



Top Managers' Organizational Change Management Capacity and Their Strategic Leadership Levels at Ministry of National Education (MoNE)*

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ABSTRACT

Purpose: The purpose of the study was to identify the relationship between strategic leadership levels of top managers that work in MoNE and their organizational change management capacity.

Research Methods: In the study, a quantitative research design was employed during data collection and the analysis phases. The population of the study was consisted of head workers, educational experts, MoNE specialist assistants, unit managers, teachers working at the head organization of MoNE, and department heads. The data were collected by reaching the all units of the population so in this study, "census" was done.

Findings: It was seen that there was a highly positive relation between the strategic leadership levels of top managers and their organizational change management capacity. It was also found that the subcategories of the SLQ were the meaningful predictors of all subcategories of the OCMQ.

Implications for Research and Practice: It was seen that top managers in MoNE could not indicate strategic leadership attitudes during the organizational change management. Moreover, it was found out that top managers in MoNE were managing directors, they were not technical managers or transformative managers. MoNE should build the capacity of top managers on organizational change management.

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Introduction

It is known that organizations which manage the organizational change have adapted themselves to changing society, and therefore, they become more durable. It is also stated that making radical changes on organization's own strategy and structure is important for evading the threats from surroundings (Hannan and Freeman, 1984). Organizational culture and learning organizational structure also have an important role in organizational change together with technology, structure, human and environment (Benneth, 2008; Lawler and Silitoe, 2010; Tseng and Mclean, 2008). The other important thing for the organizations is being ready to change before the change starts (Annulis and Gaudet, 2007; Tarraco, Hoover & Knippelmeyer, 2005). Agaoglu (2006), Chermach, Lynham & Merwe (2006), Lawler and Silitoe (2010) with Wang (2007) point out in their studies the importance of organizational learning and learning organization approach for managing the institutional organizational change in large-scale organizations. It has occurred that organizational change is one of the most important factors for providing organizational development according to the results of these researches on management of organizational change aforementioned. Besides, it is stated that the necessity of determining of readiness level for the aspect of change, having a higher organizational commitment, having the characteristic of learning organization aspect and being concerned with the stage of change management in the change would be done in the organizations (Ak, 2006). The culture of the organization, sharing the common vision with all of the partners, performance of the ones who have a role in the change, whether having a strong leadership character, how to manage the resistance against the change are the important criteria for carrying out the change by organizations (Ozdemir, 2013). Cadwell and Gould (1992), stated that developing vision, measurement, strategies for leadership, providing confidence, developing communication, forming an efficient team for the change and forming a structure or model for change are vital and an effective organizational change occurs by this way.

Those studies emphasize the strong leadership character besides necessity for a common vision, creating strategies and providing a model for change. It is difficult to perform a successful change in the organizations because they are open social systems and mental and emotional dimensions should be considered (Burnes, 2004). In other words, organizations should move with two basic factors: a strong leadership role and commonly designed and shared strategy. Strategically, leadership is the approach which combined these two aspects. According to Vera and Crossan, if organizations need change, they need to have a learning organization aspect. And to create learning organizations, top managers should have strategical leadership characters (Vera and Crossan, 2004). It is seen that strategic leadership is vital for organizational change management and transforming the organization.

Organizational Change Management

The organizational change could be planned or non-planned; urgent or staggered (Ozdemir, 2013). Senge has put forward the learning organization approach with fifth discipline approach in the midst of the 1990's and expressed that learning organization aspect was the most important factor for organizational change. Besides this, Lewin

manifested changing as unfreezing, moving and de-freezing in his three-stage changing model. Lawler and Silioe (2010) and Orucu (2012), have stated that unfreezing should be understood as dissociation in organizational culture and present work process; moving should be understood as starting the organizational change by passing a new system; defreezing should be understood as the institutionalization of all manner and applications of the new system has emerged. It is very important to make the employees feel safe psychologically in unfreezing stage; motivation and power for moving stage; fasten upon the new manners and values which provide to get into the new system in defreezing stage (Burnes, 2004). If the top manager follows these stages, he/she manages organizational change well.

Another approach which is similar to the change management approach of Lewin is provided by Fullan (2007). According to Fullan (2007), the point for change that should not be neglected is authorization should be top-down and participation should be bottom-up. Another important aspect as it is that there should be a monitoring and evaluation mechanism. This point of view shouldn't be overlooked that force (supervision) without support to change would cause resistance. Support without force would cause wasting of sources. Therefore, balance between support and force (supervision) to successful change operation should be created.

Strategic Leadership

After the 1980's leadership studies have become changed and renewed, especially after the midst of 1980's change has directed to strategical leadership from supervisory leadership (Boal & Hooijberg, 2001; Yukl, 2002). It can be said that this change in the emphasis on leadership research has emerged from Upper Echelon Theory of Hambrick and Mason (1984). According to Wheelen and Hunger (1995), one of the important responsibilities of top managers is to determine the climate of the organization. Employees in the organizations want to have a vision in which direction they should work. It is the strategical leader who will give this direction to employees. The strategical leader is also a leader who has strategical thinking and strategical planning skills. Pisapia has developed a scale for performing empirical studies on strategical leadership. This scale has five different dimensions which are bartering, managing, bonding, bridging and transforming (Pisapia, Guerra & Semmel 2005). The dimensions in the scale were changed in the studies performed in Turkey while translating to Turkish as managing - executive leadership; bonding - ethical leadership; bridging - political leadership, transforming - transforming leadership; bartering - associational leadership (Altinkurt 2007; Aydin, 2012; Elma, 2010; Kilinckaya, 2013; Ugurluoglu, 2009; Ulker, 2009). In this study, the sub-dimensions are mentioned as in Turkish. Here are these sub-dimensions:

Transforming leadership: This transforming leadership concept has been systematized by James McGregor in 1978. In his classical work of Leadership on political leadership, he has defined two kinds of leadership as transactional and transformational leadership. Bass (1985) has enhanced this difference a step forward and performed experimental research on it (as cited in Burnes, 2004). To him, a leader is the one who confects high-level spirits, motivation, and performance on the team.

Transforming leaders do not react to environmental situations but create a new environment. They use these steps (Charisma or idealized effect, inspired motivation, intellectual stimulation, individual support) while creating this new environment (Bass & Avolio, 1993). *Managing leadership*: Managing leaders are enviable for managing short-term goals and daily activities. Some organizations force the employees to be managing leaders. Management culture emphasizes fluency and control. A managing leader, however, focuses his energy on goals, sources, organizational structure or human; he is a problem solver (Mullins, 1996). Shortly, the leader looks for which problems should be solved and the best way to reach the needed results for the contribution of people to the organization. *Ethical Leadership*: Billy Grace who is the founder of ethical leadership has developed the 4V model. The dimensions of this model are values, vision, voice, and virtue (Celik, 2000). Ethical leadership is stated as the heart of the leadership and deemed an important concept in the aspect of management (Yukl, 2002). Heart of the leadership statement means the values, beliefs, and desires of a leader. The mind of the leader reflects the mental capacity, his theories related with implementation and abilities of the leader. *Political leadership*: Mintzberg (2014) defines the organizations as political arenas and states that individuals have to manifest political attitudes and skills in certain situations for being successful. Administrators and employees direct their efforts to work as a team with the others instead of individual duty and obligations; communicate directly with customers and buyers or reflect their management skills to the meeting, coordination and facilitating of the others works (Burnes, 2004). So, it can be said that political leaders can easily perceive the social signs and read the behavioral motivation of the followers, and have the skill for influencing and controlling and efficiently building up communication webs in the organization. *Bridging Leadership*: The aim of this leadership is to build up stronger allies and relationships. These relationships cover both employees and outer partners. The leader should observe win-win policy in the relationship by moving reciprocal dependence principle. The leader should do this reinforcement for the aims of the organization, not for his interests. He also uses his present relationships in the direction of the aims of the organization (Pisapia, 2009).

MoNE has been in a reconstruction period. Another important aspect which is important as structural changes are the new attitudes which is brought by the new structure. It is important to know what kinds of organizational change management strategies should be performed by top managers according to the perception of MoNE employees for the institutionalization of this renovation. Also, the managing capacity of the new structure by the administrators according to the perceptions of employees is important. Leadership attitudes and skills for managing the change of top managers are not considered before for evaluation of the restructuring process in MoNE. It is aimed to manifest perception of employees operating for change performed in MoNE and leadership skills of executives to these operations. By the help of this study, MoNE may prepare a training program for top managers to build their capacity on organizational change management.

The aim of the research was to manifest the relationship of strategical leadership behavior of top managers of the central organization in MoNE with competency for

managing organizational change. Therefore, the answers to these questions were sought:

RQ1. How are the strategical leadership attitudes of top managers in the central organization of MoNE according to the perception of the employees?

RQ2. How are the competencies for managing the organizational change of top managers in the central organization of MoNE according to the perception of the employees?

RQ3. Is there any relationship between strategical leadership attitudes of top managers in the central organization of MoNE with managing the organizational change according to the perception of the employees?

RQ4. Are strategical leadership attitudes of top managers a significant precursor of competency of managing organizational change according to the perception of employees who work in the central organization of MoNE?

Method

Research Design

Data collection and analysis were performed in a quantitative research model in this study. Although general opinions are obtained in qualitative studies, profound information cannot be obtained. It is managed in correlational survey model. Causality and correlation comparison are made between variables in relational studies (Gall, Borg, Gall, 2007).

Research Sample

The universe of the research consisted of chiefs, assistant specialists of national education, education specialists, branch managers, assigned teachers, inspectors of education, and department heads who are the employees in a central organization of MoNE. When the number of them were considered, there were 160 department heads, 50 inspectors, 180 branch managers, 350 assigned teachers, 150 assistant specialists, 160 education specialists, and 550 chefs. As all units of the universe have been reached and the data has been collected, a "census" was made in this research. (Gall, et al., 2007).

Research Instruments and Procedures

It was aimed to evaluate organizational change management in MoNE in the point of view of strategical leadership based on the opinions of employees who work in a central organization of MoNE. Strategical Leadership Scale (SLS) which was developed by Guerra and Pisapia that was adapted to Turkish language and culture with Organizational Change Management Scale (OCMS) which was developed by Ak (2006) were used for the research and applied to employees in the central organization of MoNE. SLS consisted of five sub-dimensions (managing leadership, ethical leadership, political leadership, transforming leadership and bridged leadership) and

35 articles. OCMS has consisted of four sub-dimensions (determining the need for change, preparation for changing process, applying the change and evaluating the change) and 67 articles. Both of these scales are in five-point Likert type.

Data Analysis

912 data collecting tools were delivered and 603 of them returned (66 %) in this research. It is found that 523 of them (58 %) could be analyzed when the researcher examined them. SLS (Strategical Leadership Scale) is translated into Turkish by 5 experts of this field. The Turkish version of the scale was recreated and then sent to 4 field experts. Then it was examined by a Turkish language expert. After these processes, this scale was applied to 10 people in sampling and asked for their opinions. After the final forming of the scale it was delivered to 202 individuals in the central organization of MoNE for validity, and Confirmation Factor Analysis (CFA) was done with obtained data in Lisrel 8.0.

CFA is a type of analysis that test for affirmation as a model that a structure which was defined and limited before (Brown, 2006). This analysis is used for affirmation of a theoretic structure or model. Besides this, CFA is used for evaluation of the validity of structure (Joreskog and Sorbom, 1993). Simsek (2010), stated that the standardized value of observed variables is fixed to "1" ; therefore, values of latent variables should be lower than "1". A load of observed variables of standardized parameters on latent variables should be minimum 0,20. According to this condition, it was seen that the factor loads of the questions representing each factor took values between 0.29 and 0.92. In addition to estimated parameters, t-values which were calculated by dividing every parameter value to standard error should also be checked. If there is a red arrow on "t value", the mentioned item does not have a significant value on 0.05 level (Simsek, 2010). It has been seen that there was no trouble on factor loads which go to latent variables to observed variables when the t values examined on path diagram were checked for obtained results.

Explanations of observed variables by latent variables are defined by t values. If estimated parameter value exceeds 1.96 it is meaningful on 0.5 level; if it exceeds 2.56 it is meaningful on 0.01 level. When CFA t values are examined, it is seen that all the articles which belong to "Ethical", "Political", "Managing", "Transforming" and "Bartering" factors were meaningful on 0.01 level. It was seen that estimated parameter values (t values) between latent variables which is the basic hypothesis related with latent variables of CFA is provided for data matrix. Significance of all of t values that are parameter values is required but not sufficient for accepting the model as the acceptable or accurate model. Besides, as a criterion whether if it is a fully acceptable model, statistics of the goodness of fit should be calculated (Çelik and Yilmaz, 2013; Simsek, 2010); primarily the ratio between chi-square with a degree of freedom. If this ratio is less than 2, it is a perfect fit, and 2-3 shows an acceptable fit. The other criteria are RMSEA (Root Mean Square of Approximation), GFI (Goodness of fit index), AGFI (Adjusted Goodness of Fit), CFI (Comparative Fit Index) and IFI (Incremental Fit Index) and standardized RMR (SRMR/ Root Mean Square Residual).

It is considered that RMSEA and SRMR should be less than 0.08 and is less than 0.05 is considered as perfect compliance indicator (Kline, 2005).

It manifests that having 0.95 and higher values of CFI, IFI, NFI and NNFI, AGFI a perfect fit; being 0.95 - 0.90 is a good fit (Simsek, 2010). It is stated in some different sources that higher than 0.85 is also acceptable (Kline, 2005). Some values have “perfect fit” and some of them have “good fit” when the compliance of model which is obtained as a result of CFA to the goodness of fit indexes (AGFI value is .85, CFI is .97, NFI is .94, NNFI is .97, IFI is .97, RMSEA is .07 and SRMR is .08). AGFI value is in the acceptable limits which are stated by Kline (2005).

The specified situation related to compliance with these ranges is given in the model compliance column. It is seen that the ratio of chi-square to the degree of freedom manifests the good fit and values belonged to this study are generally in acceptable level when the goodness of fit statistics was examined. Collected data were analyzed with SPSS 16 program. Cronbach Alfa value of SLS was 0.96 and Cronbach Alfa value of (OCMS) was 0.98.

Results

In order to determine the perceptions of top managers on strategic leadership behaviors in the central organization of MoNE, the arithmetic mean and standard deviation were calculated and given in the following table on the basis of strategic leadership behaviors sub-dimensions. When the sub-dimensions of strategical leadership behaviors were examined in Table 1, it can be seen that senior executives manifest general managing leadership relatively (M= 3.45). Political leadership follows this attitude (M= 3.01). According to employees' perceptions, senior executives exhibit relatively less transforming leadership behavior (M= 2.79) and bridging leadership behavior (M= 2.70).

Table 1

Arithmetic Mean and Standard Deviation Values of SLS

Strategic leadership dimensions	M	SD
Ethic leadership	2.92	.92
Managing leadership	3.45	.84
Transformational leadership	2.79	.87
Political leadership	3.01	.83
Bartering leadership	2.70	.83

Based on these findings, it can be said that top managers in the central organization of MoNE put forward bureaucratic management style and that employees attach importance to compliance with rules and regulations, while they rarely care about the reward system and the participation and opinions of subordinates. Also, it is seen that they have more exhibit managing and political leadership than transforming and bridging leadership attitudes. In other words, top managers of MoNE manifest managing top managers' attitudes according to the perception of employees working on the central organization of MoNE.

Arithmetic mean and standard deviations of opinions of employees were calculated and given in Table 2 on the basis of managing stages in order to determine the perception of employees related with organizational change management skills of top managers in central organization of MoNE. Top managers of MoNE occasionally manifest these skills related to these stages relatively when the sub-dimensions of managing the organizational change in Table 2 are taken into consideration. Top managers manifest skills for determining the organizational change more ($M= 2.72$) and they manifest skills for evaluation of organizational change less ($M= 2.62$) according to the perception of employees.

Table 2

Arithmetic Mean and Standard Deviation Values of OCMS

Change Organizational Management Dimensions	M	SD
Determining stage of organizational change	2.72	.91
Preparing stage of organizational change	2.68	.87
Implementing stage of organizational change	2.66	.85
Evaluation stage of organizational change	2.62	.81

Based on these findings, it can be said that top managers have better skills to determine the organizational change than the evaluation of the organizational change. The relationship between strategical managing behaviors and competency of managing the change of top managers in the central organization of MoNE is given in the following table.

Table 3

Pearson Values of SLS and OCMS

		1	2	3	4	5	6	7	8	9
Strategic leadership	1.Managing	-	.63*	.72*	.62*	.50*	.41*	.48*	.51*	.49*
	2.Ethic		-	.74*	.83*	.83*	.59*	.64*	.71*	.65*
	3.Politic			-	.77*	.73*	.55*	.62*	.67*	.61*
	4.Transformation				-	.86*	.63*	.69*	.73*	.66*
	5. Bartering					-	.61*	.65*	.72*	.65*
Organizational Change Management	6. Determining stage						-	.81*	.73*	.64*
	7.Preparation stage							-	.85*	.73*
	8.Implementation stage								-	.81*
	9.Evaluation stage									-

There is a significant relationship on medium level and in positive direction between managing leadership with determining the change ($r = .41, p < .01$), preparing to change ($r = .48, p < .01$), implementing change ($r = .51, p < .01$) and, with the dimension of evaluation of change ($r = .49, p < .01$). Besides, there is a significant relationship on positive direction between ethical leadership with determining the change ($r = .59, p < .01$), preparing the change ($r = .64, p < .01$), implementing the change ($r = .71, p < .01$) and, evaluating the change ($r = .65, p < .01$). In addition to this, there is a significant relationship in positive direction between political leadership with dimension of determining the change ($r = .55, p < .01$), preparing the change ($r = .62, p < .01$), implementation of change ($r = .67, p < .01$), evaluation of change ($r = .61, p < .01$). There is also a significant relationship in positive direction between transforming leadership with dimension of determining the relationship ($r = .63, p < .01$), preparing change ($r = .69, p < .01$), implementation of change ($r = .73, p < .01$) and, evaluation of change ($r = .66, p < .01$). Finally, there is a significant relationship in positive direction between bridging leadership with the dimension of determining the change ($r = .61, p < .01$), preparing to change ($r = .65, p < .01$), implementation of change ($r = .72, p < .01$) evaluation of change ($r = .65, p < .01$). Based on these findings, it can be said that the competency of managing of organizational change increases by increasing their strategical leadership attitudes. Results of regression analysis which was performed to determine whether strategical management attitudes of top managers of MoNE are significant predictor for their competency of managing organizational change are presented in the Table 4.

Table 4*Regression Analysis Results of SLS and OCMS*

Variables	Determination			Preparation			Implication			Evaluation		
	β	<i>t</i>	<i>p</i>	β	<i>t</i>	<i>p</i>	β	<i>t</i>	<i>p</i>	β	<i>t</i>	<i>p</i>
Constant		5.73	.00		3.90	.00		3.22	.00		-.08	.93
Managing	-.24	-.47	.63	.01	.29	.76	.05	.10	.09	.05	1.17	.24
Ethic	.11	1.64	.10	.10	1.67	.09	.19	3.34	.00*	.18	2.79	.00*
Politic	.12	1.90	.06	.15	2.73	.00*	.17	3.21	.00*	.15	2.53	.01*
Transform.	.30	3.91	.00*	.36	5.02	.00*	.26	3.98	.00*	.17	2.32	.02*
Bartering	.17	2.27	.23	.13	1.85	.06	.20	3.12	.00*	.21	2.97	.00*

Determination: $R=.65$, $R^2=.42$; $F= 76.84$, $p<.05$; Preparation: $R=.71$, $R^2=.51$; $F= 110.07$, $p<.05$; Implication: $R=.77$, $R^2=.59$; $F= 154.32$, $p<.05$; Evaluation: $R=.70$, $R^2=.49$; $F= 101.41$, $p<.05$.

It is seen that managing leadership, ethical leadership, political leadership, transforming leadership and bartering leadership have significant relationship together with the dimensions of determining the organizational change ($R = .65$, $p < .05$), preparing the organizational change ($R = .71$, $p < .05$), implementing the organizational change ($R = .77$, $p < .05$) and evaluation of organizational change ($R = .70$, $p < .05$) when the Table 6 is examined. According to the regression analysis the only significant predictor of the stage of determining the organizational change is transforming leadership ($\beta = .30$, $p < .05$). The significant predictors of preparing to organizational change stage are political leadership ($\beta = .15$, $p < .05$) and transforming leadership ($\beta = .36$, $p < .05$). There are four significant predictors of the stage of implementing organizational change: These are ethical leadership ($\beta = -.19$, $p < .05$), political leadership ($\beta = -.17$, $p < .05$), transforming leadership ($\beta = -.26$, $p < .05$) and bartering leadership ($\beta = -.20$, $p < .05$). The last stage of competency of managing the organizational change is evaluation of organizational change, and it also has four significant predictors as implementation of organizational change: Ethical leadership ($\beta = -.18$, $p < .05$), political leadership ($\beta = -.15$, $p < .05$), transforming leadership ($\beta = -.17$, $p < .05$) and bridging leadership ($\beta = -.21$, $p < .05$). In the light of these findings, it can be said that stage of determining the organizational change would be better by increasing the transforming leadership. In addition to this, it can be expressed that stage for preparing the organizational change would be more fruitful by increasing transforming leadership and political leadership. Finally, it can be stated that stages of

implementation and evaluation would be more efficient by increasing ethical, political, transforming and bridging leadership.

Discussion, Conclusion and Recommendations

When the findings of the research are examined according to the perception of employees it is seen that top managers of the MoNE should have interpersonal roles, conceptual roles and decision-making roles which are necessary to manage the changing process and stated by Burnes (2004). In light of these findings it can be said that top managers of MoNE cannot put forward their characteristics in the subject of managing the change and renovation. This opinion shows parallelism with the study performed by Atasoy and Cemaloglu (2018), Guclu, Kilinc, and Coban (2014) with educational administrators in Turkey. Besides, top managers of MoNE comply with the definition of managing director from the definitions of technical manager, administrative manager, and developer manager in the research conducted by Harris (1986). According to the research of Harris developer director type is the one which provides organizational change and transforming. As the most substantial characteristics of the developer leader, it is especially emphasized to increase the capacity of the members of the group and to give them initiative by empowering the members of the group with a shared vision. Ulukan (2005) said in his research that transformational leadership qualities should be present in the changes to be made in higher education. Finally, Boal and Hooijberg (2001) stated that the main leadership is strategic leadership, and charismatic, visionary and transforming leadership are the second type of leadership. This is in parallel with the findings obtained. It is stated that the top managers of MoNE show administrative managing characteristics. The management style that executives need to manage in order to administrate organizational change is the one which increases the capacity of employees by sharing the vision, giving priority to administrate the change together, consider the psychological aspects of employees that is constructive directorate.

It is determined that there is a positive relationship on a high level between strategic leadership with organizational change management as another finding of the research. Guclu, Coban and Atasoy (2017) expressed that administrators should create a positive atmosphere by showing transformative leadership attitudes and also give the feeling of sharing the same vision and the same thoughts to their followers. Nutt and Backoff (1993) showed that the way to transforming public organizations is to keep transformation by strategic leadership and strategic management approach in their research. Cadwell and Gould (1992) also pointed out that leaders who develop strategy are the essential element of change. It's concluded in the research conducted by Elma (2010) that the institutional transformation in public administration should be solved with a strategic leadership perspective. The regression analysis revealed that all sub-dimensions of strategic leadership characteristics are predictors of sub-dimensions of organizational change management skills. Hence, it is seen that as the level of exhibiting strategic leadership behavior of top managers increase, the skills of managing organizational change will increase. When the body of literature related to

organizational change management is examined, it can be seen that it is expressed in every condition that organizational change can be done by leaders with transforming features (Balci, 2000; Burnes, 2004; Drucker, 1996; Fullan, 2004; Lawler and Silioe, 2010). In the light of this study, researchers can examine the organizational performance in the central organization of MoNE after the restructuring. In addition, the organizational citizenship levels and levels of organizational commitment of the employees in the central organization of MoNE can be revealed or the opinions of the employees in the provincial organization and the employees in the central organization can be compared. Besides, MoNE may plan a training program for top managers in order to build their organizational change management capacity.

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Millî Eğitim Bakanlığı (MEB) Yöneticilerinin Örgütsel Değişimi Yönetme Yeterlikleri ve Stratejik Liderlik Davranışları⁴

Atıf:

- Coban, O., Ozdemir S., & Pisapia, J. (2019). Top managers' organizational change management capacity and their strategic leadership levels at Ministry Of National Education (MoNE). *Eurasian Journal of Educational Research*, 81, 129-146, DOI: 10.14689/ejer.2019.81.8

Özet

Araştırmanın Problem Durumu: Örgütsel değişimi başarılı bir şekilde yöneten örgütlerin gelişen, değişen topluma daha rahat ayak uydurdukları ve daha uzun ömürlü oldukları görülmektedir. Örgütün bu değişimi yaparken kendi strateji ve yapısında radikal değişimler yapması ve çevreden gelecek tehditleri hızlı bir şekilde savuşturmasının da önemli olduğu belirtilmektedir (Hannan ve Freeman, 1984).

⁴ Doktora tezinin özetidir.

Örgütsel değişimde teknoloji, yapı, insan ve çevre ile birlikte örgütün kültürünün ve öğrenen örgüt yapısının da önemli rol oynadığı yapılan çalışmalarda ortaya konulmuştur (Benneth, 2008; Lawler ve Silioe, 2010; Tseng ve Mclean, 2008). Eğitim alanında örgütsel değişim ile ilgili yapılan bir araştırmada, örgütsel gelişim ile örgütsel değişim incelenmiş ve örgütsel gelişim sağlayan örgütlerin değişimi yürütmek için öncelikle örgütsel bağlılığı artırmaları, örgütsel bağlılığı arttırdıktan sonra örgütsel değişimi planlamaları gerektiği vurgulanmıştır (Tarraco, Hoover ve Knippelmeyer, 2005). Örgütlerde değişime başlanılmadan önce, örgütlerin değişim hususunda hazır bulunuşluk düzeylerinin saptanması, örgütsel bağlılığın yüksek olması, örgütlerin öğrenen örgüt özellikleri taşınmaları ve örgütlerde yapılacak değişimlerde değişim yönetiminin safhalarının önemine dikkat edilmesi gerektiği ifade edilmektedir (Ak, 2006). Örgütler, değişime başlamadan nele ihtiyaçları olduğunu belirledikten sonra, değişimi yürütürken nele ihtiyaç duyacaklarını da iyi saptamalıdır. Örgütlerin değişimi yürütebilmesinde, örgütün sahip olduğu kültür, ortak vizyonu tüm paydaşlarla paylaşma, değişimde görev alacakların performansı, güçlü bir liderlik ögesinin var olup olmadığı, değişime direncin nasıl yönetileceği önemli kriterlerdir (Ozdemir, 2013). Cadwell ve Gould (1992), örgütlerde değişimin önündeki engelleri kaldırmak ve böylece daha etkili bir örgütsel değişim sağlamak için vizyon geliştirme, ölçme, liderlik stratejileri geliştirme, güven sağlama, iletişimi geliştirme, değişim için etkili bir takım oluşturma ve değişim için bir yapı veya model oluşturmanın önemli olduğunu belirtmişlerdir. Yukarıda bahsedilen araştırmalar, genel olarak örgütsel değişimi yürütmede, ortak vizyon, stratejiler oluşturma, değişim için bir model oluşturma gerekliliğinin yani sıra, güçlü bir liderlik ögesinin önemine vurgu yapmaktadır. Bunun nedeni, örgütler açık sosyal sistemlerdir ve bu yüzden başarılı bir değişim yapmak oldukça güçtür. Çünkü değişim yaparken sadece yapısal süreçler değil, zihni ve duygusal boyutlarda dönüştürülmelidir. Zihni ve duygusal dönüşümü sağlamanın yolu da liderlikten geçer (Burnes, 2004). Başka bir ifadeyle, örgütler değişim yaparken iki temel unsurla hareket etmelidir. Bunlar güçlü bir liderlik rolü ve paylaşılan ve ortak oluşturulmuş bir strateji. Bu iki temel unsuru bir araya getiren yaklaşım ise stratejik liderliktir. Nitekim NT ve BackOffice (1993) da yaptıkları çalışmada kamu örgütlerini dönüştürmede başarılı olmanın yolunun stratejik liderlik ve stratejik yönetim anlayışıyla dönüşümü sürdürmek olduğunu vurgulamaktadırlar. Vera ve Crossan'a göre örgütler, değişim istiyorlarsa; öğrenen örgüt özellikleri taşımalıdır. Öğrenen örgütler oluşturmak için ise üst yöneticilerin stratejik liderlik özellikleri göstermeleri gerekmektedir (Vera ve Crossan, 2004).

Milli Eğitim Bakanlığı yeniden yapılanma sürecine girmiştir. Bu süreçte yürütülen yapısal değişimler kadar önemli olan bir husus da yeni yapının getirdiği yeni davranışlardır. Bu yeniden yapılanma sürecinde Millî Eğitim Bakanlığı çalışanlarının algılarına göre yöneticilerinin nasıl bir örgütsel değişim yönetimi stratejisi izledikleri, yeniliğin kurumsallaşması bakımından önem arz etmektedir. Ayrıca yine çalışanların algılarına göre, yöneticilerin stratejik liderlik davranışları yeni yapıyı yönetme kapasiteleri de önemli görülmektedir. Millî Eğitim Bakanlığı'nda yaşanan yeniden yapılanma sürecinin değerlendirilmesinde, üst düzey yöneticilerin liderlik davranışları ve değişimi yönetme becerileri daha önceden detaylı olarak ele alınmamıştır. Bu araştırma, hem üst düzey yöneticilerinin değişimi yönetme

kapasitelerini hem de bu yönetim esnasında sergiledikleri liderlik davranışlarını ortaya koyması ve Türk eğitiminin en başat örgütü olan Milli Eğitim Bakanlığı'nun merkez teşkilatının dönüşümünde nelerin yapılabildiği nelerin yapılamadığını göstermesi açısından önemlidir.

Araştırmanın Amacı: MEB merkez teşkilatı yöneticilerinin stratejik liderlik davranışları ile örgütsel değişimi yönetme yeterlikleri arasındaki ilişkiyi ortaya koymaktır. Bu amaçla aşağıdaki sorulara yanıt aranacaktır:

1. Çalışanların algısına göre, Milli Eğitim Bakanlığı merkez teşkilatındaki üst düzey yöneticilerin stratejik liderlik davranışları nasıldır?
2. Çalışanların algısına göre, Milli Eğitim Bakanlığı merkez teşkilatındaki üst düzey yöneticilerin örgütsel değişimi yönetme yeterlikleri nasıldır?
3. Çalışanların algısına göre, Milli Eğitim Bakanlığı merkez teşkilatındaki üst düzey yöneticilerin stratejik liderlik davranışları ile örgütsel değişimi yönetme yeterlikleri arasında anlamlı bir ilişki var mıdır?
4. Milli Eğitim Bakanlığı merkez teşkilatında çalışanların algısına göre yöneticilerin stratejik liderlik davranışları, yöneticilerin örgütsel değişimi yönetme yeterliklerinin anlamlı bir yordayıcısı mıdır?

Araştırmanın Yöntemi: Araştırmanın evrenini, MEB Merkez teşkilatında görevli şef, eğitim uzmanı, millî eğitim uzman yardımcısı, şube müdürü, görevli öğretmen ve daire başkanı kadrosunda çalışanlar oluşturmaktadır. Evrenin tüm birimlerine ulaşılarak veri toplandığı için bu araştırmada "tam sayım" yapılmıştır. Bu amaçla, MEB merkez teşkilatındaki üst düzey yöneticilerin stratejik liderlik davranışlarına ve örgütsel değişim yönetme becerilerine ilişkin çalışanların algılarını belirlemek için Stratejik Liderlik Ölçeği ve Örgütsel Değişimi Yönetme Ölçeği kullanılmıştır. Korelasyon analiziyle MEB üst düzey yöneticilerinin stratejik liderlik davranışları ile örgütsel değişimi yönetme becerileri arasında ilişkiler incelenmiştir. Buna ilâveten, MEB üst düzey yöneticilerinin stratejik yönetim davranışlarının örgütsel değişimi yönetme becerilerinin anlamlı bir yordayıcısı olup olmadığı regresyon analizi ile açıklanmıştır.

Araştırmanın Bulguları: Stratejik liderlik davranışları ile örgütsel değişim yönetimi becerileri arasında yüksek düzeyde olumlu yönde ilişki olduğunu göstermektedir. Regresyon analizi ile stratejik liderlik davranışlarının bütün alt boyutlarının örgütsel değişimi yönetme becerileri alt boyutlarının yordayıcısı olduğu tespit edilmiştir.

Araştırmanın Sonuçları ve Önerileri: MEB üst düzey yöneticilerinin değişimi yönetme ve yenileşme konusunda stratejik liderlik özelliklerini tam olarak ortaya koymadıkları söylenebilir. Bunun yanı sıra, MEB üst düzey yöneticileri, teknik yönetici, idari yönetici ve geliştirici yönetici tanımlarından idari yönetici tanımına uymaktadır. Bununla birlikte, üst düzey yöneticilerin stratejik liderlik davranışları sergileme düzeyleri arttıkça, örgütsel değişimi yönetme becerilerinin de artacağı görülmüştür.

Arařtırmacılar, bu alıřma ıřıęında Milli Eęitim Bakanlıęı merkez teřkilatında, yeniden yapılanma sonrasındaki rgtsel performansını inceleyebilir. Ayrıca MEB merkez teřkilatında alıřanların deęiřim sonrasındaki rgtsel vatandaşlık dzeyleri ve rgtsel baęlılık seviyeleri ortaya konulabilir ya da tařra teřkilatında alıřanlar ile merkez teřkilatta alıřanların deęiřimle ilgili grřleri karřılařtırılabilir. MEB, st dzey yneticilerin deęiřimi ynetme ve deęiřime liderlik etme konusunda kapasitelerini artırıcı eęitimler dzenleyebilir.

Anahtar Kavramlar: Stratejik Liderlik, rgtsel Deęiřimi Ynetme, MEB st Dzey Ynetici, MEB Merkez Teřkilatı