

EXPLORING PLASMA LEADERSHIP IN TURKISH UNIVERSITIES: A DOCUMENT-BASED ADMINISTRATIVE PERSPECTIVE

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Abstract

This research aims to examine the duties of the rector, dean, department heads, and chairs of main science or main art disciplines (academic sub-units specific to the Turkish system, such as “ana bilim dalı” and “ana sanat dalı,” typically led by senior faculty within a department), who are in administrative positions in higher education, according to the academic organization regulations in universities in Turkey, within the framework of the plasma leadership concept. As a result of this examination, it is aimed to reveal the similarities and differences by examining the plasma leadership behaviors expected from people in managerial positions according to the duties assigned to them in accordance with the regulation and to contribute to the management process of higher education in Turkey. Another aim of this study is to contribute to the development of management practices in higher education in Turkey, to emphasize the importance and functionality of plasma leadership within the framework of educational management and, accordingly, to look at the duties of the rector, dean, department head and head of department from more original perspectives within the scope of plasma leadership. In this research conducted for these purposes, the document analysis method, one of the qualitative research methods, was used. Official sources and regulations obtained on behalf of higher education, scientific articles, theses, journals and documents related to the subject accessed on the internet were used as data collection tools. The fact that higher education institutions achieve the goals determined in line with their visions, raise qualified individuals and innovative, self-improving faculty members who embrace academic values, and transform into higher education institutions open to development reveals the need for plasma leaders in higher education management. As a result of the research, it was concluded that the duties of the department heads, and chairs of main science or main art disciplines, who are in administrative positions in higher education, according to the academic organization regulations in universities in Turkey, are related to plasma leadership dimensions, and in this direction, it was concluded that people in managerial positions should adopt plasma leadership characteristics and exhibit effective plasma leadership behaviors and this study underscores their necessity and importance.



Keywords

Educational Management, Higher Education, Management, Plasma Leadership.

Resumo

Esta investigação tem como objetivo analisar as funções desempenhadas pelos Reitores, Decanos, Diretores de Departamento e Coordenadores das principais disciplinas científicas ou artísticas (designadas, no contexto do sistema de ensino superior turco, como *ana bilim dali* e *ana sanat dali*), enquanto titulares de cargos administrativos no ensino superior, à luz do conceito de “liderança plasma”. Estas subunidades académicas são habitualmente coordenadas por docentes seniores dentro dos departamentos universitários. O estudo visa, por um lado, identificar as semelhanças e diferenças entre as funções atribuídas a cada um destes cargos pela regulamentação organizacional das universidades na Turquia e, por outro, examinar os comportamentos de liderança esperados no âmbito da liderança plasma, de modo a contribuir para a melhoria dos processos de gestão no ensino superior turco. Adicionalmente, pretende-se promover o reconhecimento da importância e da aplicabilidade da liderança plasma no contexto da administração educacional, oferecendo uma análise aprofundada e inovadora das funções mencionadas. Para atingir estes objetivos, recorreu-se ao método de análise documental, uma abordagem qualitativa que envolveu a recolha e análise de dados provenientes de fontes oficiais, regulamentos institucionais, artigos científicos, teses académicas, publicações especializadas e documentos disponíveis online relacionados com a temática. A crescente necessidade de que as Instituições de Ensino Superior alcancem os objetivos delineados nas suas visões estratégicas — formando indivíduos qualificados e promovendo docentes inovadores, com forte adesão aos valores académicos e empenhados no seu desenvolvimento contínuo — evidencia a urgência da adoção de modelos de liderança transformacional e adaptativa, como é o caso da liderança plasma. Esta abordagem visa dotar as instituições de uma cultura organizacional aberta ao progresso, ao rigor e à excelência. Os resultados obtidos indicam que as funções atribuídas a Diretores de Departamento e Coordenadores das principais áreas científicas ou artísticas estão alinhadas com diversas dimensões da liderança plasma. Conclui-se, assim, que os responsáveis por cargos de gestão no ensino superior devem desenvolver e incorporar características associadas a este modelo de liderança, adotando comportamentos eficazes e coerentes com os princípios da liderança plasma. O estudo reforça, por conseguinte, a relevância deste paradigma no fortalecimento da qualidade da governação universitária e no desenvolvimento institucional sustentável.

Palavras-chave

Turquia, Gestão Educacional, Ensino Superior, Gestão, Liderança Plasma.

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Introduction

Higher education institutions serve as dynamic entities that not only develop qualified human resources but also contribute to societal progress through research and community engagement across diverse scientific domains. A fundamental mission of universities is to deliver specialized academic education, preparing individuals capable of making substantial contributions to national advancement. According to Karsantık (2019), ongoing developments in science and technology, alongside globalization and the rising need for a skilled workforce, have profoundly influenced the structure and function of higher education, thereby heightening the significance of effective leadership and governance.

Universities today are charged with responsibilities that extend beyond traditional research and instruction; they must also facilitate lifelong learning and spearhead rapid transformations in knowledge and technology (Çetin, 2013). Meeting these complex demands necessitates strong leadership, as the leadership styles and practices embraced by university administrators are critical determinants of institutional success on a global scale (Karsantık, 2019).

The progress of higher education institutions, which are integral to national development, is closely linked to the efficacy of their governance structures (Karaaslan & Akin, 2019). Leaders in higher education play a pivotal role in initiating and managing change within their institutions (Fullan, 1998). Given the inherently innovative and evolving nature of universities, administrators are expected to be not only responsive to technological advancements but also proactive in fostering innovation and aligning curricula with societal needs.

In an increasingly volatile and fast-changing environment, leaders must adopt integrative approaches that blend influence, creativity, and strategic guidance to drive institutional success (Erçetin, 2000). In this context, the ability of universities to nurture visionary,



adaptable academics and to evolve into institutions open to continuous improvement underscores the critical need for plasma leadership in higher education management. Plasma leadership, recognized as a novel and impactful leadership model, offers a robust framework suited to contemporary challenges.

Emerging from the interdisciplinary convergence of physics and management sciences, plasma leadership was first conceptualized by Erçetin, Açıkalin, and Bülbül (2013) in their study titled "*A Multidimensional Approach to Leadership in Chaotic Environments.*" Erçetin (2014) argues that the distinctive characteristics of plasma often regarded as a fourth state of matter require a reimagining of leadership models, emphasizing that leadership traits must be shaped by the cultural, societal, and regional dynamics in which leaders operate.

Leadership and Management Concepts in Universities

Leadership within universities is of paramount importance, as these institutions must not only deliver high-quality education but also adapt to rapid advancements in technology and meet the ever-evolving demands of society. While management typically focuses on operational control and structure, effective leadership in academic environments requires more than just supervision. It demands vision, emotional intelligence, and the ability to inspire and motivate individuals toward shared goals (Bozkurt, Ergun, & Sezen, 2008). According to Erçetin, Potas, and Açıkalin (2013), leaders in chaotic and complex environments must possess a multidimensional skill set, one that goes beyond traditional managerial duties, enabling them to navigate uncertainty and guide their institutions through transformative processes.

As universities continue to face a range of conflicting objectives from academic freedom to operational efficiency, strong leadership is essential for strategic alignment and long-term success (Sporn, 1996). Erçetin et al. (2019) underscore that leadership in higher education must balance autonomy with accountability, guiding institutions through internal and external pressures. The leadership styles embraced by university administrators directly influence how institutions respond to societal changes, technological advancements, and global shifts in knowledge production. This is particularly evident in the crucial role of rectors, vice rectors, and deans, who are tasked with shaping both academic strategies and the operational framework that supports them (Potas, Erçetin, & Açıkalin, 2012).

The capacity to lead within the dynamic academic sector goes beyond the ability to manage. Erçetin (2001a) highlights the importance of a leader's adaptability in the face of constant change, advocating for flexible management approaches that encourage responsiveness. Furthermore, Erçetin (2001b) argues that organizational intelligence is at the heart of effective leadership, enabling leaders to make informed decisions and navigate complex organizational dynamics. On the contrary, he warns against organizational rigidity what he terms "organizational stupidity" (Erçetin, 2004a) which can severely hinder a leader's effectiveness.



Moreover, research on school administrators' perceptions of institutional readiness for change further emphasizes how leadership can directly influence organizational transformation. Erçetin and Demirbulak (2002) show that by fostering a culture of readiness and guiding institutions through change, leaders can significantly impact the educational environment. The application of organizational intelligence in educational settings, as discussed by Erçetin (2004b), further underlines the critical role leadership plays in shaping successful and sustainable academic institutions.

Ultimately, leadership within universities is not just about achieving short-term goals but about shaping the future of higher education itself. Effective leadership ensures that universities are not only able to meet the demands of the global knowledge economy but also remain vital contributors to societal progress. Leaders in higher education must be able to navigate complex governance structures, foster interdisciplinary collaboration, and drive technological and academic innovation, ensuring that universities continue to evolve and fulfill their critical societal roles.

Duties of the Rector

The rector serves as the highest academic and administrative authority within a university. The duties of the rector are outlined in the 2547 Higher Education Law as follows:

1. Chair university councils; implement decisions from higher education governing bodies, review and decide on university council proposals, and ensure smooth operations across university-affiliated institutions.
2. At the end of each academic year and when necessary, provide the Interuniversity Board with information regarding the university's academic, educational, research, and publication activities.
3. Prepare the university's investment programs, budget, and staffing requirements, considering the opinions and suggestions of affiliated units, the university management board, and senate, and submit them to the Higher Education Council.
4. Where necessary, assign or relocate faculty and staff members across the university's departments and units.
5. Oversee the general supervision and inspection of all university units and staff at every level.
6. Carry out other responsibilities delegated by law and regulations.

The rector holds primary responsibility and authority for the rational use and development of the university's teaching capacity, ensuring the provision of necessary social services to students, and taking security measures when required. Additionally, they oversee the planning and execution of educational, research, and publication activities in alignment with state development plans and goals. The rector also supervises



and inspects the academic and administrative activities, ensures proper delegation to sub-units, and manages their follow-up and result tracking (2547 Higher Education Law).

Duties of the Dean

The dean is the top authority within a university faculty. Their responsibilities, as defined by the Higher Education Council, include ensuring that faculty operations align with established regulations and academic standards. The dean is appointed for a three-year term from a list of three professors, nominated either internally or externally, as proposed by the rector. Upon the completion of the term, the dean may be reappointed. Additionally, the dean selects up to two assistant deans from the faculty's academic staff to aid in managing the faculty. The core duties of the dean, as outlined in the 2547 Higher Education Law, are:

1. Preside over faculty councils, implement their decisions, and facilitate smooth coordination among various faculty departments and units.
2. At the conclusion of each academic year, and upon request, provide a report to the rector concerning the overall performance and operations of the faculty.
3. Communicate the faculty's budget and staffing needs to the rector, providing justification for such requests, and submit the finalized budget proposal to the rector's office after consulting with the faculty's management team.
4. Oversee and monitor the activities and performance of faculty members and units, ensuring that all operations meet required standards.
5. Carry out any additional tasks assigned by laws, regulations, or higher authorities.

The dean holds ultimate responsibility for ensuring the effective and efficient use of the faculty's teaching resources, providing essential student services, maintaining security when necessary, and overseeing the proper execution of educational, research, and publication activities. Furthermore, the dean is accountable to the rector for overseeing the faculty's operations, ensuring that all activities are properly supervised and outcomes tracked (2547 Higher Education Law).

Duties of the Department Head

The department head is responsible for overseeing all educational, teaching, and research activities within a university department. This role involves ensuring the regular and efficient operation of all departmental functions and optimizing the use of available resources. The department head represents the department in faculty or school meetings. The duties of the department head, as specified in the 2547 Higher Education Law, include:

1. Ensuring the department's teaching, research, and activities run efficiently, and making optimal use of resources.



2. Representing the department in faculty or school councils.
3. Monitoring and supervising the performance of faculty members within the department.
4. At the end of each academic year, submitting a report to the rector, dean, or school director outlining the department's past activities and plans for the upcoming year (2547 Higher Education Law).

Duties of the Department Chair of Main Science or Main Art~

The Department of Main Science or Main Art is an academic unit within a university focused on teaching, application, and research. Its establishment or dissolution is decided by the Higher Education Executive Board. The department chair, appointed by the teaching staff, carries out the following core responsibilities:

1. Preside over department committees and implement their decisions.
2. Coordinate with the relevant academic department head.
3. Provide recommendations for faculty contract extensions based on departmental feedback.
4. Participate in meetings and assign tasks to faculty members when necessary.
5. Prepare and align the department's strategic plan with the faculty's objectives.
6. Distribute course assignments fairly and propose them to the department head.
7. Ensure smooth communication between the department and department head's office.
8. Maintain continuity of educational activities.
9. Foster a conducive environment for teaching and research collaboration.
10. Identify and communicate departmental educational needs to the department head.
11. Oversee the preparation and clarity of the department's curriculum and learning outcomes.
12. Provide relevant information about the department for the Academic General Assembly.
13. Organize course registration at the start of each semester.
14. Ensure accurate entry of grades and attendance in the automation system.
15. Prepare and submit the academic activity report to the department head.
16. Inform the department head about faculty position needs.
17. Stay updated on regulatory changes and inform the staff accordingly.
18. Ensure faculty profiles are current in the YÖKSİS database.



19. Complete additional tasks as assigned by the department head or dean, in accordance with relevant regulations.

These responsibilities ensure smooth operations, maintaining both academic and administrative integrity.

Plasma Leadership and the Characteristics of a Plasma Leader

Plasma leadership is an innovative and flexible leadership model that draws on the physical properties of plasma to understand dynamic relationships and interactions within organizational contexts. This multidimensional approach emphasizes adaptability, communication, and systemic awareness, enabling leaders to effectively navigate and guide organizations through volatile and complex environments. A core characteristic of plasma leadership is the leader's awareness of the organizational ecosystem and the intricate interrelations between its components. This awareness empowers leaders to balance short-term actions with long-term consequences. Moreover, plasma leaders are adept at integrating various leadership approaches to address the shifting dynamics of their organizations, making swift and informed decisions.

Plasma leadership underscores the necessity of continuous and dynamic communication between leaders and team members, responding to the ever-changing demands of the organizational environment. Leaders do not confine themselves to a single leadership style; rather, they adopt a flexible, situational approach depending on the needs of the moment.

The characteristics of plasma leadership, as outlined by Çevik (2021), include:

- Leader-Member Interaction (Plasma Particles Interacting): The continuous, dynamic relationship between leaders and followers, emphasizing sustained communication rather than intensity, with occasional interruptions being inevitable but not disruptive.
- Fair Leadership and Talent Management (Plasma's Neutrality): Reflecting plasma's neutrality, leaders are impartial, evaluating employees based on their skills and abilities, and leveraging diverse talents to align with organizational goals.
- Organizational Intelligence (Plasma's Collective Behavior): Just as plasma particles interact collectively, leaders cultivate teamwork and cohesion, facilitating a collective organizational response to environmental demands.
- Swift Action and Response (Chemical Reactions in Plasma): The rapid chemical reactions in plasma symbolize the need for quick decision-making and response, allowing leaders to address challenges promptly and effectively.
- Information Management (Heat and Electricity Conductivity in Plasma): Plasma's ability to conduct heat and electricity reflects the efficient transfer of information within an organization. Leaders must ensure smooth communication flows, optimizing information channels to overcome barriers.



- Innovation Management (Plasma’s Constant Reorganization): Plasma’s continuous ionization and restructuring parallel the need for ongoing innovation. Leaders are responsible for ensuring organizational structures evolve to remain adaptive to emerging challenges.
- Human Resources Management (Low Energy Emission in Plasma): Despite its high temperature, plasma’s low particle density reflects a balanced approach to human resource management, matching individuals’ skills to roles for optimal efficiency.
- Organizational-Environmental Interaction (Plasma’s Response to Magnetic Fields): Plasma’s sensitivity to magnetic fields mirrors the organization’s need for adaptability to external environments. Leaders must protect the organization from external threats, ensuring resilience and responsiveness.

Ultimately, plasma leadership offers a comprehensive and adaptable framework for leading organizations through complex and rapidly changing environments. By emphasizing system awareness, communication, and adaptability, this approach equips leaders to direct the collective energy of the organization toward achieving strategic goals.

Methodology

This study adopts a qualitative research design and utilizes document analysis to investigate the roles of academic leaders—rectors, deans, department heads, and chairs of main science or main art disciplines (i.e., *ana bilim dalı* and *ana sanat dalı*)—within the framework of plasma leadership in the governance of Turkish higher education institutions.

Data were collected from public universities located in Turkey, such as namely: Ankara University, Gazi University, Hacettepe University, Middle East Technical University (METU), Ankara Hacı Bayram Veli University, Ankara Yıldırım Beyazıt University. The document set consisted of strategic plans, academic organizational regulations, faculty and departmental bylaws, institutional activity reports, official YÖK legislation, and relevant academic studies, such as theses and peer-reviewed articles. These documents were chosen because they formally define the duties and responsibilities of academic leaders, reflect the institutional vision and administrative structure, and provide normative and practical data on leadership practices.

The selection of documents was based on the following inclusion criteria;

1. Recency; documents published or updated within the last 10 years were prioritized;
2. Relevance; documents had to be directly related to the organization, governance, or leadership roles within the university context;
3. Credibility; only official, institutional, or peer-reviewed academic sources were used;



4. Accessibility; documents needed to be publicly available or accessible through university websites or open-access databases.

Data analysis was conducted using content analysis, in which the selected documents were systematically examined through coding of relevant expressions, categorization of codes, theme development, and interpretation. The analysis focused on how leadership roles and expectations outlined in the documents align with the theoretical dimensions of plasma leadership.

To ensure validity and reliability, triangulation was applied by using multiple document types from diverse institutions. The coding process was reviewed for consistency, and findings were cross-checked with the theoretical framework to maintain objectivity and analytical rigor (Yıldırım & Şimşek, 2011).

Findings

The findings of this study, based on the analysis of academic organizational regulations in Turkish universities, reveal the roles of rectors, deans, department heads, and chairs of academic departments within the framework of plasma leadership. These findings are outlined below:

Duties of the Rector in Plasma Leadership Context

The rector is the highest administrative authority in universities, overseeing both academic and non-academic staff. Effective higher education management, crucial for national development, hinges on the rector's leadership.

- **Leader-Member Interaction:** Rectors ensure coordination and continuous communication across university units, embodying the two-way communication central to plasma leadership.
- **Fair Management and Talent Management:** Rectors are responsible for equitable task distribution, resource allocation, and leveraging individual strengths to maximize human resource effectiveness.
- **Organizational Intelligence:** Rectors must foster unity among staff, align activities with the university's mission, and address challenges to achieve institutional goals.
- **Swift Action and Response:** Rectors make timely, decisive actions in both routine and urgent situations, ensuring the university's responsiveness to internal and external changes.
- **Information Management:** Plasma leadership requires rectors to facilitate the flow of vital information, ensuring it aligns with the university's strategic objectives.
- **Innovation Management:** Rectors drive institutional innovation, adapting university policies and fostering an environment that encourages creative solutions.



- Adaptability to Environmental Conditions: Rectors proactively manage external threats, ensuring the university adapts to societal and governmental shifts while safeguarding its interests.

Duties of the Dean in Plasma Leadership Context

The Dean is the highest authority within a faculty, responsible for operations and ensuring compliance with the regulations set by the Council of Higher Education (YÖK). Plasma leadership, a modern leadership approach, can be applied to analyze the Dean's duties across several dimensions:

- Leader-Member Interaction: The Dean must ensure regular coordination and continuous interaction with faculty units, maintaining effective communication and collaboration, in line with the "Leader-Member Interaction" dimension of plasma leadership (Çekmecelioğlu & Ülker, 2014).
- Fair Management, Talent Management, and Human Resources Management: The Dean must ensure fairness in distributing resources, tasks, and responsibilities, making impartial decisions in staffing and budgeting, which aligns with the fair management dimension. Additionally, they must efficiently utilize human resources and infrastructure, relating to talent and human resources management (Luo, 2009).
- Organizational Intelligence: Plasma leadership requires the Dean to unite faculty members around common goals and foster collaboration, ensuring efficient use of faculty resources and promoting a coordinated, intelligent organizational culture (Çevik, 2021).
- Swift Action and Response: The Dean must make timely and accurate decisions, especially in critical situations, ensuring the smooth functioning of teaching, research, and faculty activities (Erçetin, 2004).
- Information Management: Deans must facilitate the sharing and management of knowledge, ensuring real-time communication and removing barriers to information flow, in line with the knowledge management dimension (Toytok, 2019).
- Innovation Management: Deans should foster innovation within the faculty, exploring new methods to enhance performance, supervise faculty units, and introduce new policies to address evolving challenges (Çelik & Eryılmaz, 2006).
- Adaptability to Environmental Conditions: Deans must adapt to environmental changes, manage risks, and ensure the faculty's alignment with national development goals, demonstrating the adaptability dimension of plasma leadership.

Duties of the Department Head in Plasma Leadership Context

The Department Head is central to the management of academic, teaching, and administrative activities within the department, ensuring alignment with university



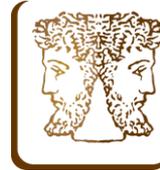
policies. Their responsibilities can be analyzed through the dimensions of Plasma Leadership:

- **Leader-Member Interaction:** The Department Head ensures effective coordination and communication within the department, fostering continuous engagement and collaboration with faculty to achieve departmental goals.
- **Fair Management and Talent Management:** The Department Head ensures equitable distribution of tasks and responsibilities, making merit-based decisions regarding faculty duties and aligning them with individual expertise. This aligns with Plasma Leadership's emphasis on impartial decision-making and talent management.
- **Organizational Intelligence:** By harnessing collective capabilities, the Department Head fosters cohesion, ensuring all units within the department work towards common goals. This includes managing teaching schedules, faculty performance, and promoting collaboration among faculty.
- **Swift Action and Response:** The Department Head must make timely, informed decisions, especially in crises, ensuring rapid implementation and resolution of academic or administrative issues. This aligns with Plasma Leadership's emphasis on responsive leadership.
- **Information Management:** Effective communication and real-time information sharing are key responsibilities. The Department Head facilitates smooth information flow within the department and with external stakeholders, ensuring transparency and efficiency.
- **Innovation Management:** The Department Head leads efforts to innovate teaching, research, and operational processes, coordinating improvements and fostering a culture of continuous development within the department.
- **Environmental Adaptability:** The Department Head manages the department's external relationships, ensuring adaptation to changes in academic, social, and technological environments. This includes promoting collaborations, quality assurance, and managing accreditation efforts.

In conclusion, the Department Head's role, when examined through the Plasma Leadership framework, encompasses a dynamic and multifaceted approach to effective department management, innovation, and responsiveness to both internal and external challenges.

Duties of the Department Chair of Main Science or Main Art in Plasma Leadership Context

The Department Chair oversees educational and research activities, ensuring smooth operations within the department in line with university policies. Their role aligns with several dimensions of plasma leadership:



- **Leader-Member Interaction:** The Chair ensures coordination and fosters effective communication among faculty members. Regular interactions and collaborative efforts contribute to achieving departmental goals.
- **Fair Management, Talent Management, and Human Resources:** The Chair ensures fair distribution of tasks and resources, aligning course assignments with faculty expertise. Effective talent and human resource management are integral to this process.
- **Organizational Intelligence:** The Chair unites the department's members, guiding them towards common goals, ensuring operational coherence, and promoting collaboration to sustain essential activities.
- **Swift Action and Response:** In times of disruption or crisis, the Chair makes quick, effective decisions to maintain educational continuity and address emerging challenges.
- **Information Management:** The Chair is responsible for timely, transparent communication, ensuring efficient information flow within the department and with higher administration.
- **Innovation Management:** The Chair leads initiatives to improve teaching, research, and administrative processes, fostering a culture of continuous improvement and innovation within the department.

These responsibilities, rooted in plasma leadership, emphasize dynamic interaction, fairness, organizational intelligence, responsiveness, and adaptability in leadership.

Discussion and Conclusion

In higher education, leadership plays a pivotal role in shaping both academic success and institutional efficiency. Plasma leadership, a dynamic model emphasizing adaptability, flexibility, and systemic awareness, offers a comprehensive framework for managing academic institutions. Unlike traditional hierarchical models, plasma leadership integrates key dimensions such as leader-member interaction, fair management, organizational intelligence, innovation management, and environmental adaptability. These elements are essential for fostering collaboration, responsiveness, and innovation across all levels of academic administration, from rectors to department chairs.

The leader-member interaction dimension highlights the importance of continuous communication and coordination between academic leaders and faculty members, ensuring that educational and research activities align with the institution's broader goals. Fair management and talent management emphasize transparency in decision-making and equitable distribution of responsibilities, fostering a meritocratic environment. Organizational intelligence, coupled with innovation management, enhances the capacity of universities to adapt to changing demands, whether technological or societal, while promoting efficiency through information sharing and collective decision-making.



Plasma leadership underscores the imperative of environmental adaptability, enabling universities to remain resilient amid external pressures and sustain their competitiveness within the global academic arena. By adopting this dynamic leadership paradigm, institutions can foster more integrated, responsive, and sustainable systems. To maximize the potential of plasma leadership, academic leaders at all levels rectors, deans, and department chairs must proactively engage in continuous professional development and cultivate collaborative networks. In today's higher education landscape, where unpredictability and complexity are the norm, leadership models that embrace nonlinearity and transformation are essential. The principles of plasma leadership rooted in adaptability, fluidity, and responsiveness closely align with the multifaceted and evolving character of academic institutions. Drawing from their analysis of high school students' career interests through the lens of chaos and complexity theory, Erçetin and Potas (2019) highlight the need for educational leadership to accommodate disorder and emergent change. In a parallel vein, Açıkalın (2022) emphasizes the strategic significance of leadership in shaping complex international relations, reinforcing the value of vision and influence in turbulent environments. Together, these perspectives illustrate how plasma leadership offers a robust and forward-thinking framework for navigating academic autonomy, global pressures, and institutional transformation in higher education.

In conclusion, the implementation of plasma leadership in higher education offers a transformative approach to management, fostering innovation, equity, and resilience. By aligning leadership practices with plasma leadership's core dimensions, universities can enhance institutional performance and respond effectively to both internal and external challenges. For long term success, it is crucial that academic leaders adopt plasma leadership principles, ensuring that higher education institutions remain agile and relevant in an ever-evolving global landscape.

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