ABSTRACT
                  Based on the premise that vision is an important leadership
characteristic for university administrators, this study explored the
personal phase of the vision development process among university
administrators in Turkey. Data were collected from 67 rectors of Turkish
universities concerning their proficiencies, fields of self-development,
leadership styles, professional values, and hopes and plans for their
universities. Findings indicated that the rectors valued honesty, democracy,
and hard work and had high hopes for improving the academic standings of
their institutions. (EV)

PERSONAL VISIONS OF THE RECTORS IN THE TURKISH UNIVERSITIES FOR THE NEW MILLENIUM

Dr. S.Sule Erçetin
Associate Prof.
Education Faculty
Hacettepe University, Turkey

Abstract

Vision is an important dimension in leadership characteristics of university administrators for the universities of the 21st.century. Vision is important because it serves as a guide of change for the university administrators, faculty, students and it supports the staff. It helps establish the climate for change because expectations and purposes are clear and understandable. This important dimension expresses a two-phased process, the development of personal and organizational visions. Our knowledge about the extent of university administrator's vision at present is insufficient. In this study, the personal phase of the vision development process was performed and the personal vision's extent of the university administrators was discussed related with the new and changed roles of the universities and the university administrators for the 21st.century. The data were collected from 67 rectors in Turkish universities. The evaluations of the rectors about their proficiencies, self-development fields, leadership styles, professional values and universities were determined. The rectors with personal visions have a very important potential to lead the changes of the 21st.century.

* This paper was presented at SEDA Spring 2000 ''Reaching Out'' Coventry, 10-12 April 2000 United Kingdom

1

2

PERSONAL VISIONS OF THE RECTORS IN THE TURKISH UNIVERSITIES FOR THE NEW MILLENIUM

Introduction

The appearances of reality describing the fast and complex social change are defined as variety, imbalance, indirect relations and high sensitivity related to temporary flow of time and they are discussed as the dominant opinion in the center of highlighted paradigm (Prigogine and Stengers, 1996). The above-mentioned discussions reflect the field of educational administration and pave the way for redefining some concepts and their dimensions. Regarding with the subject of this SEDA Spring 2000 conference-"Reaching Out", it can be said that one of the concepts and their dimensions is vision and the others are the new and changed roles of universities and university administrators for the 21st.century. In the 21st.century, vision must be considered as a key concept when it is recognized that the new and changed roles of the universities must be moved from teacher-centered to learner-centered environments, and the roles of the university administrators must be moved from managers and technicians to leadership.In the following subtitles, at first the vision is defined and the extent of the vision is discussed related with the new and changed roles of the universities and university administrators, and then the process of vision development is given.

Key of Recreating Universities For Future: Vision

The literature in the field provides many definitions of vision. For example, Manesse (1985) regards vision as "the development, transmission and implementation of a desirable future". Sollman and Heinze (1995) indicate " vision is a concrete future image which is near enough to realize and far enough to raise admiration for a new formation". In this sense, vision is explained with the following dimensions in terms of university administrators for the 21st.century (Ercetin 1998).

Vision is the dream and design of future: The leader university administrators with vision are people dreaming and designing the futures of their universities. They use their emotional, intellectual and intuitive potentials to create the future which is thought to be necessary and different from the existing situation in their universities. In this meaning, leader university administrators don't only predict the future like the futurists, but they create a new future like science fiction writers, as well. Furthermore, they plan and design how the dreamed future will be realized. Regarding with the subject of

2

3

this conference, leader university administrators must dream and design the future of their universities by considering the new and changed roles of their universities.

Vision is to balance dreams with realities : The leader university administrators with vision evaluate the present conditions, the situations and the possibilities of their own and their universities. They use these evaluations as a step to realize the dreamed and designed future related to their universities. Thus, they can provide the acceleration of the needed change and the transformation in reaching from today to future and from dreams to realities. The university administrators must realistically evaluate the present conditions, situations, possibilities of their own and their universities in order to create learner-centered university for the 21st. century . They must develop the present positive conditions, situations, possibilities of their own self and their universities. They must change the others.

Vision is to differentiate with values and to integrate them with spiritual power: The leader university administrators with vision perceive the value of human successes and behavior for life, and they evaluate them beyond current measures. They consider everything that is found meaningful by humans to have value and they differentiate their universities with them. Student, faculty, and non-teaching staff integrate with spiritual power in values in the universities managed by them. They create an environment where everybody feels himself as a value.

Vision is to communicate and to share: The leader university administrators with vision communicate their dreams, plans, values to everyone at university from student to all faculty members. In this process, they influence students, faculty members, and non-teaching staff and facilitate their participation and their contribution. In this way, they provide possibility of integration for everybody. They create the democratic and open climate at university. There everybody produces new ideas or methods without being asked and everybody has opportunities to participate in task assignments and vision development.

Vision is to take and to manage risks: The above-mentioned dimensions contain taking and managing risks. Leader university administrators with vision take and manage risks. They are courage enough to encourage others to be courage, they are responsible enough to endure the results of the risks, and they are creative enough to transform risks into success. They are highly sensitive to social patterns. They properly share their authority and power with the others .

Vision Development Process

Vision development expresses a two-phased process, the development of personal and organizational visions (Chance, 1992; Thornberry,1997).Personal vision development phase contains 1) evaluating self, 2) defining in a clear and understandable

3

4

way what the leader wants to perform and realize, and 3) bringing up the desires. In this process, the leader university administrators define the self-perceptions and personal goals. The dominant elements playing role in personal vision development are the leader university administrators' proficiencies, self-development fields weaknesses, leadership styles, demands related with professions, and evaluations related with their universities .The organizational vision development phase contains 1) evaluating the organization, and 2) defining the dreamed organization. In this process, the leader university administrators define the evaluations related with their universities and universities in dreams.

The basic functions of the universities are to be leaders and raise leaders in every field to meet the demands of the 21st. century. Achieving these basic functions depends on visionary leaders in the university administration. In this phase, I must emphasize that we regard this conference as a very important international platform to develop the global vision for the 21st.century and to prepare for the next millennium.

Our knowledge about the extent of the university administrators' vision at present is insufficient. In this study, the personal phase of vision development process was performed and the extent of the personal vision of the university administrators was discussed related with the new and changed roles of the universities and the university administrators for the 21st.century. As a result, in this study, we are going to explain what the personal visions of the rectors in Turkish universities for the 21st.century are.

Methodology

The study was designed in the survey model. The number of the rectors in of Turkish universities was 72. We tried to reach all of the rectors and the data were collected from 67 rectors. In this study, we used the questionnaire developed by Edward W. Chance (1996). The questionnaire contained one structured question and six open-ended questions related with
the personal vision development phase. The questions are as follows:
1. What are your five greatest proficiencies ?
2. What are your five greatest self-development fields?
3. What are the three things you most value in your professional life?
4. What style of leadership are you most comfortable with?
   a) Structural   b) Democratic c) Supportive d) Participative
5. What are the most important things you want to accomplish in your faculty?
6. What do you want to change in your university as an administrator?
7. How would you like to be remembered as an administrator?

In analyzing the data, we considered that all of 67 rectors would give the maximum response for every item. The total number of the questions was considered and this number was multiplied with the probable number of the responses. For example, for items 1 and 2 the expected total number of responses would be 67x 5 = 335. Similar responses were grouped and frequencies were computed. The rates of the

4

items were put into order from high to low .The same process was applied for items 3,5,6 and 7

Findings

The Proficiencies The Rectors Have and Want to Develop

The rectors were found to have 71 different proficiencies and they also wanted to develop 50 different proficiencies . The first five were included in 42 % the rectors' markings related with proficiencies and 37 % of the rectors' markings related with self-development fields.

The first five proficiencies that the rectors had were: 1) to be honest, 2) to have communicative and social relations, 3) to have vision, 4) to be democrat and 5) a. to be determined-principle b. to be neutrality. The first five proficiencies that the rectors wanted to develop were: 1) to be calm, patient, cool, 2) to set aside time to all personnel and students, 3) to increase respect of university in national and international platforms, 4) to have communicative inside and outside of university and 5) to manage time.

Table 1. The Proficiencies Rectors Have and Want to Develop

The Proficiencies The Rectors Have 67x5=335	f	%	The Proficiencies The Rectors Want to Develop 67X5=335	f	%
To be honest,	36	11	To be calm, patient, cool,	37	11
To have communicative and social relations	27	8	To set aside time to all personnel and students	26	8
To be democrat	22	7	To increase respect of university in national and international platforms	23	7
To have vision	20	6	To have communicative inside and outside of university	20	6
To be determined-principle	18	5	To manage time	17	5
To be neutrality	18	5			
Total	141	42	Total	123	37

The first proficiency that the rectors had was to be honesty. Honesty is not, in fact, a proficiency. It can be said that honesty is a personal characteristics. Honesty is one of the rising values in Turkish society the most recent. Because of this, it was ordered as first proficiency .

5

The findings indicated that the rectors wanted to develop the existing proficiencies related with communicative and social relations in the relations with surroundings systems and the international relations. The findings are evaluated as a result of accelerated international and globalization. The findings also can be evaluated that the rectors are highly sensitive to the strategic partnerships between institutions in level national and international.

The finding related with vision shows that the rectors plan and design the futures of their universities, they perceive the managerial roles of their as leadership. Likewise, to have vision and to be determined-principle are the important characteristics of the leaders.

The willingness of the rectors to be cool and patient could be regarded that they work under stress and in chaos. The rectors admitted that they would like to spend more time with faculty, staff and students at the university more than they actually do. The findings show that they value human relations and interaction among all university members highly. This mean the rectors do not spend enough time with their faculty, staff and students because of bureaucratic procedures.

Although increasing respect of university in national and international platforms is not an individual proficiency, the rectors put this in list of individual proficiency that they want to develop. This show that the rectors relate themselves with their university vary much. This can be regarded as their willingness to play active role in representing their university at all platforms.

The Professional Values of The Rectors

The rectors were found to have 4 different professional values. The first three were included in 72 % of the rectors' markings related with professional values. The first three professional values that the deans had were 1) to be honest 2) to be hardworking and 3) respect and affection for human (Table 2.).

Table 2. The Professional Values of The Rectors

Values Total 67x3=201		f	%
To be honest		58	29
To be hardworking		47	23
Respect and affection for human		40	20
Total		145	72

The findings indicated that the professional values of the rectors were in the same extent with their own proficiencies . When the findings were evaluated, it was asserted that the universities in Turkey in the 21st.century will be administrated with the these core values in the visions of the rectors.

6

BEST COPY AVAILABLE

The Leadership Styles of The Rectors

The data from this study indicated that most comfortable leadership styles of the rectors were 76 % of those '' democratic'', 18 % of those ''supportive'' and 5 % of those ''structural'' .The leadership styles of the rectors were indicated the managerial approach including flexible, dynamic and considering participation and contribution of everybody

The Most Important Things The Rectors Want to Accomplish and to Change

The rectors were found to accomplish 51 different things and they also wanted to change 46 different things. The first three were included in % 45 of the rectors' markings related with the things which were wanted to be accomplished and 53 % of those related with the things which were wanted to be changed.

The first three related with the things which were wanted to be accomplished were: 1) world-integrated education, 2) infra structure for high level scientific research possibilities, 3) Proficiencies of academic and non-academic personnel for creation, problem solving and innovation. The first three related with the things which were wanted to be changed were: 1) organizational structure 2) a. quality of education and instruction b. quantitative insufficiency of the academic personnel 3) financial conditions (Table 3).

Table 3. The Most Important Things The Rectors Want to Accomplish and to Change

Things The Rectors Want to Accomplish 67x3=201	f	%	Things The Rectors Want to Change 67x3=201	f	%
World-integrated education	42	21	Organizational structure	30	15
Infra structure for high level scientific research possibilities	35	17	Quality of education and instruction	26	13
Proficiencies of academic and non-academic personnel for creation, problem solving and innovation	14	7	Quantitative insufficiency of the academic personnel	26	13
			Financial conditions	24	12
Total	91	45		106	53

The findings show that the rectors want to increase quality of instruction to reach international standard. It has been understood that the rectors would like to prepare their universities for globalization. This may mean that higher education institutions are regarded as propulsion by them.

Since, to produce and disseminate knowledge is most important function of the universities, to increase the research capacity is natural for the rectors. The rectors also

7

8

feel the necessity of preparing the scientific infra structure of the newly established universities in Turkey.

The findings show that the rectors would like to work with creative, problem solver, innovative faculty and staff. Just as, they would like to increase academic qualities of the faculty.

The changing and developing conditions of 21st.century changed the capacity and extent of the faculty qualities. This situation is being reflected in rectors wish to change the organizational structure of higher education institutions.

This show that the organizational of the universities in Turkey need to be reviewed to be able to be meet the demands of the 21st.century. In financial situation of the universities is a reflection of general economic conditions of Turkey that naturally the rectors want to improve the financial situation of their universities.

How The Rectors Would Like To Be Remembered As Administrators

The rectors were wanted to be remembered as honest, democratic and hard-working as administrators This findings are consist with their values

Results

As a result rectors as leaders are generally perceived visions in the same manner and the visions include the intellectual richness and the conscious and planned efforts to lead universities of the 21st. century.

BIBLIOGRAPHY

Chance, E.W. *Visionary Leadership In Schools: Successful Strategies for Developing and Implementing An Educational Vision. Charles.* C. T. Publishers 1992:54-64

Ercetin,S.S.Lider *Sarmalında Vizyon.*Önder Matbaacılık.1998

Manase.A.L. *"Vision and Leadership:Paying to Intention"*. Peabody Journal of Education.1985.63(1)150-170

Progogine, I and I.Stengers. *Kaostan Düzene.* Çev: Senai Demirci. Iz Yayıncılık: 145, Düşünce Dizisi:27.1996

Solmann.U. and R.Heinze.*Vizyon Yönetimi.* Yönetim Dizisi. Evrim Yayınevi ve Tic.Ltd.Şti.1995

Thornberry,N. *"A View About Vision"* European Management Journal Vol:15.No:1.1997 February:28-34

O33362

ERIC®

REPRODUCTION RELEASE
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: PERSONAL VISIONS OF THE RECTORS IN THE TURKISH
UNIVERSITIES FOR THE NEW MILLENNIUM

Author(s): S. SULE ERCETIN

Corporate Source:

Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

↑

[X]

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

↑

[ ]

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

↑

[ ]

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

Sign here, → please

Signature:

Printed Name/Position/Title: ASSOCIATE PROFESSOR

Organization/Address: HACETTEPE UNIVERSITY FACULTY OF EDUCATION 06532 BEYTEPE / ANKARA / TURKEY

Telephone: 90 0312 2230127
FAX: 90 0312 2222520

E-Mail Address: sefikasule@superonline.com
Date: 12.10.2000

(OVER)