Development of leadership skills in community college department chairs

Jocelyn Eager Sirkis

Jocelyn Eager Sirkis is the Director of the office of Professional Development at Community College of Philadelphia and a student in University of Maryland University College's Doctor of Management in Community College Policy and Administration program.

The role of a community college department chairperson is not well defined and the job is often perceived as more of a burden than an honor. Faculty come to the position frequently by "default" and without a ready set of management and leadership skills. The matter is of concern since chairs influence academic department strategy, culture, and quality in addition to performing an abundance of managerial tasks. As first-line leaders they are the go-to people for issue resolution involving faculty and/or students. This paper discusses the development of department chairs and proposes a specific curriculum of leadership skills.

The selection of community college department chairs is performed haphazardly and without the careful consideration given to typical college hiring processes. When candidates first interview for faculty roles, the vetting process examines prior teaching experience and scholarship in a particular field. Skills and experience associated with management and leadership are not sought out or evaluated. Department chairs are almost always selected internally from among full-time, tenured faculty with advanced degrees in their discipline, but few have had managerial or leadership experience.

Gmelch and Miskin (2010) describe the tradition of taking turns at department leadership

as "musical chairs," but this is not an entirely accurate description. Musical chairs is, after all, a game where competitors vie *for* a seat. It could instead be suggested that filling the position of department chair is analogous to a game "hot potato" wherein contenders try their best to avoid being stuck holding an overheated rhizome when the music comes to a stop. In essence, community college department chairs are often appointed, "volunteered," or "guilted" into taking their turn, rather than carefully chosen from among a pool of qualified candidates vying to be selected.

Even in instances where a faculty member decidedly *wants* to become department chair and campaigns for the position, it is unlikely that he or she will be well prepared for the role (Whitsett, 2007). Whether appointment is voluntary or not, community college department chairs come to the table (no pun intended) with little or no training at all (Aziz et al., 2005). Once appointed, most chairs receive nothing more than unguided, on-the-job training in a "sink or swim" work environment (Hecht, 2004). When training does occur, it is usually informal and inadequate (Cullen & Harris, 2008). Left to guide their own development, and typically with no budget to attend off-site training programs, department

chairs have few resources available besides a paucity of guidebooks (Hecht, 2004), some of which may be inadequate in that they specifically address the managerial aspects of the job rather than the leadership ones.

Many newly appointed department chairs are unaware of the extensive responsibilities required of the job. The position usually goes to a tenured member of the faculty (Hecht, 2004) who thinks he or she knows the workings of the college and is then unhappily surprised to find the position has responsibilities that are more complex than expected. The work of chairs goes far beyond the purview of faculty roles to include "departmental affairs, academic affairs, faculty affairs, student affairs, external communications, budgetary affairs, office management, and personal professional performance" (Hecht, 2004). In essence, a faculty member moves from a scholarly/teaching role into a managerial/leadership one. This transition can be especially difficult since academe places a high value on "collegiality, autonomy and egalitarianism" (Jenkins, 2009). Faculty may reject a chair's appointment or fail to cooperate if a former peer becomes a department chair and naively turns to traditional models of "command and control" leadership.

Managerial and leadership development of community college chairs is essential to the smooth operation and improvement of a community college. Chairs are critical to the college (Gmelch & Miskin, 2010; Aziz et al., 2005), uniquely affecting both day-to-day operations and long-term direction. It is estimated that 80% of strategic decisions are made at the department level (Carroll & Wolverton, 2004). Department chairs sit squarely in the middle—between faculty and administration—and have daily interaction with students, faculty, administrators, and staff personnel. Chairs are most directly responsible for "quality" in the department including curriculum quality, teaching quality, services quality, and program quality (Craig, 2005). In essence, a poorly developed department chair could become a serious liability and so it is critical that chairs develop both the managerial skills and the core leadership skills described in this paper.

Faculty and department chairs are visible and typically more accessible to students who rarely have interaction with administrators above the department level. Skilled chairs have the ability to resolve student problems before they escalate into major concerns for the college. If required course sections are closed, if a grade is considered unfair, if a program issue needs to be resolved, students expect the chair to be willing and able to help. In a day and age when community college students view themselves as "customers" or worse, "plaintiffs," department chairs should be trained to resolve student matters wisely and effectively.

Department chairs are also "first-line managers" to members of the faculty who may or may not be part of an organized bargaining unit. Since most community college legal issues stem from employment disputes, there are liability risks if the chair does not understand or properly enforce institutional procedures (Hecht, 2004). Chairs need organizational and legal expertise, including knowledge of the specifics of any bargaining agreement, so they can make informed decisions. For example, chairs should understand the importance of documentation procedures when it comes to dismissing or taking action against a faculty member. Effective training of department chairs can prevent protracted lawsuits due to mishandling of processes or failing to document performance issues (Hecht, 2004).

Chairs must also know how to manage and lead a contingency workforce of adjunct faculty whose needs and motivations may differ from that of full-time

faculty. The ranks of adjuncts and visiting lecturers are growing (Hecht, 2004). These cohorts can be a liability if they do not understand the department's values, grading standards, and curriculum requirements. Chairs can help prevent problems from arising by learning specific skills related to managing and motivating part-time and remote faculty.

Department chairs should also be well-versed in preventing and handling matters concerning sexual and other forms of illegal harassment. Instances and accusations might arise between faculty and students, between students, or between faculty. A department chair who fails to take action or who is dismissive of complaints could put the entire college at risk of costly legal action and unflattering publicity. Legally, harassment is not always overt and chairs need to be made aware of subtle distinctions between legal and illegal behavior. As department leaders, chairs are uniquely able to set a respectful tone and establish standards for appropriate behavior among faculty and staff. This type of "positive influencing" is an essential leadership skill that can be covered in formal department chair training.

Chairs are both bridge and buffer between the academic department and the college's administration. That is, the chair has the capacity to determine what and how information should be passed between the two groups. Issues between faculty and students can be resolved at the chair level without informing senior leaders, and information coming from senior administrators (at the dean, VP, provost, cabinet, board or chief executive levels) can be shaped or massaged before being passed on to faculty and department staff. "Problems," whether they are accusations by a student against a faculty member or the logistics of shutting down an academic program, can be minimized by deft handling on the part of the department chair.

Chairs should also be capable of spearheading changes in academic practice. Many colleges are trying to undergo a fundamental paradigm shift from a "factory" model (teachers have specific knowledge which they pass on to students, usually via lecture) to a "learner-centered" one that encourages faculty to actively engage students by using techniques such as service-based learning, learning communities, critical thinking, problem-based pedagogy, and so forth. Progressive teaching techniques should appropriately be developed and implemented on a department level. Transformative change cannot occur by the grass-roots ac-

tion of a few progressive individual faculty members, nor can it be mandated from the 30,000-foot view of top administrators without "agents in the field" to guide the faculty and staff. Unfortunately, it is at the department level that the leadership gap is made manifest as inaction; the utilization of teaching strategies, such as the ones mentioned above, is typically voluntary since department chairs lack the authority to demand adherence (Cullen & Harris, 2008). Chairs trained in effective influencing skills are the leaders on the ground who can oversee the institutionalizing progressive teaching methods.

Unfortunately, many chairs are not well-prepared enough to be effective. Institutions of higher education, despite their mission to teach and develop students, do a poor job of developing internal leaders. There is little to no evidence of succession planning at most colleges. Few institutions offer opportunities for younger faculty to develop academic leadership skills, and so they fail to build a pipeline of candidates for the department chair position. Gmelch and Miskin (2010) estimate that only 3% of all chairs receive any leadership training, a fact that is inconsistent with the chair's importance to the institution.

While there has been substantial discussion of the need for development of department chairs, there is a dearth of scholarly literature on the subject of college (two-year or four-year) department chairperson development (Aziz et al., 2005; Whitsett, 2007), and even less literature is specific to community colleges. A search of the ERIC and dissertation databases between 1999 and 2005 result in only seven articles written on the subject of community college chairs (Craig, 2005). The problem is well acknowledged yet research focusing on how community colleges can address the matter is sparse.

There exist a number of national department chair training programs ranging from one-day seminars to programs lasting multiple weeks (Cullen & Harris, 2008); however, most formal programs are for "higher education" in general and do not address some of the unique issues facing community college chairs. Even so, community colleges provide little to no funding for off-site development of department chairs (Craig, 2005) and programs, such as the Department Chair Institute's (DCI) three-day training program (along with travel and lodging expenses), can be costly. As a result, most chair development occurs in-house and relies upon self-motivation

and self-education (Hecht, 2004). Ultimately, chair preparation is inadequate. [1]

Creating an in-house program to develop community college chairs offers an advantageous solution, though developing the curriculum can be problematic. Copying the syllabus of a three- to five-day regional or national seminar provider negates the benefits that can come from creating an ongoing program customized for a specific college. Cullen and Harris (2008) note that the quality of many external programs is good, although they tend to focus broadly upon fixing problems rather than on proactive, long-term leadership processes such as evaluating possible solutions, questioning the status quo, or involving the faculty in coming up with and executing a course of action.

External programs also suffer the shortcoming of being intentionally generic and unable to address management and leadership skills required of a particular institution. A professional development program created in-house can have the advantage of addressing ongoing managerial and leadership skill development in the context of a specific school.

Developing individuals as department chairs means addressing the dilemmas of the department chair role. For example, most chairs, like corporate managers, struggle with the "hectic and unrelenting" pace of work (Yukl, 2010, p.26), yet they do so in the context of an academic organization where paperwork and other administrative chores are not highly valued. Another dilemma exists in that research indicates that the majority of a chair's time is spent on mundane, but necessary, managerial tasks, while the greatest contribution to the college should be in developing and leading the academic department. An in-house professional development program can address both issues. Management task training enhanced with leadership development can enable chairs to rise above the ranks of administrative managers into the more valuable and better respected role of change agent, strategist, and visionary leader.

On the whole, scholarship and practice regarding department chairs have focused upon managerial tasks, responsibilities, and competencies. Mintzberg (1973)

---

[1] It is not practical to fully explore the curricula of each of these programs in the course of this paper; however, readers can investigate some of these programs by following the links on the acenet.edu Department Chair Services-Online Resource Center page (American Council on Education, 2010): http://www.acenet.edu/resources/chairs/index.cfm?section=1&section=1&subsection=5

developed a taxonomy of 10 managerial roles that, based upon his observation, encompass all *managerial* activities. These 10 are well corroborated by the available literature that discusses "what department chairs do" in the course of their day. There is no shortage of scholarly articles that include lists or discourses on the wide variety of transactional *managerial* roles, duties, responsibilities, and so forth, that chairs are supposed to "master." A dearth exists, however, when one searches for literature that discusses specific *leadership* competencies associated with effective department chairs.

Thus, it is recommended that prior to becoming chairpersons, faculty members engage in professional development that encompasses both administrative task training and leadership development. Once in the chair position, they may require some additional, ad hoc, managerial training, particularly when changes are made to policy or procedure. Leadership development, on the other hand, should be ongoing and intentional (Cullen & Harris, 2008).

Tackling the issue of "job" or "task" training is far less complicated than trying to turn faculty members into college leaders. These functional duties are described throughout the literature (Craig, 2005). As a matter of get-

ting past the basics, Hecht (2004) suggests that colleges should develop handbooks for their department chairs. At a minimum, a handbook should outline how chairs should be selected, what the chairs' responsibilities should be, and how the performance of a chairperson will be assessed. Since so much of a chair's activity is dictated by college policy and procedure, the handbook should also offer a brief synopsis of which circumstances are covered under which policy guideline. Formal, in-person, or online training should also direct the chairs' attention to areas covered by policy.

A handbook could also cover recommended approaches to a diverse set of administrative duties such as:

- prioritizing and assigning department office work and making sure that office workers and department assistants are not overwhelmed;

- managing student workers and laboratory assistants;

- implementing protocols, such as safety protocols for laboratories and hazardous materials (Hecht, 2004);

- budgeting;

- purchasing or repairing equipment;

- hiring faculty and staff;

- scheduling courses, planning curricula;

- addressing student complaints (Hecht, 2004);

- handling requests for reports from the president or institutional research (Hecht, 2004);

- conducting meaningful and effective performance evaluations including recommendations for promotion and giving and documenting negative feedback; and

- measuring department effectiveness.

While the adequate performance of administrative job duties (as listed above) is essential to the role of chair, a chair who does no more than "take care of business" will never be more than adequate. Development and competent execution of essential leadership skills can be the hallmark of an exceptional chairperson; however, not all leadership styles are likely to be equally effective in an academic environment. Though a plethora of leadership models exist, none so well capture the spirit and predicament of department chairs as the "collaborative" leader model (Allen et al., 1998, p. 575) which embeds and builds upon servant leadership. Servant leaders value "helping people and fostering a relationship of trust and cooperation," (Yukl, 2010, p. 420). Collaborative leaders add to the servant model by also transform-

ing followers into "partners, co leaders, lifelong learners and collaborators," (Allen et al., 1998, p. 575). A tenet of collaborative leadership is the notion that no single individual has all the answers (Allen et al., 1998) and so, a collaborative leader must put in place the culture, structure, and systems that allow traditional followers to become productive partners. Faculty are often highly empowered by union agreements to the point that many department chairs find themselves caught between the demands of their superiors and the consent of their constituents. Collaborative leadership can enable community college department chairs to co-opt faculty into a leadership collective that improves the coherence and effectiveness of an academic department.

Successful collaborative leadership, as it pertains to department chairs, requires specific leadership skills that should inform the creation of a department chair leadership preparatory curriculum. To this end, the following leadership skills should be considered:

1) Building Relationships and Networks

Chairs need to establish positive rapport with individuals internal and external to their own department (Jenkins, 2009). By making

ing others feel important (Hecht, 2004) and building a friendly network consisting of faculty, other department heads, administrators, and staff personnel, department heads not only create a cohort of professionals to seek advice from, they also create a cadre of people who can provide timely assistance and resources. Yukl (2010) describes this kind of connection as referent power and states that its source is through kindness, integrity, and genuine positive regard to others. Whether one needs faculty members to host a table at a department "open house," candidates to fill an emergency faculty opening, or someone who can quickly secure 100 silk-screened T-shirts for a department BBQ, a chair's job is enhanced by having connections across the college. Hecht (2004) recommends that chairs should be "charming" and know how to express thanks and appreciation for others. "Charm" or "charisma" may be a tall order for a chair development program, but any individual can learn to be appreciative, polite, and respectful enough to build positive relationships.

Another important relationship-building skill for department chairs is managing stakeholders. Before becoming chairs, a faculty member's stakeholders are typically limited to students and a supervisor (the department chair).

Department chairs, however, are "responsible for" or "responsible to" faculty, staff, students, deans, provosts, administrators, and presidents and they depend upon a wide range of college resources and services such as facilities, security, registration, counseling, human resources, purchasing, and so forth. Importantly, chairs also have an impact on parents, communities, and internal and external service providers (including some that they also depend upon). As a development exercise, drafting an exhaustive list of department chair stakeholders could help new and potential chairs, as Hecht (2004) suggests, to better understand the breadth of the chair role. It could also assist in identifying areas of strong or weak associations and of positive, neutral, or negative regard. Bedrow (2010), for example, used stakeholder mapping to help define the chairperson role in terms of those who would be affected by the actions of department chairs. This activity could be further enhanced by also determining which relationships need to be reinforced or improved.

2) Advocating for Faculty

Chairs are in a difficult position in that they cannot always simultaneously please all three of their major stakeholder groups—faculty, students and administration—

since so often the expectations and demands of these groups conflict. Given a choice, however, the chair's advocacy should be with their faculty (Jenkins, 2009). A chair who too frequently sides with students or administrators loses the confidence and followership of the faculty and undermines their own effectiveness. As an advocate, the department chair must lead with a Theory Y approach believing that, overall, department faculty are benign and capable (McGregor, 1994). Trusting and empowering faculty to make good decisions (as with assigning grades or limiting class size) is appropriate for anyone who has risen from the ranks and is now supervising colleagues who were once equals, but especially in the democratic venue of academe, where expert and referent power are often more highly valued than positional authority (Yukl, 2010).

3) Creating and Implementing a Shared Vision

As front-line leaders in close physical and vertical proximity to the faculty, department chairs are key to executing strategic change and direction setting (Yukl, 2010). Senior leaders, such as deans, vice presidents and provosts, are too far removed from faculty to fully understand resistance to new practices or policies. Department chairs, on the other hand, do not need to conduct "climate" surveys to know what faculty are thinking. Since most substantial changes cannot be made without the cooperation and involvement of faculty, the department chair is the person best suited to promote action while effectively managing objections. This means communicating challenges and overall objectives to the department and then involving the entire faculty in the process of developing a top-level vision and strategy for the future. Execution of the vision and strategy can then be handled in smaller, more manageable pieces, relying upon faculty subgroups. For example, if the vice president of academic affairs determines that certain "promising practices" need to be incorporated into classroom learning, the department chair can establish an empowered team of faculty members to determine the best execution strategy for the department. The team can then lead by articulating an appealing vision, taking some demonstrable risks to show commitment to the vision, communicating high expectations, and expressing confidence that the rest of the faculty can succeed at changing their own behavior and at making the change a success (Yukl, 2010).

4) Developing Faculty as Teachers and Leaders

As collaborative leaders, department chairs must be skilled at developing faculty as both teachers and coleaders. Faculty development should meet the needs of individuals; therefore, chairs must understand the principles of learner-centered teaching just as they would in the classroom (Cullen & Harris, 2008). Chairs should engage faculty in discussions about their own development needs and appropriate ways of meeting those needs. Chairs should be aware of a variety of means of developing others. For example, formal training programs or seminars may be appropriate in some instances, but in many cases faculty development is most effective when it occurs outside of the training room, through developmental assignments, group projects, observed practice, mentoring, or independent reading. Leadership programs or on-site "leadership institutes" can also provide foundation training for faculty members who want to lead internal projects or who aspire to administrative positions or a turn as department chair.

Ideally, faculty should be given the opportunity to learn through doing and leading. For example, a group of faculty members can be charged with researching a teaching concept, educating other faculty members about the concept, and then implementing the practice across the department. Projects that have an impact on the entire department (such as developing new department standards) can be assigned as leadership development opportunities to interested faculty members. Even ongoing, traditional chair responsibilities can be turned into development opportunities for faculty members or faculty teams interested in learning specific skills. The chair could then delegate as much as possible and act as mentor or coach while empowering faculty constituents to help run the department. Doing so not only develops self-management skills but encourages buy-in, builds confidence (We did it ourselves!) and helps groom future chairs.

To develop and empower others, chairs should have an understanding of influence processes so they can effectively coach and invigorate department members including midcareer faculty (Hecht, 2004) who too often are stagnant in their development. Chairs also need to understand how to mentor, coach, and delegate effectively so they can comfortably empower faculty to make decisions (Cullen & Harris, 2008).

5) Earning Trust

Chairs need to learn how to build trust—even more so than earning respect or being liked (Jenkins, 2009), and integrity is the most important behavioral trait associated with trust building (Yukl, 2010). Not only do chairs need to keep their word (Jenkins, 2009), they also need to behave consistently with their espoused values (Yukl, 2010). Because the role engages in such a wide variety of activities, there are plenty of opportunities for a chair to demonstrate integrity or a lack thereof. For example, chairs may have close friends among the faculty but must be cautious not to extend favors at the risk of alienating others (Bazerman & Moore, 2009). If a chair expects faculty members to develop specific teaching skills, then the chair should demonstrate enthusiasm when using those skills in his or her teaching (if the chair still has teaching duties). If a discussion is held in confidence, the chair should keep to his or her word about not breaking that confidence (except in cases where law forbids the chair from remaining silent).

As an agent of the college, the chair should uphold the values of the college including diversity, equity, a commitment to academic excellence, innovation, and so forth (Ottenritter, 2006). A chair can quickly lose the trust of constituents merely by rolling their eyes as mention is made of one of the college's key values. While personal integrity may be linked to individual values, there are professional development tools and methods, such as case studies, that can engage chairs in discussions that analyze leader and managerial behaviors (Yukl, 2010) from a variety of perspectives.

6) Rethinking and Initiating

Chairs need to be capable of critically analyzing and initiating change in their departments. As community colleges confront changes in demographics, the economy, technology, and the job market, academic departments need to examine such things as student success, the role of full-time versus part-time faculty, program outcomes, curriculum, degree/certificate offerings, and so forth, to determine if the department is meeting the needs of its students. In some instances, long-standing practices may need to be challenged or changed. Many full-time college faculty members will soon retire; an influx of new faculty could present a welcomed opportunity to re-strategize and reinvent how departments work (Hecht, 2004). By taking an adaptive approach to their role, chairs can examine systems, risks, and values to determine if entire systems or approaches should be changed

rather than simply "fix problems" (Cullen & Harris, 2008). To do so, professional development of chairs should include time spent practicing recursive thinking methods, such as double loop learning.

7) Adapting

Many faculty members are drawn to academic life because of its autonomy and personal privacy. Chairs, however, are often subject to public scrutiny and criticism, incongruent with the inclinations of many academics. Colleges typically value narrow experts over the broader skill sets required of effective leaders (Gmelch & Miskin, 2010). Thus, the role of department chair presents a significant departure from the role of faculty member. Some adaptations, like working an eight-hour-per-day desk job and having to contend with gripes and diffuse angry people (Jenkins, 2009) might be expected, but there are other, less obvious aspects of the job that should be considered. Gmelch and Miskin (2010) identified nine critical leadership transformations that college faculty members must go through to become effective chairs. While Gmelch and Miskin refer to research pursuits typical of faculty at four-year institutions, analogous statements could be made about nonresearch faculty in a two-year community college.

These analogous transformations are:

- from the solitary work of teaching and staying current in one's field to work that must be performed with the support of others, particularly department faculty;

- from the intense focus on teaching within the discipline to the varied and short-term tasks of a department chair;

- from having (some) control over schedule, including one's comings and goings to making oneself accessible and visible to others;

- from academic writing to drafting short, persuasive, and tactical memos and e-mails;

- from the "private," closed-door life of a faculty member to the "always on" and "public" life of a department chair;

- from teaching students to influencing and persuading faculty, staff, and administrators;

- from the passivity and cyclical routine of teaching semester after semester to the unpredictable and often crisis-driven nature of department chair responsibilities;

- from friend and colleague of other faculty members to "superior"; and

- from "one of us" (the faculty) to "one of them" (the administration).

Clearly, many of the job duties associated with the department chair role are not for the faint of heart (Jenkins, 2009). To avoid overwhelming a new chair it is imperative that department chair candidates engage in an assessment process to determine strengths, weaknesses, and developmental needs. Assessment might include 360 degree or multisource feedback (Yukl, 2010), formalized assessment including "aptitude tests, personality tests, situational tests . . . etc." (Yukl, 2010, p. 472) or specific instruments used to gauge leadership ability such as the Leadership Effectiveness and Adaptability Description (LEAD) as used by Whitsett (2007) when investigating leader styles in department chairs. After assessments are complete, personalized coaching or training could then be used to ameliorate skill or behavioral challenges. This assistance should come to be expected and provided not as "punishment" or "fixing" but as "grooming" to ensure the best chance of success in the role.

Creating a leadership development program for department chairs requires buy-in from deans; however, deans do not always understand all that the department chair role entails (Hecht, 2004).

While development of the seven leadership skills described earlier in this paper was derived through application of research, it would support greater buy-in if deans and chairs first met to discuss mutual expectations (Hecht, 2004) and then determined which of these skills are absent but necessary to meet those expectations. Alternatively, a more comprehensive approach, similar to the extensive survey approach described by Berdrow (2010), would flesh out the requirements of and challenges faced by department chairs. Results of either form of needs analysis could be examined in context of the specific leadership training recommendations made here with the expectation that most, if not all, of these recommendations would still make sense.

Additionally, community colleges need to actively improve the perception of the department chair's role. The skill set required of an exceptionally well-performing chair should not be defined as a "super faculty member" nor as someone "better suited to not be a faculty member." Instead, the role of chair should be considered an honorable and important one requiring deliberate acquisition of specific leadership skills.

References

Allen, C. et al. (1998). Leadership in the 21st century. In G. R. Hickman (Ed.), *Leading Organizations: Perspectives for a New Era. Thousand Oaks, CA*: Sage Publications.

American Council on Education. (2010). *ACE department chair services–online resource center.* Retrieved December 1, 2010, from http://www.acenet.edu/resources/chairs/index.cfm?section=1&section=1&subsection=5

Aziz, S., Mullins, M. E., Balzer, W. K., Grauer, E., Burnfield, J. L., Lodato, M. A., & Cohen-Powless, M. (2005). Understanding the training needs of department chairs. *Studies in Higher Education, 30*(5), 571-593. doi:10.1080/03075070500249260

Bazerman, M. H., & Moore, D. (2009). *Judgment in managerial decision making.* Hoboken, NJ: John Wiley & Sons.

Berdrow, I. (2010). King among kings: Understanding the role and responsibilities of the department chair in higher education. *Educational Management Administration Leadership, 38*(4), 499.

Carroll, J. B., and Wolverton, M. (2004). Who becomes a chair? In W. H. Gmelch and J. H. Schuh (Eds.), *The life cycle of a department chair* (pp. 3-10). San Francisco, CA: Jossey-Bass.

Craig, C. M. (2005). Leading from the department chair. *Community College Enterprise, 11*(2), 81-90. Retrieved from http://www.schoolcraft.cc.mi.us/cce/

Cullen, R., & Harris, M. (2008). Department chair development: A catalyst for change. *Department Chair, 19*(1), 21-24. Retrieved from www.acenet.edu

Gmelch, W. H., & Miskin, V. D. (2010). Department chair call for leadership: Part 1, adapted from department chair leadership skills (2nd ed.). *Occasional Essays in Leadership,* December 1, 2010. Retrieved from http://atwood.six-o-six.com/content/department-chair-call-leadership-part-1

Hecht, I. W. D. (2004). The professional development of department chairs. *New Directions for Higher Education,* (126), 27-44. Retrieved from http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1536-0741/issues

Jenkins, R. (2009). What new department chairs need to know. *Chronicle of Higher Education, 56*(9), A40-A42. Retrieved from http://chronicle.com

McGregor, D. M. (1994). The human side of the enterprise. In L. Mainiero & C. Tromely (Eds.), *Developing Managerial Skills in Organizational Behavior (2nd edition).* Upper Saddle River, NJ; Prentice Hall.

Mintzberg, H. (1973). *The nature of managerial work.* New York, NY: Harper & Row.

Ottenritter, N. (2006). Competencies for community college leaders. *Community College Journal, 76*(4), 15-18. Retrieved from http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx

Whitsett, G. (2007). Perceptions of leadership styles of department chairs. *College Student Journal, 41*(2), 274-286. Retrieved from http://ezproxy.umuc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=25093200&login.asp&site=ehost-live&scope=site

Yukl, G. A. (2010). *Leadership in organizatio*n (7th ed.). Upper Saddle River, NJ: Prentice Hall.