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Faculty Expectations Of Administrative Leaders' Behavior Of The Department Chairs: The University Of Belize

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Keywords

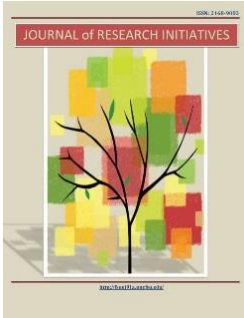# FACULTY EXPECTATIONS OF ADMINISTRATIVE LEADERS' BEHAVIOR OF THE DEPARTMENT CHAIRS: THE UNIVERSITY OF BELIZE

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Abstract

A new University of Belize (UB) was created through the assimilation of several smaller institutions and was only two years old at the time of this study. The authors recognized that the creation of this most-recent university would bring different expectations of leadership on the part of faculty and administrators. As higher education changes, particularly at the UB, the need for persons in leadership positions who can bring groups together in spite of differences, will be critical. According to Machiavelli (1961), there is nothing more difficult to plan, more uncertain of success, or more dangerous to manage than the establishment of a new order. This study utilizes the Leader Behavior Description Questionnaire developed by The Ohio State University to measure the ideal behavior faculty members expect of administrative leaders at the University of Belize, using three research questions (descriptive and comparative for statistical analysis) and two open-ended questions. The survey results show no significant statistical differences between the two dimensions of leader behavior for any of the three research questions asked, leading the authors to conclude that faculty members want a balanced relationship with department chairs. The open-ended questions indicate faculty expect administrative leaders to be effective in setting and achieving departmental goals and that they value a relationship built on mutual trust and respect, desire a leader who listens, who is open to suggestions for problem solving and who fosters a spirit of teamwork and cooperation

Introduction

According to the *Belize Times* (May 28, 2000), the University of Belize (UB) officially opened on August 1, 2000. The university was established by the merger of five Belizean post-secondary institutions, the University College of Belize, and other government-sponsored, two-year, associate-degree granting institutions, including the Belize School of Nursing, Belize Technical College, Belize Teachers' College, Belmopan Junior College and Belize College of Agriculture. At the time of this study, the university had been in existence for almost two years.

The authors recognized that the creation of a new UB, through the assimilation of several smaller institutions, would bring different expectations of leadership on the part of faculty and administrators. As higher education changes, particularly at the UB, the need for persons in leadership positions who can bring groups together in spite of differences will be critical. According to Machiavelli (1961), there is nothing more difficult to plan, more uncertain of success, or more dangerous to manage than the establishment of a new order.

Extensive research has been conducted on leadership inside and outside higher education. Belize; however, has little research on this topic. This study seeks to contribute data and analysis on the expectations of faculty members of department chairs' leader behavior at the UB.

In the following section, a review of the relevant literature will provide background to help determine whether faculty expectations of administrators as leaders are conducive to the effective workings of an institution. This information will be useful to the academic community at the UB as they work to make it one of the premier institutions in the region.

Literature Review

Bolman and Deal (1997) state that change inevitably creates conflict. It spawns a hotly contested "tug of war" to determine who is in control. 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 members must be able to openly discuss their expectations of leadership styles and behavior, with a willingness to compromise on differences, whether the differences are cultural, based on leadership type, or based on work habits (Bolman & Deal, 1997). Only through these two groups working cooperatively will the UB develop its full potential as a competitive institution in Central America and the Caribbean regions.

Good leadership is vital to the continued success and existence of any organization. In accordance with Bolman and Deal statement above faculty have expectations of leaders' behavior, if these expectations of good governance is exhibited in leaders' performance, an institution will operate more efficiently and productively.

As is true for the entire country, the staff of the UB is comprised of Belizeans from different institutional, ethnic and cultural backgrounds. In addition to how individuals are taken out of their comfort zones by the change to a national university, the symbols, rituals, and culture of these different groups must be taken into account. 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, p. 13).

According to Senge (1990), the only way to encourage members of a learning organization to invest in the new order is to produce what is expected, modeled by one or more members. For the University of Belize, administrators must recognize that faculty and staff will be dedicated to and buy into the institution when their leaders meet expectations. To help readers understand the context of the research, the authors provided historical background of the country of Belize and people.

Historical Insight into Belizean Culture

Belize is a Central American nation created out of the British colony of British Honduras. The Rio Hondo River, along the Northern border, and the Gulf of Honduras gave British Honduras its name, which was changed to Belize in 1993. Belize is believed to originate from the Mayan word Belix or Beliz (meaning muddy water). The name was changed by the people in anticipation of the country's independence (Barry, 1992).

Belizeans tend to view persons in administrative positions, especially elected officials, with guarded suspicion. Bolland (1986) wrote that the Belizean public's present view of administrative leaders may be attributed to the undermining actions conducted by plantation owners immediately post slavery. Plantation owners, assisted by the British government, upheld laws keeping the masses poor and dependent on their former masters, even after slavery was abolished (Bolland, 1986).

According to Bolland (1986), one way the settler minority (British) maintained control was by dividing the African slaves from a growing population of free Blacks given limited privileges. 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 but it did not produce radical change, which was never its intention. In fact, the act included two generous measures for slave owners: first, a system of apprenticeship calculated to extend control over former slaves, so that they continued to work for

the same masters, without pay, to compensate for property losses; and second, the measure helped ensure that the majority of the population remained poor and landless, dependent for work upon their former owners who still monopolized the land (Bolland, 1986). In the next section the article will examine Belizean culture in the 21st century.

21st Century Belizean Culture

Today, there are Belizeans who continue to misuse political power in ways similar to their former slave masters. For example, political aspirants dangle the possibility of land ownership for votes. Elected officials dismiss government employees (who are alleged opposition supporters) to fill positions with their own supporters. One of the authors has witnessed many Belizeans losing their jobs when they said something against a governing political party or one of their political representatives. There were times even family members would be affected (Ramos, 2015).

Belizean citizens continually voice skepticism of persons in leadership positions, whether elected or promoted. Academia has not escaped public suspicion, for example, in his 2000 address to University of Belize faculty and staff on the amalgamation of five government institutions, the Minister of Education said, "We recognize that a university must be autonomous, such autonomy provides the environment for excellence in scholarship, research and scholarship" (Tun, 2004, p 58). However, when the *UB Act* 2000 was officially passed, The Minister was given ultimate control of the university. This led Tun (2004) to conclude that while the amalgamation brought together five different institutions, each with their own cultures, all institutions shared a common reality: they were all dependent on government for financing their institutions and their missions were inextricably tied to that of their sponsor. Thus, in this situation, the substantive autonomy (the mission) of the new university was compromised.

Cunningham (1985) affirms that in turbulent times, individuals seek the right kind of leadership to help them survive. As higher education undergoes changes in Belize, with enrollment of more students and a growing need for more involvement of postsecondary education institutions in community development, leading institutions will become more complex. As previously mentioned, combining different institutions to form the UB is a major change. There are new administrative positions; rules and regulations are established; and employees are appointed to positions with new responsibilities. All of these factors have been extensively researched and found to create turmoil. The turmoil may result as people experience fear that their traditions and symbols are being marginalized. Different rules and regulations are implemented without clear details or there is a vacuum in leadership. Staff and faculty may not know who or where to turn for directions. Consequently, an organization's need for strong leadership is imperative. Staffs in evolving organizations will seek those who help them make sense of the chaos by providing a sense of direction, answering questions and empowering people (Cunningham, 1985). The next section examines definitions and studies on leadership that will help with the understanding of this study and the results.

Leadership Definition

Over time, scholars have researched and written about leadership extensively. Some definitions are similar, some very different. This paper presents two definitions, offering a holistic picture of leadership. According to Northhouse (1997), despite the multitude of ways that leadership has been conceptualized, several components are central. 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 these components, Northhouse (1997)

developed the following definition: "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3).

According to Conger, Spreitzer and Lawler (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; and (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, a leader must do something. Although a formalized position may greatly help the process, simply occupying such a position does not make someone a leader. Leadership requires inspiring others to take action. Leaders encourage others to act in numerous ways—using legitimate authority, modeling (setting an example), goal setting, rewards and punishment, organizational restructuring, team building and communicating a vision (Conger et al., 1999).

Leadership and authority usually occur simultaneously, though a person can be a leader without having legal authority. Many people use these two words interchangeably; however, as explained below, there is a distinction.

Heifetz and Laurie (1999) state 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 distinction points to the differences between expert and learning challenges, and the different modes of operating that each requires. Clarifying these two distinctions explains 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 adaptive challenges, individuals often seek the wrong kind of leadership. They call for someone with answers, decision-making ability, strength of convictions and a map for the future—someone who knows where the organization ought to be going—in short, someone who makes hard problems simple. Instead of looking for this type of savior, people in organizations ought to seek out leadership that summons them to face problems themselves—challenges for which there are no simple, painless solutions and that require them instead to adapt to new ways of thinking and doing (Locke, Kirkpatrick, Wheeler, Niles & Goldstein, 1991).

Individuals in leadership positions must continue to improve by evaluating themselves and, in turn, be open to evaluation by others. External evaluation and self-examination raises one's awareness of strengths and weaknesses. As leaders continue to develop, they begin to embody different aspects of leadership. By integrating such practices into their daily lives, leaders demonstrate five fundamental characteristics of exemplary leadership, which are: challenging the process, inspiring vision, enabling others to act, modeling the way and encouraging the heart (Kouzes & Posner, 2000).

Administrative leaders at the UB have a unique opportunity to make a good and lasting impact on higher education. As technology continues to develop and business becomes more global, higher education will be all the more relevant to the Belizean population, making the country more competitive on the global stage.

Halpin (1996), states that practical persons know leaders must lead—that is, they must initiate action and get things done. However, a leader must accomplish his/her purposes through other people, without jeopardizing the intactness or integrity of the group. A skilled leader knows that he/she must maintain good "human relations" if the purpose of the group is to be

accomplished while maintaining a cooperative atmosphere. 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 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 members of his/her work group. The studies below examine findings from other leadership studies that may give clues to the results of this study and/or help with understanding insights and conclusions.

Leadership Studies

The following studies address aspects of leadership and findings are explained. In his study, Kampangkaew (1992) compares the perceptions and expectations of the leadership role and function of department chairpersons at teacher colleges in Thailand. Based on analysis, it was found that (a) mean scores of the perceptions of department chairpersons were significantly higher than the mean scores of deans and faculty members; (b) there were no significant differences for the expectations of deans, faculty and chairpersons on either dimension; (c) there were no significant differences in the perceptions and expectations 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 department chairpersons can be reduced if the department chair concentrates on understanding the expectations of faculty members. In addition, he concludes that department chairs must reevaluate their leadership behaviors relating to both deans and faculty members in order to fulfill organizational goals and personal needs.

In a separate study on "superiors'" evaluation and "subordinates'" perceptions of "transformational" and "transactional" leadership, Hater and Bass (1988) conclude that transformational leaders are responsible for performance beyond ordinary expectations because they transmit a sense of mission, stimulate learning experiences and arouse new ways of thinking. Transactional leaders achieve performance as merely required using contingent rewards or negative feedback. According to Hater and Bass (1988), previous research indicates that subordinate's perception of transformational leadership adds to the prediction of subordinates' satisfaction and effectiveness beyond that of perceptions of transactional leadership.

In their study, which assesses the leadership roles of senior executives/managers, Javidian and Dastmalchian (1993) communicate findings similar to Hater and Bass (1988). Javidian and Dastmalchian (1993) note that senior executives/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 various groups of stakeholders. Different stakeholder groups present different challenges in terms of desired behaviors, values, and attitudes (Katz & Kahn, 1978).

According to Javidian and Dastmalchian (1993), the demands of different groups are not always congruent. In fact, in many cases, demands are contradictory. Satisfying one group results in alienating another. To perform effectively under these circumstances, managers need to prioritize among their shareholder groups. Assigning priorities facilitates decisions in the face of conflicting demands, as it underlines the relative importance of different groups and thus their differential ranking.

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

Fuqua et.al (1998) go further by stating that as competition increases, as organizations grow more complex, and as employees become more difficult to understand, it is increasingly difficult for leaders to satisfy the needs of individual employees. Moreover, employee expectations of employers—in terms of psychic and material rewards—grow higher over time. Consequently, the leadership and overall climate of an organization must fulfill the needs of individual employees in order to provide a supportive culture. The development of mutual trust is essential. Employees must believe in the organization's leaders and the leadership, in turn, must behave in ways which develop and promote trust. A breakdown of trust in the direction and leadership of an organization initiates a downward slide 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).

Most of the research on leadership reveals that for persons to be effective and successful within an organization, they must learn to practice and exhibit certain characteristics. According to Senge (1990), the leader of an organization should be able to teach and guide its members into system, not individual, thinking.

It is important that leaders have the ability to diagnose the needs of the organization and the people within that organization before wants and needs turn into emergencies. A leader should be able to formulate a vision and foster its development with input from the entire organization. It is important to keep in mind that as a leader strives toward excellence, the work is never over. A leader never reaches perfection, but neither is he/she ever satisfied with mediocrity.

The results of this study will be useful to the administrative leadership and faculty of the UB. A number of authors have noted that change usually results in conflict. The results of this study can be incorporated into a system wide discussion of leadership styles that will lend themselves to the formation and creation of a great university.

Method Specific Design and Data Analysis

This study uses the LBDQ-Ideal Staff to gather data on faculty expectations of leaders' behavior. 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, assigning a score of 4 to Always, 3 to Often, 2 to Occasionally, and 1 to Seldom.

Sample

The sample in this study is the full time faculty of the UB, which numbered 100. The survey was delivered to faculty on-campus mailboxes. Sixty-eight respondents returned completed surveys to the appointed drop-off locations on campus.

Measure

The information gathered is presented in descriptive and comparative form. Frequency tables show the differences in faculty group responses to the three research questions. The following statistical tests tabulate the information gathered. Research question 1, which is descriptive, is answered using a frequency table. Research question 2 is comparative. The t-test and one-way ANOVA were employed to provide answers. Research question 3, which is comparative, was answered using one-way ANOVA. These statistical tests allow the researcher

to tabulate overall responses per question. These tests also show trends in responses that help the authors make deductions which heighten the impact of the study's results.

Research Questions

Research Question #1 (RQ1)

At the UB, what are faculty expectations for two aspects of leadership behavior, (a) initiating structure and (b) consideration for their most proximal leaders (department chairs)? The results from the questionnaire survey listed in Table 1 reveal no significant differences in faculty expectation of leaders' behavior in relation to the two leadership behavior dimensions of consideration (mean = 3.15) and initiating structure (mean = 3.16). A mean of 3 on the scale is equivalent to "Often," which suggests faculty members appreciate their leaders exhibiting these qualities regularly.

The difference was tested with a paired t-test and found to be non-significant (see Table1). The researchers interpret the equivalent means as the faculty at the UB, saying they would like administrative leaders to exhibit a balance between the two dimensions of leader behavior, consideration and initiating structure. Faculty members revealed they would like department chairs to provide clear expectations for their assigned departments. They would also like department chairs to provide guidance in helping them improve the way they perform. At the same time, faculty members look to the chair to be considerate, listen to what they have to offer and implement their suggestions as part of the department's vision.

Table 1. *Measurement of Expectation: Means, Median, Standard Deviations, Skewness, of the dimensions Consideration and Initiation*

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 (RQ2)

Is there a relationship between faculty gender and expectations of department chairs based on the two aspects of leader behavior, (a) consideration and (b) initiating structure?

The results for research question two are shown in Tables 2 and 3. The results show no statistical differences between expectations of faculty of different genders. Results indicate that faculty members of either gender have similar expectations of department chairs as administrative leaders. The mean for both dimensions of consideration and initiating structure were high, greater than 3 for both male and female faculty, on a scale of 1-4 with 3 being equal to "Often." Both female and male faculty members would like department chairs to exhibit a balance between consideration and initiating structure. Essentially, no matter the gender, faculty members want a department chair who is organized, leads the way in accomplishing department goals, and helps them achieve excellence. At the same time, they wish to have input in improvements made to the department.

Table 2. *Means and standard deviations for gender as a function of the two
dimensions of leadership expectation: a) Initiating Structure and b)
Consideration.*

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

Table 3. One-way analysis of variance summary comparing genders on the two
dimensions of leadership expectation: (a) initiating structure and (b)
consideration.

Source Consideration	Initiating Structure					
F	df	SS	MS	F	SS	MS
Between Groups .17	1	.37	.37	2.12	.02994	.02994
Within Group	65	11.37	.18		11.24	.17
Total	66	11.74			11.27	

*P<.05

Research Question #3 (RQ3) Is there a statistically significant difference between the colleges with which faculty members are presently associated, regarding expectations of department chairs with respect to the two dimensions of leader behavior, (a) initiating structure and (b) consideration?

The reason the researchers asked this question was to see if a difference exists in faculty expectations of leadership behavior based on the two dimensions (initiating structure and consideration) given the college within which faculty members are presently working. The researchers theorized, for example, that there would be a difference in expectations of leadership behavior between faculty members from the College of Agriculture and Natural Resources and faculty members from the College of Education. However, analysis of the results shows no statistical significant differences between faculty members' expectations of different departments, but of note, faculty from the College of Agriculture and Natural Resources had the lowest means (2.95 for Initiating Structure and 2.97 for Consideration). These scores are relatively low on the scale for "Often." These results caused the researchers to wonder if the results would be significant if there was a larger pool from which to pull a sample size. With such a statistically significant difference, might it be possible that faculty members from the College of Agriculture and Natural resources seek more independence in both dimensions of leader behavior?

Table 4. *Means and standard deviations for faculty from different colleges as a function of two dimensions of leader expectations.*

Variable	Initiating	Structure		Consideration	
	N	M	SD	M	SD
Nursing & Heath 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
Engineering	8	3.02	.62	3.13	.53
Agri & Nat Res.	8	2.97	.60	2.97	.74
Total	**68**	**3.16**	**.42**	**3.15**	**.41**

Two Open-Ended Questions

Faculty members of the UB were asked to answer two questions with suggestions to help department chairs maintain good working relationships. It is important to acknowledge that faculty expectations may clash with the expectations of a provost or dean of academic affairs, who have significant input into who is named department chair. According to Hecht et al. (1999), department faculty seek a strong advocate, a consensus builder, a budget wizard and a superb manager. Meanwhile, academic deans and provosts seek department chairs who have superb managerial and communication skills and are able to implement university policy and directives. Below are the two open-ended questions included in the survey.

Open-ended question 1 (O-EQ1)

What would be one suggestion that you would give a new department chair to help him or her be a more effective leader? The purpose of the two open-ended questions was to solicit candid answers from the faculty on how to improve the selection and training of future department chairs. There is much to be gained in the preparation of future academic leaders from the insight and perspectives of leadership traits that faculty members identify as important to academic administration (Pate & Angell, 2013). This question produced a number of suggestions from faculty members in the different departments. Their suggestions mirror similar findings from other studies. "They need to be open-minded and listen to suggestions given by faculty to help improve the department, which entails involving faculty in changes being implemented in the department.

According to Pate (2013), the managerial responsibilities of academic leaders include balancing external and internal demands (Mouewen, 2006) and proper policy development, structure, and implementation (Tucker, 1984). The findings above suggest that academic leaders should, feel confident enough to delegate responsibilities to faculty members, which in turn helps build team spirit. This is in accordance with findings that academic leaders must establish,

monitor and maintain collegiality (Fullan & Scott, 2009; Gano-Phillips et al., 2011). "When Department chairs fulfil their role effectively, there is good communication between administration and faculty, when chairs do not succeed at this task, there is often a lack of trust between administration and faculty because neither constituency understands either the needs or perspective of the other" (Hecht, I.W.D., Higgerson, M.L., Gmelch, W.H., & Tucker, A. 1999 p.1). "Department chairs need to become knowledgeable about their department very quickly as other faculty will be suspicious and critical of any chair who can only advocate his or her research and teaching specialty" (Hecht et.al, 1999, p. 5). In another study "other valued traits included honesty, integrity and the ability to hear and value multiple perspectives" (DeZure, D., Shaw, A. and Rojewski, J., 2014, p. 4).

There is no doubt that faculty members are invested in their institutions; their suggestions show a real desire to participate. Faculty members seek opportunities where their ideas can be discussed. Some faculty members suggest that team spirit can be enhanced by encouraging team teaching or working together on projects. The inclination of the faculty at the University of Belize towards teamwork is similar to the findings of other researchers.

According to Ramsden (1998), research in many fields of study requires collaborative effort; however, teaching too often remains an individual and private activity. Peer examination of research methodology is normal. To enable good teaching and increase its status, there is a 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. Flexible delivery methods in higher education—including applications of information technology and the increased use of print materials to replace lectures—require increased teamwork and opening the products of teaching to public scrutiny, bringing a shift toward collective responsibility for improvement.

On the topic of recognition, department chairs should appreciate and reward faculty members producing quality work. For students, grades and marks are the currency of campus; for academics, the currency is reputation (Becher, 1989). Since faculty members work most closely with "clients" of the university—students—they are in a unique position to identify where changes should be made and when new ideas should be implemented. Thus, it is important that their suggestions are considered and valued as part of developing a departmental plan and vision.

Open-ended question 2 (O-EQ2)

What is one activity that any department chair could initiate that would promote good relationships among faculty? Faculty members identify the following as important to promoting good relationships with each other and within their departments: faculty socials on a biweekly or monthly basis and informal discussion opportunities with department chairs to establish progress, voice concerns and outline barriers or limitations. Faculty members believe that the creation of sub-teams facilitated by department chairs allow members to work together, capitalizing on the strong points of each. They would like a forum to share ideas and research results. Generally, faculty members suggest that the relationship among themselves and department chairs would benefit a great deal from informal gatherings. Such gatherings would enable them to become better acquainted, learn each other's skillsets and understand what each brings to the table as they work in teams.

The findings of this study will not provide all the answers that a future department chair may need. However, these results and analysis are steps in the right direction. The initial findings of this article should provide administrative leaders at the UB with a well- rounded, balanced

view of faculty expectations for department chairs. The university should consider leadership training for future potential leaders (department chairs), incorporating the findings of this study.

Limitations

This study has limitations that should be addressed in future studies of similar nature. The study was conducted only in the country of Belize, so generalizing the results to other populations should be conducted with caution. In addition, the study was carried out only on the campus of the UB, which is small and fairly new.

The researchers did not have a way to measure whether government involvement in the university played a role in faculty responses. A few faculty members raised questions that made the researchers wonder if some thought the research was government sponsored. Future studies should consider other regional universities that are similar in size.

Discussion

The analysis of data indicates that faculty members seek a department chair who exhibits leader behavior characterized by mutual trust, respect, and warmth (consideration). Faculty members expect the department chair to establish well-defined patterns of organization (initiating structure). The department chair should articulate his or her vision, tell faculty members what is expected of them and in turn, explain what faculty members can expect. Chen (1999), in researching ideal expectations and actual implementation of leadership behavior among physical education teachers, found that both the chair and faculty members expect chairpersons to show consideration leadership behavior. Chen (1999) had a similar finding with regard to initiating structure—department chairs and faculty both expect a high degree of this dimension of leader behavior to be exhibited in chairs' interaction with faculty.

The findings of this study suggest that faculty at the UB expect department chairs to exhibit a balance between consideration and initiating structure. This finding is similar to the following research. 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 preference for principals who are strong in consideration and initiating structure. According to Shaheraneh (1988), Iranian teachers would like secondary school principals to play a more active role in directing group activities through planning, scheduling, meeting deadlines, quantity of work and trying new ideas. Iranian teachers expect their principals to exhibit leader behavior more indicative of friendship, mutual trust and warmth.

This study also looked at whether gender, age and departments influence faculty members' expectations for department chairs' leadership behavior based on the two dimensions (initiating structure and consideration). The data analyses show no significant differences. The fact that the factors mentioned above had no influence on the UB faculty members' expectations of department chairs leadership behavior, should serve as a cautionary note to those considering extending the findings to other populations.

Based on the findings in this article, the researchers make the following recommendations to academic leaders of the UB to enhance working relationships between faculty and department chairs.

Recommendations

Department chairs should express clearly to faculty a cohesive vision for the department. Department chairs should make clear to faculty what is expected of them. New faculty are often unclear about expectations. In these circumstances, it can be impossible for faculty to perform their best work. A 2014 article from COACHE (The Collaborative on Academic Careers in

Higher Education) publications asserts that faculty desire from the administration a clearly-articulated institutional mission and vision that do not change in ways that adversely affect faculty work. According to Ramsden (1998), leaders should provide those they supervise with a clear view of what they are expected to do. They should offer constructive feedback, invite discussion on how goals can be achieved (what support is needed to achieve them) and encourage risk taking. Administrative leaders should help individuals feel that they belong (Ramsden, 1998).

Research repeatedly highlights the importance of trust between administrative leaders and employees. In situations where there is mutual trust between faculty members and administrators, the institution or department operates smoothly and is more productive. According to Coombs, Miser, and Whitaker (1999), research shows over and over that one of the key characteristics of effective leadership is trustworthiness. Effective leaders have a high degree of trust in others and others exhibit a high level of trust in them. For the UB, a fairly new institution, the relationship that develops between faculty members and department chairs is very important. It is imperative that faculty with potential for leadership and those presently working as department chairs participate in training on leadership and management. Deans and department chairs (or heads) can improve faculty morale through honest communication and particularly by involving faculty in meaningful decisions that affect them (COACHE, 2014).

At the time of this study, the authors also felt that limiting government involvement in the everyday affairs of the university may help the relationships and interaction between department chairs and faculty members. In a country as small as Belize, there is a need for government involvement in the development of a national university. Money is limited and government should set policy for the direction the country should go in educating its citizenry. However, those who work in institutions of higher learning should not fear for their jobs as they work to educate future leaders. Government should be limited to funding operations and setting policy; academia should be free to nourish the minds and souls of students.

According to Shoman (1998), the Belizean people have not enjoyed a culture of freedom, nor have they had the opportunity to practice true democracy. They live in a constitutional democracy. 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"—opportunities abound for authoritarian practice by rulers. Indeed, it is an integral part of the country's social, economic and political structure. In Belize, once people are elected to ministerial positions in government, they assume enormous amounts of power.

At some stage, many ministers of government abuse the power given to them by the people who elected them. Elected officials can, and often do, remove civil servants from positions when they are not supporters of the official or of his or her political party. There are ministers of government who threaten people who disagree with their positions. The authors believe that this is the situation in which faculty members at the new UB found themselves while this study was underway. Faculty members may have wondered whether the government of Belize sanctioned this research as a way to get rid of some members of the administration.

The researchers believe that there is a universal understanding of academic freedom, which encourages scholars to express their ideas and findings—allowing for good, solid discourse and open, well-rounded discussion that addresses all sides of an issue. If fear of government interference permeates the UB campuses—like that found within most government departments—the UB will fall short of its goal of becoming one of the premier higher education institutions in Central America. A clear understanding must be drawn up on the limits of the

Minister of Education's 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 assertion. According to Newman (1987), it is not unusual to hear, within 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 necessary as a force for change.

Newman (1987), goes further to say that the state must 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 effort by those elected and appointed to state office to set goals, allocate resources, hold others 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 for reasons that are questionable in themselves or that may or may not be appropriate.

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 source 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 researchers also recommend further research into faculty expectations of administrative leaders at the UB, using this tool at a future date. The results may be different after faculty members have had time to learn the system at the new university or once they feel that they are within an environment safe enough to allow for true expressions of what they're thinking and feeling.

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