and return to their academic institutes or departments after serving their given period. The power of the rector resides more within many different committees and relies on collegiality.

The fourth chapter encompasses the theoretical background of the study, in particular, as well as the research question and outline. The authors argue that European literature does not offer relevant results on their research about leadership. That is the reason for introducing United States publications. On one hand, work on organizational characteristics of universities is provided. Especially, the well-known findings by Cohen and March are introduced. Their typology of organized anarchy for describing decision-making processes is used as a basis for this study to explain the organizational setting of academic leadership. On the other hand, leadership studies carried out in the late 1980s by Birnbaum, Bensimon, and Neumann are described. Thereby, explanations for different role definitions about good presidential leadership are given. Also, goal priorities as well as strategies for leadership described by the studies of Birnbaum, Bensimon, and Neumann help to understand leadership in a different European setting. Apart from that, research results from the authors of this publication are introduced. Beckmeier and Neusel show a set of characteristics that make universities unique organizations based on a comparative study of German and French university structures of decision-making. Following their findings, universities can be explained by ambivalent goals, individuality, duality of power, little co-operation, important governance role of central decision-making bodies, informal power of academic leadership, and the ambiguous role of the state. Based on these organizational characteristics and the literature, the research approach of Beckmeier and Neusel becomes clear. The goals of the empirical analysis carried out through explorative interviews are to understand the election procedures for presidents and rectors, the structural basis for leadership tasks at universities, the orientation of activities of interviewed presidents and rectors, leadership strategies, and their self image as presidents and rectors.

The fifth chapter gives a detailed analysis of the interviews done with ten rectors and presidents. One area is dealing with the recruitment of leaders at universities. Motives and goals at the beginning of tenure as well as preparation for office are shown. Another focus lies on possibilities and restrictions for leadership caused by organizational structure of the university. A third category covers the work orientation of rectors and presidents. Strategies and behaviour form another area of investigation. Finally, actions, self image, and qualifications necessary for becoming presidents or rectors are reported.

The last chapter summarizes the results of the study. It becomes clear that presidents and rectors have a very heterogeneous profile to fulfil encompassing the role as administrator, consensus finder, politician and business man. To combine these roles seems to be a major success factor for good presidential leadership in Germany.

The problems found in this publication lie in the presentation of the empirical findings. The authors wait too long to introduce their research questions and methodology. There follows a short research outline only after a relatively long theoretical introduction. Since this is a qualitative research project, no one would expect hard facts. However, it would have been helpful to support the presentation of the results with tables and figures summarizing the most important findings. Some form of overall checklist for presidents or rectors, or maybe even a job description that is already implicitly described, would form a better end.

The advantages of this study can be seen as a good description of the related literature of academic organization and leadership. Apart from that, the results give an interesting overview of the challenges and opportunities for German academic leaders. In general, the authors show how presidents and rectors view their work and tasks. Results, especially related to management by information and the informal power structure at universities, make this publication worthwhile reading for all those involved in academic administration.

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Beckmeier (Carola), Neusel (Ayla) *Leistungsstrategien und Selbstverständnis von Hochschulpräsidenten und -rektoren. Eine Pilotstudie an zehn ausgewählten Hochschulen*, Kassel, Wissenschaftliches Zentrum für Berufs- und Hochschulforschung der Gesamthochschule Kassel, 1994. 90 pp. ISBN 3-928172-60-3

This publication by Beckmeier and Neusel is a research report presenting major results from a field study carried out at ten German universities. The major focus of this study lies on leadership strategies, self image, and tasks of presidents and rectors. In detail, the authors analyse the organizational characteristics and restrictions for academic leadership, the orientation and image of leadership behaviour, the strategies to achieve (good) presidential leadership, and the quality of leadership given a heterogeneous and complex system of goals and requirements at German universities.

The report is divided into five chapters. The first chapter gives a description of modern academic leadership in general and of the specific German situation in particular. The second chapter deals with the history of academic power structures in Germany. An overview of the last hundred years of leadership at universities moving from a more academic to a more management oriented approach is given.

The third chapter describes the legal background of the German universities investigated. Thereby, institutions can either have monocrotic presidents or collegial rectors. The form of leadership has to be defined by every German state separately and is then compulsory for every institution in that state. Consequently, presidents and rectors have quite different roles within the university. Presidents tend to hold long-term positions with a great deal of decision-making power. Rectors normally are short-term elected