

DISSERTATION

**FACULTY EXPECTATIONS OF ADMINISTRATIVE LEADERS BEHAVIOR  
(DEPARTMENT CHAIRS) AT THE UNIVERSITY OF BELIZE**

Submitted by

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In partial fulfillment of the requirements

for the Degree of Doctor of Philosophy

Colorado State University

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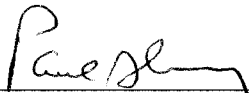

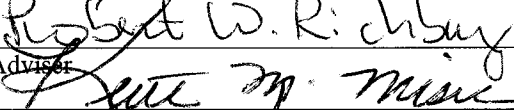
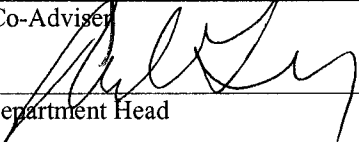
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## ABSTRACT OF DISSERTATION

### FACULTY EXPECTATIONS OF ADMINISTRATIVE LEADERS (DEPARTMENT CHAIRS) BEHAVIOR AT THE UNIVERSITY OF BELIZE

The author conducted an extensive literature review to examine the type of leadership that would be needed on The University of Belize's campuses in order to help such a new institution win acceptance at home and abroad. The tool used in the study was the Leader Behavior Description Questionnaire (LBDQ), which was developed on the Ohio State University campus. In this study the instrument was used to measure ideal behavior. That is, the type of leader behavior the faculty at University of Belize would like to see in their department chairs. The researcher distributed one hundred surveys and obtained 64% return rate. SPSS software was used to compute frequency tables to answer the descriptive research questions identified in the study. The other four questions, which are comparative, were answered using one-way ANOVA and t-test.

Within the Literature review the author highlighted some characteristics, which people generally expect to see in the persons they consider good leaders. The fact that Belizean people on a whole view their leaders with a certain degree of skepticism make it important for department chairs to be given some kind of training in administration before they assume the position. It is also important that the faculty don't perceive the existence of a gap between them and the department chairs that make it impossible for them to communicate.

The survey results showed no significant statistical difference between the two dimensions of leader behavior for any of the five questions asked. For each of the five

questions the dimension of consideration and initiating structure both received a rating of 3 on a scale of 0 to 4, with 3 representing a response of “often.” The author deduced from these consistent ratings that the faculty wanted their department chairs to often exhibit a balance between consideration and initiating structure. That means that the faculty wanted the department chairs to take the lead in helping them to achieve the goals of the department. They, however, wanted an open door relationship with their department chairs, which would allow them to approach their department chairs at anytime to give suggestions or seek solutions for problems they were experiencing. The findings from the experiential questions were reinforced by the answers from the two open-ended questions, where faculty stated that they would like department chairs to develop an agenda for the department with input from the faculty. It was also stated in reply to one of the open-ended questions that the faculty would like to get to know each other and their department chair outside of the normal working hours. They would like social events and recognition for work done beyond the normal call of duty.

The author ended by making suggestions for how department chairs within the new University of Belize can help create a stable environment for themselves and the faculty. He suggested that new department chairs be given training in management and relationship building, and that governmental involvement within the institution be limited to that which is necessary.

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“If there is one thing more than another that is obnoxious to me it is that of talking about myself.”

George Washington Carver

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## CHAPTER 1: INTRODUCTION

Belize, Central America, is at a crucial point in the development of its post-secondary educational system, where changes are being implemented to improve the educational quality. Early in 2000, the Belizean legislature passed bills creating the new University of Belize (UB). The University of Belize is an amalgamation of the only four-year institution, University College of Belize, and other government-sponsored, two-year associate degree granting institutions including, Belize School of Nursing, Belize Technical College, Belize Teachers' College, Belmopan Junior College, and Belize College of Agriculture. The new university will better use scarce resources and provide high quality post-secondary education to students in the Central American region.

According to the Belize Times (May 28, 2000), the University of Belize (UB) opened officially on August 1, 2000. At a press conference held on Tuesday May 23, 2000, at the former University College of Belize Library, members of the University of Belize Secretariat discussed the merger of the five Belizean post-secondary institutions. They also proceeded with selection of six deans and three vice-presidents. An interim board, which will eventually be replaced by an official Board of Trustees, is in place. The president was selected before the start of the school year on August 1<sup>st</sup>, 2000. On Friday, May 19, 2000, the House of Representatives debated the UB Act for the second and third time and the Act was passed by unanimous vote of the members of the House.

At this time, it is very important that the faculty and leadership in the new university have some knowledge of acceptable leadership behavior, which they could use to initiate discussions on creating and keeping good and productive relationships between faculty and administrative leaders. In the forefront of their thinking, the faculty and

administration must keep the fact that the creation of the new university involving the amalgamation of the different colleges is a significant change. Peoples' concerns, disagreements, and seeming resistance should not be dismissed as petty or unimportant. If left unanswered, seemingly inconsequential problems can fester and develop into bigger problems that will limit any accomplishments in the organization.

Bolman & Deal (1997) state that change inevitably creates conflict. It spawns a hotly contested "tug of war" to determine who is in control. Some individuals and groups support the changes; others are dead set against them. Too often, conflicts are submerged and smolder beneath the surface. Occasionally, they burst into the open as outbreaks of unregulated warfare. Administrative leaders and faculty need to be able to discuss openly their expectations of leadership behavior and to compromise on the differences, whether the differences are cultural, based on leadership type, or based on work habits. Only by those two groups working together will the University of Belize develop to its full potential as a competitive institution in the Central American region. Such a new institution needs leaders who will help people with institutional and stylistic differences work together, and thereby help to build a united campus that values differences. In discussing changes Bolman and Deal (1997) reinforced the need for those in an organization to work together in circumstances where change usually generates division and conflict among competing interest groups. Successful change requires leaders with ability to frame issues, build coalitions, and establish arenas in which disagreements can be forged into workable pacts.

Good leadership helps people within an organization to coordinate the activities necessary for that organization to function properly. If the leader of an organization can rally the participation of the other team-members, accomplishing goals become a matter

of fact to those people in that organization. According to Chemers (1997), leadership is a process of social influence through which one person is able to enlist the aid of others in reaching a goal. When the group or team is functioning in an orderly, structured, and well-understood environment, the leader's primary responsibilities include guidance and motivation. The leader's job is to assign people to tasks or responsibilities, to outline what is expected, and to facilitate and encourage goal attainment.

On the opposite end of the spectrum Chemers (1997) stated that when groups or organizations are operating in less predictable environments that call for an emphasis on external adaptability, the leader's crucial functions entail problem solving and innovation. The leader must help to create the kind of atmosphere that encourages the sensitivity, flexibility, and creativity that allow the group to deal with the uncertainty of new or complex demands. The leader as a change agent must possess legitimate authority for influencing followers. That legitimacy flows from the leader's special status.

### Problem Statement

The creation of a new university from several smaller institutions involves hiring and uniting new faculty and administrators, including department chairs, deans, vice-presidents, and a president. This transformation/ development brings together different expectations of leadership from both faculty and persons in leadership positions. Most organizations that undergo this kind of development will experience some disarray. If the different groups are not aware of the varied expectations of leadership, there can be an eventual breakdown of communication, division into factions, and a resulting dysfunctional campus.

Cunningham (1985) indicated that in a time of change people search for the right kinds of leaders who will help them survive and even prosper amidst the turbulence. Higher education will begin to experience changes in Belize, with the enrollment of more students, the new found role for post-secondary institutions in community development, and the merging of the formerly independent institutions to form the University of Belize. As the higher education system undergoes these difficult changes, particularly at the University of Belize, the need for persons in leadership positions, who can help bring groups together in spite of differences, will be crucial. According to Machiavelli (1961), it must be realized that there is nothing more difficult to plan, more uncertain of success, or more dangerous to manage than the establishment of a new order of things. He who introduces change makes enemies of all those who derived benefit from the old order and finds but lukewarm defenders among those who stand to benefit from the new one.

Much research has been conducted on leadership inside and outside higher education. Belize however, has limited scope in the area of leadership research. This study would contribute to a successful start for the University of Belize if the faculty and administration were provided with data on the expectations of faculty with regard to department chairs' leader behavior. The formation of a new university is an unsettling project to many. The new University of Belize, which officially opened on August 1, 2000, brings together a group of people from different backgrounds that know little or nothing about each other. Some will accept the new university and the administrators, while others will not. Generally, there will be individual expectations of leadership from faculty members at the University of Belize. If these expectations are not intentionally addressed, the result of ignoring these differences of faculty expectations of leaders could be an ineffective institution due to a communication gap between faculty and

administrative leaders. Cliques can form if people begin to take sides, rather than working towards common goals.

This research will be conducted at each University of Belize campus in order to determine faculty expectations of leader behavior within the new institution. In order to determine faculty expectations of leader behavior, the researcher will administer surveys to approximately 100 Faculty at the University of Belize. In addition to the thirty item closed response questions, the researcher will ask for open-ended suggestions regarding ways to improve university leadership. This information should help faculty and administrative leaders plan solutions to unresolved conflicts, as well as giving department chairs a better understanding of faculty expectations of their leadership style. This could lead to authentic discussions on how to successfully develop their institution, which in turn could reduce potential conflicts, both short-term and long-term.

This research will deal with the following questions concerning the leader behavior of department chairs at the University of Belize.

#### Research Questions

1. What are faculty expectations at the new University of Belize with regard to the following two aspects of the leadership behavior (a. Initiating Structure and b. Consideration) of their most proximal leader (department chairs)?
2. Is there any relationship between faculty gender and their expectations of department chairs due to the two aspects of leader behavior (a. initiating structure and b. consideration)?

3. Is there statistically significant difference among faculty age groups and their expectations of department chairs in relation to the two aspects of leader behavior (a. initiating structure and b. consideration)?
4. Is there a statistically significant difference in faculty expectations of department chairs with regards to the two aspects of leader behavior (a. initiating structure and b. consideration), based on years of teaching experience?
5. Is there a statistically significant difference between the present colleges that faculty are working in, regarding expectations of department chairs with respect to the two dimensions of leader behavior, (a. initiating structure and b. consideration)?

This study will provide the faculty and administrators at the University of Belize with crucial information about the faculty's expectations of leadership behavior. In particular they will receive information regarding the faculty views on the degree to which administrators should be focused on task and faculty desires and the importance of establishing a comfortable climate. The study's results could initiate the opportunity for dialogue between faculty and Department heads to help foster a more collaborative relationship and therefore lead to the development of a higher caliber institution.

#### Significance of the Study

Good leadership is vital to the continued success and existence of any organization, including institutions of higher education. If the gap between faculty expectation of leaders' behavior and leaders' performance could be kept at a bare minimum, the institutions will operate more efficiently and productively. Little has been done in describing faculty expectations of leader behavior in higher education institutions in developing nations.

Belize continues to grow in the area of scholarly production and even though there have been some studies on leadership, the author's literature review produced no research that dealt with faculty expectations of leadership behavior within an institution of higher learning in Belize. The data from this study will be the first of its kind in higher education in Belize. This data should help the university to prepare for and deal with difficulties usually associated with change and create an awareness that administrative and faculty expectations of leadership are not always the same. This is especially true where a number of ethnic and cultural groups are involved. As with the entire country of Belize, the University of Belize staff is comprised of Belizeans from different institutional backgrounds. It is important that in addition to how people are being taken out of their comfort zone by this change, the symbols, rituals and culture of the different groups being brought together need to be taken into consideration. The importance of symbolism cannot be overemphasized. "Our links to yesterday and tomorrow depend also on the aesthetic, emotional, and symbolic aspects of life, on saga, play and celebration. Without festival and fantasy, man would not be a historical being" (Cox, 1969).

This study will provide information to the University of Belize that will help administrative leaders define the expectations of leader behavior from the perspective of faculty. The results will help the University develop and prepare actions that will allow faculty and administrators to work towards some middle ground on faculty expectation of leaders. Once department chairs and faculty have a clear understanding of faculty expectations of administrative leader behavior, both parties should be able to work towards a productive and positive work environment.

Also the information from the study could be useful to other institutions of higher education, as it may help in the selection process of persons for administrative positions who are expected to play leadership roles within higher education. Finally this research would contribute to the literature on leadership in Belize and could provide the groundwork for future research on leadership in higher education in Central America.

### Limitations

The study was conducted only in the country of Belize. This does not allow for the generalization of the results to other populations.

The study will be carried out only at the University of Belize, which is a small and very new institution.

The number of faculty and administrators being surveyed in the study is very low.

### Definitions

#### Administrative Leaders

Administrative leaders in this study will refer to any of the following administrators at the University of Belize: the president, vice presidents, department chairs or deans. These individuals have been given authority to make decisions that could affect the university and its staff, either positively or negatively.

#### Initiating Structure

This term refers to the leader's behavior in delineating the relationship between himself/herself and members of the workgroup, and in endeavoring to establish well-defined patterns of procedure.

#### Consideration

This refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and members of the leader's staff.

## CHAPTER II: REVIEW OF THE LITERATURE

In order to conduct the literature review, the researcher read and took excerpts from books on leadership, dealing within higher education and outside of higher education, journal articles, internet articles, and other dissertations. Discovering the different articles was the result of searches at the Colorado State University library; Interlibrary loans from other institutions, and searches performed on different Internet databases. This literature review will provide background to help determine whether the expectations faculty have of administrators as leaders are conducive to the effective working of their institution. This information will be useful to the academic community at the University of Belize as the different institutions join to make the transformation from separate entities to a full-fledged national university.

Most recently, the Belize government initiated a plan to develop a national University of Belize. According to a recent government press release (2000), the government cabinet received the report from an inter-ministerial task force, established in November 1998, to examine the viability of establishing a national university.

According to the Belize Times newspaper (May 28, 2000), the much-anticipated University of Belize was established, after two years of resolving the logistical details, the University opened its doors to students on August 1, 2000.

With the hiring of new faculty and new administrators (department chairs, deans, assistant deans, vice-presidents and president), there is an assortment of expectations for leadership from both faculty and persons in administrative leadership positions. If these different groups are not aware of the different expectations of leadership, there could be an eventual breakdown of communication, division into factions, and as a result a low functioning campus. Both faculty and administrative leaders need to understand or reach

a compromise on how leadership will be approached from both perspectives. Attention must be given to the fact that the newly created university is the result of the amalgamation of different institutions, and peoples' expectations will be formed as a result of their experiences. Those who worked with an authoritarian leader could have a different expectation of leadership than persons who experienced more inclusive leadership. This simply means that staff must be given more opportunity to become a part of this new learning community. According to Senge (1990), the only way to encourage members of a learning organization to invest in the new organization is to have what is expected modeled by one or a few members in that organization. In relating this to the new university, administrators must be aware that faculty and staff will not become what they would like them to be without demonstrating what is expected of them.

#### History of Belize

In order to understand the need for this study, a brief history of Belize and description of the educational system of Belize will be helpful. Belize is a Central American nation that was created out of a British colony called British Honduras. The Rio Hondo river along the Northern border and the Gulf of Honduras gave British Honduras its name, which in 1973 was changed to Belize in anticipation of its independence (Barry, 1992).

According to Barry (1992), Belize with its estimated 205,000 residents is Central America's least populated nation, but it is not the region's smallest. With its 8,866 square miles (23,657 sq. km.), about the same size of New Hampshire, the country is slightly larger than El Salvador and double the size of Jamaica. At its greatest extent Belize is only 174 miles (280 km.) long and 68 miles (109 km.) wide. Unlike most of its Central American neighbors, violent conflict and repression have not invaded its border. The four

smooth changes of government Belize has experienced since independence in 1981 and the lack of military intervention in the country's social and political life, provide a marked contrast to most other Central American nations.

According to Bolland (1986), Belize consists of three geographical regions. First, the northern low-lying plain, which is frequently swampy and linked by innumerable rivers, creeks, and lagoons, extends from the western low plateau to the Caribbean Sea. Second, in the south, the Maya mountains run northeast and southwest, rising to Victoria Peak (3,680 feet), between the high plateau of Mountain Pine Ridge and the narrow coastal strip. The third region consists of the coastal waters dotted with cayes that contain a barrier reef between ten and twenty miles offshore.

Bolland (1986), noted that the river system of Belize has long played an important part in its development. From years of trade and riverine settlement of the ancient Maya, and the transport of giant mahogany trees to the coast for export, the rivers, creeks, and lagoons have constituted the major communication network. Primarily the Rio Hondo, Belize's northern boundary, and the Belize and Sibun rivers and their many tributaries drain the northern plain. In the south, the rivers coming from the Maya Mountains, including the Monkey, Deep, Rio Grande, and Sarstoon Rivers, the last of which is the country's southern boundary, are shorter and faster flowing. Partly for this reason, the northern part of Belize has been more developed and is more heavily settled unlike the southern districts of Stann Creek and Toledo. A paved highway between Dangriga Town and Belmopan has just been completed and hopefully the Southern highway between Dangriga and Punta Gorda, the main town in Toledo will be completed sometime in the year 2002. The improved roads should lead to more trade between the two southern

districts and the rest of the country and hopefully improved living standards for the residents.

### Slavery and its Abolition in Belize

Belizeans tend to view persons in administrative positions, especially elected officials, with a guarded suspicion. The Belizean public's present view of administrative leaders could be a result of the undermining things done by the slave owners with the help of the British government to keep the masses poor and dependent on their former masters, even after slavery had been abolished (Bolland, 1986). Today, there are Belizeans who continue to misuse their political power in different ways, for example, there are those who dangle the possibility of land ownership for votes. The elected officials also have been known to dismiss government employees (who are alleged opposition supporters) after they have been voted into office and fill those jobs with their supporters.

According to Bolland (1986), the work experience of slaves in Belize who worked in the forest cutting timber for export to Britain, though different from that on the plantations, was nevertheless oppressive. They frequently were the objects of extreme inhumanity. The slaves' own actions, including suicide, abortion, murder, escape, and revolt suggest how they viewed slavery. One way the settler (British) minority maintained its control was by dividing the slaves from the growing population of free Blacks and Colored who were given enough privileges to make them petition for more. By the time of legal emancipation in 1838, the essential nature of Belize, as a rigidly hierarchical and authoritarian colonial society in which people were ranked according to race and class in a structure of great inequalities was well established. The act to abolish slavery in the British colonies was passed in June 1833 and did not produce drastic

changes, nor was it meant to. The act included two generous measures for slave owners: First a system of apprenticeship was established to calculated to extend control over the former slaves, so they continued to work for the same masters without pay to compensate the former slave owners for their property loss. Secondly, the measure helped to ensure that the majority of the population would be poor and landless, dependent for work upon their former owners who still monopolized the land (Bolland, 1986).

### Politics and Political Parties

According to Shoman (1998), today, under the “Westminster” model of parliamentary democracy, a House of Representatives elected from 29 constituencies (dominated by two political parties) chooses the Prime Minister, the majority leader from among its members. The leader of the minority party also is the leader of the opposition. All members of the senate are nominated: five by the Prime Minister, two by the leader of the opposition, and one by the Governor General, who is the British Queen’s representative as the head of state with primarily ceremonial functions. The Prime Minister names his cabinet of ministers from among members of his party in the National Assembly, comprised of the House of Representatives and the Senate. The cabinet is the executive arm of the government with no real separation between it and the legislative branch. The judiciary to a certain extent is independent, but the inferior courts are staffed partly by civil servants who are subject to the executive’s authority and transfer. Most of the judges of the Supreme Court are subject to short-term contracts that are renewed or not by the executive branch. It must be emphasized that this phenomenon, which could be called a culture of authoritarianism, pervades in all other areas of civil society. For example, this culture applies to the family, to education, to churches, and most importantly, to employer/worker relations (Shoman, 1998).

The Belizean people have not had the opportunity to practice democracy, even though they live in a constitutional democracy whose structures did not develop out of domestic social relations of production. This transplanted method, as applied in Belize, has resulted in a fragile “democratic” system. Although regular elections are “free and fair and free from fear,” the opportunities for authoritarian practice by the rulers appear not as an unthinkable or exceptional aberration but as an integral part of the social, economic and political structure (Shoman, 1998).

### The System of Education

Belize control/leadership within its educational system is fairly recent, only since mid 1960s has the government taken control and did the country begin to have Belizeans as administrators in the educational system. Thompson (1999) stated that in the period prior to self-government in 1964, control of policy and financing of education was in the hands of the colonial masters. Government expenditure on education was minimal, and there was significant reliance on the churches for assistance. Schools were heavily subsidized from foreign denominational supporters. Managers and principals of schools were mainly foreigners, and the curricula reflected that foreign influence. Even today, the effect of this influence is the general tendency to mix American and English spellings of the words in the same text.

Bennet (1973), also noted that the Education Ordinance of 1962 “was the legal device for execution of the government’s educational policy of effecting a national system of education, which retained the traditional accepted denominational character, but which allowed a greater degree of control by government over the system”. Although foreign influence on the schools curricula is still a factor to be considered, efforts to make the curricula more relevant to the society has intensified. Some progress has been made

in this regard since the initiation of self-government in 1964 and more notably since independence in 1981. Byrd (1991) felt that foreign influence has been reduced considerably by noting the change in the numbers of foreigners and locals running schools. He referred to the “massive Belizeanization” of both churches and schools where today most managers and principals are nationals.

According to Harrington and Leiva (1996), modern post-secondary education in Belize began in the 1950’s with the introduction of programs leading to Cambridge A-level examinations in arts and sciences, following the British system of education. In 1996, ten institutions offer post-secondary programs. Among these institutions, four patterns of post-secondary programs are discernible: principally British or British-based; programs modeled on the American lower division, associate arts or science degrees; programs shaped and moderated by Commonwealth agencies in the Caribbean; and programs designed to respond to specific Belizean educational needs and concerns.

#### Administrative Leaders and Faculty Conflict

Most institutions experience conflict between administration and the other people working within the organization. From the beginning of the development of higher education as a bureaucracy, administrators within organizations have been at odds with faculty (Rawls, 1998). The people employed at University of Belize in administrative or faculty positions must expect conflict to arise due to different expectations between the two groups. The end result depends on how the people involved discuss and find solution to disagreements.

According to Birnbaum (1988), faculty and administrators fill different roles, encounter and are influenced by different aspects of the environment, and have unique backgrounds. The increasing numbers and importance of managers at all level lead to the

“administered university,” in which administrators are separated from the rest of the institution (Lunsford, 1970). Birnbaum (1988) stated that as a consequence, university executives and faculty form separate and isolated conclaves in which they likely communicate only with people similar to themselves. In that context, faculty members feel less privileged and feel oppressed beneath the weight of administrative authority. There are continuous moves to revolutionize management in universities by introducing management systems tested in the business world. However, care should be taken as the innovation wrought by new devices of management may widen the gulf between faculty and administration and thus intensify the antagonism, latent and overt, which traditionally has existed between the administrative and academic cultures (Rourke and Brooks, 1964).

According to Birnbaum (1988), administration and management can become so complex that even those faculty who are interested in governance may not have the time or the expertise to fully understand the processes of decision making or resource acquisition and allocation that are at the heart of many governance issues. Therefore, administrators become identified in the faculty mind with red tape, constraints, and outside pressures that seek to alter the institution. Faculty see administrators as ever more remote from the central academic concerns that define the institution. In turn administrators may see Faculty as self interested, unconcerned with controlling costs, or unwilling to respond to legitimate requests for accountability. Studies have shown that conflicts between faculty and administration are common occurrences at institutions of higher education and may not necessarily be caused by poor leadership.

Participants in higher educational institutions frequently witness the academic unit bemoaning ineffective administration, and similarly, hear the accusations of the administrative units describing the meddlesome nature of the academic departments

(Rawls, 1998). Students and faculty are ambivalent about administrative units and structures, which they often regard as constraining, harassing, and bureaucratic (Balderston, 1995). Other reasons given by Rawls (1998) for conflict between faculty and administration are that there are a variety of tasks needing decisions and a diversity of human behavior that shapes action and dictate standards in higher education. Also since higher education includes many departments and administrative units, the opportunity for multiple goals and perceptions increases, which in turn increases the chance for conflict.

#### Leadership and change in higher education in Belize

People in Belize have continually voiced skepticism of persons in leadership positions, whether elected or promoted to the position. Academia has not escaped the public's skepticism, as revealed in 1997, when talk of the government's intention to start licensing teachers began to surface. At the town meetings to discuss the intention to license teachers, there was a strong show of opposition by teachers who thought they had not been properly consulted. There are many people within higher education institutions who continually voice discontent with what they term the incompetence of administrative leaders within their institutions. Ramsden (1998) stated there are two dangerous myths of academic life related to academic leadership. One is that management is an intrusive and unnecessary activity, that confine academic freedom and wastes the talents of a leader, such as a department head, in trivial administrative tasks. The other is that academics are a fundamentally unproductive group who need the exercise of some managerial power and control to get them out of bed earlier in the morning. There is still far too much unprofessional academic leadership of both these kinds, excessively lax and responsive, or dumbly aggressive and assertive at all levels of universities. Staffs are rightly critical

of both types. They will never give their best to people who appear not to understand them and their needs. Too much of academic management in the past has been reactive, leisurely, cloistered, and amateur. Too much of academic leadership today is focused on short-term goals and betrays a lack of trust in people (Ramsden, 1998)

Cunningham (1985) indicated that in turbulent times people search for the right kinds of leadership that will help them survive. As higher education undergoes changes in Belize, with the enrollment of more students and a growing need for more involvement of post-secondary education institutions in community development, leading institutions will become more complex. As mentioned above, the incorporation of the different institutions to form the University of Belize should be considered a major change. Besides the merging of different institutions, there are the new administrative positions, rules and regulation are created, and staffs are appointed to these positions. All of this occurring in such a short time period has been researched and found to be the cause of major turmoil within organizations. Consequently, an organization's need for strong leadership is very important. Staff in these types of evolving organizations will seek those who will help them make sense out of the chaos by providing a sense of direction, answering questions, and helping guide people to a level of empowerment.

#### The Demand for Leadership

Conger, Spreiter & Lawler (1999) found that general leadership ability, much less the heroic form, appears to be scarce. In a survey conducted by Kotter (1998), executives in successful U.S. corporations concluded that their organizations had far too few people with leadership ability and too many who were simply strong at managing. Therefore, a company could be well managed but poorly led. In good times, a well-managed company might enjoy great success. Yet in difficult times, a company's efficient managerial

character would not be able to compensate for its lack of foresight and vision.

Management is not enough, these companies require effective leadership. A number of educational leaders (Bass, 1990; Bennis & Nanus, 1985; Conger & Kanungo, 1987; Kotter, 1988; Kouzes & Posner, 2000; Peters & Waterman, 1982; and Tichy & Devanna, 1987) have drawn a strong distinction between management and leadership. Their models suggest different but complementary skill sets and time frames for the roles of management and leadership. For example, management attends to shorter-term demands, or day to day operating challenges. Leadership focuses on the longer-term issues about where the organization must be in the future. Management gains commitment to performance through contractual arrangements, leadership through empowerment. As the corporate world has become more aware of these distinctions, additional resources have been dedicated to better training and education on leadership competencies (Conger, Spreitzer & Lawler, 1999).

### What Is Leadership?

The concept of leadership has been researched and defined by many different scholars. Some of the definitions are similar and some are very different. This dissertation will present two of these definitions, which the author feels present, the holistic picture of leadership. According to Northouse (1997), despite the multitude of ways that leadership has been conceptualized, several components are central to the phenomenon of leadership. They are (a) leadership is a process, (b) leadership involves influence, (c) leadership occurs within a group context, and (d) leadership involves group attainment. Based on those components, Northouse (1997) developed the following definition of leadership. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.

Defining leadership as a process means that it is not a trait or characteristic that resides in the leader, but it is a transactional event that occurs between the leader and his or her followers. Process implies that a leader affects and is affected by his or her followers. It emphasizes that leadership is not a linear, one-way event but rather an interactive event (Northouse, 1997). When leadership is defined in this manner, it becomes available to everyone. It is not restricted to only the formally designated leader in a group.

Leadership involves influence; it is concerned with how the leader affects followers. Influence is the main factor of leadership. Without influence, leadership does not exist.

Leadership occurs in groups. Groups are the context in which leadership takes place. Leadership involves influencing a group of individuals who have a common purpose.

Leadership includes attention to goals. This means that leadership relates to directing a group of individuals towards accomplishing a particular task or end. Leaders direct their energies towards individuals who are trying to achieve something together. Therefore, leadership occurs and has its contexts where individuals are moving toward a designated conclusion.

Both leaders and followers are involved together in the leadership process. Leaders need followers and followers need leaders (Burns, 1978; Hollander, 1992). Although leaders and followers are closely linked, it is the leader who often initiates the relationship, creates the communication linkage, and carries the burden of maintaining the relationship. Burns (1978) pointed out, that discussions of leadership may be viewed as elitist because of the implied power and importance frequently ascribed to leaders in

the leader-follower relationship. Leaders are not above followers or better than followers. Leaders and followers need to be understood in relation to each other (Hollander, 1992) and collectively (Burns, 1978).

Analyzing the practice of leadership can be confusing when leadership is equated with authority (Heifetz and Laurie, 1999). Everyday the term leadership is used to denote people who have authority or a following; the following phrases are usually used when referring to leadership; the leadership of the gang, the mob, the organization, Congress, and the nation. At some level, however, people know when they confuse leadership with authority, because in the next breath they talk about the lack of leadership by many people in authority (Heifetz and Laurie, 1999).

According to Conger et. al., (1999), another definition of leadership is the process of inducing others to take action towards a common goal. This definition includes three elements: a) leadership is a relational concept; b) leadership exists only in relation to others namely, followers; c) there are no followers, if there are no leaders. Implicit in this definition is the premise that effective leaders must know how to inspire and relate to their followers. Therefore leadership is a process. In order to lead, the leader must do something. Although a formalized position may greatly help the leadership process, simply occupying such a position is not sufficient to make someone a leader. Leadership requires inducing others to take action. Leaders induce their followers to act in numerous ways, such as using legitimate authority, modeling (setting an example), goal setting, rewarding and punishing, organizational restructuring, team building, and communicating a vision.

Heifetz and Laurie (1999) stated that exercising leadership requires distinguishing between leadership and authority and between technical and adaptive work. The first

distinction provides a framework for developing leadership strategy given one's place in a situation, with or without authority. The second points to the differences between expert and learning challenges, and the different modes of operating that each requires.

Clarifying these two distinctions helps to explain why so many people in top authority fail to lead: they commit the classic error of treating adaptive challenges, as if they were technical problems.

In confusing technical problems with the adaptive challenges faced in business and society, individuals often look for the wrong kind of leadership. The call is for someone with answers, decision, strength and a map of the future: someone who knows where the organization ought to be going, in short, someone who can make hard problems simple. Instead of looking for saviors, People in organizations should be calling for leadership that summons them to face the problems for which there are no simple, painless solutions-the challenges that require them to learn new ways (Locke, Kirkpatrick, Wheeler, Schneider, Niles, Goldstein, 1991).

According to Hooper & Potter (1997), one of the most comprehensive approaches to trying to define leadership was undertaken by Stogdill (1974). He identified over 160 different definitions and categorized them in ten different types. The first of his group of definitions suggests the idea that the leader is essentially the focal point of a group process, like the hub of a wheel with the individual followers as spokes. The second refers to personality and its effects on the individual followers. This is often call the 'charismatic approach.' On a more sinister level, the third group of definitions presents the idea that leadership is the art of inducing compliance, while the fourth softens the idea, to the exercise of influence, an idea that is more socially acceptable. The fifth group reflects much of the research on leadership carried out in universities in the United States

during the 1960s and 1970s, a considerable amount of which looked at leadership performance on the basis of behavior.

The sixth group of definitions relating to goal achievement has a close link to what many organizations are doing in terms of creating mission and vision statements. The idea of the leader creating a goal or vision to be achieved and then leading the group towards the achievement of that desired situation is a very basic notion of what leadership is all about. The seventh group of definitions relates to the link between leadership and persuasion, which is more subtle than inducing compliance in that the leader influences beliefs and hence behavior.

The eighth group of definitions refers back to the first suggesting that leadership is concerned with the effects of interaction between the leaders and the followers. The ninth group focuses on the idea of the leadership role being differentiated from the rest of the group, with symbols such as badges of rank, different clothing and so on. The tenth approach considers that leadership involves creating structure in a social system and harnessing resources. In some respects, this tenth group of definition forms links between leadership and management, which in itself is an interesting issue.

### Characteristics of Leaders

Many researchers have identified different traits by which effective leadership can be characterized. There are many characteristics that help to make a good leader; however, it is hard to find all these characteristics in one person. Many individuals will have a number of these characteristics and the type of leader a person is or becomes depends on how he or she chooses to work with what he or she has. Bolman and Deal (1997) after reviewing many studies on leadership concluded that no characteristic is universal, though vision is the most frequently identified. Effective leaders help establish

a vision, set standards for performance, and create focus and direction for collective efforts.

According to Barach & Eckhardt (1996), the challenge set before any chief executive is to encourage the organization he or she heads to accomplish its purposes. The chief executive must use leadership as one tool to get the job done. However, this is not the only available tool nor is it always the right one.

According to Barnes (1996), the ideal Kaizen (Japanese word meaning improvement) leader is: a) Open minded, b) able to conceptualize, c) intelligent and willing to learn new behaviors, d) team oriented, f) flexible and adaptable, and f) self disciplined and self motivated. A Kazien leader is also a skilled communicator of ideas, loyal to his or her team and their company. He or she is responsive to his or her leaders and perceptually attentive. Passion also was a characteristic, (Clifford & Cavanagh, 1985; Peters & Austin, 1985), where good leaders care deeply about what their group does. They believe that nothing in life matters more than doing their work well. Another common characteristic of good leaders is trust. The ability to build trust coupled with developing relationships is critical for leaders to be successful (Kotter, 1988; Bennis & Nanus, 1985). Kouzes & Posner (2000) identified a series of traits that manager indicated they most admired in a leader.

Honesty/integrity. Honesty and integrity are undisputed virtues that all individuals desire (Rand 1961), including followers, but they have special significance for leaders. Studies show that without these traits, the whole enterprise of leadership is undermined (Bass 1990; Bennis & Nanus 1985; Peters 1987). Integrity is defined as a correspondence between word and deed (Bennis & Nanus 1985), and honesty refers to being truthful or

non-deceitful. Together they constitute the foundation of a trusting relationship between a leader and followers (Kouzes & Posner, 2000). In his comprehensive review of leadership, Bass (1990) found that among students, leaders were rated as more dependable, trustworthy, and reliable in carrying out responsibilities than were followers.

Self confidence. That self-confidence is a necessary trait for leadership would seem undisputed. A person riddled with self-doubt when faced with challenges and responsibilities is not able to take the necessary actions or to command the respect of others (Hooper & Potter, 1997).

The essential nature of self-confidence, of having assurance in one's own ideas and abilities, has been recognized by many leadership researchers (Bennis & Nanus 1985; Burns 1978). Self-confidence plays an important role in decision-making and in gaining others' trust. A leader who is not sure of what decision to make, or who expresses a high degree of self-doubt, will not develop the confidence among followers that is necessary to commit them to the vision.

Originality/Creativity. Expanding the concept of creativity to include resourcefulness, Bass (1990) reviewed several studies that found leaders more resourceful than non-leaders. Imagination is especially important for developing a vision but it is not clear whether it is required to develop a successful vision. Effective leaders may be able to overcome their own personal lack of imagination or originality by inspiring others to suggest creative ideas. Some leaders, for example, are skilled at having their top management team jointly develop their company's vision, instead of developing that vision alone (Tishy & Devana 1987). Consequently, leaders may need only to nurture creativity in others, rather than possess it themselves in order to be effective.

Charisma. Charisma exerts its greatest impact during oral communication, especially when a leader is giving an inspirational speech to motivate subordinates (Bass 1990; Smith & Harrison, 1986). However, the vision of a leader who only relies on charisma is not institutionalized throughout the organization, and the vision usually fades when the leader dies or leaves (Bass, 1985). Charisma, like leadership, exists only in the relationship between leaders and followers; and cannot exist independent of followers. Thus, the same individual may be viewed as having charisma by one group of followers but not by another.

#### What Leaders Need To Do

People in leadership positions continue to improve if they are willing not only to evaluate themselves but also allow others to evaluate them, where they access areas in which they are strong and areas that need some work. As leaders continue to evaluate themselves and improve, they should be able to combine the different characteristics of leadership. By integrating the different characteristics into their daily lives, leaders will

be able to demonstrate the five fundamental practices of exemplary leadership. According to Kouzes and Posner (2000), leaders at their personal best perform the following five exemplary practices: challenging the process, inspiring vision, enabling others to act, modeling the way, and encouraging the heart.

### Challenging the Process

Those who lead others to greatness seek and accept challenge (Kouzes and Posner, 2000). The challenge may be creating an innovative new product, developing a cutting-edge service, or promoting a groundbreaking piece of legislation. In short, all leaders challenge the process.

Leaders are pioneers (Kouzes and Posner, 2000). They are willing to step out into the unknown, being willing to take risks, to be innovative and experiment in order to find new and better options. However, leaders do not always need to be the creators or originators of new products, services, or processes. In fact, it is just likely that they are not. Product and service innovations tend to come from customers, clients, vendors, people in the laboratory, and those on the front lines, while process innovations tend to come from people doing the work. The leader's primary function is to recognize good ideas, support those ideas, and the willingness to challenge the system in order to get new products, processes, services, and systems adopted. It might be more accurate, then, to say that leaders are early adopters of innovation. Leaders know full well that experimentation, innovation, and change all involve risk and failure, but they proceed.

The new administrative leadership needs to be aware that in order for University of Belize to be successful from the beginning, it will be necessary for them to challenge the process. There will be many questions about regulations and processes that need answers. According to Calvert (1993), one risks, whether or not one acts. For example,

should one assume the risks of action by opposing a questionable, but widely supported, project involving one's unit? Or should one invite the risks of inaction by remaining silent and going along with the will of the majority? Either could hurt or help one's unit. Speaking out could make enemies and hurt the project's success. Yet staying silent could damage one's reputation and self-respect or allow limited resources to be squandered on ill-advised projects.

Administrative leaders at the University of Belize have the opportunity to make a good and lasting impact on higher education in Belize. As technology continues to develop and the businesses of individual countries become more global, higher education is even more relevant to the Belizean population to make the country more competitive on the global stage. According to Handy (1990), if one agrees that change is another word for growth, another synonym for learning, such times present golden opportunities and extraordinary rewards to those who are willing to learn and grow, and especially take risks more often.

Halpin (1966) stated that practical persons know that leader must lead, that is, they must initiate action and get things done. But because a leader must accomplish his/her purposes through other people, and without jeopardizing the intactness or integrity of the group, that skilled executive knows he/she must also maintain good "human relations" if he/she is to succeed in furthering the purposes of the group. In short, if a leader, whether a school superintendent, an aircraft commander or a business executive is to be successful, he/she must contribute to both major group objectives of goal achievement and group maintenance. According to the constructs formulated in the Leader Behavior Description Questionnaire (LBDQ), this means that the leader should be

strong in initiating structure and should also show high consideration for the members of his/her work group.

### Inspiring a Shared Vision

Different authors on leadership topics disagree on how vision should come about within an organization. There are those who feel that the vision should come from the leader of the organization. Yet, this can be the root of costly problems in organizations if there has been no buy-in from others who do not work hard to make the vision a success. Leaders of the organizations who consult on a regular basis with the other members of the organization, allows for feedback that helps put together all accepted vision. According to researchers who have conducted work on leadership, they find more support for inclusive leadership. According to Kouzes and Posner (2000), leaders passionately believe that they can make a difference. They envision the future by creating ideal and unique images of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. They breathe life into visions and people see the exciting possibilities of the future.

A visionary leader has power. Most people when they hear the word power conjure images of a coercive, bullying type of leader. This type of power however, comes from the people who are members within the organization and is needed if the leader hopes to get anything accomplished. The leader, who offers a clear vision that is both coherent and credible, and who lives by a set of values that inspire imitation, has a fundamental source of power (Quigley, 1993). Quigley defined power as the ability to get things done, to mobilize resources, to secure and use whatever it is that a person needs for the goals she or he is attempting to meet. This is a working definition of power for people

operating in an organization. A broader definition is the capacity to translate intention into reality and sustain it. This definition is more appropriate for the visionary, the leader, the CEO (Quigley, 1993).

Quigley (1993) elaborated further on visionary leaders saying that power flows from vision. The leader's power is sub optimized unless it empowers others. The leader inspires confidence in his or her followers; they feel more prepared to accomplish whatever goals they share with the leader. The leader pulls rather than pushes people. Ultimately, a leader's vision based power must result in superior competitive performance. This is not a wish or desire but an imperative. Organizations need people in leadership positions who can enable others to work at their best capacity. Without the proper support, not even the greatest leader will be able to accomplish much.

#### Enable Others to Act

Many people in leadership positions encounter significant stress, partially due to society's expectations that leaders should have all the answers. Persons in leadership positions also tend to have their own perception of what others expect of them, which helps promote a communication gap between the leader and the other members of organizations. In order to experience success within organizations, there is a need for solid teamwork. Kouzes and Posner (2000) support this notion. Grand dreams do not become significant realities through the action of a single leader, because leadership is a team effort.

Exemplary leaders enlist the support and assistance of all those who must make the project work (Kouzes and Posner, 2000). This sense of teamwork goes far beyond direct reports or close confidants. In some way, leaders must involve those who have to live with the results, consequently making it possible for others to do good work. In other

words, they “enable others to act.” Kouzes and Posner (2000) concluded that, leaders know that people do not do their best when they feel weak, incompetent, or alienated. Leaders know that those who must produce the results must feel a sense of leadership. Kouzes and Posner (2000) also described the work of leaders as making people feel strong, capable, informed, and connected. Leaders enable others to act not by hoarding the power they have, but by giving it away. When people have more discretion, authority, and information, they are much more likely to use their energies to produce extraordinary results. What leaders do is to turn their followers into leaders themselves. This requires leadership to be a relationship, founded on trust and confidence. Without trust and confidence people do not take risks, and without risk there is no change. Without change, organizations and movements die.

### Modeling the Way

A phrase commonly used by people when talking about poor or authoritarian leadership is, “respect is earned not demanded” (Kouzes and Posner, 2000). Kouzes and Posner (2000) support this statement from their many research projects on leadership where they concluded behavior of people earns them respect. Respected leaders set an example and build commitment through simple, daily acts that promote progress and build momentum. Leaders model the way through personal example and dedicated execution.

Also leaders must be clear about their guiding principles. Leaders are supposed to stand up for their beliefs, which they must have in place already. Eloquent speeches about common values are not nearly enough. Leaders’ deeds are far more important than their words and must be consistent with those stated values (Kouzes and Posner, 2000).

Leaders' modeling the way is very important in institutions of higher education. If faculty is expected to work long hours counseling, mentoring, and preparing lessons, then they must see their leaders working towards the success of their department and institution. If the department chairs, deans and vice presidents call for teamwork and long hours, and the faculty perceives them to be incompetent or not willing to do what is required, the institution likely will experience low moral and failure.

### Encouraging the Heart

People like to be recognized when they are doing good work. Most educators will tell you, "I just want somebody to acknowledge the fact that they appreciate what I have accomplished." The reward need not be monetary; often genuine words of appreciation has more impact. According to Kouzes and Posner (2000), the climb to the top of an organizational structure is arduous and long. People can become exhausted, frustrated, and disenchanted and are often tempted to quit. Leaders encourage the hearts of their constituents to continue with genuine acts of caring to uplift the spirits and move people forward.

It is part of the leaders' job to show people they can win. Encouragement can come from dramatic gestures or simple actions. It is how leaders behaviorally link rewards with performance. When striving to raise quality, recover from disaster, initiate a new service, or make dramatic change of any kind, leaders must demonstrate how individuals will benefit when their behavior is aligned with cherished values. Caring is at the heart of leadership (Kouzes and Posner, 2000).

According to Hooper & Potter (1997), effective leaders carry out certain actions, which ineffective leaders do not. It is the identification of the necessary set of attributes

and its associated actions that is the key to effective leadership and therefore forms the basis of leadership competence.

According to Patterson, Grenny, McMillan & Switzer (1996), most leaders miss the point. They never comprehend that the central task of leadership involves bringing competing forces to equilibrium. Leadership is not a production; it is about bringing people together and creating a common bond. It is about bringing together diverse groups of people, each with different expectations and lists of demands, and arriving at a state of equilibrium.

The leader of a university should be attentive to the whole campus. According to Fisher & Koch (1996), an effective president is in constant touch with the campus and values the interaction, information and recommendations that flow from faculty, staff and students. All legitimate constituencies on campus must have avenues available to them to express their opinions and the president must be available to hear those opinions.

According to Hooper and Potter (1997), leaders set the direction for the enterprise, have a vision of the future, which invariably differs from the present, and have the ability to communicate that vision both to their team and to other stakeholders in the enterprise. Effective leaders act as powerful examples and role models because they know that people are more influenced by what they see than what they are told. Effective leaders 'walk their talk', that is, they do what they say they are going to do. As a result of the effective communication of the vision and the way the leader presents themselves, followers experience what is best described as an emotional effect. If a leader is convincing, followers will feel they want to be a part of the operation and work towards the common goal. This process of orienting people to a common vision is one of alignment. According to Senge (1990), alignment is when a group functions as a whole.

In some teams the energies of individual members work at cross-purposes. The fundamental characteristic of the relatively unaligned team is wasted energy. It is like stroking iron filings with a magnet: people line up and are magnetized by the prospect of the vision becoming reality. As a result of this alignment process, individuals often perform to much higher levels than when operating individually and in isolation (Hooper and Potter, 1997).

These areas form the basis for effective leadership and act as a triggering process for another element: bringing out the best in people. This element involves a holistic approach, which embraces motivation, empowerment, coaching, and encouragement. Effective leaders must also be proactive to create change in order to operate more influentially. They become, in effect, change agents (the sixth competence) and are concerned not just with managing change but also with promoting and facilitating approaches to change so that the organization can progress and develop. Another attribute, and a crucial one, is the ability to lead in times of crisis or challenge.

#### Studies on leadership

The following are studies that deal with aspects of leadership and the findings of these studies. In his study, Kampankaew (1992) compared the perceptions and expectations of the leadership role and function of department chairpersons at teachers colleges in Thailand. Based upon the analysis of data, it was found that (a) mean scores of the perceptions of the department chairpersons were significantly higher than both the mean scores of the perceptions of deans and faculty members, (b) there were no significant differences for the expectations of deans, faculty members and chairpersons on either dimension, (c) there were no significant difference in the perceptions of and expectation of deans on both dimensions, (d) the significant differences of faculty

members between perception and expectations were found to be larger than those of department chairpersons, and (e) there was a significant difference between perception and expectations of the department chairperson in both dimensions. Kampangkaew concluded that, role conflict between the department chairpersons could be reduced if the department chairpersons concentrate on the expectations of faculty members. He also concluded that the department chairpersons need to reevaluate their leader behavior in relation to both deans and faculty members in order to fulfill the organizational goals and personal needs.

In a different study on “superiors’ evaluation and subordinates’ perceptions of transformational and transactional leadership”, Hater and Bass (1988), stated that transformational leaders are postulated to be responsible for performance beyond ordinary expectations as they transmit a sense of mission, stimulate learning experiences, and arouse new ways of thinking. Transactional leaders achieve performance as merely required by the use of contingent rewards or negative feedback. This study by Hater and Bass (1988) was based on the findings of previous research. According to them previous research showed that subordinate perception of transformational leadership add to the prediction of subordinates’ satisfaction and effectiveness rating beyond that of perceptions of transactional leadership. The study done by Hater and Bass (1988) replicates the previous augmentation effects using subordinates’ effectiveness ratings but was unable to confirm the augmentation hypothesis with independently attained superiors’ evaluations as the criteria because of smaller sample size, although trends in the correlations were in the hypothesized directions. Transformational leadership obtained from their subordinates’ ratings significantly differentiated top performing

managers (identified as such through other sources) from ordinary managers as hypothesized.

In their study, which assesses the leadership, roles of senior executives/managers Javidan and Dastmalchian (1993) had findings similar to that of Hater and Bass (1988). In their study Javidan and Dastmalchian explained the conceptual foundation and rationale for applying the multiple constituency approach and role set theory. Katz & Kahn, (1978) in a study of top management also used this approach to provide empirical evidence assessing senior managers from the vantage point of their immediate subordinates, who themselves are in the middle and upper middle management. In developing the background to the study, Javidan and Dastmalchian (1993) had the following to say about top managers and the people they associated with in their role as managers. Top managers function in a role set. They operate in a web of relationships with other individuals and groups both inside and outside the organization. The success of top managers depends on the extent to which they are able to create and sustain mutually satisfactory relationships with the various groups of stakeholders, interacting with them. Different stakeholder groups present differing challenges in terms of desired behaviors, values, and attitudes (Katz & Kahn, 1978; Tsui, 1984). The expectations of such stakeholders are based on their own self- interests, work objectives, and role requirements (Tsui, 1984).

According to Javidan & Dastmalchian(1993), the demands of different groups are not always congruent. In fact, in many cases, these demands are contradictory. Satisfying one group may result in alienating another. To perform effectively under these circumstances, managers need to prioritize among their stakeholder groups. Assigning

priorities will facilitate making decisions in the face of conflicting demands, as it underlines the relative importance of different groups and thus their differential ranking.

The findings from this study as reported earlier were similar to the results in the Hater and Bass (1988) study. According to the researchers their study showed that higher level executives are rated more favorably than their subordinates. One possible explanation is that presence at a higher organizational level is a reflection of longer experience. Senior managers, through greater exposure, over time, to organizational issues, are more competent at performing these roles.

An alternative explanation is that subordinates of senior managers, who themselves are in upper middle management positions, tend to have a more positive image of their supervisors' performance than do those in middle management ranks.

Assuming that managers in upper middle ranks have been selected and groomed by top management, they may assess their bosses more positively to confirm, in their minds, that top management is competent in everything, including succession planning.

Fuqua, Cangemi, and Payne (1998) wrote that leaders develop both written and unwritten expectations of their subordinates in organizations. Likewise, employees join organizations with many unwritten expectations and perceived obligations of the organization toward them. These mutual, unwritten expectations and perceived obligations of each party toward the other operate as a psychological contract.

Fuqua et. al (1998) went further by stating that as competition increases, as organizations grow more complex, and as employees become more difficult to understand, it becomes increasingly difficult for leaders to satisfy the needs of individual employees. Moreover, employee expectations of their employers grow higher and higher, in terms of psychic as well as material rewards, as cultures become more highly educated.

Consequently, the leadership and overall climate of an organization must fulfill the needs of its individual employees in order to provide a supportive culture. The essential element of this new supportive culture involves the development of mutual trust. Employees must believe in the organization's leaders, and the organization's leaders must behave in ways which develop and promote trust and belief in them. The breakdown of trust in leadership initiates the downward slide of an organization and, generally leads to morale problems, turnover, negative attitudes, decreased profits, and ultimately in some cases, the complete deterioration of an organization and its demise (Cole, 1996).

### Summary

Most of the research on leadership has revealed that for persons to be effective and successful leaders within an organization, they must learn to practice and exhibit a number of characteristics. According to Senge (1990), the leader of an organization should be able to teach and guide the members of the organization to developing system thinking.

It is important that the leader have the ability to diagnose the needs of the organization and the people within the organization before these needs develop into emergencies. The leader should be able to formulate a vision and allow for its development with the input of the entire organization. It is important to keep in mind that as a leader striving towards excellence the work is never over. A leader never reaches perfection, but should never be satisfied with mediocrity.

The result of this study will be very useful to the administrative leadership and faculty at the University of Belize. A number of authors have noted that changes usually result in conflicts. With the results from this study the leaders and faculty within the

institution will be able to discuss leadership styles that are conducive to the creation of a great university.

## CHAPTER III: METHODOLOGY

### INTRODUCTION

The purpose of this study is to measure faculty expectations of leaders' behavior at the University of Belize. This study will also be used to provide information to the administration at the University of Belize, in order to help them perceive what are faculty expectations of leader behavior. It is anticipated that this information will help to initiate dialogue between the two sides if there is a need for this to occur.

A survey was used to collect the data to be used in this study. Usually survey research is used to generalize from a sample to the population so that some inferences can be made about some characteristic, attitude, or behavior of this population (Babbie, 1990). According to Kraut (1996) organizational surveys may be conducted for a variety of purposes. Many organizations still use surveys for traditional employee relations and employee participation purposes, but others have extended the techniques to other topics.

The measurement tool used in this study is the Leadership Behavior Description Questionnaire (LBDQ). This instrument is a thirty-item questionnaire consisting of two dimensions (Initiating structure and Consideration), between which the thirty-item questionnaire is equally divided.

#### Population, sample and sampling design

The University of Belize is a new university system resulting from the amalgamation of five post-secondary institutions and University College of Belize. The five post-secondary institutions include; Belize College of Agriculture in Central Farm, Cayo district; Belize School of Nursing, Belize City; Belize Technical College, Belize City; Belize Teachers College, Belize City; and UCB-Belmopan. All these colleges will

initially remain in place physically in their respective current locations but eventually move, over a three-year period, to Belmopan on the main campus. The sample used in this study consisted of the entire teaching faculty, who work within the University of Belize system. The use of a complete sample is important because the unit of analysis will be the academic departments, some of which are quite small. The education of the subjects ranged from bachelor degrees to PhDs. This however, was not taken into consideration, as this information would have made it easy to identify certain faculty members.

### Instrumentation

The Leadership Behavior Description Questionnaire (LBDQ) will be used as the survey instrument in this study. This thirty-item questionnaire which measures leader behavior and leadership ideology was devised by the Personnel Research Board at The Ohio State University (Halpin, 1966). Halpin, Hemphill and Coons constructed the original form of the questionnaire and Halpin and Winer in reporting the development of an Air Force adaptation of this instrument identified “initiating structure and consideration” as two fundamental dimensions of leader behavior. These dimensions were identified as a result of a factor analysis of the responses of 300 crewmembers who described the leader behavior of their 52 aircraft commanders. Initiating structures and consideration accounted for approximately 34-50 percent respectively of the common variance. The LBDQ was chosen for the study because it measures leader behavior and leadership ideology. These characteristics are key leadership practices for effective leaders. Each dimension has fifteen questions resulting in a total of thirty questions. Halpin (1966) stated that because all the behavior of an individual cannot be measured, any measurement procedure adopted must entail some form of selection. The Leader

Behavior Description Questionnaire will measure two specific dimensions of leader behavior “Initiating structure” and “Consideration.” “Initiating structure” refers to the leader’s behavior in delineating the relationship between himself/herself and members of the workgroup, and in endeavoring to establish well-defined patterns of procedure. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and members of the leader’s staff.

According to Halpin (1966), practical persons know that leaders must lead, that is they must initiate action and get things done. A leader must accomplish his/her purposes through other people, without jeopardizing the intactness or integrity of the group. Because of this, skilled executives know that they must maintain good human relations, if they are to succeed in furthering the purposes of the group. In short, if a leader, of any sort is to be successful, he/she must contribute to both major group objectives of goal achievement and group maintenance. According to the constructs formulated by the LBDQ, this means that the leader should be strong in initiating structure and should also show high consideration for the members.

There were some modifications to the instrumentation devised by the author of the measurement tool, in order to ensure that it was faculty expectation that was being measured instead of how faculty perceives their present administrators’ actual leadership behavior. Cresswell (1994) stated that if one plans to use an existing instrument, the established validity and reliability of items and scales on the instrument should be described. In order to establish validity and reliability of the LBDQ, Halpin (1966) stated that on the basis of the factor analysis, keys were constructed for the two dimensions of leadership behavior. The original consideration key of 28 items has an estimated reliability (corrected by the Spearman-Brown formula) of .94. The corresponding

estimate for the 29-item Initiating Structure key is .76. In the later published form of the LBDQ there are only 15 items on each keys. The estimated reliabilities are .93 and .86, respectively. In dealing with the area of establishment of validity and reliability, Borg, Gall and Gall, (1993) wrote that this means reporting on efforts by authors of existing instruments to establish content validity (do the items measure the content they were intended to measure?), predictive validity (do scores predict a criterion measure?), concurrent validity (do results correlate with other results?), construct validity (do items measure hypothetical constructs or concepts?), and face validity (do items appear to measure what the instrument purports to measure?). According to Kouzes & Posner, (2000) any good instrument should have good psychometric properties, which will support reliability and validity. In general, an instrument is “reliable” when it measures what it is suppose to measure; it’s “valid” when it accurately predicts performance. Halpin (1966) stated that by measuring the behavior of leaders on the initiating structure and the consideration dimensions, it can determined by objective and reliable means how specific leaders differ in leadership style, and whether these differences are related significantly to independent criteria of the leader’s effectiveness and efficiency. In sum, the Leader Behavior Description Questionnaire offers a means of defining these leader behavior dimensions operationally, making it possible to submit empirical tests for additional specific hypotheses about leader and group behavior.

In this study the questionnaire was used in the form of the LBDQ-Ideal-faculty so as to gather data on faculty expectations of leaders behavior. The reliability estimates for the LBDQ-Ideal are lower than for the LBDQ-Real, but are not reported by Halpin (1966).

The instrument contains 30 Likert-type items; 15 items to measure Initiating structure, and 15 items to measure consideration dimensions. Each item is scored on a scale of 0 to 4, with assigning a score of 4 to Always, 3 to Often, 2 to Occasionally, 1 to Seldom.

**FACULTY LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE**  
**(DEPARTMENT CHAIRS)**

This survey is voluntary, anonymous, and completely confidential- you will not be asked to give your name, and only summary results will be reported. Please answer all of the questions. If anything is unclear, please ask the researcher who gave you the survey. Thank you for your participation.

**DIRECTIONS:**

- a. READ each item carefully.
  - b. THINK about how frequently the leader SHOULD engage in the behavior described by the item.
  - c. Decide whether the leader SHOULD always, often, occasionally, seldom or never act as described by the item.
  - d. DRAW A CIRCLE around one of the five numbers to show the answer you have selected.
- 0-----Never; 1-----Seldom; 2-----Occasionally; 3-----Often; 4-----Always

What the IDEAL leader SHOULD do:

- |   |           |
|---|-----------|
| 1. Make his/her attitude clear to the group.  | 0 1 2 3 4 |
| 2. Try out his/her new ideas with the group.  | 0 1 2 3 4 |
| 3. Should not be flexible with rules.<br>Rules should apply the same manner to all<br>any situation that develops | 0 1 2 3 4 |
| 4. Criticize poor work.   | 0 1 2 3 4 |
| 5. Speak with a manner not to be<br>questioned.   | 0 1 2 3 4 |
| 6. Assign group members to particular tasks.  | 0 1 2 3 4 |
| 7. Work without a plan.   | 0 1 2 3 4 |
| 8. Maintain definite standards of   |           |

performance.	0 1 2 3 4
9. Emphasize the meeting of deadlines.	0 1 2 3 4
10. Encourages the use of uniform procedures.	0 1 2 3 4
11. Make sure that his/her part in the organization is understood by group members.	0 1 2 3 4
12. Ask that group members follow standard rules and regulations.	0 1 2 3 4
13. Let faculty members know what is expected of them.	0 1 2 3 4
14. See to it that faculty members are working up to capacity.	0 1 2 3 4
15. See to it that the work of faculty members is coordinated.	0 1 2 3 4
16. Do personal favors for group members	0 1 2 3 4
17. Do little things to make it pleasant to be a member of the group	0 1 2 3 4
18. Be easy to understand.	0 1 2 3 4
19. Find time to listen to group members.	0 1 2 3 4
20. Keep to himself/herself.	0 1 2 3 4
21. Look out for the personal welfare of individual faculty members.	0 1 2 3 4
22. Refuse to explain his/her actions.	0 1 2 3 4
23. Act without consulting the group.	0 1 2 3 4
24. Be slow to accept new ideas.	0 1 2 3 4
25. Treat all group members as his/her equal.	0 1 2 3 4
26. Be willing to make changes.	0 1 2 3 4

27. Be friendly and approachable. 0 1 2 3 4
28. Make group members feel at ease  
When talking with him/her. 0 1 2 3 4
29. Put suggestions made by the faculty  
into action. 0 1 2 3 4
30. Get faculty approval on important  
matters before moving ahead. 0 1 2 3 4

### Demographic Information

1. Gender: ( ) Female ( ) Male
2. Age Range: 22-30yrs \_\_\_\_ 31-40yrs \_\_\_\_ 41-55yrs \_\_\_\_ 55yrs + \_\_\_\_
3. Academic Experience:  
 a) 0 – 1 years \_\_\_\_\_  
 b) 1 – 2 years \_\_\_\_\_  
 c) 2 – 5 years \_\_\_\_\_  
 d) 5 – 10 years \_\_\_\_\_  
 e) 10 – above \_\_\_\_\_
4. What type of institution were you associated with before your position at UB?  
 \_\_\_ College of Agriculture \_\_\_ Teachers College \_\_\_ UCB Toledo  
 \_\_\_ School of Nursing \_\_\_ Technical College \_\_\_ Other  
 \_\_\_ UCB Junior College-Belmopan \_\_\_ UCB-Belize City \_\_\_ None
5. In what Faculty and department is your appointment? \_\_\_\_\_,  
 \_\_\_\_\_
6. What would be one suggestion that you would give to a new department chair to help him/her be a more effective leader?
7. What is one activity that any department chair could initiate that would promote good relationship.

The form on which the group members describe their leader's actual behavior is referred to as the "LBDQ-Real, Staff." With modified instructions, this same instrument may be used to measure the leader's own leadership ideology. On this form each item is

worded to indicate how a leader should behave, and the leader answer the question accordingly. This form is designated as the “LBDQ-Ideal, Self.” Similarly we may ask the staff members to describe how they believe the leader should behave. Such scores are termed “LBDQ-Ideal, Staff.” The reliability estimates for the “LBDQ-Ideal” are lower than for the “LBDQ-Real.” Thus, for the “LBDQ-Ideal, Self,” the reliabilities are only .66 for the Consideration and .69 for initiating structure.

According to Halpin (1966) the LBDQ can be adapted readily to different group requirements without altering the meaning of the items. For example, with Air force personnel the term “crew” is used; with educational administrators, “staff/faculty” is substituted for “crew.” The leader behavior dimensions of Initiating Structure and Consideration are not to be conceived as traits of leadership. They simply describe the behavior of a leader as he operates in a given situation. Cronbach’s coefficient Alpha was done on the survey items in order to measure the consistency the alphas were found to be acceptable 0.75 for consideration and 0.76 for initiating structure.

#### Data Collection

According to Mangione (1995), nonresponse error is the single biggest impediment to any survey study. The solution to this concern is to do everything in your power to conduct a survey that has high response rate. A high response rate by Mangione standard is a response in excess of 85 %, which is viewed as an excellent return.

In order to guarantee a high response rate the researcher tried to adapt recommendations from Mangione (1995); and Salant & Dillman (1994). Some of these recommendations include permission being sought from the president of the University of Belize to conduct the study. The president was asked to write a letter supporting the study, which was sent to the deans of the different departments. The researcher also met

with the deans to explained the study, answer questions and solicit their support to ensure that the faculty within their department fully understands the need for the research and that the deans encourage their staff to fill out and return the survey.

A personalized letter signed by the student researcher and his advisor at Colorado State University accompanied the survey. The survey consisted of a maximum of two pages and was duplicated on a paper of a color other than white. It was clearly printed consisting of thirty questions, each having 0 through 4 possible response ratings. The respondent was asked to choose one of the ratings and circle the number beside the rate on the line to the left of the question. The questionnaire took no more than 25-35 minutes to complete.

In order to minimize concern for anonymity, the researcher asked the respondents not to write their name on the survey. They were also asked to drop their survey off at designated spots located in different central places on the campuses. According Childers and Skinner (1985) respondents are generally more likely to respond, if they feel their answers are to be kept confidential instead of being attributed to them. An assigned person was asked to gather the surveys daily in order to avoid the probability of tampering. The researcher also assured the potential respondents that that data would not be presented in ways which would enable persons to be identified.

#### Specific Design and Data Analysis

The information gathered from the questionnaires in this research study is presented in descriptive and comparative form in chapter four. Frequency tables were used to tell the differences in faculty group responses to the three research questions. The following statistical tests were used to tabulate the information gathered in the questionnaires. Research question 1, which is descriptive, is being answered using a

frequency table. Research question 2 is comparative and t-test and one-way ANOVA was used to provide answers. Research question 3 through 5, which are comparative, were answered using one-way ANOVA. These statistical tests allowed the researcher to tabulate overall responses per question. These tests also show trends in responses that helped the author to make deductions which improve the impact of the study's results.

## CHAPTER IV: ANALYSIS OF THE DATA

### Introduction

The purpose of this research was to look at faculty expectations of department chairs' leader behavior at the new University of Belize, using the survey tool known as the Leader Behavior Description Questionnaire (LBDQ). The results obtained from this research should provide the University of Belize administrative and teaching faculty with needed data on the teaching-faculty expectations of their department chairs' leader behavior and the results could be used in the hiring of new department chairs. This chapter reports the teaching faculty responses to the survey instrument. These responses provide the answers to the five research questions outlined in chapter 1. The answers to these research questions are presented in table and narrative form. The presentation of data in this chapter is in three parts. The first describe the demographic profiles of the respondents including number of respondents from the different academic units, age groupings, genders, teaching experiences and the previous institutions of employment. The second part includes responses to the inferential statistics used to answer questions I through 5. The last part reports on the two opened ended questions that were included in order to obtain suggestions on ways in which department chairs could build good working relationships in the department while providing guidance. All the percentages reported in the table may or may not add up to 100% since they were rounded for the convenience of the reader.

The researcher attempted to distribute surveys to all 100 of the full time teaching faculty at the University of Belize. These surveys were hand-delivered to the on-campus mailbox of the faculty. Sixty-eight respondents returned their completed surveys to the appointed drop-off locations on campus.

The researcher feels that the following factors contributed the returned rate of 68 surveys of the 100 distributed. Some faculty spent more than 50% of their time working away from campus and were not able to pick up their survey; the researcher could not mail to other address as it is against university policy to give out addresses.

The second factor that contributed to the 68% return was the trust factor, the faculty did not know the researcher and could not be sure that the survey was not being done to help the administration get rid of some department chairs.

The final factor was some faculty did not feel that a survey of this sort was worth their time. It was repeated to the researcher a number of times that the faculty were too busy to spend time on something that would not help them.

#### Demographic Profile

Table 1 presents the frequency distribution of faculty by academic unit within which they teach. As shown 25% of respondents were from the College of Arts and Sciences. The College of education was very close behind with 22 %, while the respondents from the other colleges were about equal in number between 12 and 15%

Table 1  
Breakdown of Respondents by Faculties

Faculty	Number	Percent
Faculty of Nursing & Health Sci.	10	15
Faculty Of Business	10	15
Faculty Of Education	15	22
Faculty Of Arts&Sci.	17	24
Faculty of Engr.&Techn.	8	12
FacultyAgric.&Nat.Res.	8	12

Table 2 provides a frequency distribution of respondents by their age. The results show that the age range of almost half of the faculty who responded was between 31-40 years. 46% of the respondents fall within that range. Roughly a quarter of the respondents were between 22-30 years and another quarter between 41 and 55 years old. These results show that the majority of the faculty at the University of Belize will not be retiring for another 15 to 25 years. This allows for continuity within this young university that could help in the development of research.

Table 2  
Age of Faculty Respondent

Age group	Number	Percent
22-30	16	24
31-40	31	45
41-55	17	25
56+	3	4
Missing	1	2

Table 3 is a breakdown of faculty respondents by gender. The results show some disparity in the distribution of male and female faculty; however, males represented nearly sixty percent of the population surveyed. This did not appear to affect the results obtained from the survey as both male and female faculty had similar answers.

Table 3  
Gender of Faculty Respondents

Gender	Number	Percent
Female	28	41
Male	39	57
Missing	1	2

Table 4 is a frequency distribution of respondents' teaching experience. About half of the faculty who responded to the questionnaire had over 10 years teaching experience. Twenty-seven percent of the faculty had 6-10 years of experience, while less than 2 % has less than 1 year

teaching experience. The results basically show that a high percentage of UB faculty have a quite a bit of experience teaching.

Table 4  
Teaching Experience of Faculty Respondents

Experience (Years of Teaching)	Number	Percent
0 to 1	1	2
1 to 2	4	6
2 to 5	7	10
6 to 10	18	27
Over 10	33	48
Missing	5	7

Table 5 is a frequency distribution of respondents by previous schools where they taught before becoming member of faculty at the University of Belize. The researcher anticipated that there would be a difference in faculty response to the survey based on the institution where they previously taught. The researcher felt that different institutions have their own traditions and based on this for example, faculty from the College of Agriculture would have developed different expectations than their colleagues from the College of Education. The former University College of Belize, Belize City and Technical College are the two institutions where most of the present faculty at UB previously taught, with both having 19% and 21% respectively coming from these schools. A smaller number of respondents came from other post-secondary institutions. Approximately 3 % of the faculty had no previous experience.

Table 5  
Previous Schools Where Respondents Taught

Previous Schools	Number	Percent
College of Agri.	5	8
School of Nursing	7	10
UCB_BMP	5	8
Teacher College	8	12
Technical College	14	21
UCB_BZE	13	19
OTHER	13	19
NONE	2	3

Note UCB\_BMP (University College of Belize, Belmopan); UCB\_BZE (University College of Belize, Belize City)

### Result and Interpretation of Research Questions

#### **Research Question 1: What are faculty expectations at the new University of Belize with regard to two aspects of leadership behavior (a. Initiating Structure and b. Consideration) of their most proximal leader (department chairs)?**

The results from the survey questionnaire provide the answer to this research question. These results are listed in Table 6. The results revealed no significant differences in the averages on expectation of the faculty on the two dimensions of consideration (mean = 3.15 out 4) and initiating structure (mean = 3.16), 3 on the scale is equivalent to often.

This difference was tested with a paired t test and found to be non-significant (see table 6). Thus, the means are essentially equivalent, on the average faculty within the different academic units at the University of Belize would like their administrative leaders to exhibit a balance between the two dimensions of leader behavior.

Furthermore, the means obtained for the two dimensions of “initiating structure and consideration” can be explained by saying that the faculty has high expectations about the two dimensions of leader behavior measured by the Leader Behavior Description Questionnaire (LBDQ). Faculty revealed through their answers to the questionnaire, that they would like to have department chairs provide clear expectations for the department. They would also like their department chairs to provide guidance so that they can improve the way they do their jobs. At the same time the faculty would like their department chairs to be considerate, listen to what they have to offer and implement their suggestions as part of the departmental vision.

Table 6  
Means, Median, Standard Deviations, Skewness, of the dimensions Consideration and Initiation

<u>Measurement of Expectation</u>							
Scale	Mean	Median	SD	SK	SE	t	P
Consideration	3.15	3.20	.41	-.96	.29	.35	.73
Initiating Structure	3.16	3.27	.42	-1.40	.29		

**Research Question 2. Is there any relationship between faculty gender and their expectations of department chairs based on the two aspects leader behavior (a. Initiating Structure and b. Consideration)?**

The results for question 2 are shown in Table 7 and 8. These results show no statistical differences between the expectations of faculty of different genders. According to the results obtained, faculty no matter what their gender, have similar expectations of their department chairs as administrative leaders. Again the mean for both dimensions of consideration and initiating structure were very high, greater than 3 for both male and female and male faculty, on a scale of 1-4 with 3 being equal to often. This showed that the male as well as the female faculty would like their department chair

to exhibit a balance between consideration and initiating structure. Basically no matter what their gender, faculty would like their department chair to be organized, lead the way in achieving the department goals, and help them to be the best they can be on their job. At the same time they would like to have input in the improvements made to the department. This finding indicating no difference in expectations between the two dimensions of the department chairs leader behavior by faculty due to gender was opposite to what the researcher had expected. The researcher expected the female faculty to desire more consideration while the male faculty would desire more initiating structure. According to Helgesen (1995), women tended to put themselves at the center of their organizations rather than at the top, thus emphasizing both accessibility and equality, and they labored constantly to include people in their decision-making.

Kohn (1986), suggested that when one seeks to resolve conflict by arriving at a consensus, the objective involves searching for a solution that responds to the need of others. This style of resolving conflict prevails in group discussion, the hallmark of participative management. Consideration of other people's needs, characteristic of women style of leading, enhances the collaborative process in participative management.

There are studies, which differ somewhat with the previous two studies mentioned. Eagly & Carli (1981), argued that women may not always display the realities of their private opinions, in part because of their strong value to maintain at least the appearance of a relationship orientation. In efforts to maintain the relationship orientation women often exhibit a greater amount of positive social behaviors, such as relieving group tension and showing group solidarity, just to be polite. Consequently, women may act in contradictory ways, or be perceived as sneaky, back-stabbing, unpredictable, two-faced, or even clandestine. Russel, Rush, and Herd (1988), explored whether effective leaders would be expected to demonstrate greater consideration towards others, and whether an effective male leader would, in contrast, be expected to exhibit more behaviors in the

area of initiating structure and production. They concluded that there was only partial support for this sex-role congruency theory because an effective female leader was expected to not only be considerate but also to initiate structure. They found no sex differences in regard to the role assumption of productive behaviors. The study by Russell et. al.(1988) may explain why there was no difference between the vote of the faculty by gender.

Table 7

Means and Standard Deviations for Gender as a Function of the two Dimensions of Leadership Expectation a) Initiating Structure and b) Consideration.

<u>Variable</u>	<u>Female</u>		<u>Male</u>		<u>F</u>	<u>P</u>	
	<u>n</u>	<u>M</u> 28	<u>SD</u>	<u>M</u> 39			<u>SD</u>
<u>Initiating Structure</u>		3.24	.32	3.09	.48	2.12	.15
<u>Consideration</u>		3.18	.30	3.13	.48	0.17	.68

Table 8

One-Way Analysis of Variance Summary Comparing Genders on the two Dimensions of a) Initiating Structure and b) Consideration.

<u>Source</u>	<u>df</u>	<u>Initiating Structure</u>			<u>Consideration</u>		
		<u>SS</u>	<u>MS</u>	<u>F</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
<u>Between groups</u>	1	.37	.37	2.12	.02994	.02994	.17
<u>Within group</u>	65	11.37	.18		11.24	.17	
<u>Total</u>	66	11.74			11.27		

\*P<.05

**Research Question 3. Are there statistically significant differences among the faculty age groups in their expectation of department chairs with regards to two aspects of leader behavior (a. Initiating structure b. Consideration)?**

The answer to Question 3 is shown in tables 9, and 10, the results from the three different age groups show no statistically significant differences in expectation of department chairs with regard

to the two aspects of leader behavior. For all the age groups a mean of 3 was obtained on a scale of 0 to 4, with 3 being equivalent to often. The results that were obtained here for the three age groups seem to reinforce the finding that the faculty at the University of Belize had a preference for department chairs who are able to strike a balance between the two aspects of leader behavior, initiating structure and consideration. There appears to be some difference between the youngest and oldest group as to their expectation but it could easily be due to chance. This question was asked because of the changes that occurred in Belize's governing bodies in the last forty years. Belize was a colony of Great Britain until 1962, when the country was given self-government. The country then became independent in 1981. The author wanted to see if the faculty who had experienced the colonial period or pre-independence would have a different expectation of leader behavior based on the two dimensions (consideration and initiating structure). The author thought that the possibility existed that faculty who had experienced colonial or pre-independent governing in Belize would want more organization from their department chairs and thus, would have rated the dimension of initiating structure higher. While, the faculty who had started to work post-independent would have higher expectation of leader behavior based on the dimension of consideration. The researcher thought that if you had faculty in the same departments who disagreed on their expectations of the department chair leader behavior based on the two dimensions initiating structure and consideration, this would create problems and the department chairs would have a hard time developing a spirit of oneness. However there were no differences due to age.

Table 9  
Means and Standard Deviations for Age as a Function of the Two Dimensions of Expectations of Leader Behavior a) Initiating Structure b) Consideration.

<u>Initiating Structure</u>			
<u>Variable-age</u>	<u>N</u>	<u>M</u>	<u>SD</u>
22-30	16	3.10	.39
31-40	31	3.15	.36
41+	20	3.19	.54
Total	67	3.15	.42
<u>Consideration</u>			
<u>Variable-age</u>	<u>N</u>	<u>M</u>	<u>SD</u>
22-30	16	3.20	.29
31-40	31	3.09	.48
41+	20	3.17	.37
Total	67	3.14	.41

Table 10  
One-Way Analysis of Variance Summary Comparing Age Groups on two Dimensions of Leader Behavior Expectations a)Initiating Structure and b) Consideration.

<u>Initiating Structure</u>					
<u>Source</u>	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Between groups	2	.0720	.0360	.197	.822
Within groups	64	11.69	.183		
Total	66	11.76			
<u>Consideration</u>					
<u>Source</u>	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Between groups	2	.143	.0715	.427	.654
Within groups	64	10.71	.17		
Total	66	10.86			

\* P < .05

**Question 4. Is there statistically significant difference in faculty expectations of department chairs with regards to the two aspects of leader behavior (a. initiating structure and b. consideration), based on years of teaching experience?**

The answer to question 4 can be seen in tables 10 and 11, the results seems to show slight differences in expectations due to years of teaching experience, but not enough to be statistically significant. All experienced groups liked to have their department chair exhibit leader behavior that consists of both dimensions of initiating structure and consideration. However, the means for both dimensions showed that the faculty in the range of 0 to 5 years of experience had the lowest means. This leads one to wonder if the population had been larger would there have been a difference in the expectation of leader behavior between faculty who had many years of experience and those who had between 0 to 5 years of experience.

Table 11  
Means and Standard Deviations for Teaching Experience as a Function of Two Dimensions of Leader Behavior Expectation a) Initiating Structure and b) Consideration.

Teaching Experience	n	Initiating Structure		Consideration	
		M	SD	M	SD
0-5	12	3.06	.35	2.96	.53
6-10	18	3.13	.32	3.23	.39
11+	33	3.18	.50	3.20	.38
<u>Total</u>	63	3.15	.42	3.16	.42

Table 12  
One-Way Analysis of Variance Summary Comparing Years of Teaching Experience on Two Dimensions of Leader Behavior Expectation

Teaching Experience	df	SS	Initiating Structure			Consideration			
			MS	F	P	MS	F	P	
Between groups	2	.135	.067	.371	.691	.614	.307	1.79	.175
Within groups	60	10.90	.182			10.27	.171		
Total	62								

\*P<. 05

**Question 5. Is there statistically significant difference between the present colleges faculty are associated with, regarding expectations of department chairs, with respect to the two dimensions of leader behavior (a. Initiating structure and b. Consideration)?**

The reason the researcher asked this question was to see if there would be a difference in faculty expectation of leader behavior based on the two dimensions (initiating structure and consideration) in relation to the present college with which faculty are associated. The researcher had theorized for example, that there would be a difference in expectations of leader behavior between faculty from the college of Agriculture and Natural Resources and the faculty from the College of Education. Again there were no statistically significant differences between the faculty from the different departments, but in the analysis the faculty from the College of Agriculture and Natural Resources had the lowest means (2.95 for initiating structure and 2.97 for consideration). This says that the faculty from this college would often like their department chairs to exhibit leader behavior based equally on both of the two dimensions, but the scores 2.95 and 2.97 are relatively low on the scale. These scores indicate an average of slightly less than “often”. The results obtained from the faculty in the other departments suggest that they would like their department chair to exhibit leader behavior “often” on both dimensions. Again the mean obtained for the faculty from the College of Agriculture had the researcher wondering if the results would be significant with a larger sample size at the college.

Table 13  
Means and Standard Deviations for Faculty as a Function of the two Dimensions of Leader Expectation.

<u>Variable</u>	<u>N</u>	<u>Initiating Structure</u>		<u>Consideration</u>	
		<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
F. NURSING & HEALTH SCI.	10	3.28	.29	3.03	.31
BUSINESS	10	3.24	.39	3.19	.28
EDUCATION	15	3.18	.32	3.24	.31
ARTS & SCI	17	3.18	.38	3.22	.34
ENGR	8	3.02	.62	3.13	.53
F. AGRI. & NAT. RES	8	2.95	.60	2.97	.74
Total	68	3.16	.42	3.15	.41

### Two open ended questions

In order that faculty would be able to give suggestions that would help new and present department chairs maintain good working relations with faculty the following two open ended questions were included in the survey.

Open-ended question 1: What would be one suggestion that you would give a new department chair to help him or her be a more effective leader?

This question resulted in a number of suggestions being put forward by the faculty of the different departments. The following quotes summarize the different suggestions given by faculty to help department chairs. “They should be open minded and listen to suggestions given by faculty to improve the department; involve faculty in changes to be implemented in the department.” “Feel confident enough to delegate responsibilities to faculty, which in turn helps to build team spirit.” “Department chair should be organized; he/she should start out the school year by presenting objective with faculty input.” “Department chairs should become knowledgeable about their department; this will enable them to make suggestions for change and development in the department.” “Persons holding the position of department chairs must be creative, honest and fair.” “The creation of a reward system for periodic recognition of academic and non-academic efforts should be implemented.”

Generally the suggestions given by the faculty seem to imply that faculty would like to be involved in the development of the agenda for their department. They would like to hold sessions where their ideas could be put out to other members of the department and discussed. Some faculty felt that this could be taken further, by dividing up the faculty or encouraging faculty to work in teams teaching or working on projects. The inclination of the faculty at the University of Belize towards teamwork is along the same thought of other educators as supported by other writings. According to Ramsden (1998), research in many fields of study requires collaborative effort,

however, teaching remains an individual and private activity in numerous departments. Peer examination of research methodology is normal: to enable good teaching and increase its status, you need to make peer discussion of teaching and collaborative design of curricula the norm. The academic leader whose institution supports a shift to more flexible teaching and learning methodologies has an advantage in the following respect. Flexible delivery methods in higher education, including applications of information technology and the increased use of printed materials to replace lectures, entail more teamwork and expose the products of teaching to public scrutiny, thus assisting a shift to collective responsibility for improvement.

On the topic of recognition, it is very important that department chairs let faculty know they appreciate the good work they are doing. For students, grades and marks are the 'currency of the campus'; for academics, the currency is reputation (Becher, 1989). Faculty as the people working with the clients of the university that is student seem to be saying, that they are able to see where changes need to be made and new ideas should be implemented. Thus, it is very important that their suggestions be given much consideration in the development of the departmental vision.

Open-ended question 2: What is one activity that any department chair could initiate that would promote good relationship among faculty?

Activities that the faculty would like to see implemented in order to promote good relationships among faculty include: Faculty socials on a biweekly or monthly basis, trips, and informal discussions with department chairs to establish progress and identify limitations. The faculty would like to see the creation of sub-teams or the facilitation of these teams by department chairs to help faculty work closely, utilizing each other's strong points. They would like to see the implementation of a forum for faculty to share ideas and research results. Generally, the faculty suggested that the relationship among themselves and the department chairs would benefit a great

deal from informal gatherings that would include department chairs. This would enable them to become better acquainted, learn each other's skill areas and how they could better collaborate.

The researcher noted that the results obtained from the answer to the statistical questions 1 through 30 show no statistical difference in faculty expectations of the two dimensions of leader behavior. These results of no significant differences could be from either of two causes. The faculty have developed their criteria of what type of leader behavior they would like their department chair to exhibit, and are overwhelmingly in support of department chairs who can somehow strike a balance between the dimensions of "initiating structure" and "consideration." The other factor could be a fear of reprisal from administrative powers. The University of Belize was developed and implemented by the Government of Belize, which lends itself to great involvement in the activities of the university, by the minister of education. Because of patterns of firing people who don't seem to be in agreement with their policies by governments past and present the fear of retaliation that faculty might have could be justifiable. According to Shoman (1998), although regular elections are "free and fair and free from fear" the opportunities for authoritarian practices appear not as an exceptional or unthinkable aberration but as an integral part of the social, economic and political structure.

### Summary

The answers received from the faculty for the two open-ended questions were consistent with those given for the statistical questions. Most of the faculty from the different departments said their expectations of the department chairs leader behavior were that they show leadership by having an idea of where they would like the department to go. The department chair should be able to help the faculty by working with them and providing guidance on development and performance. The point that was emphasized a great deal is the fact that faculty would like to be involved in new developments and changes within the departments. They would also like to have informal

gatherings initiated by the department where they could exchange ideas and get to know each other and the department chair better. Overall the faculty seem to be saying they would like the department chairs to take charge, set the rules, but also have a good working relationship with the faculty.

## CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

### Introduction

This study was designed to provide valid information to the new University of Belize, concerning faculty expectations about the ideal department level leader. A questionnaire designed to assess two dimensions of these expectations was utilized in the study. One dimension looked at initiating structure, and the other consideration. The study also investigated whether faculty expectations of ideal department chairs were influenced by some selected demographic factors.

“Initiating structure” refers to the leader’s efficiency and abilities to establish well-defined patterns of organization, channels of communication, and methods of procedure. “Consideration” refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and members of the leader’s staff.

The following questions were addressed using the Leadership Behavior Description Questionnaire developed at Ohio State University.

1. What are faculty expectations at the new University of Belize with regard to two aspects of the leadership behavior of their most proximal leader, their department chairs?
  - a. Initiating Structure
  - b. Consideration
2. Are there gender differences in faculty expectations of department chairs due to two aspects of leader behavior a. initiating structure and b. consideration?
3. Are there age group differences in faculty expectations of department chairs in relation to the two aspects of leader behavior a. initiating structure and b. consideration?
4. Do the number of years experience that faculty have influence their expectations of department chairs with regards to two aspects of leader behavior a. initiating structure and b. consideration?

5. Does the type of institution faculty have come from when they joined the University of Belize influence their expectation of their department chair on the two dimension leader behavior?

### Review of Literature

A review of literature was conducted in order to examine the type of leadership studies and the findings in different parts of the world. The literature review also helped the researcher to compare results of this study to those results from previous studies. The literature review as noted in chapter 2 looked at several key areas of leadership. Of particular importance are: the factors that create conflict between faculty and administrative leaders, the need for leadership in institutions of higher education and the characteristics of effective leaders.

Many studies of leadership have been conducted in different parts of the world. However, the researcher was not able to find any evidence of studies of leadership in Belize. Thus, this study could contribute enormously to the development of the first and only full University in Belize.

Faculty and administrators fill different roles, encounter and are influenced by different aspects of the environment and have unique backgrounds. The increasing numbers and importance of managers at all level lead to administered universities, in which administrators are different from the rest of the institution (Lunsford, 1970). With the increase in the number of administrators on campuses whose main focus might be getting the administrative work for the department to function done, there now exist on university campuses completely different cultures of administration and faculty. This has resulted in faculty and administrators being different from each other and not knowing what to expect or how to work with each other.

Northouse (1997) defined leadership as a process, whereby an individual influences a group of individuals to achieve a common goal. This means that leadership is a process that can be taught.

The researcher feels that this definition embodies the type of leadership this study will help to promote at the University of Belize.

Most of the research in leadership have revealed that for persons to be effective and successful leaders within an organization, they must learn to practice and exhibit a number of characteristics. These characteristics include a) vision, b) honesty and integrity c) self-confidence, d) charisma, e) ability to challenge the process, and f) enable others to act. It is important that leaders balance the two dimensions of initiating structure and consideration in order to be effective. According to Senge (1990), the leader of an organization should be able to teach and guide the members of the organization to develop system thinking. According to Senge (1990), in using system thinking, it is important that leaders have the ability to diagnose the needs of the organization and the people within the organization before these needs develop into emergencies. The leader should be able to formulate a vision and allow for its development with the input of the entire organization. It is important to keep in mind that as a leader striving towards excellence, the work is never over. A leader never reaches perfection, but should never be satisfied with mediocrity.

The result of this study can be very useful to the administrative leadership and faculty at the new University of Belize. The administration at the University of Belize can use the results from the study in matching new department chairs with faculty expectations. A number of researchers and authors have noted that change usually result in conflicts. Amalgamating five different institutions will surely result in some differences of opinions, which if not addressed could fester and undermine the university's development. With the results from this research the department chairpersons and faculty within the University of Belize should be able to discuss leadership styles that are conducive to great teamwork and the development of a great university.

## Methodology

A survey was conducted on the six different campuses of the University of Belize in March 2001 and the results were tabulated using SPSS software. Frequency tables were used to help answer the descriptive research question, t- test and one-way ANOVA were used to provide inferential statistics necessary to answer the comparative research questions in the study. Using these tests the author was able to answer the five questions defined at the beginning of the study. These research questions along with the literature review help to explain faculty expectations of their department chairs at the University of Belize according to the factors of gender, age, experience, college and previous institution. The information provided by this study should allow the administrators at University of Belize to understand what their faculty generally expects of department chairs and allow faculty to know what their expectations are of their department chairs. The information provided by the quantitative part of the study along with the answers to the two opened-ended questions will help the University of Belize to facilitate proper professional development of the department chairs.

This chapter serves to highlight the significance of this research study by asking the question, “What contribution did the study make to the field of university leadership?” It will review the analysis of the results in chapter four and then reflect on the literature review to note how both contribute to the research problems stated in chapter one. This chapter will first present the author’s conclusions based on the results to the empirical study and then discuss the implications of these findings on the larger process of higher education in a developing country like Belize. It will then present recommendations that are based on these conclusions and suggest recommendations for future related research.

### Analysis of specific Findings

This section of the chapter addresses the empirical section of the research study and will discuss the five research questions listed in chapter one.

Research Question 1: What are faculty expectations at the new University of Belize with regard to the two aspects of the leadership behavior (a. Initiating structure and b. Consideration) of their most proximal leader (department chairs)?

There was no statistically significant difference in faculty expectations of the department chairs in relation to the two dimensions of leader behavior. Both dimensions of leader behavior “initiating structure and consideration” had an average mean of more than 3 on a scale of 0 to 4. The 3 on the scale is equivalent to a response of often. In this case it seems that the faculty would usually want their department chair to portray a balance between the dimensions of “initiating structure and consideration”. They would prefer that the department chair not be overbearing or all about business (initiating structure), by just following rules and regulation with no flexibility. Neither would they want someone who is just about building relationships (consideration). The faculty basically said they wanted department chairs to provide leadership through structure and guidance for them to be the best on their jobs. According to Ramsden (1998), an outstanding department head influences the behavior of every one in the department through his or her imagination and personal behavior. Leaders like these communicate a vision about the future that is shared with the staff, pupils and parents. Faculty would also like the department chairs to listen to their suggestions and the shortcomings they voiced as they work together to improve their departments.

It is also essential that at the time of their appointment department chairs be given training on professional skill development, management, conflict management and team building. Hecht, Higgerson, Gmelch & Tucker (1999), wrote that department chairs must be aware of the power of

leadership. They stated that chairs have great potential over the culture of the department. A department filled with interpersonal rivalries and animosities has little hope of becoming collectively effective. Changing the dialog between people does not come easily. But if the chair is clear about what needs to be changed, he/she can transform unproductive dialog by intervening with new ideas, identifying destructive interchanges and establishing standards of debate. This suggests the need for thorough training at the University of Belize. Department chairs are new in their positions and need support in making the transition from faculty to administrators.

In order for chairs to impart the type of leadership being sought by faculty, the chairs must first understand what their role is. They must understand what they should be looking for within the department that needs to be developed or changed, and what their approach should be in order to get faculty involvement. According to Hecht, et al.,(1999), one of the peculiar features of the position of department chair is that most individuals accepting the position have little, if any, previous administrative experience to match the nature and magnitude of their new roles and responsibilities. Seldom does on-campus chair training include professional skills development in such important leadership tasks as managing conflict, team building, or implementing change.

Chen (1999), in his study entitled “Ideal expectations and actual implementation of leadership behavior among physical education chairpersons,” concluded that physical education chairpersons ought to have opportunities to attend management training academies or workshop organized for school administrators to enhance their management knowledge and skills.

The same results of no significant statistical differences were found for the other questions asked. The researcher would like to suggest some possible reasons for these findings: First the University of Belize is a new institution just a year old and people are still trying to sort things out. Due to the newness of the institution there may have existed a trust problem between the faculty and researcher. Second the researcher not being known as having any open association with the

university might have made the faculty cautious about the researcher. The faculty could have developed their own theory as to why the researcher was conducting the study, namely to evaluate department chairs for use by the administrators at the university. During the course of the survey the researcher was asked on a regular basis whether the researcher knew of certain situations (unpleasant relations between faculty and administration) which gave rise to this study on faculty expectations of department chairs at this time. These questions showed that the faculty had suspicions about the reason for which the study was being conducted, even if these were not voiced. The fact that the institution has government support might have made some people wary that a research like this was being done to eliminate some administrators.

Third factor in the lack of significant findings in this research might have to do with the research instrument itself. The survey tool used to collect the data might not have allowed the faculty to express what they really expect from a department chair. These three situations the researcher felt could have possibly led to the results of no statistical differences received from the survey. If the faculty were unsure that the real reason for the study was for completion of a dissertation and to provide much needed data on faculty expectations of administrative leader behavior. Then it was possible that they did not answer what they really expect of their department chairs leader behavior, but what they would consider to be a safe answer.

The government's involvement with the University of Belize may have jeopardized the conduct of this research. Faculty may have felt the study would be used to eliminate administrative positions in the future and may not have been willing to give honest answers to the researcher. There is a history of misuse of authority on the part of government in Belize. According to Shoman (1998), in Belize the opportunities for authoritarian practices appear not as an exceptional or unthinkable aberration but as an integral part of the social, economic and political structure. The possibility that the faculty were intimidated came to light three months after this study was

completed, when one vice presidential position was filled with a new person from outside. The person who had previously held the position was thought to be competent by a great number of the faculty and the public at large. The hiring of a new administrator for the position led to an outcry of too much political interference in the university.

The fourth factor that could have had an effect on the response of the faculty is that of the appropriateness of the survey tool. The tool was not developed specifically for use in Belize and even though words were modified to make it more applicable for use in the country, some misunderstanding of what was being asked could have occurred.

There are also faculty who might have responded to the survey on how they felt about their present department chair and not what they generally expected of a department chair. This same survey tool can be used to measure real leader behavior (behavior of present leader) or ideal leader behavior (expected behavior) with just few word changes. The questions that were asked by the survey tool might not have been the right questions to ask the faculty at this stage. At the time this survey was being conducted the university was just over seven months, the whole system was still trying to sort itself out. Then to be asked to fill out a survey, which by some might seem as an evaluation of their department chair, might have been too much on the faculty and caused them to give answers that were too high.

Research Question 2: Is there statistical difference between faculty's gender and expectation of the leader behavior of department chairs based on the two dimensions of leadership (a. Initiating structure b. Consideration)?

The distribution of male versus female faculty at the University of Belize is 28 females to 39 males. The results for question 2 shown in table 7 reveal no statistical differences between the expectations of faculty of different genders. According to the results obtained, faculty regardless of their gender have similar expectations of their department chairs as administrative leaders. The

mean for initiating structure was 3.24 for females and 3.09 for male, and for consideration the mean was 3.18 for female and 3.13 for males. The results obtained for research question 2, which showed that both female and male faculty held the same expectations for department chair leader behavior based on the two dimensions initiating structure and consideration came as a surprise to the researcher. Past studies on female and male leadership style has shown that female tend to be more relational (consideration leader behavior) than males. Helgesen (1995), noted that women tended to put themselves at the center of their organizations rather than at the top, thus emphasizing both accessibility and equality, and that they labor constantly to include people in their decision-making.

Research Question 3: Is there statistical difference among faculty's age group in their expectation of department chairs with regards to two aspects of leader behavior? a) Initiating structure b) Consideration.

The distribution of faculty at the University of Belize by age according to the surveys that were returned, were 16 faculty in the age group 22 to 30 years, 31 faculty between the age of 31 to 40 years and 20 faculty who were 41 years and above. Among the different age groups the results obtained showed no significant statistical difference in the faculty expectation of their department chair with regards to two aspects of leader behavior. The means for the three different age groups for the dimension of initiating structure are 3.10 for age group 22 to 30 years, 3.15 for group 31 to 40 years and 3.19 for group 41 years and above. The means for the dimension of consideration are 3.20 for age group 22 to 30 years, 3.09 for age group 31 to 40 years and 3.17 for age group 41 and above. All the means were on a scale of 0 to 4 with 0 = never, 1 = seldom, 2 = occasionally, 3 = often and 4 = always. For both initiating structure and consideration all age groups show a mean somewhere between 3 and 4, this says that in all three age groups most faculty felt the same way about their expectations of the department chair leader behavior. The faculty no matter what age

group they were in expects that the department chairs should often try to keep a balance between initiating structure and consideration.

Research Question 4: Is there statistical difference in faculty expectations of leader behavior caused by years of experience?

The faculty for the purpose of the survey were asked to place themselves in one of three groups according to years of experience. The groups had the following distribution: 0 to 5 years experience had 12 faculty, 6 to 10 years had 18 faculty and 11 years plus had 33 faculty. The mean for the two aspects of leader behavior are: initiating structure, 3.06 for 0 to 5 years, 3.13 for 6 to 10 years and 3.18 for 11 plus years; consideration 2.96 for 0 to 5 years experience, 3.23 for 6 to 10 years and 3.20 for 11 plus years of experience. The average mean for initiating structure and consideration due to years of experience was approximately 3, which says that the faculty regardless of how many years of experience they had a post secondary institution would like the department chairs to often exhibit a balance between initiating structure and consideration. The results obtained for research question 4 of all faculty having the same expectation of department chair leader behavior regardless of years of experience might be due to the fact that the younger faculty had as their instructors the same faculty with more than 10 years experience. The faculty with 0 to 5 years of experience are also being mentored by the faculty with 6 plus years of experience.

Research Question 5: Is there a statistical difference among faculty of departments they are presently working in regarding expectation of department chair leader behavior, with respect to two dimensions of leader behavior. a) Initiating structure b) Consideration.

For this question the faculty were asked to which of the following grouping they belonged, according to the department within which they worked. The six grouping are Faculty of Nursing and Health Science (FNHS), Faculty of Business (FOB), Faculty of Education (FOE), Faculty of

Arts & Science (FAS), Faculty of Engineering & Technology (FET), and Faculty of Agriculture and Natural Resources (FANR).

The number of faculty who returned the survey were distributed in the following way; 10 faculty for FNHS, 10 faculty for FOB, 15 faculty for FOE, 17 faculty for FAS, 8 faculty for FET, and 8 faculty for FANR. The mean for the two aspects of leader behavior “Initiating Structure” and “Consideration” was 3. This implies that the faculty in the different departments would often prefer that their department chairs use the two dimensions equally. As was said before, the faculty wanted the leader to give them a sense of direction about how they should be working together to develop the department. They also wanted to have a relation with their department chair that would allow them to contribute in the development of their departments.

#### Discussion

The analyses of data indicate that, generally the faculty expectation of their department chair is for the chair to exhibit leader behavior characterized by mutual trust, respect, and warmth (consideration) in the relationship between faculty and department. The faculty also expected the department to established well-defined patterns of organization (initiating structure). The department chair should lay out their vision, tell faculty what is expected of them as part of the department and what the faculty should expect from the department chair. Chen (1999) in researching ideal expectations and actual implementation of leadership behavior among physical education teachers found both the chairpersons and faculty members expected chairpersons to give more consideration leadership behavior to the faculty members. Chen (1999) found that similar to the dimension of consideration, department chairs and faculty expect the department chairs to exhibit a high degree of initiating structure leadership behavior in dealing with the faculty.

The findings by this study indicating the expectation that department chairs should be strong in both consideration and initiating structure at the University of Belize is also supported by

Shakeraneh (1986). In a comparative study of leadership behavior of teachers' and principals' perceptions and expectations of secondary school principals in Iran and the United States, Shakeraneh (1988) found that Iranian teachers have a stronger preference for principals who are strong in consideration and initiating structure. According to Shakeraneh (1986), Iranian teachers would like secondary school principals to play a more active role in directing group activities through planning, scheduling, meeting of deadlines, quantity of work and trying out new ideas. Iranian teachers also expected their principals to exhibit leadership behavior more indicative of friendship, mutual trust, and warmth.

This study also looked at whether gender, age, years of teaching and departments would influence faculty members' expectations of department chairs leadership behavior based on the two dimensions (initiating structure and consideration). The data analyses show no significant differences in faculty expectations of department chairs leadership behavior. The fact that the factors mentioned above had no influence on the University of Belize faculty members' expectations of department chairs leadership behaviors in this study, should not be generalized to other situations. University of Belize is a new and small institution with just about 100 faculty members. Though the factors of gender, age, years of teaching and department showed no significant differences, there were small gradual changes seen in the analysis that led the researcher to theorize if the study was done with a larger sample the results could be trends showing differences in expectations. In the analysis of faculty by age range, the results obtained for the age range of 55 and above showed that the faculty in that age range had expectation of leadership behavior from department chairs that would be characterized by a high degree of initiating structure. Faculty in that age range would like the department chairs to be involved with their activities by planning, detailing job description, scheduling and overall organization. The faculty in the age range of 24-30 years expected leadership behavior that is characterized by less initiating structure

and with a high degree of consideration. Basically this group would like the department chair to foster a relationship based on mutual respect.

The findings of this study indicating no significance relating the factors of gender, age, years of teaching and college of origin to the department chairs leadership behavior, based on the dimensions consideration and initiating structure are supported by some studies while others have different results. Al-Knawy (1985), in a study of leadership behavior as perceived and expected by deans, heads of departments, and faculty members in three selected institutions of higher learning in Saudi Arabia reached somewhat similar conclusions. According to Al-Knawy (1985), the expectations of female faculty members did not differ significantly from the males' expectations with regard to either dimension of the department heads' leadership behavior, initiating structure and consideration. This study at the University of Belize examined faculty expectations across departments and also found no significant differences. Al-Knawy (1985) looked at faculty members' expectations across three different institutions. There were no significant differences across the three institutions in faculty members' expectations of department heads leadership behavior with regards to the dimensions of initiating structure and consideration. The findings by Al-Knawy supports the findings of this study, of no significant differences in faculty members' expectations of leadership behavior with regards to the dimensions of consideration and initiating structure across the different departments.

In another study by Fennell (1985) on Perceived real and ideal leadership behavior of supervisors of juvenile probation officers in Pennsylvania, the researcher's findings were similar to that of the study done at the University of Belize. Fennell (1985) found that demographic data made little difference in perceptions of real or ideal supervisory leader behavior. However, Fennell's findings differ in the area of gender. He researcher found that female officers express more desire

for consideration behavior from their supervisors than did their male counterparts. In this study there were no differences in faculty expectation of leadership behavior based on gender.

Chen (1999), also had similar findings to those of this study. He found that generally, the gender, age, educational level, academic rank, and years of teaching did not impact faculty members' perception of leader behavior.

From the findings of this study, the faculty of the University of Belize generally gave high marks expecting high consideration and initiating structure in the leader behavior of their department chair. This means that the departments will be very productive and the department chairs effective if they use consideration and initiating structure as part of their leader behavior.

### Recommendations

This study was conducted at the new University of Belize, which opened its door in August 2000. The intention of the study is to make recommendations to the university about faculty expectations of administrative leaders' (department chairs) behavior as it relates to two dimension of leadership, namely "initiating structure" and "consideration".

It is very important that department chairs express clearly to faculty their vision for the department. The department chair should make clear what is expected from the faculty in order to make the department operate smoothly. New faculty, most of the time, do not know what is expected of them. If faculty do not understand what is expected of them it will be impossible for the faculty to perform their best work. According to Ramsden (1998), leaders should provide those they supervise with a clear view of what they are expected to do. They should give them constructive feed back, invite discussion on how the goals can be achieved (and what support is needed to achieve them) and encourage risk taking. It should help each individual to feel that they matter to the department and to the university (Ramsden, 1998).

The first recommendation is that department chairs find ways to develop mutual trust between themselves and their faculty. Trust as defined by Webster's Dictionary (1997), is a firm belief or confidence in the honesty, integrity, reliability, and justice, of another person or thing. According to Combs, Miser and Whitaker (1999), others see a leader as trustworthy because of his or her high level of concern for them. This trust could be developed through social and semi-social events. The need for this sort of trust was repeatedly stated by a vast majority of faculty across the university in their response to the open-ended questions. The faculty felt that if they could meet with their department chairs outside of the regular work time and work environment then faculty and department chairs could discuss changes and the initiation of new ideas within the departments without feeling pressure of the administrator/faculty relationship. The faculty also felt that it would be easier for them to forge a relationship with the department chairs without the pressure of work. The faculty wanted a balance between consideration and initiating structure. The social events would allow faculty to meet and get to know their department chairs, they would also be able to give recommendations for new ideas and talk about problems they were experiencing that kept them from doing the best jobs they could.

It is also recommended that awards or recognition for on and off campus work be implemented. Fuqua et.al (1998) in the literature review, referred to the relationship of leaders and their subordinates being a psychological contract. He also noted that the leadership and overall climate of an organization must fulfil the needs of its individual employees in order to provide a supportive culture. According to Fuqua et.al (1998), the essential element of a new supportive culture involves the development of mutual trust. As a leader of people, leadership must involve itself in the business of developing a vision and providing hope for the employees. Employees must believe in the organization's leaders, and the organization's leaders must behave in ways, which promote and develop trust and belief in them.

Research has shown that it is very important that trust exists between administrative leaders and their employees. In situations where there is mutual trust between faculty and administrators, the institution or departments seem to operate smoothly and are more productive. According to Combs, Miser, and Whitaker (1999), research shows over and over that one of the characteristics of effective leadership is trustworthiness. Effective leaders have a high degree of trust in others and others have a high level of trust in them. What this says for the University of Belize as a new institution is that, the relationship, which developed between faculty and department chairs, is very important. It may be a good idea that as a part of department chairs' development training, the knowledge to develop relationships of mutual trust between them and the faculty be included.

Another factor, which could help faculty and department chairs relation and interaction, is the limiting of government involvement in the everyday affairs of the university. In a country as small as Belize there is a need for the government involvement in the development of a national university as money is limiting factor, and it helps for government to set the policies for the direction it wants the country to go as it educates the citizens. However, the people who work in the institution of higher learning must not fear for their jobs as they help to mold the future leaders of the country. The government involvement in higher education institution should be to help provide necessary funds for operation and setting of policies. Government involvement in higher education should not be with everyday occurrences, so as to allow academia to flourish.

According to Shoman (1998), the Belizean people have not enjoyed a culture of freedom. They have not had the opportunity to practice democracy. They live in a constitutional democracy whose structures did not develop out of domestic social relations of production. This transplanted method, as applied in Belize, has resulted in a fragile "democratic" system. Where, although regular elections are "free and fair and free from fear," the opportunities for authoritarian practice by the rulers appear not as an unthinkable or exceptional aberration but as an integral part of the social,

economic and political structures. In Belize once a person is elected to a ministerial position in government, that person assume an enormous amount of power that is almost authoritarian.

A number of these ministers of government at some stage abuse the power that has been given them by the people who elected them to these positions. Elected officials have been known to remove civil servants from their positions whom they feel are not supporters of these elected officials or their political party. There are Ministers of government who threaten people if they disagree with their positions. The researcher feels that this is the position in which the faculty at the new University of Belize found themselves while this study was being conducted. The faculty could have been unsure of whether the Government of Belize sanctioned this study, in order to get rid of some of the administrators.

The researcher feels that there is a universal understanding of academic freedom, which encourages scholars to express their ideas and findings allowing for good discourse and excellence to occur. If fear of government ministers permeate over the University of Belize campuses, as is found within most government departments within the country, there exist the possibility that the University of Belize could fall short of its goal of becoming one of the premier higher education institutions in Central America. For this reason a clear understanding must be drawn up on the limits of the Minister's of Education involvement in the daily activities of the university or the involvement of any other minister in the university. The previous statement on governmental involvement in higher education is supported by the following thought. According to Newman (1987), it is not unusual to hear, within the university walls, the argument that state has no proper role with regard to the university beyond providing adequate funding. This is wrong. The state has an essential role to play in the functioning of the State University. Appropriate public policy is needed not only to ensure accountability but also to create a climate that nurtures aspiration. A constantly evolving state policy is needed as a force for change.

Newman (1987), also stated that the State must also avoid inappropriate intrusion into the university, intrusion that stifles or impedes the quality and hampers the responsiveness of the university. At its best, the relationship between the state and the state university is an appropriate effort by those elected and appointed to state office to set goals, allocate resources, hold accountable and encourage those who govern the state university. This is called appropriated public policy. Inappropriate intrusion is characterized by attempts by those in state government to interfere with the operation of the university either to serve ends that are questionable in themselves or serve ends that may or may not be appropriate through means that are questionable.

According to Newman (1987), autonomy and flexibility are important because they enhance the university's critical functions. The process of teaching and learning, as well as free and unfettered scholarship, require the university to have a degree of separation from the regular process of government. In many countries, this freedom from control is a constant cause of suspicion, and when the ability to tolerate the unique role of the university decays, as seen in Poland or with unfortunate regularity in Latin America, conflict ensues.

The researcher also recommends that further research be conducted on faculty expectation of administrative leaders at the University of Belize using this tool and maybe two other leader behavior survey tools at a future date. The results may be different after faculty has had time to learn the system at the new university or once they feel that they are within a safe environment to be able to really express how they feel.

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## **APPENDICES**

## **APPENDIX A**

### **Pre-Survey Letter of Introduction**

Theodore Ogaldez  
500 W. Prospect Road, 17B  
Fort Collins, CO 80526

December 28, 2000

Dr. Angel Cal  
President  
University of Belize  
Belmopan, Belize, Central America

Dear Dr. Cal

I am a Belizean pursuing a doctoral degree in Education and Human Resource Studies (Concentration: Higher Education Administration). I would like to conduct the study for my dissertation at the University of Belize. I think that this is an excellent time for a study of this type to be conducted as the university is in the infancy stage. I am seeking permission to conduct the study and any help or advice your office could offer, for example a letter to accompany the questionnaire to be use in the study. I would like to start the study in January 2001.

The topic of my proposed research is "Faculty expectations of Administrative Leaders (department chairs) within the University of Belize". I feel that both faculty and persons in leadership within any organization come with individual expectations. The University of Belize being new will have its fair share of differences. However, I feel that the results of this study should help faculty and leaders at the University of Belize in their dialogue on expectations, resulting in better partnership and a great learning environment. This study should also be useful to other post-secondary institutions in Belize and serve as a basis for continued research in of higher education.

The intention of the study is not to evaluate department chairs, but to provide guidelines about what faculty expects of department chairs. I will also ensure that the names of the people who fill out the questionnaire remain confidential. I intend to provide the university with a completed copy of the study for use in the library. Enclosed is a draft of my proposal.

I have spoken with Dr. Roy Young, Director of Research and he has agreed to help in whatever way possible with this study. Would you kindly fax your reply to the number below. I appreciate your consideration of my request and look forward to hearing from you.

Respectfully,

Theodore Ogaldez  
E-mail: [togee@lamar.colostate.edu](mailto:togee@lamar.colostate.edu)  
Fax: (970) 491-2455

Cc. Dr. Roy Young

**APPENDIX B**

**Cover Letter**

November 15, 2000  
University of Belize  
Belmopan, Belize, Central America

**Colorado State**  
School of Education  
Fort Collins, Colorado 80523-1588

I am a student from Belize pursuing doctoral studies in Education and Human Resource Studies with a concentration in Higher Education Administration at Colorado State University. I am conducting a study entitled Faculty Expectation of Leaders Behavior (Department Chairs) at University of Belize as partial fulfillment of my doctoral studies. I seek your voluntary participation in this study. I want to assure you that your answers will be totally anonymous and confidential. No one will be able to identify who responded. I must state that your participation is not required by UB.

In a few weeks I will be bringing a questionnaire to your campus and will be seeking your assistance filling it out. My intention is to find out the expectations faculty has of leaders (department chair). I will present the analyzed data to faculty and administrators at UB as a foundation for dialogue if needed.

I am asking you for some of your valuable time in filling out the questionnaire, the information gathered will be of great use to University of Belize as new institution, in helping to create a great learning environment.

Thanks in advance for your input.

Sincerely,

Theodore Ogaldez  
Doctoral Candidate, CSU

**APPENDIX C**

**Letter of Support from Office Of President Cal**

*P. O Box 340, Stann Creek St. Ext. Belmopan, Belize.  
Tel(501) - 8 - 23680/23681/Fax: (501) - 8 - 21107/E-mail: icano@ub. edu. bz*

February 14, 2001

Theodore Ogaldez  
500 W. Prospect Rd, 17B  
Fort Collins, CO. 80526

Dear Mr. Ogaldez:

It was a pleasure to receive your letter expressing interest in conducting your research for your dissertation here at the University of Belize. Our administration at the University feels that your dissertation relating to "Faculty Expectation of Department Chairs at the University of Belize" is very timely at this young stage of our new institution.

We look forward to collaborating with you to ensure the success of your research.

Israel Cano

## **APPENDIX D**

### **Questionnaire**

**UB FACULTY LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE (DEPARTMENT CHAIRS)** This survey is voluntary, anonymous, and completely confidential- you will not be asked to give your name, and only summary results will be reported. Please answer all of the questions. If anything is unclear, please ask the researcher who gave you the survey. Thank you for your participation.

**DIRECTIONS:**

- a. READ each item carefully.
- b. THINK about how frequently the leader SHOULD engage in the behavior described by the item.
- c. Decide whether the leader SHOULD always, often, occasionally, seldom or never act as described by the item.
- d. DRAW A CIRCLE around one of the five numbers to show the answer you have selected. 0-----Never; 1-----Seldom; 2-----Occasionally; 3-----Often; 4-----Always

What the IDEAL leader SHOULD do:

1. Make his/her attitude clear to the group. 0 1 2 3 4

2. Try out his/her new ideas with the group. 0 1 2 3 4

3. Should not be flexible with rules.

Rules should apply the same manner to all

any situation that develops 0 1 2 3 4

4. Criticize poor work. 0 1 2 3 4

5. Speak with a manner not to be questioned. 0 1 2 3 4

6. Assign group members to particular tasks. 0 1 2 3 4

7. Work without a plan. 0 1 2 3 4

8. Maintain definite standards of performance. 0 1 2 3 4

9. Emphasize the meeting of deadlines. 0 1 2 3 4

10. Encourages the use of uniform procedures. 0 1 2 3 4

11. Make sure that his/her part in the organization is understood by group members. 0 1 2 3 4
12. Ask that group members follow standard rules and regulations. 0 1 2 3 4
13. Let faculty members know what is expected of them. 0 1 2 3 4
14. See to it that faculty members are working up to capacity. 0 1 2 3 4
15. See to it that the work of faculty members is coordinated. 0 1 2 3 4
16. Do personal favors for group members 0 1 2 3 4
17. Do little things to make it pleasant to be a member of the group 0 1 2 3 4
18. Be easy to understand. 0 1 2 3 4
19. Find time to listen to group members. 0 1 2 3 4
20. Keep to himself/herself. 0 1 2 3 4
21. Look out for the personal welfare of individual faculty members. 0 1 2 3 4
22. Refuse to explain his/her actions. 0 1 2 3 4
23. Act without consulting the group. 0 1 2 3 4
24. Be slow to accept new ideas. 0 1 2 3 4
25. Treat all group members as his/her equal. 0 1 2 3 4

- |     |   |           |
|-----|---|-----------|
| 26. | Be willing to make changes.                                       | 0 1 2 3 4 |
| 27. | Be friendly and approachable.                                     | 0 1 2 3 4 |
| 28. | Make group members feel at ease<br>When talking with him/her.     | 0 1 2 3 4 |
| 29. | Put suggestions made by the faculty<br>into action.               | 0 1 2 3 4 |
| 30. | Get faculty approval on important<br>matters before moving ahead. | 0 1 2 3 4 |