

CCRI Culture Guiding Principles

Project Overview

The CCRI Culture Initiative is a project addressing issues related to organizational culture at the Community College of Rhode Island. The first phase of this project was to bring employees together to surface challenges and strengths related to CCRI's organizational culture and then define what a positive and productive work environment looks like at CCRI. To do this, Office of Institutional Equity staff held workshops in February, March, and April 2018 to hear from employees and begin to develop a set of cultural operating principles, which are statements that describe effective culture at CCRI.

Concurrent with the workshops, an employee Task Force formed, which gathered the feedback from the workshops, and honed in on the themes from these discussions. In May 2018, the Task Force published a set of draft operating principles (Appendix A).

From May until October, the Task Force then worked to gather feedback on the draft Operating Principles by administering a survey and holding a series of focus group sessions. Approximately 80 employees attended Focus Group sessions, which were held on each campus (two sessions were held at the Liston, Flanagan, and Knight campuses; one session was held at the Newport campus). 129 individuals completed the survey.

Focus Group Sessions Overview

The Focus Group sessions were co-facilitated by Lizzie Pollock, Office of Institutional Equity, and members of the Culture Initiative Task Force. The sessions began with an overview of organizational culture and its importance, as well as a review of CCRI's culture initiative. Then participants were asked to respond to the question, "What are the behaviors or attitudes you want all employees to have as they do their work at CCRI?" Participants were given stacks of post-it notes, and given seven minutes to brainstorm their responses, putting one idea (word, concept, or phrase) on each note.

After this reflection exercise, facilitators revealed eight large flip chart papers. On each flip chart paper, one of the draft Operating Principles was written. Participants were asked to get up and stick their post-it notes to the Operating Principle that best encompassed what they had written on the post-it. If they felt that there was not an Operating Principle that covered what they had written on the post-it, they were asked to put that post-it on a blank flip chart paper.

Following this activity, facilitators led a discussion, reviewing as many Operating Principles as possible. During the discussion, facilitators asked participants to share why they placed what they had on that flip chart as well as any feedback or reactions to the draft Operating Principle.

Detailed notes from these focus groups can be found in Appendix B of this report.

Summary of Focus Group Feedback

The Focus Groups were very effective in gathering useful feedback on the Operating Principles. Broadly speaking, we heard the following feedback about the Operating Principles overall:

- The statements should be shorter, more memorable, and more compelling
- Some words need to be clearly defined, such as “diversity”
- “Operating Principle” sounds too technical and impersonal. One recommendation was made to change the name to “Guiding Principles.” Another was to call these statements “CCRI’s Culture Code.”

Following is a more detailed summary of feedback from the Focus Group sessions on each of the principles:

1. *We empower students and believe in their potential*

This principle was positively received. Some felt that “empower students” implies that students do not have agency. Many participants shared that a student-centered approach was very important to them, and that CCRI employees should continue to be focused on supporting students to be successful in whatever goals they have for attending the college. Many employees pointed out that this is a current strength of CCRI’s culture.

2. *We recognize, value, and maximize the benefits of diversity*

Many participants talked about the importance of empathy, fairness, and equity. Some felt that the term “maximize the benefits of diversity” was confusing, but others felt that this phrase captures the importance of inclusion.

3. *We strive for excellence and achieve results*

Within this Operating Principle, participants shared their desire to see employees conducting themselves professionally with a greater focus on accountability, and that employees would be recognized for their accomplishments. Some felt that “achieve” implied that our work has an end-point, versus wanting to express a sentiment that we are always working towards impact for students.

4. *We engage in respectful and purposeful dialogue*

Much was said related to communication. Employees wanted to see respectful, positive, kind communication between one another. They also wanted to see more frequent communication between and among departments and divisions. Some felt that “dialogue” implies that this principle is just about one-on-one interactions, versus “communication,” which could better encompass individual, departmental, and institution wide communication.

5. *We cultivate relationships and community*

Within this principle, employees shared an interest in collaboration and personable, empathetic relationships with one another. Some participants wondered if “community” was intended to be internal or external or both. Others talked about the need to create physical spaces and times for community and relationship-building.

6. *We are resourceful and pursue creative solutions*

Employees shared that they wanted opportunities for creativity, and that innovation should be encouraged but balanced with a focus on continuity and best practice. They also included comments about the need for adaptability, a solutions-orientation, and openness to change.

7. *We go the extra mile*

To participants, going the extra mile was about being helpful, proactive, and kind. Some commented that this is about “following through” and that we should not define following through as “extra.” Others wanted to be sure that this principle is not about doing extra work or working additional hours at the expense of work/life balance.

8. “Blanks”

Several post-it notes were placed on the blank flip chart. Most could be categorized within the Operating Principles, for example “getting out of your silo” is related to communication and community building. Some that are particularly unique from the Operating Principles are “mindfulness,” “grateful,” and “pride.”

A Word Cloud of all of the words that were brainstormed at the focus group sessions can be found in Appendix C.

Summary of Survey Feedback

In May, 2018, the Culture Initiative also launched a survey for employees to offer their feedback on the Operating Principles.

- When the survey closed in October, 129 people completed the survey
 - 44 respondents were full-time faculty
 - 15 respondents were part-time faculty
 - 56 respondents were full-time staff
 - 10 respondents were part-time staff
 - 4 respondents were administration
- The following is the breakdown of respondents by campus
 - Knight: 68
 - Flanagan: 32
 - Liston: 17
 - Newport: 10
 - Satellite campus, Westerly: 1
 - Online: 1

Many survey responses focused on the extent to which people at the college are already practicing the draft principles. Following is a brief summary of feedback on the principles themselves and suggestions around language or wording from the survey.

1. *We empower students and believe in their potential*

Some felt that the word empower was not appropriate here. Echoing feedback from the focus groups, respondents stated that students empower themselves. Respondents also mentioned that it is important to recognize that students come to CCRI with a variety of goals.

2. *We recognize, value, and maximize the benefits of diversity*

Respondents mentioned that it is important that we define diversity broadly. Respondents also emphasized the importance of understanding, empathy, respect, and kindness.

3. *We strive for excellence and achieve results*

Some respondents did not like the term “data-driven” and expressed the importance of valuing qualitative data as well quantitative. Many respondents appreciated the focus on using data to help inform our work, while also stressing the human element of the work we do. Respondents felt that the process is as important as the outcomes, and this should be communicated more clearly.

4. *We engage in respectful and purposeful dialogue*

Many respondents felt that this is an important goal to prioritize, sharing that there need to be more channels for communication across the various segments of the community. There were also recommendations to focus on listening, understanding, and empathy. Respondents shared that effective communication also includes considering the timing of and platforms for communication.

5. *We cultivate relationships and community*

Many respondents spoke to the importance of building inclusive relationships, and that the focus should be on being open, positive, and constructive in our relationships with one another. Some felt that the word “powerful” in the description of this principle is confusing. Others also recommended that we focus on maintaining relationships.

6. *We are resourceful and pursue creative solutions*

Most respondents agreed that it is important to tap into the creativity of our employees, and that doing so requires us to encourage and support creative ideas. In addition, respondents commented that more people need more opportunities to support the development of creative solutions.

7. *We go the extra mile*

Some respondents felt that this principle is unclear, and were concerned that this was communicating an expectation to work extra hours. Others commented that this is an existing strength of CCRI.

8. Additional ideas

Additional ideas included: honesty, integrity, and “success for every student.” Many respondents used this section to express their hope that these principles become finalized and that there be strategies put in place to encourage employees to practice the principles.

Version 2.0

In reviewing the feedback from the Focus Groups and the survey, the Task Force has developed the following as a proposed new version of the CCRI Culture Guiding Principles, also known as our Culture Code.

CCRI Culture Code: Going the Distance for our Students

We believe in our students

We are here for and because of our students. We create conditions inside and outside the classroom that allow students to reach their highest potential.

We champion equity

Our diversity is our strength. We leverage the diverse experiences, backgrounds, and perspectives that are represented across our community. We build equitable, just, and inclusive classrooms and workplaces for all in the CCRI community.

We strive for excellence and results

Our standards are high because we know our work directly impacts students and the community. We seek insight and guidance from data when making decisions and work towards goals-oriented results.

We communicate and collaborate

We are better together. We value dialogue, listening, and trusting relationships. Respectful and intentional communication breaks down silos; creates and maintains channels between departments, campuses, and roles; and positively impacts our understanding of how our college works.

We pursue creative solutions

Our workplace benefits from an environment that encourages creativity and openness, while also efficiently managing resources. We will thoughtfully experiment with innovative ideas in order to best meet the needs of our students and our community.

We follow through

We make every effort to meet the needs of our students and colleagues. We follow through with our students and with each other, and we are diligent and committed in all our work.

Next Steps

The 2.0 version of the Guiding Principles was developed in late October, 2018. In November 2018, the Task Force recognized that while numerous faculty have participated in the process thus far, not many had been able to attend focus group sessions. So, the Task Force agreed to hold two more focus group sessions for faculty only. These will take place in late November/early December, after which the Task Force will work to finalize the Guiding Principles.

Appendix

Appendix A: Draft CCRI Operating Principles (Published May 2018)

We empower students and believe in their potential

In every conversation about the culture of CCRI, you shared that our dedication to our students is one of our greatest strengths. We believe this commitment should continue to be first and foremost in all that we do at CCRI.

We recognize, value, and maximize the benefits of diversity

Diversity and inclusion are critical to our success as an institution and a workplace. Drawn from Jackson & Hardiman's¹ writings on Multicultural Organization Development, this language shows that we will not just appreciate diversity, but work to benefit from the diverse experiences, backgrounds, and perspectives that are represented across our community.

We strive for excellence and achieve results

We will work towards data-driven, goals-oriented results and we will hold high standards that keep the “end in mind” in all that we do, including being mindful daily of our impact on students and the community we serve.

We engage in respectful and purposeful dialogue

Strong, effective communication breaks down silos, creates and maintains channels between departments and campuses, and positively impacts our understanding of how our college works. We will focus on improving dialogue, including both how we speak to one another and how we listen.

We cultivate relationships and community

Powerful relationships are critical to our ability to work together in a collaborative environment. We will prioritize the importance of relationships at an individual and operational level in our college.

We are resourceful and pursue creative solutions

Our workplace benefits from an environment that encourages creative ways to do our work while also efficiently managing resources. At all levels, CCRI will encourage the development of innovative ideas in order to best meet the needs of our students and our community.

We go the extra mile

“Going the extra mile” is about making every effort to meet the needs of our students and colleagues. We will follow-through with our students and with each other, and we will be diligent and committed in all of the work we accomplish.

¹ * Jackson, B. W., & Hardiman, R. (1994). Multicultural organization development. In E. Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.), *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 231-239). Arlington, VA: NTL Institute

We empower students and believe in their potential

Related ideas:

- Flanagan 1:
 - Bringing whole self to work
 - Support faculty and staff – students are not always correct
 - Be positive
 - Friendly, open
 - Be helpful, understand
 - Student oriented
- Flanagan 2:
 - To be empowered
 - Students first
 - Compliment
 - Student centered
 - A student centered approach
 - Commitment to mission
 - Intense support for our students
 - Deep passion for mission
- Knight 1
 - Empowered
 - Openness to trying new strategies for increasing student success
 - Student focus
 - Empathy/student focused
 - All activities benefit the students – student centered
 - Student focused, students come first
 - Passionate
 - Welcoming to students
 - Strive for student success to transfer, graduate, move on in education
 - Everyone should have the students’ best interest in mind with every decision, encounter they have – student focused
- Liston 1
 - Encouraging
 - Open-minded thinking
 - Listen
 - Empathy
 - Our employment depends on our students. They are our #1 priority regardless of department
 - Positive attitude
 - Have a helpful attitude
 - Student centric

- Show compassion
- For those who directly serve students, show some excitement while assisting them
- Liston 2
 - Primacy of students' needs/strengths
 - Understand impact on students
 - Have students' best interest at heart, not what's best for school
 - Open minded
 - Putting the students' needs first
 - Student focused
 - We are here for the students
 - Students first
 - Enthusiasm
 - Inspire students
- Newport
 - Students to feel supported and valued
 - Encourage
 - Be student success focused
 - Putting the needs of students first
 - Focus on the mission

Notes from discussion:

- Flanagan 1
 - Always ask: How will this impact students?
 - "Empower" implies that we are doing something for the students, but it should be that the students are able to empower themselves.
 - → Create an environment that empowers students, allows them to be successful
- Flanagan 2
 - Showing students what their strengths are
- Knight 1
 - Empower – for what?
 - What do people need in order to put students first?
 - We need to feel empowered in order to empower
 - Students first
 - Division between noncredit and academic
- Knight 2
 - Friendliness
 - Equity is important to us
 - Respectful
 - Connected to the community
 - World
 - Safe place to learn and grow
 - Enthusiastic about working with all students
 - Accepting

- Understanding
- Celebration of diversity
- Thoughtful
- Valuing others
- Liston 1
 - We are role models
 - We have a role in preparing students for success outside/after CCRI
 - Students should be integrated through all the principles
- Liston 2
 - No discussion
- Newport
 - No discussion

We recognize, value, and maximize the benefits of diversity

Related ideas:

- Flanagan 1:
 - Have fun and be respectful
 - Equity and fairness amongst everyone
 - Understanding
 - Non-judgmental
 - Direct eye contact while talking
 - Gender neutral bathrooms
 - Respectful of other's opinions and points of view
- Flanagan 2
 - Empathetic
 - A sense of empathy
 - Respectful
 - Kindness
 - Commitment to diversity
 - Affirm diversity in each other and our students
- Knight 1
 - Non stereotypical
 - Non judgmental
 - Open to opposing ideas to encourage debate, not academic lockstep
 - Listen
 - Collaborative across silos
 - Inclusion, appreciate/celebrate and recognize individual cultures/viewpoints; It's okay to disagree but not be disagreeable
- Knight 2
 - Statements should be succinct, punchy, memorable
 - "We are diverse and we love it"

- Believe in
- Instead of “maximize” – advance, promote, prioritize, enhance
- Richer because of our diversity
- Using our diversity
- Liston 1
 - Don’t judge
 - Acceptance of different types of learners
 - Fairness/equity
 - Accept
 - Understanding to students - Everyone has difficulty in their lives, respect that
- Liston 2
 - Bring your authentic self
 - Inclusive
 - Inclusion
 - Respectful of all
 - Increase diversity
 - Cooperative spirit
 - Trying to see students’ point of view
 - Accept others from all backgrounds
 - Sensitive to students’ needs
 - Empathetic
 - Respect for all perspectives
 - Approachable
 - Respect
 - Acceptance
 - Non judgmental
 - Equity for students
 - Mission centric
- Newport
 - Student centered
 - welcoming

Notes from discussion:

- Flanagan 1
 - Diversity of opinions and ideas
 - Don’t have to agree, but have to be respectful
 - Add something about “reflect”
- Flanagan 2
 - Affirm
 - Openness
 - Power of kindness
 - Learning from others
- Knight 1
 - Need?

- Does maximize sound extractive/exploitative?
- Define what diversity means
- Liston 1
 - No discussion
- Liston 2
 - Celebrate
 - Strengths of diversity
 - Respect
 - Leveraging benefits

We strive for excellence and achieve results

Related ideas:

- Flanagan 1:
 - Reflective
 - Hard work
 - Be polite and respectful
 - Be present
 - Work together – get out of your silo
 - Professionalism
 - Consider this your career, not a job
 - Looking to improve
 - How can I help?
 - Productive
- Flanagan 2
 - Celebrate wins
 - We are strategic
 - Support personal and professional growth
 - Strive for excellence
 - Pay attention to results, drive for outcomes/impact
 - Problem solving – solutions oriented
 - Knowledgeable
 - Excellence always
 - Professionalism
 - Pride in work
 - Integrity
 - Growth mindset
- Knight 1
 - Recognize accomplishments
 - Professional
 - Co-do attitude
 - Happy to be here!
 - Responsible for stepping up with their field
 - Collaborative mindset rather than competitive

- Ability to listen and hear
- Accountability
- I love working at CCRI!
- Knight 2
 - Be an encourager
 - Proactive
 - Committed to one's mission and school's mission
 - Accountable
 - Build on success
 - Loving what one does
 - Never stop learning
 - Devotion
 - Commitment to excellence
 - Look forward
 - Accountability
 - Commitment to success
 - Project peace
 - Collaboration
 - Team player
 - Productive attitude "can-do"
 - Able to see the big picture
 - Commitment to students' success
 - Excellence
- Liston 1
 - Employees should be knowledgeable
 - Professional x2
 - Positive outlook
 - Do their jobs
 - Willingness to help/step up
 - Positivity
 - Know their roles
 - Be held accountable
 - Communicate
 - Listen and problem solve – work to help resolve issues, emphasis on customer service and positive interactions, assume the best in others
- Liston 2
 - Integrity
 - Staying current in your field
 - Excellence
 - Be patient
 - Work together- administration, staff, and faculty
 - Efficient
 - Service oriented
 - Openness

- Well mannered
- Attention to best practices
- Student centered
- Good communication and listening
- Results focused
- Life long learner
- Innovate
- How can we work better, smarter, faster?
- Attention to best practices
- What can I do in my realm of influence to make “it” better
- Understand connection of work to mission and initiatives
- Newport
 - Accountability
 - Optimistic
 - Excellence in teaching is celebrated in and outside of the college
 - Reliability
 - Seek to improve
 - No complaining
 - Quality driven

Notes from discussion:

- Flanagan 1
 - Professionalism – should we add this? Too broad? But is important
 - Raising the bar
- Flanagan 2
 - Outcomes reap benefits
- Knight 1
 - Operations manuals are needed in order to pass along information
- Knight 2
 - Prosperous community
- Liston 1
 - Achieve” doesn’t feel like the right word because it’s never “done.” Ideas: push for, drive for, continue, pursue
 - “Continually pursue excellence and results”
- Liston 2
 - No discussion
- Newport
 - Performance evaluations have to be meaningful

We engage in respectful and purposeful dialogue

Related ideas:

- Flanagan 1:

- Positive
- Separate personal and professional – opinions/relationships
- Mutual respect
- Courtesy
- Kindness
- No one is better than anyone else
- Respect for one another
- Communicative
- Friendly
- Open communication
- Constructive feedback
- Forgiving
- Treat others as how you want to be treated
- Courage
- Friendliness toward one another
- Communicate information (from the top down)
- Non-threatening de-escalation
- Strengths focused
- Spirit of cooperation
- Flanagan 2
 - Respect for others
 - As sense of organizational citizenship behaviors
 - Eager to learn
 - Respect for self
 - An attitude of civility
 - Collegial
 - Excellent communication skills
 - Be approachable
 - Respect others
 - Professionalism
 - Positivity
 - Polite
- Knight 1
 - Golden rule – treat others as you want to be treated
 - Polite
 - Respect for one another and for our students
 - Respect each other at all times regardless of role at CCRI
 - Respect
 - Faculty get more familiar with student services
 - Good listeners
 - Collaborative work across silos/departments
 - Treat everyone you encounter with respect
 - Respect – community to civility

- All employees should have passing knowledge of all departments or know where to get info
- Knight 2
 - Mutual respect
 - Civil
 - Support of each other
 - Fairness
 - Working together
 - Supportive
 - Compassionate
 - Gather
 - Willingness to share
 - We connect with our students and colleagues
 - Respect of self and others
- Liston 1
 - No gossip
 - Less judgmental
 - Respectful and professional
 - Being polite and well mannered
 - Communication
 - Warm, inviting attitude
 - Employees should have a compassionate attitude
 - Good communication skills
 - Respectful
 - Positive attitude
 - Be nice – friendly and welcome to each other, students, visitors
 - Acknowledge
 - Collaboration with the president and other executives
 - Being respectful to everyone
- Liston 2
 - To be respected
 - Manage with employees' best interests in mind
 - Respectful
 - Seek first to understand
 - Value all employees
 - Give respect, get respect
 - Honesty
 - Everyone is important
 - Approachability
 - Accountability
 - Use respectful language when speaking to others
 - Embrace change
 - Really listen to students
 - Respect for all

- Experience matters
- Speak up if someone is being negative or inappropriate
- Communicate
- Value experience
- Provide safe haven
- Embrace change
- Newport
 - Humility
 - Self awareness
 - Self-criticism/self-reflection
 - Consensus driven
 - Where civility is practiced and named
 - Positive
 - Warm, welcoming
 - Understanding
 - Kindness
 - Non judgmental environment where all ideas are valued
 - Respectful
 - Good communication
 - Show respect for staff and students – even when it’s a stressful situation
 - Less judgment
 - Be helpful and smile to all you engage with
 - Finding out facts of a situation before sending out emails, etc.

Notes from discussion:

- Flanagan 1
 - Organized
 - With
 - Departmental interactions
 - Trust
- Flanagan 2
 - Communication instead of dialogue
- Knight 1
 - Website!
 - Internal communications systems
- Knight 2
 - No discussion
- Liston 1
 - Dialogue → communication
 - “internal and external”
 - physical presence matters
 - Liston is model
 - Strong management is required, especially between campuses
- Liston 2

- No discussion
- Newport
 - We are one college
 - What is unique about each campus?

We cultivate relationships and community

Related ideas:

- Flanagan 1:
 - Personable
 - Better communication
 - Responsiveness in a timely fashion
 - Community
 - Nonjudgmental approach
 - Cheerful
 - Love
 - Empathy
 - Regular notifications of college changes
 - Teamwork
 - Be kind and caring
 - Greet each person in a friendly way
 - Teamwork
 - Understanding
 - Open communication between departments
 - Compassion towards students
 - Helpful to faculty, staff, and students
 - Authenticity
- Flanagan 2
 - They think of others
 - Promote fairness
 - Support for each other
 - Collaborative (x2)
 - Supportive
 - We all help raise money
 - Cooperative
 - Friendliness
 - We are on the same team
 - Civility
 - Team oriented
- Knight 1
 - Team player
 - Connected
 - Team work
 - Respectful

- Faith in students and in each other
- Team player
- Visibly express the desire and willingness to help students and each other
- Academic and non credit programs support each other
- Honesty
- Formal, mandatory orientation and training for part-time staff
- Not an us vs. them mentality
- Friendliness
- Energy
- Knight 2
 - Fun
 - Community
 - Cheerleading
 - Able to take risks (try new things)
 - Listen and care
 - Caring
 - Positive
 - Thoughtfulness
 - Ask students how things are going
 - Teamwork (x2)
 - Community
 - Smiling face
 - Be Knowledgeable
 - We are friendly
 - Sense of belonging
 - Assume good will
 - SLT out and about
 - Team
 - Concern
- Liston 1
 - Encourage and build each other up
 - Work together, support each other
 - Respect
 - Empathy for differences
 - Happy
 - It would be wonderful if administration would hold meetings like this to consult with employees about changes at CCRI
- Liston 2
 - Laugh
 - Remember that there was a time when you didn't know what you know
 - Collaboration
 - Some ways to openness to understanding how all the moving parts work together
 - Thoughtful
 - Genuineness

- Clear communication
- How can I harness the power of my team of colleagues?
- Laugh and smile more
- Compassion
- Know that everyone is always learning
- Positive
- Collaborative (x2)
- Silo breakdown
- Know who to refer those in need
- Kindness counts (not nice, but kind)
- Newport
 - Team player
 - I hope people come to work and find it fulfilling and fun
 - Ban the phrase, “that’s not my job”
 - Team focused
 - Positive
 - Caring environment where we acknowledge that everybody is going through something in life
 - Really listening to each other when someone is speaking
 - Positivity
 - Friendly demeanor

Notes from discussion:

- Flanagan 1
 - Just say hello
 - Trusting
 - College Hour
- Flanagan 2
 - Collaboration – key word
- Knight 1
 - No discussion
- Knight 2
 - No discussion
- Liston 1
 - Need to create opportunities to interact with each other and students
 - Physical space is an important component of this – Liston is a good model of people being able to have informal interactions due to the physical layout
- Liston 2
 - No discussion
- Newport
 - Clarify that “community” is talking about the internal community
 - Creating space for community building

We are resourceful and pursue creative solutions

Related ideas:

- Flanagan 1:
 - Open to ideas from all
 - Innovating willingness to learn new teaching ways
 - Making your class more fun with appropriate examples
 - Take time to listen
 - Organizing accuracy
- Flanagan 2
 - Creative
 - A solutions oriented philosophy
 - Curiosity for innovation and experimentation
 - Agility
 - Honesty
 - Loyal
 - Risk taking
 - Growth mindset
 - Forward thinking
 - Thoughtful
- Knight 1
 - Adaptability to people and situations
 - Open to innovation, but not reinventing the wheel every six months
 - Creativity to be flexible, what's necessary to accomplish goal
 - Adaptability – acceptance, even embrace, of change to accommodate new ideas, tools, realities
- Knight 2
 - Innovative
 - Always aspiring to be better
 - Goal oriented
 - Can't is not an option
 - Scappy
 - Solution oriented
 - Creativity
 - We are not afraid to innovate
 - Risk takers
 - Team builder
 - Innovative (x2)
- Liston 1
 - Creative thinking
 - Don't just tell students
 - Employees should try to always be positive
 - Forward thinking
 - Help students – bring them to the department or resource they need
 - Don't pass students off to someone else

- Ability to help solve problems, not just complain about them
- Liston 2
 - Forward thinking/problem solving
 - Use resources available to help
 - Give other options
 - Openness to change
 - Forward thinking
 - Solutions oriented (x2)
 - Solutions focused
 - There is always more than one solution to a problem
 - Thirst for knowledge
 - Efficient processes
 - Work smart
- Newport
 - Use and be trained in the technologies the college offers
 - Solution driven

Notes from discussion:

- Flanagan 1
 - Solutions need to be considered at every level
 - Collaborate to develop solutions – get everyone around the table
 - College hour
- Flanagan 2
 - Need to feel comfortable taking risks
- Knight 1
 - No discussion
- Knight 2
 - No discussion
- Liston 1
 - No discussion
- Liston 2
 - No discussion
- Newport
 - Finding the answer yourself
 - Continuous personal improvement

We go the extra mile

Related ideas:

- Flanagan 1:
 - Giving better physical directions to students to other college services
 - Responsibility
 - Willing to go out of way to help someone instead of directing them to another department

- Friendly, customer service oriented
- All in it for a common goal – student success
- Employee recognition programs (employee of the month)
- Encourage others to participate
- Flanagan 2
 - Helpful
 - Just say “yes!”
 - Big picture thinking
- Knight 1
 - Helpful
 - Proactive approach
 - How may I help you?
 - Good Samaritan
 - All employees pitch in for maintenance of buildings. See a spill call or fill out form to get it cleaned up.
 - Eager to collaborate with each other to increase student success
- Knight 2
 - Proactive
 - We can fix that
 - Extra mile
 - Helpfulness
 - Bring joy
 - We care
 - Service oriented
 - Customer service (internal and external)
 - Teamwork
 - Service oriented
 - Tenacious
 - Attention to detail
 - Accountable
 - Student Centered
 - Caring
- Liston 1
 - Willing to help co-workers excel
 - Willingness to help
 - Smile, happy
 - Fairness
 - Patience
 - Follow up
 - Helpful
- Liston 2
 - Keep positive
 - Enthusiasm
 - Accountability

- Positive attitude
- Helpful
- Listen first
- Smile often
- What else can I help you with?
- Accommodating
- Take the extra step to help students
- Willing to go talk with other departments
- Pleasant
- Active listening skills
- Willingness to jump in when/as needed
- Sense of humor
- Kindness
- Empathy
- Newport
 - Helpful
 - Outgoing attitude
 - Willing to see things all the way through
 - Escalate if you can't solve a problem
 - Support
 - That CCRI is recognized as a place of success
 - Employees should feel empowered
 - Helpful attitude

Notes from discussion:

- Flanagan 1
 - Questions about unions' role in being able to go the extra mile
 - Career vs. job
- Flanagan 2
 - Think beyond what's expected
 - This is the result of all of the other principles
- Knight 1
 - No discussion
- Knight 2
 - No discussion
- Liston 1
 - Filling in when necessary
 - Solve problems
 - We get up
- Liston 2
 - No discussion
- Newport
 - Seeing things through – that's your job

- What is “extra”?
- Due diligence

Blank

- Flanagan 1
 - Mindfulness
 - Get out of your silo
 - Trusting
- Liston 2
 - Flexibility
 - Pride
- Newport
 - Grateful
 - Take responsibility for action
 - Enjoy the work you do
 - Encouraging management style
 - Feedback and observation is expected and normal

