators for all four focus groups. The limitations of this method were the small sample size and homogeneity of the audience. Faculty were not included and LDP graduates are employees that are likely already engaged and committed to high performance, and not necessarily representative of all of campus.

OE Expo Questionnaire

On March 22, 2012, a day-long OE Expo was held on campus. Our project team decided this event would be an ideal place to gather information and communicate with engaged and committed members of the UC Berkeley campus community.

Our project team designed a one-page questionnaire drawing upon the format of the LDP Graduates Focus Groups. Respondents were given the opportunity to provide both quantitative and qualitative feedback to each draft Berkeley Operating Principle. Respondents were also able to individually rate the effectiveness of each operating principle to support a high performance culture on a scale of 1-5, with 5 being the highest. Additionally, we provided a blank comment box allowing respondents to provide further qualitative feedback regarding the topic as a whole.

Our team distributed 100 copies of the questionnaire at the Expo. A member of our project team joined the Berkeley Operating Principles Project Manager to present on the Berkeley Operating Principles during the High Performance Culture Initiative session. In the presentation, they encouraged people to complete the questionnaire. After the presentation, we collected a total of 48 completed questionnaires, for a 48 percent response rate. The complete OE Expo Questionnaire may be found in Appendix G.

Senior Leaders Focus Groups and Interviews

From April 10–May 4, 2012, our project team conducted focus groups and one-on-one interviews with a sample of senior campus leaders and faculty selected from cohorts of the Senior Leadership Management Program (SLMP), deans, chairs of academic units, and leaders from Academic Senate.

It was recommended that Rich Lyons, dean of the Haas School of Business and executive sponsor of the High Performance Culture Initiative, facilitate one or two of the focus group sessions. For consistency purposes, we decided to record a short, introductory video message²⁷ from Dean Lyons framing the High Performance Culture Initiative and the Berkeley Operating Principles. This video was shown at the Senior Leaders Focus Groups and was provided as a link in the Online Survey invitation.

An invitation to join a one-hour focus group session was sent to the selected groups of senior leaders. Interested persons had the option to request a one-on-one interview on the topic by a project team member. The invitation was sent to a total of 70 recipients; 22 participated in focus groups and five participated in a one-on-one interview, for a 38.6 percent response rate. The invitation may be found in Appendix H.

Focus groups were designed to run for one hour and a set of ground rules for participation was provided to all participants and observers. The ground rules may be found in Appendix I.

A slide presentation was shown to introduce the business case for High Performance Culture. The introductory video message from Dean Lyons was also shown during the presentation. Participants were asked to write what they considered to be the key enablers, characteristics, and attributes of a high performance culture. A brief discussion then followed. Participants also discussed how a transition to a high performance culture should be empowered, championed, and implemented. At the end of the session, participants completed questionnaires that captured their numerical ratings and written comments on the draft Berkeley Operating Principles. The Senior Leaders Focus Group Questionnaire can be found in Appendix J.

The format of the focus group translated well to one-on-one interviews, and we followed a similar format and discussion. Dean Lyons' video was transmitted to the interviewees for viewing. The complete PowerPoint presentation for the Senior Leaders Focus Groups may be found in Appendix K.

This data collection method had its strengths and limitations. A key strength was that we involved academic leadership in the feedback process on the draft Berkeley Operating Principles. We also maintained consistency in moderators' delivery by having only two moderators for all four focus groups. However, there were some limitations, such as a small sample size. In addition, academic leadership was underrepresented in the sample at 23 percent. Nonetheless, the validity and reliability of the data collected is very high due to consistent application of research methodology.

²⁷ "Berkeley Operating Principles," accessed May 29, 2012, <http://oe.berkeley.edu/projects/highperf/OpsSurvey.shtml>.

Online Survey

From May 2–7, 2012, our project team conducted an online survey with a strategic sample of campus employees. Our project team worked closely with the Berkeley Operating Principles Project Manager to design an online survey that would provide useful data he could use to further refine the draft Berkeley Operating Principles, as well as better prepare for the ideation event.

The purposes of the online survey were as follows:

- To gather a larger data set for comparison with data gathered from previous focus groups and the OE Expo Questionnaire.
- To elicit responses to the current draft Berkeley Operating Principles.
- To test additional draft Berkeley Operating Principles.

In planning the survey, the Berkeley Operating Principles Project Manager strongly expressed his desire that the forthcoming ideation event have maximum effect. Therefore, it was decided that the survey be shared with a narrower audience large enough to provide enough data to be valid and beneficial, but not so large that it interfered with the ideation event. Ultimately, it was decided that the survey would be sent to the mailing list subscribers of the Berkeley Staff Assembly (BSA) and the staff of Business and Administrative Services (BAS), totaling 2185 recipients.

We collected 290 responses for a response rate of 13.3 percent. This provided a large enough survey sample to serve as a useful comparison to the data gathered from the focus groups and the OE Expo Questionnaire. The BSA and BAS invitations also included a link to Dean Lyons’s introductory message on HPC and the Berkeley Operating Principles. The Online Survey invitation to BAS and BSA may be found in Appendix M.

The survey was designed to replicate the questions asked during the earlier data collection forums with several notable modifications. First, in addition to gathering additional qualitative and quantitative reactions to the five draft Berkeley Operating Principles, the survey introduced two new draft Berkeley Operating Principles that were developed based on input gathered in earlier forums. Second, the ranking scale was revised from 1-5 to 1-6, in order to eliminate the neutral response, forcing respondents to make a choice that they were somewhat satisfied or somewhat dissatisfied with each draft Berkeley Operating Principle.

Based on survey methodology research done by our project team, it was also determined that the initial question should be very easy to answer. This was done to allow respondents to easily engage with the survey. The initial question was, “With regards to administrative operations, do you perceive that there is a high performance culture at UC Berkeley?” Finally, two basic demographic questions were included to determine respondents’ employment status (i.e. as faculty, non-represented or represented staff) and years of service on campus. The complete Online Survey may be found in Appendix N.

Data Analysis

Qualitative data were gathered with consistent methodology throughout the project: respondents provided narrative comments based on each draft Berkeley Operating Principles, as well as separate narrative comments based on the inherent premise of the draft Berkeley Operating Principles. Quantitative data, however, were gathered utilizing differing rating scales at each activity, as well as differing framing questions for eliciting those responses.

Figure 1. Rating Scales and Framing Questions Used for Forums.

	OE Expo Questionnaire	Senior Leaders Focus Groups Questionnaire	Online Survey
Rating Scale			
1 to 5	X		
1 to 6		X	X
Framing Question			
"Please rate how you think the following draft Berkeley Operating Principles can help support a High Performance Culture among <u>administrations</u> at UC Berkeley."	X	X	
"How would you rate your overall satisfaction with Operating Principle #x?"			X

Rating Scale and Qualifiers

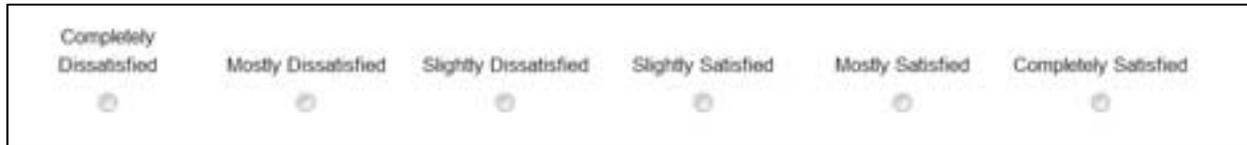
In all events, 1 represented the least satisfaction, and the highest number (5 or 6) represented the highest satisfaction:

OE Expo Questionnaire:

1 = Not at all, 2 = Somewhat, 3 = Average, 4 = Very Good, 5 = Excellent

Senior Leader Focus Group Questionnaire:

1 = Not at all. . 2 . . 3 . . 4 . . 5 . . 6 = Excellent

Online Survey:

As previously stated, we switched from a five-point value system to a six-point value system in order to eliminate “fence-sitters” during the analysis phase. The framing question was refined based on input from the Berkeley Operating Principles Project Manager. Despite these variances, the project team has been able to use the numerical data received to get an overall climate check of the likability of all draft Berkeley Operating Principles.

Analytics for qualitative data are based on reactions to the draft Berkeley Operating Principles with the following criteria, in no ranking order:

- Language used in the draft Berkeley Operating Principle
- Ideas generated by the message of the draft Berkeley Operating Principle
- Emotional and intellectual reactions to the draft Berkeley Operating Principle
- Perceived feasibility of implementation of the draft Berkeley Operating Principle

Discussion of qualitative data is based upon a composite of all forums (LDP Graduates Focus Groups, OE Expo, Senior Leaders Focus Groups and Interviews, Online Survey), unless otherwise specifically indicated. The use of this methodology enabled us to highlight similarities and differences amongst and between participant groups.

Data collected from these forums were analyzed and discussed through iterative processes towards our final recommendations for the Berkeley Operating Principles. In the following sections, we discuss in detail our findings and recommendations by each draft Berkeley Operating Principle.

DRAFT BERKELEY OPERATING PRINCIPLES: FINDINGS AND RECOMMENDATIONS

Overview of Quantitative Results by Forum

Despite the rating scale change, quantitative responses still clustered towards the middle of the rating scale. The final Berkeley Operating Principles need to be rated more highly in order to support a high performance culture.

Figure 2. Average Scores for draft Berkeley Operating Principles by Forum.

Draft Berkeley Operating Principle	OE Expo	Senior Leaders	Online Survey
# Responses	48	22	290
Scale	1 to 5	1 to 6	1 to 6
One campus, one Cal – excellence through collaboration	3.7	4	4
A purpose-driven organization	3.2	4.3	3.8
Keep it simple	3.8	4.5	4.4
Always learning and improving	4.2	4.7	4.6
Open, honest, and frequent communication	3.9	4.3	4.4
Excellence is everyone’s job	N/A	N/A	4.4
Service First	N/A	N/A	4.6

Figure 3. Average Scores for OE Expo Questionnaire.

“Please rate how you think the following draft Berkeley Operating Principles can help support a High Performance Culture among administrations at UC Berkeley.”

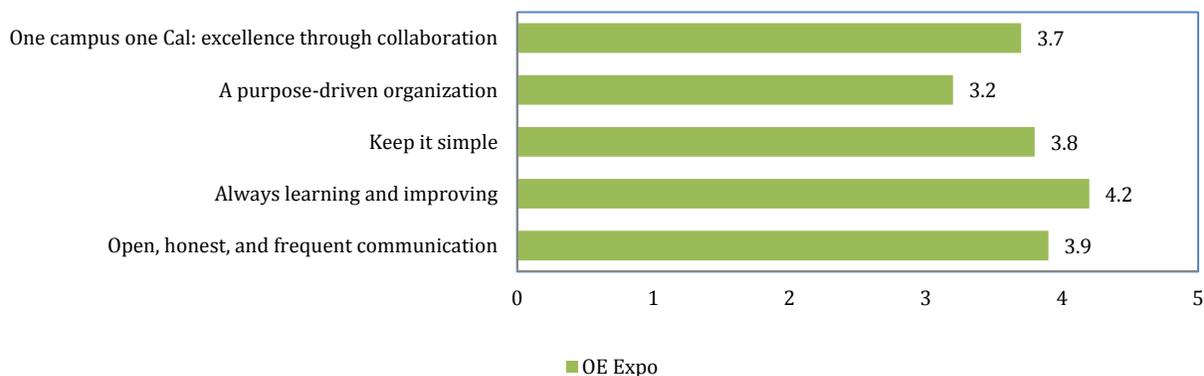


Figure 4. Average Scores for Senior Leaders Focus Groups and Online Survey.

“How would you rate your overall satisfaction with the following draft Berkeley Operating Principles?”



Findings

Our project team compiled the following key findings, quantitative results, and summaries of qualitative feedback and responses.

Recommendations

Resulting recommendations for each of the draft Berkeley Operating Principles are identified as follows:

- ↑ Move forward without reservation
- ⇒ Needs further refinement
- ↓ Do not move forward

ONE CAMPUS, ONE CAL: EXCELLENCE THROUGH COLLABORATION

Key Findings

- Decouple “one campus, one Cal” from “excellence through collaboration,” with an overall preference for “excellence through collaboration” as the stand-alone Berkeley Operating Principle.
- “One” in *one campus, one Cal* highlights feelings of silos, factions, and turf wars on campus, as well as tensions between populations (faculty, staff, students).
- Staff have a strong preference for referring to the campus as “Berkeley,” rather than as “Cal,” which is seen more as a moniker associated with athletics rather than staff or academics.
- A further objection to “one campus, one Cal” was the perception that it gives the impression that the campus is monolithic, whereas its strength lies more in its decentralized nature.
- Collaboration needs to be purposeful and meaningful, and not done for its own sake; only emphasize collaboration when it makes business sense.
- Managers and leaders need to empower their staff to be *able* to collaborate and make decisions.
- UC Berkeley prides itself on diversity and on “being Berkeley”; one-ness is opposed to this perspective.
- “Excellence” is over-used.

Figure 5. Senior Leaders Focus Groups Responses to “One campus, one Cal – excellence through collaboration.”

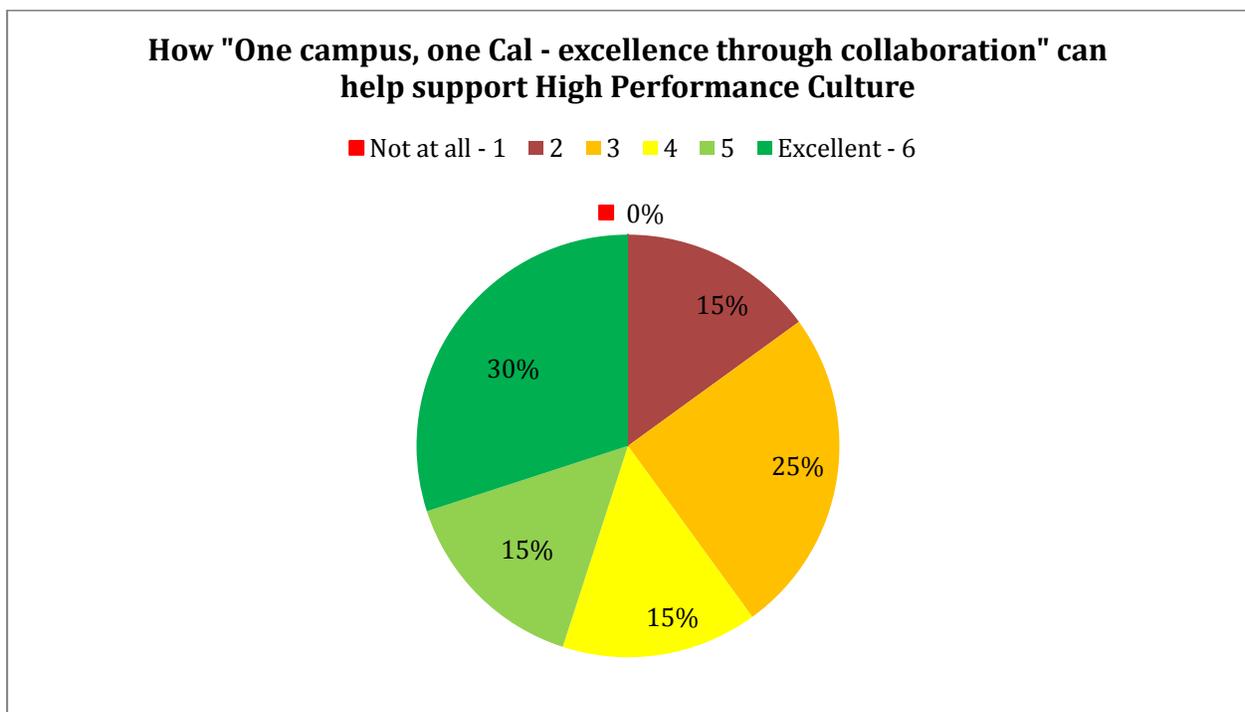
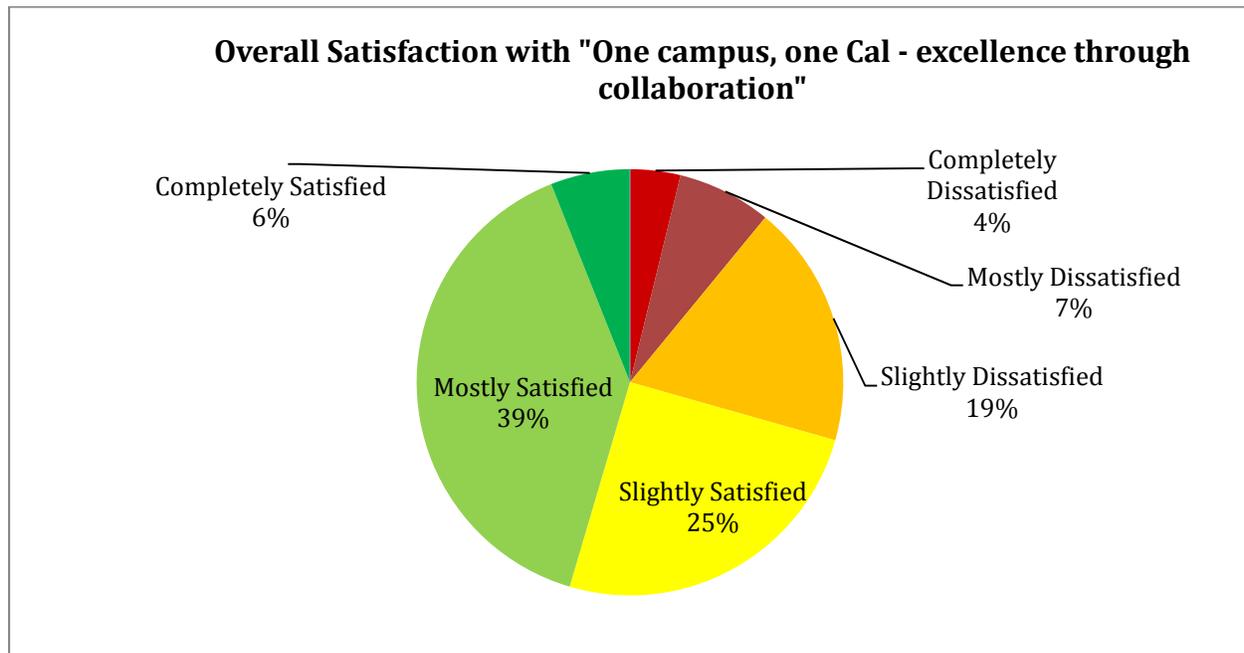


Figure 6. Online Survey Responses to “One campus, one Cal – excellence through collaboration.”



Summary

A predominant theme noted by respondents throughout all stages of research was that “One campus, one Cal” should be separated from “excellence through collaboration.” Furthermore, it was repeatedly suggested that the draft Berkeley Operating Principle be further reduced to be only “excellence through collaboration.” Feedback reflected that “One campus, one Cal” sounded like empty jargon or cheerleading. It raised issues of the silo-effect across campus, wherein units, departments, or populations engage in an “us versus them” stance.

Respondents referenced limited resources, limited communications, and varied agendas as influences in the silo-effect. Though there was a sense of agreement for the need to build better networks across campus to combat these divisive challenges, respondents felt that “one campus” emphasizes “vanilla – the lowest common denominator,”²⁸ and that the word “one” “goes against what makes [UC Berkeley] great – we are not one, we are different.”²⁹

Respondents from all forums responded positively to the notion of “excellence through collaboration” and felt that it is an outstanding goal. However, they repeatedly noted that collaboration is not always the best business practice, especially within our highly bureaucratic culture. Successful collaboration, it was said, is itself dependent upon the equal opportunities of all

²⁸ LDP Graduates Focus Groups Feedback, March 2012.

²⁹ Ibid.

employees to access the resources necessary to accomplish this: clearly established networks, communities of practice, and open communication channels.

Many felt that UC Berkeley over-utilizes collaboration, and that individual contribution often creates excellent results. Respondents emphasized that collaboration should be used *when and only if* it is meaningful and makes business sense. The premise, then, that “excellence” is dependent upon and derived from “collaboration” left respondents feeling concerned that their work decisions and processes will be reliant upon consensus, and that collaboration, if used inefficiently, may impede results. Finally, there was feedback, though not from senior leaders, that “excellence” is over-used and people are tired of it.

Another overarching theme throughout the research of this draft Berkeley Operating Principle was “faculty vs. staff,” and the inequities of the two populations in relation to one another. Some LDP Graduates Focus Group participants interpreted this draft operating principle to relate to human connection and validation: “We care;”³⁰ “If faculty gets a COLA [Cost of Living Adjustment], so should staff;”³¹ and “Build morale among staff so they feel they contribute and are respected.”³² Senior leaders noted that faculty need to take responsibility for leadership, as well as learn how to be better administrators. They also highlighted that campus seems to be missing a clear “command line” and that “no one is ready to make a decision.” Much of this was attributed to the fact that collaboration needs to be vertical.

Recommendations

- ↓ “One campus, one Cal” should not be moved forward as part of one of the Berkeley Operating Principles.
- ↑ “Excellence through collaboration” tested better and might be a useful element of a Berkeley Operating Principle as a stand-alone.

A PURPOSE-DRIVEN ORGANIZATION

Key Findings

- “What does this mean?” was asked repeatedly.
- Seen as a description rather than an active operating principle.
- The “purpose” of the organization needs to be defined; people need to understand the larger purpose of the organization and how that relates to their day-to-day work.
- The statement itself is too vague.
- Sounds corporate; sounds like buzz words.

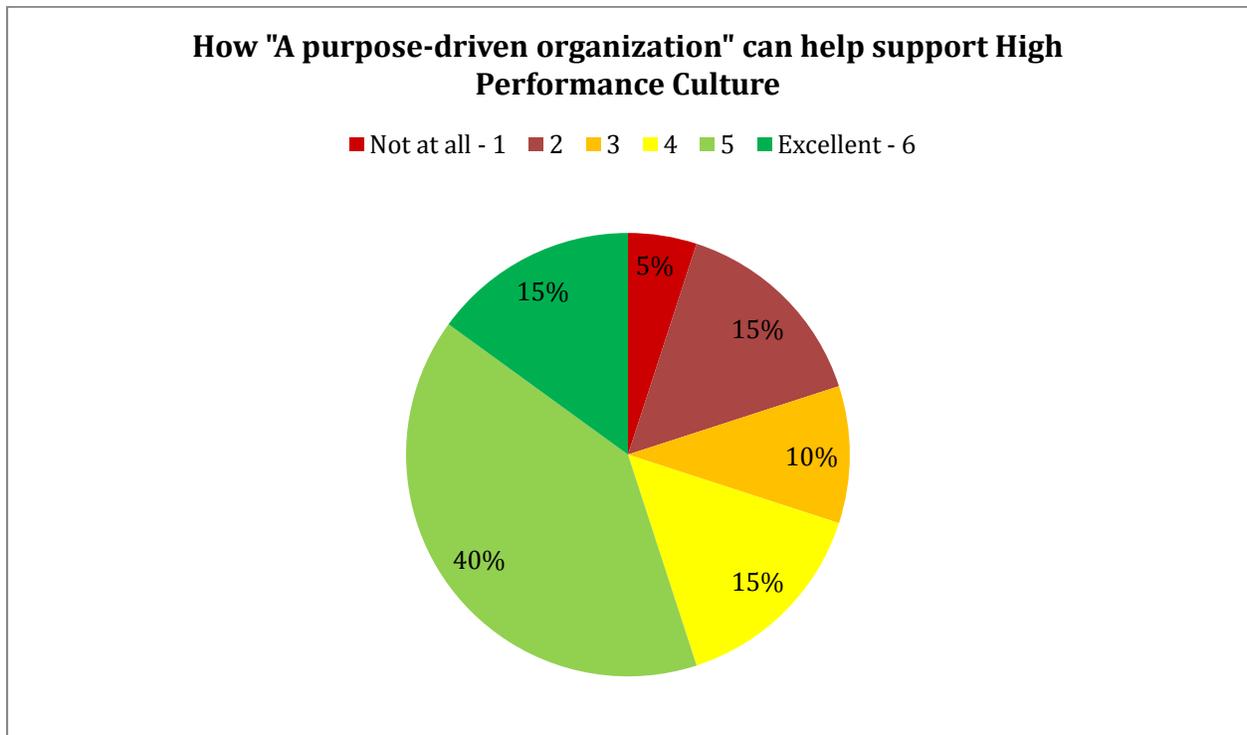
³⁰ LDP Graduates Focus Groups Feedback, March 2012.

³¹ Ibid.

³² Ibid.

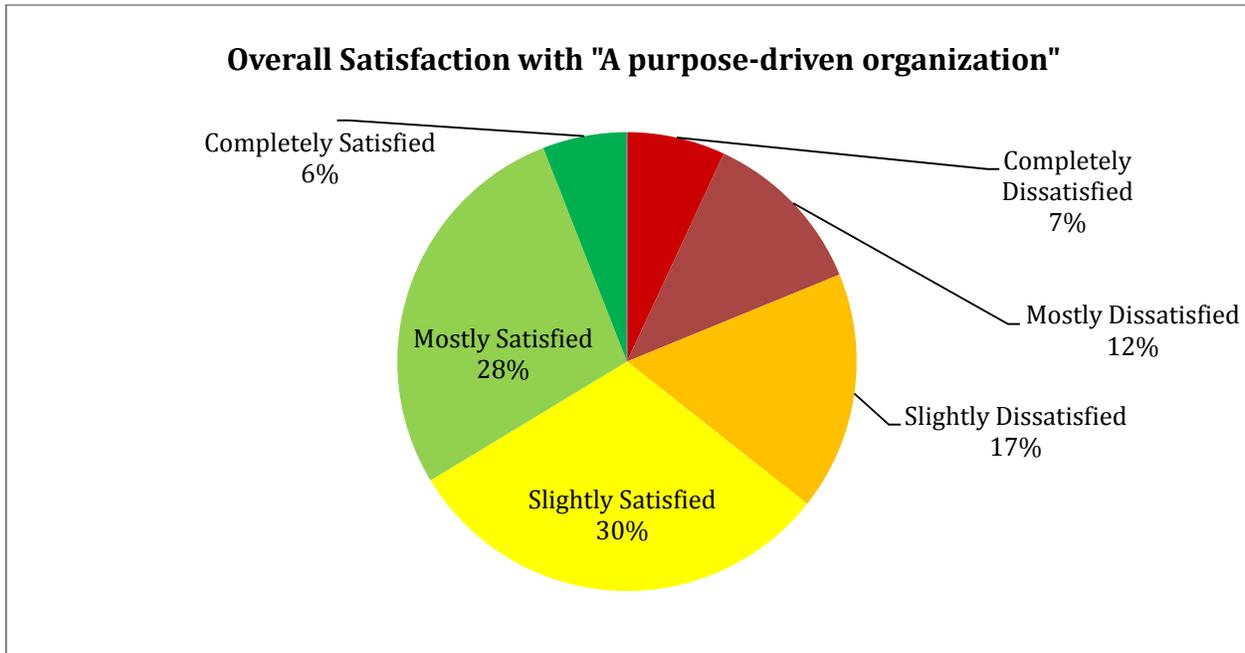
- “A purpose-driven organization” was associated by some respondents with the Rick Warren (evangelist) idea of “purpose driven”.³³
- UC Berkeley has a lot of different purposes.
- “Purpose” could be replaced with “mission” or “goals”.

Figure 7. Senior Leaders Focus Groups Responses to “A purpose-driven organization.”



³³ “Rick Warren on Wikipedia,” accessed March 2012, http://en.wikipedia.org/wiki/Rick_Warren.

Figure 8. Online Survey Responses to “A purpose-driven organization.”



Summary

Respondents from all forums wanted to know the “purpose” that is being referred to in this draft Berkeley Operating Principle. Comments, both written and from conversations in focus groups, centered around the need to help people understand the larger purpose of the organization, and to translate that into ownership of the “purpose” for day-to-day work. Respondents desired a clear alignment with the “greater good” of the organization from this draft Berkeley Operating Principle. Of all the groups, only the senior leaders understood the meaning behind this draft Berkeley Operating Principle, but they felt it was not written in the right way. All groups wanted the language in this draft operating principle to be more action-oriented, less vague and generic, and often suggested replacing “purpose” with “mission” or “goals.”

Various themes surfaced as respondents mapped their responses to this draft Berkeley Operating Principle, suggesting that the wording may be too vague and open to various interpretations. Besides the theme of alignment with a common vision, LDP Graduates Focus Group participants raised themes of (1) standardization of roles and training, and (2) alignment of authority, responsibility, and accountability. Participants shared their perception that UC Berkeley has a culture driven by managers, yet there are neither standardized supervisor trainings nor standardized management goals and practices available to them. All groups except senior leaders mentioned that “purpose-driven” has religious connotations, and this was deemed undesirable.

Recommendation

↓ This draft Berkeley Operating Principle should not move forward as currently written.

KEEP IT SIMPLE

Key Findings

- Overall, great concept, coupled with concern of “over-simplification”.
- Respondents acknowledged that simplification is a worthy goal, even in a complex environment such as UC Berkeley. They spoke of making things as “simple as possible, complex as required”.
- The wording generates connotations of “Keep It Simple, Stupid”.
- UC Berkeley needs to be able to accept more risk and mistakes within administrative operations; brings up fear of punitive actions.
- Does not work up and down the hierarchy of the organization.
- The message and spirit are powerful, but it seems wishful and not practical.
- Respondents desire a way to simplify administrations in our complex culture.

Figure 9. Senior Leaders Focus Groups Responses to “Keep it simple.”

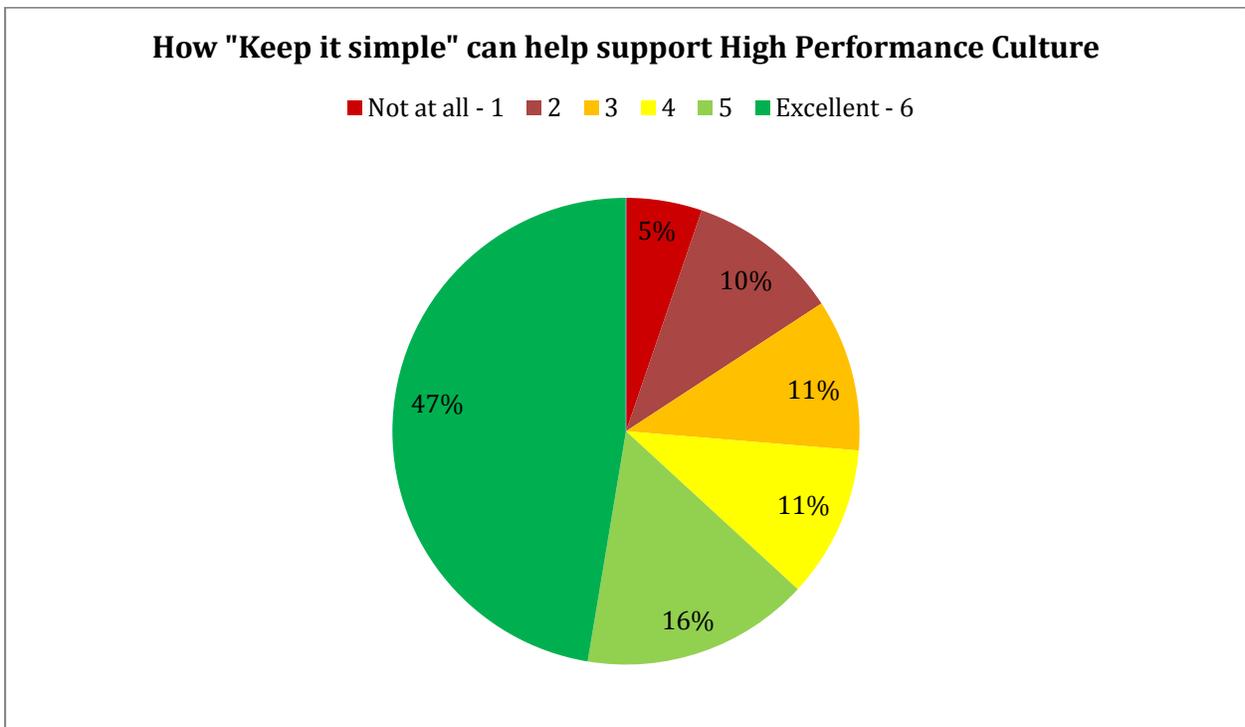
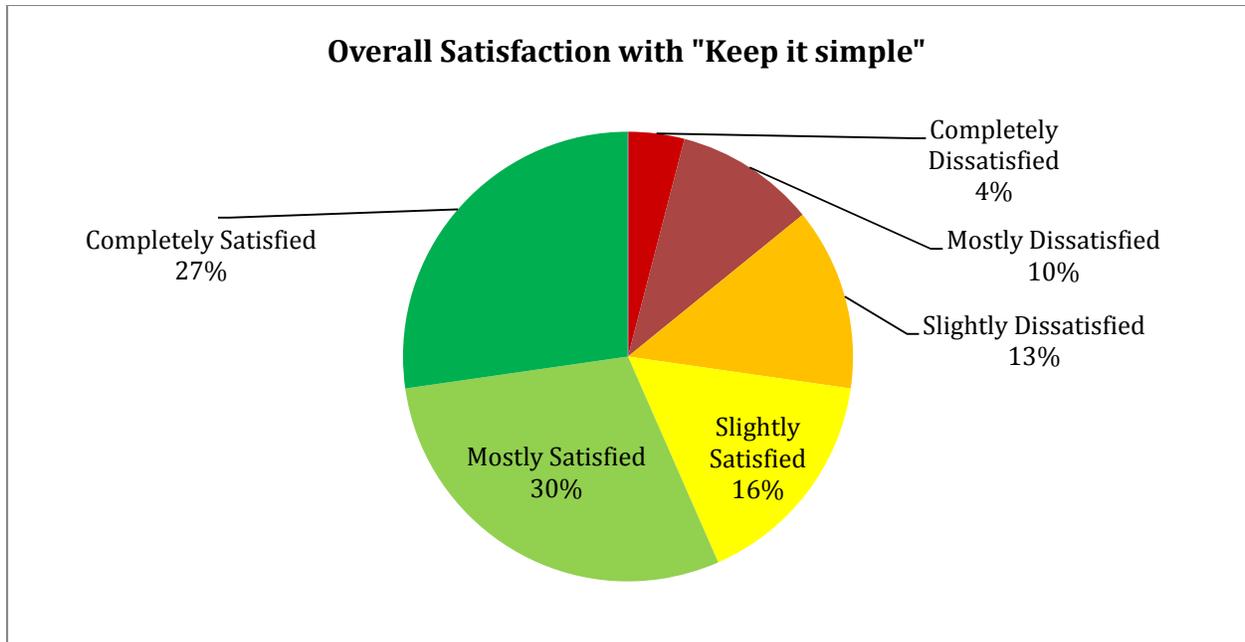


Figure 10. Online Survey Responses to “Keep it simple.”



Summary

The message of this draft Berkeley Operating Principle was widely rated as favorable. Respondents in all forums yearn to work in an administrative culture that is simple, though the “simplicity” implied in this draft Berkeley Operating Principle is considered aspirational. Comments regularly suggested that administrative operations are inherently non-simple at UC Berkeley. It was therefore thought that the language of this draft Berkeley Operating Principle was “too simple” to reflect the complexity and diversity of the organization.

The overarching theme of complexity was often framed with “bureaucracy” by respondents from all forums in their discussion of this draft Berkeley Operating Principle. The bureaucracy itself is seen as being overly layered and complicated. “Simple as possible, complex as required”³⁴ and “you have to make it simple to ‘keep it simple,’”³⁵ were comments made by respondents that are poignant summations of this theme. “Red tape,” “needless complication,” and “work-arounds” were cited as barriers to simplicity, and one OE Expo respondent bluntly said, “If there is a hard way to accomplish... an administrative task, we seem to aim for it.” Furthermore, respondents cited that the various new business systems and processes rolling out on campus add to the complexity of administrations. It was noted that standardizing roles, rules, and procedures—including systems, tools, training, and protocol—would support the campus’ complex administrations.

³⁴ Online Survey Feedback, May 2012.

³⁵ Ibid.

A participant at an LDP Graduates Focus Group presented an aspirational model of how to interweave simplicity and complexity. The participant used an analogy with an iPhone to illustrate how something can be both complex and easy to understand; the inner working of the software is complex, yet the interface is simple, clear, and user-friendly.

Respondents from all forums noted that UC Berkeley is a risk-averse organization, stating that ours is a culture afraid of making mistakes and/or errors. Our complex systems, with so many layers of administration, make it challenging to reach the ideal of simplicity without mistakes. (“Risk-aversion” also appears in the comments related to “Always learning and improving;” our project team asserts that it is noteworthy to mention this common theme amongst the discussions of the draft Berkeley Operating Principle in the framework of High Performance Culture.)

The wording of this draft Berkeley Operating Principle triggered an association with the “KISS” (“Keep It Simple, Stupid”) acronym from the 1970s by participants in all forums. Associations with this phrase are deemed unworthy of UC Berkeley. Also noted in all forums is that the diversity of the organization is perceived as a point of pride for its members. Respondents commented that UC Berkeley is not a “one size fits all place,” that the organization needs to position itself to acknowledge diversity and complexity. Diversity is not perceived as “simple.”

Recommendations

- ⇒ The wording of this Berkeley Operating Principle will need to acknowledge UC Berkeley’s complexity to have wide resonance with campus employees.
- ⇒ A strong suggested alternative that reflects this recommendation is: ‘simple as possible, complex as required’.

ALWAYS LEARNING AND IMPROVING

Key Findings

- This was the highest rated draft Berkeley Operating Principle with all forums.
- People reacted to this draft Berkeley Operating Principle with two lenses. One as an HR initiative that emphasizes talent development and requires commitment of significant resources to actualize and the other as a description of our business practices and the need to learn from our mistakes (i.e. fail fast, iterate, and move on).
- If this Berkeley Operating Principle supports the first view, we need the resources to fulfill this message: time, classes, managerial support, funding.
- Use this in the HR process for hiring well-educated and qualified employees.
- If it supports the second view, this Berkeley Operating Principle supports a culture that views trying and failing and learning from mistakes as acceptable, even desirable.
- The wording is lackluster and needs to be more active: it currently sounds like a slogan rather than a principle.
- The principle is aligned with the goals of an educational institution.

Figure 11. Senior Leaders Focus Groups Responses to “Always learning and improving.”

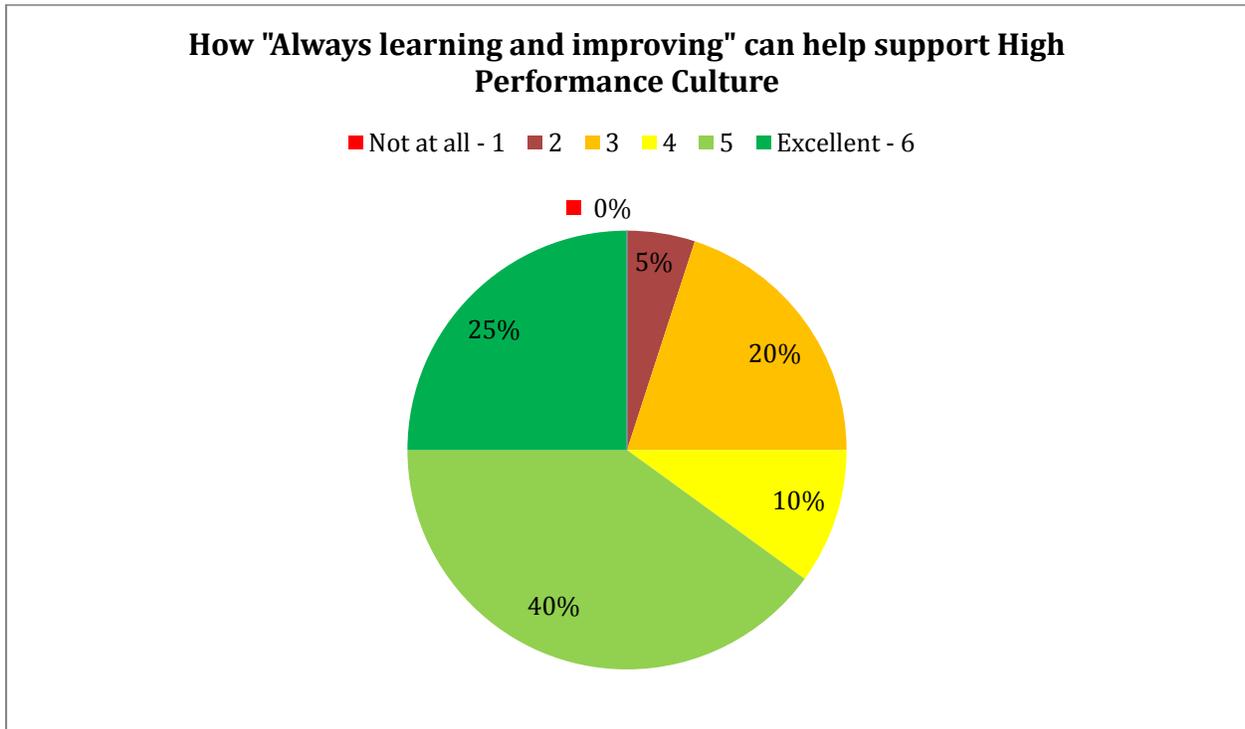
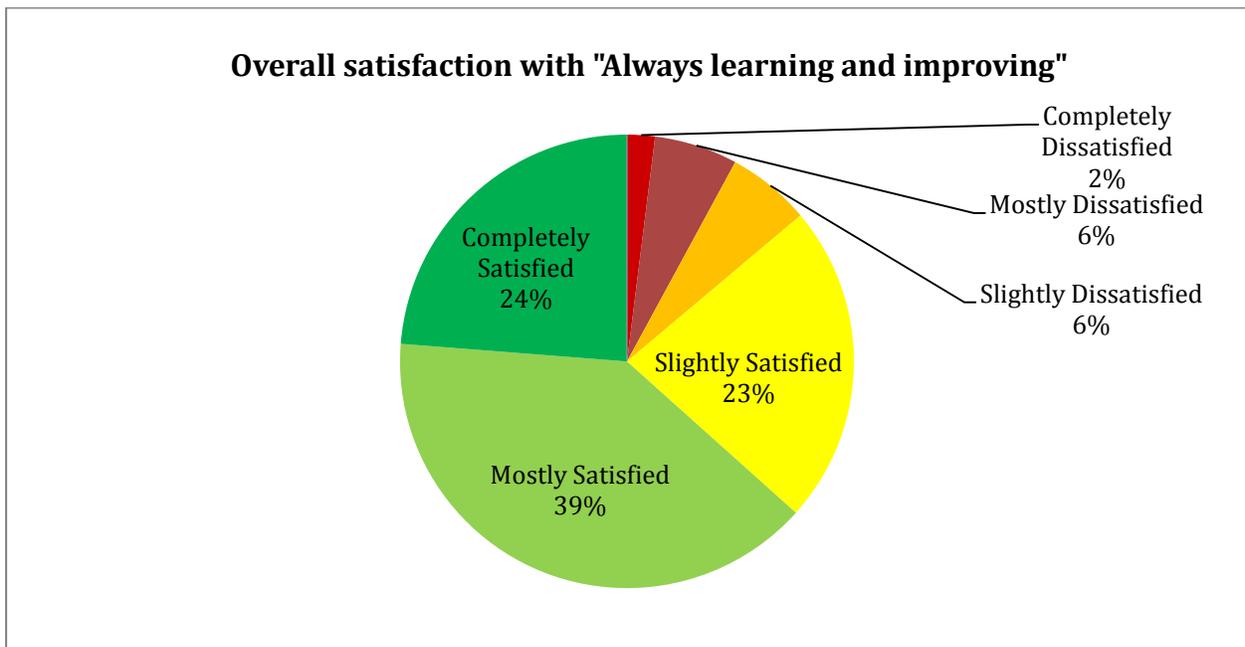


Figure 12. Online Survey Responses to “Always learning and improving.”



Summary

This draft Berkeley Operating Principle was consistently rated the highest across all forums, with positive comments suggesting that the messaging is aligned with the goals of an educational institution and implies positive values such as continuous self-improvement and development. Respondents felt that the language of the draft Berkeley Operating Principle needs improvement, viewing the wording as lackluster and vague.

After initial affirmative reactions to the messaging of this draft Berkeley Operating Principle, respondents' interpretations fell into two broad themes: (1) the institution needs to provide the necessary resources to fulfill this message and (2) campuswide business processes need to be based upon multi-directional dialogue.

Having a workforce that is “always learning and improving” would require the institution to take ownership of developing its talent in a meaningful way, including, but not limited to: funding, HR support, opportunities, release time, classes, training for staff, and training for managers. The idea to “invest in our human resource,” was articulated by one LDP Graduates Focus Group participant, and was independently and enthusiastically repeated by senior leaders as “Empower people!”

Respondents indicated that hiring employees aligned with this principle could infuse its underlying philosophy into the HR process. Respondents indicated that due to heavy workloads, new systems, and lack of managerial support, there often is not time for professional development (this view was not expressed in the Senior Leaders Focus Group). Standardization of training, especially with managers, supervisors, *and* faculty administrators, was deemed very important. Faculty administrators need basic training for their roles and responsibilities in their administrative function. Also noted was a need for sharing best practices on a campuswide level.

The importance of providing and receiving feedback was also a key theme in the responses to this draft Berkeley Operating Principle, particularly with the senior leaders. Respondents stated the need for “improvement through feedback,” and being able to learn from “what we did well and what we didn’t do well.”³⁶ This feedback loop is seen as a tool to “always learn and improve,” and respondents noted aspirational desires that UC Berkeley should “foster a culture of giving and soliciting positive and constructive feedback.” Extending from “feedback as a tool to learn and improve” were ideas to “support risk and change,” “support creativity and innovation,” and “acknowledge that mistakes are okay.” Respondents expressed the need to “celebrate successful ideas and learn from mistakes.”

Recommendations

- ↑ As the highest rated draft Berkeley Operating Principle, “Always learning and improving” should be retained as one of the continuing draft Berkeley Operating Principles.
- ⇒ Further thought needs given to whether this draft Berkeley Operating Principle will support one or both views expressed (HR initiative vs. nimble business practices).

³⁶ Senior Leaders Focus Groups Feedback, April 2012.

OPEN, HONEST, AND FREQUENT COMMUNICATION

Key Findings

- There was wide agreement that communication is an important element in a high performance culture.
- “Frequent” communication does not mean better communication; suggested alternatives are *meaningful, efficient, relevant, effective, clear, concise, timely, or ethical*.
- Transparency is essential; many comments stated that there is a current culture of mistrust regarding campus communications.
- Add the words “at all levels” to better support the responsibility of all people to follow this charge; has to be top down.
- Feedback (i.e. two-way communication) is a critical, and often missing, aspect of communication on campus.

Figure 13. Senior Leaders Focus Groups Responses to “Open, honest, and frequent communication.”

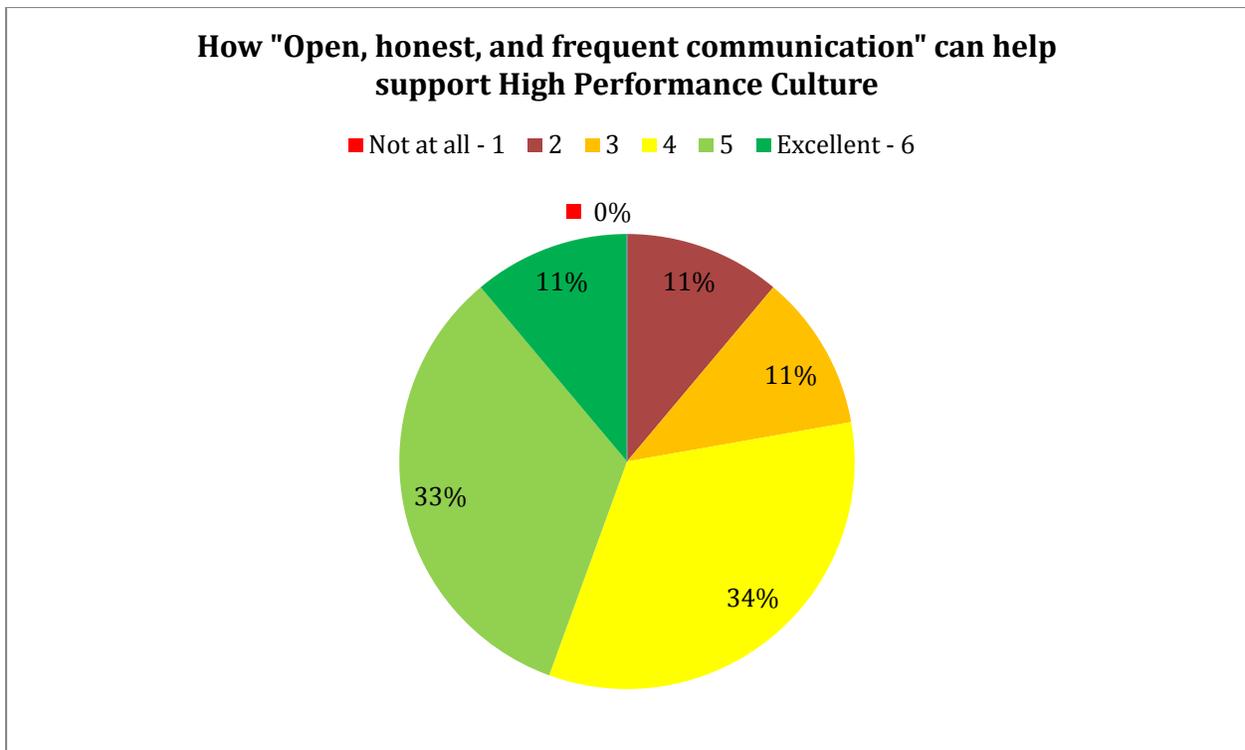
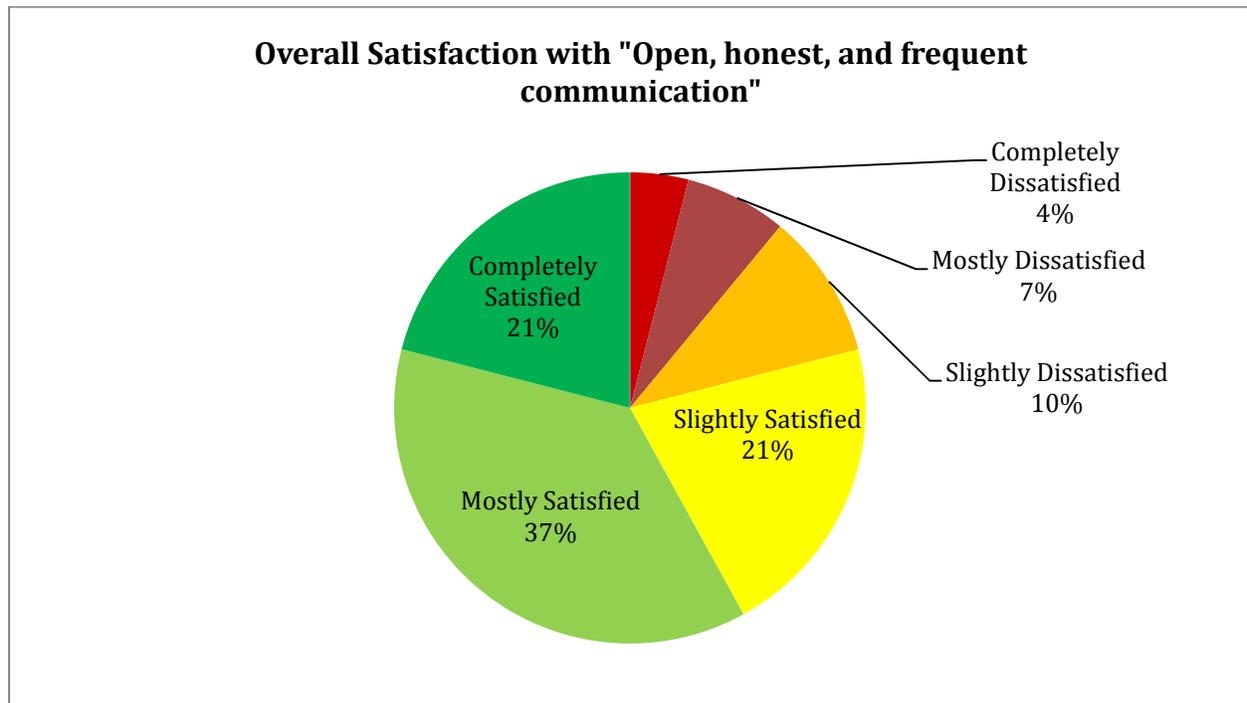


Figure 14. Online Survey Responses to “Open, honest, and frequent communication.”



Summary

All respondents valued the idea of communication and the benefits it bestows upon a community. In all forums, however, respondents reacted negatively to the word “frequent.” Respondents commented about the qualifiers used in this draft Berkeley Operating Principle to describe the type, variety, and depth of the communication. Many felt that UC Berkeley often engages in too-frequent communication, thus leaving the audience overloaded and incapable of focusing on what is the most important. Suggested alternatives to “frequent” – echoed in all forums – are “meaningful,” “efficient,” “relevant,” “constructive,” “effective” or “positive,” all of which speak to the nature and content of the communication. Furthermore, respondents felt that the language in the draft Berkeley Operating Principle is “boring”³⁷ and sounds like it is coming from HR.³⁸

Comments quickly moved to the need for transparency *at all levels* of communications on campus; while many respondents support the value of “open and honest... communication,” they felt that these qualities are missing in the institution’s current business practices. Nearly all the focus groups and interview subjects spent time discussing transparency in communication. Respondents also highlighted the need for responsible communication practices to be modeled top down; vertical communication is seen as a primary necessity to be able to implement the values embedded in this draft Berkeley Operating Principle in all directions. Also stated is that “open and honest”

³⁷ Online Survey Feedback, May 2012.

³⁸ Senior Leaders Focus Groups Feedback, April 2012.

communication should not justify abusive, rude, or inappropriate behaviors. Online survey respondents suggested “transparent and timely communication in all directions,” “communicate before, during, and always,” and the hybrid statement of “purpose-driven communication” as alternative phrasings to address transparency (i.e. honesty).

As was seen in others of the five draft Berkeley Operating Principles, the recurrent themes of “diversity” and “feedback” surfaced again in relation to the values touched upon in this one. Respondents felt that more effective communication channels should be tailored for our diverse audience, and that communication should allow for and support an environment in which there is an open exchange of ideas. Furthermore, these open conversations should include two-way communication and feedback. The process of two-way communication, it was stated, will support “open disagreement in decision-making” as well as the aforementioned “diversity in ideas,”³⁹ thus establishing a critical foundation for meaningful dialogue. Moreover, communication itself is viewed as a valuable vehicle for performance management, including such tools as recognition, rewards, and incentives for high performance.⁴⁰

Recommendations

- ⇒ It is important to include a Berkeley Operating Principle that addresses communication, but further testing of the descriptors of what should be emphasized is necessary.

THEMES NOT REFLECTED IN DRAFT BERKELEY OPERATING PRINCIPLES

During the forums prior to the Online Survey, themes not reflected in the draft Berkeley Operating Principles began to surface. Our project team felt strongly about two of these themes and created two new draft Berkeley Operating Principles to test during the Online Survey: Excellence is everyone’s job and Service first. The theme of service as a cornerstone to our work at UC Berkeley was especially notable from our focus group participants. Our findings are outlined below. We also include other themes from responses that were grouped separately when they did not fall under one of the current draft Berkeley Operating Principles.

EXCELLENCE IS EVERYONE’S JOB

Key Findings

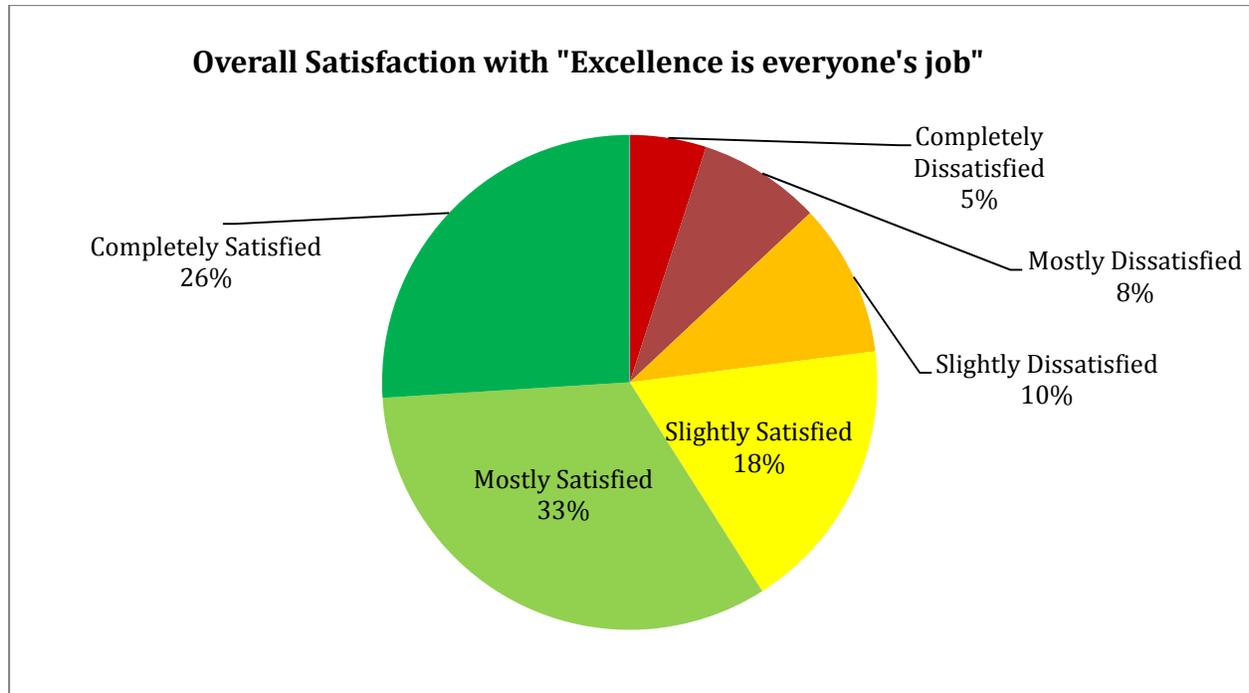
- Overall, substantial agreement over concept, but mixed feedback on phrasing.
- Many commented that it sounds trite or hollow and lacks meaning; a few also noted that it sounds like a reprimand or directive.

³⁹ Senior Leaders Focus Groups Feedback, April 2012.

⁴⁰ LDP Graduates Focus Groups Feedback, March 2012.

- Several suggestions to use the word strive, as in “Strive for Excellence...”
- Everyone should mean ***everyone***, but there needs to be some individual responsibility and accountability (i.e. “everyone’s responsibility, then it’s no one’s responsibility”).
- Use of “job” made meaning clear, however there were some suggestions to replace “job” with “responsibility”.

Figure 15. Online Survey Responses to “Excellence is everyone’s job.”



Summary

This new draft Berkeley Operating Principle was introduced based on feedback from focus group participants, and it was an actual suggestion by one of the participants. It resonated with the project team, so we decided to introduce and test it in the online survey.

Overall, the idea of this new draft Berkeley Operating Principle resonated with survey participants, but people were mixed on the phrasing and several noted that it sounded like a slogan or was trite, hollow, corporate, and even “cheesy”. There was also a strong notion that everyone should mean ***everyone*** and that should start at the top level of administration. Some also commented that there should be some mention of individual ownership and responsibility.

Recommendation

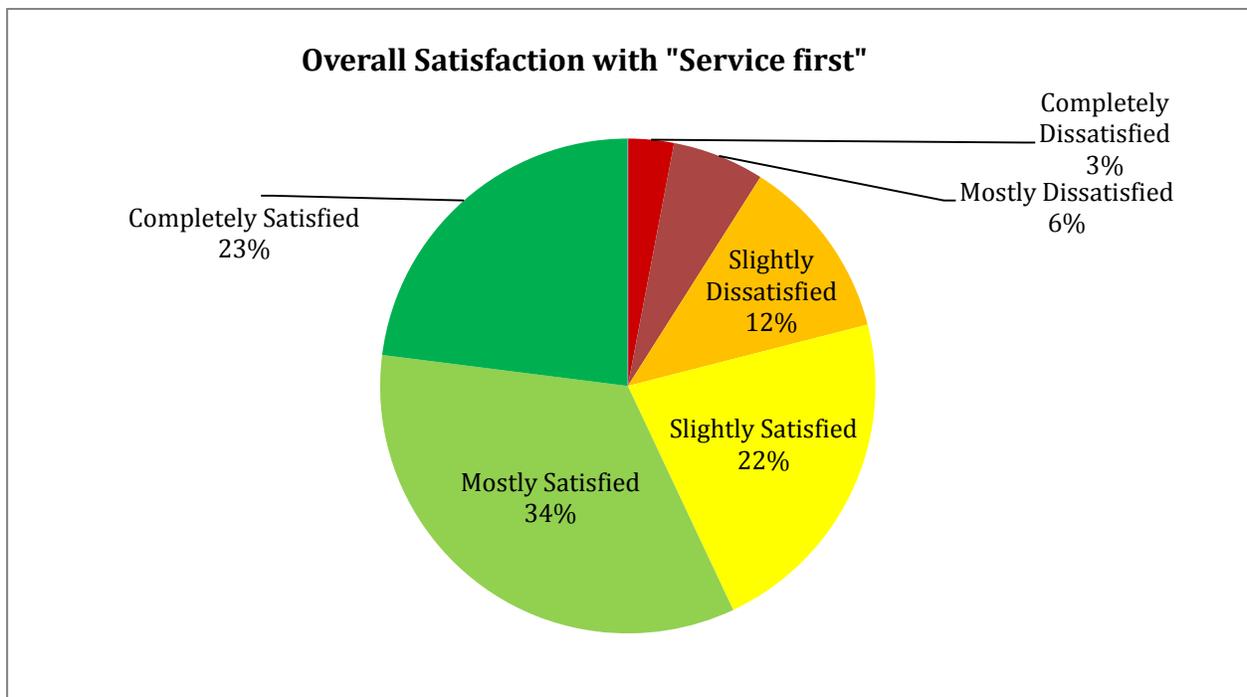
⇒ Creating a Berkeley Operating Principle that conveys everyone's work on campus is important and tied to the success of UC Berkeley appears worthwhile, but the wording is not yet correct.

SERVICE FIRST

Key Findings

- “Service” widely acknowledged as being a vital part of a high performing administrative and operating culture.
- Meaning of “service” needs further definition; confusion was expressed related to “service to whom?” (e.g., students, each other?)”
- If service first, what is second? Should service always be first priority? All of the Berkeley Operating Principles should be weighted equally.
- Internal and external—service to students, staff, faculty, and each other?
- Perhaps “Service to All”.

Figure 16. Online Survey Responses to “Service first.”



Summary

This is another new draft Berkeley Operating Principle that was also introduced based on feedback from the focus groups. Participants consistently noted that service was an important element to High Performance Culture, yet it was not represented in the draft Berkeley Operating Principles.

The overarching reaction to this draft Berkeley Operating Principle was that it needs further definition. Survey respondents frequently asked, “what does it mean?” or “service to whom?” Many also commented if *Service first*, then what is second? Why is service prioritized above all? There was underlying agreement that service is important and that both external and internal service should be highlighted in the Berkeley Operating Principles.

Recommendation

- ⇒ Infusing the concept of service into the Berkeley Operating Principles is vital, but the wording of this Operating Principle is not yet correct.

OTHER THEMES NOT REFLECTED IN DRAFT BERKELEY OPERATING PRINCIPLES

Key Findings

- Employees must be held to high standards in same way at all levels.
- The authority to act or make decisions should reach all levels of the organization in accordance with an employee’s scope of work.
- In a High Performing Culture every staff member is a leader.
- Timely decision making is integral to High Performance Culture.
- Highlight and utilize the breadth and depth of expertise across campus for all populations (faculty, staff, and students).
- Themes of accountability and agility were seen as integral components of High Performance Culture.
- Creativity and innovation.

Summary

The absence of accountability, as a theme in the draft Berkeley Operating Principles, surfaced repeatedly in all forums. The emphasis on accountability was often coupled with a perceived need for more employee autonomy – allowing employees to make necessary decisions (“delegated to the lowest possible level”⁴¹). Agility, in the form of decisive and timely decision-making was highlighted as an important component of high performing culture. Notably, senior leaders stated that we need to do a better job of sharing the expertise that can be found on campus across departments and

⁴¹ Senior Leaders Focus Groups Feedback, April 2012.

between faculty and staff. This involves doing a better job of utilizing the resources we currently have rather than relying solely on culture change and increased efficiencies. Lastly, the theme of fostering creativity and innovation surfaced, particularly with senior leaders.

THEMES AND CRITERIA FOR BUILDING SUCCESSFUL BERKELEY OPERATING PRINCIPLES

Our project team has gathered input from staff and faculty through focus groups, individual interviews, surveys, and questionnaires. Although the data collected represents the views of only a small portion of the campus community, the overall response to the draft Berkeley Operating Principles is remarkably consistent. During the evolution of our project, it became clear that rather than create a set of suggested Berkeley Operating Principles, given the change in scope, it would be more useful to provide a set of **themes and criteria** for building Berkeley Operating Principles. Below we outline our recommended themes and criteria as measures of what the Berkeley Operating Principles must have in order to be successful in creating UC Berkeley's own unique high performance culture.

Themes

The Berkeley Operating Principles must incorporate particular themes to include the qualities of our employees deemed as necessary for a high performing culture. Below we provide an outline of specific themes that should be included in the Berkeley Operating Principles.

↑ **Excellence**

- Accountability at all levels
- Foster creativity and diversity of ideas
- Cultivate our people
- Strive for continuous improvement

↑ **Meaningful and constructive communication**

- Transparency
- Recognition
- Break down silos
- Feedback

↑ **Service**

- Mission-driven
- Effective
- Collaboration

↑ **Embracing positive change**

- Agility
- Take calculated risks
- Simplicity in process
- Make informed decisions

Criteria

We recommend several specific criteria for building successful Berkeley Operating Principles.

Criteria
The Berkeley Operating Principles must be broadly applicable to administration and operations, yet not so broad that they are too vague.
The Berkeley Operating Principles must be aspirational, yet also reflective of what is unique and valuable in UC Berkeley's current culture.
The Berkeley Operating Principles must be framed in consistent, actionable, and non-passive language. They cannot have a 'top-down' feel, but rather must feel organic in order to achieve employee 'buy-in'.
The Berkeley Operating Principles must include recognition of the importance of service—to faculty, staff, students, the University, and the public—in a high performance culture.
The Berkeley Operating Principles must characterize two recommended imperatives from the High Performance Culture Initiative: ' Accountability at all levels' and ' Agility supported systematically.'
The Berkeley Operating Principles must align with the mission of the University (teaching, research, and public service), the Chancellor's strategic imperatives (access, excellence, and inclusion), and the goals of Operational Excellence (world-class administrative support).

Our project team also recommends that the Berkeley Operating Principles be structured in a format similar to the one successfully used by Ohio State University in support of their campuswide "Excellence to Eminence" initiative.⁴² Each Berkeley Operating Principle should begin with a 'punchy' main clause and be followed by a simple and descriptive phrase or sentence. This allows the Berkeley Operating Principles to be broadly applicable while still providing a clearer description of what makes them vivid and useful.

⁴² "The Ohio State University Excellence to Eminence: Our Values," accessed February 2012, <http://www.osu.edu/eminence/values/Values.html>.

For example:

- Berkeley strives for elegant solutions
Our best work is simple as possible and complex as required
- Always learning and improving
Agile, adaptive, accountable, and action-oriented
- Berkeley's employees are service driven
This is at the heart of our work, respect for the mission and each other
- We communicate openly, clearly, and concisely
Throughout the entire organization

Having gone through this process over these last several months, our project team has come to appreciate how important it is to consider *both* the central meaning and the associative aspect of operating principles. Several of the draft Berkeley Operating Principles we examined contain a kernel of useful information but were phrased in such a way that brought up unwanted and/or unexpected associations. This is important to keep in mind as the Berkeley Operating Principles Project moves towards the ideation event.

Engagement and High Performance Culture

Our focus group and survey participants informed us that UC Berkeley needs to foster employee engagement and build a highly engaged administrative workforce. It is important to note that “engagement” need not be referred to directly; rather, it should embody the messaging for the Berkeley Operating Principles in a high performance culture. Because of this, we introduce four elements of employee engagement below.

Four Elements of Employee Engagement

↑ ***Embrace positive change, make informed decisions, and take calculated risks.***

While UC Berkeley's academia inspires all to boldly explore the unknown, UC Berkeley's administration is risk averse. This stifles creativity and organizational growth. The development and implementation of new ideas carries a certain degree of risk and is necessary to embrace positive change. Proper analysis can inform us of the most suitable option for risk tolerance and the course of action needed to mitigate negative consequences.

Decisions should be driven and supported by sound logic and analysis. While dissension is an integral part of every democratic process, we should be ready to honor and support a decision once it is made. The “veto of one” should only be honored when a decision is deemed to seriously undermine the University’s mission.

↑ ***Engender trust by upholding accountability, providing transparency, and offering meaningful, constructive communication.***

Our focus group and survey participants perceived that accountability has not been upheld across all layers of the University. Campuswide support for accountability is crucial to building employee morale and high performance culture. Transparency and accessibility of information directly impacts job performance and effectiveness. Many also acknowledged that communication needs to be more “porous” to allow open peer-level informational exchange. We should strive to provide meaningful and constructive feedback at all levels throughout the University.

Those persons ultimately responsible for rendering a decision should be known to stakeholders of the decision. This level of transparency supports effective communication and accountability.

↑ ***Cultivate our people through always learning and improving.***

As a world-class institution of higher education, UC Berkeley inspires everyone to continuously learn and improve. Employees with higher aspirations should be supported in their endeavor, so they can make even greater contributions to the University. Everyone should also be encouraged to learn from every opportunity, every experience, and from each other. When we seek to improve, successes and failures are both good teachers.

Our human resource is our competitive advantage. We should support the development of our workforce by providing adequate training and coaching at every level. Effective employees are more satisfied and engaged on the job. Effective managers are the best means to recruit and retain talent.

↑ ***The greater good informs what we do.***

We work at UC Berkeley because we believe in and support the University’s mission. We serve with conviction and take pride in what we do. Our service should be informed by the benefits provided to our campus community. All those who benefit from our information, products, and services—administration, faculty, fellow colleagues, students, alumni, and the public—are our customers. We should anticipate our customers’ needs, understand their expectations, and strive to provide them with the best service and solutions.

Organizational silos, cumbersome procedural designs, and overly complex decision processes impede progress and frustrate staff, faculty, and students alike. We should examine our business processes, and seek to simplify or eliminate the steps which do not add value to our customers (internal and external). We should learn how the process of one campus unit impacts another, and seek to optimize and streamline processes through sharing of best practices and expertise.

ROADMAP FOR IMPLEMENTATION

Through our focus groups and survey research we received high-quality data, from which we identified key themes related to cultivating high performance on campus. As previously noted, the Berkeley High Performance Culture Program Office has plans in motion to move the Berkeley Operating Principles Project forward. A critical next step is to further refine the Operating Principles based on findings and recommendations presented in this report. Following refinement of the Berkeley Operating Principles, an ideation event is scheduled for fall 2012. The ultimate goal of the ideation event is to define a set of operating principles suitable for campus roll out and engage all employees in the process.

The following recommendations for a roadmap for implementation of the Berkeley Operating Principles include a strategic, phased roll out, a strong communications plan, and strategies for leveraging the Berkeley Operating Principles through the HR process.

Three Phases of Implementation

We recommend that a campuswide roll out should occur in three phases over a two-to-five (2-5) year time frame in order to maximize effectiveness:

- Phase 1: Internal Launch and Strategy Building
- Phase 2: Formal Launch and Campuswide Roll Out
- Phase 3: Sustain and Monitor

Phase 1: Internal Launch and Strategy Building

We recommend that High Performance Culture and the Berkeley Operating Principles be introduced and seeded internally. The “case for change” should be made to campus leaders on the need for the Berkeley Operating Principles. This allows senior leaders to identify affinities and needs of individual units on campus, and to build a leadership network within the organizations to affect changes. As change experts note, change takes root when 10 percent of the stakeholders sign on.⁴³ At this phase, internal communications should be focused on cross-linking the Operating Principles to UC Berkeley’s mission and organizational strategies. Organizational goals and standardized high-level metrics should be established in this phase.

It is also crucial in this initial phase that senior leaders model the Berkeley Operating Principles, to demonstrate their commitment to the new way of working and behaving to the campus at large. Their actions and perceptions are both important communicators to the rest of campus. In the OSU example, senior leadership participated in “cultural retreats”, where they experienced the “new norm.” This resulted in strategic alignment of organizations and building of change leadership and

⁴³ Michael A. Beitler. “Overcoming Resistance to Change,” (2005).

plans specific to each. Their “values and principles” were sufficiently defined, but not 100 percent formalized at that time.

Key actions for Phase 1:

- Link Berkeley Operating Principles to campus mission and organizational strategies.
- Build leadership network.
- Establish high-level goals and metrics.
- Identify affinities and needs of units.

Phase 2: Formal Launch and Campuswide Roll Out

Sufficient build-out of the leadership network is needed before formally introducing the Berkeley Operating Principles campuswide. Each campus organization is different, so there will be variances in how and when they adopt the Berkeley Operating Principles. The principles will have been practiced, and the messaging should be refined by senior leadership for the second phase of implementation.

Clear goals, success metrics, and data collection methodologies for each unit should be established early in this phase. The linkage of the Berkeley Operating Principles and the purpose of individuals’ work must be firmly established at this time. Enrollment of change advocates and engagement of the broader campus audience is pivotal to the program’s success.

By this phase, change leaders will have become very familiar with how the Berkeley Operating Principles can be implemented for each organization. They will also have received sufficient training enabling them to identify individuals with the greatest capacity and to develop them as change agents in their units.

Units and individuals will constantly look for opportunities to improve and propose new processes consistent with the Berkeley Operating Principles. This is an exciting growth phase, in which creative ideas and best practices are shared across campus. Jenny Chatman states: “The irony of leading through culture is that the less formal direction you give employees about how to execute strategy, the more ownership they take over their actions and the better they perform.”⁴⁴ Each unit should be given the freedom to determine how to best implement the Berkeley Operating Principles in their area. A communication channel where best practices can be shared should be established.

In OSU’s implementation process, a series of metrics to measure success and progress of implementation were identified immediately prior to unit-level adoption. Staff was openly invited to the experiential retreats. Those participants became the strongest unit-level advocates and generated enthusiasm for this positive change. Campus communication showcased examples of positive change at unit and individual levels.

⁴⁴ Chatman and Cha. “Leading by Leveraging Culture,”: 6.

Key actions for Phase 2:

- Complete refinement and announce the Berkeley Operating Principles.
- Define and communicate goals and metrics at unit level.
- Train and develop change enablers.
- Unit-level adoption.

Phase 3: Sustain and Monitor

After changes are adopted and accepted in a unit, they become a normal part of the unit's operation and will be continuously monitored for new improvement opportunities. In the sustaining phase, unit leaders should measure incremental improvement from the baseline, watch for backward slips, and periodically assess individual and unit capacity to adopt follow-on changes.

Key actions for Phase 3:

- Measure and monitor performance.
- Identify more improvement opportunities.
- Assess capacity for change.

Strategic Communications PlanClear Messaging

Clear messaging related to the Berkeley Operating Principles is important in shaping reactions on campus. Jenny Chatman states, "culture 'works' when it is clear, consistent, and comprehensive, particularly during challenging times."⁴⁵ In this section we present recommendations for framing and presenting the messaging:

- Setting the Tone and Framing
- Campuswide Engagement
- Storytelling and "Bright Spots"
- Broad Reach Across Campus

Setting the tone and framing the messaging around the Berkeley Operating Principles is important to engage employees and foster enthusiasm in their day-to-day work. Jenny Chatman states, "Managing culture requires creating a context in which people are encouraged and empowered to express creative ideas and do their very best. Selection, socialization, and rewards should be used as opportunities to convey what's important to organizational members."⁴⁶ This is

⁴⁵ Chatman and Cha. "Leading by Leveraging Culture," 2.

⁴⁶ Ibid, 18.

an idea that emerged often during our focus groups, interviews, questionnaires, and surveys. Employees need to be given the resources and freedom to be creative and succeed in order to be high performing.

We recommend a **campuswide engagement plan** to excite and incentivize staff around the Berkeley Operating Principles. Employee engagement should be a central theme for the Berkeley Operating Principles and the thread that ties them together. Common themes that we have been hearing across campus, such as talent development, innovation and creativity, and rewards and consequences, are all important in fostering employee engagement; engagement in turn generates high performance.

Storytelling and high performance examples or “**bright spots**”⁴⁷ highlighting individuals or units modeling the Berkeley Operating Principles are valuable communication tools. Employees need to be shown exactly how these can help them achieve their best work and allowed to adopt them on their own. “Bright spots”, as noted in the book *Switch*, “can illuminate the roadmap for action and spark the hope that change is possible.”⁴⁸

The Berkeley Operating Principles should have a **broad reach across campus**. Employees at all levels should be able to connect the Berkeley Operating Principles to their work, so stories can include everyone from grounds keepers to senior campus leaders. Likewise, the messaging of the Berkeley Operating Principles should not exclude those in academic administrative roles. Descriptions should be worded to guide anyone performing administrative or operational work at the University.

Not only do employees need to know why the Berkeley Operating Principles are important for the institution, they need to know why they are important to them as individuals. Kathleen Ponder and Cynthia McCauley assert that academic institutions differ from other businesses in that they are, “built around a resistance to authoritarian, hierarchical leadership.”⁴⁹ Due to the “free-thinking context” that exists in academic institutions, the Berkeley Operating Principles should not come across as mandates or as a directive from HR; instead, employees should be encouraged to embrace them by appealing directly to the “What’s in it for me?” factor. The campuswide ideation event will be essential to ensure that everyone on campus feel included in the process prior to rollout.

Channels of Communication

Once the messaging and framing of the Berkeley Operating Principles has been established, a communications strategy should be developed that ensures employees understand the purpose of the Berkeley Operating Principles. Channels of communication should include:

- Communication Tools

⁴⁷ Dan and Chip Heath. *Switch: How to Change Things When Change is Hard*. (New York: Random House, 2010).

⁴⁸ Heath. *Switch*: 48.

⁴⁹ Kathleen M. Ponder and Cynthia D. McCauley. “Leading in the Unique Character of Academe: What It Takes,” in *University Presidents as Moral Leaders*, ed. David G. Brown (Praeger Publications, 2005): 209-226.

- Multiple Forms of Communication
- Educating Directors, Managers, and Staff
- Peer-to-peer Interaction

Communication tools that have authenticity should be created to support and leverage the messaging and implementation of the Berkeley Operating Principles. Recommendations include the following:

- Internal Website
- Marketing and Branding
- “Case for Change” Video

An internal website should be developed so that all staff can reference the Berkeley Operating Principles initiative. The website can serve as a portal of information on all things related to the purpose and implementation of the Berkeley Operating Principles. Other materials that could be developed are toolkits or training materials for managers and staff or catchy one-pagers that describe the Berkeley Operating Principles and/or tell stories that model behavior around the Berkeley Operating Principles.

Marketing and branding of the Operating Principles initiative will also be important to reinforce the messaging. In the Haas School of Business example, posters adorn the halls, classrooms, and offices at Haas, each reflecting a Defining Principle and highlighting a student, alumni, or faculty member that embodies that principle. Other branded items that will help people remember the Berkeley Operating Principles and reinforce them should be developed.

We also recommend the production of a “Case for Change” video, much like the CalTime Case for Change Video⁵⁰ or the Haas Defining Principles Video,⁵¹ to promote both the ideation event and the concept of embedding the Berkeley Operating Principles into campus culture.

Multiple forms of communication should also be considered to reach the diverse set of staff on campus. We recommend the following:

- Email and Social Media
- Large and small scale town halls
- Activities and events

Multiple ways of communicating to our diverse population of staff should be considered. Engaging staff via social media outlets such as Facebook or Twitter may be another viable strategy. Email communication will be a channel to share information and announcements, but we need to recognize that not all staff have access to a computer or internet during work hours.

⁵⁰ “CalTime: A Case for Change Video,” accessed May 21, 2012, <http://hrweb.berkeley.edu/strategic-initiatives/caltime/communications/videos>.

⁵¹ “Haas School of Business Strategic Plan: Defining Principles Video,” accessed May 6, 2012, <http://haas.berkeley.edu/strategicplan/culture/index.html>.

Large-scale town halls would reach a broad audience interested in learning about the Berkeley Operating Principles. However, small-scale town halls where staff can engage in open conversation should also be considered. This could be via unit-based town halls or through campus staff organizations. We also recommend forums that could reach our non-English speaking employees on campus. Another recommendation would be to develop fun events or activities that would engage employees around the Berkeley Operating Principles.

Educating directors, managers, and supervisors so they are equipped to champion and implement the Berkeley Operating Principles is the best way to reach all employees. Claire Holmes, Associate Vice Chancellor of Public Affairs, noted in a discussion with our project team that the key to communicating to employees on campus is through direct supervisors, as this is usually an employee's most trusted source.

Leadership forums should be held with the top 400-500 director and manager level staff to train them on how to implement the Berkeley Operating Principles within their units and infuse the principles into their staff culture. Faculty with administrative and supervisory duties should also be required to participate.

Roles and responsibilities of these key leaders and managers in the rollout of the Berkeley Operating Principles should include the following:

- Create a unit or department level implementation and engagement plan.
- Train and educate staff on how to use the Berkeley Operating Principles.
- Model behaviors associated with the Berkeley Operating Principles.
- Develop systems of rewards and recognition.
- Implement the Berkeley Operating Principles in the HR Process.

Peer-to-peer interaction should also be strongly considered to reinforce the grassroots aspect of the Berkeley Operating Principles and avoid the appearance of an entirely top-down initiative. As noted, there are a number of staff affiliated organizations on campus that could be utilized for communicating the Berkeley Operating Principles and garnering buy-in. Mentoring programs could include Berkeley Operating Principles implementation support, whether through existing mentorship programs or at the unit-level.

Leverage Berkeley Operating Principles in the HR Process

In order to implement the Berkeley Operating Principles on campus, they need to be incorporated and embedded into the Human Resources (HR) process through the following:

- Recruitment
- Annual performance evaluations
- Training and talent development

Rewards and incentives

Employee Recruitment

Infuse the Berkeley Operating Principles into:

- The UC Berkeley Jobs Website
- Job descriptions
- Interview questions
- On-boarding materials and orientations

The Berkeley Operating Principles should be embedded into the recruitment process for UC Berkeley employees. The language and themes of the Berkeley Operating Principles should be stated clearly on the UC Berkeley Jobs website and infused into job listings in order to attract applicants who share these values. The Berkeley Operating Principles should also be reflected in the interview questions asked during the hiring process in screening candidates not only for required skills, but also for cultural fit.

The Berkeley Operating Principles should also become a part of on-boarding new employees at both the unit and campus level through new employee orientations. A description of the Berkeley Operating Principles should be included in the materials packages for new employees and should be presented at new employee orientations. In addition, a toolkit should be designed and training should be made available and required for everyone whose responsibility includes hiring to help them with the new hire and performance management practices based on the Berkeley Operating Principles.

Annual Performance Evaluations

- Embed associated behaviors into annual performance reviews.
- Train supervisors how to evaluate performance using the Berkeley Operating Principles.

The Berkeley Operating Principles and their associated behaviors should be integrated into annual performance reviews and ongoing performance management at all levels. Supervisors and managers should be trained in how to evaluate performance using the Berkeley Operating Principles.

Training and Talent Development

Teach staff to use the Berkeley Operating Principles through:

- Tailored training
- Talent development initiatives

The Berkeley Operating Principles should be integrated into career development and training initiatives at all levels. Tailored trainings for deans, chairs, supervisors, and other staff should inform employees about how they are expected to carry out the Berkeley Operating Principles in their day-to-day job responsibilities. Employees should understand how their department lives out the Berkeley Operating Principles, and how the employee's actions contribute to the strategy of the unit and the University. In addition, talent development initiatives should be created with the Berkeley Operating Principles in mind, in order to identify and cultivate talent who embody these principles.

Rewards and Recognition

- Unit and campuswide awards for behavior associated with the Berkeley Operating Principles
- Publicize awards widely

Leveraging the Berkeley Operating Principles in rewards and recognition is also important. With rewards and recognition incentives, people will adopt that which is celebrated. Based on the Haas School of Business example, the campus or individual units should implement outstanding employee awards that are reflective of each Berkeley Operating Principle. Winners of these awards could go on to compete for campuswide recognition that would be publicized widely to all Berkeley staff. Information garnered from these awards could be used to build a collection of best practices and stories that could be incorporated into training or made into reference materials.

Need for Definition of High Performance Culture

Our project team asserts that UC Berkeley has a critical charge to define High Performance Culture (HPC) in a deliberate and strategic manner. Though evidence of what areas of improvement are needed for UC Berkeley to operate with a high performance culture were highlighted in the Bain Report⁵², these measures are not in and of themselves definitions. The Administration of UC Berkeley, in strategic alliance with Operational Excellence, needs to come up with a very clear and agreed-upon definition of "High Performance Culture."

High Performance Culture is not an incremental change for UC Berkeley; rather, it will be transformational. Without this definition in place, there is threat to the implementation of the Berkeley Operating Principles into our culture. The Berkeley Operating Principles themselves cannot be perceived as the foundational definition, but rather as operational manifestations of High Performance Culture in action. Embedding this significant shift in administrative culture will be dependent upon all employees (i.e. administrative staff, administrative faculty and administrative student workers) being able to access and understand a standardized working definition of High Performance Culture.

⁵² OE Capacity for Change and Organizational Effectiveness Survey, January 2010.

CHANGE MANAGEMENT PLAN

Cultivating new ways of thinking and behaving is a long, arduous process, requiring sustained engagement and commitment from everyone. It is crucial for the High Performance Culture Initiative and the organization to clearly define what constitutes success, on both the organizational and individual levels.

Change, even positive change, can still cause stress and anxiety in people. Since the ultimate goal is to deploy the Berkeley Operating Principles on a large scale across campus, the degree of collective success will be determined by each participant's sustained engagement and commitment. We must project a future in which everyone is relevant. Other crucial elements of successful change are:

- Make realistic plans; prioritize and leverage.
- Cultivate resilient leadership.
- Build capacity for change.

Planning and Prioritization

Every change should be planned in detail and prioritized against the organization's goals and capabilities. Each unit should seek to leverage strengths in its existing culture to implement the future one. Adapting change processes to a unit's culture makes the audience more receptive. However, unit leaders should also examine for subtle cultural differences within each layer of the organization to fine-tune their change plans – one size does not fit all.

Many change proponents are eager to achieve end results quickly. However, successful cultural change requires a series of "shifts," or a sequence of small solutions, along with clear direction.⁵³ Setting deadlines is not only impractical, it is harmful. Individuals are more likely to welcome additional changes if the initial attempts are successful.

Ohio State University prioritized two units for early adoption, based on their roles in the university and strength of leadership. The units were assessed using the competing values framework⁵⁴ to identify their change style. Surveys were deployed to assess the area most ready for change and the area with the greatest need for change.

Leadership

Leadership at all levels must exemplify the Berkeley Operating Principles. Bain Consulting recommends building a "leadership spine" in each impacted organization, from the sponsor down to those facilitating the change. This also builds a cohesive network of command to model,

⁵³ Heath. *Switch*: 44.

⁵⁴ "Competitive Values Framework," accessed May 10, 2012, http://www.valuebasedmanagement.net/methods_quinn_competing_values_framework.html.

legitimize, and incentivize desired behavior in every organization. University environments value autonomy, however, which makes a purely top-down leadership model difficult to implement. In order to enact change in UC Berkeley's environment, a peer change leadership network must also be built into each layer of the organization.⁵⁵

Within each unit, leaders need to:

- Establish a common understanding of success for the participants.
- Become masters at managing perceptions and give straight answers to difficult questions.
- Be the unit's trusted, credible messengers to motivate and engage every individual and be sensitive to the dynamics of influence and the unit's capacity for delivering change.
- Clearly define priorities, establish robust decision processes, and justify value-add of business structures and processes.
- Place the right persons in the right jobs.

Similarly, different changes require different types of change leaders. Those who are enthusiastic about the deployment of the Berkeley Operating Principles but have no formal authority to shape the behavior of others are called **change advocates**. Change advocates do not have supervisory titles, but are trusted by their peers as credible sources of information. Leaders need to engage and enlist change advocates to harness their ability to build momentum at the working level. For the interested non-managerial staff, Ohio State University held a number of cultural retreats, where they learned and experienced “new ways of working and behaving”. Upon returning to their units, the participants enthusiastically communicated the benefits of change to their colleagues and advocated for positive change.

Building Capacity for Change

UC Berkeley must make institutional investments to facilitate change of this scale. Employees and organizations must have support, training, and coaching to absorb and synthesize changes. For example, those who will be affected by business process change should receive proper training to be effective in the new environment. Those developed for management positions should receive leadership training and job aids and be introduced to a network of leaders on campus to reinforce their growth. In addition to job skills training, HR, OMBUDS, employee counseling services, and other staff support networks should be made widely available by the campus leadership to alleviate the stress of change for all involved. When employees are effective in the new environment, they become more committed and engaged. Only then are they capable and ready to embrace more change.

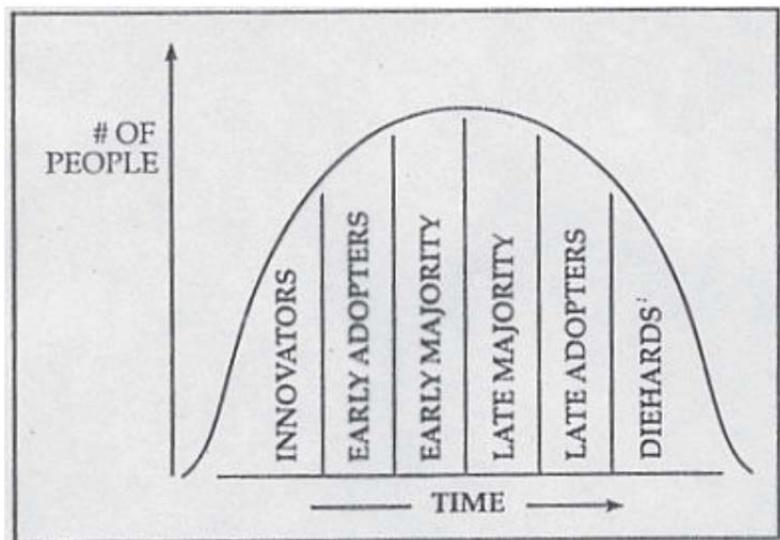
Reality needs to be assessed at every transition point. The success of each change, as well as capacity for change, needs to be monitored and measured as UC Berkeley embarks on this journey.

⁵⁵ Ponder and McCauley. “Leading in the Unique Character of Academe: What It Takes,” 209-226.

When Changes Take Hold

It is not necessary to have 100 percent buy-in from everyone to enact change in an organization. Change management research suggests that 5-10 percent of the organizational members need to be on-board for the change to have roots. A 20-25 percent adoption rate means the change is “unstoppable.”⁵⁶

Figure 17. Change Adoption Curve.



Source: Scott and Jaffe (1995)

Key Recommendations for Effective Change Management:

- Leaders must establish common understanding of success.
- Plan realistically. Prioritize sensibly. Leverage each unit’s strengths.
- Establish peer-level leadership network to reinforce vertical change leadership “spine”. Harness the power of change advocates.
- Focus on building 25 percent proponents for change to take hold.
- Make institutional investment in employee support infrastructure to increase participants’ capacity for change.

⁵⁶ Michael A. Beitler. “Overcoming Resistance to Change,” (2005): 7.

BARRIERS TO SUCCESS AND MITIGATION RECOMMENDATIONS

Prior to OE, UC Berkeley had undergone a number of change initiatives that achieved varying degrees of success. We asked our senior leaders, as well as those familiar with Berkeley’s history of changes, what did not work and what should be done differently. The following is a list of potential obstacles to adoption and our recommendations for mitigating them.

Why the Change?

The case for change, including the benefit to units and individuals, was not clearly expressed and communicated at all levels.

Undefined Success

The definition of success, however incremental, was not clearly stated. High Performance Culture is not well defined, based on the input from our focus group participants. High Performance Culture and the meaning of operating principles need to be defined at every level of the organization. Leadership at each level of each unit should detail high performance and how the Berkeley Operating Principles should help them achieve it.

Lack of Connection between Individual and Initiative

Most UC Berkeley employees take pride in being part of the institution. Many desire to have clarity on how their work contributes to the University’s missions. Purpose is an important driver to strengthen engagement. For example, workers at Housing and Dining Services “nourish students for the challenges of university life”. University Health Services “builds a healthy campus culture and environment... so each person can thrive and participate fully in the University’s mission”. The purpose helps to inform each person’s actions and decisions and strengthens their conviction in UC Berkeley’s mission.

The Wrong Drivers

For the Berkeley Operating Principles to be successfully adopted across campus, we must address the barrier that exists between Academic and Administration in perception and in action. Administrative leaders in academic departments have responsibility for the “double bottom line”—pursuit of academic freedom and financial sustainability of the organization. The Vice Chancellor for Administration and Finance (VCAF) needs to join forces with academic leadership to deploy the Berkeley Operating Principles. If an initiative impacting academic departments is driven strictly by the VCAF, polarization will result. The academic leaders (i.e. deans, chairs, etc.) must be front and center to enact change in their departments, schools and colleges. Excluding the “academic voice” in

the design and implementation processes is detrimental. As stated previously, we do not need 100 percent buy-in across campus before enacting change, however, we must have buy-in from the academic leadership for the change to take hold.

HR should take on a supportive role to reinforce change and act as a resource to those impacted. Leadership training, succession planning, talent recruitment and retention, career development and career path design are some of the areas, where HR's contribution makes the greatest impact.

The Wrong Reasons

Many of the OE initiatives are justified by their resulting cost savings. Cost savings is the wrong reason for cultural shift. While we need to be mindful of cost in implementing and sustaining the High Performance Culture Initiative, we cannot use cost savings as sole justification for the need for high performance. In fact, a significant institutional investment is needed to aid the adoption of the Berkeley Operating Principles: managerial training, career development for staff, learning opportunities to orient staff in a High Performance Culture environment, and means to reward desired behavior.

Cost reduction should be de-coupled from implementation of the High Performance Culture Initiative, but rather seen as an outcome resulting from correct, patient, and thoughtful implementation. Indirect financial benefits of successful implementation include reduced administrative costs due to self- and peer-regulated performance, and better "person-culture fit" resulting in lowered cost of employee turnover or low performance.⁵⁷

The reason for deploying the Berkeley Operating Principles is to increase employee engagement and center employees around agreed-upon behaviors that can inform their decisions about how to do their work.

Less than Holistic Approach

The deployment of the Berkeley Operating Principles and the drive to High Performance Culture should take a systemic approach. Spot-fixes to cure specific symptoms result in piece-meal, sub-optimal implementations. The network of peer-level change leadership will facilitate cross-pollination of best practices and better understanding of the cross-functional and organizational impact of new business processes and procedures. Our research suggests implementation processes will differ, based on each unit's strengths, opportunities, and challenges.

The Race against Time

Many we interviewed and surveyed acknowledged that a cultural shift on campus is long overdue. They have also acknowledged a number of failed projects, because quality was sacrificed to shorten

⁵⁷ HPC Berkeley Operating Principles: Request for Resources, June 2011.

implementation schedules. Cultural change takes years to complete. That does not mean, however, that we can allow random, unjustified schedule slippage in the deployment of the Berkeley Operating Principles. Thoughtful planning, thorough execution and timely assessment are needed to ensure high-quality implementation. Cultivating new behaviors on campus requires that we make quality our primary focus. Any competing priorities should be evaluated on their impact to the quality of implementation.

Competing Organizational Priorities

Alignment of the organizational strategy to the Berkeley Operating Principles is crucial to the success of deployment. Employees will see any perceived conflict in these priorities as lack of institutional commitment to the Berkeley Operating Principles. Units will benefit when individual employees are more engaged as a result of practicing the Berkeley Operating Principles.

Fear

Fear is the primary barrier to change. Devotion to the status quo, fear of the unknown and unfamiliar, fear of dissension, and fear of failure are all barriers to adoption of the Berkeley Operating Principles. Open, honest communication plays a key role in building greater trust and confidence for units and individuals to succeed.

Fear of dissension and failure are two of the key stumbling blocks noted by our focus group participants. 100 percent buy-in/consensus had either “dumbed down” many brilliant ideas, or prevented them from realization on campus. It was also noted that we set the bar of success so high, and make the consequence of failure so severe, that people are afraid to suggest or try out new approaches/concepts. The focus should be to learn from both our successes and failures and to improve in the next effort.

The implementation of the Berkeley Operating Principles requires new ways of thinking. The attachment to the familiar way of solving problems and decision-making can cripple execution. To overcome this inertia, senior leadership must cultivate organizational leaders with strategic flexibility and agility to inject fresh thinking to the business process.⁵⁸

⁵⁸ Donald Sull. “Why Good Companies Go Bad,” *Harvard Business Review* (1999).

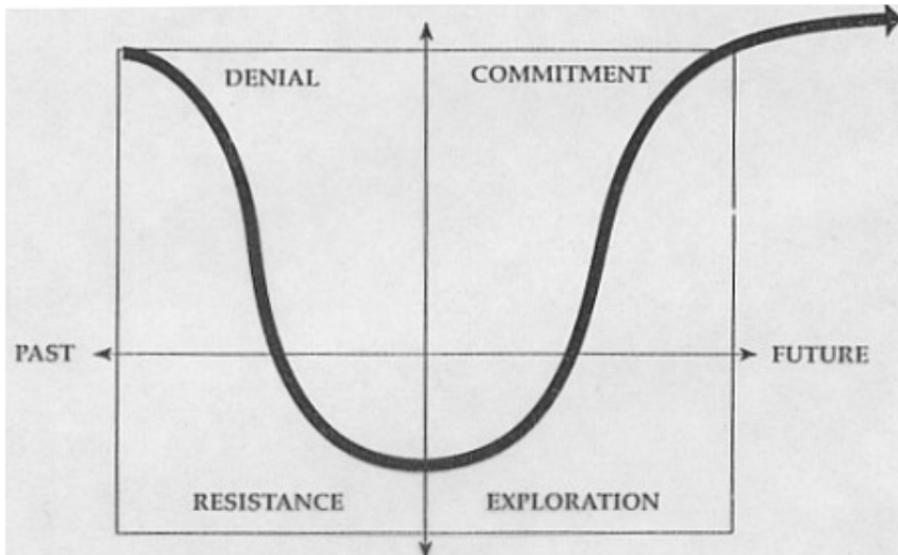
Lack of Follow-ThroughFigure 18. The Four Phase Model of Change⁵⁹

Figure 18 shows the progression of change. Interestingly, denial and commitment are both characterized by calm on the surface, whereas resistance and exploration are characterized by strong emotional displays. It is thus very easy for change leaders to mistakenly interpret the lack of emotional response as acceptance and commitment to the change, when in reality people are deep in denial about the relevance of the change. If implementation stops here, change will never take hold. Follow-through on deployment of the Berkeley Operating Principles requires time, communication, information, and clarity of expectations.

Key Recommendations to Mitigate Implementation Obstacles:

- The case for change must be relevant to both a unit's strategic goal and its people. It is not about cost reduction!
- Clearly define success criteria. Priorities must be aligned at all levels within each unit.
- Transformational change requires sustained momentum. It does not occur quickly.
- Seek systemic, holistic solutions.
- High Performance Culture is every organization's initiative. An inclusive ownership structure will speed buy-in and adoption.

⁵⁹ Beitler. "Overcoming Resistance to Change," 8.

CONCLUSION

In conclusion, our research and findings demonstrate that developing a set of Berkeley Operating Principles continues to be an iterative process. The draft Berkeley Operating Principles put forth in various forums during our data collection garnered valuable feedback and insightful responses confirming further refinement is needed. This iterative process has illuminated the complexity of what is needed to develop a set of Berkeley Operating Principles.

Through our data analysis and recommendations, we are confident our themes and criteria for building successful operating principles that feed into and foster employee engagement will be instrumental in identifying the final set of Berkeley Operating Principles. Similarly, we are hopeful that our roadmap for implementation will provide useful strategies for the ultimate deployment of the Berkeley Operating Principles as the High Performance Culture Initiative moves forward under Operational Excellence.

We envision that the Berkeley Operating Principles, if championed at the top, will support our campus mission (teaching, research, and public service), the Chancellor's strategic imperatives (access, excellence, and inclusion), and the goals of Operational Excellence (world-class administrative support). We anticipate the transformational nature of the Berkeley Operating Principles will not only align campus employees around a common set of core practices and behavioral norms, but will also enable us to strive towards a high performance culture among administrative operations at UC Berkeley.

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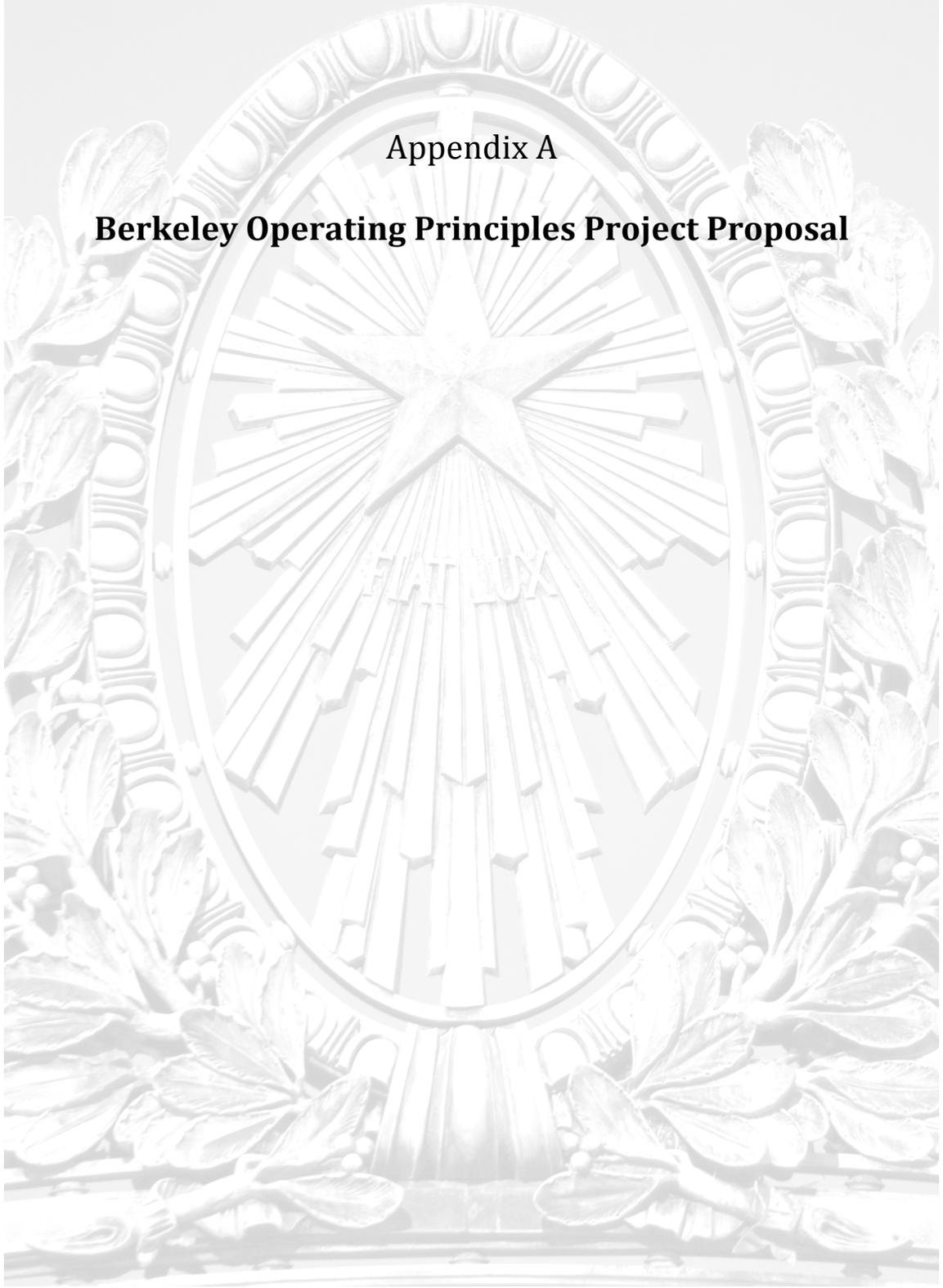
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Appendix A

Berkeley Operating Principles Project Proposal

LDP Project Proposal

Name of Project: OE High Performance Culture Operating Principles (OPs)

Primary Sponsors: Jeannine Raymond, Rich Lyons, John Wilton

Functional Sponsor(s): Barbara Broque; Jeff Urdahl; OPs Coordinator (being hired)

Background Information

The OE High Performance Culture (HPC) Initiative team has received approval for 3 projects at this time. One of them is development of Berkeley Operating Principles. The goal is to identify a very small number of key principles, or values, that collectively define what we mean by a high performance culture. Importantly, to be useful these need to provide as much guidance for everyday decisions and behaviors as possible, as opposed to lofty abstractions. Once agreed upon, the Operating Principles will be embedded in many of our routine operations, promoting alignment with a common set of behaviors that strengthen high performance across the campus. For example, they will be reflected in interview questions used during the staff hiring process; they will inform assessment of service metrics; they will guide the manner in which we conduct operational business.

Scope

The LDP project is designed to:

- Identify a small set of options to begin the campus conversation, using the work of the HPC team
- In collaboration with the OPs Coordinator and others, develop a small set of Berkeley Operating Principles (Berkeley OPs) that define a high performing culture, and
- Leverage the Berkeley OPs for high performance by recommending ways in which they can be infused into campus operations.

The project will consist of the following:

1. Facilitate the ideation event with the OPs coordinator using the vendor CSC and analyze data collected
2. Recommend a final set of core principles
3. Propose specific ways that the OPs can be implemented in our business processes
4. Recommend next steps for piloting the principles with one academic and one administrative unit

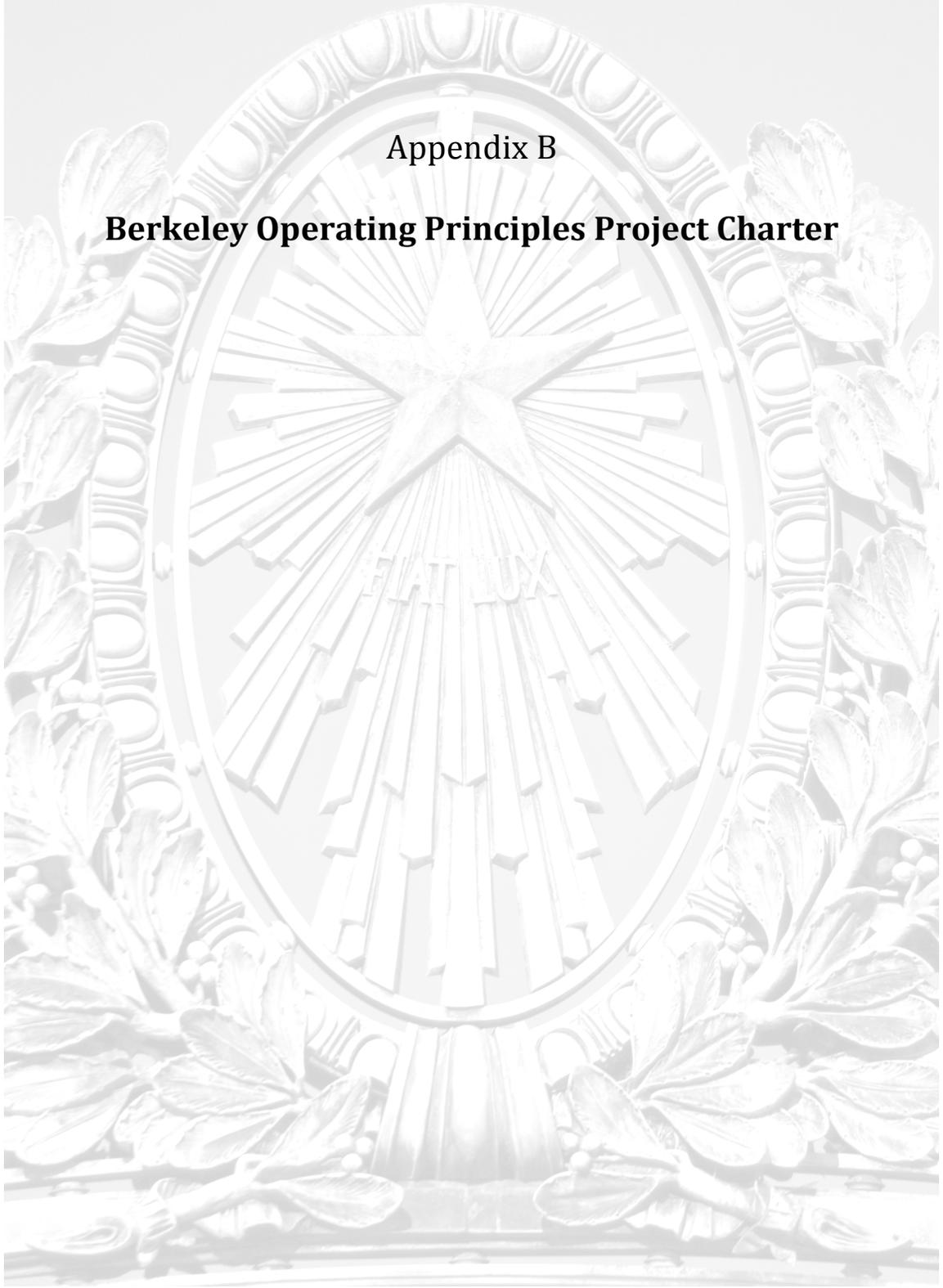
The LDP team will:

1. Write a comprehensive report outlining findings and recommendations
2. Write an executive summary of the report
3. Deliver a presentation to the sponsors and stakeholders

LDP Project Proposal

Success Factors

Description of Success Factors	Measurement	Priority Rank
Facilitate the ideation event with the OPs Coordinator using vendor CSC	Event happens by end of April 2012	1
Recommend a final set of core principles using information already collected from focus groups, surveys, and other input to OE, as well as from ideation event	Recommendation of final set of 3-5 core principles	2
Propose specific ways that the OPs can be implemented	At least 5 specific recommendations	3
Recommend next steps for piloting the principles with one academic and one administrative unit	Implementation plan with next steps, timeframes, identified departments, and potential risks	4

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Appendix B

Berkeley Operating Principles Project Charter

Berkeley Operating Principles Project Charter

5/12

Project Name:	Berkeley Operating Principles
Prepared by:	Polaris Principals
Date (MM/DD/YYYY):	02/13/2012

Project Charter Version History:		
Version	Date (MM/DD/YYYY)	Comments (Draft, Signed, Revised - current status)
1.0	02/03/2012	Initial Revision
2.0	02/07/2012	Scope defined and clarified by functional sponsors
2.0	02/13/2012	Additional draft revisions

Document Purpose

The Project Charter documents the objective, success factors, scope, key assumptions, constraints, risks, and resources (people and funds) committed to the project.

Once approved, the Project Charter communicates the current agreement between the Project Sponsor(s) and the Project Team throughout the lifecycle of a project.

Requests and additions to the project scope will follow the Scope Management Process documented in the Scope section (D).

The project manager/team will retain additional documents that provide detail on the management of the project, including a communications plan, an issues log, a risk log, a change request log, a budget, and a work schedule.

Berkeley Operating Principles Project Charter

Review & Approval

The Project Sponsor signature indicates approval of the Project Charter, and authorizes the Project Manager/Team to use identified resources to proceed with the detailed planning and execution of the project; using this charter as guide

Project Sponsor(s) Name	Signature	Date
Jeannine Raymond		3/6/12
Rich Lyons		3/12/12
Jeff Urdahl	Accepted via email	2/23/12
Barbara Broque	Accepted via email	2/23/12

A. Case for Change

What is the Current Situation?

With its storied history, internationally renowned academic reputation, and stellar faculty, the University of California, Berkeley is a world-class research and teaching institution. However, few people on our campus today believe that we have a high performance operating culture. Ask someone what comes to mind when you say, "UC Berkeley ... research." Now ask them what comes to mind when you say, "UC Berkeley ... operations." This gap in reactions is not just perception, it is real and significant. It is supported in the data as well: results from the Bain Culture Survey highlight our lack of automation, duplication of effort, unnecessary complexity, and misalignment of incentives. Tellingly, only 40% of Bain survey respondents agree that Berkeley is a highly effective organization, and only 35% of Campus Climate survey respondents can claim that they've had an opportunity in the past three years to provide excellent user service.

Even great people working very hard will perform far below their potential if operating in a dysfunctional environment. Staff often state that resources are not utilized effectively, inefficiencies abound, methods are antiquated, practices across campus are inconsistent, in many cases processes are ill-defined, etc. If the Bain Survey, Staff Climate Survey, OE Open House comments, and focus group conversations are any indicator, then faculty and staff are truly hungry for positive change in Berkeley's operating environment.

UC Berkeley has a clear and unique identity that inspires its faculty and staff—86% of Bain survey respondents agree with that statement. Commonly cited characteristics of this identity are: excellence in every endeavor, inclusiveness, a passion for inquiry, stewardship of resources, and a commitment to civility and respect. 92% of our staff reports they are proud to be working for UC Berkeley, and 84% say they are willing to put in effort beyond what is expected in order to help UC Berkeley be successful. Clearly, there are aspects of our culture

Berkeley Operating Principles Project Charter

that we should preserve and strengthen.

Our vision for UC Berkeley is excellence all around: World class research, teaching, and service supported by world class systems, processes, and people. But, while Cal has consistently delivered on the first half of that vision for over 140 years, our administrative operations have fallen short—despite the often heroic efforts of a hard-working and dedicated staff. At present, the campus lacks a consensus definition of high performance with respect to its operating culture. One of the key outputs of this project is to recommend a small set of key operating principles that can eventually become a permanent and pervasive part of how UC Berkeley staff members actually do their work.

B. Purpose

What problem will be solved by the project? What value does this project add to the organization? How does this project align with the strategic priorities of the organization? What benefits are expected once the project is completed?

Objective Statement:

Recommend, for approval, a key set of operating principles that cultivates a high performance culture among administrative operations at UC Berkeley, and an implementation plan to make them a permanent and pervasive part of our operating environment.

Problem to solve:

Administrative processes do not match the level of academic excellence, for which UCB is known. The Bain Culture Survey highlighted our lack of automation, duplication in effort, unnecessary complexity, and misalignment of incentives.

Value:

We view it as critical that staff, faculty, and campus leadership are aligned around a common set of core practices and behavioral norms that address the misalignments outlined above, retain and strengthen the valued characteristics that make Berkeley unique, support the campus mission and OE goals, and promote mutual trust and high performance across organizational boundaries. Specifically, we recommend that the Chancellor:

- **Develop** – through extensive input from the campus community – a small set of Berkeley Operating Principles (Berkeley OPs) to define a high performing culture.
- **Leverage** the Berkeley OPs for high performance, by intentionally infusing them throughout the

Berkeley Operating Principles Project Charter

campus operations and the HR cycle.

Describe how the proposed solution aligns with the OE goals:

- Reduce administrative costs and enable the campus to direct more resources to teaching and research
- Advance an effective and efficient operating environment
- Instill a culture of continuous improvement that leads to high quality performance and outcomes

C. Results

What does success look like? How do we know that the problem described above is resolved? This typically involves clarifying metrics for operations once the project is completed.

#	Success Measures & Critical Success Factors
1	Facilitate the ideation event with the OPs Coordinator using vendor CSC by April 30, 2012
2	Recommend a final set of 3-5 core principles using information already collected from focus groups, surveys and other input into OE, as well as from ideation event by May 31, 2012
3	By May 31, 2012, propose ways that the OPs can be implemented
4	Recommend next steps for piloting the principles, if a pilot program is deemed feasible and necessary. Name one academic and one administrative unit, with timeframes and identify potential risks by May 31, 2012

Note: may need to be modified by a "Plan B"

D. Scope

The scope defines the boundaries in terms of where the project begins and ends. The scope describes what will be delivered - where, when, and how. It describes the services, functions, systems, solutions, or tangible products for which the sponsor will take delivery.

Deliverables:

- A) Research examples of UCB departments who have successfully mainstreamed core values (e.g., the Haas School, BAS) and other universities that are also so engaged (e.g., Ohio State).

Berkeley Operating Principles Project Charter

- B) Facilitate a proof-of-concept Berkeley OPs Forum aka “ideation event” (online conversation). Work with Computer Sciences Corporation (CSC, a global firm offering technology-enabled solutions to a wide array of business problems), to conduct a proof-of-concept Forum. The Forum will be “seeded” using the draft Berkeley OPs as a starting point. Two groups will be invited to participate: the 100 focus group participants and the 30 participants in the initial cohort of the Senior Leadership Program for Managers (SLPM).
- C) Assess and analyze data collected from the proof-of-concept OPs Forum. Identify any technological issues that emerged, and assess the Forum experience and outcomes to determine whether a full campus-wide Berkeley OPs Forum is feasible and desirable.
- D) Revise the draft Berkeley OPs, based on the proof-of-concept Forum.
- E) Conduct focus groups with campus leaders. Using the information from the proof-of-concept Forum and the resulting draft Berkeley OPs, conduct focus groups with participants in each of the first two cohorts of the SLPM (approximately 60 senior campus leaders).
- F) Further revise the draft OPs, based on the focus groups with campus leaders.
- G) Conduct campus-wide Berkeley OPs Forum. Assuming a positive assessment in step (F), we propose that faculty, staff, and students campus-wide be invited by the Chancellor to participate in a full-scale Berkeley OPs Forum “ideation event” (online conversation). The Forum is moderated by a small group of Berkeley employees, both to respond to particular queries and to guide the conversation as it unfolds.
- H) Finalize a small set (approximately 3-5) of Berkeley OPs that define a high performance culture to recommend for approval. This short list of candidate Berkeley Operating Principles will be provided to the Chancellor for his consideration and ultimate selection.

Berkeley Operating Principles Project Charter

- I) Provide a description of each Berkeley Operating Principle “in action”—see example in the Resource Request Appendix.

- J) Recommend a roadmap for implementation, to include:
 - i. Recommendations for two pilot implementation groups—one academic department, one administrative unit. (Optional step; pilot program could be skipped.)
 - ii. Propose roles & responsibilities of key leaders and departments—e.g., Chancellor & Cabinet, HR, CoRWE, Media Relations—in rolling out the OPs
 - iii. Create suggestions for leveraging the Berkeley OPs in all phases of the HR process: recruitment, hiring, orientation, socialization, training, development, and recognition. (See sample activities provided in II-B of the Resource Request.)

- K) Write a comprehensive report outlining findings and recommendations.

- L) Write an executive summary of the report.

- M) Deliver a presentation to the sponsors and stakeholders.

SCOPE MANAGEMENT PROCESS

The Team Lead will bring changes that impact scope, budget or schedule to the Functional Sponsors for review and approval.

E. Project Constraints & Assumptions

List the known and anticipated constraints, and the initial assumptions for the project.

#	Description
1	C: Ideation Event must occur by April 30, 2012 (Schedule)
2	C: Project Report must be completed and delivered by May 31, 2012 (Schedule)
3	C: Project findings must be presented on June 7, 2012 (Schedule)
4	C: Aggressive timeframe for completion (Schedule)

Note: may need to be modified by a "Plan B"

Berkeley Operating Principles Project Charter

5	C: Rotating Team Lead (i.e. Project Manager)
6	C: No dedicated project personnel (100% allocation of time)
7	A: External vendor relationship with CSC – services are pro bono and will they meet our needs in terms of format and schedule
8	A: Focus group participants and senior leadership will be interested in actively participating
9	A: Focus group participants and senior leadership will be available to reconvene
10	A: There is a recognized need by senior leaders and staff for improvement in administrative services/processes
11	A: Ideation event will give us quality input and sufficient data to move process forward
12	A: Operating Principles are definable
13	A: Operating Principles are transformational and durable
14	C: Operating Principles will have resonance with targeted community

C – Constraint, A – Assumption

F. Project Milestones & Deliverables

List the major milestones and deliverables of the project.

	Milestone	Deliverables	Date
I	Project Kickoff	Charter	January 23-24
II	WBS and dependencies	WBS and ID critical tasks	February 14
III	Scope Defined & Charter Document Complete	Formal sign-off by Primary Sponsors	February 21
IV	Validation of pro-bono contract with CSC as a survey vendor	Executed Letter of Agreement between UC Berkeley and CSC	February 23
V	Proof-of-Concept Event	Analysis of collected data	March 7
VI	Focus Group Survey	Further revision of draft OPs	April 7
VII	Campus-wide Ideation Event	Final proposed OPs provided to Chancellor for his consideration and eventual selection.	April 30
VIII	Comprehensive Report Completion	Recommend OPs and Implementation Plan	May 31
IX	Presentation to sponsors & stakeholders		June 7

Berkeley Operating Principles Project Charter

G. Impact Statement

List the impact this project may have on existing systems and populations.

Potential Impact	What and Who is Impacted	Rating (1-5)
Reduce Administrative Costs	Staff, Faculty Administrators; Improvements in productivity	2
Effectiveness & Continuous Improvement	Staff	4
High quality performance & outcomes	Sr. managers	4
Unify campus around common set of expectations	Staff, Faculty, Student Employees	4

1 - Low, 3 - Medium, 5 -High

H. Finance Description

Provide a high level narrative overview on the estimated investment requirements, the savings targets, and the ongoing funding model.

No funds appropriated.

I. Risks

Identify the high-level project risks and the strategies to mitigate them.

#	Risk	Mitigation Strategy
1	Feasibility of CSC to provide services for ideation event according to the proposed terms & conditions	Identify alternative ideation solution providers
2	Low participation in Berkeley OPs Forum	Work closely with CSC/Survey Vendor to: <ul style="list-style-type: none"> • Ensure invitation is compelling • Assess proof of concept OPs forum and incorporate learning

Berkeley Operating Principles Project Charter

		into campus-wide forum
3	Insufficient support of Chancellor and other campus leaders	<p>Obtain commitment of Chancellor and cabinet before proceeding with the campus-wide Forum and remaining work steps.</p> <ul style="list-style-type: none"> • Presentation to Cabinet, led by Dean Rich Lyons and Assistant Vice Chancellor Jeannine Raymond (invite Professor Jenny Chatman as a guest?). • Inclusion of SLPM participants in POC Forum and follow-up focus groups. • Focus appropriate modules of the SLPM on the importance of organizational culture to operational excellence, and the relationship between core operating principles and high performance culture (now included as more of an implementation piece rather than a risk mitigation piece).
4	Hiring of OPs coordinator	Project team will continue to move forward with project, even while OPs coordinator is being hired
5	Rotation of Team Lead/Facilitator Roles	<ul style="list-style-type: none"> • Communication • Hand off meetings • Collective repository of documents (i.e. Dropbox and CalCentral)
6	Dependency on CSC/outside vendor	Have Primary and/or Functional Sponsors intervene to enable Project Team to move forward with utilizing vendor agreed upon
7	Aggressive Timeframe	<ul style="list-style-type: none"> • Organization • Parallel Subgroups • Meeting times reserved in advance
8	Team members have limited availability and conflicting priorities	<ul style="list-style-type: none"> • Communication • Meeting times reserved in

Berkeley Operating Principles Project Charter

		advance
		<ul style="list-style-type: none">• Flexibility• Willingness to adapt

J. Communication

Highlight the communication requirements between the Sponsor, the Key Stakeholders and the Project Team, including the frequency of check-ins, project reviews, and status reports (in person and written).

Meetings:

- Midpoint check-in with Primary Sponsors
- Monthly check-in with Functional Sponsors or as needed
- Bi-monthly check-in with process coordinator or as needed
- Weekly full team meeting or more frequently as needed
- Subgroup meetings as needed/defined

Communication tools:

- Phone
- Email
- Team Listserv
- CalCentral
- Dropbox
- CalAgenda
- In-Person Meetings
- Video Conferencing (Skype/Ready Talk/Google+)

Berkeley Operating Principles Project Charter

Appendix A - Project Roles & Responsibilities

Describe the roles and responsibilities of the project participants.

<i>The Project Sponsor has ultimate authority over the project. The sponsor provides resources, helps resolve escalated issues, approves scope changes, approves major deliverables, and provides high-level direction.</i>
Name
Rich Lyons – Dean, Haas School of Business
Jeannine Raymond – Assistant Vice Chancellor, Human Resources
John Wilton – Vice Chancellor, Administration and Finance

<i>The Functional Owner is responsible for managing the impact of the project within their functional area. Their responsibilities include ensuring agreed-upon project tasks and deliverables are completed, incorporating the views of their customers, providing functional expertise in a particular area, articulating requirements, and working to ensure that business needs are met.</i>
Name
Barbara Broque – Assistant Dean, Administration, School of Social Welfare
Jeff Urdahl – Director, Housing Operations Maintenance & Environment
OPs Coordinator (TBD) <i>Kia Afeari</i>

<i>The Project Manager leads the team in planning and implementing the project from initiation to closure. Their responsibilities include scope and change management, keeping the project plan current (deliverables, schedule, and resources), issue and risk management, maintaining project documents, reporting project status, and facilitating conflict resolutions within the project and between cross-functional teams.</i>
Names; Note: PM role will rotate every two weeks to ensure each team member serves in this role at least one time.
Jennifer Conlu: Jan 27-Feb 7
Rochelle Niccolls: Feb 8- 22
Chris Vernon: Feb 23-Mar 8
Lynn Greene: Mar 9-23
Angela Chang: Mar 24-Apr 7

Berkeley Operating Principles Project Charter

Gianni Carlo Contardo: Apr 8-22
Kathleen Valerio: Apr 23-May 7
Jill Erbland: May 8-22
Lynn Greene: May 23-June 7

<i>The Project Steering Committee includes key stakeholders and subject matter experts.</i>
Name
N/A

<i>The Subject Matter Expert (SME) provides expertise on project elements including business process and current or new technical solutions. Their responsibilities include maintaining up-to-date experience and knowledge on the subject matter, validating recommendations, and providing advice on what is critical to the performance of a project task.</i>
Name
Jenny Chatman
Rich Lyons
Barbara Broque
Jeff Urdahl
Sr. Leaders in Administrative Roles/HR
Ohio State Contact - Anne Massaro
Haas Defining Principles Contact—Jennifer Chizuk
Business and Administrative Services (BAS) Contact—Ron Coley

<i>The Team Members responsibilities include understanding the work to be completed, completing the research, data gathering, analysis, and documentation. They inform the project manager and team members of issues, scope changes, risks, and quality concerns. They also proactively communicate status and manage expectations.</i>

Berkeley Operating Principles Project Charter

Name	Roles
Rich Lyons	Primary Sponsor
Jeannine Raymond	Primary Sponsor
Barbara Broque	Functional Sponsor
Jeff Urdahl	Functional Sponsor
OPs Coordinator (TBD)	Functional Sponsor
Angela Chang	LDP Project Member
Jennifer Conlu	LDP Project Member
Gianni Carlo Contardo	LDP Project Member
Jill Erbland	LDP Project Member
Lynn Greene	LDP Project Member
Rochelle Niccolls	LDP Project Member
Kathleen Valerio	LDP Project Member
Chris Vernon	LDP Project Member

Berkeley Operating Principles Project Charter

Appendix B – Key Terms & Definitions for this Project Charter

Describe key terms unique to this Project Charter.

High Performance Culture – While no single agreed-upon definition has yet emerged, the literature regularly cites the following characteristics:¹

- **Alignment** of decisions guided by organizational goals and strategies²
- **Decisiveness**, including clarity in problem statements, decision criteria, roles and feedback
- **Effective leaders** who set clear direction and “walk the talk”
- **Engaged employees** with clear career paths, tools, and opportunities to do what they do best
- **Innovation**, including continual improvement and adaptability
- **Knowledge sharing**, including openness, authenticity, inclusion, and collaboration
- **Long-term focus** on key drivers of success, such as quality or user service

Operating Principles – Key principles, or values, that collectively define what we mean by a high performance culture. Importantly, to be useful these need to provide as much guidance for everyday decisions and behaviors as possible, as opposed to lofty abstractions. Once agreed upon, these will be embedded in many of our routine operations, promoting alignment with a common set of behaviors that strengthen high performance across campus.

¹ See resource list at end of OE-HPC: Design Phase Business Phase

² “Aligning employees’ values, goals, and aspirations with those of the organization is the best method for achieving the sustainable employee engagement required for an organization to thrive... Engaged employees plan to stay for what they can give; the Disengaged stay for what they get.” BlessingWhite, 2001 [Employee Engagement Report](#).

Berkeley Operating Principles Project Charter

Appendix C – Berkeley Operating Principles (Initial Draft)

BERKELEY OPERATING PRINCIPLES	BERKELEY OPERATING PRINCIPLES IN ACTION
<p>One campus, one Cal – excellence through collaboration</p>	<ul style="list-style-type: none"> • We seek meaningful partnerships where they will help us accomplish our work. • We are not limited by organizational silos, nor by unwarranted distinctions between functions, titles, or roles. • We are open to a variety of perspectives and opinions, knowing the “right” solution might come from anyone, anywhere.
<p>A purpose-driven organization</p>	<ul style="list-style-type: none"> • Every project and decision has a clear alignment with our mission, strategic imperatives, or OE goals. • Every project has a single sponsor and a single project manager; every decision has a single decision-maker. Roles for all other participants are clearly defined at the start of a project. • Projects and decisions are well-structured – including a well-defined problem/charge, articulated assumptions, delineated resources and constraints, a timeline, an implementation plan, and a communications plan. • The process exists to serve the outcome – when the deliberations have concluded, we act.
<p>Keep it simple</p>	<ul style="list-style-type: none"> • Standardization is the norm, customization is the exception. • Information is easy to find and easy to use – policies, processes and data are all easily accessed. • Processes are efficient and effective – we focus on higher-value work and eliminate redundant work.
<p>Always learning and improving</p>	<ul style="list-style-type: none"> • We embrace continual improvement and nimbly adapt to change. • We value purpose-driven creativity (wider problem framing) and innovation (building a better mousetrap) with purpose. • We have well-defined goals for all projects and processes, and we use the results of immediate/frequent feedback to continually improve our processes, service delivery, and individual performance.
<p>Open, honest, and frequent</p>	<ul style="list-style-type: none"> • We share information widely and willingly.

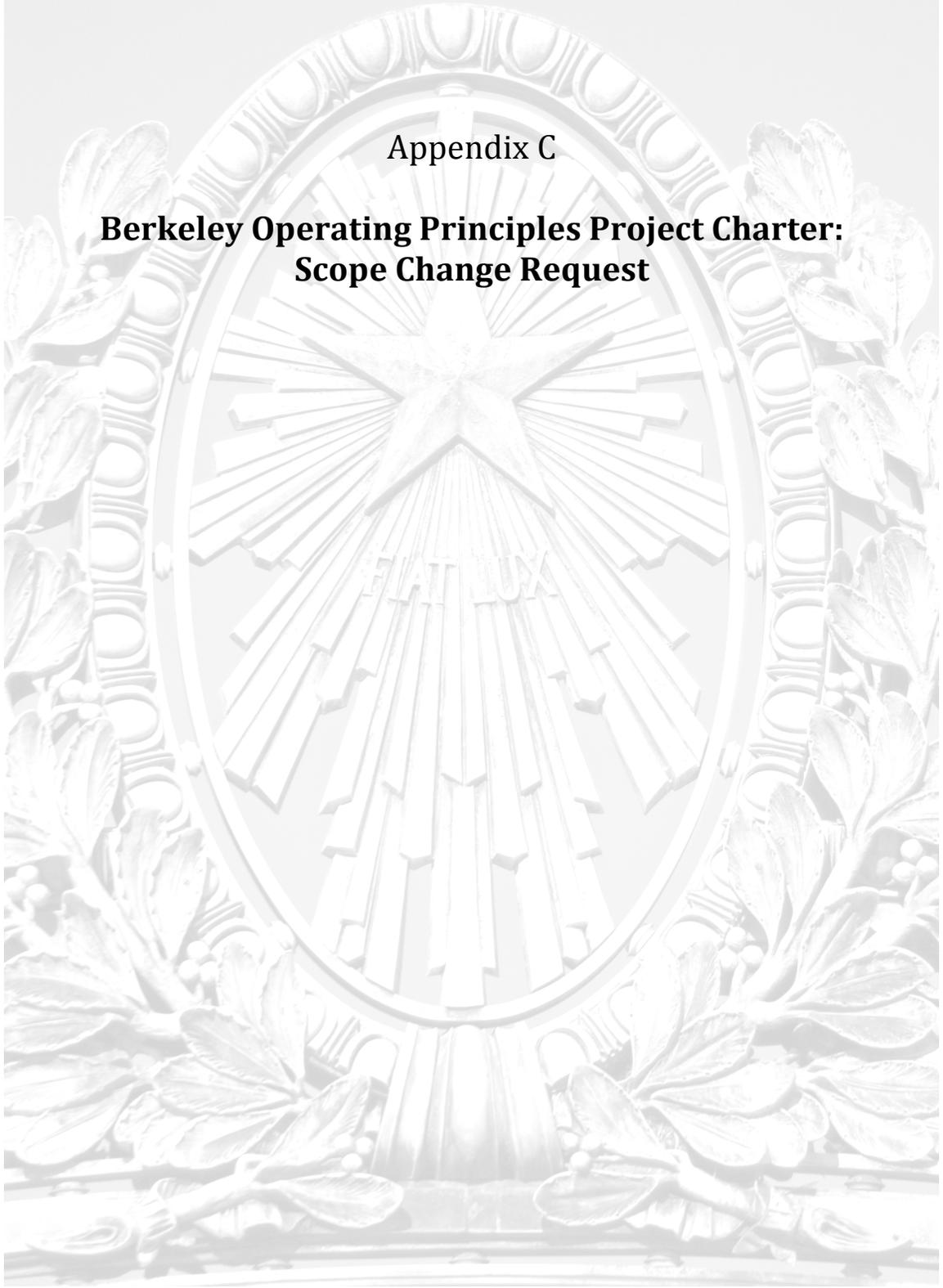
Berkeley Operating Principles Project Charter

communication	<ul style="list-style-type: none">• We listen actively and speak with candor.• We provide immediate feedback on group and individual performance, reinforcing high performance and addressing underperformance.• We celebrate successes, publicly and often.
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Appendix D – Suggestions for Leveraging the Berkeley OPs

Examples of activities and tools that will help accomplish this.

- a) Develop OPs-focused *interview questions*, and train hiring managers in how to use them and how to evaluate candidate responses to them.
- b) Include in every *orientation* packet and program a list of the OPs and stories illustrating how OPs-informed behaviors have supported operational excellence in a wide variety of campus endeavors.
- c) Develop a set of *behavioral examples* for each Berkeley OP, and include the OPs in annual *performance appraisal* forms. The examples should illustrate each OP at three levels: behaviors that meet campus expectations, that are exceptional, and that are unacceptable.
- d) Include in each *training & development* program one or more modules that focus on how behaviors informed by the OPs will improve performance in the topic at hand.
- e) Reinforce exemplary behaviors by providing *recognition & rewards* for individuals and teams whose commitment to the OPs has resulted in demonstrable operational excellence.
- f) Develop a portfolio of stories illustrating the tie between the OPs and individual/team operational excellence, and circulate those stories widely (e.g., in the News Center, orientation materials, awards ceremonies, high level speeches, etc.).

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Appendix C

**Berkeley Operating Principles Project Charter:
Scope Change Request**

Project Change Request

A. General Information

Project Title:	Berkeley Operating Principles	Prepared By:	Angela Chang & Jennifer Conlu
Date Prepared:	March 26, 2012	Version:	1.0

B. Change Description

The purpose of this change is to:	Describe the change request:
<input type="checkbox"/> <i>Resolve a problem or issue that surfaced during the project.</i> <input checked="" type="checkbox"/> <i>Revise the scope of the project</i> <input type="checkbox"/> <i>Request additional resources or funding for the project.</i>	(1) Remove intermediate refinement of 5 Berkeley OPs from deliverables (before the Sr. Leadership focus groups). The identical 5 OPs will be used for Senior Leadership focus group discussions. (2) "OPs in action" deliverable is removed from scope. (3) Web-based survey used instead of campus ideation event (4) Addition of Functional Owner – Kia Afcari (5) Change in the Project's Functional Sponsorship

C. Change Justification

Explain why these changes are necessary to include in the scope of the current project instead of requesting a future project or solution enhancement after project completion.

(1) The LDP Grad focus group participation was low and data gathered from these is insufficient for refinement of the Operating Principles (Ops). (2) "OPs in Action" data cannot be collected prior to actual implementation of the OPs on campus. Team is charged to recommend implementation plan, not deployment team. (3) Contractual progress between Berkeley and CSC was slow and seriously delayed. The performing team had no means of obtaining information from the vendor to meet the goal of facilitating an Ideation event by Apr 30, 2012. In order to deliver a set of OP recommendations, the team opted for a web-based, multiple choice survey tool to collect quantitative data on the OPs subsequent to the Focus Groups. This team will not work on any aspect of Ideation or to facilitate Ideation. Instead, Ideation will be recommended as part of implementation plan to the OE Office. (4) "OPs coordinator," as stated in the project proposal, was hired on 3/12/12. Kia Afcari is the "OPs coordinator" and OE OPs Project Manager. He serves in the capacity of Functional Owner to the LDP project and a customer of this LDP team's recommendations. (5) Barbara Broque and Jeff Urdahl, former Functional Sponsors, exit the project as of 3/23/12.

D. Impact Statement

Describe the impact these changes will have on the current project, other systems, and other units. Consider the impact to schedule, budget, resource requirements, and risks.

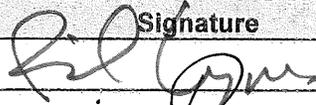
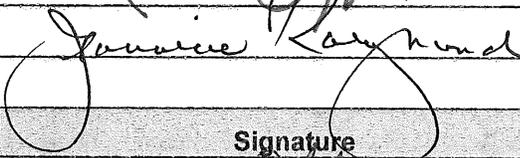
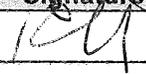
Project Change Request

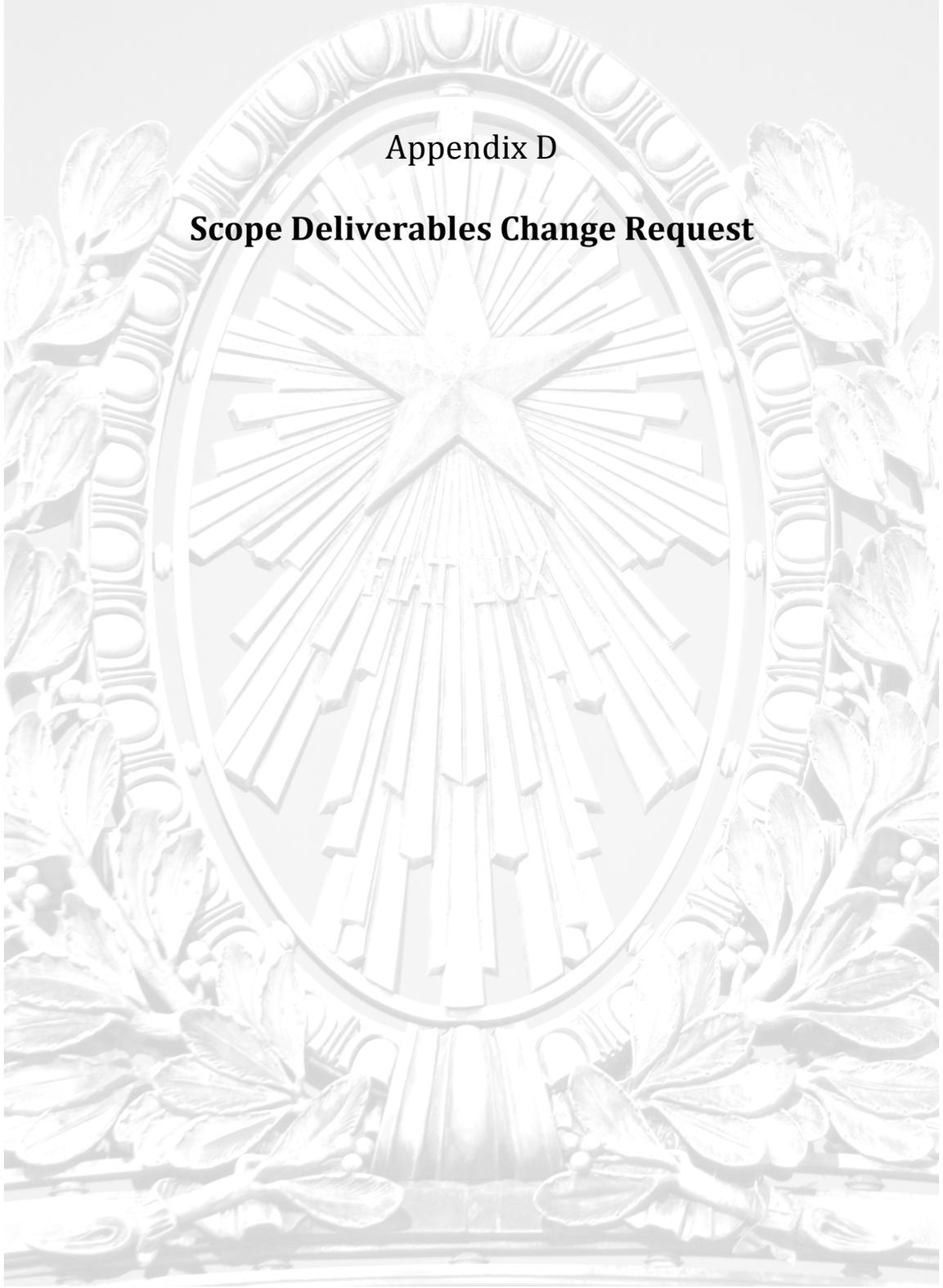
- (1) Scope D eliminated. There is no impact on eliminating interim OPs refinement between focus group sessions. We believe the data collected from senior leadership focus groups will be quite substantial. However, we will combine all focus group input in the refinement of the OPs. (No impact to schedule, resource or budget)
- (2) Scope I eliminated. No impact to project deliverable. Team is charged to develop a set of recommendations. "OPs in Action" is beyond the scope of the team's charge. (Negligible impact to schedule, resource. No impact to budget)
- (3) Scope, G method, and deliverable will change. Amount of data and number of participants will be considerably smaller, but the Project Team will still be able to use data to put forth recommendations regarding the OPs and an implementation proposal. (No impact to overall schedule, resource, or budget)
- (4) Impacts to deliverables are noted in (1) and (2). Moving forward, Team will work closely with new Functional Owner through LDP Project completion. Functional Owner will attend monthly team briefing attended by previous Functional Sponsors. (No impact to overall schedule, though focus groups will be delayed by at least 2 weeks. No impact to resource or budget)
- (5) No impact to schedule, resource or budget.

Project Change Request

E. Signatures

The signatures of the people below document approval of this change request. The project manager is empowered by this approved change request to proceed with incorporating these changes into the project and adjusting the project's schedule, deliverables, and status reports as needed.

Project Sponsors:		
Name	Signature	Date
<i>Rich Lyons</i>		4/4/12
<i>Jeanine Raymond</i>		4/4/12
Functional Manager:		
Name	Signature	Date
<i>Kiarash Afzari</i>		3/27/12
Current LDP Project Manager:		
Name	Signature	Date
<i>Angela Chang</i>		3/26/12



Appendix D

Scope Deliverables Change Request

Subject: Re: LDP Report: OPs Recommendation
From: Kia Afcari <kafcari@berkeley.edu>
Date: Thu, 24 May 2012 08:52:14 -0700
To: Lynn Greene <lgreene@math.berkeley.edu>

Hello Lynn,

Yes, your change in deliverables is sanctioned.

Best,

Kiarash Afcari
Project Manager, Operating Principles
University of California, Berkeley

510-642-5794

On May 24, 2012, at 8:50 AM, Lynn Greene wrote:

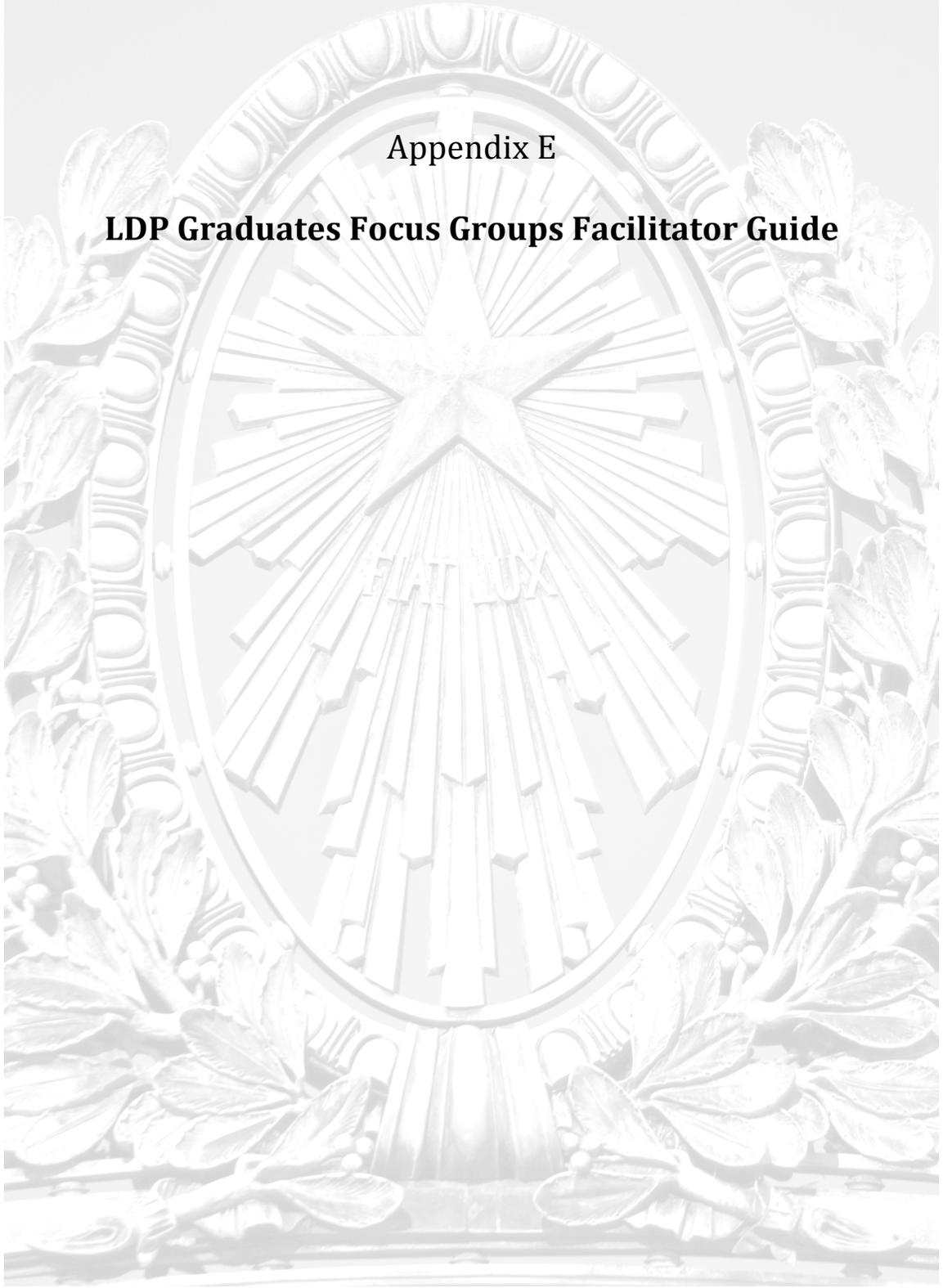
Dear Kia,

Thanks again for your input and direction to our team report on Tuesday. As you suggested, we are moving forward with creating a tightened version of "criteria" and "nuggets" as the main bulk of our recommendations for the OPs part of the report. Though we understand from your "blessing" that it is OK to do this in lieu of creating revised OPs, I believe the team would like some kind of written acknowledgement of this change from you. It is a bit late in the process to do a formal change order, and Inette also thinks this is unnecessary, but we would like to be able to formally include in the report that our change in deliverables is sanctioned.

Best regards,
Lynn

--

Lynn Greene
Event Planner & Payroll Specialist
Department of Mathematics
University of California, Berkeley
916 Evans Hall

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Appendix E

LDP Graduates Focus Groups Facilitator Guide

LDP Proof-of-Concept Focus Group

FACILITATOR GUIDE

Goal: Qualitative data will be generated about the effectiveness of the following question for eliciting future responses:

“What are the elements of a high performance administrative culture that support world-class teaching, research, and public service at UC Berkeley?”

Proof-of-Concept Questions:

1. Do the framing and the question generate adequate discussion?
2. Does the key question mostly elicit positive (solution-based) responses?
3. Does the key question elicit responses that participants see reflected in the initial draft Berkeley OPs?

A G E N D A

10:05 Opening Remarks

10:10 Reflection

10:20 Buckets

10:30 Discussion

10:50 Feedback

11:00 Close

10:05 Opening Remarks

Hello and welcome! Thank you LDP graduates for coming out today to participate in this LDP Focus Group for our LDP project! Before we get started, let's take a moment to introduce ourselves.

- Introductions around the room.

Like you did before us, we are an LDP Project Team working on our project. Our assignment is to work under the OE High Performance Culture initiative to recommend a key set of Operating Principles and an implementation plan that cultivate and embed a high performance culture among administrative operations here at UC Berkeley.

- LDP Project Team
- OE High Performance Culture
- Recommend key set of Ops
- Cultivate and embed High Performance into administrative culture.

So what does all of that mean?

UC Berkeley is a world-class research and teaching institution. However, few people on our campus today believe that we have a high performance operating culture. Ask someone what comes to mind when you say, "UC Berkeley ... research." Now ask them what comes to mind when you say, "UC Berkeley ... operations." This gap in reactions is not just a perception; it is real and significant.

Under HPC, the goal is to close that gap and have our administrative *culture* match the excellence of research and teaching.

Buzz word, "culture."

Today is not about the culture of all of UC Berkeley, or about our Principles of Community, our shared values or the culture of academic inquiry. Today, we are only focused on the administrative culture, or all those administrative supports and services that enable Cal to meet its mission.

Let's take a moment to define some of the terms I have been using.

When we say "high-performance culture", we mean the shared beliefs, values, attitudes, goals and actions, at all levels in an organization, focused on the superior execution of agreed actions.

One example of a high performance culture and alignment of operations to meet those expectations is Southwest Airlines. Clearly Cal is not corporation or an airline, but the example can be instructive.

Southwest has remained successful for the last 30 years by having a crystal clear strategy and a strong culture to support that strategy.

Strategy: Reduce the transition time between flights→more flights-> cheaper fares for all

What Culture is needed for that strategy?

Here are some aspects of that culture:

- Teamwork—everyone pitches in, even pilots and passengers to get the plane clean
- Fun LUVing attitude—this reduces stress for employees who are working
- Creativity—employees are empowered to use their creativity to solve problems and make things fun

Strategic alignment of culture = clear expectations and high performance

When we say “operating principle”, we mean a statement that empowers all employees in all levels of the organization to have a guiding idea by which they can measure and assess their work. And like I said before, this operating principle is NOT a principle of community, or about academic culture. This is about administration and operations.

ARE THERE ANY QUESTIONS?

We need your help to help determine whether or not the question we are asking is the right question for a larger campuswide dialogue.

We’ll start with an individual activity and then have a group discussion.

Our key question for today is:

“What Operating
Principals could promote
a high performance
administrative culture at
UC Berkeley?”

10:10 Reflection

- Instructions:
- INDIVIDUAL REFLECTION
 - Hand out ten large stickies per participant
 - You have 7 minutes to write responses to the above question.
 - Each sticky should have no more than one sentence on it
 - You can write as many responses as you like
 - **There are no wrong answers!**
- Allow 10 minutes for participants to write responses in silence

10:20 Buckets

“We’d like you to hold on to those stickies for a minute.

Last spring, members of the OE High Performance Culture Initiative attempted to define a high performance administrative culture by developing a draft set of Operating Principles. They conducted an initial set of focus groups, analyzed the feedback, and created these “Ops.”

With that in mind, we’d like to see if these draft Operating Principles relate to your responses. These are by no means set in stone:

- Reveal these flipcharts and read the words on each (without explanation):

One Campus, One Cal- excellence through collaboration	A purpose driven organization	Keep it simple	Always learning and improving	Open, honest, and frequent communication	(blank)
---	-------------------------------------	----------------	----------------------------------	--	---------

- Instructions:
 - Ask participants to think about their responses. Do they fit into any of these buckets? Maybe not exactly, but does the principle generally cover what you have on your sticky?
 - If it does fit in one of the buckets, go up and place it under the corresponding principle
 - If it doesn't, go up and put it on the blank flipchart
- Allow 5 minutes for participants to put up their responses all at once

10:30 Discussion

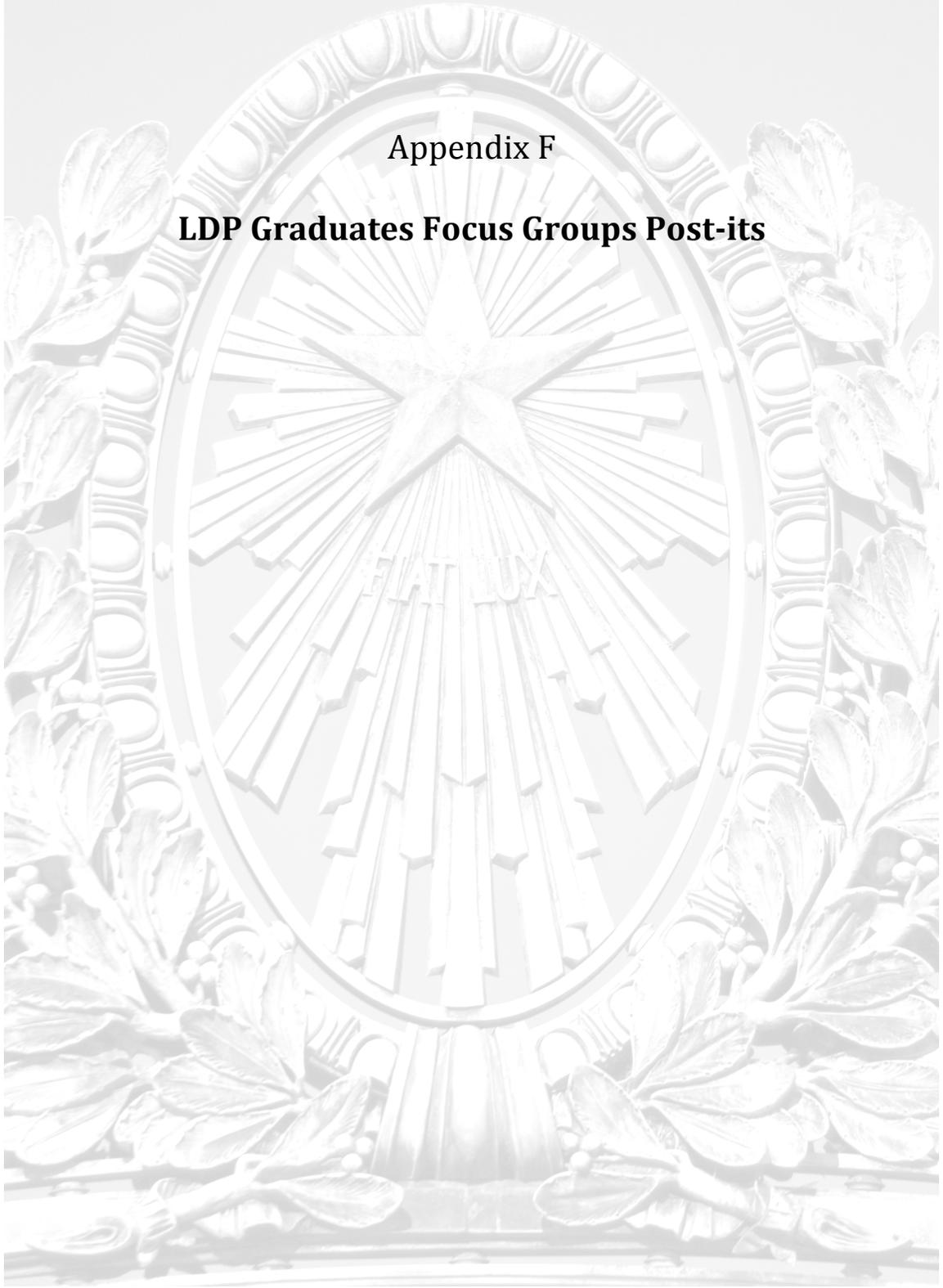
- Ask participants to share their responses and why they put them under certain buckets
- Ask clarifying questions
- Ask others to comment on each other's responses
- Steer the conversation towards elements of a high performance administrative culture

10:50 Feedback

- Ask participants to give feedback about the key question
- Ask for advice on developing a campus-wide dialogue about Operating Principles

+	Δ

11:00 Close

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Appendix F

LDP Graduates Focus Groups Post-its

LDP GRAD FOCUS GROUP #1 EXERCISE RESPONSES

MONDAY, MARCH 19, 2012

ONE CAMPUS, ONE CAL – Excellence through collaboration

- People need to have a sense of being able to move across boundaries
- Collaboration with business process chain partners
- Understand balance of policy, budget, and risks in decisions
- Reward team performance vs. individual performance
- Diverse teams across units and departments

PURPOSE DRIVEN ORGANIZATION

- More standardization within hiring process
 - o Certain question should directly link with UC goals
- Alignment of authority, responsibility, accountability
- Training for supervisors should be mandatory
 - o Something similar to LDP for all Sups.
- Staff that is engaged with their work
- Staff engaged in their work
- Understand the impact of work on teaching, research, and public service

KEEP IT SIMPLE

- Use of best practices
- Simplify policies, cut down bureaucracy
- Flexibility with promoting the best and most qualified people for their positions
- Flexibility with the HR process to hire the best most qualified staff quickly

ALWAYS LEARNING AND IMPROVING

- People need to feel they will be supported in getting training and new skills
- Provide constant input for improvement
- Support from higher management regarding gaps
- Support for change/risk
- True support and taking responsibility by top level manager – in particular academic managers
- Trained supervisors and managers
- Opportunity for training and development for all staff especially non-supervisory since the “flattening” of staff T&D heavily favored towards supervisors

OPEN, HONEST, FREQUENT COMMUNICATION

- Evaluations need to become more meaningful and reflect what is truly important to both departments and the campus in general

- There need to be many well developed avenues for getting staff input up the chain of command
- Rapid, active performance management
- Recognition and rewards for high performance
- Incentives for high performance
- Communication to staff should be as full and transparent as possible, not just “soles” (?)
- People need to have evidence that their concerns and suggestions will be listened to and responded to
- Equitable, broadly applied performance metrics
- Integrated staff with higher levels, recognize hierarchy
- Facilitation of deadwood removal

“BLANK BUCKET”

- Staff reporting to staff (not academics)
- No staff tenure
- Empowered to make decisions
- Escalation path for conflicting customer expectations or conflicting policies
- Institution first, before you
- Good compensation
- Commitment to the institution
- People need to feel they will be supported when going up against indifference
- Sufficient resources
- Appropriate, meaningful, timely rewards
- Sense of connection
- Actual (measurable) ability

OTHER NOTES:

- Ongoing conversation
- Not 1x thing
- Teaching side clear rewards
- Individual performance
- World class teaching is not the same as world class administration

PLUSES:

- Small group
- 5 headlines useful
- Individual thought

DELTAS:

- Pair exercise
- Pair exercise – more opinions but maybe not in order

- More time if deeper detail
- Clarify purpose of group LDP program vs. OE
- Drop “administrative” from HPC

LDP GRAD FOCUS GROUP #2 EXERCISE RESPONSES

MONDAY, MARCH 20, 2012

ONE CAMPUS, ONE CAL – Excellence through collaboration

- Build morale among staff so they feel they contribute and are respected.
- We care.

PURPOSE DRIVEN ORGANIZATION

- Define what it means to be accountable; what happens if tasks are not done within guidelines or policies and procedures.
- We know best practices for our jobs and continuously work to adopt them.
- Actively apply/enforce existing policies & procedures.

KEEP IT SIMPLE

- Streamline
- Make efficiency a very high priority: question old way of doing things and streamline processes
- Set clear goals for specific tasks; what is expected is understood.

ALWAYS LEARNING AND IMPROVING

- Provide on-going training opportunities that align with campus goals/mission.
- Provide better training.
- Reward individuals for creativity & innovation
- Our job performance can be measured and those measures improved.
- Give staff the opportunity to advance in their chosen field/job.
- “it’s always been done that way” is not an answer.
- We strive to have deep knowledge of how to do our jobs and share our expertise.

OPEN, HONEST, FREQUENT COMMUNICATION

- Make staff feel that their job is important to the mission of UCB.

“BLANK BUCKET”

- Operations is a customer service business. We strive to satisfy our customers.

- Staff are accountable for their action (and inaction)
- Customer focus, where students, faculty, fellow staff & external stakeholder are all treated as customers worthy of excellent service.
- Reward excellent performance in a meaningful way, and have tools to get rid of consistently low performing individuals.
-

PLUSES:

- Good discussion.
- Creative conversation.
- Big stickies
- Limiting 1 though per stickie

DELTAS:

- Use Southwest example to define OPs
- Round 2 of stickies after the “reveal”

<p>LDP GRAD FOCUS GROUP #3 EXERCISE RESPONSES</p>
--

<p>WEDNESDAY, MARCH 21, 2012</p>

ONE CAMPUS, ONE CAL – Excellence through collaboration

- Enable others to act
- A culture of abundance rather than scarcity
- Engage in campus-wide collaboration to find, define, and build on best administrative practices
- If faculty gets a COLA, so should staff
- Create a UCB talent pool, by job family categories
- Identify Subject Matter Experts (SMEs) for people to go to
- Develop and implement principles and behaviors (role model) that promote high performance
- Establish a reward system to recognize and appraise high performance
- Use staff organizations as a venue to promote high performance (BSA, seminars)

PURPOSE DRIVEN ORGANIZATION

- Shared vision
- Involving staff in discussions regarding unit goals and objectives
- Students first
- Create a reward for staff who take the initiative to try/work on project beyond themselves and fail

- Create a culture in which service is a priority (service first)
- Accountability

KEEP IT SIMPLE

- Building on strengths rather than focusing on weakness
- Create purchasing policies that don't require to "front" the cost and "float" the \$\$ to UC
- Create job card that can measure against performance

ALWAYS LEARNING AND IMPROVING

- Question the process
- Invest in staff development and learning
- Create communities of practice with regular meetings/lunches for collegial interaction
- Require all managers and sups to know laws on FMLA, salary setting, hiring/interview questions, ADA, workers comp
- Foster a culture of giving and soliciting feedback (positive and constructive)
 - o UCB feedback week twice a year
- Enable people and remind people that they are in charge of their own career and training
- Invest in our human resource

OPEN, HONEST, FREQUENT COMMUNICATION

- Provide feedback, both positive and constructive on a regular basis
- Employees in positions that maximize their strengths
- Create a common language for "calling out" a badly-behaving colleague, regardless of rank
- Transparency
- Create a system that requires acad sups to conduct regular perf. Evals.
- Be transparent when changes are planned

"BLANK BUCKET"

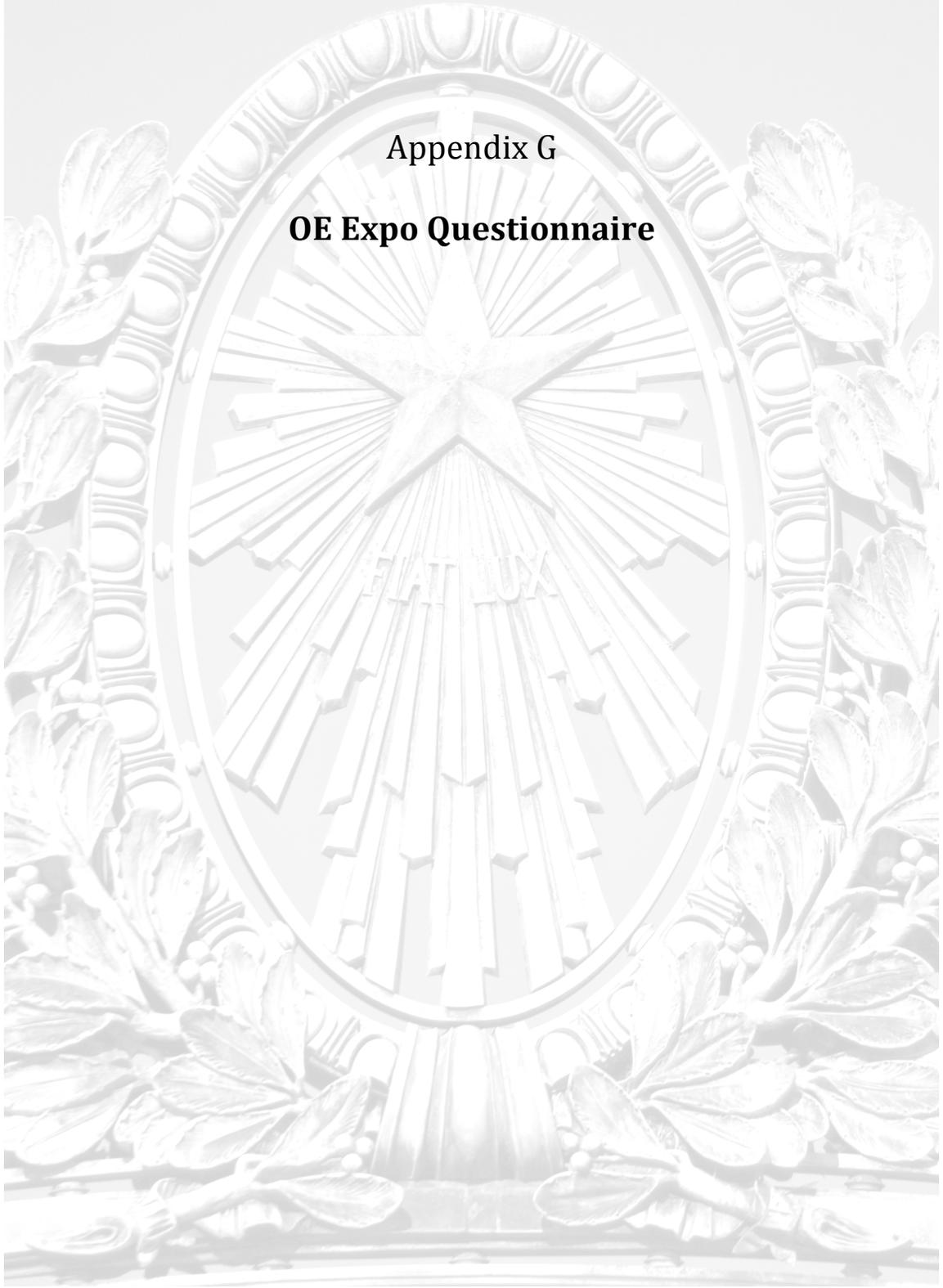
- Increase gift limit from \$75 to \$100 for staff
- Shifting responsibilities so employees have a more balanced workload
- More opportunities to acknowledge excellence in performance
- Figure out a way to value FUN and HUMOR. Most of us are not curing cancer
- Consistency with job descriptions
 - o Why is my position a level III when someone in another unit with the same workload and responsibilities is a level IV
- Hire the right people
- People want to feel that their opinions matter, that their work adds value, and that their efforts are appreciated
- There is consequence if not performing as expected
- Clear and communicate with staff of performance expectations

PLUSES:

- Set up
- Big post its
- Facilitation/transition of topics
- Reveal worked

DELTAS:

- Rephrase ? about self/org both?
- Provide example of OPs
- Talk more about what OP is – have it in writing

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Appendix G

OE Expo Questionnaire

PROSPECTIVE BERKELEY OPERATING PRINCIPLES

High Performance Culture

Please rate how you think the following draft Berkeley Operating Principles can help support a High Performance Culture among administrations at UC Berkeley.

An “operating principle” is a key value that collectively defines and provides guidance for everyday decisions and behaviors at all levels of the organization.

1 = Not at all, 2 = Somewhat, 3= Average, 4 = Very Good, 5 = Excellent

One campus, one Cal – excellence through collaboration 1 2 3 4 5

Comments:

A purpose-driven organization 1 2 3 4 5

Comments:

Keep it simple 1 2 3 4 5

Comments:

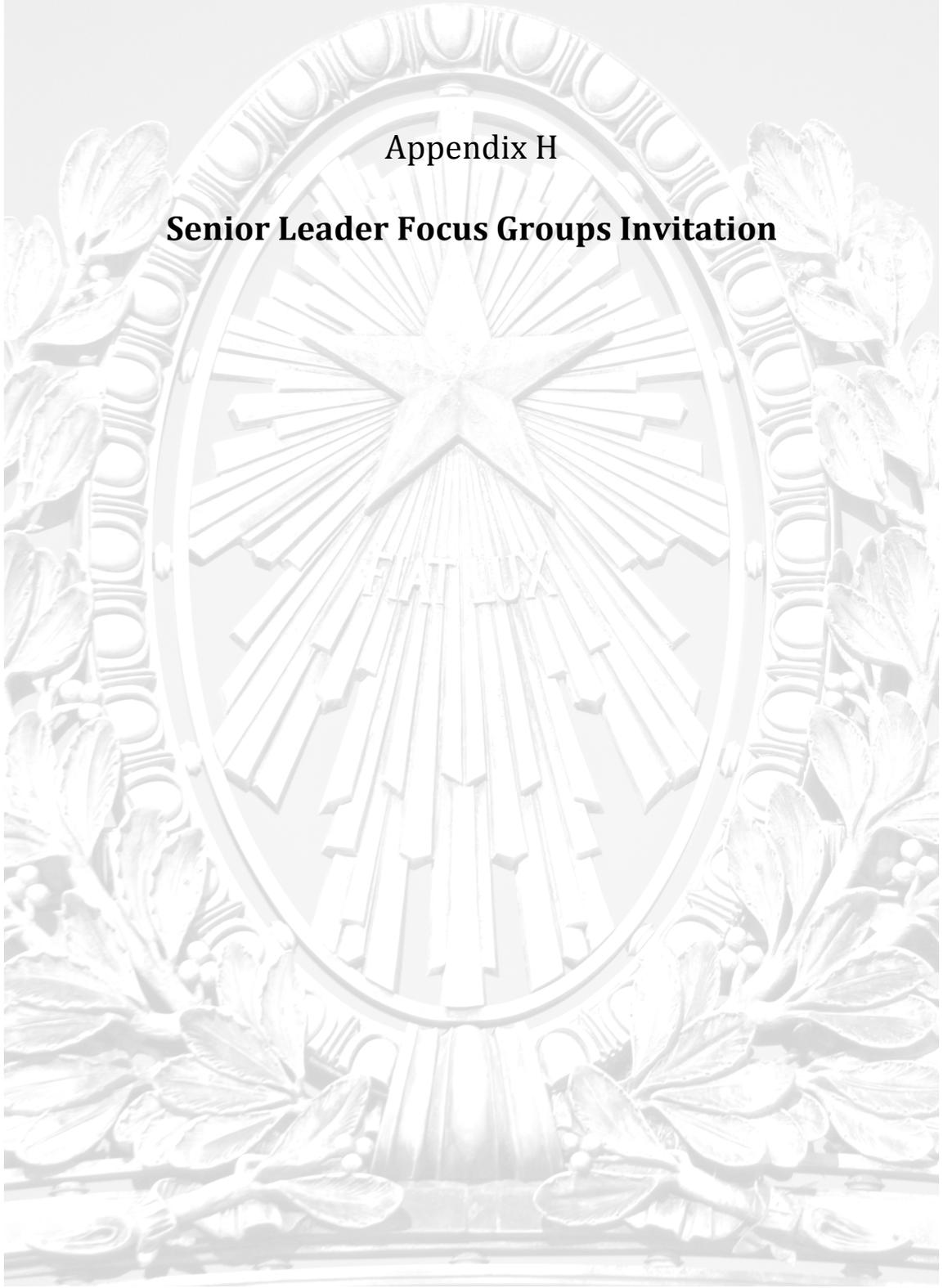
Always learning and improving 1 2 3 4 5

Comments:

Open, honest, and frequent communication 1 2 3 4 5

Comments:

What other characteristics of a high performance administrative culture support world-class teaching, research, and public service at UC Berkeley?

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Appendix H

Senior Leader Focus Groups Invitation

Dear Colleagues,

As executive co-sponsors of the Operational Excellence (OE) High Performance Culture (HPC) initiative, we are writing to ask for your help. For background, as leaders of this great institution, we envision UC Berkeley as a place where all of us can do our best work, supported by exceptional people, systems, and processes. Many of us identified an urgent need for an operating culture grounded in accountability, agility, and performance-based rewards.

As part of OE, the HPC initiative workgroup recommended the following to realize this vision:

1. Define high performance
2. Measure outcomes
3. Improve communication
4. Develop staff strategically
5. Improve performance management

To implement changes in these areas, we are in the process of seeking input across campus to influence the policies, rules, and practices that hinder administrative efforts, and to take steps to proactively build a high-performance operating culture of mutual trust and accountability, and to seek and support mechanisms to develop meaningful partnerships between faculty and staff.

A key objective of the HPC initiative is to identify and recommend a set of Berkeley Operating Principles (OPs) and an implementation plan that cultivates a high performance culture among administrative operations at UC Berkeley. As a senior leader on campus, you are invited to attend a focus group to further shape the current draft of OPs so that we can refine them and prepare to seed across campus. A team of Leadership Development Program participants will be holding a series of facilitated focus groups on campus from on the following dates:

- Tuesday, April 10, 10:00-11:00 AM at the Tang Center, Section Club Room
- Friday, April 13, 10:30-11:30 AM at Dwinelle Hall, Room 105
- Wednesday, April 18, 9:00-10:00 AM at the Haas School of Business, Room C250, Cheit Hall
- Thursday, April, 4:00-5:00 PM at Evans Hall, Room 981

Please visit the link [here](#) to RSVP for one of these important activities.

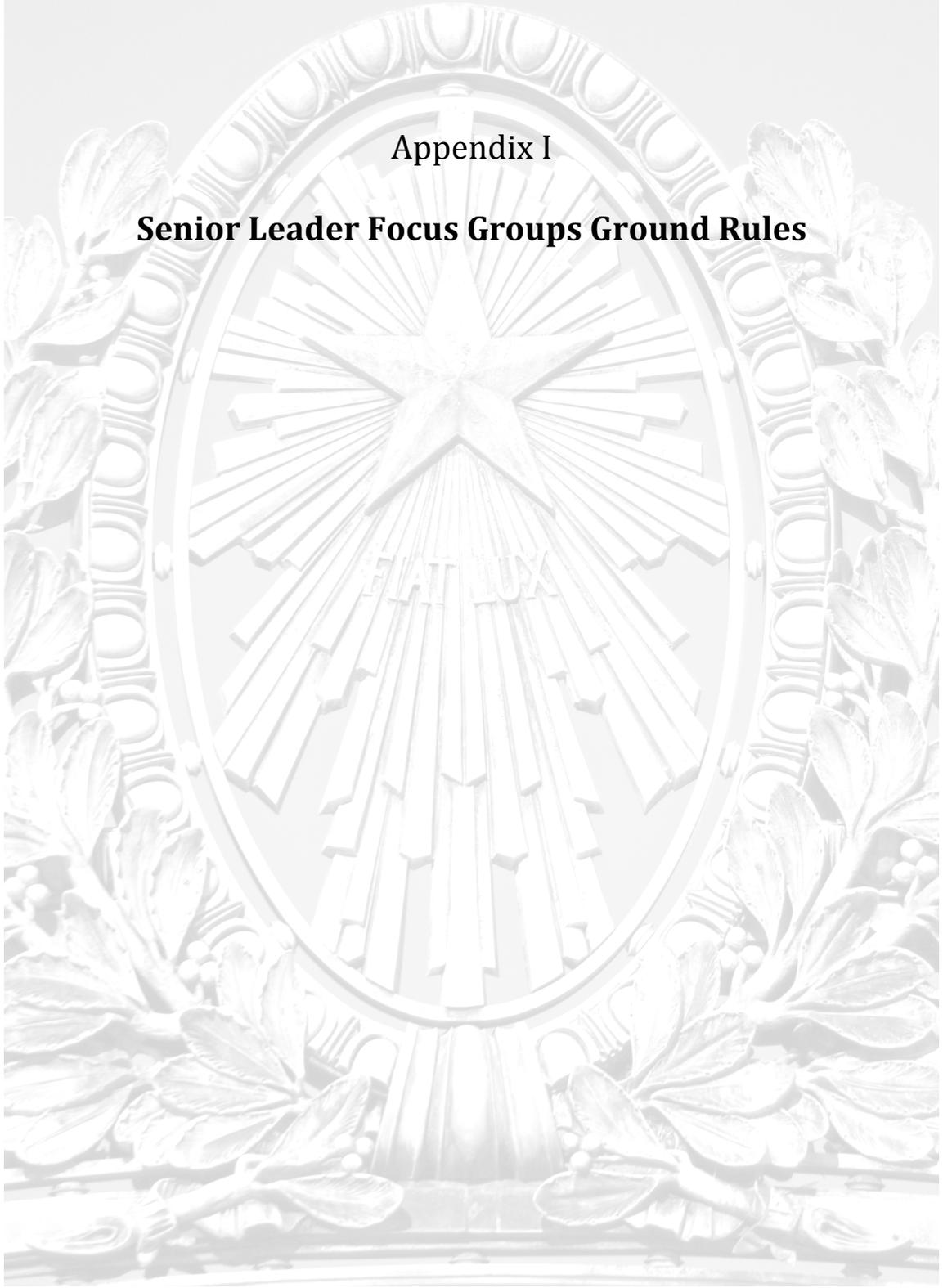
In the meantime, let us offer a concrete example of an operating principle that many of us would find useful: Keep It Simple, or ask yourself “What could I do today keep it simple?”. Just by asking this very basic question or following this principle, it could positively impact the work we and our colleagues do on a daily basis.

Thank you for your time on this important OE initiative. If you have any questions, feel free to follow up with Jill Erbland on the LDP OPs Project Team at erbland@haas.berkeley.edu.

Sincerely,

Rich Lyons
Dean, Haas School of Business

Jeannine Raymond
Assistant Vice Chancellor, Human Resources

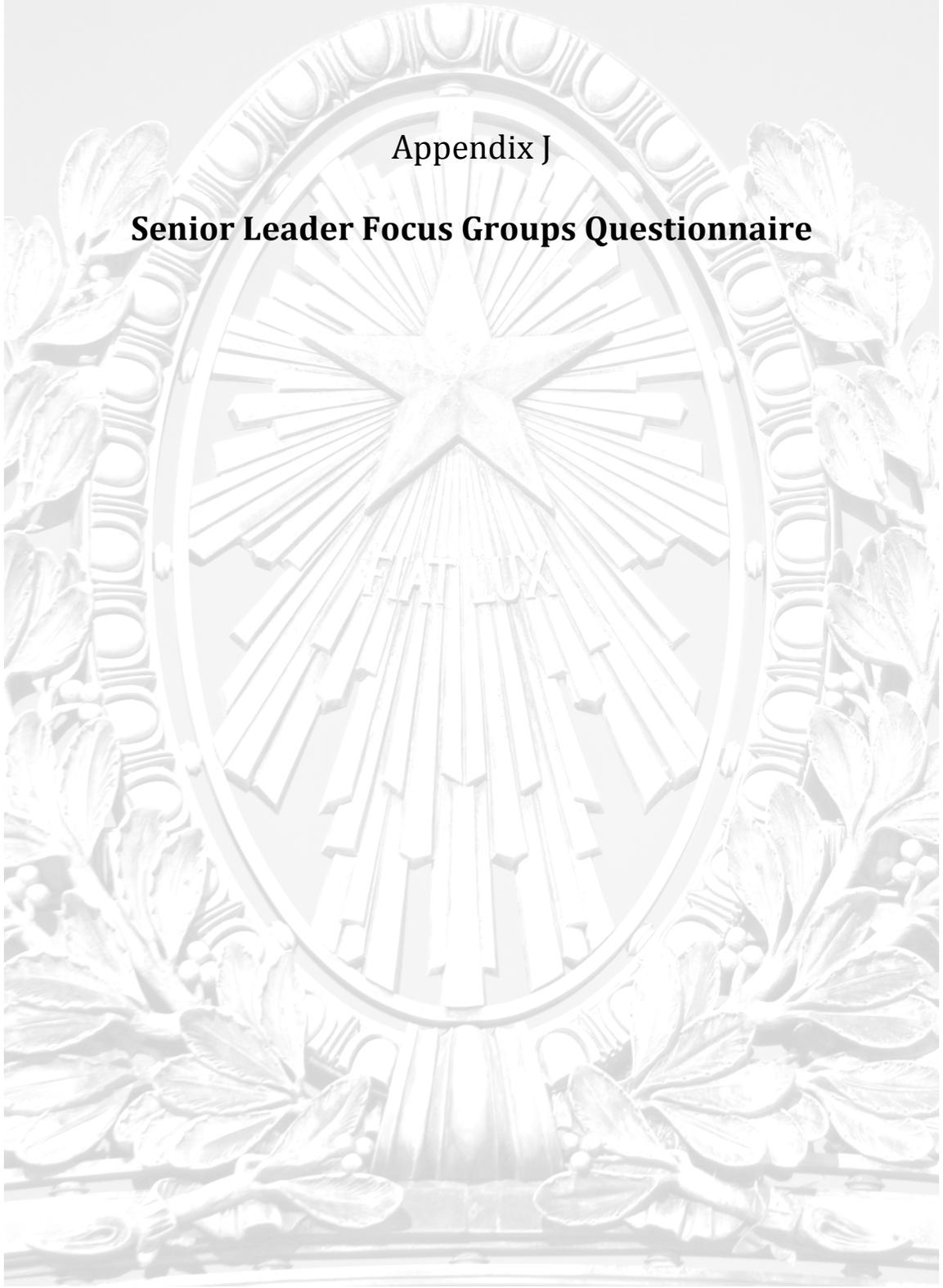
The background of the page is a large, light gray watermark of the Seal of the United States House of Representatives. The seal features a central five-pointed star with rays emanating from it, set within an oval frame. The frame is decorated with a laurel wreath and a scroll at the bottom. The words "E PLURIBUS UNUM" are inscribed on the scroll. The entire seal is rendered in a semi-transparent, light gray color.

Appendix I

Senior Leader Focus Groups Ground Rules

Ground Rules for Focus Group participation

1. WE WANT YOU TO DO THE TALKING. Only focus group participants and facilitators will be allowed to contribute. All non-FG participants are to remain silent and non-distracting to the participants.
2. Please turn cell phones off for the duration of the session or put on vibrate..
3. Observers (including note takers and customers) will not have in-and-out privileges once the session starts.
4. Participation is voluntary and that there are no consequences for refusing to take part in the discussion or in answering specific questions.
5. Only one person speaks at a time.
6. There are no right or wrong answers – just ideas, experiences and opinions, which are all valuable. We want to hear all sides of an issue – both the positive and the negative.
7. Participants will be instructed to respect each other’s privacy and not repeat what is said during the session. This is crucial to maintaining data integrity.
8. Please do not divulge what is discussed or the identity of any individual present once they leave the focus group site.
9. Respect others' opinions, even if you do not share them!
10. Observers, note takers, and customers are not allowed to interject verbally, by hand gesture or pass notes to the moderator while FG is in session.
11. Note taking is limited to the written form only. Photography, audio and video recordings are strictly prohibited while FG is in session.



Appendix J

Senior Leader Focus Groups Questionnaire

PROSPECTIVE BERKELEY OPERATING PRINCIPLES

High Performance Culture

Please rate how you think the following draft Berkeley Operating Principles can help support a High Performance Administrative Culture at UC Berkeley.

An “operating principle” is a key value that collectively defines and provides guidance for everyday decisions and behaviors at all levels of the organization.

1 = Not at all . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 = Excellent

One campus, one Cal - excellence through collaboration 1 2 3 4 5 6

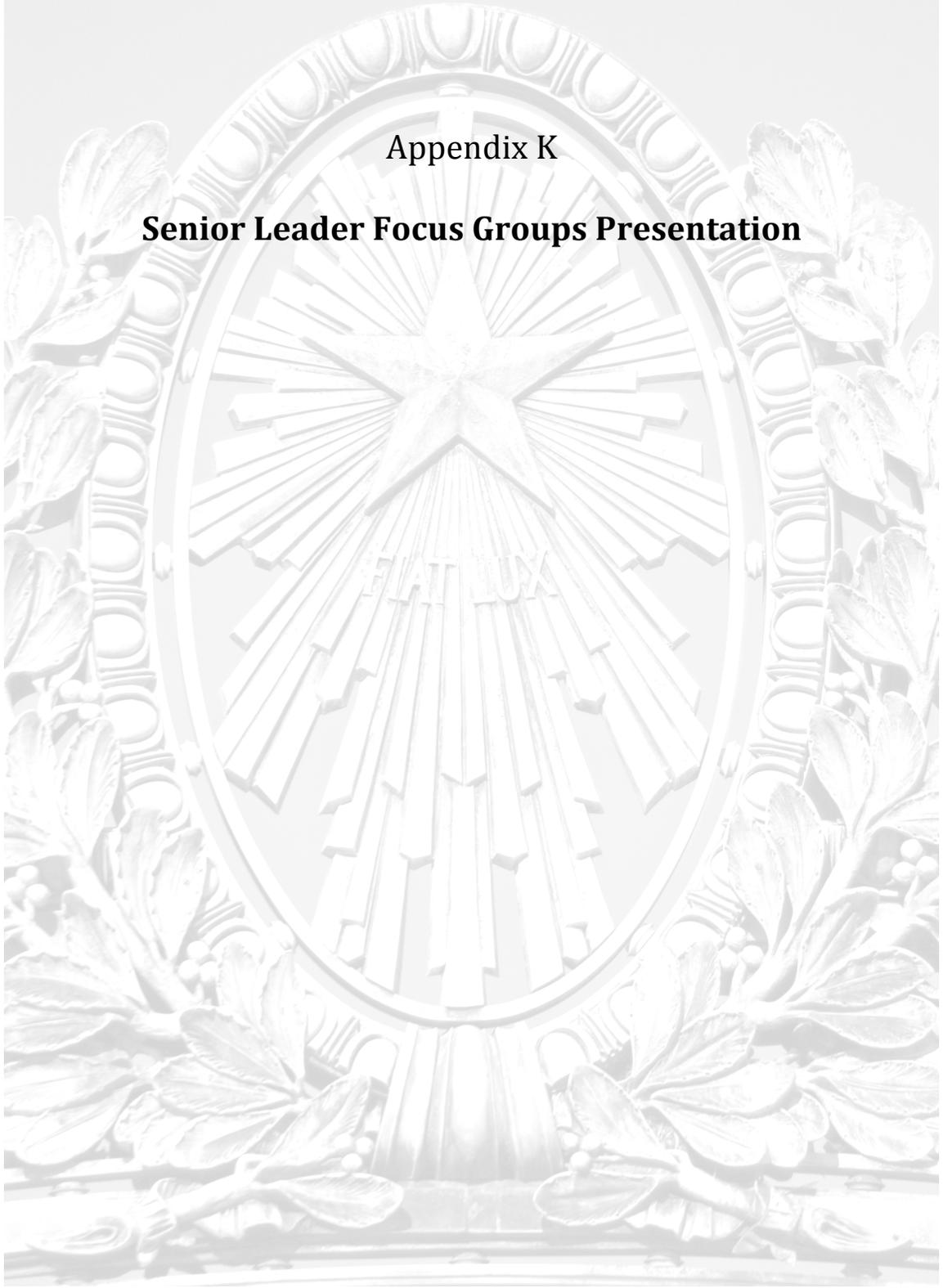
A purpose-driven organization 1 2 3 4 5 6

Keep it simple 1 2 3 4 5 6

Always learning and improving 1 2 3 4 5 6

Open, honest, and frequent communication 1 2 3 4 5 6

Thank you on behalf of the LDP Ops Team. This piece of paper will be recycled.

The background of the page features a large, light-colored watermark of the Seal of the United States House of Representatives. The seal is an oval emblem with a central five-pointed star radiating light rays. Below the star, the Latin motto "E PLURIBUS UNUM" is inscribed. The entire emblem is surrounded by a decorative border of olive and oak leaves. The text "Appendix K" is centered over the upper portion of the seal.

Appendix K

Senior Leader Focus Groups Presentation

High-Performance Culture Berkeley Operating Principles

Senior Leadership Focus Group
Berkeley Operating Principles
LDP2012 Project Team

Berkeley Operating Principles -- People, Processes, Systems

1

Focus Group Session Ground Rules

- Turn off cell phones & other devices
- No in-and-out privileges after session begins
- One speaker at a time
- Voluntary participation
- We want to hear all sides of an issue
- Privacy & confidentiality

Berkeley Operating Principles -- People, Processes, Systems

2

Agenda

- Enablers of a high-performance culture (HPC)
- Operating principles (OPs)
- Introducing "change"

Berkeley Operating Principles -- People, Processes, Systems

3

Why HPC?

UC Berkeley's mission:

World-class teaching, research, public service supported by world-class operations

Administration's goal:

Best people, processes, systems enabling world-class teaching, research & public service

Berkeley Operating Principles -- People, Processes, Systems

4

High-Performance Culture (video)

- Message from Dean Lyons

Berkeley Operating Principles -- People, Processes, Systems

5

Culture

- Social contract or norm
- Shapes behavior
- *"Culture empowers employees to think and act on their own in pursuit of strategic objectives."*
Jennifer Chatman, Haas School of Business
- Berkeley's operating principles empower desired behaviors in a high-performance administration

Berkeley Operating Principles -- People, Processes, Systems

6

Strategic Question

“What enables people and organizations to be high-performing?”

(One idea per sticker)

Berkeley Operating Principles -- People, Processes, Systems 7

Draft Berkeley Operating Principles

- One campus, one Cal: excellence through collaboration
- Purpose-driven organization
- Keep it simple
- Open, honest & frequent communication
- Always learning & improving
- (Additional ideas)

Berkeley Operating Principles -- People, Processes, Systems 8

Strategic Question

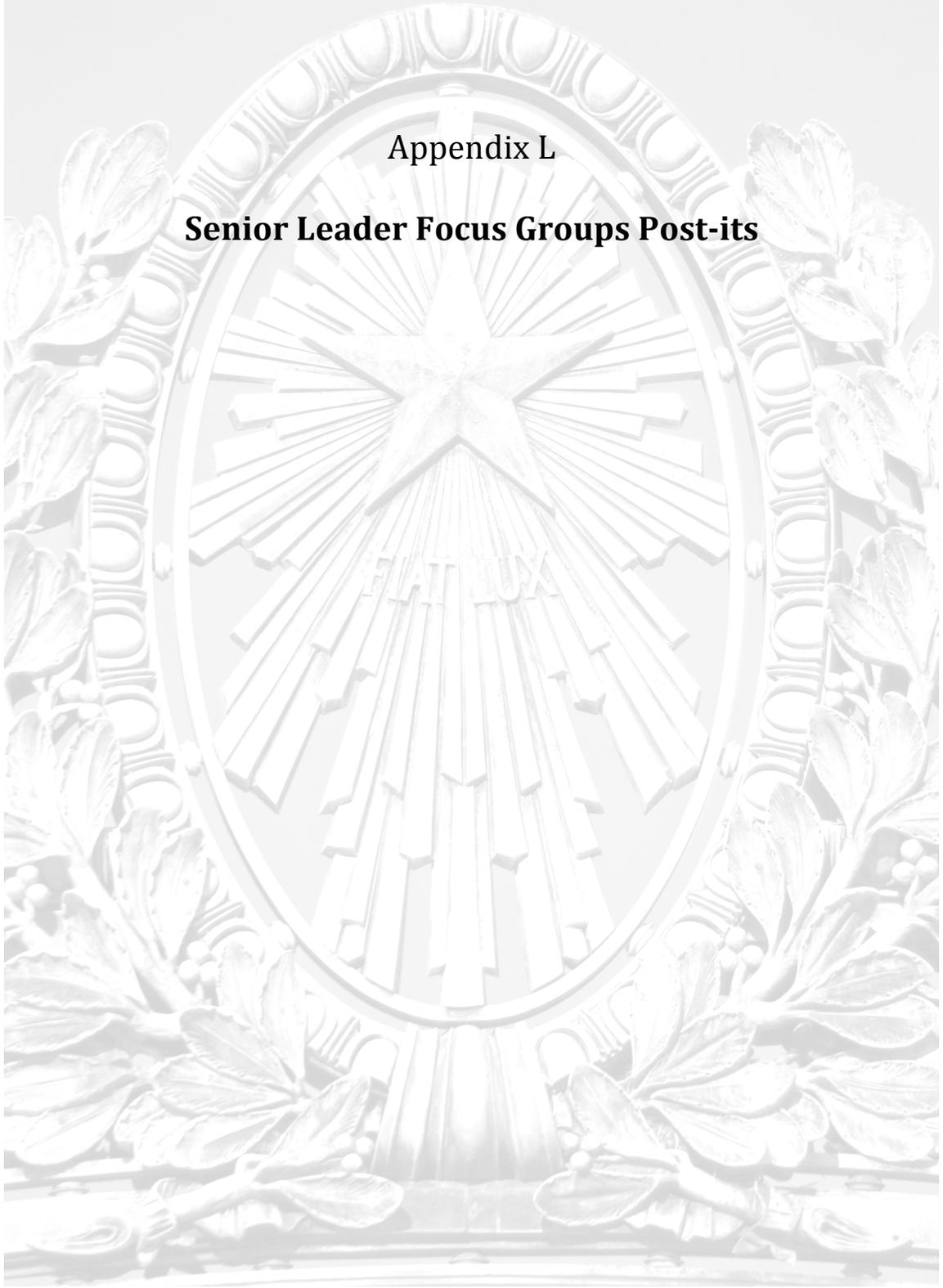
How do we empower & cultivate high-performance culture (HPC) on campus?

Berkeley Operating Principles -- People, Processes, Systems 9

Next Steps

- Berkeley OPs “ideation event”:
 - Solicits input from broader campus audience
- HPC OE program components
 - Operating principles
 - Core competencies
 - Metrics

Berkeley Operating Principles -- People, Processes, Systems 10

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Appendix L

Senior Leader Focus Groups Post-its

Senior Leader Focus Group Post-Its
April 10--19, 2012

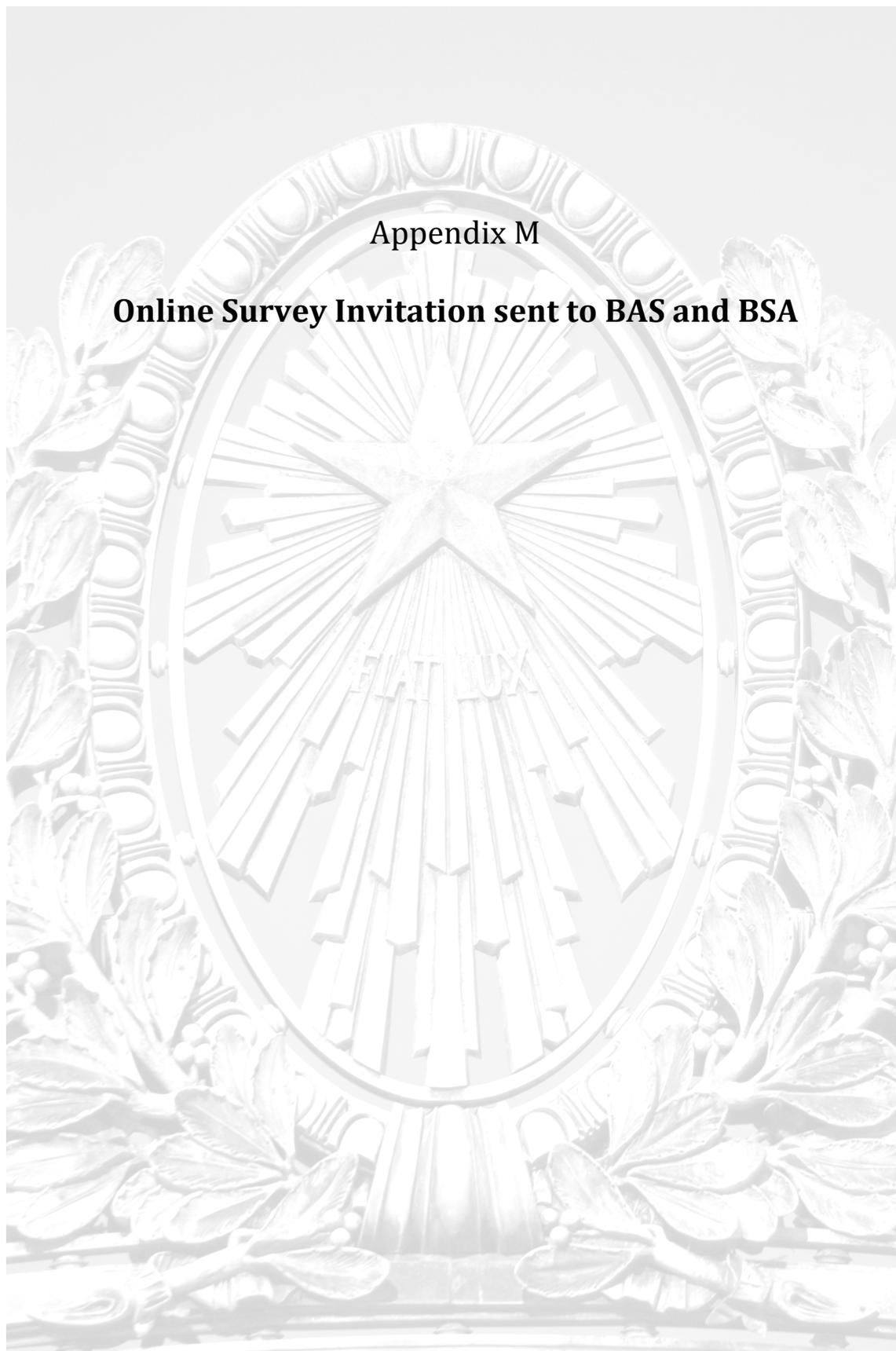
One Campus, One Cal	Always Learning & Improving	Keep it Simple	Open, Honest, & Frequent Communication	A Purpose Driven Organization	Blank Bucket
Balancing Common Good with Excellence and Breadth - Infrastructure, Admin, Data, Bldg, Maint, Landscaping, Disabled Access	Talent Development - Potential is identified and developed. People have a charge to exercise new muscles and contribute in different ways	That's not important' is part of the dialog, just as much as 'That's important'	Open communication - People feel free to speak up when things aren't working - when they have a concern or idea for improvement	Focus on clear, common goals	People held to high standards in same way at all levels
Getting the right people to the table, who needs to be here to solve this problem, regardless of org charts and hierarchy. Getting the right number of people to the table - goldilocks rule, not too big, not too small, just right	Accomplishments are celebrated, mistakes are learning opportunities	Outcomes, not effort	Trust - People generally feel their managers place trust in them	Compensation is based on performance and contributions	Authority to act or decide is delegated to the lowest possible level
People are important	People are supported and encouraged to grow/develop	Acceptance of a 90% solution	Respect - any idea for other's contribution is valued	Goals have end points - 'we're getting this done by June 10'	Empowerment - People feel empowered to act w/o going through long chains of command or an endless consultative process
Recognition of all contributing roles	Curiosity	Creativity	Constructive criticism	Employees focus on the most important aspects of their job (80%)	Supportive infrastructure to achieve goals. OK to fail as well as achieve
Opportunity to shape/affect mission/goals and means/processes of getting there	Training to support the culture	Effective systems that cut processing time (eg. Financial, HR online systems)	Speak the truth without judgement	Employees know what they are trying to accomplish - don't spend time trying to change that	Managers/Supervisors held to high standards
Recognition of effort	Professional recognition, development, remuneration potential for growth, or development, learning, etc.	Standardized procedures & roles across all of campus units so that central admin. Groups didn't have to develop 200+ different ways of communications and implementation	360 degree evaluations should be the norm for supervisors, managers and executive level	Commit to Action	Consequences for not adhering to the culture
Common/shared goals	Path correction, iterate to success	Need for documentation	Employees encouraged to question the status quo	Understand the larger purpose of the organization	Clear expectations of what I need to do
A connection to the mission of the campus	Staff are selected and onboarded to fit the culture	Transparent business model	Employees have each other's back	Clear articulation of strategic mission and goals	Recognition in many forms to honor the culture
mutually shared goals	Mistakes are okay	Streamlined and clearly articulated command line from chief administrators (faculty appointments) to staff	Trust	Know who you work for	The right skills for the right jobs
Workforce policies and programs that are people focused. Employees need to feel valued to mirror that outward.	Learning opportunities	Enable employees to exercise more autonomy in carrying out daily operations.	Ideas are respected from all levels of the organization	Appropriate resources	No tolerance for abusive behavior
rewarding system for staff	Training (mandatory) for faculty going into administrative roles (e.g. dept., chair, dean, etc.) Training on roles, expectations, procedures	High quality information systems and communication processes (systems that support work rather than impede it)	Opportunity to contribute to plans, resolutions, ideas	Leadership support	Servant leadership
Incentives for cross-unit collaboration - getting away from silos; Faculty and Staff administration	Learning opportunities	Relax bureaucracy		Priorities are clear	Work is fun

Senior Leader Focus Group Post-Its
April 10--19, 2012

One Campus, One Cal	Always Learning & Improving	Keep it Simple	Open, Honest, & Frequent Communication	A Purpose Driven Organization	Blank Bucket
We want to be: accurate, and high quality in our operations.	360 degree performance feedback, with meaningful rewards, risks tied to performance	(Perfect is the enemy of the good) Knowing when to stop 'studying' and move on	Right people doing the right jobs with adequate support and recognition	Know how success is measured	System of measuring achievement of goals(objective!) but a way to also not be completely tied to metrics - creativity cannot always be managed by a spreadsheet
Conspicuous collaboration	We want to evolve and improve continuously - not get stuck and stagnant.	Minimize the number of points of contact	Great stories about people who follow the culture	Clear mission	Diversity among all people at <u>all</u> levels in the organization
Minimize duplication of activities/entries	Opportunities for all to contribute good ideas, generate information	Minimize busy work	Clear and concise communication	Adequate investment in staff (appropriate staffing levels, training, tools)	Highlight for faculty the breadth and depth of expertise in units and the external recognition provided to individuals and units.
Provide opportunities for employees to become invested in what makes Berkeley world class	Continually improve processes	Recognition of complexity without paralyzing analysis	Proactive attitude of staff	Accountability of Chief Administration (faculty) to start with	Substantially reward exceptional behavior
We want to be consistent in application of policy	Model excellence by comparative bench-marking			Actions to move under-performing employees to other assignments or out of U.C.	Leadership over management
Stance of "how can I help?" (vs. why it can't happen	We want to be nimble and responsive			We want to stay/be recognized as the premier public university in the world	Subordinate self for welfare of organization or institution
We want to invest in both our people and our systems	Opportunities for all to learn, advance			We want to be ethical in our actions	Deal with (don't tolerate) behavior that is not high culture
We want each unit to have the tools and systems and money to do their best work - more equitable base funding	Tools, practices, norms, skills of performance evaluation (meaningful feedback) Offer opportunities to closely observe operations of best-in-class peers			Offer professional development programs that truly lead somewhere	"Waste" eliminations
	Offer employees clear path forward in career advancement - either new positions or new skills			Make decisions - bring things to conclusion	Prudent risk takers
				Recognizing higher education, context/goals (research/instruction/service)	Provide needed and advanced tools (technology example)
					Care for and develop staff
					Anticipate customer needs
					Adequate resources for work
					We want to enjoy our work and our colleagues (most of the time)
					Every staff member is a leader
					Timely decision making without second guessing
					Use all resources wisely
LEGEND					
Orange=April 10, 2012; White=April 13, 2012; Yellow=April 18, 2012; Violet=April 19, 2012					

Appendix M

Online Survey Invitation sent to BAS and BSA



Dear Colleagues,

Here's your chance to be part of an early group of UC Berkeley culture strategists!

The Leadership Development Program (LDP) project team focused on Operating Principles-High Performance Culture is testing a set of principles and needs your input on this SHORT survey. Operating Principles are meant to be a set of concrete and practical statements that will describe and reflect a high performance administrative culture here at Berkeley. The ideas you share today will help seed a major campus-wide brainstorming event that is being planned for Fall 2012.

Please take a moment to view a brief video about the project before taking the survey:

<http://oe.berkeley.edu/projects/highperf/OpsSurvey.shtml>

Here's the link to our survey:

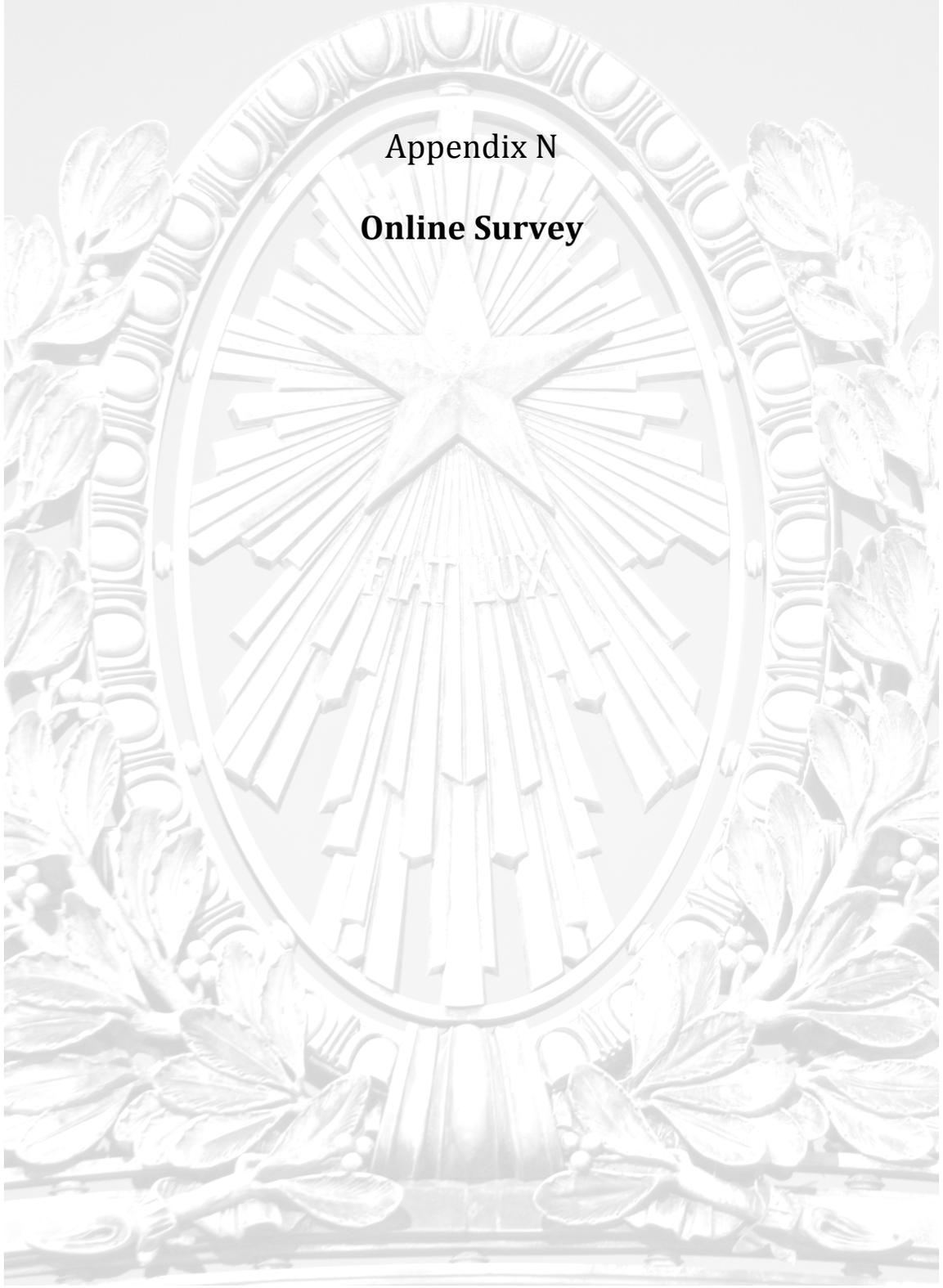
<http://www.surveymoz.com/s3/906434/Berkeley-Operating-Principles>

Your responses are confidential and will only be presented in aggregate form. The survey will be accessible until **5:00 pm, Monday, May 7th**. Thank you in advance for your participation!

Regards,

The LDP Operating Principles Team

Sponsored by Dean Rich Lyons and AVC Jeannine Raymond



Appendix N

Online Survey

Berkeley Operating Principles (copy - May 9, 2012)

Introduction

The Leadership Development Program (LDP) project team focused on Operating Principles-High Performance Culture is testing a set of principles and needs your input! The ideas you share today will help seed a major campus-wide brainstorming event that is being planned for Fall 2012.

Introduction

The Operating Principles project is engaging the campus community to define a set of useful principles that will be infused into our administrative efforts to support UC Berkeley's mission.

Ask someone what comes to mind when you say "UC Berkeley... teaching, research, and public service." Now ask them what comes to mind when you say, "UC Berkeley... operations." The gap in reactions is real and significant. Working within the context of the Operational Excellence High Performing Culture Initiative, we are working to close this gap.

You can help shape a high performance culture at UC Berkeley by providing input to a set of draft Operating Principles -- or even suggesting new ones!

High Performance Culture

1. With regards to administrative operations, do you perceive that there is a high performance culture at UC Berkeley?

Yes

No

Draft Principle #1

During the past year, through a series of focus groups, a set of draft Operating Principles was developed. "Operating Principles" are concrete and practical statements that guide everyday decision making and behavior at all levels of the organization. We would like your reaction to these draft principles.

2. How would you rate your overall satisfaction with Operating Principle #1?

"One campus, one Cal – excellence through collaboration"

Completely
Dissatisfied

Mostly
Dissatisfied

Slightly
Dissatisfied

Slightly
Satisfied

Mostly
Satisfied

Completely
Satisfied

3. Please provide feedback and/or rephrase this principle. (*optional*)

Draft Principle #2

4. How would you rate your overall satisfaction with Operating Principle #2?

"A purpose-driven organization"

Completely
Dissatisfied

Mostly
Dissatisfied

Slightly
Dissatisfied

Slightly
Satisfied

Mostly
Satisfied

Completely
Satisfied

5. Please provide feedback and/or rephrase this principle. (*optional*)

Draft Principle #3

6. How would you rate your overall satisfaction with Operating Principle #3?

"Keep it simple"

Completely
Dissatisfied

Mostly
Dissatisfied

Slightly
Dissatisfied

Slightly
Satisfied

Mostly
Satisfied

Completely
Satisfied

7. Please provide feedback and/or rephrase this principle. *(optional)*

Draft Principle #4

8. How would you rate your overall satisfaction with Operating Principle #4?

"Always learning and improving"

Completely
Dissatisfied

Mostly
Dissatisfied

Slightly
Dissatisfied

Slightly
Satisfied

Mostly
Satisfied

Completely
Satisfied

9. Please provide feedback and/or rephrase this principle. *(optional)*

Draft Principle #5

10. How would you rate your overall satisfaction with Operating Principle #5?

"Open, honest, and frequent communication"

Completely
Dissatisfied

Mostly
Dissatisfied

Slightly
Dissatisfied

Slightly
Satisfied

Mostly
Satisfied

Completely
Satisfied

11. Please provide feedback and/or rephrase this principle. *(optional)*

Draft Principle #6

12. How would you rate your overall satisfaction with Operating Principle #6?

"Excellence is everyone's job"

Completely
Dissatisfied

Mostly
Dissatisfied

Slightly
Dissatisfied

Slightly
Satisfied

Mostly
Satisfied

Completely
Satisfied

13. Please provide feedback and/or rephrase this principle. (*optional*)

Draft Principle #7

14. How would you rate your overall satisfaction with Operating Principle #7?

"Service first"

Completely
Dissatisfied

Mostly
Dissatisfied

Slightly
Dissatisfied

Slightly
Satisfied

Mostly
Satisfied

Completely
Satisfied

15. Please provide feedback and/or rephrase this principle. (*optional*)

Suggest New Principles

16. Please take this opportunity to suggest up to three Operating Principles that you would find useful (*optional*).

1

2

3

Demographics

17. Please specify your employment category

- Faculty
 - Staff - Non-represented
 - Staff - Represented
-

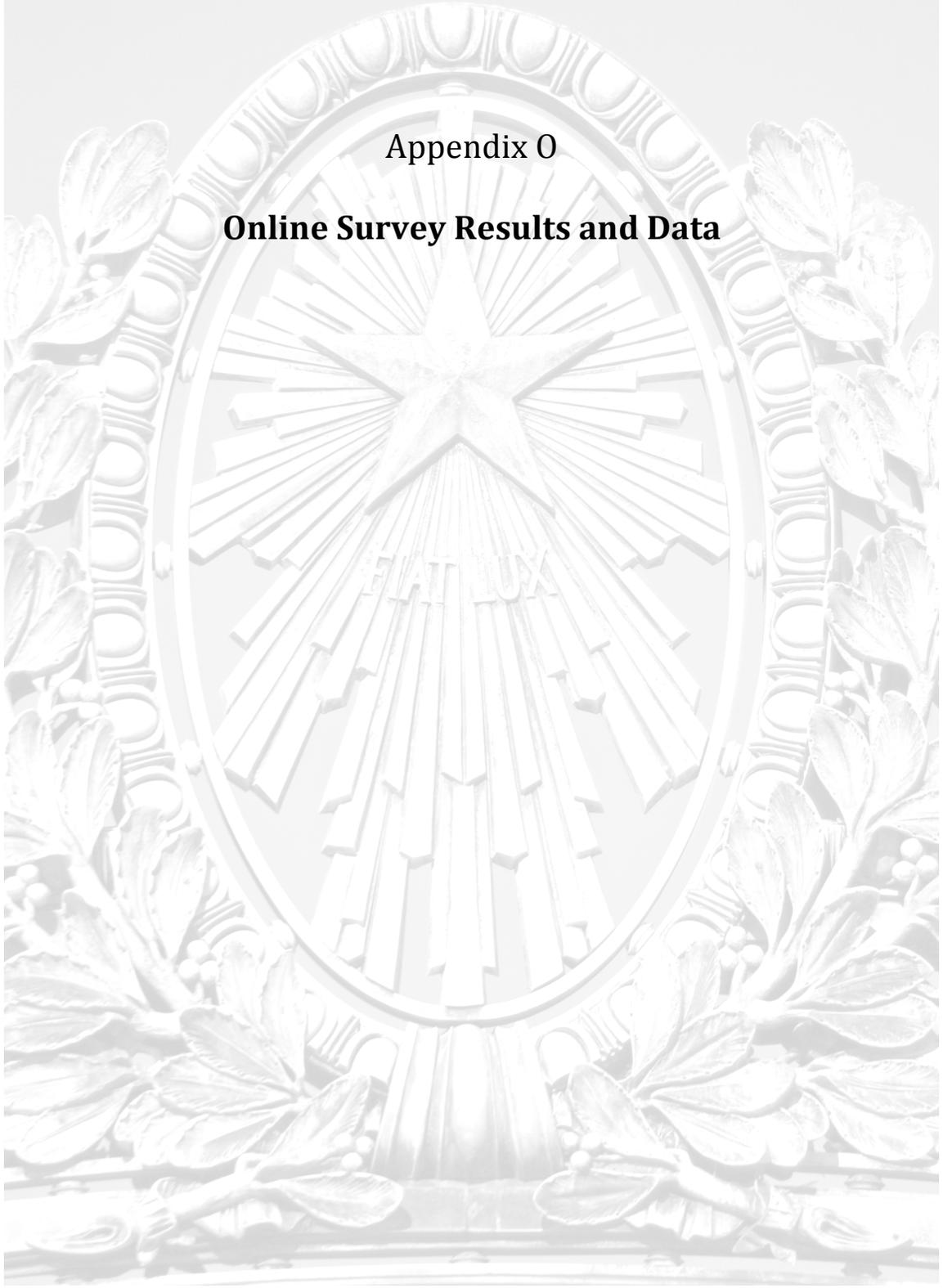
18. Please indicate your years of service at UC Berkeley

- 0 - 5 years
 - 5 - 10 years
 - 10 - 20 years
 - 20+ years
-

Thank You!

Thank you for participating in our survey! Your answers have been successfully submitted.

We appreciate your thoughts and feedback. We will use your input to help refine a set of Operating Principles that will be presented at a campus-wide brainstorming event in the Fall.



Appendix O

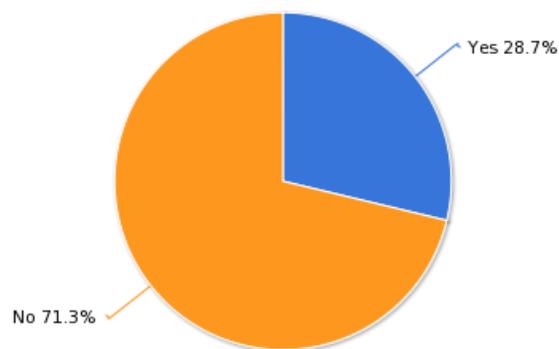
Online Survey Results and Data

Summary Report – May 8, 2012

Survey: Berkeley Operating Principles

1. With regards to administrative operations, do you perceive that there is a high performance culture at UC Berkeley?

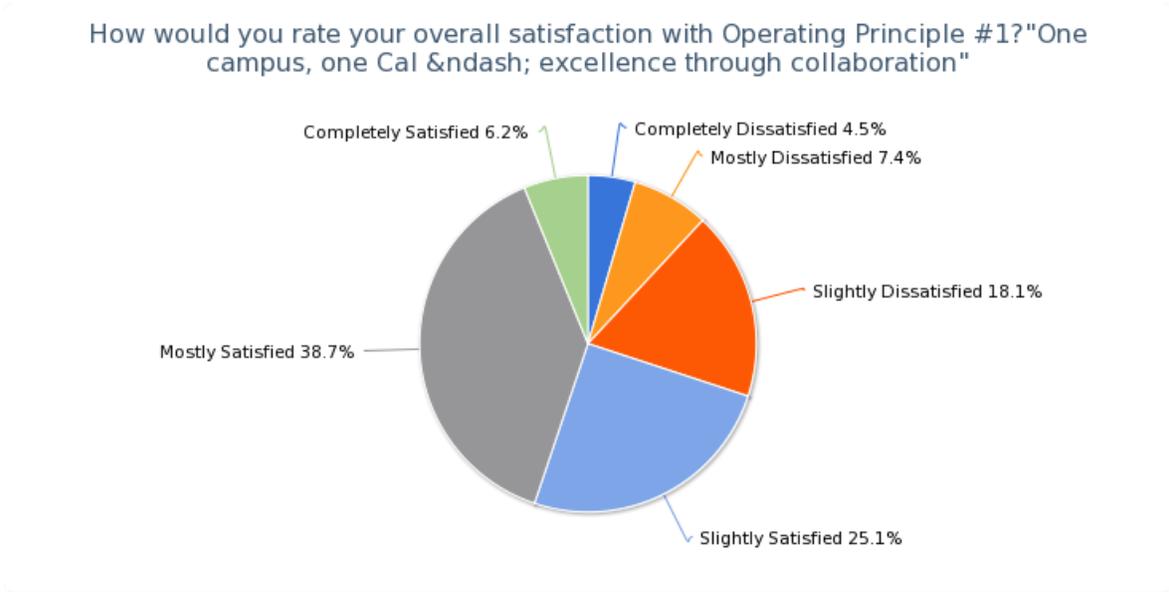
With regards to administrative operations, do you perceive that there is a high performance culture at UC Berkeley?



Value	Count	Percent %
Yes	75	28.7%
No	186	71.3%

Statistics	
Total Responses	261
Skipped	18

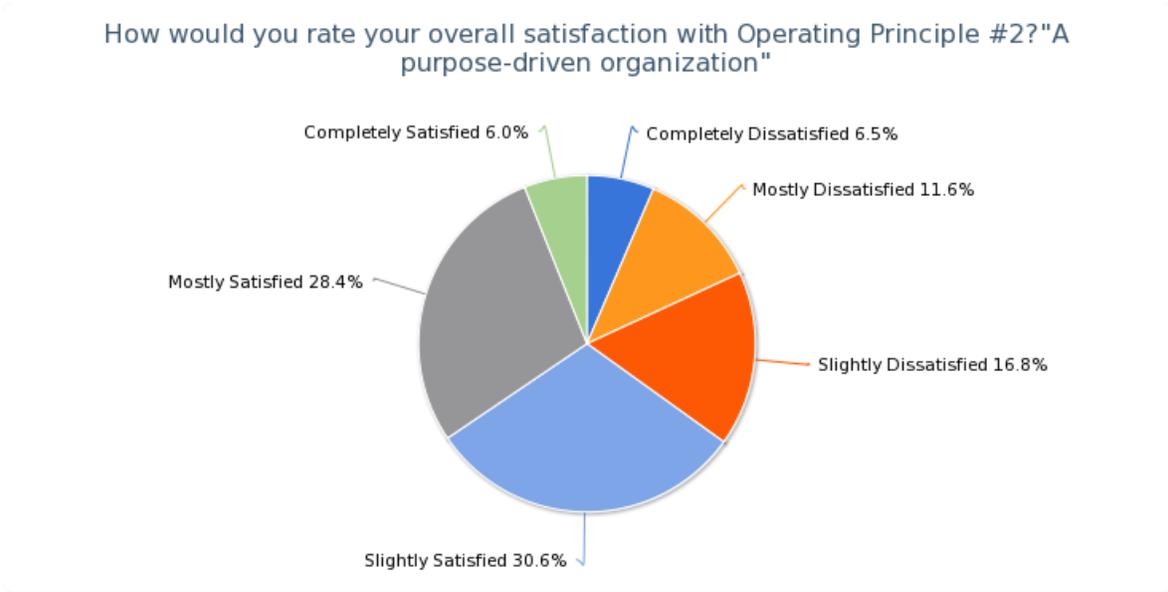
2. How would you rate your overall satisfaction with Operating Principle #1?"One campus, one Cal – excellence through collaboration"



Value	Count	Percent %
Completely Dissatisfied	11	4.5%
Mostly Dissatisfied	18	7.4%
Slightly Dissatisfied	44	18.1%
Slightly Satisfied	61	25.1%
Mostly Satisfied	94	38.7%
Completely Satisfied	15	6.2%

Statistics	
Total Responses	243
Sum	983.0
Average	4.0
StdDev	1.23
Max	6.0
Skipped	16

4. How would you rate your overall satisfaction with Operating Principle #2?"A purpose-driven organization"

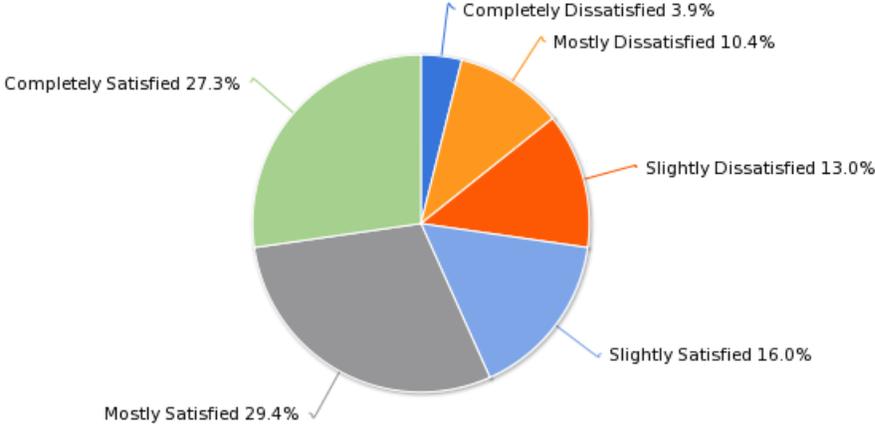


Value	Count	Percent %
Completely Dissatisfied	15	6.5%
Mostly Dissatisfied	27	11.6%
Slightly Dissatisfied	39	16.8%
Slightly Satisfied	71	30.6%
Mostly Satisfied	66	28.4%
Completely Satisfied	14	6%

Statistics	
Total Responses	232
Sum	884.0
Average	3.8
StdDev	1.31
Max	6.0
Skipped	21

6. How would you rate your overall satisfaction with Operating Principle #3?"Keep it simple"

How would you rate your overall satisfaction with Operating Principle #3?"Keep it simple"

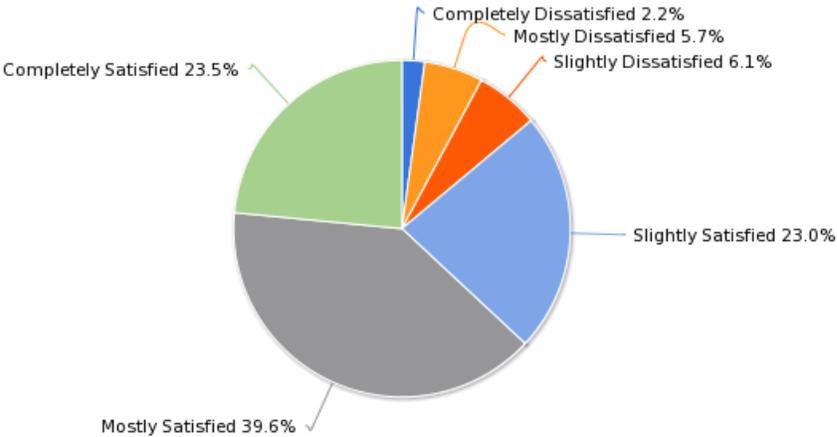


Value	Count	Percent %
Completely Dissatisfied	9	3.9%
Mostly Dissatisfied	24	10.4%
Slightly Dissatisfied	30	13%
Slightly Satisfied	37	16%
Mostly Satisfied	68	29.4%
Completely Satisfied	63	27.3%

Statistics	
Total Responses	231
Sum	1,013.0
Average	4.4
StdDev	1.46
Max	6.0
Skipped	19

8. How would you rate your overall satisfaction with Operating Principle #4?"Always learning and improving"

How would you rate your overall satisfaction with Operating Principle #4?"Always learning and improving"

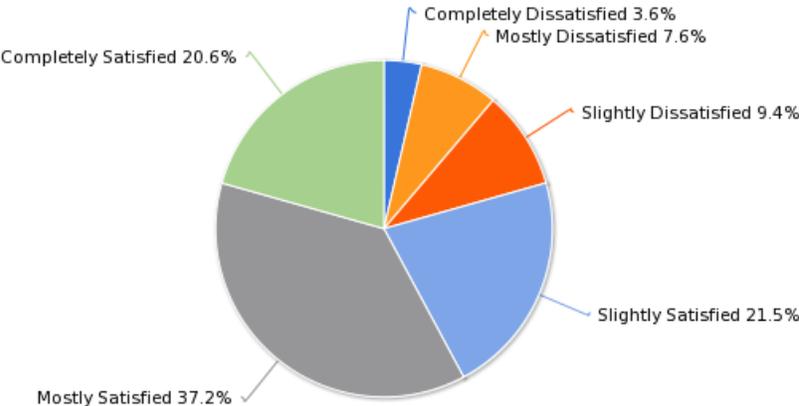


Value	Count	Percent %
Completely Dissatisfied	5	2.2%
Mostly Dissatisfied	13	5.7%
Slightly Dissatisfied	14	6.1%
Slightly Satisfied	53	23%
Mostly Satisfied	91	39.6%
Completely Satisfied	54	23.5%

Statistics	
Total Responses	230
Sum	1,064.0
Average	4.6
StdDev	1.19
Max	6.0
Skipped	17

10. How would you rate your overall satisfaction with Operating Principle #5? "Open, honest, and frequent communication"

How would you rate your overall satisfaction with Operating Principle #5? "Open, honest, and frequent communication"

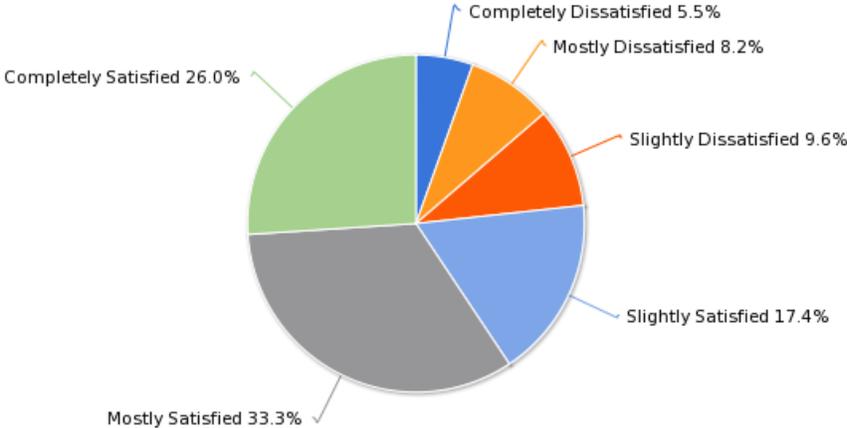


Value	Count	Percent %
Completely Dissatisfied	8	3.6%
Mostly Dissatisfied	17	7.6%
Slightly Dissatisfied	21	9.4%
Slightly Satisfied	48	21.5%
Mostly Satisfied	83	37.2%
Completely Satisfied	46	20.6%

Statistics	
Total Responses	223
Sum	988.0
Average	4.4
StdDev	1.32
Max	6.0
Skipped	21

12. How would you rate your overall satisfaction with Operating Principle #6?"Excellence is everyone's job"

How would you rate your overall satisfaction with Operating Principle #6?"Excellence is everyone's job"

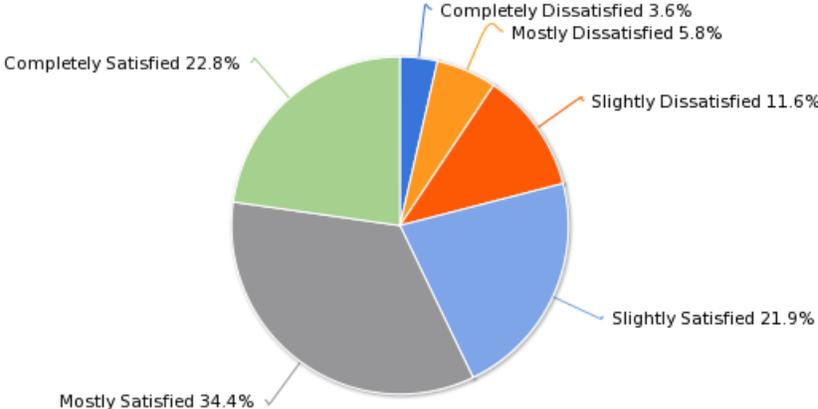


Value	Count	Percent %
Completely Dissatisfied	12	5.5%
Mostly Dissatisfied	18	8.2%
Slightly Dissatisfied	21	9.6%
Slightly Satisfied	38	17.4%
Mostly Satisfied	73	33.3%
Completely Satisfied	57	26%

Statistics	
Total Responses	219
Sum	970.0
Average	4.4
StdDev	1.45
Max	6.0
Skipped	24

14. How would you rate your overall satisfaction with Operating Principle #7?"Service first"

How would you rate your overall satisfaction with Operating Principle #7?"Service first"

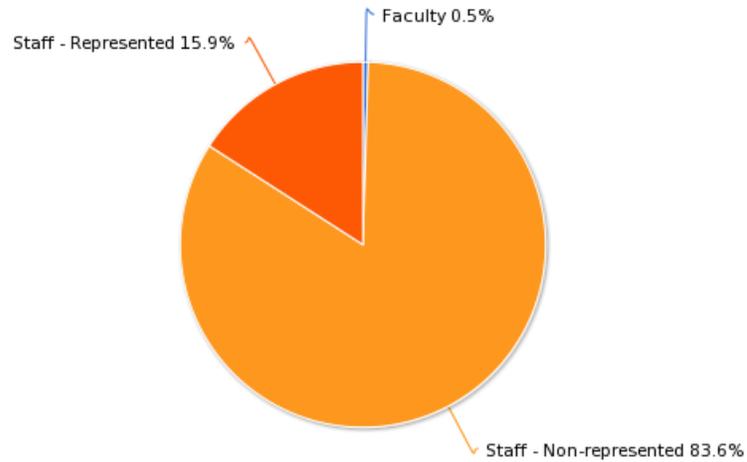


Value	Count	Percent %
Completely Dissatisfied	8	3.6%
Mostly Dissatisfied	13	5.8%
Slightly Dissatisfied	26	11.6%
Slightly Satisfied	49	21.9%
Mostly Satisfied	77	34.4%
Completely Satisfied	51	22.8%

Statistics	
Total Responses	224
Sum	999.0
Average	4.5
StdDev	1.31
Max	6.0
Skipped	19

17. Please specify your employment category

Please specify your employment category

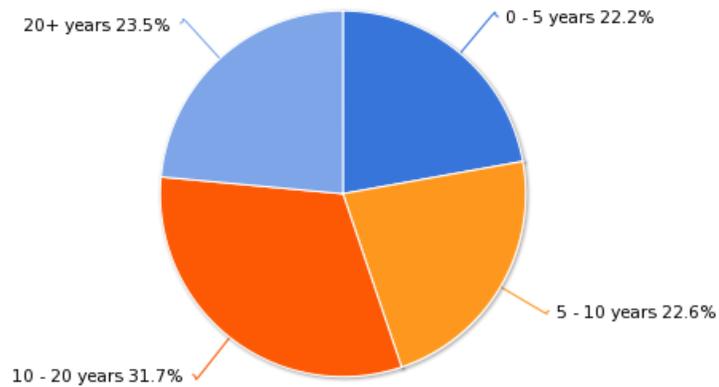


Value	Count	Percent %
Faculty	1	0.5%
Staff - Non-represented	184	83.6%
Staff - Represented	35	15.9%

Statistics	
Total Responses	220
Skipped	7

18. Please indicate your years of service at UC Berkeley

Please indicate your years of service at UC Berkeley

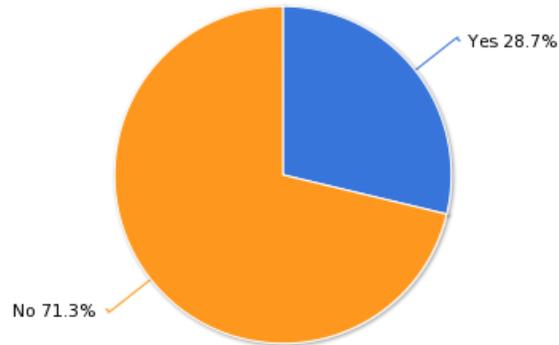


Value	Count	Percent %
0 - 5 years	49	22.2%
5 - 10 years	50	22.6%
10 - 20 years	70	31.7%
20+ years	52	23.5%

Statistics	
Total Responses	221
Sum	1,990.0
Average	11.6
StdDev	5.92
Max	20.0
Skipped	6

1. With regards to administrative operations, do you perceive that there is a high performance culture at UC Berkeley?

With regards to administrative operations, do you perceive that there is a high performance culture at UC Berkeley?

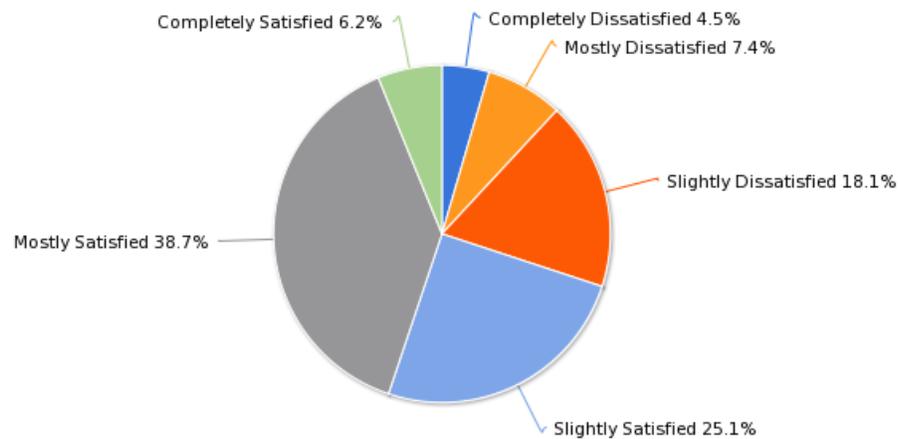


Value	Count	Percent %
Yes	75	28.7%
No	186	71.3%

Statistics		
Total Responses		261
Skipped		18

2. How would you rate your overall satisfaction with Operating Principle #1?"One campus, one Cal – excellence through collaboration"

How would you rate your overall satisfaction with Operating Principle #1? "One campus, one Cal – excellence through collaboration"



Value	Count	Percent %
Completely Dissatisfied	11	4.5%
Mostly Dissatisfied	18	7.4%
Slightly Dissatisfied	44	18.1%
Slightly Satisfied	61	25.1%
Mostly Satisfied	94	38.7%
Completely Satisfied	15	6.2%

Statistics	
Total Responses	243
Sum	983.0
Average	4.0
StdDev	1.23
Max	6.0
Skipped	16

3. Please provide feedback and/or rephrase this principle. (optional)

Count	Response
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Count**Response**

1	The phrase is excellent but staff is not held accountable to it.
1	"One campus, one Cal - ACHIEVING excellence through collaoration"
1	"One campus, one Cal--the center of excellence"
1	As a Cal graduate, the statemant is clear.
1	Collaboration is essential, however Berkeley suffers terribly from analysis paralysis.
1	Departments operate in silos- there is ineffective collaboration between departments.
1	Excellence is vague. Define.
1	Excellence through collaboration is fine without the "one campus, one cal" jargon
1	Excellence through collaboration, by itself, seems cleaner and more clear to me.
1	I might prefer "excellence through cooperation."
1	I think it is a good principle, we just need to put it to work.
1	I've never heard of it... But it makes sense.
1	If only this were true from top to bottom...
1	It sounds too simple. It may be a great concept, but the reality might be very diffierent
1	It will only work if EVERYONE gets on board.
1	It will work if EVERYONE gets on board
1	Kind of trite.
1	Lose the gingo up front. The second part is fine.
1	One campus, one Cal - Excellence through collaboration!
1	One campus, one Cal--excellence through timely effective collaoration.
1	Probably more true of faculty and students than of staff.
1	The "One campus, one Cal" sounds a little forced given the diversity here
1	The statement is too general. How would I apply this to my department?
1	This phrase sounds like it should relate to the whole UC system, not just Berkeley.
1	This statement has two messages. Why not make it just "excellence through collaboration"
1	Too jargony--too rah rah. I like "Excellence though collaboration" MUCH better.
1	Too long — "Excellence through collaboration"
1	Too many internal agendas
1	We dont offer incentives to support this objective nor disincentives when its not followed.
1	We need much more collaboration on this campus. However, it must not be just a slogan.
1	as long as collaboration doesn't mean consensus and slow us down

Count**Response**

- 1 don't think people will really 'believe' it; it won't really 'take hold'
- 1 like the statement if it was remotely true
- 1 sounds awfully "jargony" to me.
- 1 too gimmicky sounding, would be better phrased as "collaborate where possible"
- 1 Given what I see inside my unit, the idea of "collaboration" is too broad--it failed already; needs to be better defined.
- 1 While attempting to be a slogan - ie, motivational and easy-to-remember - "One campus, one Cal" is too vague to be of use. What is the difference between "campus" and "Cal"? I agree that collaboration should be an operating principle, but more needs to be communicated about which collaborations for what ends.
- 1 All talk, no action. "Collaboration" seems to mean that an increasingly diverse set of expectations are poured collaboratively upon creative and intelligent staff, but there is neither training nor support, and certainly not compensation, for the output that is demanded (but seldom accomplished due to diminished workforce and resultant overload of remaining workers). Staff efforts to "collaborate" seem only to invite higher expectations; and failure to accomplish said tasks further invite dissatisfaction all around.
- 1 Sounds like a pep talk. My satisfaction with a pep talk statement? Well I would say that as a goal, it's great. The idea that people on campus would embrace this, is less optimistic. The idea that I would be "satisfied" means I have experienced it and have a reaction. I don't feel I have experienced top level collaboration.
Idea: Excellence through campus community collaboration
- 1 Collaboration is super important, but "one campus, one Cal" is redundant and sounds empty. Why not just say "collaborate" or "collaborate on anything that would be benefit from collaboration"?
- 1 It seems too focused, it might be helpful to see all of the principals at once before rating them individually
- 1 In dealing with the HR Center, there are some reasonable experiences but more unreasonable experiences and the department pays money for this.
- 1 as long as it does not mean that everybody should do things the same way. Some flexibility should be allowed because UC Berkeley is very big and diverse in its structures and staff.
- 1 In theory, it seems very simple, but the only way such a principle can be realized is if all in leadership are able to own by putting it in to practice and leading by example.
- 1 I like the "One campus, One Cal" part of this. I don't like the second phrase. Sometimes it's more efficient to do something yourself, alone. Sometimes you don't need a committee. I agree that collaboration is important and essential on this campus - just not all the time for every situation.
- 1 collaboration can be amazing and can create excellent results. It can also be far too political, especially here. Are the parties collaborating truly entering at ground zero and fully committing? Or are they coming into it just to gain access to another parties resources or cache? This has too much of a buzz/lingo effect and not enough substance
- 1 I had to read it two or three times to get it. Just "excellence through collaboration" would be better.
- 1 This sentence should be shortened to something more sparky. If you're getting at people really WORKING with each other, really 'collaborating' use terms that are more specific. This one seems more like a mother's chide than a motivating mantra
- 1 it's a little long but i like the concept. also i like "berkeley" better than cal, it's more encompassing
- 1 Seems like the same people are on all the workgroups. That makes me dubious that the campus really wants everyone's input. Why not have multiple levels of staff from various departments on workgroups. Why are we constantly recreating the wheel. Why not have staff that are excellent in an area visit other departments that need help getting started? I think this would create a better outcome.
- 1 I find that at a very high level this principle probably works. At the functional, or processes level the idea of

Count**Response**

- "lets get this done together and find a way to collaborate" is not practiced. Our system is so beaurocratic that it takes at least 1 month to process a purchase order and/or a payment because as the paperwork goes through the process the idea of ":helping" it get through is lost and instead we have the "let's find out what is wrong" mentality.
- 1 First: "One campus, one Cal" is redundant and comes across as gimmicky. "Excellence through collaboration" is an outstanding goal.
- 1 Instead of a catch-all slogan, how about a specific descriptive statement? "We will collaborate with others to solve campus-wide problems." It doesn't always make sense to collaborate -- sometimes small, focused workgroups work more efficiently.
- 1 What about the rest of the University? How does the OE BearBuy project with UCSF fit into that statement?
- 1 mostly dissatisfied due to limited opinions by certain employees and consultant that were hired to participate on the panel for the Operating Principles.
- 1 I like how it doesn't negate or devalue our decentralized culture but works to overcome the negative fallout of that culture.
- 1 Not one person can do their job here without working with other departments/units. Collaboration is already 100% in place. Collaborating is not the end goal; the EXCELLENCE is. "One campus, one Cal" seems a little hollow.
- 1 I don't think there is a collaboration issue at Cal. At least, this is not the primary high performance driver.
- 1 It's an excellent idea but appears to focus mainly on the academic factor more than on the over all aspect of every department. Academics is a key factor but if we don't make the same resources and opportunities available to each department then it's serving the entire campus community.
- 1 I think with all the principles, we need to define the level of collaboration. Perhaps we can have operating units self identify and define what is excellence through collaboration, through specific and measurable goals/themes.
- 1 I think this is critical and to me, it starts with branding and identity of the campus. We don't currently have "One Cal" we have Cal, UC Berkeley, University of California, etc - I think it would be truly helpful if leadership decided on one way of branding us we work toward one identity; this sets the tone for websites, streamlining services/programs, etc. It seems like each college and department rationalize why "their way is better" which is hard to achieve this.
- 1 one example: had to work with procurement to hire a consultant to do a couple-day job to meet a regulatory obligation. I definitely came away feeling like there was no concept of providing a service to others, much more like "when & if you figure out & get us everything we need according to our internal rules, then we might help you, but until then tough luck"
- 1 The environment of shared services has turned front-line workers into automatons. They do the same thing over and over and over and it not only does not help them have a sense of buy-in to the mission of a particular department, they make mistakes from engaging in the same routine day in and day out at a distance from the units they are serving. Too much work is done by e-mail without personal contact. We might as well send our work to India.
- 1 One Cal Berkeley. At EH&S we work with other campuses through consensus groups. We should recognize the resources available to us that are outside of this campus and encourage inteaction.
- 1 The word excellence is more of a goal to me than a principle. I would like the operating principle to let me know what needs to be done. The statement to me has more impact or direction if it states "Decision making through collaboration". That statement gives me direction.
- 1 Is this going to be something meaningful (so that depts are encouraged to be less silo-ed, competitive and political) or just a cute catch phrase?
- 1 "Excellence through collaboration" is good. "One campus, one Cal" is mediocre. Work on more meaningful phrasing.

Count**Response**

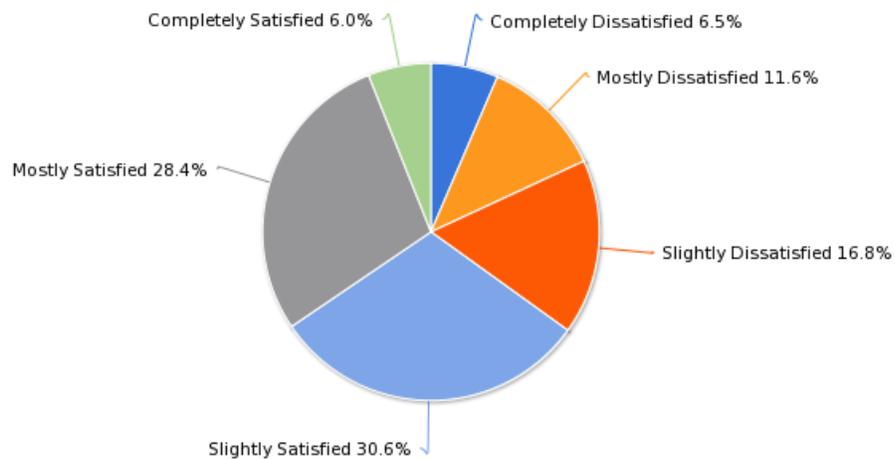
- 1 We're not a united campus at all. We're fractions. But you could say we're all working towards education, that's true. And one Cal doesn't mean anything at all. At the least, modify it to be "one campus, creating excellence in education."
- 1 It seems to skirt around what it might be trying to address. It will be meaningless if there is not some understanding on the part of the academic units.
- 1 With few exceptions, I see territorial turf wars, lack of willingness to learn what people served actually need and how they operate, a 'not my problem' mentality, and in general, if no muckity muck prods them, no action. Even willful lack of action. And almost no proactivity.
- 1 Are you asking whether we'd like to achieve that principle or whether we're satisfied with the reality of it today? I answered the latter--dissatisfied.
- 1 Although I'm very collaborative, I think in our culture, "collaborative" could get read as everything has to be decided through consensus...and we actually need more leaders to take responsibility for just making a good decision and helping everyone act on that decision. We have too much process and this operating principle could perpetuate that.
- 1 It's a bit like a football cheer. The collaboration part has meaning but excellence is a seriously overused term around here.
- 1 Simplify the language always; make the principles declarative and actionable. Also, "excellence" is a pretty tired term around here. How about something like: Working together yields better outcomes.
- 1 I like the idea, but it needs rephrasing. "one campus, one cal" doesn't mean anything to me, and the phrase "excellence through collaboration" sounds a bit corporate. How about something that had the word "team" in it instead?
- 1 <http://www.sacu.org/slogans.html> Slogans don't make for a wonderful work environment. Personal engagement in the department's mission, satisfactory pay and benefits, the feeling that hard, productive work is appreciated in some meaningful way, job security, respect, humor. All this makes a difference. Slogans are not going to motivate a dissatisfied workforce; they are condescending.
- 1 There may be interest and effort for collaboration on the staff side, but that's not the priority across campus as a whole, i.e faculty, staff, students, alumni, etc. Shared governance is a structure unique to academia, and it can provide challenges to high performance. We can have excellent faculty, excellent staff, and excellent students. But we also need excellent collaboration across all groups. Otherwise we are just optimizing one component of the system. We often have conflicts between faculty demands and the demands of administrative operations. OE has been very careful to keep faculty out of scope for a lot of the change efforts. Even the Operating Principle discussions have been very careful always to specify "administration". I don't know that our organization can reach its full potential if we're always tiptoeing around faculty.
- 1 this is nice wording very inclusive, but reality is, this campus is divided by so many segments, students, staff, professors AVC's VC's so n and so on, and each of these groups don't seem to communicate with the other or value each other's contributions to the university, so to me "one campus, one cal" not even close!
- 1 This brings to mind shared services which I think is highly bureaucratic and will slow down the processes. I like collaboration in theory but worry how it will be implemented.
- 1 The previous question was about our perception of the campus is operating. Here I wonder whether you are asking whether principle #1 is good or are you asking whether we think campus culture operates according to this principle? Those are two different things. I am going to answer assuming you are talking about development of principles only.
- 1 There is a growing and much-welcomed culture of high performance, as embodied by the Operational Excellence 'movement'. However, this group's aims and progress seem to serve a self-selecting group of high-performing professionals, and I'm not sure that trickles down to the currently underperforming units that need the most support.
- 1 A combination of pep rally and market-ese. Unfortunate, because there is a need to open up the campus structures that currently create barriers or disincentives to collaboration.

Count	Response
1	The principle is good, I just don't see a lot of evidence of it being practiced all over campus, particularly in some of the central or larger campus offices.
1	I like excellence through collaboration but the "one campus, one cal" implies that there is only one way to be excellent and not acknowledge the excellence in diversity
1	I like the way this sounds-- sometimes I get the sense that campus is very siloed. This will definitely encourage departments to work together when possible.
1	This principle sounds as if no department can make an appropriate decision without input from all other realms.
1	Collaborating with peers or those involved in providing the excellence? I don't see higher paid staff 'collaborating' (or considering or paying attention to) with lower paid staff.
1	The trouble with Operating Principles are that they are just statements unless the community actually engages and applies them. Add "It starts with you" to this statement
1	I like this principle very much, except that if we are truly One Cal, One Campus, it would apply to everyone and not simply administrators. Perhaps as an "Operating Principle" it could describe the way to teach, provide public service and undergo research as well?
1	The statement seems to contradict itself. "One campus, one Cal- excellence through individualized service based on the needs of the specific department.
1	you get what you measure - so the fact that financially no one is incentivized to collaborate across units or departments means that this will be an empty statement.
1	Often times, it seems that various departments operate from a department centric position - an "everything for me" attitude. There seems not to be a team concept.
1	Please drop the "one campus, one Cal". It's redundant, unnecessary, and doesn't equate with collaboration. Also, does not promote systemwide perspective (one UC...). "Excellence through collaboration" is enough.
1	I like excellence through collaboration. The first part is a bit silly though. campus and Cal are redundant.
1	I learned recently that UCOP's VP of HR is working on an initiative around "One UC" in terms of some of the bigger contracts and especially hiring practices/services. That isn't evidenced in this statement, but he might like to weigh in on it?
1	Each one of these principles needs elaboration or resources to support the intended operation. I often see folks trying to collaborate but with minimal effect and high administrative overhead - lots of meetings etc. Also, the bridges seem to be easily destroyed when the contact in that department/organization leaves. Resources for effective and efficient ways to maintain collaboration might be helpful.
1	I believe there are two messages here and putting them together may decrease the "punch" of the statement. To me, "One campus, one Cal" reminds me that sometimes the overall enterprise has to come first before the specific work of my departments. I'm thrilled that collaboration is being highlighted as a principle, but I honestly wonder if there is another phrase that could provide better guidance. For example, what angle on collaboration do we want to encourage? Working together? Creating solutions together? etc.
1	This is fine unless it equates to loss of jobs. We need more jobs on campus not more at UC Path in UC Riverside.
1	While this is a nice thought, it isn't currently how the campus as a whole works and I can't see this getting much support since Berkeley is known for people wanting to be different than everyone else. However, we definitely need to be more collaborative so I would drop the "One campus, one Cal" and just use "Excellence through Collaboration."
1	"Excellence through collaboration" or just "one campus" might be sufficient if we are looking for a mantra we can call out at a critical juncture in a meeting.
1	Collaboration is wonderful when people are willing. It's seen as paperwork or excess rules when people are not willing. The results of collaboration, in my mind, are: Better ideas or more ideas to choose from (which

Count	Response
	supports "excellence" but is more specific).
1	I like the 'collaboration' meme -- it worked well in the initial promotion of bSpace, but I don't particularly like the 'one Cal' meme because the fact is that different operations units serve different constituencies and have different goals in mind -- and sometimes achieving those goals results in conflict or competition. So, how can we affirm the value and utility of collaboration without papering over the fact that everyone here is not on the same page? (As an illustration consider the many schools and institutes at Harvard -- they have no idea what's going on in the next building.)
1	Don't like the One Campus One Cal -- Doesn't say anything to me. We have too much collaboration to little action!
1	This is a nice statement. Based on recent events on campus it has been proven the statement is false. When everyone regardless of position is encompassed then I will buy in. Campus currently has different sets of rules. So which one do you abide by?
1	What is "excellence" of collaboration? I keep hearing the word excellence (and getting a bit tired of it) -- its beginning to sound, to me at least, like an overused slogan and losing its meaning for me.
1	1. Building bridges to excellence. 2. One University working together. 3. Excellence through collaboration. 4. Boundary-spanning excellence. 5. Excellence without borders. 6. Together we can do it.
1	My rephrase: "All for one, one for Cal - excellence through community" I know this is cheesy, but the reason why I am completely dissatisfied with #2 is the word "collaboration". For whatever reason, collaboration to me does not have a purely positive association. It also reminds me of inefficiency, micro- or mis-management, and endless committees and acronyms. I feel that community conveys the positive aspects of collaboration, but in addition adds feelings of mutual respect and pride for the campus.
1	I have zero buy in to the concept of "one campus." I work for an off-campus research group. Also I don't see any connection between the two parts of the principle.
1	there is too much here - i think excellence through collaboration says enough and "one campus, one Cal" seems to take away from the message.
1	This principle is as good as the people who practice it. Collaboration is not a culture that is thriving at Cal. It will have to be developed at all levels.
1	"Excellence through collaboration" makes sense but I'm not sure what "One campus, one Cal" means. The term "excellence" is overused and idealistic. Maybe something like "UC-wide collaboration wherever possible," if I am understanding the statement correctly.
1	This statement does not seem concrete. Is it supposed to be that we are one campus through collaboration or does it have two messages "One campus, one Cal" and "Excellence through collaboration" If we are talking about collaboration, I would almost think that the first statement would be regarding the diversity and significant differences of operations across campus and that we can achieve excellence with diversity through collaboration

4. How would you rate your overall satisfaction with Operating Principle #2?"A purpose-driven organization"

How would you rate your overall satisfaction with Operating Principle #2? "A purpose-driven organization"



Value	Count	Percent %
Completely Dissatisfied	15	6.5%
Mostly Dissatisfied	27	11.6%
Slightly Dissatisfied	39	16.8%
Slightly Satisfied	71	30.6%
Mostly Satisfied	66	28.4%
Completely Satisfied	14	6%

Statistics	
Total Responses	232
Sum	884.0
Average	3.8
StdDev	1.31
Max	6.0
Skipped	21

5. Please provide feedback and/or rephrase this principle. (optional)

Count	Response
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Count**Response**

1	"Driven" sounds harsh, and the principle doesn't say what the purpose is.
1	"The center of excellence"
1	Again, this doesn't really mean much to me.
1	An organization aligned with a purpose.
1	As opposed to what type of organization?
1	Better
1	But then we need to get people clear about our "purpose" and we have multiple purposes...
1	Does this mean that all staff are purpose-driven too?
1	Doesn't make me think of Cal "A purpose-driven organization"
1	Doesn't make sense to say we are purpose-driven without saying what that purpose is.
1	Don't know what that means. too vague
1	Generic for me, I prefer the focus on teaching and research and public benefit at the core.
1	Great idea but it needs to start at the top and work down for everyone to "buy into it"
1	Huh? Doesn't give me any direction to a staff person about performance
1	I am not clear on the purpose part. Is it to get results? Is it to get things in action?
1	I don't like the term "organization." Feels cold and robotic to me.
1	I prefer mission-driven for the assonance.
1	I think more direct is better. Support of teaching, research and public service.
1	I would reword as "A results-driven organization"
1	Its vague
1	Kinda blah. Generic.
1	Meaningless.
1	Meaningless. Empty. Better to stress what the
1	Not clear what is meant by purpose-driven (too vague to be a principle)
1	Not sure what this principle gets to.
1	Organization is an inexact term. We are a University, not a corporation.
1	Purpose is vague.
1	Sometimes we are so focused on outcome that we neglect the process.
1	Sounds business-y
1	Sounds corporate
1	Sounds religious -- "purpose"

Count**Response**

1	Sounds somewhat as if people are no longer important.
1	The purpose must start at the "TOP"
1	The purpose should point directly to our mission statement.
1	This is more about our mission, not an operating principle.
1	This is not specific enough. What is our purpose?
1	This is not worded like an operating principle -- more like a statement.
1	This should be more of an observation than a statement. Are we?
1	Though ambiguous
1	Too broad, who determines the purpose? What if my purpose conflicts with yours?
1	Too vague
1	We are a purpose-driven organization!
1	What does that mean?
1	What does that mean? What is the purpose?
1	What does this even mean?! A bunch of "blah" "blah" without any substance.
1	What does this mean? Is it: "Our efforts and resources are aligned with our mission?"
1	What is the purpose?
1	What is the purpose? It needs to be defined.
1	Yes, I think we all are purpose-driven, students, faculty and not to forget staff.
1	Yes, we should be in sync with education, research, and public service.
1	a little too obvious
1	define purpose-driven, again collaboration is limited or poorly designed
1	doesn't tell me a thing about HOW to get things done
1	need to define what is the purpose
1	purpose-driven towards what?
1	seems okay - one immediately wonders 'what purpose?'
1	this doesn't say anything - it's content free
1	to what/whose purpose?
1	too many possible interpretations/definitions of what a purpose is
1	what does it mean?
1	what exactly does it mean?
1	with a bias to action would be better.

Count**Response**

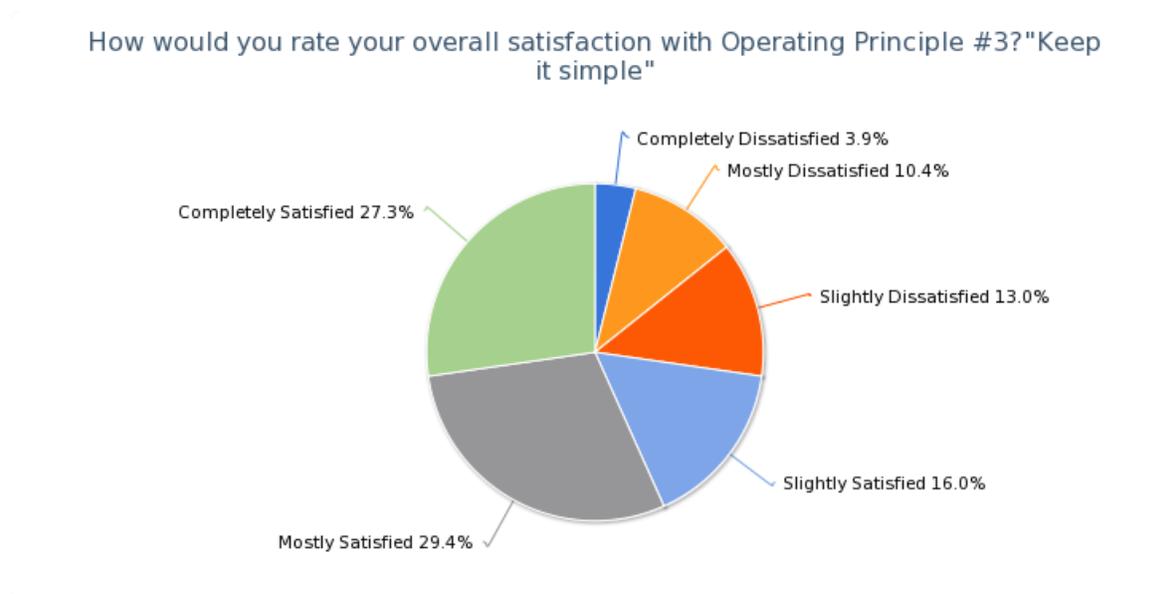
- 1 would want a definition of purpose to make this real.
- 1 This is motivating - we're all here for a purpose. The problem is, I don't know how this would guide any of my decisions when in meetings or other things.
- 1 I would frame this as "A service driven organization", as staff, we have obligations to serve the University, faculty and most importantly students. This is often lost in the giant bureaucracy that we have built up.
- 1 i'm not sure what this means in day to day function - it's too high level. Something more specific that links directly to Cal's operationing mission would be more meaningful to me
- 1 I'm not sure everyone understands the "purpose" of the organization so there's often a disconnect between the principle and outcome.
- 1 Is this purpose a single, unified (and unifying) purpose? Or is it also individual job purpose? Some people don't think in the wider view, they are mostly focused on their own job, with maybe some awareness of how that fits into their department. If individuals are task- and purpose-oriented, this phrase is meaningful, and they probably already go above and beyond in their own jobs. More awareness of university-wide goals will stimulate such people. For others, there may need to be departmental goals that are complementary to university goals, and which can be tied to an individual's job. Because for them, especially if they see higher-level administrators giving only lip service, these are just words on a paper that don't have real relevance and will fall by the wayside soon enough.
- 1 The natural question here is "What is the purpose?" You will get different answers depending on who you talk to.
- 1 Berkeley has a LOT of different purposes and I'm not sure how this really would play out in day to day operations. Its also quite easy to say "the purpose is to create red tape" in a tongue and cheek fashion
- 1 This will work if the "shared services" groups understand the "what" and "why" of each unit they serve. If they become strictly "processing" centers the purpose will be lost. In addition, as our workforce moves forward taking into consideration the characteristics that define that workforce will be crucial for applying operating principles.
- 1 What does that even mean? We so often get sucked into using buzz-words and the average employee has no concept of what we, as an organization, are trying to say. Less fluff, more action. Less bureaucracy, more results. We set up systems so that people can't steal \$5, but we spend \$500 to accomplish it.
- 1 I feel that everyone I work with has a great feeling of being a part of a purpose-driven organization. To state this now as something new and different is not accurate.
- 1 1. Organized to succeed. 2. Mission-centric. 3. Goal-directed. 4. Clear lines of sight from jobs to goals. 5. The whole is greater than the sum of the parts.
- 1 Ok. Cal's weakness doesn't seem to be in drive toward a purpose, its weakness is in the convoluted mess one encounters in moving from idea to accomplishment of the purpose, and therefore the time/labor intensive aspect of getting things done. So, if that area is addressed in one of your statements, then this statement might rise in my estimation.
- 1 What does this really mean? This seems to imply that we do not have a purpose, when I think most who work at the university choose to do so because we believe in its mission.
- 1 There seems no real connection between being a staff member and the students if you are in an administrative unit. Students are just not discussed. Aren't they the real reason we're all here? This connection needs to be constantly reinforced.
- 1 I would hope that this is defined very clearly. What purpose are we working towards and does each department and/or entity on campus have the same or similar purpose?
- 1 This principle is a little unclear. I feel that every task that we complete here at Cal is toward an end goal or purpose, so I don't know what overarching "purpose" this principle is really referring to.
- 1 This has become a trite business cliché, and sounds like a corporate takeover explaining why they're laying off the team. Yuck. What about feeling comfortable with being an academic institution? Say - "Supporting

Count**Response**

- missions of education and knowledge with passion."
- 1 We have a good purpose statement already: Teaching, research and community service. idea = Focus on the missions: Teaching, research and community service.
- 1 IF the goal is to develop useful principles, what is the utility of such a general statement? To distinguish us from organizations that act just for fun? I like keeping outcomes in mind when planning and executing as much as the next worker bee, but again the fact is that some of what the organization does is not about bottom lines but about process itself.
- 1 I come from a mission-driven organization and I'm not sure what you mean by a purpose-driving organization (although I can guess).
- 1 "Let purpose drive", or "driven by purpose" or similar - why make the principle passive when it is to connote action and passion. As it stands, it sounds like something to be proud of, rather than how to operate.
- 1 Perhaps mission driven would be more accurate? Does purpose really capture the intent of Berkeley's spirit of public good?
- 1 Not exactly inspiring - purpose can mean anything from keeping a steady paycheck to enhancing the University's mission
- 1 Whose purpose? Cranking out administrivia? I'm all for supporting a small unit with things to do but too many of our workers are separated from this purpose driven aspect.
- 1 We seem to understand, in general term, the "purpose", but are often "driven" by how our departments can and do benefit.
- 1 This provides little to no guidance on the promised "practical", "useful" guidelines that can help individuals and teams make decisions that are high-value. What's the end result of this statement? What's the purpose? Perhaps something like: "How does this help us achieve our mission?"
- 1 Again, "purpose" must be defined. With the creation of "shared services" it is very important to make sure the staff working there understands the "purpose" of the groups they are servicing otherwise it will become a processing center where folks don't care about their "customers".
- 1 I would love to work in a purpose driven organization. I've been on campus a long time (over 20 years) and I don't think we hire purpose driven staff. It seems that there is a mentality out there that since we can't offer much money, we "sell" the benefits and quality of life you can have as staff at Berkeley and we've ended up with many staff who are here to put in the least amount of effort possible and frankly, abuse the benefits they get.
- 1 Too many people believe that all of us who work at Cal don't have a purpose and are just sitting around collecting a paycheck. Having this as a new principle gives the impression that it is something we are trying to become and perpetuates that misconception.
- 1 Again, this sounds like empty rhetoric to me. If you don't say what the purpose is, these are just words floating free of meaning. And if you do say what the purpose would be it would take too long. I would dump this one--I can't think of a way to improve it because the content is opaque to me.
- 1 I think purpose is a very general term. We already have a mission that the campus adheres to. Why not use "A mission-driven organization" . It brings to mind the goals of campus.
- 1 The question is which purpose? Education? Research? or preserving one's job without working too hard. The dept staff works well in these areas. Some of the other staff, not so much.
- 1 "Purpose-driven" seems to mean increased compensation for faculty (including graduate students) and less compensation but higher expectation of staff. I arrived at Cal utterly optimistic . . . and equally utterly unrealistic. I love working here, but the increasing stratification of employees - staff at most levels being treated as the lowest of the low - makes maintaining my enthusiasm enormously challenging.
- 1 I don't see this as useful. How would it be put in to practice? In a meeting, I guess I could interject and say "is there a purpose here?" but I don't see that as happening. Too vague.

Count	Response
1	I think this needs to be further defined. Different interpretations of this phrase can lead to confusion and less unified systems.
1	Units throughout campus tend toward local bureaucracies that are not focused on supporting the research and education goals of the units they support. This problem may be exacerbated as the campus moves to a central research administration support model.
1	Sounds like a business buzzword. Faculty will hate it. Flesh it out into something more meaningful, such as specify what our purpose is? Or make it more friendly, like "We're here for a purpose." or "working together for public education"
1	This seems like just a variation on making sure all efforts tie back to a mission statement. Not sure that it's worthy of being listed as an operating principle.
1	what is the purpose? it seems the university is more interested in having professors get published and the students participate in civil unrest then grooming and education the young students for life in the real world

6. How would you rate your overall satisfaction with Operating Principle #3?"Keep it simple"



Value	Count	Percent %
Completely Dissatisfied	9	3.9%
Mostly Dissatisfied	24	10.4%
Slightly Dissatisfied	30	13%
Slightly Satisfied	37	16%

Mostly Satisfied	68	29.4%
Completely Satisfied	63	27.3%

Statistics		
Total Responses		231
Sum		1,013.0
Average		4.4
StdDev		1.46
Max		6.0
Skipped		19

7. Please provide feedback and/or rephrase this principle. (optional)

Count	Response
1	"Efficiently navigate impending changes in the workplace and keep it simple"
1	A good guiding principle.
1	As if.
1	Cut down on bureaucracy.
1	Do no harm.
1	Does bring to mind the "keep it simple, stupid" phrase but it is a good concept.
1	Good as it is overarching....but will be subject to the snarky reply "Keep it simple, stupid"
1	Good.
1	Great!
1	I don't see things at not being simple but being more efficient.
1	I like the spirit of the principle, but I think it will be misinterpreted
1	I really like this principle. A PG take on "KISS": Keep It Simple Stupid
1	I see movement in this direction.
1	I wish it was really happening.
1	If everyone kept this thought in tow, we should be able to get to our targets more directly.
1	Is complexity inherently bad?

Count**Response**

1	It's a great concept, but the devil is in the details.
1	Keep it relevant and as simple as practical
1	Keep it simple!
1	Love it. It fits many very different circumstances.
1	Make it simpler.
1	Might refer to certain departments but clearly not all.
1	Most OE efforts assume that drastic simplification is possible.
1	Operating/databases tools are not prepared to "keep it simple"
1	Overused cliché, with no real link to performance.
1	Seems ideal, but often impossible to achieve given the complex administrative structure.
1	Simple may not be most effective or best, though.
1	Some things aren't simple. Straightforward is more important.
1	Sounds too much like "keep it simple, stupid", kiss
1	Streamline every step of the way.
1	That's a simple one. :)
1	There's a reason that this one has stuck around for a while - it is useful and to the point.
1	Things are still too complicated, when it comes to getting things done.
1	This is somewhat condescending in this context.
1	This one is really silly. Keep it simple doesn't direct performance.
1	Too general.
2	Too simple
1	Too...well, simple.
1	We don't follow it but boy do we need to.
1	We need to keep it simple! If people REALLY followed this mantra, I think we'd get somewhere.
1	What does that mean? Some things are simple and some just are not.
1	What does this mean--- and can it really be done. How? Plus I don't believe it.
1	What does this mean? It is very cliché.
1	What does this really mean? Keep it simple how?
1	Why use a single English word when a long French (or Latin) phrase will do?
1	Yes, please, please, please simplify our byzantine bureaucracy so we can get our work done!
1	add "and effective."

Count	Response
1	classic and can be useful
1	love it!
1	vague
1	would be nice if we could
1	Catchy, but I'm not sure what it is meant to convey since it's often part of a put down (keep it simple, stupid).
1	A good goal, but it seems jingoistic. Higher education (and its administration) isn't that simple. Maybe, "Find the simplest, most straightforward paths to effective results."
1	I think that "keep it simple" may actually cause folks to think about problems in over-simplified ways. Often over-simplifying and generalizing a problem, solution or process doesn't accurately represent a problem or solution. While it may not be as pithy, a statement that made it clear that 'over-complicating' is the real enemy might be more accurate. For example: "Simple as possible, complex as required"
1	TOTALLY VAGUE and trite. What does this mean. Everyone defines 'simple' differently. It's subjective.
1	Oh, they're just going to laugh at this. Berkeley is never simple. How about "Make it simple." That at least implies we're trying to become more simple. Or "Simply outstanding."
1	I'm a big believer in keeping it simple, but it seems like the campus constantly figures out ways to make things more complicated. They always have good reasons why this needs to be the case and why we can't change to a more simple process.
1	The only one who says this has never seen a consultant contract, a travel voucher, or an entertainment request, not to mention personnel hiring forms.
1	If this means we could have just one timekeeping system, and less forms, and easy ways to get things done...great!
1	Not sure Keep it Simple can be a universal principle. We often have to work through very complex analyses and steps in our work to arrive at a point of simplicity and clarify. Without the ability to grasp, go through, and tackle complexity and multifaceted, and layered reality, simplicity can devolve into simple-mindedness or mediocrity?
1	Nothing is simple at Berkeley. It takes several committees and subcommittees to make a decision. Also, in these committees, not all the "correct" stakeholders are invited.
1	I like this one. It's helpful, clear, and good to keep in mind when engaged with so many complicated systems and processes.
1	A great principle but we have growing pains with simplification. For example, HRC. In building the HRC, we transferred work from HR Professionals on site to those off site who did not know our structure or needs. Also, some of the burden was shifted to administrative assistants and administrators in our building...so although it seems like there are less people doing the work with the correct titles is HR, it has shifted the burden and increased workload of others. Also, with OE's changing the title of "manager" based on number of direct reports... this has "demoted" some people who were in the correct job classification and left them with the same responsibilities - in a way diminishing their perceived value to the organization.
1	We tend to make everything too complicated. This is a great one - it reminds us that complicated isn't the best way.
1	I like the message; however, further definition is important. For example, does that mean we as a campus will believe in one approach/one way of thinking? (to you, your way may be simple and mine may seem difficult but if you tell me keep it simple and make assumptions, it could feel very dismissive). From a social justice and inclusive perspective, this is important to expand on and define what "keep it simple" means (come up with a reasonable definition that all of us can value).
1	This principal requires integrity, honesty and the ability to trust employees at every level. It also requires that the "keep it simple" principle is broadly defined so that everyone can practice principles 1-5 correctly. Making

Count**Response**

sure that "keep it simple" does not translate to mediocrity will be a challenge

1 Definitely something important, however, what simple means differs from person to person, so it would be very crucial to define what Berkeley means by simple. For example, simple to me means the least amount of steps or obstacles to achieve an aim. For someone else, simple maybe that one process goes through one channel: however, if that channel is convoluted or complicated then for me personally the process has not been made simple; rather it has been placed in one area with the same level of complexity.

1 A useful sentiment, better applied to AA meetings. On a more practical level, it should apply to any expensive pre-packaged processing system that the university is tempted to purchase in the future.

1 similar to an older phrase ("keep it simple stupid"); has some suggestion of dumbing-down rather than condensing for clarity

1 With a few wonderful exceptions, most business tasks on campus are not simple. I think some business units would be hard-pressed to provide good reasons as to why we follow long-held procedures.

1 What does this mean? What we are doing is complex. I understand the intent, but I don't think simplicity is a principle to strive for.

1 This operating principle is easier said than done. "keep it simple" must be accompanied by high standards, integrity, honesty, and cooperation otherwise it can turn into mediocrity.

1 Berkeley is based on excellence and best practices. Keeping it simple dismisses the complex research we undertake

1 Simple isn't always the best solution. Simple for one group may cascade to making another group's process complex. I'd rather have something like value add. There's an idea called the agile triangle that balances value, quality, and resources. With the resources you have what's the greatest value and quality you can provide

1 What's simple to one person can be extremely complex in reality. Multiple times I've seen the Chancellor make a 'simple' decision without ANY consideration for the mess he's created in reality.

1 Elaboration here is perhaps inappropriate, but this is the NUMBER 1 thing that seems to keep people from getting things done. There are lots of speedbump, procedures and meetings required to create change, adapt or implement new ideas. Want to take advantage of the talent for folks who work for you? Remove these barriers! As a manager, I strive to make it easier for my employees to do their work, and do my best to work for them. So many of the procedures seem to be oriented around having employees work for managers. Keep it simple!

1 This is lovely to see. Just recall that making this an operating principle can create a decision-making culture of black-and-white, where gray shades are often the reality.

1 the more complex we manage to make our processes the more we will be perceived as important and difficult to replace or eliminate

1 The HR shared services is not working and not simple. Takes months to get a hire compared to the past...

1 There is nothing simple about any of the newly introduced systems we are expected to have mastered on day #1 of adoption. And there is very little training (a better description of the so-called training would be "show and tell") and not much more on-going support.

1 This is really difficult - how do we keep things simple when we are NOT in a one size fits all campus? Again, I think divisions/schools/departments need to have upper management/management lead in defining what simple is.

1 I'm sure there are some academics out there that have spent far too many years making it more difficult on some level. However, when it comes to actually getting things done at Cal, it's NEVER simple and it really needs to be more streamlined. I love this.

1 I'm trying to think how this fits in with planning, doing a task so that it doesn't need to be re-done in a few weeks or months. I know this is supposed to address the endless go-rounds of problem-solving, and it can be refreshing when it works. And even better when line employees are encouraged to cut through the

Count**Response**

tangles, not the autocratic department head Where are the role-models?

- 1 Simple I would like to see. There is so much "red tape" that it makes it almost impossible to get things done in a timely manner particularly if there is an urgent decision needed immediately. This also applies to providing adequate personnel to get the job done. Positions for the higher ups are often filled within a couple of weeks but the soldiers in the trenches are faced with waiting for positions to be fill for months and months. This results in burn out, poor work performance and lose of excellent employees who would stay but they are plainly just worked to death trying to do three jobs with no help.
- 1 Better. Unless people don' t know what it is "out there" that will bite them; i.e. if kept "too simple" the overly simple will not find the solution. idea: Find the elegant solution.
- 1 This makes sense if it means "avoid needless complication." But of course a university is not simple. Whenever you make a decision that affects one group positively, it's likely to create negative consequences for someone else. So to pretend that decisions of this nature are simple would be wrong headed. Basically I think this is a good principle as long as it's applied positively, not as a way of (or excuse for) taking shortcuts, or doing things without thinking them through, and damning the consequences.
- 1 It time for the architects of UC Path to recognize that cheap real estate does not mean better service.
- 1 what are we keeping simple? also the grammar's off--the others were statements, as if we already ARE a purpose-driven organization. this principle is a call to action. They need to be consistently one or the other.
- 1 'Simple' may be the intent but our jobs are anything but simple, and getting more complex all the time. Where this is going is that we do less of everything, realistically.
- 1 This is dangerous; simplicity in operations often requires complexity in analysis and design. The campus has often chosen simplicity of forethought over simplicity of long-term operations.
- 1 A colleague suggested what I think is a better version of this: "Keep it elegant." I think this is an improvement because it has more depth, and I think it speaks to more of the campus constituencies.
- 1 Is this 1984? Have us buy into nice phrases with no substance. A system begins to work on this campus and suddenly there is a need to revise it. BFS v.9 - "Plain vanilla". Need I say more?
- 1 This is good. Complexity naturally emerges when charting new territory, or letting a system evolve in reaction to needs over time and remembering to aim for simplicity, or re-introduce simplicity, is helpful. It is also helpful to have this as a stated goal, because sometimes complexity is confused with sophistication.
- 1 This is always an operating principle -- and should not need to be stated -- except that in the past, the UC superstructure has managed to complicate the simple...
- 1 love this -- i understand what it means right away and can ask my self "am i keeping this simple" or can say it to a colleague
- 1 Good in a general sense, but worth noting that attempts to make problems simpler than they are can backfire badly.
- 1 Please, we have too many obstacles in our path now and it is sometimes very difficult to get things done.
- 1 Easy to say, but administrative responses often need to be as complex as the research they address. As an world class research institution, very little we do is about "keeping it simple".
- 1 I love this. But for this to work, there needs to be culture change. We're really good at making things complicated or "unique" and we need more people pointing out and assisting with when things need to be made more simple.
- 1 Other campuses have simplified academic appointments, and/or made them broader in scope to allow for more activities.
- 1 Communication and collaboration should be simple. Yet, people an personalities are the obstacles.
- 1 I don't agree that there is inherent value in simplicity. How about "Focus on efficiency and effectiveness."

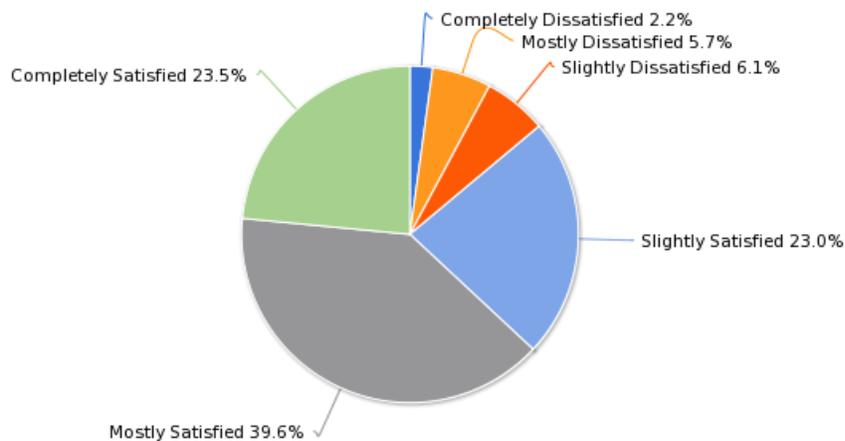
Count**Response**

1

Phrase is fine. I just believe that the University is about inquiry...or the questioning of assumptions or "simple answers." I would say that "keep it nuanced" is more fitting.

8. How would you rate your overall satisfaction with Operating Principle #4?"Always learning and improving"

How would you rate your overall satisfaction with Operating Principle #4?"Always learning and improving"



Value	Count	Percent %
Completely Dissatisfied	5	2.2%
Mostly Dissatisfied	13	5.7%
Slightly Dissatisfied	14	6.1%
Slightly Satisfied	53	23%
Mostly Satisfied	91	39.6%
Completely Satisfied	54	23.5%

Statistics

Total Responses	230
Sum	1,064.0
Average	4.6

StdDev	1.19
Max	6.0
Skipped	17

9. Please provide feedback and/or rephrase this principle. (optional)

Count	Response
1	"Always learning, assessing, and improving"
1	"Seek opportunities to always learn and improve"
1	A good goal.
1	Acknowledges the truth, at least.
1	Always learning, always growing.
1	Close, though implies we will never get it right.
1	Does this apply to staff development and well being as well?
1	Doesn't mean much
1	Especially if that's what we'll be.
1	Good in principle, but I am cynical about it really happening.
1	How?
1	I don't personally have time in my day to "learn and improve"
1	I like this one
1	I like, Always learning, Always Improving, Never Satisfied"
1	I personally can attest to this in my job. Thank goodness.
1	I want to work somewhere where we are expected to continuously learn and improve
1	I would like to think we all are students always.
1	If you could make the reality follow the notion, then excellent.
1	Infrastructural support for learning is not strong.
1	It certainly doesn't feel that way, now. Does this come with administrative leave for staff?
1	Let's make this more true than it is right now!
1	Like it.
1	Makes me believe that CAI is a learning organization

Count	Response
1	Nice enough
1	OK
1	Only if it's true.
1	Quite true.
1	Some yes, some not.
1	Sounds apologetic, mediocre, not inspiring.
1	Students for life
1	That is a good one for Berkeley.
1	That's what I try for every day.
1	The principle will take time and resources but should be our direction.
1	This does not match up with conditions on the ground and so it rings hollow
1	Under the right circumstances this is a valuable principal
1	Underscores the chronic perfectionism at Cal that undermines decision-making and efficiency.
1	We just have to find a way to get the people who don't like change to get on board.
1	again too broad...
1	all levels of the organization need to be allowed to participate in training
1	always is too much. Continuous learning and improving
1	derp
1	it's better, but it could be phrased better. like "constantly striving for improvement"
1	its just not true.
1	needs to be more active - "keep learning and improving"
1	this is not exciting
1	This fits in with the mission of the institution and makes sense contextually in our society as well.
1	As an employee, this is a good thing to strive for, but instead, we seem to make the same mistakes over and over and over.
1	I hear from many folks about the "Yes, but" culture - "Yes that's a good idea, BUT..." "Yes, that would be great, BUT..." If folks are truly interested in creating change and being adaptable (essential to high performance), the better answer is "Yes, AND" "Yes that is a good idea, AND here's how we can make it better" "Yes, that would be great, AND here's how we can overcome some of these challenges."
1	I like it;however, always learning is clear; "improving" could be misunderstood depending on who's approach. What about "always learning and working toward our mission".
1	This is fine, but lackluster. Yes, learning is good and so is improving . But how about - innovating, risking, failing, iterating, AND then learning and improving. That's how it really works in high performance companies.
1	I like the sentiment, but it should be something that is more active and applicable to decisions. "Learn from mistakes and don't repeat them." (or something better crafted).

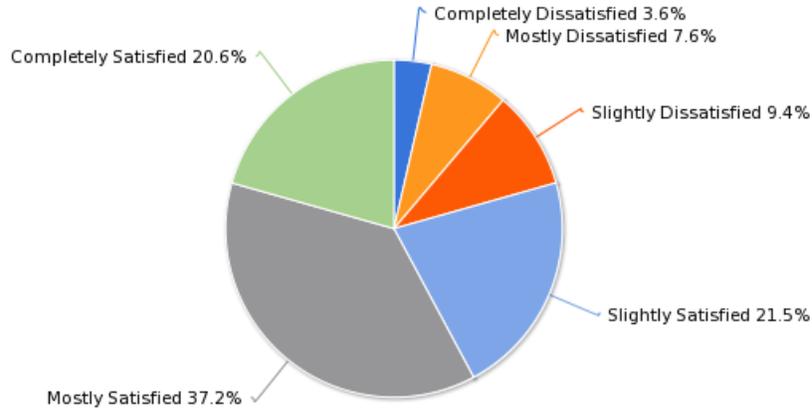
Count**Response**

- 1 The culture of developing and sharing best practices among business units, again as embodied by Operational Excellence, could help in developing individual units' and employees' learning.
- 1 Personally, I am always learning and improving. Institutionally, that doesn't seem to be the case, at least insofar as the presumed goals of Operational Excellence are concerned. Not much is actually improving, and in my estimation, OE is a disaster.
- 1 I think this is a VERY good principle. You need to work on the wording - it's not very snappy right now.
- 1 This is good in principle. Are you hoping it will make people more cheerful about having to learn all the time? I ask because it's pretty hard to avoid learning, since everything changes pretty fast (in the world and on campus). So in a way you are just stating the obvious. But at least it's positive, and it ties the staff in to the more academic side: like the students, we too are learning.
- 1 I like the idea of aligning the state of mind or outlook of the operators with the spirit of the institution, and see this principle as encouraging an avoidance of 'just going through the motions'. The problem is that workers who are always learning and improving also want their circumstances to improve, and operational structures can't accommodate that for very long.
- 1 Will this address our tendency to wait to have everything perfect before moving forward? This just delays a partial solution that could be useful.
- 1 1. Better and better--every day in every way. 2. Refresh and renew. 3. Staff are students, too. 4. Question assumptions. 5. Be fearless--live to learn!
- 1 A good mind set to have, but can be problematic if one is merely improving and learning simply because it is seen as positive to improve and learn. Improving and learning is most effective, when everyone understands the importance of that as well as why it would be important. In addition, will there be a wisdom to accompany the learning so that improvements help simplify. Also, learning something does not mean that everyone understands what is being learned at the best ways to apply the knowledge.
- 1 This seems risky as I see this leading to change for the sake of looking like we are doing something to improve. This often leads to waste.
- 1 This principle is nicely worded-- I like that it implies that there is always a better way to do something. It reminds me of 2 of Haas' defining principles: "students always" and "question the status quo"
- 1 I like this one because we could use it as a basis to evaluate new employees. It would show that we value self-improvement, education and training. I'm just not sure we have the wording right.
- 1 Supervisors need to encourage their employees to take classes and continue to improve his/her skills and learn new skills too
- 1 "Learning and improving, always" Trying and failing also has to be ok. At the same time, balanced with getting the work done.
- 1 I question the "improving". Lots of recent changes seem to have the effect of increasing the true cost to the organization, but doing so in ways that are invisible. some examples -- all supervisors are now supposed to interact with the PAWS system. Most supervisors will only do that very occasionally. We will struggle, make mistakes, be inefficient & repeat that process next time around, months later. Similar thing having individual employees deal with BearBuys. On paper, eliminating admin folks to deal with these tasks looks smart. reality is unfortunately that work is shifted to folks who are generally paid more than admin folks would be, but who will be inefficient & frustrated.
- 1 This is important as an organizational value, but it's not clear what it has to do with operations worded this way.
- 1 Dig it. Though this can mean different things at different levels of the organization and in different scenarios, so an element of vagueness, there.
- 1 We should keep a forward looking perspective that takes into account of the time and effort required to learn and improve

Count	Response
1	Love this! It supports continuous learning and puts ownership back on each employee to take control of their development.
1	Although one should never stop learning and improving, I see too many staff learning on the job rather than contributing their skills and knowledge. Can we just hire well educated people?
1	This principle is extraordinary if it is actually practiced at all staff levels and everyone is allowed to better themselves. A way to do this is to offer faculty and staff a discount to attend Cal to "learn and improve"
1	I'm a bit cynical because so many new initiatives have been rolled out that require learning and adjusting, but the end results are not an improvement over the previous system. You're asking staff to step up to the challenge, but this is something that most staff have done many times over the years.
1	I consider the opportunity to learn and improve a benefit and appreciate the opportunities offered, however, I can't take classes or improve my skills because our staff is bare bones and I can't leave the office long enough to "improve" myself. We are expected to provide excellent customer service which requires that we be available for our customers.
1	I hear rumblings of this and am a strong believer. I see lots of classes and opportunities directed at clerical and organizational education. Where we fall short is supporting staff or departments that have different educational needs. For example, medical professionals need to get training/continuing education that is not offered in these available courses. In my department I have tried to encourage and financially support some of this education but I feel like I am doing it under the radar...afraid to get caught. When we had CDOP, a great program, my staff could utilize the funds and take the appropriate courses. It was a big take away when CDOP was stopped. A program like that would be great! When CDOP went away, I heard rumblings of other programs etc, but whenever I asked at HR I was told it was coming. We need available monies for staff who need classes not covered by UC extension type courses and other campus courses.
1	This sounds like a slogan rather than a principle. Rah-rah again. Also the voice is passive. I would suggest something more like, Committed to learning and improving.
1	That's the best so far. It certainly fits an educational institution, but it may assume too much, like the arrogant phrase, "We're # 1!"
1	This principle is great if really implemented across all campus employees giving everyone the opportunity to learn and improve. Cal could offer a discount to all employees who want to study at Cal. Supervisors must understand this principle thoroughly.
1	Yes, there's opportunity to learn and improve, but does a person have the time to learn and improve since so many staff are leaving the campus? Staff are overloaded due to staff turnovers.
1	I like to learn...but it is hard to do so when databases do not work as discussed in training seminars
1	The workload has increased dramatically for staffing has been reduced and as we try to do a lot more things in the same amount of time. Without prioritization, there will never be time to invest in learning and improving.
1	the university is so stuck on tradition and old principles that they can't seem to even come current with technology, dorm rooms and buildings are still on metal keys, admin ignore students who actively disregard university policy and state laws, really? learning and improving?

10. How would you rate your overall satisfaction with Operating Principle #5?"Open, honest, and frequent communication"

How would you rate your overall satisfaction with Operating Principle #5? "Open, honest, and frequent communication"



Value	Count	Percent %
Completely Dissatisfied	8	3.6%
Mostly Dissatisfied	17	7.6%
Slightly Dissatisfied	21	9.4%
Slightly Satisfied	48	21.5%
Mostly Satisfied	83	37.2%
Completely Satisfied	46	20.6%

Statistics	
Total Responses	223
Sum	988.0
Average	4.4
StdDev	1.32
Max	6.0
Skipped	21

11. Please provide feedback and/or rephrase this principle. (optional)



Count**Response**

1	"Open, respectful, honest, and frequent communication"
1	A goal we should strive for
1	A good goal.
1	Airy fairy
1	Communication comes only when positons (jobs) are being reduced.
1	Culture needs to be set from the top down.
1	Diane Leite
1	Does not exist...
1	Excellent if practiced top-down. Dangerous if not.
1	Excellent.
1	For whom and to what end?
1	Good luck with that!
1	Good: gets at the idea of collaboration and promotes sharing
1	How about "safe?" People will not be honest in their communication unless they feel safe.
1	I think this may be the most important driver towards building a high performing culture
1	Idea: Clear, honest, and current communication.
1	If only this was true...
1	Need more frequent communication, but valuable and informative.
1	OK
1	Often you hear one thing one day and it changes the next, there needs to be some consistency
1	Open and positive communication.
1	Open honest and frequent yea right.
1	Open honest and meaningful communication.
1	Sounds good but will truly have to be more than a catch phrase from the top down.
1	This is almost never true for staff...
1	This is an important area but unfortunately I don't think it is practiced campus wide.
1	This is good in theory but really doesnt happen in practice.
1	This suggest dishonesty and lack of communication exists.
1	To what end?
1	Too bureaucratic on campus to achieve.
1	Totally support transparency.

Count	Response
1	Try being a user of RES or ERSO.
1	Useful goal.
1	Very good, training can be provided on the specifics of this.
1	We don't have enough of this.
1	We get a lot of frequent communication but I'm not sure how open and honest it is.
1	With dept's mostly true. With others, not so much.
1	again not active "keep the lines of communication open"
1	agree with the statement but it is not currently true
1	boring but O.K.
1	boring!
1	great to strive for, but again, its not true and might pose a 'hard sell'
1	if only this were possible....
1	it's not true.
1	not true in my experience
1	At some levels there is too much communication - I.E. meeting after meeting --- how does the daily work get done? There needs to be more open and honest communication with staff
1	This has been an operating principle through years of Berkeley challenges, and my experience is that it is (these days) more honored in the breach. You need to give this one some teeth. Communication can be open, honest, frequent ... and useless.
1	We are not open enough. UCPD should have a newsletter for their unit. Haas Business is looking into one. PP-CS has a great newsletter. More units should be open about events/changes/updates.
1	good principal in concept; however, we're constantly being told/trained to watch what we say and how we say it; which doesn't exactly foster the conditions for open and honest communication. which means we're bullshiting one another more frequently? I dunno...
1	As long as all are included. And who will decide what information would be shared, and with whom?
1	I like open and honest, but we need culture change to accompany this. We need this not only around operational issues but we need a culture where people are supported to have harder conversations, too (e.g., around microaggressions). I don't think frequent is most helpful. I believe meaningful and/or relevant communication is much more important and effective.
1	It would be great if this were true. It's a great goal to work toward. Rephrase: " Open, honest, clear and frequent communication"
1	Same feelings as the last one. How much do we really know about our changing unit? I see meetings about an upcoming change, but it's not transparent. I see people getting raises when I know I work as hard (or more) as they do.
1	Maybe I've been at UCB too long...I have been in departments where this is conceivable. And some where such a sentiment has been tragically naive. The culture has to shift, which I support. It's going to rely on bootstrapping, bit by bit. I guess when staff believes this sentiment and managers can't handle it well (listening and acting, or at least sincerely encouraging), it has the reverse impact.
1	If only this were true. It seems like most staff rarely know what is going on unless they have friends "in the know."

Count**Response**

- 1 One challenge I see in this principle is that this means that staff are called to attend meetings on OE in which no new information is shared; but rather we are asked to meet in part because of this goal of frequent communication. We are all so busy already managing daily as well as future planning work, so let's ease up on meetings of little value that do not present new info, and instead focus on the sharing of timely info. i would recommend changing to: "Open, honest, and timely communication"
- 1 I would love if this would happen. It makes me feel cynical because it has to start at the top and I don't think we have enjoyed much of this lately. But it is a good principle, again if it applies to everyone. I would add "clear" to the list of adjectives. Clear is more important than frequent to my mind. Frequent could easily slip into too much of a good thing.
- 1 I really like the principle here - but let's tie it in with the broader Berkeley vibe. I like the word 'open' , so let's make the sentence tie in with AMAZING public education and research. You don't have to say 'education' or 'research', just use terms that are often used when describing that part of Berkeley in order to describe us. We're a part of Berkeley too!
- 1 I would prefer something along the lines of "open, honest, and timely dialogue" because often times, it is assumed that frequent means effective or quality. When in fact, it is more important to have dialogue that is timely and that those participating feel that they can be open & honest in their feedback or approach to an idea or concept. And again, that there feedback and/or receipt of information comes in time to have their dialoque be effective and meaningful.
- 1 Open, honest, and efficient communication. Make this statement "purpose driven" - Frequent communication hardly seems like a worthy goal. Keeping people informed of opportunities for "collaboration," "keeping it simple", and on the same page seem far more important than acutally doing it often. That said, contact me if you have any questions or comments about my comments: highperformance@lists.berkeley.edu (I'm the only recipient).
- 1 For example, what constitutes "shared services," and who is subject to this, and where will it be located? There has been NOTHING open and honest about this. The frequency of communication - most of which is double-speak and communicates nothing of use - is pretty high, however.
- 1 I think there has been a big imoprvment with OE and e-mails. Sometimes I wonder if others are on the same e-mail lists. Brown Bag Lunches with our director and meetings help.
- 1 "Transparent and frequent communication" seems like a stonger statment to me. "Open, honest" seems too touchy feely.
- 1 What is this intended to convey? That "open, honest & frequent" equals "better"? Or "more"? My work life is already filled with so much open/frequent communication that is it difficult to stay on top of it all...
- 1 This is a good one because supervisors, for instance, should be evaluated on how well they pass on information to their staff and units, and the same goes for Deans. Again, I'd like to see how the Ideation affects the wording. There might be an even better version that gets to the heart of it.
- 1 This is another very general statement. Communications have many purposes. Transparency is a must yet confidentiality must be maintained. Conflicting schedules can delay good communication and therefore diminish the ability to act quickly.
- 1 I think "Open, honest, and appropriate communication" would be more helpful- more may not be better.
- 1 top down only; people at the bottom can't afford to be open and honest, except in these hopefully anonymous surveys.
- 1 Great principle; however, adding some context. I've often heard higher managers say "i want your open and honest feedback" but what that really means is "tell it to me how i want to hear it and don't say too many things that rock the boat or our different from my view"; So, how do we have and engage in dissonance with communication.
- 1 right idea, but I would prefer something like "transparent and timely communication in all directions"
- 1 I like the concept but it sounds a bit corporate speak. Maybe "Communicate Before During and Always"

Count**Response**

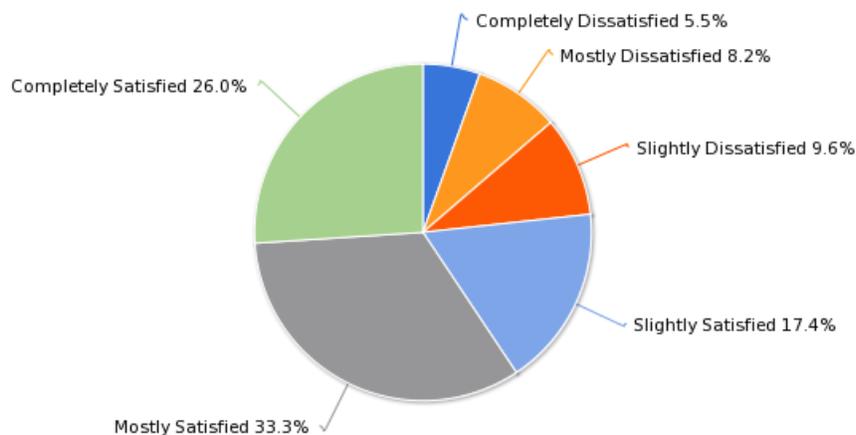
- 1 I think this is one of the most important operating principles and one that needs to trickle from the top down to be valuable.
- 1 Seems like you should be talking about what happens when there is "Open...frequent communications", i.e. Informed Actions?? Also doesn't say anything about simple, clear (i.e. understandable) communications.
- 1 More training is needed for this to be successful. It isn't a safe environment to be open and honest.
- 1 If this is one of the principles, then I would revise my previous thoughts on the collaboration principle as well. However, I still believe some more education and thought needs to go into defining the term collaboration for folks on this campus.
- 1 I think biweekly 15 minute group project meetings, or working nearby each other on projects, would be better than 3 hour quarterly meetings. Add brief, drop honest. Open implies honest.
- 1 Great as a goal but in practice, we fall very short. People resist change, e.g. our office has not changed much since we all agreed on standards and best practices (w/o consequences laid out).
- 1 If there is anything I've learned working with some people here, honesty is not always the best policy - how does this address general political acumen? I have found managers who are unable to be open, honest or frequently communicate to staff - and for staff members that have been honest, ostracized for doing so. Again, everyone has a different take on what is open and honest communication, there needs to be follow up and direction on what this means and examples of each.
- 1 Makes a promise that we collectively need to be held accountable too. It is too easy to say and not emulate
- 1 I think it's a good goal that has been most spectacularly failed at by OE so far. And this is an insider's viewpoint. This is going to create huge skepticism as a motto put forward by a large and critical project on campus that has thus far failed hugely at communication.
- 1 sometimes we suffer from information overload - too much non-essential information in too many formats.
- 1 Not sure how you would get this uniformly throughout the campus. Some managers don't believe in sharing information. They communicate on a need to know basis. Based on their need for you to know...
- 1 This principle would have a positive self-censorship effect in the sense that upper administrators would hesitate slightly longer before considering actions/choices that will be difficult to explain.
- 1 There is very rarely open and honest communication between higher level staff and the average staff person. I constantly feel that I am receiving double speak.
- 1 Agree with the intent, again the wording should be consistent for all principles (i.e. you need a verb like "Engage in. . .")
- 1 I don't see this going both ways. Leadership doesn't seem to communicate that openly/candidly with mid-level folks, so it's hard to take this seriously.
- 1 I like this. I have heard it many times. It just does not happen. This is why I rated it 'slightly satisfied'
- 1 The proposed wording sounds very HR-esque. What we need is "Clear and concise communication."
- 1 This has so many "it depends on. . ." issues. My supervisor is always open, honest, and timely with communications. From my perspective, this seems to be built into the culture of my department. However, I'm not sure whether everyone feels this way.
- 1 Again, this is fine, but blah. Everyone always SAYS they want to communicate, but you don't always get rewarded for it and everyone knows it. How can you make it safe? How can you really convey a changed culture in which honest communication is valued at EVERY level. Most line-level workers don't feel empowered to share their opinions.
- 1 I like this very much. I'm not sure that "and frequent" is needed. Communication gets more frequent when openness is missing so one has to keep digging.
- 1 Perhaps replace the word "honest" with "accurate". Dishonesty strikes me as intentional, and I don't believe

Count**Response**

this is an issue among staff. However, I do believe that accuracy is an issue. There have been times when I have requested feedback and rather than staff expressing they are not 100% sure about the answer and will have to get back to me, they present inaccurate assurances. This means that I have inaccurate information leading me to not be able to do my job effectively.

12. How would you rate your overall satisfaction with Operating Principle #6?"Excellence is everyone's job"

How would you rate your overall satisfaction with Operating Principle #6?"Excellence is everyone's job"



Value	Count	Percent %
Completely Dissatisfied	12	5.5%
Mostly Dissatisfied	18	8.2%
Slightly Dissatisfied	21	9.6%
Slightly Satisfied	38	17.4%
Mostly Satisfied	73	33.3%
Completely Satisfied	57	26%

Statistics	
Total Responses	219
Sum	970.0
Average	4.4

StdDev	1.45
Max	6.0
Skipped	24

13. Please provide feedback and/or rephrase this principle. (optional)

Count	Response
1	"Excellence" is in the eye of the beholder.
1	"Striving for excellence is everyone's job"
1	1. Excellence is job one. 2. Best in class, always. 3. Excellence without borders.
1	A little "dorky," but I believe in it.
1	Absolutely helpful.
1	Again, this is an excellent principle if it is applied to everyone accross the board.
1	Agreed. I don't like the phrasing, but I get the idea.
1	An employer needs to have strong staff and strong management--to make excellence possible.
1	Another overused slogan
1	Berkeley's excellence comes from all of us doing our jobs.
1	Blah. Corporate speak.
1	Catch phrase, may be ignored.
1	Contrary to Dean Lyons' question, "When is it good enough?"
1	Everyone can reach excellence if given the opportunity and acknowledged for their excellent work.
1	Excellence is a collaborative effort and part of everyone's job
1	Excellence is the goal, service is the job.
1	Good declarative and directive
1	Good to reach for.
1	I like this! It makes quality everyone's responsibility.
1	I think there are other phrases that get at this point better. I don't like the word 'job'
1	I try my best. Wish I could say that for many other parts of the University.
1	It's a bit obvious, but if you don't think it's obvious I guess it bears stating.
1	Like the concept, this sounds like a car repair shop though.

Count	Response
1	Poorly worded and vague.
1	Quite true.
1	Same ol', same ol'
1	Sort of like "Good to great"
1	Sounds like a reprimand.
1	Striving for excellence in all levels and aspects of the organization. . .
1	Successfully navigate impending changes in the workplace.
1	This doesn't really mean anything, just another platitude.
1	This is okay, but pretty cheezy. I do not like this one as much as the other principles.
1	This is true, but should be an outcome rather than a directive
1	This sets a standard and gives people something to strive for.
1	This sound like hollow words.
1	This sounds too much like one of those motivational posters you see advertised in Sky Mall.
1	To be fair, it would be good if staff could rate their supervisors.
1	Too many principles. This repeats #1
1	Totally agree....just have to get all staff to understand.
1	We are here because of and for the students - We better continue to do an excellent job!
1	We do the best that we can with very limited resources.
1	We strive for excellence in our jobs.
1	What does this mean?
1	What is excellence? It seems relative to me.
1	Yes!
1	Yes, everyone has a responsibility to embrace this principal- the #1,#2,#3 might ring true
1	Yes, excellence is what Cal all about.
1	can we hold the faculty to this? wouldn't THAT be nice.
1	i think the concept is good but the phrase is not exciting or catchy.
1	if a job is worth doing, it's worth doing well
1	should be more personal - "excellence is MY job"
1	too b/s slogany
1	too cliché; doesn't tell me anything
1	vague

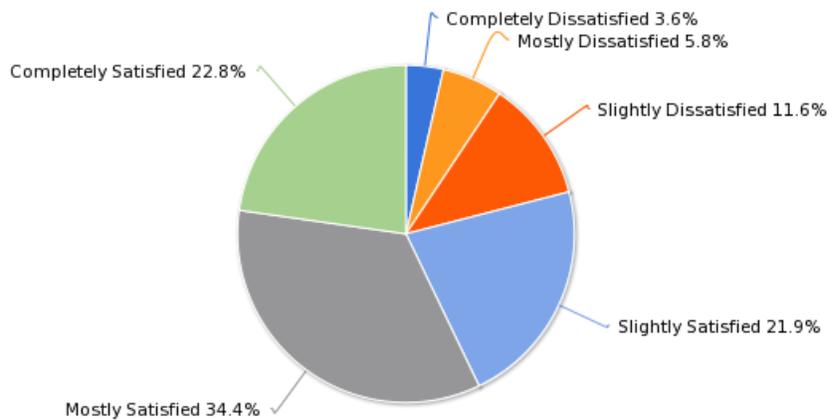
Count**Response**

- 1 Excellence is great as long as people are provided with the necessary tools, time, and support to be excellent. Excellence cannot and does not occur in a vacuum. It is the product of all people working together to produce and/or do a job to the best of their ability dependent upon the tools one is given.
- 1 Sorry, I don't really like any of these very much. My favorite principle for student affairs back in the day was "Students First" it was simple and helped you prioritize and is the reason why we are all here
- 1 Excellence is a very important to me in my job. I get upset when i see slackers and people saying "it's not in my job description"
- 1 A lofty goal, but expected only of those at the transactional level. Organizational/management excellence is an oxymoron.
- 1 So true. If we each knew a few specific ways that we could contribute to excellence in our daily jobs, it would allow each staff member to achieve and contribute, helping them stay in touch with these principles. I like that the phrase uses the word "job" instead of "responsibility," because it creates a more specific image. I'd like to find a word that goes further, that adds in a sense of achievement (or even, way of life/path/religion/goal) rather than just responsibility.
- 1 What is excellence? How does it look? The statement needs to have more ownership from the individual.
"The success of UC Berkeley is everyone's job"
- 1 Yes, but "everyone" now does two or three jobs which restricts our ability to be excellent in any job.
- 1 Considering that we commonly use "excellence" as a pejorative for a meaningless activity or abject failure, I'd prefer to not be associated with it.
- 1 Great principle. Hard to bring everyone to the same place on this given the individual ownership needed here.
- 1 How does this relate to the "good enough" concept? Many people are already highly stressed with the never ending daily challenge of balancing quality versus quantity in their work activities.
- 1 Silly. All of these slogans lend themselves to sarcastic comebacks. And all of them have an implied threat under the surface, something your supervisor might fling at you if you hadn't been excellent enough that day.
- 1 Staff tend to feel that there is no real advantage to speaking up. I think this comes from years of being told what to do and never actually engaging staff to contribute.
- 1 Nice concept but sounds somewhat "cheesy"; maybe focus on a more clear tangible statement ("Every member of the ucb community will commit to excellence in everything we do". Or, does something stated that takes us back to our public mission?
- 1 I think this has a good message, but perhaps it could be better targeted as an individual message. Often terms like 'everyone's' cause people to think that someone is handling it or doing it and if I don't do it, someone else will. Could it be phrased "Excellent is my job" or "Excellence is your job"
- 1 Wish it were true; we need more focus on eliminating the cliques, bullying and some time hostile work environment elements addressed. As a principle, it is something to strive for.
- 1 It should be everyone's job to provide excellent service but I'm not seeing this on a consistent basis.
- 1 Again, if we say "everyone" we need to mean EVERYONE. So it should not be just an administrative operating principle, but one that applies to everyone.
- 1 Will this imply we don't move forward unless the move is nothing short of excellent? Several small improvements over time could lead to excellence.
- 1 When it's everyone's responsibility, it's no one's responsibility. "All benefit from each person's excellence." I think the point is that each individual needs to make the effort to excel in their own job. I don't think it comes across clearly. "Excellence is an individual responsibility."
- 1 Let's not talk down to the administrative side of the house. "Berkeley's preminence is built on excellent work by everyone." Or something better that give people pride in the cause and effect of their efforts.

Count	Response
1	I don't believe this principle is as strong as the others. In my opinion, it rings hollow. Maybe it is the word job? Is this better as "Excellence is everyone's goal" "Excellence is what we all strive for" "Everyone strives to excel"?
1	This sounds like a some sort of Hotelier sort of approach to our work. My own department has an STARS initiative and I personally have a bad taste in my mouth everytime I hear it. Its not that I don't believe that we all need to be excellent to one another, to quote Bill and Teds Excellent Adventure, but terminology like this feels too corporate for this environment. I also think the phrase needs to acknowledge internal customer service as much as external more.
1	Thank you for codifying this. Is is EVERYONE'S job who works at Cal. It is our duty, our responsibility, and our privilege to work here and contribute to the excellence of this University.
1	I work with lots of excellent colleagues. Excellence is still a prize, rather than the status quo.
1	sounds very corporate and trite. would try to make is more plain language orientated. we care. we want to be the best.
1	I don't understand what this means. It doesn't provide meaningful guidance. Everyone thinks they are doing an excellent job already....just as we all think we're good drivers. "Excellence" too broad and ill-defined.
1	Again - the phrase is one that every employee should honor - but it is not and there is no accountability for not honoring it.
1	Great concept. Remember that when it comes to performance review, this kind of standard isn't compatible with a quota system.
1	Again, this is a good principle. All management at all levels needs to understand this to model to their subordinates.
1	how about we start from the top and demand excellence and accountability first then talk about everyone else
1	I like the idea that we all should be striving for excellence. For those of us who see our work as more than a job, I don't think the use of the word "job" is inspiring or even validating for those who want to think of excellence in a different light.
1	"[X] is everyone's job" always translates, to me, as "[X] is my underlings' job." For example, "ethics is everyone's job," or "following university sexual harassment policy is everyone's job."

14. How would you rate your overall satisfaction with Operating Principle #7?"Service first"

How would you rate your overall satisfaction with Operating Principle #7? "Service first"



Value	Count	Percent %
Completely Dissatisfied	8	3.6%
Mostly Dissatisfied	13	5.8%
Slightly Dissatisfied	26	11.6%
Slightly Satisfied	49	21.9%
Mostly Satisfied	77	34.4%
Completely Satisfied	51	22.8%

Statistics	
Total Responses	224
Sum	999.0
Average	4.5
StdDev	1.31
Max	6.0
Skipped	19

15. Please provide feedback and/or rephrase this principle. (optional)

Count	Response
-------	----------

Count**Response**

1	"Mission first, people always"
1	A good goal.
1	Academics will always put themselves first. How is this prioritized? VERY slippery slope.
1	After I file my nails and sip my coffee.....see previous comment on inviting sarcasm.
1	Again, we will need to define service expectations.
1	Also sounds like a reprimand.
1	As long as we reasonably manage our clients' expectations.
1	Campus employees never answer their phones
1	Close, is it about service or the outcome of the service?
1	Customer focus appreciated
1	Do what is best for the entire campus.
1	Doesn't define what kind of service.
1	Err on the side of service.
1	First before what? Service to whom? This is too vague to be useful.
1	Great concept. Needs to be defined. Serving who? how?
1	I don't know what this means. As opposed to what?
1	I like the idea behind it but the term feels worn out.
1	I'm not sure what this principle really means.
1	Is this intended to mean 'customer is always right'?
1	No. Some people have unrealistic expectations. Service to whom?
1	Not clear enough. What is second? Maybe service-oriented?
1	Not enough good people to provide good services.
1	OK
1	RES is really good at that.
1	Same as what I said before, sounds like a car repair shop.
1	Seems trite, like something you would hear in the hotel industry.
1	Service is our value but stating that it is first is confusing. What is second?
1	Service to what?
1	Service to who? Service to what end? Service at any cost? Needs refinement somehow...
1	Service to whom, though...
1	Service to whom? Are we going to clearly define this?

Count**Response**

1	Service with integrity, drive, diligence and reliability.
1	Simple and unambiguous.
1	TOO customer-service oriented
1	This is on top of my list for my job
1	This phrase can be construed in many different ways, for opposing means.
1	This should be the only operating principle.
1	Too general.
1	Too simple. Have to also think about impact on staff and resources.
1	Too vague. By serving others (students, faculty, staff), we all succeed.
1	Understaffed and overworked makes this difficult.
1	We endeavor to do this daily
1	We should make sure to clarify that service doesn't always mean the customer is right.
1	What does it mean?
1	What does this mean? Service to who?
2	Yes!
1	Yes, we are a service driven community.
1	better
1	boring!
1	does that include UC Admin?
1	like this. the question is ...service to who? internal, external, students, who???
1	this varies drastically between departments
1	what does this mean? customer service?
1	yes
1	Define service first does this mean only the students because staff sure are not getting good service.
1	That's what customer service is all about. However, sometimes it seems that the various committees and other higher up are in it for themselves and want to be served first. I would like for the "service first" policy to be applied equally and straight across the board for all employees from Chancellor to Janitor.
1	We are in a service profession, so I believe that service is a vital first priority, but again within the confines of an appropriate system that supports that service is first. Also, it might be also good to mention quality. Simply because many "fast food" or quick turn around establishments utilize this as an operating principle but do not address how this service is being delivered and in what kind of environment those providing service are asked to operate. I may serve many people within a given time period, but if I am being rushed and/or asked to work at an unreasonable pace, service begins to lose meaning for the person providing the service. And many people chose service professions because they want to help and provide a high-quality service in a nurturing, supportive environment that attempts to help develop those in the workplace. Essentially, service first both for those being served and those serving.

Count**Response**

- 1 Staff are so harassed by the demands for customer service that our focus is constantly torn from one effort to another to the extent that it's nearly impossible to actually finish a critical project. The little things get done because they're relatively easier, but the important things fall by the wayside . . . which exponentially increases delays and costs.
- 1 Too easily interpreted as each person sees fit, esp. since it doesn't define service to whom or to what.
- 1 I like the importance service is being giving. There are so many ways to approach increasing attention to service that I'm wondering if will there be any further guidance on this, or whether everyone needs to figure that out for themselves.
- 1 Service to whom? Often it seems folks have different views of whom they serve - is it their own personal interests, the work group, department, university, customers, taxpayers, etc. Obviously these don't need to be exclusive, but could be useful for workgroups describe who they are attempting to serve.
- 1 Too ambiguous; service means too many different things to too many people. It would work if employees at the lowest levels were empowered to create the change needed to provide excellent service.
- 1 We are elated to find responsive people who take timely initiative to resolve problems; there are many of these. But I think because this behavior is not the norm.
- 1 If service is first, what's second? What happened to "Safety First"? Still, having a principle about service seems key.
- 1 Service in some places on campus can definitely be improved, but it can't always come first. I take great pride in how well I provide my services to my clients and I am one of everybody's favorites in my area, but even I can tell you that service can't always be the first priority
- 1 This is a slightly off-putting phrase simply because staff are often considered LAST at the University, so although I do believe customer service is extremely important, this short phrase seems to reinforce the idea that staff are second-class citizens.
- 1 The end result is the loss of jobs and slowing down systems and staffing that are in place. In my unit we can get things done with in minutes. With all the "OE" going on, it is slowing it down to days yet the justification is the "OE" is a better way of doing business. We just don't see that in real time.
- 1 This would mean to serve above everything else and the operating principles need to be balance without one having more weight than the others.
- 1 Resources (human and monetary) are stretched which impacts the ability to meet the needs of ALL our customers.
- 1 Yes, we are here to serve the students. But with re-organization, staff turn-overs, and budget cuts, the students suffer and don't receive the first-class service that they are paying for.
- 1 I see contradictions between those who are being served. My unit serves the public and other units.. who takes priority?
- 1 is service first, or is excellence first? Or is honesty first? Seriously, why privilege service? We are not really a service industry, are we? This sounds like a Walmart motto. i can see where student services, for instance, might find this a good motto, or maybe financial services, but I resist the corporatization of Cal and this feels corporate to me.
- 1 I understand that these are mantras, supposed to be catchy, etc., but this one is too short. Service to/for what/whom? Perhaps: "Service to Cal first" or "Cal first".
- 1 The idea is good but does not always speak to rules and regulations that must be followed. We can't say yes to everything.
- 1 RES people are sometimes competent and knowledgeable but I find they don't realize how little they know. HR assume that all they do is shuffle paper from those who need them to those who make decisions. No one takes responsibility. I've called to reserve a room in a center and told 4 months later it's not available. Why not tell me sooner? "That's now how I process emails."

Count	Response
1	Good. This is an institution of higher learning, and our students are essentially "customers"-- they deserve stellar service from staff and faculty.
1	I'm a huge proponent of service, but I have no idea what this means. Serve by whom? Serve for whom? Can we take days off to volunteer in the community? Do we need to focus on education as a service to students? Should our deliverables to external people (outside our unit) be a higher priority than to internal ones - providing a service to those people? I don't know.
1	Wish more stores would have this one. Of course it begs the question, What's second? (Excellence?)
1	do we really mean service over quality? over productivity? make sure this is what we mean before we put it out there
1	Service is open to interpretation. Does this mean catering to the elite or true service to all at the same level. There are many exceptions made for the elite on campus.
1	"service first" must be defined. many people don't understand what it means or what internal customers are all about.
1	What exactly does this entail? It mostly sounds like a meaningless catch phrase; presumably, the purpose of admin staff is to serve everyone.
1	"Service to all" - this captures the idea that we need to provide internal service as well as external. I don't like "Service First" because again, very corporate feeling
1	This is a great principle and one that will need to be taught at Cal because it is not practiced very much.

16. Please take this opportunity to suggest up to three Operating Principles that you would find useful (optional).:1

Count	Response
1	
2	Accountability
1	Allow time to achieve excellence
1	Always learning and improving
1	Are we supporting the missions (teaching, research, public service) of the university?
1	Attending to the whole problem.
1	Be willing to ask for assistance and expect it to happen.
1	Building community for the future.
1	Commitment to Excellence
1	Communication, Communication, Communication
1	Compensation, Motivation, Quality

Count**Response**

1	Conduct ourselves with commitment and integrity.
1	Consciousness of Self
1	Consider the cost of your action
1	Consistency across Campus
1	Consistency across work areas
1	Cooperation through Collaboration
1	Development and execution of a relevant communication strategy
1	Do not let what you cannot do interfere with what you can do -- John Wooden
1	Do the best you can
1	Do what's right.
1	Do your best to provide excellent service every day.
1	Efficiency
1	Eliminate duplication
1	Empathy
1	Empowered employees
1	Equity for all employees
1	Err on the side of service
1	Every one must be accountable.
1	Every problem solved
1	Everyone is accountable
1	Excellence is not a choice, its our expectation.
1	Excellence is our job
1	Excellence through collaboration
1	Excellent service in support of the University's mission
1	Focus on results not process
1	Get everyone involved
1	Good ideas come from everyone - support leadership at all levels.
1	Helping each other
1	Integrity in all we do
1	Integrity is essential to our work and to the public trust
1	Keep a campuswide perspective.

Count**Response**

1	Keep it elegant
1	Know thyself and thy work, give it your best.
1	Know your client. customer, university
1	Make it happen. / Get it done.
1	Match excellence of our academic reputation
1	Meet deadlines.
1	Mindful of the resouces around us
1	More than just teamwork - the concept of "in-house" customer service.
1	Most of the one's mentioned are good,but really need a second clairifying sentence.
1	Never defer maintenance costs.
1	Open, honest, and frequent communication
1	Our goals and priorities are clear, and our work advances them.
1	People are valued
1	Policies should help us, not confuse us.
1	Regularly check relevance of work. Re-prioritize regularly
1	Removing Barriers, Speeding Results
1	Resize or right size from the top down
1	Respect at all levels.
1	Rework is evil.
1	Service First
1	Service to the community and service to ourselves
1	Set deadlines
1	Share everything.
1	Share your best practices
1	Shared Responsibility -- Staff, Faculty, Students
1	The same rules for everyone including salary increases.
1	The success of UC Berkeley is everyone's job
1	To improve, we must question the status quo
1	Value and quality
1	Value collegiality.
1	We are all adults here

Count	Response
1	We value the efforts of our staff
1	We're all human beings--treat one another accordingly.
1	What would Clark Kerr do?
1	Work Smarter not Harder
1	Work as a team to accomplish your unit's mission.
1	Work smarter not harder.
1	Working together, learning together, changing together.
1	You are a vital part of our success
1	You work for the University.
1	accessibility at all points
1	achieve
1	cross training
1	local
1	more than just jargon
1	provides on-going training, learning and growth
1	random acts of kindness
1	speak truth to power
1	strategic thinking and innovation
1	students first
1	take initiative
1	we are all one Body
1	we know our mission

16. Please take this opportunity to suggest up to three Operating Principles that you would find useful (optional).:2

Count	Response
1	
1	Accountability is a daily requirement

Count**Response**

1	Accountability--up, down, and sideways.
1	Adequately fund campus-side services.
1	All ideas and opinions welcome
1	Always learning and improving
1	Ask "Why?".
1	Bottom up communication as well as top down
1	Cautious inaction is not as valuable as action with appropriate risk.
1	Change is constant, so join in and enjoy it
1	Clear career paths. Tell me what I have to do to advance.
1	Collective vision
1	Common shared purpose
1	Communicate effectively and treat everyone with respect.
1	Connect people and knowledge directly.
1	Continual quality improvement
1	Continuous learning
1	Decision making through collaboration
1	Effectiveness
1	Efficient Effectiveness
1	Employee Satisfaction and morale is important.
1	Excellent service is priority
1	Fair control of resources
1	Fear has no place in our environment.
1	Focus on the goal, not the job description.
1	Follow through.
1	Get it done!
1	Help each other
1	Helping everyone helps me.
1	Hold to deadlines
1	Honest Communication
1	Honesty
1	Honor policies, but get things done.

Count**Response**

1	How might this be improved? What would a solution look like?
1	If it is broke, we will fix it
1	Innovation for Improvement
1	It takes time to save time - do it right the first time.
1	Keep it Simple
1	Personal excellence is everyone's job
1	Positive results, timely manner
1	Proactive
1	Professionalism counts
1	Promote organizational versatility, agility, and responsiveness.
1	Providing quality service makes a difference
2	Service driven
1	Share what you know, teach
1	Standardize administrative systems.
1	Supply enough staff to achieve excelance
1	Support students.
1	Take the best care of your employees first, so they can best serve their clients
1	Taking Ownership of Tasks
1	Traing and Career Development
1	Understnading of our human needs
1	Upward mobility is a driver to excellence in service.
1	Use relevant data and best practices as the foundation of a business and communication strategy
1	We communicate what works, so others might gain by our success
1	We value innovation.
1	We view failure as a learning opportunity
1	We work better together.
1	accountability from the top down, are you accountable?
1	career development
1	civility and respect
1	give an assist (like in basketball, using teamwork)
1	solve problems others don't see

Count	Response
1	strive
1	strives for open communication and exchange of ideas
1	words won't solve our problems
1	Every noble work is at first impossible--Thomas Carlyle, A new idea is first condemned as ridiculous, then dismissed as trivial, until finally, it becomes what everybody knows-- William James
1	The excellence of Cal rests on the shoulders of the faculty and students--let's do what we can to support them!

16. Please take this opportunity to suggest up to three Operating Principles that you would find useful (optional).:3

Count	Response
1	
1	A community of diverse talents and perspectives yields outstanding, innovative work.
1	Accountability for job performance
1	Act as stewards for financial stability and health of the organization.
1	Advancement through planning and education
1	Are we ready to move on?
1	Be nice
1	Cal a University where everyone is valued
1	Challenge yourself, expect change and ambiguity and enjoy your work.
1	Change that works for us all.
1	Clear prioritization by management. What are we focussed on?
1	Communicate
1	Communicate, always.
1	Development and execution of a transparent business strategy
1	Don't be the bottleneck -- Action Item (Superhero), Always in the outbox -- my boss
1	Don't guess; ask.
1	Every decision has a cost.
1	Everyone's feedback is valuable.

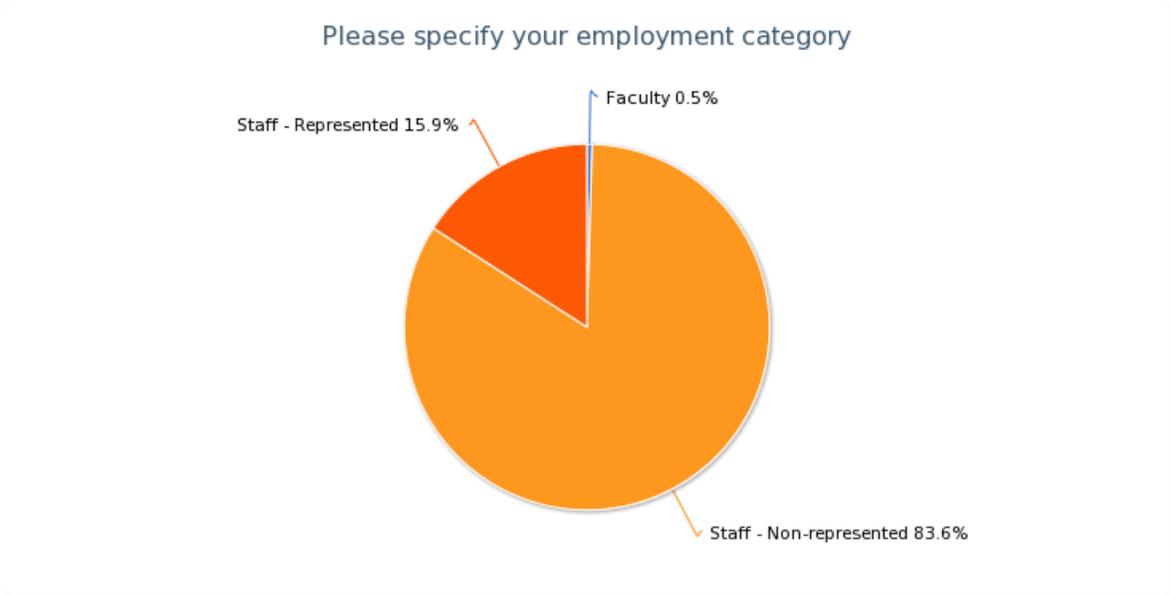
Count**Response**

1	Everyone's work and everyone's ideas are important
1	Excellence is everyone job
1	Expanding capability in one's job
1	How can I help?
1	Invest in new technologies.
1	Leadership by example
1	Living wages - secure retirement
1	Personal accountability
1	Promote systems thinking.
1	Recognition and Rewards
1	Safety matters
1	Say what you mean.
1	Self-excellence/pride & honesty; do what is needed rather than just getting by.
1	Service first
1	Set up for future success.
1	Strive for transparency
1	Take Responsibility for Doing your Best Work
1	Team work promotes excellence
1	The perfect is the enemy of the good.
1	Transparency
1	Use what works, and follow industry forward. Be a leader is it clearly makes sense.
1	We are here for the greater good, and the greater good informs everything we do
1	We look at data to see what it tells us.
1	Without operations, the campus can't provide teaching, research, and public service
1	Working together at Cal.
1	Yes, AND (see comments on "Always Learning and Improving")
1	You matter to CAL.
1	challenge the status quo
1	co-workers are your customers too
1	result-oriented
1	we mean what we say

Count	Response
1	working for Berkeley, working for us
1	The simplest solution/idea/process (any of those words) is often the answer - (oversimplification and application of Occam's Razor)

17. Please specify your employment category

17. Please specify your employment category

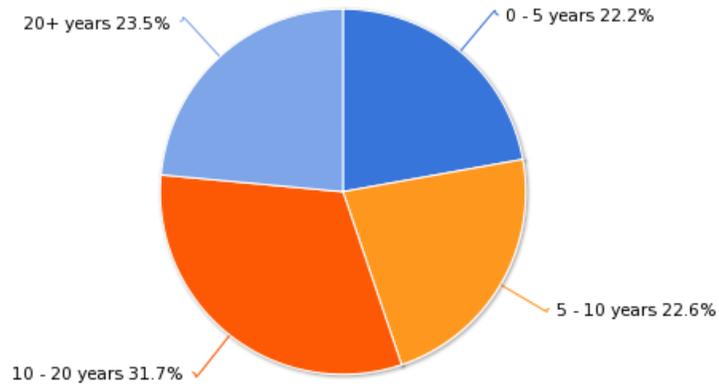


Value	Count	Percent %
Faculty	1	0.5%
Staff - Non-represented	184	83.6%
Staff - Represented	35	15.9%

Statistics		
Total Responses		220
Skipped		7

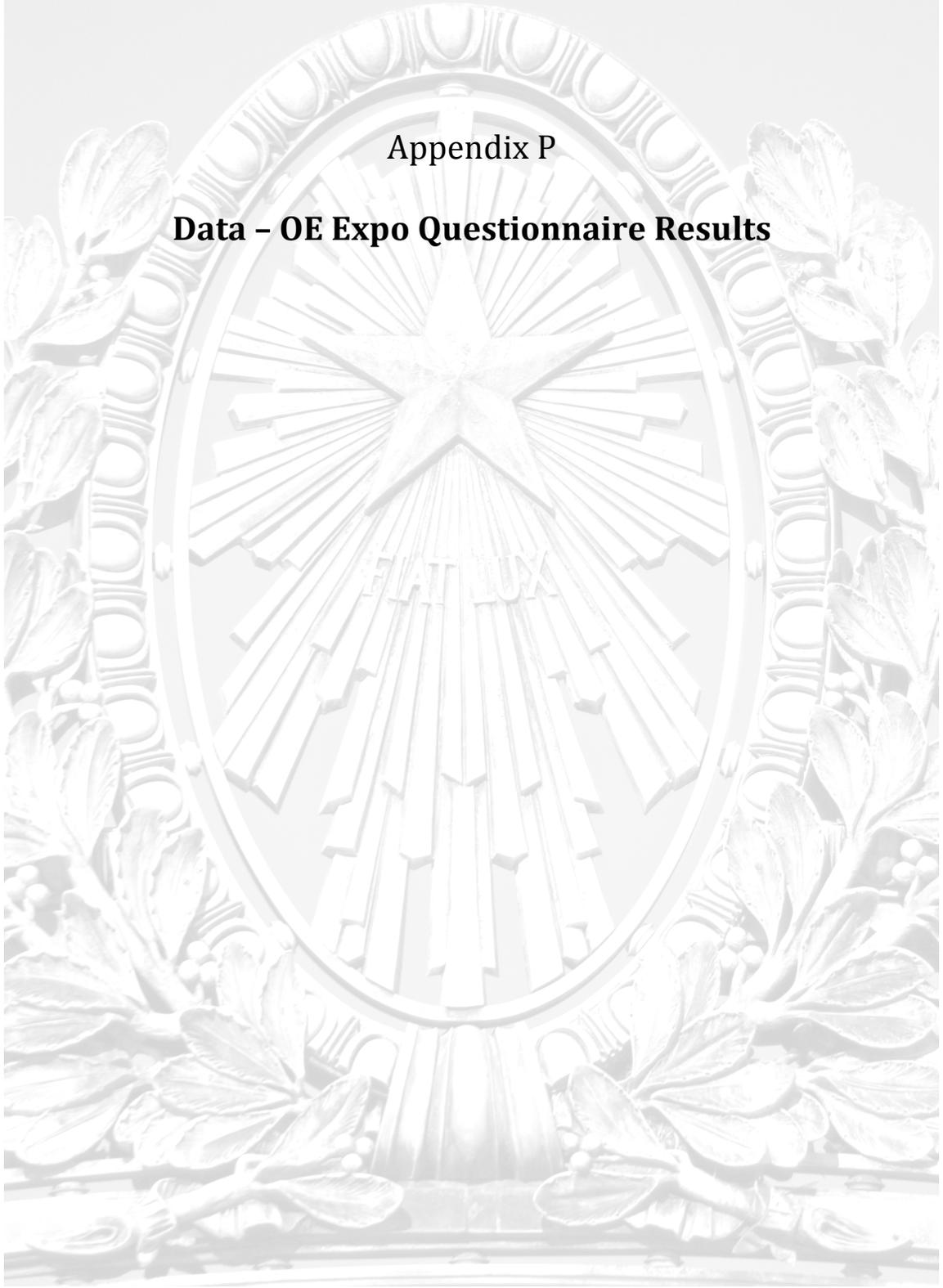
18. Please indicate your years of service at UC Berkeley

Please indicate your years of service at UC Berkeley



Value	Count	Percent %
0 - 5 years	49	22.2%
5 - 10 years	50	22.6%
10 - 20 years	70	31.7%
20+ years	52	23.5%

Statistics		
Total Responses		221
Sum		1,990.0
Average		11.6
StdDev		5.92
Max		20.0
Skipped		6

The image features a large, detailed emblem of the Grand Duchy of Luxembourg. The emblem is circular and contains a central six-pointed star with radiating lines. Below the star, the words "GRAND DUCHÉ DE LUXEMBOURG" are inscribed. The emblem is surrounded by a decorative border of oak leaves and acorns. The entire emblem is rendered in a light, semi-transparent style.

Appendix P

Data - OE Expo Questionnaire Results

One Campus One Cal, Excellence through Collaboration

Ave. 3.7

Count of Survey Comments	1	2	3	4	5	~	Grand Total
Given the ways in which we all interact something that highlights an attitude that facilitates collaboration in all it's forms might be better			1				1
I would prefer the word "teamwork" over collaboration		1					1
interesting a bit Cal-centric compared to one UC (system)			1				1
My dept. often describes us as "different" from everyone else on campus					1		1
Not clear on this (staff have little voice that impacts their lives)		1					1
Obviously. Collaboration is important... could be encompassed in the "communication" OP?			1				1
one campus - so UCSF & UCB will become one campus?				1			1
One campus, one cal = 1 this makes no sense and is too "cute"; excellence through collaboration =5			1				1
What does this mean? Try "together we can" P.S. Ret too "one" has bad precedents.			1				1
Excellence through Service and Collaboration - best would be Excellence through Service and Collaboration- Simple but has substance						1	1
good, but is there a way to make this statement less "stuffy" and formal and more relatable?2				1			1
no comment		2	3	4	11	16	37
Grand Total	3	6	8	13	17	1	48

A Purpose-driven Organization

Ave. 3.2

Count of Survey Row Labels	Column Labels					Grand Total
	1	2	3	4	5 ~	
"purpose-driven" is copyrighted by Rick Warren (or it just seems like it). Cal doesn't need the association or to copy him- should come up with something of it's own			1			1
Bad framing! "purpose driven life" is a book by a fundie preacher. Connotation is faith-based try						
"committed to service. 2		1				1
boring		1				1
How any times will that purpose change?				1		1
instead of purpose driven perhaps mission driven makes sense			1			1
Not specific enough				1		1
obvious			1			1
Prefer a mission driven org				1		1
seems like meaningless jargon						
This feels a little vague, and related to the UC mission as a whole, not necessarily related specifically to administrative efficiency		1				1
what is "purpose" - too vague				1		1
An organization with purpose? On purpose?2					1	1
Not sure what this means (staff not seen as a valuable asset)2		1				1
no comment	4	4	6	9	11	35
Grand Total	6	9	10	10	11	48

Ave. 3.8

Keep it Simple

Count of Survey Row Labels	Column Labels					Grand Total
	1	2	3	4	5 ~	
"simplicity" would sound better. I hear "keep it simple" and immediately want to add "stupid" which isn't Berkeley-worthy		1				1
Depends what it means - "simple" can mean "dumb-down" Thoran! Simplify, Simplify, Simplify" N.B. original was "Keep it simple stupid" in the 70's			1			1
Too close to K.I.S.S		1				1
doesn't mean anything		1				1
ALWAYS!				1		1
If there is a hard way to accomplish a piece of admin task - we seem to aim for it...				1		1
Love it! We are so risk adverse here that this becomes difficult.				1		1
This is a complex organization			1			1
this is not good		1				1
Yes, but many of these new OE systems are not simple.		1				1
It's not simple now so "keep" doesn't seem quite right2						1
Not sure how feasible this will be due to campus policies that require multiple layers of approval (e.g. for academic appointments) but it would be helpful. 2			1			1
This might warrant expansion as an OP - simplicity/efficiency are important but may not make sense as an all encompassing principle2			1			1
Simple to one may be complex to others.2			1	3	7	17
no comment	1	5	3	7	17	34
Grand Total	1	10	8	20	1	48

Always Learning and Improving

Ave. 4.2

Count of Survey Row Labels	Column Labels					Grand Total
	1	2	3	4	5	
boring			1			1
improving? 2012 and UCB still ahs paper time sheets? Why not years ago.			1			1
Keep learning keep improving			1			1
Make it easier for staff to know what additional classes they can take.				1		1
Nothing like having a good mentor				1		1
Staff currently have little time for learning professional development (focus on learning new initiatives)			1			1
This is the essential skill - the ability to keep learning.				1		1
very important - need the resources committed to support this in a meaningful way				1		1
Grounds purpose of Higher Education to all, illustrating relevance2				1		1
staff professional development is key for efficiency, effectiveness and positive/supported staff. 2				1		1
clear without being condescending2				1		1
no comment	1	4	14	17	1	37
Grand Total	1	1	7	15	23	48

Open, Honest, and Frequent Communications

Ave. 3.9

Count of Survey Row Labels	Column Labels					Grand Total
	1	2	3	4	5 ~	
Doesn't always happen.				1		1
Heard this a lot but when will this actually happen?			1			1
I kind of want to say "duh" when I hear this			1			1
need better practices here.				1		1
not catchy or inspiring			1			1
Problem at UC for Decades				1		1
terrible	1					1
this has potential with better wording				1		1
too long			1			1
too much email more efficient communication			1			1
Toxic Management will kill the best of anything-					1	1
This doesn't sound very relatable. 2			1			1
You need something about "ethics" that encompasses more than communications2			1			1
Communication is obviously key, but I think "efficient" should be the goal, rather than necessarily "frequent"2			1			1
Staff are not allowed to speak honestly, retaliation exists, fear & anxiety2				1		1
no comment		1	5	13	13	33
Grand Total	1	2	13	14	17	48

Characteristics of a High Performance Administrative Culture Comments

Characteristics	Count of Comments
A high-performing culture would consistently make clear the value of staff through compensation, non-monetary recognition and perks.	1
Accurate and timely information communicated in a professional way	1
agile evolving collaborative	1
continuous improvement - can start raising the bar.	1
efficiency, fairness	1
Evaluation, fine tune, flexibility, inclusive.	1
Flexibility, Creativity, willing to take chances, training opportunities, less patronage, low	1
Good Principles. Putting then to action with front-line staff will be the challenge for the HPC team	1
high quality training program for new employees and older employees who struggle with how about a "do it now" attitude	1
I don't think this will drive a high performance culture. The principles are too vague and people can skew them for their own purposes. Here are some ideas not perfectly expressed. 1. do your best work 2. Seek the best outcomes for the school 3. Be honest & realistic with yourself and your	1
I think it is very important to include a principle related to customer needs. Most of the above are focused on process. Something like Exceeds customer needs.	1
Keeping our end-users (students, faculty, employees) in mind throughout the course of a process even when it involves multiple layers of administrative personnel	1
Make it easy to understand	1
Recognize Excellence and reward staff brilliance	1
Service focused	1
service, collaboration, common goals	1
something with the words transparency and efficiency. Athletics' catchphrase is "comprehensive excellence" which I think is brilliant. Steal and/or ask to borrow.	1

Characteristics of a High Performance Administrative Culture Comments

Characteristics	Count of Comments
Speaker mentioned implement principles into campus systems. But are systems already being rolled out (i.e. BearBuy, CalTime) Seems this HPAC needed to be done already, before rolling/developing systems. World class= world class salaries? Don't think so, heard this a lot too, budget cuts & merits go.	1
Standardizing Common Administrative Processes	1
Strong Leadership that understands nurturing their staff - put the right person to do their job. team building	1
Teamwork, service, doing your best, happiness, caring	1
This High Performance Culture presentation was very confusing. What is the purpose? It isn't clear on what you are trying to do. The topics should be important but often they are not.	1
You need something about "ethics" that encompasses more than communications (blank)	1
Grand Total	48



Appendix Q

Data - Senior Leaders Focus Groups Questionnaire Results

Data Collected from Sr. Leader Focus Groups

One Campus One Cal, Excellence through Collaboration

Ave. 4.0

Count of Survey Comments	2	3	4	5	6	~	Total
"Excellence is everyone's responsibility." Allows for tie to OP and behavior, and includes the concept of excellence that all liked....		1					1
And you're missing "from top to bottom" or something like that				1			1
consider also: Performance driven culture		1					1
I prefer to see these framed as questions - these seem to vague to be helpful in concrete ways		1					1
We value our people "6"					1		1
Collaboration, staff development, care for and develop staff, continuously improve, use resources wisely, anticipate						1	1
no regrets - no looking back					1		1
Reward and incent the right behavior.					1		1
Civility & Respect.						1	1
no comments			4	3	3		13
Total			3	5	3	3	22

Data Collected from Sr. Leader Focus Groups

A Purpose-driven Organization

Ave. 4.3

Count of Survey Row Labels	Column Labels						Grand Total
	1	2	3	4	5	6 ~	
what's the purpose	1						1
Where ideas are born				1			1
Good		1					1
Need to inspire with the purpose				1			1
We know where we are going			1				1
"results-driven" would be better			1				1
A results-driven organization			1				1
would prefer an excellence-driven organization			1				1
what purpose?		1					1
religious? Don't like it		1					1
Idea is ok - boring expression			1				1
What's the purpose?					1		1
no comment	1	1	1	4	1	1	10
Grand Total	1	3	2	3	8	3	22

Data Collected from Sr. Leader Focus Groups

Keep it Simple

Ave. 4.5

Count of Survey Row Labels	Column Labels						Grand Total
	1	2	3	4	5	6	
Not everything is simple need to recognize complexity too. Complexity is what Cal is good at. like it - but it's too simple	1				1		1
Keep what simple? Who determines what to simplify and how to simplify?						1	1
no comment	1	1	2	2	9	2	19
Grand Total	1	2	2	2	9	3	22

Data Collected from Sr. Leader Focus Groups

Always Learning and Improving

Ave. 4.7

Count of Survey Row Labels	Column Labels						Grand Total
	2	3	3.5	4	5	6	
come as you are, be authentic				1			1
ok but not inspiring		1					1
students always				1			1
Challenge to improve		1					1
Always learning and improving (ourselves)?			1				1
a burden, shouldn't we do this anyway- don't want to be told		1					1
relatable and clearly something we should practice.					1		1
no comment	2	1	7	4	1		15
Grand Total	1	4	1	1	8	5	22

Data Collected from Sr. Leader Focus Groups

Open, Honest, and Frequent Communications

Ave. 4.3

Count of Survey Row Labels	Column Labels							Grand Total			
	2	3	3.5	4	5	6	~				
An essential value but not a catchy phrase			1					1			
Sounds like marriage counseling	1							1			
All input welcome					1			1			
"clear & concise" would be better				1				1			
Don't like this wording, it misses the mark. Clear effective communication = 6						1		1			
duh.....		1						1			
this is on the face good.							1	1			
					no comment	2	5	6	1	1	15
Grand Total	2	2	1	5	7	2	3	22			

Data Collected from Sr. Leader Focus Groups

Characteristics of a High Performance Administrative Culture Comments

Row Labels	Comments
"Excellence is everyone's responsibility." Allows for tie to OP and behavior, and includes the concept of excellence that all liked....	1
And you're missing "from top to bottom" or something like that	1
Collaboration, staff development, care for and develop staff, continuously improve, use resources wisely, anticipate customer needs.	1
consider also: Performance driven culture	1
I prefer to see these framed as questions - these seem to vague to be helpful in concrete ways	1
We value our people "6"	1
no regrets - no looking back	1
Reward and incent the right behavior.	1
Civility & Respect.	1
	no comment
Grand Total	13
	22