

Visionary Leadership in Education Managers

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ABSTRACT

By creating an organizational spirit, the leader in the organizations makes the goal achieved in the organization the common denominator of the employees. In this respect, the leader has a vision and ensures the implementation of large plans related to the organization. Leaders are needed in every organization as well as in schools with educational institutions. The concept of vision has come across as a term that has started to be used frequently in organizations in recent years. This concept, education has been used frequently by individuals as well as social and commercial organizations. In this article, you can see how to the importance of visionary leadership for educational organizations has been emphasized with topics such as leadership concept, management and leadership, visionary leadership concept and importance, visionary leader concept, characteristics of visionary leader and implementation of visionary leadership.

INTRODUCTION


The most important element affecting the functioning of education in the world is globalization. This trend towards globalization allows them to meet in the field of education as well as in the economic fields in the countries and to benefit from each other's experiences in mutual interaction.


Thanks to the digital age, the corporate organizational structure and corporate leaders need to be emphasized more clearly in the days when information transfer has reached the fastest points so far. Information transfer becomes an information society with the strength of this structure.

Knowledge is the most important tool that makes society change, develops it, and makes changes in all areas of social culture. Thanks to this tool in the globalized world order, streaming and sharing are increasing in speed every day.

In order to keep up with this pace, education managers also need change and development at the same level. The vision and leadership of education managers depends on this pace of change.

It depends on the vision and leadership of education managers as well as educators who provide access to this information in the use and sharing of information.

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Literature Review

Vision

Vision reflects a thought separated from the realities of everyday life. Vision is important for school administrators. Because vision is closely related to the set of basic elements that influence the formation of leadership behavior.

Vision is a fundamental dynamic in terms of the source of leadership behavior. Visionary leadership, unlike other leadership approaches, reflects a special energy and message. Understanding vision helps us understand the underlying realities of visionary leadership theory (Starratt, 1995).

The importance of visionary leadership comes from the organization developing a vision for the future. If past developments are not clearly documented, this poses a serious problem from an organizational point of view.

Visionary leader succeeds in solving this problem (Schein, 1997). In this context, the education managers who are the leaders of this educational organization should accompany the rapid development of the changing world order while actively using past experiences, knowledge and skills. The training manager's ability to adapt to this rapid change depends on the ability to provide the tasks expected of the individuals.

On the one hand, the education manager has to closely follow the professional developments in his field, and on the other hand, he has to meet the expectations of the educational organizations and leaders of the society that occurs as a result of rapid change.

As is now seen in many fields, a lot of scientific research is carried out in education management. In line with the data obtained from these researches, it shapes the institutional and most practical basic structure of education leadership. It is necessary to understand the concept of corporate visionary leadership clearly in order to understand what roles and expectations are.

The bigger the vision, the more winners it has. It is understood that the concept of vision was initially used with more mystical meanings. However, according to Maxwell (1999), vision is not a mystical quality.

It comes about with the past life of a leader and the history of the people around him. According to Kakabadse (2005) and his friends, vision can be defined as a vision, which is due to critical thinking. According to Awamleh and Gardner (1999) from Kirkpatrick and Locke (1996), vision is a natural ideology.

Expressions containing the basic characteristics of the vision can be listed as follows (Özden, 1998).

- Vision development means seeing the current situation as a problem,
- To be able to establish realistic dreams of the goals to be achieved in the future,
- To experience a creative tension,
- To create your own future,
- To reconstruct reality,
- The search for vision is the struggle to give meaning to human life,
- It is a concrete image of the future,

- Ideas that bring success among those who deviate from the habit are defined as vision.

Visionary Leadership

The visionary leader can look at the future from a new perspective and analyze and synthesize this new perspective with superior skill. The visionary leader can successfully communicate and institutionalize the vision to all levels of the organization. This leader does not only have power, he can influence those who follow him with his thoughts.

Visionary leadership is the ability to create and communicate visions that can collectively influence and mobilize people. Management is the power to perceive things to be done and to make people work, people go after visions, not other people. According to Klopp, visionary leaders should be able to communicate the stages of creative thinking, while charisma should be understood as social leadership (Brenghelmann, 1995).

A visionary and new-looking manager, unlike other managers, should have the ability to read different developments and events. Regarding vision creation, the French writer Marcel Proust says: "In order to travel towards an invention, new eyes are needed, not new landscapes." Visionary leader is the leader who can look to the future from a new angle (Parikh et. al., 1996).

There is no limit to the width of the horizon in this point of view and it becomes a structure that can renew itself every day. Education managers who can hold on to different perspectives within this structure are seriously involved in the context of visionary leadership.

The work carried out within the framework of management renewal is based on two different leadership models. First, the manager manages to develop a clear vision in a strong vision model. Custom icons make sense with this vision. Rewarding the organization's efforts for the future is consistent with vision. In this model, the visionary leader tries to predict the future in the best way, the second is that the organization benefits from a weak vision model.

In this case, the new leaders are intolerant today, the need for change at all levels of the organization consists mostly of repeated and power-based messages. The administrator selects the suggestions to be brought for the solution and tries to make sense of them.

This model does not bring success in an organizational environment. Because according to this model, the organization does not know what kind of organization it will be in the beginning (Schein, 1997). In this context, institutions that can sharply form their own organization, institutional structure, working models, missions and visions progress towards success. This progress goal is provided by the institution managers in educational institutions.

The visionary leader can successfully communicate and institutionalize the vision to all levels of the organization. This leader does not only have power, but he can also influence those who follow him with his thoughts. We can understand the organization's question of how we want to be based on vision. This question is closely related to the question of how we can make a psychological contract with the vision today. The institutionalization of a vision in organizational life does not occur by orders or pressure.

Vision is more of a persuasion contract; it is a contract that is perceived correctly by the workers and the organization, and the timing is correct, creating enthusiasm and commitment in the workers (Bennis, 1996). Accordingly, they are visionary leaders who can guide the determination and effort to work in the organizational structure among employees, increase efficiency and ensure development.

This task increases exponentially if the size of the audience addressed by the leader in the educational environment is taken into account. However, the concept of size or excess should not always be

considered negative. Managing a large family well can be an important detail that maximizes productivity.

At this point, we come across a structure that has become institutionalized, provided an intimate environment and folded power of influence. The formation of this structure is not only with a visionary education leader, but it is the visionary education leaders who initiate this structure and give momentum to it.

The vision of the future does not reflect the past. It could be a repetition of time. But vision is associated with the culture of the organization and can contribute to the decision-making process. Vision can help illuminate and continuously evaluate new events. New paradigm managers must determine how they can realize a vision and translate the vision into implementation (Bennis, 1996).

As previously stated, leading structures that update themselves using knowledge can achieve the highest level of goals. Development and change are indispensable elements of this.

A vision under development is not dreaming, but creating the future (Sashkin ve Rosenberg, 2005). Vision is to dream and design the future. Visionary leaders are those who dream and design the future of their communities and organizations (Erçetin, 2000). It is known that visionary individuals can use their future designs at the highest level. Design skills come to life not on objects but on human resources.

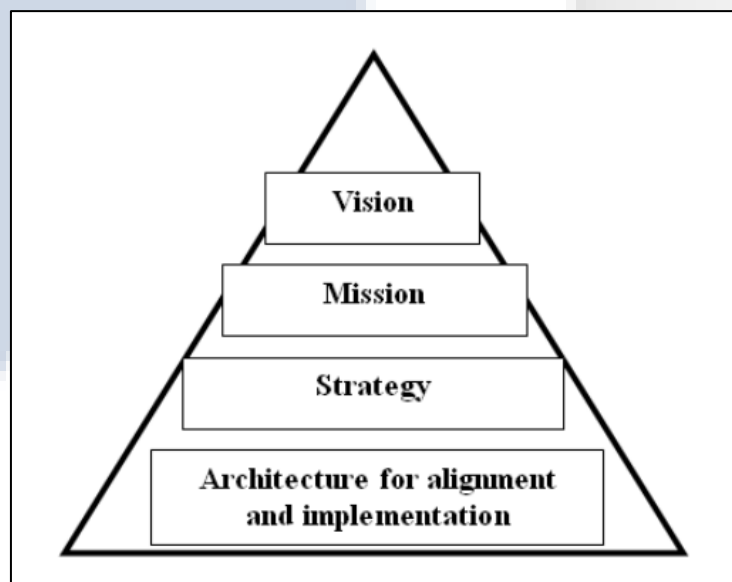


Fig. 1. The Domain of Strategic Leadership (Daft, 1999)

Figure 1 represents the levels that make up the system.

Strategic Leadership Responsible for external relations. Vision reflects the environment and works in harmony (Daft, 1999).

Vision is an important component of an organization's success. A developing organization will have a concise, directional vision that the company is going and is widely understood at all levels of the organization. The more conscious, understandable and visionful employees are about vision, the more useful they are in directing their behavior on a daily basis.

Senior leaders have delved further into the content of their strategic vision communications. Larwood et al. (1995) explored the distinctiveness. According to the authors, the vision is future-oriented and deals with strategic planning.

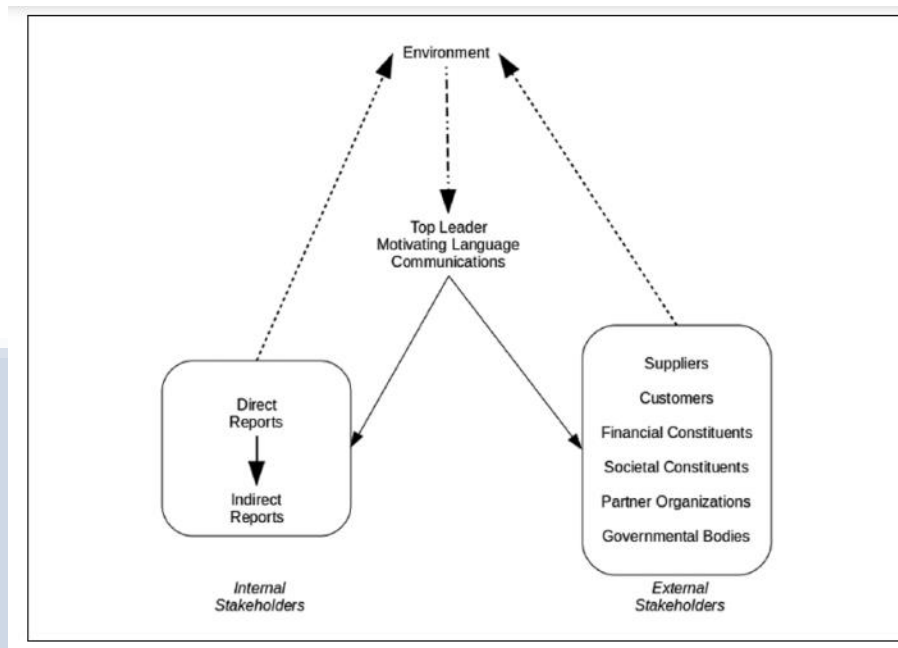


Figure 2. A model of top leaders' strategic vision and values interpretation process using motivating language

Note. This model represents how organizational leaders translate environmental influences into guidance.

Putting Vision into Action

Transforming vision into action activities at the school level should try to make the vision implemented and strengthened with the symbols and rules that the education administrator will provide in the school culture. Vision is very important in terms of corporate culture and leadership equation. Vision can only be achieved in a strong culture.

If there is no strong organizational culture in an institution, it is very difficult to realize the organizational vision in that institution. For example, if any school does not have a vision, it cannot have a mission. Because vision is the most fundamental determinant of the mission. A school leader with no vision is like a person who can't find his way in the dark, he doesn't know which way to go. The vision shows the goals for the future. The mission also includes special tasks that it must take on in order to achieve these goals.

As a visionary and missionary, the training manager is also a symbol manager. For every manager, symbolic leadership is an issue that should be addressed with suggestion. Mintzberg argued that symbol management is very important among the roles of the school administrator. School administrators have to pay attention to who and how the awards are awarded, how to communicate with staff, while demonstrating symbolic leadership behavior.

The effective school leader meets the requirements of school staff to belong, identity, organizational commitment, integration for organizational purposes through symbolic leadership behaviors. In addition to bringing a critical approach to the leadership role of the education director, symbolic management also offers a perspective on how shared meanings, values, ideologies and emotions will proceed to the future (Kelly & Bredeson, 1991).

All movements within the framework of management renewal are based on two different leadership basic models. First, the leader is in a strong vision model and succeeds in developing a clear vision. Specific icons make sense thanks to this vision. Rewarding the future work of the institution becomes consistent thanks to the vision.

In this model, the visionary leader strives to make the most of the future. Another model, the second, is that the institution benefits from an unsymished vision model. In this case, it creates an unwelcome environment for new leaders. The need of the institution at all levels becomes more repetitive and power-based messages. To solve this, the administrator creates the entire recommendations and tries to make sense of them. This model does not bring successes in the corporate environment.

Visionary Leadership Roles

Visionary leadership has three different roles in the main theme. These roles are to see the path to follow, to be able to walk this path and to be the way.

1. Seeing the Road

With a visionary leadership view, it is very important to see the way first. The path to follow is a reflection of the vision's image in the future. It is also the desired goal to be achieved.

Visionary leaders are the ones who can see the most appropriate way in different ways. Managers with projects and designs and plans for the future can have the stress and search to see this way. Otherwise, it is not possible for a leader who does not aim for and see the future, without a project and without plans, to see the way, but to see the way.

Because visionary leadership also requires an emotional sense for the future. The visionary leader is the leader who opens the horizons of the future intellectually and emotionally. Seeing the road also requires intuitive power. With these powers, the visionary leader opens the curtain on the unknown world of the future and sheds light on the future.

Visionary leaders are people who can map out the future. We can see this map as the vision of the leader. By making the path to follow visible, the map will make the people they lead aware of it. Seeing this path requires intuitive power. The visionary leader illuminates the future with the power of thought and intuition.

2. Walking on the Road

The visionary leader's noticeable success is not limited to seeing this path. There are too many leaders who see the road but can't walk on the road. The visionary leader is the leader who, in addition to seeing the path, is able to walk the path he sees.

For visionary leaders, it is very important to recognize and see the path. But walking down this path is just as important as seeing it. Walking down the road demonstrates the decisive behavior of the visionary leader.

This vision can also be achieved by walking along the road. If the path seen and the path being walked are different from each other, the vision is not reached.

In education management, visionary leaders set themselves goals and try to move forward with this goal. However, after a while, they know when they leave this path they are walking, or they do not reach the destination. Visionary leadership requires a superment life and experience. It may not always be easy for the vision to come true. In this case, the leader comes to the fore with its stability feature.

3. Being the Way

Visionary leaders are people who can attract individuals from behind with their vision. These leaders are people who can open very different new paths with the visions they produce. Another important role of the visionary leader is to be the way.

Being a road means being able to make way. Those who follow this path try to walk the path opened by the visionary leader. Being the road requires a serious sacrifice. The visionary leader can take a risk by putting his life on the line, he can lose everything in order to realize the vision.

But the visionary leader aims to find a safe way to achieve the vision. The visionary leader leads people with his thoughts and intuition. This path, which arises from the combination of thought and intuition, provides access to vision.

In this path opened by the visionary leader, those who follow them can walk safely and achieve the most basic goal at the end of the targeted path.

With the loss of the value of the vision, the search for a different way can be seen. So the paths can change unexpectedly. The visionary leader tries to develop the role of seeing the road, walking the road and being the one mentioned, based on the new vision. Therefore, the vision that feeds on intuitive sources changes with the new visions it will develop in the face of these events and environments.

Visionary Leadership of Education Managers

The visionary leadership of school administrators is that they can draw different horizons in their schools. For a new administrator who consumes all their productive energy in contentious situations between teachers and administrators, the best way to solve these problems is to set a new goal.

Vision draws a framework for the general integration of the school as an organization. The school's policies should be consistent with its objectives and programs should be consistent with its objectives and policies (Starratt, 1995).

Visionary leaders take vision-oriented initiatives, while managers take knowledge-oriented initiatives on organizational life (Starratt, 1995).

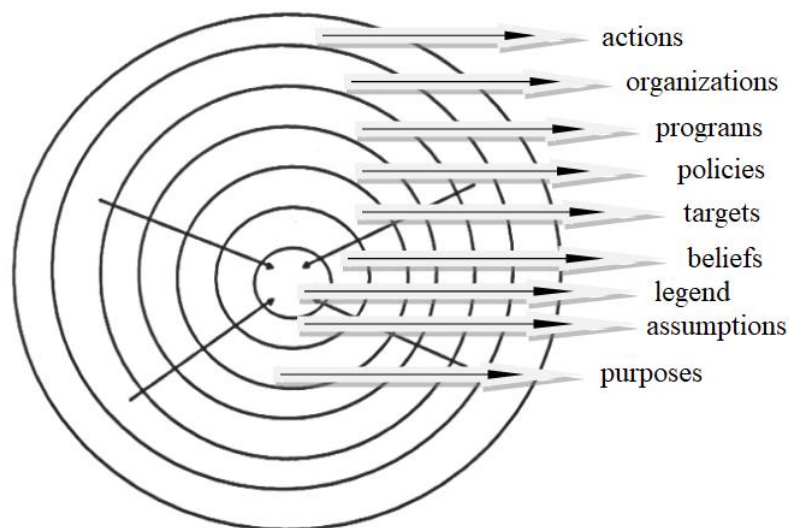


Figure 3. School Model Energized by Vision and Beliefs

Source: Starrat, 1995, p. 54.

Actions organization programs targets policies beliefs aimed at mythical assumptions. Education is not about history, mathematics or biology. There's something deeper about education that encompasses them all, but they do. History lessons, mathematics lessons and biology are valuable when they are part of this common vision.

The teacher should be able to see his own role in this great vision. The effectiveness of schools depends on the presence of visionary leaders. Vision allows leaders to see ahead (Özden, 1999). The institutional vision of school life positively affects the academic situation of the students. It is necessary to make the non-functional structure of the school more dynamic and to determine the reasons for the failure of their attitudes towards society.

Vision provides an effective framework for the integration of the school, which is an organized structure. The school's policies, attitudes, goals, and programs must be consistent with their goals and policies. This compliance situation shows the goals, beliefs and expectations at the center through the school and the purpose for which the administrators and leaders need each other. While leaders aim towards the center of vision, managers are the ones who know best how to do the work of organizations, i.e. institutionalized structures.

It is visionary leadership skills that make the greatest contribution to the individual development of the school administrator. The visionary school administrator can use his intuitive and thoughtful power to transform the school into a single framed picture. Managers who have deciphered those visionary skills cannot be performed alone hold the keys to success as visionary education managers.

Results

It is seen that today's modern organizations have a future-oriented management and organization approach by moving away from traditional patterns in order to gain a competitive advantage. Organizations need leading managers with a modern management approach to achieve success in areas such as improving performance, maximizing workforce capacity, being able to compete in quality standards, efficiency, efficiency and speed.

Leaders are visionaries, creators of big plans. Administrators perform the existing plan of the institution or organization (Bursaloğlu, 2000). As these words show, leadership is crucial in making new decisions and setting visions to improve the organization's horizons. It is clear that visionary leaders are needed for educational organizations to adapt to the rapid change and open new horizons to the institutions they work for.

Visionary leadership is about common values within a wide range of frameworks such as freedom, equality, justice and fraternity and aims to adapt to a very rapidly changing environment based on the purpose of achieving organizational transformation and progress. It is important that school administrators, as a leader, take a stand in their relationship with other employees at the school in accordance with the realization of the established vision. A leader who exemplifies all his behaviors will not have much difficulty in making the institution's aims felt around him.

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