Welcome to the Harvard University Competency Dictionary. Here you will find a list of competencies that Harvard values in their employees. Please click on one of the competencies below to be brought to the definition or scroll through the document to learn about each competency.

**Ability to Influence**

**Accountability**

**Applied Learning**

**Attention to Detail**

**Build a High Performing Team**

**Building Partnerships**

**Building Trust**

**Communication Skills**

**Continuous Learning**

**Customer Focus**

**Decision Making**

**Delegation**

**Delivers Results**

**Embraces Change**

**Innovation**

**Interpersonal Skills**

**Job Knowledge**

**Living the Vision and Values**

**Managing Conflict**

**Negotiation**

**Organizational Awareness**

**Persuasiveness**

**Planning and Organizing**

**Problem Analysis and Solving**

**Pursues Excellence**

**Resource Allocation**

**Risk Taking**

**Strategic Thinking**

**Teamwork and Collaboration**

**Time Management**

**Valuing Diversity**
<table>
<thead>
<tr>
<th>Competency Title</th>
<th>Description</th>
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| **Ability to Influence** | • Uses appropriate interpersonal styles and techniques to gain acceptance of ideas or plans. Effectively explores alternatives to reach outcomes that gain the support and acceptance of others.  
  • Opens discussions effectively – Describes expectations, goals, or requests in a way that provides clarity and excites interest.  
  • Develops others’ and own ideas – Presents own ideas; seeks and develops suggestions of others.  
  • Builds support for preferred alternatives – Builds value of preferred alternatives by relating them to others’ needs; responds to differing views by emphasizing value; articulates problems with undesirable alternatives.  
  • Facilitates agreement – Uses appropriate influence strategies (such as demonstrating benefits or giving rewards) to gain genuine agreement; persists by using different approaches as needed to gain commitment. |
| **Accountability** | • Takes responsibility for actions, decisions and deliverables. Works to establish a culture of accountability among direct reports and across the organization, where applicable; models accountability for others. Aligns systems to support accountability (reward and recognition, compensation, mobility, etc.).  
  • Takes responsibility and demonstrates accountability – Accepts responsibility for outcomes (positive or negative) of one’s work; takes ownership for mistakes or missteps and refocuses efforts when necessary; holds self and others accountable for reaching short and long-term goals.  
  • Encourages others to take responsibility – Provides encouragement and support to others in accepting responsibility; does not accept others’ denial of responsibility without questioning.  
  • Sets high standards of performance for self and others – Self-imposes standards of excellence rather than having standards imposed. |
| **Applied Learning** | • Assimilating and applying new job-related information in a timely manner.  
  • Actively participates in learning activities—Takes part in needed learning activities in a way that makes the most of the learning experience (e.g., takes notes, asks questions, does required tasks).  
  • Quickly gains knowledge, understanding, or skill—Readily absorbs and comprehends new information from formal and informal learning experiences.  
  • Applies knowledge or skill—Puts new knowledge, understanding, or skill to practical use on the job; furthers learning through trial and error. |
| **Attention to Detail** | • Accomplishing tasks by considering all areas involved, no matter how small; showing concern for all aspects of the job; accurately checking processes and tasks; being watchful over a period of time.  
• Follows procedures—Accurately and carefully follows established procedures for completing work tasks.  
• Ensures high-quality output—Vigilantly watches over job processes, tasks, and work products to ensure freedom from errors, omissions, or defects.  
• Takes action—Initiates action to correct quality problems or notifies others of quality issues as appropriate. |
| **Build a High Performing Team** | • Develops a capable, diverse and cohesive team to maximize their collective skills and talents; motivates others to achieve the organization’s goals; recognizes and rewards contributions.  
• Hires and develops a diverse team – Attracts and hires the best candidates internally and externally; takes action to increase individual and team effectiveness; creates the climate and culture of an inclusive, positive, high-functioning team.  
• Sets performance goals—Collaboratively works with direct reports to set meaningful, specific performance goals that align with team goals; identifies measures for evaluating goal achievement; gives timely, appropriate feedback, providing coaching when needed.  
• Emphasizes retention – Establishes development opportunities to encourage talented individuals to remain with Harvard; provides opportunities that offer challenge and career satisfaction, consistent with fostering and maintaining a diverse and inclusive work environment.  
• Provides differential rewards – Looks for opportunities to reinforce, recognize and reward accomplishments;  
• Aligns processes and resources – Aligns internal processes and resources (i.e., team goals, performance and development plans, staffing, budget) to support building organizational capability in priority areas. |
Building Partnerships

- Identifies opportunities and takes action to build strategic relationships between one's area and other areas, teams, departments, units, or organizations to help achieve business goals.

- Identifies partnership needs—Analyzes the organization and own area to identify key relationships that should be initiated or improved to further the attainment of own area's goals.

- Explores partnership opportunities—Exchanges information with potential partner areas to clarify partnership benefits and potential problems; collaboratively determines the scope and expectations of the partnership so that both areas' needs can be met.

- Formulates action plans—Collaboratively determines courses of action to realize mutual goals; facilitates agreement on each partner's responsibilities and needed support.

- Subordinates own area's goals—Places higher priority on organization's goals than on own area's goals; anticipates effects of own area's actions and decisions on partners; influences others to support partnership objectives.

- Monitors partnership—Implements effective means for monitoring and evaluating the partnership process and the attainment of mutual goals.

Building Trust

- "Interacting with others in a way that gives them confidence in one's intentions and those of the organization.

- Operates with integrity—Demonstrates honesty; keeps commitments; behaves in a consistent manner.

- Discloses own positions—Shares thoughts, feelings, and rationale so that others understand personal positions.

- Remains open to ideas—Listens to others and objectively considers others' ideas and opinions, even when they conflict with one's own.

- Supports others—Treats people with dignity, respect, and fairness; gives proper credit to others; stands up for deserving others and their ideas even in the face of resistance or challenge."
### Communication Skills

- Proactively communicates; informs others of what they need to know. Utilizes oral and written communication to enhance relationships across the organization. Capably articulates thoughts and ideas in speaking and listens carefully to others. Key actions include:
  - Verbal communication – Clearly communicates ideas, information, proposals, instructions, issues, and questions using appropriate tone and language.
  - Written communication – Produces clear, concise memos, email, and other correspondence, that conveys all relevant information using appropriate language.
  - Presentation skills – Prepares and delivers persuasive, clear messages in a style appropriate to the audience. Exhibits mastery of materials, a comfortable and effective delivery styles, and handles inquiries about the topic with ease.

### Continuous Learning

- Actively identifying new areas for learning; regularly creating and taking advantage of learning opportunities; using newly gained knowledge and skill on the job and learning through their application.
  - Targets learning needs—Seeks and uses feedback and other sources of information to identify appropriate areas for learning.
  - Seeks learning activities—Identifies and participates in appropriate learning activities (e.g., courses, reading, self-study, coaching, experiential learning) that help fulfill learning needs.
  - Maximizes learning—Actively participates in learning activities in a way that makes the most of the learning experience (e.g., takes notes, asks questions, critically analyzes information, keeps on-the-job application in mind, does required tasks).
  - Applies knowledge or skill—Puts new knowledge, understanding, or skill to practical use on the job; furthers learning through trial and error.
  - Takes risks in learning—Puts self in unfamiliar or uncomfortable situation in order to learn; asks questions at the risk of appearing foolish; takes on challenging or unfamiliar assignments.
| **Customer Focus** | • Making customers and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.  
• Seeks to understand customers—Actively seeks information to understand customers’ circumstances, problems, expectations, and needs.  
• Educates customers—Shares information with customers to build their understanding of issues and capabilities.  
• Builds collaborative relationships—Builds rapport and cooperative relationships with customers.  
• Takes action to meet customer needs and concerns—Considers how actions or plans will affect customers; responds quickly to meet customer needs and resolve problems; avoids overcommitments.  
• Sets up customer feedback systems—Implements effective ways to monitor and evaluate customer concerns, issues, and satisfaction and to anticipate customer needs. |
| **Decision Making** | • Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.  
• Identifies issues, problems, and opportunities—Recognizes issues, problems, or opportunities and determines whether action is needed.  
• Gathers information—Identifies the need for and collects information to better understand issues, problems, and opportunities.  
• Interprets information—Integrates information from a variety of sources; detects trends, associations, and cause-effect relationships.  
• Generates alternatives—Creates relevant options for addressing problems/opportunities and achieving desired outcomes.  
• Chooses appropriate action—Formulates clear decision criteria; evaluates options by considering implications and consequences; chooses an effective option.  
• Commits to action—Makes decisions within a reasonable time.  
• Involves others—Includes others in the decision-making process as warranted to obtain good information, make the most appropriate decisions, and ensure buy-in and understanding of the resulting decisions. |
## Delegation

- Allocating decision-making authority and/or task responsibility to appropriate others to maximize the organization's and individuals' effectiveness.

- Shares appropriate responsibilities—Allocates decision-making authority and/or task responsibility in appropriate areas to appropriate individuals (considering positive and negative impact, organizational values and structures, and enhancement of the individual's knowledge/skills).

- Defines parameters—Clearly communicates the parameters of the delegated responsibility, including decision-making authority and any required actions, constraints, or deadlines.

- Provides support without removing responsibility—Suggests resources and provides assistance or coaching as needed; expresses confidence in the individual.

- Stays informed—Establishes appropriate procedures to keep informed of issues and results in areas of shared responsibility.

## Delivers Results

- Establishes high goals for organization success and personal accomplishment; meets or exceeds those goals; conveys a sense of urgency and drives issues to closure.

- Identifies opportunities to perform high impact work – Looks for existing and emerging needs as well as developments in academia, private industry and government to identify new opportunities to perform high impact work that aligns with the mission.

- Achieves goals – Works tenaciously toward and derives satisfaction from achieving challenging goals; pitches in where required without regard to status.

- Remains focused – Self-disciplined; measures progress and evaluates results; prevents irrelevant issues or distractions from interfering with timely completion of important initiatives.
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<thead>
<tr>
<th>Embraces Change</th>
<th>Innovation</th>
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<td>- Actively identifies problems and opportunities for change and implements solutions where appropriate. Maintains effectiveness when experiencing major changes in work tasks or the work environment; adjusts effectively to work within new work structures, processes, requirements, or cultures. Key actions include:</td>
<td>- Generating innovative solutions in work situations; trying different and novel ways to deal with work problems and opportunities.</td>
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<td>- Demonstrates effort to understand changes – Actively tries to understand changes in work tasks, situations, and environment as well as the logic or basis for change; actively seeks information about new work situations.</td>
<td>- Challenges paradigms—Identifies implicit assumptions in the way problems or situations are defined or presented; sees alternative ways to view or define problems; is not constrained by the thoughts or approaches of others.</td>
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<td>- Approaches change or newness positively – Treats change and new situations as opportunities for learning or growth; focuses on the beneficial aspects of change; speaks positively about the change to others.</td>
<td>- Leverages diverse resources—Draws upon multiple and diverse sources (individuals, disciplines, bodies of knowledge) for ideas and inspiration.</td>
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<td>- Invites change — Presents new ideas or potential solutions to problems without prompting; does not wait for others to take action or to request actions.</td>
<td>Thinks expansively—Combines ideas in unique ways or makes connections between disparate ideas; explores different lines of thought; views situations from multiple perspectives; brainstorms multiple approaches/solutions.</td>
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<td>- Adjusts behaviors – Quickly modifies behavior to deal effectively with changes in the work environment; readily tries new approaches appropriate for new or changed situations; does not persist with ineffective behaviors.</td>
<td>- Evaluates multiple solutions—Examines numerous potential solutions and evaluates each before accepting any.</td>
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<td>- Ensures relevance—Targets important areas for innovation and develops solutions that address meaningful work issues.</td>
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### Interpersonal Skills

- Exhibits acceptable standards of professional conduct. Listens carefully. Develops and maintains positive working relationships with all constituents. Key actions include:
  - Diplomacy – Extends consideration to co-workers, students, faculty and other constituents at all levels.
  - Maintains confidences – Handles confidential information without breaking trust or confidences. Is seen as a trusted and discrete colleague.
  - Respect and professionalism – Demonstrates clear, professional, and respectful communications in all interactions, consistent with an inclusive work environment. Treats others with dignity and respect.
  - Conflict management – Resolves conflict effectively and respectfully.

### Job Knowledge

- vHas solid knowledge of his or her department, and current position, as well as policies, processes, practices, and tools required to complete the work efficiently and effectively. Grasps aspects of required duties and skills needed to be successful in this role.
  - Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.

### Living the Vision and Values

- Demonstrates an understanding of local school/business unit’s vision and values, using them as a point of reference where appropriate. Keeps the vision and values at the forefront of decision-making and personal action.
  - Communicates the importance of the vision and values – Helps others understand the local school/business unit’s vision and values and their importance.
  - Moves others to action – Translates the local school/business unit’s vision and values into day-to-day activities and behaviors; guides and motivates others to take actions that support the vision and values.
  - Models the vision and values – Takes actions, makes decisions, and shapes team or group priorities to reflect the local school/business unit’s vision and values.
  - Rewards living the vision and values – Recognizes and rewards colleagues and direct reports whose actions support the local school/business unit’s vision and values.
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<tr>
<th>Managing Conflict</th>
<th>Dealing effectively with others in an antagonistic situation; using appropriate inter-personal styles and methods to reduce tension or conflict between two or more people.</th>
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<td>- Opens discussions effectively—Establishes a clear and compelling rationale for resolving the conflict.</td>
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<td>- Clarifies the current situation—Collects information from relevant sources to understand the conflict.</td>
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<td>- Remains open to all sides—Objectively views the conflict from all sides.</td>
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<td>- Stays focused on resolution—Stays focused on resolving the conflict and avoids personal issues and attacks.</td>
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<td>- Develops others’ and own ideas—Presents and seeks potential solutions or positive courses of action.</td>
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<td>- Initiates action—Takes positive action to resolve the conflict in a way that addresses the issue, dissipates the conflict, and maintains the relationship.</td>
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<td>- Closes discussions with clear summaries—Summarizes to ensure that all are aware of agreements and required actions.</td>
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<th>Negotiation</th>
<th>Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.</th>
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<td>- Clarifies the current situation—Explores all parties' needs, concerns, and initial positions, including own.</td>
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<td>- Identifies points of agreement/disagreement—Builds common ground by highlighting areas of agreement; focuses efforts by pointing out areas of disagreement.</td>
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<td>- Keeps discussion issue oriented—Manages the interpersonal process to stay focused on the task; constructively addresses emotions and conflict.</td>
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<td>- Develops others’ and own ideas—Engages in mutual problem solving by brainstorming alternative positions or approaches and evaluating them openly and fairly.</td>
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<td>- Builds support for preferred alternatives—Builds value of preferred alternatives by relating them to the other party's needs; responds to objections by emphasizing value; exposes problems with undesirable alternatives.</td>
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<td>- Facilitates agreement—Seeks a win-win solution through a give-and-take process that recognizes each party's core needs.</td>
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| **Organizational Awareness** | • Gains knowledge of University culture, systems, and pressures; understands the agenda and perspectives of others; recognizes and balances the interest of one’s department with those of other departments and the University, as well as the impact of decisions on each. Key actions include:

• Reads and understands the environment – Understands department/school purpose and place in the University system.

• Manages key stakeholder reactions – Assesses the views of stakeholders on key issues; positions the timing of recommendations to insure the greatest likelihood of success.

• Identifies partnership needs – Analyzes the organization and own area to identify key relationships that should be initiated or improved to further the attainment of own area’s goals.

• Is aware of the political landscape – Appropriately anticipates the political consequences of actions; considers the political environment when presenting ideas and taking actions; knows when to get input and build consensus. |

| **Persuasiveness** | • Using appropriate interpersonal styles and communication methods to gain acceptance of a service or idea.

• Questions and probes—Seeks information to understand situations, needs, and desired potential benefits.

• Establishes strategy—Develops approaches that best position services or ideas; leverages supportive factors, overcomes or minimizes barriers, and addresses unique needs and preferences of key decision makers.

• Builds rapport—Makes favorable impressions by interacting in a manner that builds effective relationships.

• Demonstrates capability—Presents products, services, or ideas in a manner that clearly shows how they would meet needs and provide benefits; builds confidence in the products or ideas.

• Gains commitment—Uses appropriate techniques to move others to action or to gain agreement. |
| **Planning and Organizing** | Establishing courses of action for self and others to ensure that work is completed efficiently.  
Prioritizes—Identifies more critical and less critical activities and assignments; adjusts priorities when appropriate.  
Determines tasks and resources—Determines project/assignment requirements by breaking them down into tasks; identifying equipment, materials, and people needed; and coordinating with internal and external partners.  
Schedules—Allocates appropriate amounts of time for completing own and others’ work; avoids scheduling conflicts; develops timelines and milestones.  
Leverages resources—Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently.  
Stays focused—Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion. |
| **Problem Analysis and Solving** | Uses sound or logical judgment to spot and analyze problems, develop alternative solutions and initiate corrective action. Key actions include:  
• Proactively identifies problems -- Anticipates, identifies and clearly defines problems  
• Identifies multiple solutions to the problem – Identifies, evaluates and weighs alternatives of multiple solutions  
• Proposes and implements solutions -- Works effectively with the organization to resolve issues and proposes and implements well-conceived, logical solutions in the best interest of the organization. |
| **Pursues Excellence** | Sets high standards of performance for self and others; self-imposes standards of excellence.  
• Sets standards for excellence—Establishes criteria and/or work procedures to achieve a high level of quality, productivity, or service.  
• Ensures high quality—Dedicates required time and energy to assignments or tasks to ensure that no aspect of the work is neglected; works to overcome obstacles to completing tasks or assignments. |
### Risk Taking

- Initiates action that tries to achieve a recognized benefit or advantage when potential negative consequences are understood. Key actions include:
  - Ownership – Takes responsibility for one’s role so that the team can create better solutions. Works to the best of one’s ability, taking pride in the work and environment. Owns mistakes and shares successes.
  - Experimenting – Volunteers for new things. Operates outside one’s comfort zone. Asks, “How can I approach the work in new ways with new thought?”
  - Initiative – Recognizes the need for action, offers solutions, seeks expertise and anticipates needs.

### Resource Allocation

- Manages finances and organizational resources to enhance department, school or university goals. Deploys funds, staffing or resources economically and effectively. Key actions include:
  - Budget management -- Prepares and manages budget and staff time effectively; can justify variances when necessary.
  - Demonstrates sound fiscal and resource management -- Uses program resources (money, time, people, etc.) wisely and within allocated budget; consistently looks for opportunities to enhance services levels and/or reduce cost (i.e., looks at each position vacancy creatively, streamlines process and/or procedures, etc.).
  - Financial compliance -- Adheres to all school, university, Federal, and State financial policies and procedures.

### Strategic Thinking

Obtains information and identifies key issues and relationships relevant to achieving a long-range goal or vision; commits to a course of action to accomplish a long-range goal or vision after developing alternatives based on logical assumptions, facts, available resources, constraints, and organizational values. Consistently and effectively plans for both long- and short-term, adjusting plans as needed; achieves key objectives.

- Gathers information – identifies and fills gaps in information required to understand strategic issues.
- Organizes information – organizes information and data to identify/explain major trends, problems, and causes; compares and combines information to identify underlying issues.
- Evaluates/Selects strategies – generates and considers options for actions to achieve a long-range goal or vision; develops decision criteria considering factors such as cost, benefits, risks, timing, and buy-in; selects the strategy most likely to succeed.
- Establishes implementation plan – identifies the key tasks and resources needed to achieve objectives.
- Executes plan – makes sure strategies are carried out; monitors results and makes adjustments as needed.
| **Teamwork and Collaboration** | Actively participates as a member of a team to move the team toward the completion of goals. Maintains strong, personal connections with team members and key stakeholders. Aligns personal work and performance with the broader team to achieve mutual outcomes. Key actions include:

- Facilitates team goal accomplishment – Makes procedural or process suggestions for achieving team goals or performing team functions; provides necessary resources or helps to remove obstacles to help the team accomplish its goals.

- Involves others – Listens to and fully involves others in team decisions and actions; values and uses individual differences and talents.

- Informs others on team – Shares important or relevant information with the team.

- Models commitment – Adheres to the team’s expectations and guidelines; fulfills team responsibilities; demonstrates personal commitment to the team. |

| **Time Management** | Effectively managing one’s time and resources to ensure that work is completed efficiently.

- Prioritizes—Identifies more critical and less critical activities and tasks; adjusts priorities when appropriate.

- Makes preparations—Ensures that required equipment and/or materials are in appropriate locations so that own and others’ work can be done effectively.

- Schedules—Effectively allocates own time to complete work; coordinates own and others’ schedules to avoid conflicts.

- Leverages resources—Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently.

- Stays focused—Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion. |
| **Valuing Diversity** | Appreciating and leveraging the capabilities, insights, and ideas of all individuals; working effectively with individuals of diverse style, ability, and motivation.  
Leverages diversity—Seeks out and uses ideas, opinions, and insights from diverse and various sources and individuals; maximizes effectiveness by using individuals’ particular talents and abilities on tasks or assignments.  
Seeks understanding—Establishes relationships with and learns more about people of other cultures and backgrounds (e.g., special issues, social norms, decision-making approaches, preferences).  
Champions diversity—Advocates the value of diversity to others; takes actions to increase diversity in the workplace (e.g., by recruiting and developing people from varied backgrounds and cultures); confronts racist, sexist, or inappropriate behavior by others; challenges exclusionary organizational practices.  
Takes actions that respect diversity—Examines own biases and behaviors to avoid stereotypical actions or responses; plans and takes actions that consider the diversity of those involved or affected. |