

# LEADERSHIP WITH A SHARED VISION IN THE 21<sup>ST</sup> CENTURY: LESSONS FROM ATATURK

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## ABSTRACT

*This paper develops an understanding of leadership with a shared vision for an organization and a nation. Leadership with a shared vision motivates people to develop and utilize all the required resources effectively, efficiently and ethically for solving common problems and achieving successful results. The paper shares some insights for building a successful leadership with a shared vision from the successful practices of the twentieth century.*

*Among the most successful leaders of building a shared vision in twenty century is Mustafa Kemal, known as Ataturk (Father of the Turks). He is the founder of modern Turkey. Building a shared vision under the severe political, economical, social, educational, technological and cultural conditions of the day was one of the most important achievements of the twentieth century.*

*In this study, I asked the following question: what were the main sources of Ataturk's leadership qualities, where and how he gained them? Specifically, I focus on studying his schooling to understand the nature of his leadership knowledge, skills, and values. I analyze the capabilities of the members of his immediate inner circle and his followers who played an important role for the success of his leadership. Finally, the paper examines the external and internal factors that influence his leadership and building the shared vision. The study focuses on the managerial aspect of leadership within the framework of the strategic management process.*

*The results of the study indicate that the main sources of Ataturk's Leadership and Shared Vision were his broad knowledge, superior skills and strong universal values. He obtained these qualities through educating himself at home, military schools, and variety of environments by working with his followers in real team settings. The contemporary leaders at every*

*institution should educate themselves and the future leaders for developing leadership with a shared vision. The lessons from Ataturk's Leadership might be useful for this purpose.*

## INTRODUCTION

The twentieth century has been a remarkable period of challenges and contrasts. While it has been a hallmark for enlightenment, achievement, and eye-blinding advances in science, technology, economic growth and globalization, it is also a period of incapacity and injustice. History will mark this time for prosperity while it will also be remembered for its unfair distribution of wealth.

The future will register it with the moon walk and mars landing in space; on the earth it will be the hunger, poverty, inequality, terrorism, wars, environmental destruction and unemployment. On one hand it will represent the world shrinking to a global village; on the other hand it will be biggest divide between countries in many venues of life. In spirituality, economics, social, political, and technological arena the twentieth century will remain a time of unprecedented incongruence between people. I feel responsiveness and responsibility are the key issues for direction. Whether at the organizational level or national interrelationships, leadership with a shared vision will drive the process. While I aspire for a better world so all can benefit from the experience of the past. As such, one of the most interesting case histories is the Leadership with Shared Vision of Ataturk.

## Objective of the Study

The main objective of this study is to develop an understanding of leadership with a shared vision by studying Ataturk's Leadership. I examine Ataturk's Leadership practices and the process of building a shared vision. I investigate the nature of his Leadership qualities, and try to determine where and how he

obtained them by examining the sources of his leadership qualities. Specifically, I studied Ataturk's education in the schools, and events in the military and the political institutions to determine the nature of knowledge, skills and values that played important role for his Leadership and building the Shared Vision.

I analyzed the external and internal political, economical, social, technological, military conditions, and international relations, and investigate how these conditions affected Ataturk's Shared Vision. What were the strengths, weaknesses, opportunities and threats of these conditions that inspired Ataturk and his followers for developing a shared vision. I also examine how he influenced and motivated his followers to support the Shared Vision, and even sacrificed their lives for its achievement (Erickson, 2001). Finally, I seek some lessons from Ataturk's Leadership practices for the leaders of the twenty first century that may contribute to contemporary leadership perspectives.

## **THE CONCEPTS AND THE FRAMEWORK OF THE STUDY**

### **Leadership**

Despite extensive research about leadership, it is one of the most visible, yet, least understood phenomena (Burns, 1978). In literature, leadership has been conceived as a matter of personality, behavior, contingency, group process, and influence on others in an organizational or national context. One expert, (Yukl, 2002) defines leadership as a process of influencing others to understand and agree about what needs to be done effectively, and the process of facilitating individual and collective efforts to accomplish the vision. Recently, various models including transformational leadership (Tichy, and Devenna, 1986), charismatic leadership (Conger, 1988), self-leadership (Manz, and Sims, 1987), visionary leadership (Nanus, 1992), and democratic leadership (Sen, 2003) have been developed as an alternative to the form of leadership where command and control has been central.

Leadership studies provide variety of explanations for successful leadership, including personal qualities, contingencies, and the role of the followers (Weiner, and Mahoney, 1981; Burke, Richley, and DeAngelis, 1985; and Kotter, 1996).

In this study I define leadership as a process of working

with partners collectively, democratically to establish shared vision, develop strategies, motivate and energize people continuously for achieving it. However, one of the most important tasks of leaders is the development of a shared vision. It is the shared vision that leads the leaders, his/her followers, organizations and nations to success.

### **Shared Vision**

A shared vision defines the common desire of a future state that people, organizations and nations would like to be at. It creates focus, identifies direction, unleashes power and allows you full steam ahead (Blanchard, and Stoner, 2004). It is the shared vision that unites people in the common effort. A shared vision of the future should mobilize action, explain what is to be done, and align core values of the people who will implement it. The shared visions are about good results that everyone wants and can support. It needs to inspire everyone in the group to succeed. It should be clear, objective and the people must be able to see and understand how it can be attainable (Thompson, Arthur J., and Strickland, A. j., 2001; and Carpenter, Mason A., and Sanders, Gerard Wm., 2007).

The shared vision may change and adapt to the changing of economical, political, social, technological and global conditions, but its real value stays in the minds of people as a dream to inspire them.

### **Elements of Shared Vision**

The elements of shared vision usually include shared mission, objectives, and shared values.

**Shared Mission:** Shared mission deals with the present scope of the vision. It states who we are and what we do to achieve our vision. It broadly describes the present capabilities, needs and activities to achieve the shared vision.

**Objectives:** Objectives convert the strategic vision and mission into specific performance targets, results and outcomes. They are measurable and specific targets that contribute objectively toward achieving vision and mission. The objectives are often broken down into specific targets for each unit of organization, and serve as yard sticks for tracking an organization's performance and progress.

**Shared values:** Shared values state how human resources should conduct themselves, why and how they should work to achieve shared vision. Shared values are deeply held beliefs that define what is right and important for us. They provide guidelines for our

choices and actions. They help drive and shape the behaviors of individuals within a team. The shared values are commonly seen as an important source for success (Lebow, and Simon, 1997; Womack, Jones, and Roos, 1990; Rushworth, and Kidder, 1994). Shared values provide reasons, beliefs and means for developing shared vision, mission, and objectives. Every strategic decision and action are rooted in values of individuals, organization and nation. Shared values are the glue of holding vision, mission, and objectives together.

The values are at the center of every decision and action. They guide us to achieve vision, mission and objectives successfully. Recent leadership studies indicate that the values have been the key factor of determining the success of many leaders (Farkas, and De Backer, 1996; O'Neil, 2004). The importance of values knowledge has been explained recently (Rushworth, 1994; Lebow and Simon, 1997; and Trompenaars 1998).

## **Leadership and Developing a Shared Vision**

The process of developing a vision includes a variety approaches. These approaches include the chief architect approach, the delegation approach, the collaboration or team approach and the entrepreneur approach (Brodwin, and Bougeouis, 1984). This study focuses on the team approach which is more suitable for developing the shared vision.

Leaders play a key role for building the shared vision as the chief architect and an entrepreneur. They see the needs, problems and opportunities of their organization and nation. They describe and communicate what they see as a problem and identify the solutions and communicate them to the partners.

The shared vision is the most important task of the leaders, individual, organizations and nations. It has to be created with full agreement by using the common desires, knowledge, skills and values of the group. It is a vision for all that they understand and will be able to adjust and continuously adapt and contribute their best efforts to achieve it.

Leaders have to know the past and present economical, political, social, technological and global conditions and predict the value of the results of the shared vision. They should know the capabilities of the partners, organization and nation which will play the central role for achieving the stated shared vision, mission, and objectives. Leaders should know what process or systems to create, adopt and adapt the changing

conditions along the way of achieving the shared vision. Leaders should inspire people to share, and utilize their vision, mission, and objectives for turning them into reality (O'Neil, 2004; and Hesselbein, 1996).

## **Framework of the Analysis**

The analyses of Ataturk's leadership will be within the frame of the strategic management process. In this process, we will focus on developing his Shared Vision. Leaders play a crucial role in this process in interpreting the environment and formulating and implementing a strategic plan. The environment encompasses both external and internal factors including economical, political, social, and technological and international relations. I explore the internal and external factors which play an important role for building the shared vision, by utilizing the Organizational or National Life Cycle Theory (Adizes, 1988). According to this theory, organizations and nations are born, grow, standardize, decline, and die like every living thing.

Leaders are the integral partners of the human resources for designing the shared vision (Manus, 1992). We examine what a leader contributes as an individual to the leadership process. I explore personality traits and behavioral styles as an important part of leadership process. The followers are also an important component of the leadership process. Their knowledge, skills, values and how they learn, how they behave in work groups, and how they communicate affect leader-follower dynamics. This paper examines followers as individuals and as members of groups, as well as the role communication plays in their relationship with leaders.

In the leadership process, the leader affects and is affected by followers and the environment within which he/she operates (Bratton, Grint, and Nelson, 2005). In this study, I focus on the administrative aspects of leadership in the complex interplay among the stage of a nation's life cycle, and the behaviors, knowledge, skills, and values of the followers which play the central role for developing a shared vision.

## **ATATURK'S LEADERSHIP AND THE SHARED VISION**

### **Ataturk's Leadership**

Ataturk is the founder of modern Turkey and his achievements are not less than the epitome of a revolutionary transition under the most severe adversity. Ataturk thwarted the Allies plan to partition the Turkish core of the remnants of the Ottoman Empire, and

fought with the strongest armies of the allied forces to gain independence for his nation. He established and shaped the Turkish Republic, perhaps the strongest and the most democratic nation in the Middle East, and among the Islamic countries. He abolished the caliphate, and the Ottoman Sultans' administration, and founded the Turkish parliament. The foundation of the Republic of Turkey was laid out by his vision from the ashes of the Ottoman Empire. He was a shrewd politician, and the greatest nation builder of the modern history.

Ataturk's leadership practices have been acknowledged by many heads of states (Kalipci, 2005; and Ozankaya, 2000). Recently, Andrew Mango (2000) described Ataturk as one of the most important statesman of the twentieth century. President George W. Bush said that "Ataturk was the best leader not only for the twentieth century, but for the millennium, without any doubt". The 152 members of UNESCO agreed in 1976 that member states should celebrate Ataturk's hundredth birthday at the same time. The decision was announced with the following words (Kalipci, 2005):

*Presently, all of the UNESCO's projects that we work on them are named from the Ataturk's leadership model. He was a great person who worked for the global understanding, cooperation and peace; he was a great modernizer who succeeded exceptional reforms; he was the first leader who fought against the colonialism and expansionism; there is no other state head like him who respected human rights; he was the leader of the world peace, and never discriminated people because of their color, language, religion and ethnicity during his life time; and he was the gifted state head, and the founder of Republic of Turkey".*

The statement "To think and be like Ataturk" became the common motto not only in Turkey, but in many other countries. Many books and articles have been written about his leadership, and achievements. But, still the world falls short of recognizing the saliency of Ataturk's leadership. Most recently, some of the important members of the European Union (EU) requested that Ataturk's pictures be removed from the public offices in Turkey. This was one of the conditions of the negotiations about Turkey's candidacy for becoming a member of EU. A lack of understanding of Ataturk might be due to lack of books and articles written about him in languages other than Turkish. The other reason could be the difficulty in understanding the real value of Ataturk's leadership. In this study we will focus on building process of the Shared Vision which is the center piece of the Ataturk's Leadership process

## **Ataturk's Shared Vision**

To become a fully independent nation and bring the nation to the level of contemporary civilization and beyond. He wanted his people to live a quality life of freedom with equal opportunities, peace, and happiness just like the other developed nations. He realized that his people were living a relatively lower standard of life than the contemporary developed nations' people. He desired to catch up with the developed nations and surpass them.

## **Ataturk's Shared Mission:**

The mission of Ataturk's Shared Vision is:

To drive the Occupied Forces from the Motherland for the establishment of an Independent Nation,  
To develop the nation's political, economical, social, educational, technological, military, and cultural institutions for becoming a modern nation, and  
To educate people to develop nation's scientific, artistic, cultural and civic activities for the improvement of their quality life.

## **Ataturk's Objectives:**

The objectives of Ataturk's Shared Vision are:

To establish unity among people, build new armies, develop and prepare resources to fight back against the Occupying Allied Forces,  
To establish a parliamentary government that had its members elected by the people with a modern constitution,  
To end the Sultanate, and the Caliphate,  
To provide people equal opportunities for political, economical, and educational activities,  
To end the Capitulations to imperial powers and start the free market economic activities with the help and guidance of the government,  
To establish international relations based on mutual respect and the common goal of achieving peace at home and abroad,  
To restructure the old religious schools and start the new secular schools and universities for educating people with the contemporary knowledge,  
To adopt modern technologies and start industrialization with the new production and services,  
To restructure and build new medical, social, arts, science, music, historical, language, literature, sport, and other public institutions,  
To abolish the Arabic alphabet and adopt the Latin alphabet,  
To abolish Canonical Law and adopt Secular laws with contemporary requirements,  
To establish universal suffrage,  
To abolish the fez, veils, and traditional clothing, and

adopt modern clothing for both men, and women, and To adopt the Gregorian calendar, Metric Weights and Measures and Western-style Surnames.

## **HOW ATATURK DEVELOPED THE SHARED VISION**

### **Focusing on the Realities and the Needs of the Present Conditions**

Ataturk was born in 1881 in Salonica, and educated in Military Schools during the period of 1888-1906. This time period coincided with the declining period 1699-1923 of the Ottoman Empire. During this period, the Empire lost many wars and some parts of the country (Gulcan and Sensekeri, 2001). The citizens of the Empire, especially in the Balkans were heavily influenced by the freedom movement of the French Revolution and nationalism. Many European nations utilized the new knowledge and ideas of the Industrial Revolution in their technology and economics and made necessary political and educational changes toward national development. Meanwhile, the Ottoman Empire which was ruled by the absolute power of Sultans did not make the necessary changes, and did not adopt the contemporary knowledge and technological development of Europe and became poor economically and administratively.

The movement of freedom and nationalism encouraged by the European nations and Russia caused many uprisings of many non-Muslim groups in the Balkans. The local uprisings in the Balkan followed with the interventions of European nations and the wars of Russia, Serbia and Montenegro. Bulgaria, Bosnia and Herzegovina, Greece, Albania, and Cyprus joined this movement. These movements spread to Libya, Egypt in the South and Armenia, and Kurds in the East of the Empire. As a result, many parts of the Empire lost and the boundaries were contracted.

The economic conditions of the Empire were deteriorating. The income from taxes was not coming; the agricultural based economy was not generating enough output to support military expenses and the salaries of the administrator. The indigenous early industrial development was destroyed by the capitulations. Consequently the treasury of the Empire was empty and the military power and logistics were inferior to that Europe and Russia.

The Empire was bound to decline and the ruling Muslim community was dominated by serious tension. Russia and European nations were calling the Empire a "sick man" and they wanted to finish it up. Every where Muslims of the Empire were thinking that they are loosing their independence, and the Motherland was getting out of hand. Some others were worrying that they are loosing their Religion. A common question among many Turks was how the Empire could be saved.

Ataturk was among one of these concerned Turks. His deep concern about his country and his fellow citizens started in Military Schools. During his studies in Military High School in Manastir in Salonica, the defense of his country was very important for him and for his classmates. They volunteered to fight in the Greek-Turkish War when they were in the second year of their high school studies.

At War College (Harbiye), he established a hand written newspaper criticizing the Sultan's administration for not doing enough for the Empire. In the Staff College (Akademy) he deeply involved with the problems of the nation. He was gathering his friends Ali Fethi, Kazim Ozalp, Nuri Conker, Ali Fuat Cebesoy, Fuat Bolcu, Kazim Karabekir, Caffer Tayyer, Refet Bele, and Ismet Inonu to talk about the problems of the sinking Empire. They were opposing the despotic rules of the Empire and wanted to have the rights of freedom similar to that of French Revolution. They were not alone; the Medical School students formed a secret society which became the Union and Progress Society. Ataturk established the Fatherland and Freedom Committee (Vatan ve Hurriyet Komitesi) in Damascus. This Committee joined the Committee of Union and Progress (Ittihat ve Terakki Cemiyeti) in Salonica. There were other movements to save the Empire such as the pro-Ottoman dynasty, procaliph, Westernism and Panturkism.

Opposite to these movements, some societies including the Rum Pontus Society (Rum Pontus Cemiyeti) in the Black Sea Region, Armenian Tashnak and Hincak Society (Tasnak ve Hincak Cemiyetleri), and the Kurdish Society (Kurt Teali Cemiyeti) in the East, and many others were trying to divide the Empire and establish their own nations (Gulcan, and Sensekeri, 2001). The circle around the Turks was getting smaller and smaller and the Occupying Forces were entering Anatolia in every direction. Some of Ataturk's friends were put in prison and some others went underground. During the talks between Vahdettin (Sultan Mehmet VI) and the Occupying Forces, the important

commanders such as Ataturk, Ismet Inonu, Fevzi Cakmak, Kazim Karabekir, Ali Fuat, Refet Bele, Rauf Orbay, Kara Vasif, Nureddin, and Kemaleddin Sami were observing very closely. Besides Adnan Adivar, Falih Fifki, Rusen Esref, Yunus Nadi, Halide Edip, Huseyin Ragip, Ziya Gokalp were also in Istanbul. They had great concern about their Motherland, but could not do anything about the situation. Ataturk, Ali Fuat, Rauf Orbay, Ismet Inonu, and others agreed that they could not do anything in Istanbul. They all believed that the only way that the sinking Empire could be saved is by building a new nation with the people and their new armies. These people must be in Anatolia; the only place that occupied forces could not enter yet. While Ataturk was thinking about how to go to Anatolia, he was appointed to the Black Sea Region as a Military Inspector to establish order between Turks and the Greek minorities. He explained this opportunity as follows:

*What a great thing! The chance prepared such a great opportunity for me... The cage is opened, and there was a wide range of a new world in front of me. I was just like a bird, with the open wings and ready to fly.*

Ataturk's happiness and thoughts about the future of the sinking Empire can be understood with the following conversation that took place between him and Cevat Cobanli, Chief of Staff (Aydemir, 2006: Vol, 1, p.369):

*Will you do something Kemal?  
Yes, I will do something.  
May God give success.  
We will definitely be successful!*

The journey for the Shared Vision started with his great enthusiasm and hope.

## **Formulating the Shared Vision with the Friends and the People**

The appointment to Samsun at the Black Sea shore was a great opportunity for Ataturk to tell the people about his Vision. The time to act for saving the independence of the nation had arrived. However, the situation was very dangerous. The occupying forces were after him, they might have torpedoed his boat. Besides, the sea was very stormy with high waves. The boat was old and might not be able to sail in this weather. In spite of these serious dangers of the trip and the poor sailing conditions, Ataturk ordered the captain of the boat "Full Speed Ahead, Immediately". After arriving Samsun, Ataturk moved quickly to Havza, about fifty miles inland from Samsun, because

of the danger caused by the minorities. The battle for independence was about the start. Ataturk talked to people about the danger of losing their independence and their Motherland. The resistances to occupied forces were already started in the occupied cities of Izmir, Manisa, Aydin and other places of Anatolia. People were ready to die for their country and independence. He communicated the situation to his friends Kazim Karabekir who was the Commander of the Erzurum Division, Ali Fuat, Commander of the Ankara Division, Cafer Tayyar Pasa, Commander of Trakya (Thrace), and Cemal Pasa in Konya, and other military officers. He knew that his friends and the people were brave, capable and stubborn, responsive to order and ready to die for their country. After explaining the situation and getting the support of the people, he moved to Amasya through the Anatolian mountains with a broken car and an ailing kidney, but by singing the song loudly which became the Song of Independence:

*The clouds occupied the top of the mountain, let us march, friends!  
Let our voices be heard by the Earth, by the Sky, let the Ground moan with our hard steps.*

Ataturk went to Amasya and delivered the speech announcing the start of the National Resistance for the Independence on three fronts: against the Greeks in the West, the French and their Armenian collaborators in the South, and against the Armenians in the East. Meanwhile the Sultan was a prisoner of the Occupied Forces in Istanbul. He said to the citizens of Amasya:

*We are about to lose our country. The Sultan and the Government is the prisoner of the Occupied Forces. I came here to establish unity with you and find a solution for this terrible situation. Let us all together swear that we will defend our country to the last rock.*

The people declared that they awaited his orders. Following the support of the people, Ataturk and his friends Rauf Orbay, Ali Fuat, Refet Bele, Kazim Karabekir ve Cemal Tayyar announced the Declaration of Independence:

*People's independence will be regained by the people's determination and decisions. It is necessary to establish the National Committee in Anatolia without any influence and control.*

Ataturk's Vision that had been in his mind for a long time was explained openly, and supported by many people. In order to enlarge support, he moved to Sivas

and established the Sivas Congress. He talked to people and drafted a circular (Genelge) with his friends calling for representatives of the people to come to Erzurum Congress for further talks.

Many people had serious reservations about the difficulties of fighting the wars against strong enemy forces without weapons and logistics. However, he made a very encouraging speech:

*If we do not have weapons to fight with, we shall fight with our teeth and nails.*

He moved to Erzurum from Sivas where his friend Kazim Karabekir was the Commander of Eastern Division. When he arrived to Erzurum his dismissal from the military by the Sultan was imminent. Kazim, Rauf, and Refet urged him to resign from the Army. They thought this would create a better impression with the public opinion. Kazim assured him that he personally would respect him as an ordinary individual rather than as an Inspector of the Army. Ataturk hesitated to resign, because the prestige of an official person was important. He did not want to lose his power and his profession that he loved so much since his childhood. He trusted his friends and the fellow citizens and resigned from the military. He wanted to continue to work for the Shared Vision, not by being an officer of the Sultan but as a citizen for the people. He announced his resignation as follows:

*I will continue to work for the people without a military rank but instead with the trust and support of the people.*

The members of the Erzurum Congress elected Ataturk as their President, and also the President of the Representative Committee. After a long discussion the Congress accepted the following objective:

*The Motherland can not be partitioned among the Occupying Forces; it is united within national boundaries. The people will defend themselves. In case the Istanbul Government can not secure the country and its independence, the temporary government selected by the National Congress or the Representative Committee will accomplish this objective.*

The National Defense Movement had started with this objective. Ataturk emphasized the importance and difficulties of this objective, and stated the following: *All of the people have to work and fight with their physical and mental power in order to achieve this objective.*

The members of the Sivas Congress were elected as the Representatives of certain regions. Ataturk was elected as the Representative of Sivas. They decided quickly at the second meeting and responded to Ataturk as follows:

*Pasam, we thought together and decided; we are ready to die for the objective and you are our leader with full authority and responsibility.*

After very dangerous travels and with the risk of being arrested by the Istanbul Government, they arrived in Sivas on September 2, 1919. Delegates of Sivas were elected as the representatives of certain regions. Ataturk was elected the Representative of Sivas. During the Congress, some of the delegates wanted to accept foreign protection (Dominion) as a better solution for the Nation. But the Representative Committee accepted all the decisions of the Erzurum Congress without considering the idea of becoming a Dominion of other nations. The Representative Committee and their decisions were backed by many army commanders and civil authorities. They then start going to Ankara.

Along the way to Ankara from Sivas, Ataturk stopped at Kayseri, Kirsehir and other small cities to talk to people. The people welcomed him with great support and enthusiasm. He talked with many citizens and gave the speech to the Youth Organization and read the following poem:

Namik Kemal Said:

The enemy pressed his dagger to the heart of our Motherland,  
There was none to save its black destiny...

In response to, this, Kemal says:

If enemy presses his dagger to the heart of our Motherland,  
There are many to save its dark destiny...

The next day he moved to Ankara, the center of the actions for communicating and starting the implementation of the Shared Vision.

## **Networking and Communicating the Shared Vision to People**

Ataturk and the members of Representative Committee arrived in Ankara on December 27, 1919. Ankara's population was about twenty thousand at that time. A large number of people and the city officials welcomed him and his friends happily, and showed their strong

support for the Shared Vision. The media also supported the Shared Vision. One of the city newspapers announced the events as follows:

*It is the people's way and it is a Just way the way we selected,  
Oh Justice, oh People be alive and long live!*

Meanwhile, some members of the Representative Committee thought that the new Istanbul Parliament may meet the Nationalists' demand. Kazim Karabekir commander of the Eastern Division, and Fevzi Cakmak Chief of Staff, wanted the Committee not to interfere with the activities of the new Government. They even suggested that the Committee should be resolved and give support to the new Parliament in Istanbul. Ataturk opposed these ideas and wanted the Committee to continue with their duties until the Shared Vision was achieved (Aydemir, 2006:p.196).

The new Istanbul Cabinet did not have any power at all, and they did not have the control of their internal affairs. The administration was taken over by the Occupied Forces when the Sultan and the Cabinet was resigned at March 3, 1920. Following this event, the Occupied Forces captured the important offices, and took many deputies as prisoners, including Rauf, sent to exile in Malta. The majority of the members thought they could not perform their duties under this condition and decided to suspend the Istanbul Parliament indefinitely.

Salih Pasa who succeeded Ali Riza as a Grand Vizier refused to take action against Ataturk and the Nationalist leaders upon the request of the occupied forces. Consequently, he resigned June 12, 1920. Damat Ferit, son in law of Sultan Abdul Hamit, became the Grand Vizier and acted as a puppet of the Occupied Forces. The occupation of Istanbul and the closing of the Istanbul Parliament put an end to the administration of the Ottoman Empire and the beginning of the Turkish Republic

Part of the Istanbul Parliament and some other high ranking military officers like Ismet Inonu, Fevzi Cakmak came to Ankara and joined Ataturk. But there were many groups which were acting against the Nationalists. The Sultan declared open hostilities against Ataturk and his friends (Kinross, 2004:p.264). The Sheik of Islam announced them as rebels and wanted them killed. Damat Ferit, as Grand Vizier, denounced them as the false representatives of the people, and sent religious people to Anatolia to call up people to fight against to Ataturk in the name of the Sultan-Caliph.

An Army of the Caliphate was formed to fight against the Nationalists. However, Ataturk wanted to establish a Parliament first and then the Army for implementing the Shared Vision. To him, the Parliament was the highest authority of a nation. The people should establish the Parliament, and Parliament should decide for establishing the Army. Only then the National Power will be legitimate and popular. All the decisions must be based on the Assembly elected by the people.

After defeating some of the riots, the Grand National Assembly of the Turkish Republic was established in Ankara at June 23, 1920. Its 115 Representatives came from Anatolia. Ataturk was the Representative of Ankara and was elected the President of the Assembly on June 24, 1920. The members of the Assembly also elected its Cabinet and the Ministers on May 2, 1920. This was the Seed of a future Republic. However, partly because of these activities and partly due to the pressure of the Occupying Forces, seven of the Nationalists including Ataturk were sentenced to death penalty and approved by the Sultan Vahdettin (VI Mehmet on May 24, 1920).

There were a lot of ideas about the functions and the objectives of the Parliament. Some members wanted the Parliament to cooperate with the Istanbul Parliament, and the Sultan. Ataturk was upset about this idea and gave the following speech and explained the objective of the Parliament as follows:

There is no other way but uniting the powers of all the people with an effective organization in order to save the country from the danger of collapse and fall...

After the speech the Parliament eliminated all of the other ideas (Aydemir, 2006:p.257-258).

## **Uniting People and Preparing Resources for Implementing the Shared Vision**

During the establishment of the Grand National Assembly there were about 100,000 Greek soldiers in the Aegean region, 31,000 English, 33,000, French, and 5,000 Italian soldiers in Istanbul, and 16,000 Armenian soldiers in Kars (Aydemir, 2006:p.407). The occupied forces were well equipped and supplied. On the other hand the amount of Turkish forces that could take orders from the Grand National Assembly was predicted to be between 30,000 to 35,000 regular and 10,000 to 15,000 irregular soldiers. The Turkish soldiers were poorly equipped. About 10,000 of these



soldiers were out of control of the Grand National Assembly in Istanbul and Trakya.

On the other hand soldiers were fed up with the wars and being away from their homes for a long time. Some of the regular soldiers escaped from the regular Army and went to the mountains. Some others joined the irregulars and were not under control. It was very difficult to call people into the Army under these conditions. Even if the Army existed, the resources to supply the Army's logistical needs were not available. Ataturk, after establishing the Grand National Assembly, concentrated on the objectives of planning and building the new Army. Ataturk thought that only the new Army can suppress the riots and win the wars against the occupying forces. He talked with his soldier friends Fevzi Cakmak, Minister of Defense and Head of the Cabinet/Prime Minister; Ismet Inonu, Chief of General Staff, Ali Fuat and Refet Bele commanders in the field at that time to restructure and rebuild the Army and required resources. They first reengineered and restructured the existing military units and rebuilt the new Army. Everyone who could help the Army had to contribute to fighting against the enemy any way they could.

They worked hard to motivate people to contribute to the achievement of the Shared Vision. Some people who could not go to the front gave material support such as rings, and other personal belongings. Some other carried weapons to the front on their back, with their babies in their hands. Within a relatively short time they established the new Army about 200,000 soldiers, equipped with the necessary weapons and logistics (Aydemir, 2006:p.408-413).

The General Assembly allowed Ataturk to become Commander in Chief with the full authority as a Head of State. Many members of the Parliament opposed his authority as Commander in Chief, and at the same time being Head of State. However, he promised them that he would become a private citizen when victory was won. They trusted him and appointed him as the Commander in Chief without any time limitation. This kind of nobility of character and trust among people, probably never been demonstrated in the history of mankind before (Kinross, 2004).

Ataturk did not like wars. He saw war as a last resort necessity when people's life and independence is at stake. In fact he said that:

If they accept our people's rights of life, independence, freedom, and equality the war will end right away. The Turkish National Independence War started to

protect the Nation's independence and live honorably. Under the leadership of Ataturk, he and his fellow officers, soldiers, and his public, fought with their weapons, swords, fingers and nails at Sakarya, Dumlupinar, Eskisehir, Kutahya, Kocatepe, Izmir, and Trakya in the West, and East and South of the Motherland and defeated the strong armies of the enemy. Although a lot has been said about the extraordinary Leadership of Ataturk, and the braveness of his followers during the National Independence War, it is probably not enough to describe this heroic and monumental event.

The journey for achieving the Shared Vision of the National Independence started in Samsun on May 19, 1919, and ended in Izmir on September 9, 1922 with the final victory. After securing the National Independence, Ataturk ended the Ottoman Sultans theocracy and became the first president of the Turkish Republic in 1923. He reengineered, restructured, transformed, and modernized the old and outdated social, political, economical, technological, and educational systems. He established revolutionary reforms in these fields. Above all, he was an outstanding soldier, statesman, innovative teacher, radical reformist, economist, humanist and peace-loving world class leader (Ozdemir, 2005; Dural, 2002; Baykal, 1999; Erendil, 1974; Mango, 2005; Aydemir, 2006; Kinross, 2004; Erickson, 2001; Killi, 2001; Akarsu, 2003; Koklugiller; Atay, 1969; and Ataturk, 2005).

## **THE KEY FACTORS OF ATATURK'S LEADERHIP SUCCESS**

Ataturk had superior knowledge, skills, and values that provided him great competencies that helped him to become one of the greatest leaders of the twentieth century. The thinking to find the best ways for operating and learning from other sources to obtain the best available knowledge and skills provided him the competitive advantages ahead of his time. He researched continuously to find new and the best available methods, techniques and the processes for deciding and operating. He was also an excellent writer, speaker, listener and communicator. His skills in speaking, and convincing, played a tremendous role in communicating and networking his vision and motivating his followers to do their best for their success. His great Speech (Nutuk) has been the monumental source of history for the story of the Independence War (Ataturk, 2005).

Ataturk was also a very good listener. He learned a

lot from his friends, followers and from the Turkish people by listening. He took time to listen not only to the famous authors, professors, teachers, soldiers, but also the ordinary citizen, whenever he had the chance to talk to people. During his visit to Anatolia, he stopped his convoys many times on the roads to talk to farmers, teachers, students and the general public. He learned about the people by listening and observing and by seeing their needs immediately. The following section explains some of his knowledge, and skills that played a key role for developing and implementing the Shared Vision.

## Ataturk's Leadership Knowledge

Knowledge can be defined as a capability of knowing what to do, how to do, and why. It is the know-how which includes all kind of processes, rules, principles techniques, methods, and activities. It can be technical (explicit) knowledge, and values knowledge. Technical knowledge constitutes the analytical and physical aspect of knowledge. They can be measured, standardized and stored for the future use. Values knowledge constitutes the non-physical part of knowledge: social values, ideas, imagination, determination, and ethics. Unlike technical knowledge, values knowledge can not be measured and standardized easily. This is also called tacit or behavioral knowledge (Polanyi, 1966; Nonaka, and Takeuchi, 1995). Although utilization of knowledge started in the early years of the twentieth century, its real value for life was understood late in the twentieth century. Many experts argued that knowledge is the real source of power and wealth (Toffler, 1990), it is ultimate replacement of all the other resources like labor, capital, and land (Reich, 1991; Quin, 1992). Many experts argued that we are entering the knowledge society and the knowledge people will play a center role (Drucker, 1993; and knowledge as an intellectual capital is the most important asset of organizations and nations. The future belongs to people who are endowed with knowledge (Stewart, 1997). Ataturk discovered the value of knowledge seventy years ago before these experts. He expressed the value of knowledge with the following words:

*Knowledge is the best guide for civilization, life, success, and for everything in the world....Being the most powerful means not being powerful in terms of weapons and militarily, but in terms of knowledge, technology and morals...The secret of our success was knowledge...the economics, politics, arts, poetry, and literature will be developed with knowledge... Knowledge will bring us the contemporary civilization..*

*We will take the knowledge and technology wherever it is and put it in the heads of every individual (Imer, 1989).*

Ataturk had a very broad knowledge in leadership, management, history, politics, economics, and other liberal arts and sciences. He believed in knowledge and tried to educate himself in every possible way in multiple disciplines, multiple language and multiple cultures. His love of knowledge and learning started during his childhood. He wanted to go to military schools to become an army officer in Salonica, where he was born. He admired military students and the officers, and looked up on them as a model for him to become an important person. In spite of his mother's objections he managed to enter the military secondary, and high schools.

The military schools at Salonica where he completed his education were the best schools of his time. He studied hard and obtained the best basic knowledge in the fields of leadership, management, history, politics, economics, and other arts and sciences. These schools also teach values knowledge like discipline, respect, dignity, honesty, integrity, trust, love of country, friendship, and others. Ataturk, like all military students, learned these and other universal values by studying with practical applications at military schools. Ataturk was interested in the French Revolution, and the new ideas of Enlightenment in Europe. He studied the French language to increase his knowledge in these and other international affairs. He loved reading. He read the important books of Voltaire, Durkheim, Montesquieu, Rousseau, Kant, Socrates and Turkish intellectuals like Namik Kemal, Ziya Gokalp and others to increase his knowledge about social, political and economical aspects of international affairs. He said that:

*When I had the money, I spent fifty percent of it for books. I owe the books what I know.*

The 3,500 books at the museum of Ankara show a small portion of many books that he had read.

Parallel to these studies, the military schools taught him leadership with applications. He became section leader in his class in the second year of studies.

He advanced his knowledge at the War College (Harbiye), and at the War Academies (Harp Akademileri) in Istanbul. These schools also educated him and other students in values knowledge with the application in leadership. Thus, Ataturk had advanced his technical knowledge as well as his values

knowledge when he became an officer. He and some of his friends discussed the national and international issues. He loved reading and thinking. He was continuously reading during the night and could not get up in the morning (Aydemir, 2006).

During his military duties, especially during the wars, he learned superior knowledge of leadership by thinking and doing. He created and utilized such superior techniques for deciding and operating that some of these techniques are similar to the contemporary techniques such as strategic planning, data gathering, analysis, decision making, and change. He used many principles of total quality management such as team work, continuous improvement, benchmarking, just-in-time inventory management, empowerment, and responsiveness to people (Heizer, and Render, 2006). If we realize that these techniques were discovered and used just recently, his superiority of knowledge can be understood easily. He was definitely ahead of his time. He learned about people's behaviors, desires, and values from the variety of cultures by interacting and establishing close contact with people.

He understood the value of education and training for establishing knowledge and did everything scientifically. Science was his best guide. In fact, he said that:

*It is education that can make a nation free, independent, and developed or let it be a dominion, and poor. (Naci, 1984).*

Ataturk demonstrated a superior knowledge during his military and administrative activities. It is apparent from these activities that he had the knowledge of strategic management techniques, and utilized the existent telephone and telegraph for effective communication at that time. One can easily understand his advance knowledge by realizing that these techniques were in practice during the 1980's. He was using these techniques seventy years ago before they existed. His knowledge was clearly ahead of his time and certainly ahead of some of the present leaders' knowledge. His broad and advanced knowledge was crucial for successfully developing and implementing the Shared Vision.

## Ataturk's Leadership Skills

Ataturk's broad knowledge was accompanied by his superior leadership skills.

Some of his skills played an important role in developing, communicating and implementing the Shared Vision are listed below:

**Critical Thinker, Effective Listener, and Fast Learner:** Ataturk thought critically to determine the best ways for decision making and operating. When they asked him why he could not get up in the morning, he explained that he was thinking or reading late into the night (Aydemir, 2006). Ataturk was also a continuous and fast learner. He indicates that he learned a lot from his teachers, friends and experts. It is partly because of his learning skill that he became one of the best students in his class and his teacher gave him the name of Kemal, meaning a mature man. These skills provided him the foundation for looking into the future with a vision.

**Researcher and Futurist:** Ataturk appreciated the knowledge, skills and values of others; but argued strongly that a nation has to create, build and develop its indigenous capabilities by researching and innovating. He was also a continuous researcher to determine new and the best available methods, techniques and the processes for developing and implementing the Shared Vision. Ataturk was an excellent futurist. During the war, he predicted many plans of the enemy concerning the time, place and the nature of the activities. He also predicted when the Second World War would start and its results (Aydemir, 2006; and Erickson, 2002). His innovative mind and sensing skill provided him great advantages of timing and communicating the Shared Vision.

**Excellent Teacher, Communicator, and Persuader:** Ataturk was a great teacher (Kalipci, 2006). He explained the Shared Vision to his followers effectively and convincingly. He spent enough time and sought opportunities for listening and communicating with his colleagues, soldiers and citizens. He often used the telegram and telephone to establish a network with his constituencies. When they asked him how he won many of these wars, he replied by the telephones and the telegrams. He was also a superb speaker. He gave many important speeches to convince his followers about his vision. His great Speech (Nutuk) took him a week to communicate the events and operations for achieving the shared vision. He was also an excellent writer. He started writing a mini newspaper when he was at War College. Later he published the Minber newspaper with Ferit. He also used the existing telegram and telephone effectively to communicate with his followers. His teaching, communicating and writing skills provided him the basic foundations of developing and effectively communicating the Shared Vision to his followers.

**Effective Organizer, Unifier, and Motivator:** Ataturk believed nations live in two parts are poor and sick.

He organized a variety of people including military officers, governors, mayors, religious people, local leaders and citizens in Samsun, Amasya, Erzurum, Ankara and the other places in Anatolia to support the Shared Vision. These different people had a variety of ideas about saving the Independence of the Nation. He talked and motivated them about the Shared Vision and united them with the slogans such as "A Turk is worth a world", "What a great happiness to say, I am a Turk". He encouraged his followers by saying that "The power that you need is in your noble veins", and "They (the enemy) go the way they came" indicating that he and his followers will be able to drive the Occupying Forces from the Motherland.

Ataturk was a very energetic person. He used his energy to work nights and days for long hours and advised his people to "Work, trust and be proud." His followers saw his hard work and followed him by example for supporting and implementing the Shared Vision.

**Team Builder:** The team building and team player skills of Ataturk probably played the most important role in developing and implementing the shared vision. He believed strongly in the necessity of team building for the shared vision. He explained this by saying that:

*There is no other way to build a real team to save the country from the collapse...Build a strong team wherever you are" (Ataturk, 2005).*

The importance of Team Building became known in the Western world just recently and is still applied in contemporary organizations as a powerful tool of Total Quality Management techniques. However, Ataturk knew and utilized these skills many decades ago.

The team building skill helped him to bring a variety of people together including his friends from the military schools, army officers, officials, religious people, teachers, professors, writers, and even the irregular forces and built the Turkish Team. He continuously educated, trained, empowered, motivated, and praised them, to successfully develop and implement the Shared Vision.

## Ataturk's Values Knowledge

Recent leadership studies indicate that values have been the key factor of determining the success of many leaders (Farkas, and De Backer, 1996; O'Neil, 2004). The importance of values knowledge has been explained recently (Rushworth, 1994; Lebow and Simon, 1997; and Trompenaars 1998).

Ataturk realized the importance of values much earlier than this. He expressed the importance of values with the following words:

The weapon is not the most powerful thing. Contrary, in spite of being a soldier, values, spirituality and morality is the most powerful thing for me. Even if every individual of a nation has the most recent technology, it is not right to assume that that nation is powerful (Kalipci, 2006).

*The Shared Values of Ataturk and his followers, were crucial for the success of Ataturk's leadership and building, and implementing the Shared Vision successfully. Some of his core values are listed below:*

**Independence, Freedom, and Equality:** Being independent, free and having equal opportunities. Ataturk and his followers loved independence. He often said that:

"Independence is my character... Integrity, honor, humanity exist with independence. A person or a nation without independence should not exist. Therefore, we have to have either liberty or death". The citizens of Turkish nations have been preserving their independence since their existence. They have never been a dominion of any other nation. Ataturk also believed in equality among individuals and nations. He never accepted being discriminated against or using privileged to one's advantage. He explained this by saying:

*It is unacceptable to provide chance and opportunities to only one group but not to other groups of a society.*

These values of Ataturk and his followers played a key role for establishing and implementing the shared vision.

**Rational Nationalism and Brotherhood:** Ataturk and his followers loved their country and their fellow citizens. Every piece of soil of the country is important for Turks. Their love for their country can be explained by the love of mother, by naming the country as Motherland. There is a Turkish saying that "the black soil of the country is sweet and beautiful. Turks are brought up with the love of their country. It is the most important duty of a Turk to protect the Motherland from the enemy or any other danger from outside or inside the country. Ataturk has said on many occasions that, "he dedicated his life for his country and for his fellow citizens". He demonstrated it many times by example. Rational nationalism of Ataturk and his followers have been the driving force for supporting the Shared Vision.

Friendship is like a brotherhood to many people. It reinforces the love of country in Turkey. The friendship starts at early ages at home, then school, and then the military and continues for a life time. Turks like to support each other in a team as a fellow classmate or as a fellow soldier. It reinforces the feeling among the team members as "one for all and all for one." Love of country and brotherhood are characteristics of Ataturk and his followers and crucial concepts to support and implement the Shared Vision successfully.

**Trust, Honesty and Integrity:** Ataturk trusted his fellow citizens and his fellow citizens trusted him. Ataturk always communicated to his friends, followers, and fellow citizens openly and truthfully. He showed sincere interest for their well being. He demonstrated with clear and convincing examples to do the right thing for his fellow citizens. Their honesty, integrity and sincere loyalty and obedience generated mutual trust. Occasionally, he expressed his trust by saying "what can not be done with these people." This value has generated a sort of father-child relations between him and his followers, thus supporting the Shared Vision.

**Being Industrious, Having Courage and Determination:** Ataturk saw hard and smart work as an essential factor for the success of the Shared Vision. He, his friends, followers and all the fellow citizens, even old men, women, and children, worked very hard under poor working conditions to save their independence. It was not unusual to see a Turkish woman carrying ammunition on her back with her child in her hands. He proudly described this situation by saying that "we saved this Country this way.

Ataturk and his followers were very determined to implement the Shared Vision. They were determined to win the independence war and drive the enemy out of their country. Ataturk continuously encouraged his followers by saying that "the Occupied Forces will go back the way they came. We will never be hopeless; I strongly believe that working hard and smart will bring the victory to our people".

Ataturk and his followers demonstrated the extraordinary courage during the wars at Dardanelles (Canakkale), Sakarya, Dumlupinar, and Kocatepe. During the Canakkale War, Ataturk ordered his soldiers to die for defending their country; and they did. This value helped them to win the war against the enemy who were superior in every way.

**Love and Respect:** Loving one another and being respectful to people, live species, and peoples' ideas, cultures, beliefs, behaviors, and way of life was key

to the Shared Vision. The mutual love and respect have been thought to Turks at home, school, the military and at work places. The younger Turks have to show their respect to older ones and the older ones show their love and protection for the younger ones. This is a common practice in Turkish educational and cultural systems. Ataturk had always respected people and especially the Turks. Ataturk expressed his love and respect for Turks by saying that "A Turk worth a world". His followers were also respected and loved him so dearly and made him their Loving Father (Ataturk). Mutual respect and love generated effective communication, coordination and support for the Shared Vision.

**Visionary:** Ataturk had been ahead of his time. He thought and believed he would be an important person as early as in secondary school. He saw the backwardness of the Ottoman Empire and the need for knowledge. He realized those nations who were developed technologically also were developed economically. He saw himself as an able man to help his country to develop. His friends agreed with him in planning and making necessary changes up to a point that they could see. However, beyond some point they were not able to see what he saw for his country. He was not only ahead of his friends, but ahead of many world leaders at that time and now. He predicted the results of the future wars and many other events. Being a visionary helped his followers to support him in developing and supporting the Shared Vision.

**Intellectualism, Humanism, and Universality:** Ataturk was very rational person and used knowledge for every decision and action. Knowledge was his main guidance. In fact he said that "knowledge is the best guide for everything" and tried to educate and train his followers, and his fellow citizens. He believed that nothing works appropriately without knowledge. Being a rational person provides a superior comparative advantage for individuals and the teams.

Ataturk thought every nation is part of a global family. Each nation should respect and understand each other and act together to solve common problems. Every nation should have good relations with each other. He said the best way of achieving the global progress and happiness is to have peace at home and peace abroad. This can be achieved by acting globally and having good relations with one another. He believed war should be the last measure to protect the life and independence of a nation, otherwise, war is a crime. We are a friend of every nation. If we can act together we can have a better civilization and happiness for everyone. The objective of every nation should be humanity and happiness. A nation can not have peac

and happiness alone without having global peace and happiness. Global peace and friendship should be common objective of every nation. His intellectualism, humanism, and universality laid the foundation for developing the Shared Vision and support worldwide.

## CONCLUSIONS

Ataturk was one of the greatest leaders, if not the greatest leader of twenty first century. He has been a military Officer, General, Ghazi (War Veteran), Field Marshal, and President of Turkish Republic. His Leadership can be described as Transformational, Transactional, Charismatic, and Visionary. It can also be called Knowledge Leadership. When one considers the things he has done, it can be easily said he has done every right thing and did them exactly right.

Ataturk's Leadership, development and implementation of his Shared Vision took place during the declining period (1699-1923) of the Ottoman Empire. During this period many European nations utilized the new ideas and knowledge of the Industrial Revolution and made great advances in their economical, political, technological and educational developments. However, the Ottoman Empire which was ruled by the absolute power of the Sultans did not make the necessary changes and became poor economically, politically, technologically, and militarily. Consequently, the treasury of the Empire was empty and the military power and logistics were inferior to Europe and Russia.

The poor conditions of the Ottoman Empire and the movement of freedom and nationalism encouraged by the European nations and Russia caused many uprisings of many non-Muslim groups in the Balkans and the other parts of the Empire. As a result, many parts of the Empire lost. The Sultans were not able to take necessary actions either internally or externally to correct the conditions and take necessary actions to defend the Nation's Independence and its borders against the Occupied Forces. The Nation was about to lose its Independence and collapse. These conditions generated tremendous concern and tension for Ataturk, his military friends, intellectuals and many Turks in developing the Shared Vision.

He probably said it all; he and his followers made it happen. However, they were put under the most severe tension when their Independence was threatened and most parts of Motherland were occupied. His followers needed a person like him to bring them together and mobilize all available resources to fight back for their Liberty and the Country. Ataturk was ready for such a noble task. He was waiting for the opportunity to

serve his country in this capacity with his best abilities at such a difficult time. This was not just a perfect coincidence or a miracle. The needs of his followers and his qualities were matched at the right time and the right place. Ataturk was preparing himself and waiting for his important role.

Sevket Sureyya (2006), historian and author of the book about Ataturk, named him and his book as "The Only Man (Tek Adam)" by saying that:

*Ataturk, made himself by kneading his dough with his abilities, qualities, and desires.*

Winston Churchill described him as follows:

*One great leader comes for every century, Ataturk was the one in twentieth century and it happened in Anatolia.*

An Iranian poet explained it differently:

*If God wants to help a nation, it brings her a leader like Ataturk.*

Ataturk's leadership success was neither a miracle nor a mystery. It was a man made phenomenon and this man was Ataturk himself. But his environment, teachers, friends and followers played a very important role for making this extraordinary Leader.

His multi-faceted knowledge, skills, and values played a key role in his exceptional leadership for developing the Shared Vision. Some of his knowledge includes Mathematics, Economics, History, Political and Military Sciences, International Studies, Arts, and even what is labeled as Total Quality Management techniques today. His extraordinary skills such as love of learning, listening, analyzing, planning, communicating, persuading, innovating helped him to designing and implementing the Shared Vision. Being a visionary and a realist and having the multi language provided him the necessary tools to see the future for the Shared Vision.

Some of his universal values such as determination, courage, commitment, responsibility, dedication, integrity, and honesty, equality and liberty guided him for selecting the Shared Vision and gave him the great strength for implementing it successfully. His humanistic, energetic, and dynamic personality and deep devotion to his Country and humanity generated great admiration, respect, and trust for his followers to support him fully. He put a side of his self interests and dedicated his life fully for achieving the Shared Vision. He fought with his followers

shoulder to shoulder. He was wounded and became Ghazi by taking the risk of his life to help his followers in war zones.

In turn, his followers supported him, obeyed him, and gave their life when he ordered them to die for the Shared Vision. This was a mutual love and trust of being "one for all and all for one" relationship between him and his followers. This kind of relationship among the Turkish soldiers is inherited from their culture and they demonstrated it again during the Korean War (Kinkead, 1959).

Ataturk worked hard, patiently, and continuously with his followers in a real team setting to achieve the Shared Vision. The combination of his wide knowledge, superior skills and strong universal values provided him numerous competencies and comparative advantages. He lived with the Shared Vision and worked for it tirelessly and continuously all the time, until he died. Although his Shared Vision has continued, his leadership is missed terribly in Turkey.

## **LESSONS FROM ATATURK'S LEADERSHIP: NEED LEADERSHIP EDUCATION**

The current conditions in Turkey and in the globe have changed considerably since Ataturk's times. The advancements in economic, technological, educational developments and globalization have been increasing. As a result of these changes, private and public organizations are more competitive and more productive; and, workers are more knowledgeable and have better skills. Contemporary customers are demanding more variety and better quality of products and services. All of these changes, and needs require knowledge leadership.

Parallel to these changes, the problems such as inequality, job security, corruptions, bankruptcies, crime, terrorism, environmental destructions and many others, are also increasing throughout the world. These problems can not be solved easily and clearly not alone.

Therefore, the organizations and governments need knowledge leaders with a shared vision to satisfy the needs of 21st century and solve the local and global problems.

There are, of course, many different conditions in many different organizations and nations that may require a different process for developing leadership with a shared vision. However, the leadership problems that they face are generally similar.

Ataturk also faced these problems and was able to deal with them successfully. It is doubtful that any other leader can or will do the exact same things, but Ataturk's leadership knowledge, skills and universal values for establishing shared vision provide a tested alternative for the 21<sup>st</sup> century leadership.

## **Educating Leaders for Leadership**

The contemporary leadership practices indicate that leadership is also a profession, and with its own educational requirements, just like any other professions. Although there are many good leaders with different knowledge in many areas: engineering, law, political science, history, medicine, religious studies, artists, and others. These examples do not indicate that leadership requires a particular education, but a total education (Burns, 1978). Leadership education process involves total teaching and learning at home, schools, work and other places, both for leaders and their followers. It provides facts, skills and values by engaging with the environment and generates opportunities for enlightened human minds. In order to develop shared vision and implement it successfully, leaders must have whole knowledge with full functioning capacities for thinking, feeling, mobilizing, motivating and acting with followers together.

Ataturk's leadership education process could be a good example. He gained some of his leadership knowledge, skills and values from his family environment as a child, at military schools as a student, at variety of multi cultural places as a military commander, and at many administrative positions as a leader.

**Educate Future Leaders at Home:** As Ataturk and many other leadership experts demonstrate knowledge has to be put in the minds of people right at the beginning of their learning. Peoples' dreams start at the early learning ages of human life. Children start to look for a model at home and at the neighborhood, during their early ages. The parents should be a good role model for their children to start with. It might be more effective to teach kids the good values of great leaders like Ataturk, Jefferson, Lincoln, Gandhi, and other great leaders that had made many valuable contributions in leadership studies.

The family values provide the foundation for the values knowledge of every individual throughout life. The parent's values and behaviors are the basic model for their children as they start developing their own values and models. The parents' values become the seeds for

the children, like their genes. Therefore, the parents must learn, practice, and teach leadership values continuously.

Help your children learn how to learn. Remember Ataturk was an excellent learner from a variety of sources. He gained part of this skill when he was a child at the farm by talking, playing with his sisters. Being in the country side and open land provided him opportunities to search, select and experiment with a variety of things that he liked to do. These kinds of opportunities provided him self learning and self esteem by playing, experimenting and doing things that he liked. These experiments will be the source of their visions and dreams when they become leaders.

Teach children Ataturk, and other leaders that you admired. Provide them opportunities to see and observe the great achievers like sportsmen, teacher, and other important people in the neighborhood as model to look up. Ataturk was influenced by the military students and the military officers in his neighborhood. Be a good model for your children.

**Educate Future Leaders at Schools:** This study reinforces the idea that good leadership cannot be gained by birth, but must be learned and can be learned through appropriate leadership education and its applications.

Ataturk's formal leadership education started at Manastir Military High School in Salonica, and War College and Staff College in Istanbul.

Contemporary formal leadership studies have to be established at the secondary and high schools for preparing the prospective future leaders. The curriculum of the military schools such as Kuleli in Istanbul, and Isiklar in Bursa might be helpful for educating the future leaders in values knowledge. The Leadership Institutes have to be established at the universities and colleges or separately for providing advanced leadership knowledge. These programs have to include multidisciplinary leadership knowledge, multi language, and values knowledge. They have to be integrated and applied to the real world situations with the practical applications as a requirement of the curriculum. The leadership programs and practical applications of the War College's and Staff College in Turkey might be useful for this purpose.

**Educate Contemporary Leaders at Work Places:** The contemporary leaders in every institution and at every level, including the presidents, vice presidents,

and all the managers have the most effective power to educate the contemporary leaders. They have to educate themselves and their colleagues continuously in values knowledge thorough reading books about Ataturk's leadership and getting consultation from experts who know him. They should not assume that they have the necessary knowledge for leadership practices. Leadership knowledge is changing fast and continuously. They should commit themselves to improving the leadership knowledge and developing a shared vision for their organizations. Providing leadership seminars and conferences and consulting with the leadership experts for talking, discussing, and improving their leadership knowledge continuously to satisfy the contemporary needs and solve the problems together for organizations and the globe.

**Educate Yourself for Leadership:** Everyone should educate themselves about leadership. Remember what Ataturk said about this issue:

*If you do not educate yourself, the leaders can lead you in unwanted directions.*

Start reading books about Ataturk to understand and educate yourself about his leadership and shared vision and how he achieved it successfully with the poor resources under very difficult situations. Try to convince yourself that only good leaders will provide opportunities for you and others to establish the shared vision for a prosperous life, and peace at home and peace on earth. The good leaders not only satisfy your needs and wants, but also other citizens domestically and globally. National and global peace can only come with the good leaders with the shared vision.

You should educate yourself in leadership, and analyze how current leadership activities affect you, your family, your organization and your nation. We have to criticize wrong doing without fear of retaliation. Do not tolerate wrong doings. You get the behavior you tolerate.



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