# An Empirical Research On Relation Between Learning Organization And Visionary Leadership In Kutahya, Turkey

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## Abstract

EINSTEIN, has seen the future dream and information power, then performed his genius by dreaming. To dream the aimed future and to focus on, to endeavour on targets, to build a "vision"  are the powers which a leader has to have. Visionary leadership is persuading the communities and formuizing the targets. Enterprises today, can not brand , grown and carry on without having a vision. In the organizations which aim continious development and continious learning, it will be easier to carry the enterprise to the future and to show visionary leadership qualifications if they achieve to become open to changes and should be in interaction with the others and if they should be a living organization. At the end of the study, by making a multiple regression analysis, a positive relationship has been found between learning organisation dimensions; (continious learning, dialog and research, learning as a team, sharing systems, empowered employees,connection between systems and supporting

leadership) and visionary leadership dimensions(planning, visionary organizational leadership, visionary creative leadership)

*Keywords:* Learning organizations, Vision, Visionary Leadership, Living Organism, Future.

## 1.INTRODUCTION

Peter Senge argues that learning organizations require a new view of leadership. He sees the traditional view of leaders (as special people who set the direction, make key decisions and energize the troops as deriving from a deeply individualistic and non-systemic worldview (1990: 340). At its centre the traditional view of leadership, 'is based on assumptions of people's powerlessness, their lack of personal vision and inability to master the forces of change, deficits which can be remedied only by a few great leaders' (op. cit.). Against this traditional view he sets a 'new' view of leadership that centres on 'subtler and more important tasks'. In a learning organization, leaders are designers, stewards and teachers. They are responsible for building organizations were people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models – that is they are responsible for learning…. Learning organizations will remain a 'good idea'… until people take a stand for building such organizations. Taking this stand is the first leadership act, the start of inspiring (literally 'to breathe life into') the vision of the learning organization. "Leader as teacher" is not about "teaching" people how to achieve their vision. It is about fostering learning, for everyone. Such leaders help people throughout the organization develop systemic understandings. Accepting this responsibility is the antidote to one of the most common downfalls of otherwise gifted teachers – losing their commitment to the truth. Learning organizations demand a new view of leadership, leader as designer (Senge 1990: 356). Culture begins with leadership, but because culture is the result of a group's accumulated learning the culture itself will later define the wanted leadership (Schein,2004). To be a LO has no value in itself, it must always serve the broader aims of the organization (Jensen,2005). A Learning Organization has a design and a culture which takes into account the needs of the individuals in the organization (Kline and Saunders,1993) and in a LO members know why. In other organizations they know how (Jensen,2005).

## 2. Conceptual Analysis Of Learning Organizations

According to Peter Senge (1990: 3) learning organizations are: …organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

Organizations learn. Just like individual people, organizations sense circumstances within their environment and they respond. They observe the results of their responses and

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remember the results, along with information gathered from other sources, for reference in designing future responses. This process of sensing, responding, and observing/remembering goes largely unnoticed by the individuals working within the organization due to the complexity of the "anatomy" of organizations. But consciously or not, effectively or not, all organizations are doing these activities over and over. In studying the concept of learning organizations we seek the tools and methodologies that will help an organization learn consciously and proactively in pursuit of its goals. In a learning organization, our purpose for dialogue is to let the meaning of our words permeate through the group, or, to develop fully shared, even synergistic understanding of important information, experiences, goals, etc. among all the people involved (Agarval, 1999).

## 3. Conceptual Analysis Of Visionary Leadership

Visionary leadership refers to the capacity to create and communicate a view of a desired state of affairs that clarifies the current situation and induces commitment to an even better future. A visionary leader as one who "established goals and objectives for individual and group action, which define not what we are but rather what we seek to be or do" (Colton:1985). The visionary leader inspires, challenges, guides, and empowers. This articulated link between dreams and action, between vision and leadership, is well documented in the literature. Bennis and Nanus (1985) claimed that a compelling vision is key to effective leadership in excellent organizations. The visionary leader is not a mystical person somehow connected to intelligences or powers beyond what others know. The visionary leader is one who can clearly articulate what is and what ought to be. But the person who can only articulate a set of descriptors of what ought to be is like the person who accurately predicts rain but cannot envision the need to build an ark. The visionary leader in action has the necessary skills and knowledge to build a new reality (Brown, Anfara, 2003).

## 4.Method And Sampling

The data were collected through a questionnaire based on literature. It was conducted totally 124 officers who work in different departments of Altıntaş District Governership. Learning Organisation Dimensions' Questionnaire was developed by AnketiWatkins ve Marsick (1997) and the reliability of the questionnaire was tested. Seven dimensions of the Learning Organisation Dimensions Questionnaire are continious learning, dialog and research, learning as a team, sharing systems, empowered employees,connection between systems and supporting leadership. (Basım ve Şeşen, 2007; Basım vd., 2007). In Visionary Leadership Questionnaire, the phd thesis of Garry Forrest (2001), named "Investigation of the Relationship Among Leaders' Responses on Four Leadership Inventories" was used by adapting into Turkish. (Öztürk, 2009). Dimensions, planning, motive of succeeding,

leadership of organizational, risk management, utilizing the opportunities, creative leadership and motivation.

### 4.1.  Hypotheses Of The Research

### 4.1.1.The hypotheses of the research are as the following;

H1: There is a statistically significant relationship between the participants' (officers) viewpoints about "planning in visionary leadership" and some learning organisation's dimensions; "dialog and research", "learning as a team", "sharing systems", "empowered employees"," connections between systems" and "supporting leadership" .

H2: There is a statistically significant relationship between the participants' (officers) viewpoints about visionary organizational leadership" and some learning organization's dimensions; "dialog and research", "learning as a team", "sharing systems", "empowered employees"," connections between systems" and "supporting leadership"

H3: There is a statistically significant relationship between the participants' (officers) viewpoints about visionary creative leadership" and some learning organisation's dimensions; "dialog and research", "learning as a team", "sharing systems", "empowered employees"," connections between systems" and "supporting leadership"

### 5. Sampling & Data Collection Tools

The sampling was composed of 124 officers(sivil servants) employed at different departments of Altıntaş District Governership.

### 5.1. Reliability of the Questionnaire

In order to test reliability of the questionnaire, a pre-study was conducted.  As a result of the analysis conducted to test consistency and reliability of 43 questions about Learning oarganisation, (N of items= 43), the Likert type questionnaire data was found to have Cronbach Alpha value of 0,95, which is very close to 1.00. This showed that the questions about Learning Organisation were reliable and could be used in the research. As a result of the analysis conducted to test consistency and reliability of 28 questions about Visionary Leadership (N of items= 28), the Likert type questionnaire data was found to have Cronbach

Alpha value of 0,80, which is very close to 1.00. This showed that the questions about Visionary Leadership were reliable and could be used in the research.

## 5.2. Demographical Characteristics of the Subjects

Shows demographic features of the subjects: Age Distribution: 20-25 Yaş %14,5; 25-30 age %36,5 ;30-35 age %16,5; 35-40 age %14,5 ; 40-45 age %8,9 ; Over 45 %13,7 Marital Status Distribution Married 92 - % 74,2 ; Single 32 - %25,8 Distribution According To Position Officer 47 - %37,9 , Office Boy 2 - %1,6 ;Teacher 50 - %40,3;Policeman 2 - %1,6; Sağlıkçı 5 - % 4 ;Health Worker 18 - %14,5. Distribution Accoding To Departments Land Registry 5 - %4; Education  67 - %54; Governorship  15 - %14,1 ; Health  1 - %13,7; Forestry 13 - %10,5; Treasury  7 - %5,6. Working Time Distribution 1-5 Years  77  %62,1 ; 5-10 Years  25 %20,2 ; 10-15 Years 10  %8,1  ; 15-20 Years  1   %8 ; Over 20 Years  11 %8,9 Distribution Of Education Level High School  24  - %19,4 ; University 99 - %79,8   ; Masters Degree 1 - %0,8

**1.  Multiple Regression Analysis between "Planning In Visionary Leadership" and "Learning Organisation's Dimensions"**

| $R^2$= 41        Adjusted   $R^2$=38        F=13,558        P Value=,000 | β Parameter | t Value | P Value |
|---|---|---|---|
| **INDEPENDENT VARIABLES** | β Parameter | t Value | P Value |
| **DIALOG AND RESEARCH** | ,026 | ,234 | ,815 |
| **LEARNING AS A TEAM** | 1,128 | 1,104 | ,272 |
| **SHARING SYSTEMS** | ,-200 | -1,770 | 1,079 |
| **EMPOWERED EMPLOYEES** | ,-087 | ,759 | 1,450 |
| **CONNECTIONS BETWEEN SYSTEMS** | ,500 | 3,713 | ,000 |
| **SUPPORTING LEADERSHIP** | ,274 | 2,446 | ,016 |

The sub-dimensions of Learning Organisation; dialog and research, learning as a team, sharing systems, empowered employees, connection between systems and supporting leadership , can  explain %38 of the total variance of the viewpoints about "Planning in Visionary Leadership".

**2. Multiple Regression Analysis between Visionary Organisational Leadership" and "Learning Organisation's Dimensions"**

| $R^2$= 79,3        Adjusted   $R^2$=61    F=33,037        P Value =,000 | β Parameter | t  t Value | P  Value |
|---|---|---|---|
| **INDEPENDENT VARIABLES** | β Parameter | t  t Value | P  Value |
| **DIALOG AND RESEARCH** | ,-033 | ,-371 | ,711 |
| **LEARNING AS A TEAM** | ,072 | ,778 | ,438 |
| **SHARING SYSTEMS** | ,014 | ,154 | ,878 |

| | | | |
|---|---|---|---|
| **EMPOWERED EMPLOYEES** | ,058 | ,637 | ,526 |
| **CONNECTIONS BETWEEN SYSTEMS** | ,373 | 3,496 | ,001 |
| **SUPPORTING LEADERSHIP** | ,388 | 4,359 | ,000 |

The sub-dimensions of Learning Organisation; dialog and research, learning as a team, sharing systems, empowered employees, connection between systems and supporting leadership , can explain %61 of the total variance of the viewpoints about " Visionary Organisational Leadership"

## 3. Multiple Regression Analysis between "Visionary Creative Leadership" and "Learning Organisation's Dimensions"

| $R^2= 48,6$    Adjusted $R^2=46$    F=18,459    P Value=,000 | | | |
|---|---|---|---|
| **INDEPENDENT VARIABLES** | **β Parameter** | **t Value** | **P Value** |
| **DIALOG AND RESEARCH** | ,-010 | ,-093 | ,926 |
| **LEARNING AS A TEAM** | ,-117 | 1,079 | ,283 |
| **SHARING SYSTEMS** | ,010 | ,099 | ,922 |
| **EMPOWERED EMPLOYEES** | ,019 | ,177 | ,860 |
| **CONNECTIONS BETWEEN SYSTEMS** | ,207 | 1,645 | ,103 |
| **SUPPORTING LEADERSHIP** | ,433 | 4,135 | ,000 |

The sub-dimensions of Learning Organisation; dialog and research, learning as a team, sharing systems, empowered employees, connection between systems and supporting leadership , can explain 46 % of the total variance of the viewpoints about " Visionary Creative Leadership"

## 6.CONCLUSION

After making a multiple regression analysis, there is a statisticallay significant relationship between visionary leadership and learning organisation's dimensions. In the future, the most successful people and the institutions will be the one, which learn easily and fast learn. Today, they have knowledge and experience, but it wll not be enough in the future. Information and technology are developing and the only way to gain speed is to identify the learning needs and then, try to achieve effective learning.   (Braham, 1998: 13-14). Developing learning structure and capacity, and to keep up with fast imrovements and innovations will be the main qualifications of the successful organisations. An executive, who has visionary and innovative approach must have a qualification in reading different developments and cases different from the others. In learning organisations which have this

qualifications, it will be easier to show vision development and visionary leadership qualifications.

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