EXECUTION	Self-to-Self	Self-to-Others	Self-to-Systems
1. **Lead by example**: take initiative to learn about EID. Amplify EID core values and practices among other people to inform *how* we get things done. **(cross-listed in EID Rubric)**	• Learn about and reflect on EID core values and practices. Identify ways to apply these in my day-to-day work. • Discern and assess my underlying assumptions that drive how I usually get things done.	• "Model the way" by continually learning about EID core values and practices. Partner to apply what I learn in concrete, visible ways. • Unlearn inequitable and exclusionary ways of getting things done.	• Continually reinforce my organization's transparent and evolving use of EID core values and practices. • Make it normal to question assumptions behind the way we usually get things done, and unlearn inequitable and exclusionary habits.
2. Work in **consultative partnership** instead of transactionally to "get things done."	• Learn what consultative partnership is. • Recognize when consultative partnership is more appropriate than working transactionally.	• Model partnership behaviors that include strategic thinking, process improvement, and people skills. • Coach others to carry out HR activities at increasing levels of consultative partnership.	• Create strategic partnerships across a wide group of stakeholders to foster more effectiveness in my organization. • Create more space for consultation by conducting organizational audits that reduce transactional burden.
3. **Focus on customers** in all HR tasks, projects, and strategic initiatives.	• Learn who my customers are and what is important to them. • Seek and incorporate feedback from my customers and other stakeholders to achieve desired outcomes. • Network to learn about my customers' past successes and challenges.	• Model proactively prioritizing of my customers. • Model seeking feedback from stakeholders to achieve desired processes and outcomes. • Tell customers how their feedback is or is not used. • Share knowledge with colleagues in communities of practice or other ways to improve outcomes for customers.	• Create a culture of customer-centeredness. Show why it is essential and how to do it well. • Design ways to capture stakeholder feedback on a wide scale and communicate its use. • Facilitate institutional knowledge-sharing to enhance our ability to achieve results.

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4. **Anticipate and escalate** issues appropriately.	• Learn how to identify emerging issues. • Consider what questions need answers before deciding when and how to escalate issues. • Talk with trusted colleagues to explore alternatives for escalating concerns.	• Model recognizing emerging issues (i.e., "smelling smoke"). • Model habit generating questions to get at root issues, potential solutions, and alternatives for escalating concerns. • Model speaking up.	• Demonstrate holistic understanding of emerging issues and skillful articulation of concerns, in partnership with campus leaders. • Lead my organization by escalating issues effectively and brainstorming options to prevent crises.
5. Communicate with **responsible transparency** and respect for confidentiality.	• Learn to distinguish what information is confidential in which context(s). • Communicate information with customers appropriately. • Proactively check in with my stakeholders about project status instead of waiting for them to ask.	• Model communicating information knowledgeably and proactively, with appropriate respect for confidentiality. • Design and carry out strategies for proactively informing my stakeholders about the status of HR projects that affect them.	• Ensure responsible transparency of all stakeholder communications in my organization. • Teach others how to design and use communication strategies. • Lead the periodic review of information gathered from stakeholders to evaluate communication strategies.
6. **Balance requirements:** sustain positive relationships while delivering high-quality service (completing projects on time and within scope and budget).	• Learn priority/project management skills. • Learn about budgeting in my unit (if applicable). • Seek mentoring from people known for prioritizing relationships while managing projects and delivering high quality service.	• Model effective priority/project management. • Oversee or help with budget development (if applicable). • Sustain relationships by proactively addressing challenges in balancing requirements.	• Create a culture of balancing competing demands for high-quality service and relationships. • Facilitate opportunities for people to learn skills for building relationships while managing priorities and projects. • Lead budgeting processes. Meet or exceed budget expectations.