

**Six Domains of  
Knowledge for  
Higher  
Education  
Leaders**

**SUNY 360 Questions**

<i>Know Yourself</i>	<ol style="list-style-type: none"><li>1. Is consistently displaying an authentic approach/style to leadership.</li><li>2. Is aware when others are able to relate to him/her, and when they are not.</li><li>3. Remains open to critical feedback and viewpoints.</li><li>4. Shares a vision and sense of purpose.</li><li>5. Effectively manages personal stress.</li><li>6. Demonstrates emotional intelligence by being able to understand and manage one's own emotions and moods.</li><li>7. Demonstrates an ability to self-regulate personal emotions to bring out the best in others.</li><li>8. Is honest and ethical in all actions.</li><li>9. Responds to others with tact and composure, and avoids defensiveness</li></ol>
<i>Know Your Skills</i>	<ol style="list-style-type: none"><li>10. Possesses the skills necessary to be successful in current role.</li><li>11. Seeks feedback on one's own performance and adjusts behaviors.</li><li>12. Demonstrates a willingness to build upon skills necessary for success in current role.</li><li>13. Uses time effectively, employing skills such as planning and delegating.</li><li>14. Accepts responsibility for taking risks and making difficult decisions.</li><li>15. Conveys ideas clearly when speaking/writing.</li><li>16. Is comfortable discussing personal leadership strengths and weaknesses.</li><li>17. Demonstrates skills and potential to be a successful leader in a future/advanced role in higher education.</li></ol>
<i>Know Your Team</i>	<ol style="list-style-type: none"><li>18. Listens carefully and understands others' perspectives.</li><li>19. Manages conflict and change by relating well with different viewpoints.</li><li>20. Shows respect for others and creates an environment where others feel safe to speak up.</li><li>21. Seeks to understand their team members' values and motivations.</li><li>22. Fosters professional development for everyone.</li><li>23. Shepherds and advances a collective vision for the team that encourages collective action, rather than independent activity.</li><li>24. Builds and listens to consensus among team members on a wide variety of projects.</li></ol>

- 25. Seeks ways to involve others in problem solving and decision-making.
- 26. Ensures accountability of team members through accurate and timely reporting.
- 27. Maintains open communication about use of time, budget and other resources.
- 28. Seeks input from others including those who differ from them (example: gender, ethnicity, nationality, age, ability, professional background, etc.).
- 29. Models inclusivity on campus/in the workplace.
- 30. Shows awareness of the team culture and values it.
- 31. Knows what motivates the team.
- 32. Is aware of team's strengths and weaknesses.
- 33. Consistently brings positive energy and attitude.

*Know Your Students*

- 34. Displays awareness and sensitivity to diverse populations of students (and staff).
- 35. Excels in operating/leading in a diverse campus environment.
- 36. Demonstrates cultural intelligence in responses to significant demographic shifts in student population.
- 37. Shows concern for student success.
- 38. Responds to needs/concerns expressed by student bodies and various constituencies in a timely fashion.
- 39. Attends to student input for advancing the college/university.
- 40. Promotes a lifelong learning environment for everyone in the (college).

*Know Your Institution*

- 41. Demonstrates knowledge of the college, such as its unique culture, enrollment trends and value propositions.
- 42. Demonstrates ability to explain the role of our institution within the higher education landscape.
- 43. Expresses the college/organization's values clearly.
- 44. Aligns goals and resources in order to support the college's priorities.
- 45. Persistently pursues ways to further the college's mission, vision and strategic plan.
- 46. Takes action to improve the quality of the college.
- 47. Effectively helps others support the college's mission, vision, strategic plan and policies.
- 48. Demonstrates understanding of the institution's external stakeholders.
- 49. Networks and establishes partnerships that help achieve the college's goals.

<i>Know Your Context</i>	<p>50. Maximizes use of the college's resources such as personnel time, budgeted funds, and other assets.</p> <p>51. Displays competence with how the college is organized administratively in order to operationalize work and "get things done" on campus.</p> <p>52. Values collaboration and is able to collaborate effectively across various departments on campus.</p> <p>53. Is responsive to the changes in the higher education context, such as federal and state policy changes, immigration, tax reforms, etc.</p> <p>54. Weighs short-term needs with long-term goals.</p> <p>55. Finds ways to marshal resources to support goals/fund new programs.</p> <p>56. Establishes information gathering processes to inform decisions.</p> <p>57. Works effectively with stakeholders across the community.</p> <p>58. Integrates knowledge of other's cultures in daily performance</p>
<i>Leadership Derailment</i>	<p>59. Is easily distracted, shifting from task to task without getting the most critical things done.</p> <p>60. Appears bored or dissatisfied with work, doing enough to just 'get by'.</p> <p>61. Concerned with being accepted and liked.</p> <p>62. Is obsessive and uncompromising.</p> <p>63. Places personal agenda before the good of the team.</p> <p>64. Violates or compromises the trust of others/has difficulty gaining trust.</p> <p>65. Overly controlling; does not empower others to do their best.</p> <p>66. Loses his/her temper, and/or lacks patience with others.</p> <p>67. Avoids appropriate risk.</p> <p>68. Is driven by a strong sense of entitlement.</p> <p>69. Is distant and/or unapproachable.</p> <p>70. Avoids opportunities for personal or professional growth</p>