

**MOVING EDUCATIONAL LEADERS FROM IMPLICIT TO EXPLICIT  
LEADERSHIP: AN ACTION RESEARCH STUDY**

by  
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This study examines whether senior educational leaders from publicly funded school boards, colleges and universities in Ontario make decisions with primarily implicit or explicit models of leadership; and whether implicit leaders might find an explicit framework useful, such as one deployed by the researcher (SELF - Success-Evoking Leadership Framework) or one that they construct. Using a customized survey, most leaders indicated that they do not rely on explicit models of leadership. They were asked about their experience with explicit leadership models and whether they would agree to be interviewed, as a potential prelude to participating in the action research component - two additional interviews, four telephone conversations, daily e-mails and a daily log.

Survey findings concluded that 82.1% of respondents were in their present position for less than seven years, and in educational leadership for eleven to twenty years. On leadership models, empowerment was used most (27.8%) with all the others being used equally (16.7%-20.4%). Most used both an explicit and intuitive leadership model (39.9%), principally from experimentation, but 25% from graduate school.

The basic analysis of the interviews was done with a word count. Of the leadership "keywords" selected by the researcher, principally from SELF, the most used were "values" and "learning" (eight times each). Many of the keywords unexpectedly appeared only once or twice, possibly indicating a lack of a common vocabulary among senior educational leaders in Ontario.

The researcher selected three primarily "intuitive" participants by balancing seven criteria. All met as scheduled, processed their emails and logs daily, and reflected on the relationship between their tasks and SELF, to which the researcher reflected in turn, with personal observation and

experience.

All concluded SELF. had provided insight into their tasks and provided more "intention" regularly to their leadership, affirming for the researcher that an explicit leadership model can assist educational leaders in their mission, values, culture, processes, decisions and actions.

As a result of using SELF as a coaching vehicle, the researcher has amended SELF and recommended areas for study.