

VISIONARY LEADERSHIP IN EDUCATION

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Abstract. *Leadership is “the ability to guide human resources effectively and efficiently in order to ensure that an organization achieves its goals.” The way to become the living organizations of the future is to have a strong and visionary leader. Taking action for a specific goal expresses a vision. It defines and emphasizes the beginning of a path. Thus, the person who will mobilize the organization for a particular purpose or goal is the visionary leader. A visionary leader not only initiates change within the organization but also gives direction to it. They guide the organization toward new initiatives. A vision developed by the leader must be shared by all members of the society/organization; this depends on it being communicated clearly and explained. Visionary leadership advocates changes in the traditional decision-making process, rules, and values. A visionary leader plays the role of a change agent and creates original innovations. Rapid changes occurring in the education system, teaching methods, and educational technologies also require the school administrator to make strategic decisions as a visionary leader.*

Keyword: *Visionary leadership; educational leadership; vision development; organizational change; school management; strategic decision-making.*

TA'LIMDA VIZIONER LIDERLIK

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Ichki ishlar vazirligi, Fuqarolik boshqaruvi xodimi

Annotatsiya. *Liderlik – bu tashkilot o‘z maqsadlariga erishishi uchun inson resurslarini samarali va oqilona boshqarish hamda yo‘naltirish qobiliyatidir. Kelajakning barqaror va rivojlanayotgan tashkilotlariga aylanishning muhim sharti kuchli va uzoqni ko‘ra oladigan vizyoner liderga ega bo‘lishdir. Muayyan maqsad sari harakat qilish vizyon tushunchasini ifodalaydi. Vizyon ma‘lum bir yo‘lning boshlanishini belgilaydi va uni ta‘kidlaydi. Shu bois tashkilotni muayyan maqsad sari harakatga keltira oladigan shaxs vizyoner lider hisoblanadi. Vizyoner lider nafaqat tashkilotda o‘zgarishlarni boshlab beradi, balki ularni maqsadli ravishda boshqaradi va yangi tashabbuslar sari yo‘naltiradi. Lider tomonidan shakllantirilgan vizyon jamiyat yoki tashkilotning barcha a‘zolari tomonidan qabul qilinishi va bo‘lishilishi zarur. Buning uchun vizyon aniq, tushunarli tarzda ifodalanishi va izohlanishi kerak. Vizyoner liderlik an‘anaviy qaror qabul qilish jarayonlari, qoidalar va qadriyatlarda o‘zgarishlarni qo‘llab-quvvatlaydi. Vizyoner lider o‘zgarishlar agenti sifatida faoliyat yuritadi va yangi, innovatsion g‘oyalarni yuzaga chiqaradi. Ta‘lim tizimida, o‘qitish metodlari va ta‘lim texnologiyalarida yuz berayotgan tezkor o‘zgarishlar maktab rahbaridan ham vizyoner lider sifatida strategik qarorlar qabul qilishni talab etadi.*

Kalit so‘zlar: *Vizyoner liderlik; ta‘limda liderlik; vizyonni rivojlantirish; tashkiliy o‘zgarish; maktab boshqaruvi; strategik qaror qabul qilish.*

ВИЗИОНЕРСКОЕ ЛИДЕРСТВО В ОБРАЗОВАНИИ

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Аннотация. *Лидерство – это «способность эффективно и результативно управлять человеческими ресурсами для обеспечения достижения организацией своих целей». Путь к созданию жизнеспособных организаций будущего лежит через наличие сильного и дальновидного лидера. Действия, направленные на достижение конкретной цели, выражают видение. Они определяют и подчеркивают начало пути. Таким образом, человек, который будет*

мобилизовать организацию для достижения определенной цели, является дальновидным лидером. Дальновидный лидер не только инициирует изменения внутри организации, но и задает ей направление. Он направляет организацию к новым инициативам. Видение, разработанное лидером, должно разделяться всеми членами общества/организации; это зависит от того, насколько четко оно донесено и объяснено. Визионерское лидерство предполагает изменения в традиционном процессе принятия решений, правилах и ценностях. Визионерский лидер выступает в роли агента перемен и создает оригинальные инновации. Быстрые изменения в системе образования, методах обучения и образовательных технологиях также требуют от школьного администратора принятия стратегических решений в качестве визионерского лидера.

Ключевые слова: Визионерское лидерство; образовательное лидерство; развитие видения; организационные изменения; управление школой; стратегическое принятие решений.

1. Introduction. The famous historian and friend of the Turks, Prof. Toynbee, in an article about Pakistan, says: “The Turks have a saying and it is very appropriate: ‘A fish rots from the head.’” By this, the historian wants to explain the importance of training leaders in every field (Osma, 2004). Leadership is one of the most important and most studied topics in the field of management science in recent years. The fact that the most important element of all organizations is the human factor, and that this human element must organize itself to meet its needs and achieve its goals, makes leadership and management necessary. Developments emerging on a global scale have required organizations to find new forms of leadership appropriate to this situation. Therefore, institutional and applied leadership studies have been increasingly intensifying.

Truman defines a leader as a person who has the ability to make others do the things they do not want to do and do not like (Manske, 1994). In contrast, Cüceloğlu emphasizes that leadership or management does not have a deterministic structure but is a conditional situation by saying, “A person can only be a manager if there is someone to be managed” (1997). Leadership is “the sum of the knowledge and abilities to gather

a group of people around specific goals and to mobilize them to achieve these goals.” Leadership is “the ability to guide human resources effectively and efficiently in order to enable an organization to achieve its objectives.”

2. Leadership Traits. It is known that since very ancient times there have been some fundamental traits that determine leadership. These traits are listed by scholars as follows.

1. Leaders are born as leaders. One does not become a leader later.
2. Leaders always possess rare qualities and personal characteristics.
3. Leaders are charismatic.

These traits are based on a classification that was generally made before management was accepted as a field of science. However, today the rapid changes and developments occurring in every field show that leaders must also possess more knowledge, skills, and qualities. Only in this way can a person be accepted as a leader by the group. [5, s. 32–34].

3. The Importance and Necessity of Leadership. When a person determines certain needs and goals that they cannot achieve alone, they will try to form a group by coming together with people who will not hesitate to act together with them. In leading people to certain goals, it is necessary to follow what personal desires, needs, and interests they will provide, and then gather these people around a group to increase their strength, courage, desire, and energy. In this case, there is a need for a person with leadership qualities who can identify this energy and mobilize it. Because a leader is a person who has the ability and knowledge to bring a group of people together around certain purposes and motivate them to act in order to achieve these purposes. In other words, leadership is the final action that leads the organization, the people within that organization, and all potential to success. [6, s. 118–120].

Leaders direct their personal abilities, creativity, and visions toward the products and services that constitute the substance of the work. Managers apply their personal intelligence throughout the work process; their satisfaction lies in managing the organization. Organizations that wish to progress should invest in leaders. Because leadership creates a personnel philosophy that knows what to do and is aware of what it

is doing. [1, s. 41]. Organizations deprived of leadership cannot determine a vision, mission, and goals for the future. The way to become living organizations of the future is to have a strong and visionary leader. [3, s. 59–60].

4. What Is Vision? The concept of vision, which is sometimes defined in the management literature as a distinct leadership process and sometimes as an important component of leadership processes, is the primary element of new leadership approaches with its intellectual and practical dimensions. Vision is the most important quality that people who claim to be different from others in areas such as daily life, politics, art, economics, management, etc., assert they possess; at the same time, it is also considered the most important attribute that those who appreciate, adopt, follow, and glorify them believe these individuals possess (Erçetin, 1997) [4, s. 27–29].

The concept of vision has ancient origins. It has been determined that the word VISIO, derived from the Latin verb Videre, which carries multiple meanings, was used in the sense of being awake, understanding, and comprehending; and that imaginative individuals who wander in dreams were also described as visionaries (Sollman, 1995). [13, s. 14–16]. In terms of its literal meaning, vision refers to ideas such as perspective, the power of sight, the ability to foresee the future, and imagination. Vision is also used to express a perspective toward the future. According to another definition, vision can be described as the “ideal” state that an organization will achieve in the future. Vision can also be defined as initiating long-term thinking and organizational thinking, creating foresight with others, and supporting opportunities that will develop the organization in line with the anticipated perspective (Smith and Pilele, 1997, cited in Özdemir, 2000). [14, s. 6–7].

Vision is dreaming today about the things we want to exist in the future. Long-term thinking and not remaining outside social changes form the basis of vision. In another definition, vision is forming realistic dreams of the goals that are desired to be achieved in the future. The process of developing a vision begins with seeing the current situation as a problem. Organizations that say, “We are good, everything is going well,” are in fact darkening their future. According to Scenge, vision is “creating a creative tension.” The gap between the current situation and the desired situation will

create tension within the organization and a dynamism for progress. If this tension can be kept in balance, both the individual and the organization will benefit from it (Özdemir, 2000). [7, s. 52–54].

Vision should pull the organization toward the future. Failure to foresee the future can be attributed to many reasons. However, the starting point of this failure is always a lack of vision (Sullivan, 1997). A strong strategic vision is one of the most effective factors in the success of any institution (Sallis, 1997). [9, s. 89].

5. Vision Development Process. Vision development is quite a complex process. Regarding this process, two sequential stages have been identified. The first of these is the creation of a personal vision, and the second is the creation of an organizational vision (Erçetin, 2000) [4, s. 71]. Vision is developed as it moves from the individual toward the organization, expanding and becoming enriched, integrating by testing and ensuring its internal consistency as a result of these two stages.

5.1. Personal Vision . It is the clear and understandable definition of self-evaluation and what one wants to achieve. In the stage of self-evaluation, the individual tries to clarify three points about themselves. We can also express this as the three steps of creating a personal vision. [4, s. 75-76]

The first step is to evaluate oneself; the second is to clearly and understandably define what one wants to accomplish in their society and organization; and the third is to reveal what one is trying to prove as a leader.

In this process, the leader is expected to define:

- a) their perceptions about themselves,
- b) the most important things they want to accomplish in their society and organization,
- c) what they want to prove as a leader (Erçetin, 2000).

5.2. Organizational Vision. Organizational vision is divided into two:

- a) Vision for the current period of the institution;
- b) Vision for future periods.

The future vision indicates the goal. The current vision points to the starting point from which the organization will begin to change. One is the starting point, the other is

the destination. Similar to the steps followed in creating a personal vision, the first step in forming an organizational vision is for the leader to evaluate their society and organization. The second step is to define the society and organization of their dreams. [7, s. 63–64].

6. Sharing the Vision. The sharing of a developed vision by all members of the community/organization depends on its being communicated through explanation. The explanation process begins with clearly, concretely, and uniquely defining the vision to make it explainable. In other words, the vision should be redefined in a way that is simple enough for members to easily understand; functional enough to be applied to their own roles, duties, and responsibilities; and holistic enough to be part of a broader, deeper, higher-level shared feeling, thought, or action. The outcome that emerges, is understood, and shared as a result of this definition is the mission. [3, s. 112–114].

7. Barriers to Vision Development. There are also some barriers that can be observed in the process of developing a vision. We can list them as follows [7, s. 69–71]:

1. Not accepting the problem.
2. Believing that the problem has been solved.
3. Not learning from lessons: Organizationally, ignoring many experiences and outcomes and insisting on one's own way.
4. The “I Know” Approach: Not sharing authority, not benefiting from expert knowledge. It is the state of thinking that one knows everything.
5. Looking for someone to blame when problems arise: Instead of eliminating problems and making long-term plans, trying to continue work in familiar ways by making one or two people the “scapegoat.”
6. Exaggerating the past: Resorting to past days instead of seeing and solving today's problems.

As can be understood from all of this, creating, developing, and communicating a different vision in organizations is a process that requires focused effort and should be prioritized if success is desired.

8. Visionary Leadership. “Visionary Leadership is knowing how much of the future emerges today.” In his study examining the characteristics of great leaders, Shelton (2000) [3, s. 145–147]. emphasized the importance of the leader-vision relationship by stating: “Great leaders have a vision and are deeply convinced of themselves to realize that vision. Great leaders are individuals who know what they want to achieve and can visualize the outcomes. They have devoted all their energy and emotions to realizing that vision.” The importance of a visionary leader is based on their success in eliminating uncertainties regarding the future of organizations. Rapid changes occurring in organizations affect their future-oriented decisions. In this rapid change process, visionary leaders who carry organizations into the future with a shared vision and free them from organizational blindness are seen as the leaders of the future (Çelik, 2003). [11, s. 12–13].

The significance of visionary leadership stems from the organization developing a vision for the future. If past developments are not clearly documented, this becomes a serious issue from an organizational perspective. The visionary leader demonstrates the success of solving this problem (Schein, 1997). Followers may perceive the leader as someone who shapes the values of the organization. A leader is someone who can clearly set a vision. An effective leader must possess a vision. Vision is a necessity; however, it is not sufficient to achieve organizational goals or solve every problem. Vision is the heart of the manager in participating in the decision-making process, communicating, creating models for innovation, and action (Covey, 1990, cited in Çelik, 2003). [10, s. 89–91].

Such a leader encourages followers in this direction by changing the existing structure. Indicators of visionary leadership are as follows (Aytaç, 1999): [1, s. 121].

1. Ability to explain the vision to other organization members,
2. Ability to demonstrate the vision not only verbally but also through behaviors,
3. Ability to spread the vision to different areas of leadership.

9. Visionary Leadership in Education. Visionary leadership has had a significant impact on educational leadership. Some researchers have considered educational leadership entirely from the perspective of visionary leadership [12, s. 96]. As a

visionary leader, the school administrator has learned not to dwell on the past and to be future-oriented. Visionary leadership enhances the school administrator's imagination. A visionary leader is one who can guide followers not only with their thoughts but also with their emotions. A visionary leader seeks to adapt to change. Rapid changes in the education system, teaching methods, and educational technologies require the school administrator to make strategic decisions as a visionary leader.

10. Considerations in Vision Development . The function of the school, the purpose of education, and the profile of the individuals to be raised will vary within the goals of national education, depending on the unique conditions of the school. For example, in a school where teacher commitment is very low, the vision may relate to ensuring teachers' dedication to the school. However, there are some considerations that should be taken into account first in developing a vision (Özden, 2000, cited in Çelik, 2003). [3, s. 150, 162].

- The vision should be clear, leaving no room for ambiguity for anyone in the school.
- The vision statement should be internally consistent and aligned with the general objectives of national education.
- The vision should generally stem from the values of education and specifically from the school, and be distinct enough to give people a sense of mission.
- The school administrator should support the vision not only with words but also through actions. [3, s. 167].

11. Sonuç. Belli bir hedef için harekete geçmek bir vizyonu ifade eder. Bir yolun başlangıcını tanımlar, vurgular. İşte, örgütü belli bir amaç, bir hedef için harekete geçirecek olan kişi vizyoner liderdir. Vizyoner lider, insan odaklı yaklaşımıyla enilik ve yaratıcılığı kendine ilke edinen lider, bu değişimi yönetir.

Vizyoner liderlik, izleyen ile örgüt arasında yazılı olmayan, karşılıklı beklentilerle örgütlenen daha çok da liderin ilham gücüyle belirlenen ve oluşan soyut, görünmez, daha doğru bir deyimle “psikolojik sözleşmeye” dayanır. Bu psikolojik sözleşme yazılı olmamasına rağmen örgütsel kültürün mozaikidir ve bunu hem lider hem de izleyenler bilir.

Eđitim aısından bakacak olursak; gelecek odaklı vizyoner liderler, okul ynetiminde diđer liderlik trlerine gre daha bařarılı olmaktadır. ünkü bu liderler okulu alıřanlara rađmen deđil, onlarla birlikte ynetmektedirler. Belirledikleri yolda onlarla birlikte yrmektedirler. Sınır tanımayan hayal gcn harekete geirebilen liderler, hedefe ulařma yolunda ilk sađlam adımı atmıř, deđiřim mekanizmasının dđmesine basmıř demektir. Burada lider hibir řeyi yoktan var etmez. Sadece mevcut potansiyeli arar, bulur, harekete geirir ve ynetir.

Eđitim rgtlerinin yařanan hızlı deđiřime uyum sađlayabilmeleri ve eni ufuklar aabilmeleri iin vizyoner liderlere ihtiya olduđu aıktır. Vizyoner liderlik, zgrlk, eřitlik, adalet ve kardeřlik gibi ok geniř ereve iinde er alan ortak deđerlerle ilgili olup; rgtsel dnřm ve ilerlemeyi gerekleřtirme amacına dayalı olarak ok hızlı deđiřen evreye uyum sađlamayı hedeflemektedir.

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