# ETHICS & INTEGRITY

<table>
<thead>
<tr>
<th>1. Cultivates trust by acting with integrity and respect, as a driver for all decisions and actions in ultimate support of EID core values.</th>
<th>Developing (Self-to-Self)</th>
<th>Cultivating Fluency (Self-to-Other)</th>
<th>Mastering (Self-to-System)</th>
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<tbody>
<tr>
<td>a. Behaves and expresses oneself in an open and honest manner, and seeks feedback regarding one’s behavior and self-expression; demonstrates consistency between one’s words and actions; tells the truth even when it is difficult</td>
<td>a. Continuously seeks feedback and begins to give others feedback, while respecting the dignity of others; resolves tough decisions and interpersonal conflicts constructively and proactively; shares information accurately, completely and appropriately</td>
<td>a. Gathers and utilizes holistic feedback from multiple perspectives at many levels to work toward an inclusive environment for all</td>
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<tr>
<td>b. Speaks up with supervisor when encountering situations of questionable ethics</td>
<td>b. Speaks up with involved parties directly when encountering situations of questionable ethics</td>
<td>b. Leverages broad communities of expertise and/or governance to speak up when encountering situations of questionable ethics, and mentors others to speak up appropriately</td>
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<td>c. Engages in learning about EID; begins to identify ways to apply EID in day-to-day work</td>
<td>c. Continues to engage in learning about/applying EID values in day-to-day work; begins learning how to incorporate EID values in strategic (longer-term) planning</td>
<td>c. Continues to engage in learning about/applying EID values in day-to-day work and strategic (longer-term) planning</td>
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<tr>
<td>d. Works on own with the support of one’s supervisor to learn about the intent of each policy that one works with, and to understand the WHY behind HR decisions/actions and how they reflect EID values</td>
<td>d. Begins to communicate with others one’s understanding of the intent of policies, the WHY behind HR decisions/actions and how they reflect EID values;</td>
<td>d. Proactively works with and coaches others in HR to generate increased understanding of the WHY behind HR decisions/actions and how they reflect EID values</td>
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<td>e. Deepens one’s understanding through engagement with others and testing one’s own assumptions</td>
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<td>e. Facilitates learning with department(s) and across divisions about the intent of policies; actively tests others’ assumptions</td>
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<th>2. Exercises and models respect and trustworthiness through appropriate workplace</th>
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<td>a. Develops and begins to demonstrate through one’s behavior and communication a recognition that there’s a relationship to be built</td>
<td>a. Actively builds and sustains relationships to cultivate business partnerships with others</td>
<td>a. Has developed strong relationships across campus HR and with employees served</td>
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<td>b. Speaks up with others about the ways in which favoritism denigrates inclusive</td>
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<td>b. Models a history of consistent HR service to all departments regardless</td>
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<td>f. Has developed strong relationships across campus HR and with employees served</td>
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<td>g. Models a history of consistent HR service to all departments regardless</td>
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| Communication, behavior and engagement. | instead of simply executing transactions  
| b. Learns why favoritism denigrates inclusive environments (e.g., unequal HR service to departments)  
| c. Reviews day-to-day interactions with one’s supervisor to check for consistent HR service, regardless of perceived level of difficulty (e.g., knowledge gaps, personality differences, issues with varying levels of complexity, size of department, department staffing levels)  
| d. Avoids inappropriate situations/actions (on own and when working with, guiding, or counseling others), particularly when there is a conflict of interest, real or perceived | environments, including the effects of unequal HR service to departments  
| c. Ensures consistent HR service to all of the departments one serves, regardless of perceived level of difficulty (e.g., knowledge gaps, personality differences, issues with varying levels of complexity, size of department, department staffing levels)  
| d. Serve as a balance and check to help others avoids inappropriate situations/actions (on own and when working with, guiding, or counseling others), particularly when there is a conflict of interest, real or perceived | of perceived level of difficulty – and influences others in HR follow suit  
| c. Coaches HR Reps to ensure departments’ equal access to service  
| d. Actively demonstrates empathy with departments / campus HR/employees served, to show understanding of the other’s way of thinking even when perceiving that the other’s way of thinking is faulty  
| e. Proactively coaches other’s thinking through active engagement, and careful consideration of ‘appropriate action’  
| f. Has cultivated a reputation for dealing with all persons with respect in one’s communication and behavior | a. In developing expert power through one’s own HR credentialing and on-the-job experience, exercises consistency and fairness while developing an understanding that fair does not imply equal/same  
| b. Learns why it is critical to avoid misrepresenting oneself, using one’s position/authority for personal gain, and withholding information to manipulate outcomes in favor of self or other | a. Demonstrates having cultivated expert power by regularly being consulted by others in the context of one’s role  
| b. Explores other types of power (including legitimate, connective, rewards and coercive) through learning exercises and active engagement/discussion with one’s peers  
| c. Can articulate advantages (pros) and risks (cons) of the rewards and coercive types of power  
| d. Demonstrates and models avoidance of self-misrepresentation, using one’s position/authority for personal gain, and the withholding information to manipulate outcomes in favor of self or other | a. Has cultivated expert, legitimate, referent and connection sources of power and understands when to use these  
| b. Keeps reward and coercive sources of power in check  
| c. Proactively educates/teaches others in HR about types of power and pros and cons of using different types in different situations others  
| d. Proactively guides others in HR to avoid misrepresenting oneself, using one’s position/authority for personal gain, and withholding information to manipulate outcomes in favor of self or other | 3. Demonstrates awareness of types of power; exercises power judiciously, appropriately.  
| a. Demonstrates having cultivated expert power by regularly being consulted by others in the context of one’s role  
| b. Explores other types of power (including legitimate, connective, rewards and coercive) through learning exercises and active engagement/discussion with one’s peers  
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| d. Proactively guides others in HR to avoid misrepresenting oneself, using one’s position/authority for personal gain, and withholding information to manipulate outcomes in favor of self or other |
4. **Maintains confidentiality appropriately; understands when it is inappropriate to maintain confidentiality.**

   a. Learns through observation of colleagues with greater experience how to interact with and respond to sensitive HR situations
   b. Explores one’s assumptions with supervisor and trusted colleagues in the course of job shadowing
   c. Takes care to access and share confidential/sensitive data only when necessary

   a. Responds appropriately and independently to sensitive HR situations, with support of supervisor
   b. Proactively tests one’s assumptions with supervisor and trusted colleagues prior to taking action
   c. Ensures that others access and share confidential/sensitive data only when necessary

   a. Coaches departments and others in campus HR on how to interact with and respond to sensitive HR situations
   b. Proactively inquires about and tests the assumptions of others with less experience, with the goal of modeling best practices
   c. Serves as a mentor for guiding decisions about when to access and share confidential/sensitive data

5. **Demonstrates commitment to do the ‘right’ thing in the spirit of sifting and winnowing, in the face of competing demands/priorities and in consideration of consequences; seeks input from and tests assumptions with others whenever in doubt.**

   a. Works with supervisor to review the appropriateness of requests for HR assistance/intervention and to explore options for appropriate action
   b. Prior to execution of any HR assistance/intervention activity, investigates with supervisor alleged precedents (e.g., “HR let me do it this way last time”) and accuracy/source of employment-related information before using it in decision-making
   c. Through shadowing supervisor and more tenured colleagues, learns about appropriate decision-making criteria and evaluation processes

   a. Independently reviews the appropriateness of requests for HR assistance/intervention and explores options for appropriate action, checking with trusted colleagues as needed
   b. Prior to execution of any HR activity, investigates alleged precedents (e.g., “HR let me do it this way last time”) and accuracy/source of employment-related information before using it in decision-making
   c. Exercises decision-making criteria and evaluation processes, or works with departments to establish them when they don’t exist
   d. Proactively asks questions of the department to sift through HR scenarios and possible actions/responses
   e. Proactively utilizes broad communities of expertise for sifting through complex HR scenarios requiring HR’s assistance/intervention
   f. Proactively mentors others regarding the need to investigate and consider precedents, as well as to discern the accuracy/source of employment-related information before using it in decision-making, encouraging others to engage in reflection before action
   g. Proactively educates others regarding best practices for decision-making criteria and evaluation processes
   h. Demonstrates transparency by asking and answering questions with subordinates to model appropriate action, especially in the face of ambiguity
   i. Shapes communication about HR activity with departments, in consideration of EID values, strategic planning, and the role of HR as consultative partners
| 6. Makes commitments to others knowledgeably and appropriately, and honors those commitments. | a. Works with supervisor to identify realistic work plans and prioritization of tasks and projects in consideration of demands on one’s time  
b. Clarifies role with supervisor, to ensure commitments are appropriate  
c. Begins to learn, with support and backing of one’s supervisor, how to function as an HR business partner by, for example, responding “yes, if...” while navigating the transactional demands of one’s work | a. Develops realistic work plans and prioritization of tasks and projects on one’s own, in consideration of demands on one’s time  
b. Demonstrates understanding of one’s role, and ensures commitments are appropriate (delegating or deferring as necessary)  
c. Functions as an HR business partner by, for example, responding “yes, if...” while navigating the transactional demands of one’s work | a. Models effective prioritization of work, including identifying patterns in emergent issues to approach work at the level of root cause  
b. Delegates frequently, in service to helping others to grow in their roles  
c. Models HR business partnership by, for example, responding and or coaching others to consider “yes, if...”, and in consideration of wider patterns |