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<th>PROBLEM SOLVING</th>
<th>DEVELOPING (Self-to-Self)</th>
<th>CULTIVATING FLUENCY (Self/Other)</th>
<th>MASTERING (Self-to-System)</th>
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<td>1. Embodies the core values of engagement, inclusion and diversity by demonstrating sensitivity to multiple points of view, perspectives, and experiences in the process of resolving HR issues.</td>
<td>a. Demonstrates interest in and acceptance of people within one’s organization who are different from oneself in some aspect of identity (i.e., race, ethnicity, gender, sexual orientation, religion, education, class, ability, culture, and so on).&lt;br&gt;b. Begins engaging in a regular practice of asking what others think in solving HR problems&lt;br&gt;c. With support, determines best course of action based on different perspectives shared, resulting in more comprehensive solutions</td>
<td>a. Openly and proactively acknowledges diversity of backgrounds, behaviors and perspectives, in a way that begins to influence others within one’s organization.&lt;br&gt;b. Actively fosters an inclusive and engaged workplace environment in which multiple points of view are actively invited by regularly seeking and respecting diverse perspectives from others&lt;br&gt;c. Routinely seeks to include the right people with the right talents in the right situations.</td>
<td>a. Creates innovation around strengths of diversity and cultivating a welcoming environment for all. Models the competency by coaching and developing others.&lt;br&gt;b. Provides leadership to examine authentically both systemic and interpersonal sources of power and privilege as they relate to HR functions, and to promote a welcoming, diverse, and inclusive climate for problem-solving by facilitating, modelling, and advocating for creating spaces in which this may occur.&lt;br&gt;c. Provides leadership to influence strategic participation in problem-solving.</td>
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<td>2. Demonstrates curiosity and humility, and dedication to the principle, “Seek first to understand” (i.e., to be open to see that we don’t have all the answers).</td>
<td>a. Acknowledges with openness and transparency when one doesn’t know something&lt;br&gt;b. Learns about and begins to use open-ended questions</td>
<td>a. Integrates responses with a deepening sense of openness, subsequently allowing a broader pool of possible responses and options and genuinely new ideas to emerge.&lt;br&gt;b. Develops new ideas that reflect synthesis of diverse perspectives and experiences&lt;br&gt;c. Begins exploring how to coach others in this area.</td>
<td>a. Facilitates engaged listening processes, among others.&lt;br&gt;b. Demonstrates a habit of expressing deep curiosity and openness when solving problems, and coaches others to do the same, to foster the generation of transformative solutions.</td>
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| 3. | Engages in thorough analysis to examine root cause(s) and works in partnership with others to problem-solve at the level of root cause. | a. Learns about, and begins to explore utilizing a process of ‘root-cause’ analysis.  
| | | b. Begins to incorporate regular examination of whether one is solving the right problem (versus symptoms).  
| | a. Notices opportunities to integrate root cause analysis into workplace situations, as appropriate  
| | b. Folds results of root cause analysis into emerging solutions.  
| | c. Transcends working at the level of transaction to provide holistic consulting that reflects understanding of root causes.  
| | a. Seamlessly integrates root cause analysis as a natural element of one’s work in consultative partnership with others.  
| | b. Teaches, mentors, and coaches others to do the same.  |
| 4. | Considers overlaps and cross-functional HR and organizational impacts of projects and tasks, instead of working in a transactional manner simply to resolve issues. | a. Actively seeks to understand cross-functional HR impacts of issues and potential solutions through conversations with one’s supervisor.  
| | | b. Begins to ask “far-sighted questions” to explore implications for others and the future in the problem-solving process.  
| | a. Regularly engages with others to identify and discuss overlaps and cross-functional impacts of one’s own and shared projects.  
| | b. Demonstrates understanding of systems and connections among perspectives through a regular habit of weighing impacts of decisions on diverse stakeholders and interests.  
| | a. Provides leadership in identifying cross-functional HR impacts of issues and solutions.  
| | b. Facilitates systematic discussion and examination of cross-functional impacts within all problem-solving processes.  
| | c. Leads colleagues and the campus to resolve issues and problems.  |
| 5. | Demonstrates adaptability in problem solving through the integration of learning from previous experience. | a. Begins to examine and apply learning from previous experiences to develop different solutions (where appropriate) to existing and new problems.  
| | a. Models examples of knowledge acquired by sharing successes and failures and new approaches with others.  
| | b. Partners with colleagues to solve HR problems, proactively and appropriately offering to assist and learn from others.  
| | a. Facilitates others’ courageous and critical examination of new methods.  
| | b. Encourages innovation and adaptability in order to address emerging challenges in HR.  
<p>| | c. Engages in a deeper analysis of the meaning of issues as they relate to a broader system of issues.  |</p>
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| 6. **Cultivates innovative and courageous environments** to change paths/ directions by providing space for others to express these problem-solving attributes without fear of criticism. | a. Demonstrates respectful, inclusive behaviors that invite different perspectives, innovation, and experimentation in problem-solving processes.  
b. Learns to utilize innovative problem-solving tools and processes that allow groups to creatively experiment with new approaches. | a. Models respectful, inclusive behaviors, navigating discomfort or resistance, and creating project teams that invite diverse, perhaps conflictive, perspectives.  
b. Integrates innovative tools and processes into group problem-identification and problem-solving approaches, including more transformative approaches. |
|   | a. **Demonstrates respectful, inclusive behaviors that invite different perspectives, innovation, and experimentation in problem-solving processes.**  
b. **Learns to utilize innovative problem-solving tools and processes that allow groups to creatively experiment with new approaches.** | a. **Models respectful, inclusive behaviors, navigating discomfort or resistance, and creating project teams that invite diverse, perhaps conflictive, perspectives.**  
b. **Integrates innovative tools and processes into group problem-identification and problem-solving approaches, including more transformative approaches.** | a. **Leads and facilitates a welcoming ‘grace space,’ one that invites dissent, innovation, and experimentation and helps to create systems that consistently reinforce the value of such space.**  
b. **Leads and facilitates innovative problem-solving processes, and coaches others on their adaptation and use in varied contexts.** |