APPENDIX A: Letter to Experts

The Graduate Student Dormitory
National Taiwan Normal University
No. 88, Sec. 4, Tingzhou Rd.
Wenshan District, Taipei City
116, Taiwan ROC
Room 3 ding BI

Ministry Of Education
Belize City, Belize CA.

To whom it may concern:

The purpose of this letter is to request your cooperation in recommending subjects for my data collection process of the Masters Research project. I am currently enrolled in the Masters program of National Taiwan Normal University, in the International Workforce and Educational Development with emphasis in Human Resource Management. I am conducting a study on Educational Leaders, in Secondary Education, and I wish to explore more on your leadership style and practices. As well as to gain more insight into the roles, strategies and constraints, leaders face, as administrators, in the educational field.

I would like to request for the Ministry of Education to assist me in identifying 8 participants for my research study. The criterion based for the sampling selection should be principals who are employed in outstanding schools in the country, based on the CXC passes.

Your voluntary participation is important to me. The principals identity will be completely anonymous and confidential. If all goes well, I will return home on August 5, 2006 to interview the principals, hence I need the list before in order to contact them.

Thanks very much for helping me to accomplish my quest for exploring this area. Please return to me as soon as possible. For further inquiries, I can be contacted at email address: marieannscott@yahoo.com or telephone 0-922-359-409 (cell).

____________________
Marie Ann Scott
Graduate Student, NTNU
APPENDIX B: Letter Requesting Participation for the Questionnaire

The Graduate Student Dormitory
National Taiwan Normal University
No. 88, Sec. 4, Tingzhou Rd.
Wenshan District, Taipei City
116, Taiwan ROC
Room 3 ding BI

Dear Principals;

The purpose of this letter is to request your cooperation in my data collection process of the Masters Research project. I am currently enrolled in the Masters program of National Taiwan Normal University, in the International Workforce and Educational Development with emphasis in Human Resource Management. I am conducting a study on Educational Leaders, in Secondary Education, and I wish to explore more on your leadership style and practices. As well as to gain more insight into the roles, strategies and constraints, you as leaders face, as administrators, in the educational field.

Your voluntary participation is important to me. Your response will be completely anonymous and confidential. Your specific answers cannot be associated with you. I am only interested in the information from the group on as a whole; in order to know more on leaders in two different settings.

Thanks very much for helping me to accomplish my quest for exploring this area. Please complete the electronic or paper questionnaire and return to me within three weeks of the posted date. For further inquiries, I can be contacted at email address: marieannscott@yahoo.com or telephone 0-922-359-409 (cell).

____________________
Marie Ann Scott
Graduate Student, NTNU

PS. Attached a copy of the questionnaire
APPENDIX C: MLQ LEADER FORM (5X-SHORT)

This questionnaire is to describe your leadership style as you perceive it. Please answer all the items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word “other” may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following Rating scale:

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently or always</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. I provide other with assistance in exchange for my efforts
2. I re-examine critical assumptions to question whether they are appropriate
3. I fail to interfere until problems become serious
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standard
5. I avoid getting involved when important issues arise
6. I talk about my most important values and beliefs
7. I am absent when needed
8. I seek differing perspectives when solving problems
9. I talk enthusiastically about the future
10. I instill pride in others to be associated with me
11. I discuss in special terms who is responsible for achieving performance targets
12. I wait for things to go wrong before taking action
13. I talk enthusiastically about what needs to be accomplished
14. I specify the importance of having a strong sense of purpose
15. I spend time teaching and coaching
16. I make clear what one can expect to receive when performance goals are achieved
17. I show that I am a firm believer in “If it isn’t broke, don’t fix it.”
18. I go beyond self-interest for the good of the group
19. I treat others as individuals rather than just as a member of a group
20. I demonstrate that problems must become chronic before I take action
21. I act in ways that build others’ respect for me
22. I concentrate my full attention on dealing with mistakes, complaints, and failures
23. I consider the moral and ethical consequences of decisions
24. I keep track of all mistakes
25. I display a sense of power and confidence
26. I articulate a compelling vision of the future
27. I direct my attention towards failure to meet standards
28. I avoid making decisions
29. I consider an individual as having different needs, abilities, and aspirations for others
30. I get others to look at problems at many different angles
31. I help others to develop their strengths
<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently or always</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>32. I suggest new ways of looking at how to complete assignments</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33. I delay responding to urgent questions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34. I emphasize the importance of having a collective sense of mission</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35. I express satisfaction when others meet expectations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36. I express confidence that goals will be achieved</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37. I am effective in meeting other’s job-related needs</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38. I use methods of leadership that are satisfying</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39. I get others to do more than they expected to do</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>40. I am effective in representing others to higher authority</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>41. I work with others in a satisfactory way</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>42. I heighten others’ desire to succeed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>43. I am effective in meeting organizational requirements</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44. I increase others’ willingness to try harder</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>45. I lead a group that is effective</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Copyright © 1995 by Bernard M. Bass and Bruce J. Avolio. All rights reserved. (Cited in Baldygo, 2003 & We Son, 2003)
Demographic Information

1. Nationality: □ Belizean □ Non Belizean
2. Gender: □ Male □ Female
3. Marital status: □ Married □ Single □ Divorced
4. Age?
   a. Less than 40 years
   b. Between 41 - 50 years
   c. Between 51 - 60 years
   d. Over 61 years
5. Indicate your level of education?
   a. Sixth form
   b. Bachelor’s Degree
   c. Masters Degree
   d. Doctorate Degree
   e. Other (specify) _______
6. Number of years of management experience in your current position, as principal:
   a. less than 2 years
   b. Between 2 -5 years
   c. Between 6 - 10 years
   d. Over 10 years
7. Who is the School Managing Authority?
   a. Government Management
   b. Others
8. What is the size of your institution by number of student enrolled?
   a. less than 250 students
   b. 251 – 500 students
   c. Over 501 students
9. What is your ethnic group? _______
   a. Creole
   b. East Indian
   c. Mestizo
   d. Garifuna
   e. Maya
   f. Others _______
10. What is your religious affiliation? __________
    a. Catholic
    b. Anglican
    c. Methodist
    d. Others _______
APPENDIX D: Letter to participants in the In-depth study

The Graduate Student Dormitory
National Taiwan Normal University
No. 88, Sec. 4, Tingzhou Rd.
Wenshan District, Taipei City
116, Taiwan ROC
Room 3 ding BI

Dear Principal_______________;

The purpose of this letter is to request your cooperation in my data collection process of the Masters Research project. I am currently enrolled in the Masters program of National Taiwan Normal University, in the International Workforce and Educational Development which emphasize on Human Resource Management. I am conducting a study on Educational Leaders, in Secondary Education, and I wish to explore more on your leadership style and practices. As well as to gain more insight into the roles, strategies and constraints, you as leaders face, as administrators, in the educational field.

Yours school was selected amongst the best in the country; thus, I would like to request your participation to gain a greater understanding of your roles and practices in your leadership position. I would like to strongly relay that your voluntary participation is very important to me. Your response will be completely anonymous and confidential. Your specific answers cannot be associated with you. The response featured in my report will have alphabetical names so as to avoid any trace of your identity.

I would really appreciate an interview with you at your convenient time. I would also like to observe you in any meetings or discussion settings, so as to know more about your interaction. Finally, I would like to request any documents or articles that you have recently published, for the general public.

Thanks very much for helping me to accomplish my quest for exploring this area. Please complete the electronic or paper questionnaire and return to me within three weeks of the posted date. For further inquiries, I can be contacted at email address: marieannscott2005@yahoo.com or telephone 0-922-359-409 (cell) in Taiwan or in Belize at 610-1623 or 8222646.

____________________
Marie Ann Scott
Graduate Student, NTNU

Attached is a copy of the questionnaire
APPENDIX E: SEMI-STRUCTURED QUESTIONNAIRE FOR INTERVIEW

Adopted from:

1. How do you practice your leadership for idealized influence in your principal position? Please share concrete examples. What was the context (when, where, what, how, to whom, why and how)
   - Ex. Being an example, showing the ability of risk management and taking risk, showing personal sacrifice for the purpose of community, talking about important value, considering the moral and ethical consequences of decision, illustrating a sense of power and confidence
   - What were the factors that strengthened/prohibited this practice?
   - If they are prohibited factors, how did you deal with them?
   - What was the transformation from followers as a result of this leadership practice?
   - Please share your ideas of how this practice influenced your institution.

2. How do you practice your leadership for inspirational motivation in your institution? Please share concrete examples. What was the context (when, where, what, how, to whom, why and how)
   - Ex. Providing clear vision, talking about optimistic future, talking enthusiastically about what need to be accomplished, illustration valuable meaning about goals, expressing confidence that goal will be achieved
   - What is your vision/mission in the institution?
   - What were the factors that strengthened/prohibited this practice?
   - If they are prohibited factors, how did you deal with them?
   - What was the transformation from followers as a result of this leadership practice?
   - Please share your ideas of how this practice influenced your institution.

3. How do you practice your leadership for intellectual stimulation in your institution? Please share concrete examples. What was the context (when, where, what, how, to whom, why and how)
   - Ex. Questioning presuppositions, seeking different perspective when solving problems, having others look at the problems from many different angles
   - What were the factors that strengthened/prohibited this practice?
   - If they are prohibited factors, how did you deal with them?
   - What was the transformation from followers as a result of this leadership practice?
   - Please share your ideas of how this practice influenced your institution.

4. How do you practice your leadership for individual consideration in your institution? Please share your concrete examples. What was the context (when, where, what, how, to whom, why and how)
Ex. Spending time for teaching and coaching, treating others as individuals rather than a member of group, considering an individual as having different needs, abilities, and aspirations from others, developing others strengths
- What were the factors that strengthened/prohibited this practice?
- If they are prohibited factors, how did you deal with them?
- What was the transformation from followers as a result of this leadership practice?
- Please share your ideas of how this practice influenced your institution.

5. How do your practice your leadership for transactional leadership (suggesting rewards and punishments, concentrating full attention on details with mistakes complaints, and failures, failing to interfere until problems become serious)? Please share concrete examples.
- What was the context (when, where, what, how, to whom, why and how)
- What were the factors that strengthened/prohibited this practice?
- If they are prohibited factors, how did you deal with them?
- What was the transformation from followers as a result of this leadership practice?
- Please share your ideas of how this practice influenced your institution

6. How do you practice for laissez-faire leadership (avoiding to get involve when important issues arise, avoid making decision(s))?
- What are the results from this practice?
- What was the context (when, where, what, how, to whom, why and how)
- What were the factors that strengthened/prohibited this practice?
- If they are prohibited factors, how did you deal with them?
- What was the transformation from followers as a result of this leadership practice?
- Please share your ideas of how this practice influenced your institution

7. What are the influential factors contributing to your leadership in the institution? (Family background, formal education, discipleship, one-on-one mentorship relationship, peer relationship, personal mentorship and so on).

8. How you gender influence your leadership practices have (gain support due to gender or rejected due to gender). Please provide concrete examples.
- What was the context (when, where, what, how, to whom, why and how)
- What were the factors that strengthened/prohibited this practice?
- If they are prohibited factors, how did you deal with them?
- What was the transformation from followers as a result of this leadership practice?
- Please share your ideas of how this practice influenced your institution.

9. Do you favor transformational, transactional or laissez-faire leadership styles?

10. Please share your philosophy of leadership.