<table>
<thead>
<tr>
<th>EXECUTION</th>
<th>DEVELOPING (Self-to-Self)</th>
<th>CULTIVATING FLUENCY (Self-to-Others)</th>
<th>MASTERING (Self-to-Systems)</th>
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<tr>
<td>1. Leads by example: takes initiative to learn about EID and supports and assists employees in learning and development that fosters EID skills and knowledge, in support of inclusive execution in which others are respected and engaged.</td>
<td>a. Learns about and reflects on EID core values, and engages in practice opportunities.&lt;br&gt;b. As one engages in learning about EID, begins to identify ways to apply EID in day-to-day work.&lt;br&gt;c. Begins to learn how to execute day-to-day tasks and projects with a “yes, if...” response to others’ requests/inquiries instead of simply “no”.</td>
<td>a. Advocates for the implementation and practice of EID values in one’s workplace by modeling learning about EID, engaging in practice opportunities, and partnering with others to offer learning opportunities to increase others’ awareness of EID core values and to foster others’ EID skill/knowledge development.&lt;br&gt;b. Continues to engage in learning and applying EID values in day-to-day work, and begins learning how to incorporate EID values in strategic (longer-term) planning.&lt;br&gt;c. Continues to execute tasks and projects involving others’ requests/inquiries from a position of “yes, if...”.&lt;br&gt;d. Communicate one’s understanding and thinking with others in proactive ways.</td>
<td>a. Embodies EID practice by walking with humble conviction in one’s leadership capacity. Implements EID programming and evaluates employees’ EID attitudes, knowledge, and skills; continually re-enforces EID values within the organization.&lt;br&gt;b. Demonstrates transparent application of EID values in day-to-day work and in strategic (longer-term) planning.&lt;br&gt;c. Proactively works with and coaches others to execute tasks and projects from a position of “yes, if...” thinking.&lt;br&gt;d. Engages in influencing other’s points of view with relevant stories drawn from one’s broad experience with decision-making in the context of EID.</td>
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<td>2. Works in consultative partnership with others instead of working in a transactional manner simply to ‘get things done’.</td>
<td>a. Learns what distinguishes the business partnership model of getting things done from the traditional, transactional model.&lt;br&gt;b. Begins to be able to identify the reasons why approaches to getting things done in similar situations may be markedly different.</td>
<td>a. Consistently demonstrates the behaviors of a business partner; takes appropriate care of the transactional elements of one’s role/delegated authority in the context of partnering with others.&lt;br&gt;b. In partnership with others, generates potential approaches to getting things done in consideration of a situation’s unique attributes.&lt;br&gt;c. Tests one’s assumptions by soliciting feedback from others proactively.</td>
<td>a. Mentors and coaches others to learn about and work at the level of business partner in the execution of HR activities.&lt;br&gt;b. Builds bridges among a wider scope of ‘others’ to foster the ability among others to getting things done more powerfully.&lt;br&gt;c. Designs feedback mechanisms and feedback loops in service to the consultative partnership model of getting things done.</td>
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| 3. Operates from a **customer-centered** focus/approach in executing all tasks and projects. | a. Learns who one’s customers are (these are an important stakeholder) and prioritizes them over secondary role responsibilities.  
b. Begins to learn what’s important to one’s customers.  
c. Networks with longer-tenured colleagues in HR to learn about historical challenges and successes of one’s customers.  
d. Begins to seek and incorporate feedback from one’s customers to achieve desired outcomes and ensure the completion of work. | a. Demonstrates proactive and ongoing prioritization of one’s customers.  
b. Begins to connect one’s customers with colleagues’ customers to share knowledge, approaches to work, analysis models, etc., potentially generating opportunities for communities of practice.  
c. Considers knowledge of a customer’s past practices and their successes and challenges to identify optimal next steps for executing work.  
d. Generates curiosity among colleagues in HR to foster a habit of seeking feedback from HR’s customers to achieve desired outcomes and ensure the completion of work. | a. Teaches others about why embodying a customer-centered approach to work is critical, and how to do it well.  
b. Actively engages and provides leadership for shared learning, such as communities of practice.  
c. Shares institutional knowledge to facilitate others’ ability to generate optimal next steps for executing work.  
d. Designs methods for capturing customer feedback on a wider scale. |
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| 4. **Anticipates and escalates** issues appropriately. | a. Learns how to identify when issues are emerging.  
b. Considers the questions that need to be answered to determine how and what information to escalate.  
c. Explores alternatives with supervisor for escalating concerns. | a. Proactively recognizes in advance when issues are emerging (i.e., “smells smoke”).  
b. Generates alternatives for escalating concerns, consults with (and when appropriate, seeks support from) colleagues, and takes action. | a. Demonstrates holistic understanding of emerging issues and articulates concerns in ways that foster effective responses in partnership with others.  
b. Provides leadership for escalating appropriately and brainstorming options to prevent crises that would otherwise result from emerging issues. |
5. **Communicates** with responsible transparency and respect for confidentiality.

   - a. Learns to distinguish what information in what contexts is considered confidential from information in contexts that is not.
   - b. Proactively checks in with stakeholders about the status of projects versus waiting to be asked.
   - c. Work with supervisor to craft messages to stakeholders to ensure effective communication.

6. **Balances requirements** to deliver high-quality service, to complete projects on time and within scope and budget, and to sustain positive relationships.

   - a. Learn best practices for priority/time management, project management, and for building and sustaining positive relationships.
   - b. Work with supervisor to begin learning about budgeting processes in one’s functional area.**
   - c. Identifies and seeks mentoring from individual(s) who are known for their ability to deliver high quality service and manage projects while prioritizing relationships with others.