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## Review of Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities

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**Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities.** By Ann F. Lucas. San Francisco, CA, Jossey-Bass, 1994, 295 pages.

*Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities* focuses on strengthening departmental leadership in academe. The first-line administrator, often with the title of chair, is challenged as leader, faculty developer, manager, and scholar to make a difference in their department. The 13-chapter book uses a practical approach to understanding the major issues facing new and seasoned department chairs and presents sensible advice on problems that frequently occur in academic departments.

The content in the first chapter focuses on myths that often serve as barriers to limit the effectiveness of chairs as leaders and team builders. It offers approaches to enhance the ability to use influence in a department work group. The second chapter presents an overview of the leadership matrix, an instrument used to measure nine major leadership and faculty development responsibilities of chairs. Analysis of the data from the matrix helps target leadership strengths and areas for leadership development in the department. The matrix can also be helpful by identifying areas that will make little impact on the department no matter how much effort the chair dedicates to issues. Chapter 3 describes the current knowledge on leadership generated during the past decade as it applies to chairs in academe and promotes the use of a transformational leadership model. It then describes behaviors that are characteristic of academic chairs who become transformational leaders. This model presents a step-by-step approach that describes how a chair can develop shared vision and team building that reflects commitment from department members in academe.

The chairs must find creative approaches to motivate and reward faculty. The fourth chapter discusses what motivates faculty, the use of faculty rewards, and how goal setting can be used as a tool for ongoing faculty development and personnel decision making. Specific attention is directed toward special groups, such as difficult faculty colleagues, midcareer faculty, and burned-out faculty. Chapter 5 offers 24 strategies that a chair can use to motivate effective faculty teaching. More than 30 topics are suggested for faculty conversation group gatherings that promote teaching effectiveness.

Faculty evaluation is a major role of many chairs. The sixth chapter describes what students can and cannot contribute to the faculty evaluation process. It promotes the value of colleague observations in the classroom and discusses an

approach for counseling a faculty member before and after a classroom peer review. Chapter 7 focuses primarily on enhancing a newly defined faculty scholarship by facilitating a department climate that encourages scholarship and service.

Team building through supportive communication is a major strength of the book. Chapter 8 focuses on creating a supportive communication climate via active listening, empowerment, and effective support. It describes conducting effective meetings and the use of healthy problem solving that promotes sound decision making. Managing conflict is the emphasis in Chapter 9. It addresses approaches for managing conflict and the role of a chair as third-party facilitator. The tenth chapter describes steps to handle feedback from faculty using the leadership matrix model. It offers a step-by-step approach to establish goals and action steps based on the feedback from faculty. Chapter 11 focuses on the dean's role in developing departmental leadership using the leadership matrix on a regular basis as an instrument for goal setting with chairs and a year-end progress report, department leadership examination, and analysis of departmental issues.

Chapter 12 describes behavioral strategies to reduce stress that often result from three major factors in the job of chair: role ambiguity, role conflict, and work overload. The final chapter focuses on personal strategies for strengthening leadership effectiveness of a chair, including action research and creating a public document that records accomplishments of the department under the chair's leadership.

The content is current, accurate, logically organized, clearly written, and supported by the research and the literature in the area of leadership. It is designed to be helpful and pragmatic to department chairs, program directors, or anyone who will function as a team leader. Deans and other senior academic officers in colleges and universities could benefit from the book. Institutions are more productive when chairs, deans, and senior officers work together effectively as a team.

The book accomplishes its stated purpose and offers a research-based approach to selected areas with references. It is well written and can serve as a reference for leaders in academe.

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