



# Department Chair Online Resource Center

## Leadership Self-Assessment

Gmelch, W. H., & Miskin, V. D. 1993. "Leadership Self-Assessment." *Leadership Skills for Department Chairs*. Bolton, MA: Anker Publishing Company, Inc., 19. Reprinted with permission from [Anker Publishing, Inc.](#)

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Regardless of gender, minority status, or ethnic heritage, improving your leadership capacity will:

- Show that you value diversity in experience and talent;
- Encourage staff to participate and satisfy their interests; and
- Build a collective team climate.

An honest self-appraisal of your management style can be most beneficial in assessing how ready you are for this leadership challenge. Rate yourself on the items in Exercise 1.3. Express your current attitudes toward openness, recognition, diverse perspectives, and faculty development, and you will discover your readiness to enjoy your role as department chair. These ratings give an overall indication of your willingness to accept leadership responsibilities while maintaining the respect of your faculty members.

Calculate your score by adding the total items checked in each of the four columns. Then multiply the first column total by 1, the total of column two by 2, column three by 3, and the last column to the right by 4. Adding these new totals together will give you your "department leadership" score.

If you score below 25, you may want to set some specific improvement goals for yourself. A score of 35 or above indicates a strong foundation for guiding your faculty's and department's vitality. You are now on your way to answering the call to leadership.

Required Leadership Behaviors	Not Really	Could Use Improvement	Partially True	Very True
A. Able to show visible enthusiasm for almost all duties of the department chair.				
B. Willing to put in significant extra time if necessary to prepare for an upcoming faculty meeting.				
C. Able to put in considerably more work than other faculty members without feeling resentment.				

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<b>Required Leadership Behaviors</b>	<b>Not Really</b>	<b>Could Use Improvement</b>	<b>Partially True</b>	<b>Very True</b>
D. Able to direct attention and efforts toward department goals even at the expense of your own personal interests.				
E. Able to recognize the benefit of diverse perspectives and participation even if it means increased conflict.				
F. Able to give direction when needed without taking over (dominating) the functions of the staff.				
G. Willing to give attention and praise to all faculty members whenever they are deserving.				
H. Concerned with each faculty member's current abilities, goals, and attitudes toward department success.				
I. Willing to rely on the achievements of faculty for your own recognition from higher management.				
J. Able to guide all faculty members effectively in new areas.				
<b>SUBTOTAL</b>				
	(x1)	(x2)	(x3)	(x4)
<b>Total department leadership score</b>				