

# An Inspiring Example of Transformational Leadership in Medical and Health Education: Prof. Dr. İskender Sayek

## Tıp ve Sağlık Eğitiminde Dönüşümcü Liderliğin İlham Verici Bir Örneği: Prof. Dr. İskender Sayek

Kutluhan Yılmaz<sup>1</sup>

Orcid: 0000-0002-3724-7416

Işıl İrem Budakoğlu<sup>2</sup>

Orcid: 0000-0003-1517-3169

Özlem Coşkun<sup>3</sup>

Orcid: 0000-0001-8716-1584

<sup>1</sup>PhD Student at Gazi Üniversitesi, Sağlık Bilimleri Enstitüsü, Tıp Eğitimi Anabilim Dalı, Ankara

<sup>2</sup>Gazi Üniversitesi, Sağlık Bilimleri Enstitüsü, Tıp Eğitimi Anabilim Dalı, Ankara

<sup>3</sup>Gazi Üniversitesi, Tıp Sağlık Bilimleri Enstitüsü, Tıp Eğitimi Anabilim Dalı, Ankara

### Sorumlu Yazar:

Kutluhan Yılmaz

### E-posta:

drkutluhan@yahoo.com

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## Abstract

**Aims:** For more than a century, numerous influential figures have shaped the global history of modern medical education worldwide. Within this context, this study evaluates the contributions of Prof. Dr. İskender Sayek, a pioneering figure in the evolution of medical education in Türkiye.

**Methods:** The study was designed as a qualitative case study, in which data sources were both semi-structured interview with Prof. Dr. İskender Sayek and the documents obtained from Google, Google Scholar, PubMed, Youtube, and Spotify. The documents and the semi-structured interview were evaluated based on established leadership styles as well as the authors' professional collaboration with Prof. Sayek for more than 15 years in the field of medical education. The documents were evaluated regarding the modern medical education within the framework of Prof. Sayek's official duties, academic activities and civil society activities in medical education; the interview was discussed under the themes of openness to communication and information sharing, impressiveness, time management and perceived level of expertise.

**Findings:** The evidence—encompassing his evaluation reports and other publications on medical education, his efforts to integrate modern medical education methods and his foundation of TEPDAD ('Tıp Eğitimi Programları Değerlendirme ve Akreditasyon Derneği' in Turkish: 'Association for Evaluation and Accreditation of Medical Education Programs') and the Department of Medical Education and Informatics at Hacettepe University Faculty of Medicine during his deanship—consistently

illustrates that Prof. Sayek has been a leader in the advancement of medical education in Türkiye especially in the last 25 years. His activities in medical education span a broad spectrum, ranging from structural changes in formal medical education to civil advocacy aimed at raising awareness of key issues such as the quality of medical education, social responsibility, and social accountability among both health professionals and lay people. Together, these activities indicate that he demonstrates characteristics associated with multiple leadership styles, including visionary, instructional, and academic leadership. His formal and informal activities contributed to lead to both science-based structural improvements in medical education and shifts in prevailing mindsets in Türkiye. Accordingly, we interpret that transformational leadership is his dominant leadership style. In addition to the leadership part of this study on Prof. Sayek, we present our interview with him. It includes various topics ranging from his observation on medical education in the last 60 years to his future recommendations and expectations, especially on the goals for modern medical education in the Republic of Türkiye's second century, providing additional value to the study.

**Conclusions:** Prof. Sayek's professional life, both formal and informal, is an inspiring example of transformational leadership in medical education as it demonstrates how medical education can be improved both intellectually and practically and how its sustainability can be ensured based on science. His current activities and future recommendations in our interview confirm this conclusion as well.

## Özet

**Amaçlar:** Yüzyılı aşkın bir süredir modern tıp eğitiminin dünya genelindeki tarihini şekillendiren çok sayıda etkili isim bulunmaktadır. Bu bağlamda, bu çalışmada Türkiye'de modern tıp eğitiminin öncü bir isim olan Prof. Dr. İskender Sayek ele alınmaktadır.

**Yöntemler:** Nitel bir çalışma olan bu çalışmada, veri kaynakları hem Prof. Dr. İskender Sayek ile yapılan yarı yapılandırılmış görüşme hem de Google, Google Akademik, PubMed, Youtube ve Spotify'dan elde edilen dokümanlardır. Dokümanlar

ve mülakat daha önce tanımlanmış liderlik stilleri ve yazarların tıp eğitimi alanında 15 yılı aşkın süredir Prof. Sayek ile sürdürdüğü profesyonel işbirliğinde bulunmalarına dayanarak değerlendirilmiştir. Dokümanlar Prof. Sayek'in tıp eğitimindeki resmi görevleri, akademik faaliyetleri ve sivil toplum faaliyetleri çerçevesinde modern tıp eğitiminin gelişimindeki yeri açısından, yaptığımız görüşme ise iletişime ve bilgi paylaşımına açıklık, etkileycilik, zaman yönetimi ve uzmanlık düzeyi temaları altında değerlendirilmiştir.

**Bulgular:** Prof. Sayek'in tıp eğitimiyle ilgili değerlendirmeleri raporlarıyla diğer yayınlarından, dekanlığı sırasında modern tıp eğitimi yöntemlerinin entegrasyonu ile ayrıca TEPDAD'ı (Tıp Eğitimi Programları Değerlendirme ve Akreditasyon Derneği) ve Hacettepe Üniversitesi Tıp Fakültesi Tıp Eğitimi ve Bilişimi Anabilim Dalı'nı kurmasına kadar olan tüm bulgular, Prof. Sayek'in özellikle son 25 yılda Türkiye'de modern tıp eğitiminin gelişiminde öncü bir rol oynadığını ortaya koymaktadır. Tıp eğitimindeki faaliyetleri, tıp eğitimindeki yapısal ve eğitsel değişikliklerden, tıp eğitiminin durumu, sosyal güvenilirlik ve sosyal hesap verebilirlik gibi tıp eğitimi konusunda hem sağlık çalışanlarında hem de normal vatandaşlarda olmak üzere farkındalığı artırmayı amaçlayan sivil faaliyetlere kadar uzanan geniş bir yelpazeyi kapsar ve bunların hepsi onun vizyoner liderlik, öğretim liderliği ve akademik liderlik gibi birçok liderlik stili özelliklerini taşıdığını göstermektedir. Türkiye'de tıp eğitiminde yalnızca yapısal iyileştirmelere değil, aynı zamanda bunların bilime dayalı olarak devam etmesini sağlayan zihniyet değişikliklerine de yol açan resmi ve sivil faaliyetlerine dayanarak, Prof. Sayek için dönüştürücü liderliğin baskın liderlik stili olduğunu değerlendiriyoruz. Prof. Sayek hakkındaki bu çalışmanın liderlik bölümüne ek olarak, bu makalede kendisiyle yaptığımız mülakatı da sunuyoruz. Son 60 yılda tıp eğitimine ilişkin gözlemlerinden, özellikle Türkiye Cumhuriyeti'nin ikinci yüzyılında modern tıp eğitiminin hedefleri konusundaki geleceğe yönelik öneri ve beklentilerine kadar çeşitli konuları içeren bu mülakatın çalışmaya ek değer katacağını düşünmekteyiz.

**Sonuçlar:** Prof. Sayek'in hem resmi hem de sivil mesleki yaşamı tıp eğitiminde dönüşümsel liderlik temelinde ilham verici bir örnek teşkil

etmektedir. Tıp eğitiminin hem entelektüel hem de uygulamalı olarak nasıl geliştirilebileceğini ve sürdürülebilirliğinin bilime dayalı olarak nasıl güvence altına alınabileceğini göstermesi açısından çok değerlidir. Ayrıca mülakatımızda ifade bulan güncel faaliyetleri ve geleceğe yönelik önerileri de bu sonucu teyit etmektedir.

## INTRODUCTION

Although leadership and its styles are not new concepts and many leadership styles have been defined, changes in society and life ranging from the neoliberal policies to the digital technologies have inspired studies on the leadership concepts, leading to development of new leadership definitions such as ethical leadership and digital leadership (1-5). And many of these leadership styles, such as transformational leadership, transactional leadership, servant leadership, situational leadership, and authentic leadership have also become the subject of many studies in both healthcare management and medical education (6-7). Thoughts on how medical education should be, have been around since Hippocrates. However, planned and scientific changes have been implemented in medical education for approximately the last 100 years, ensuring that both medical education and health services adapt to the rapidly changing world in recent decades. Thanks to Medical Education Science, as a separate discipline with its own scientific systematics, both medical education and health services could have adapted, and hence, survived crises, even multiple crises occurring at the same time (8-9). It should be noted that all these changes have been achieved thanks to many leaders all over the world (4, 5). In this context, since the Flexner report, many valuable names have contributed to the development of modern medical education in many countries (10-14).

In this article, we focus on Prof. Dr. İskender Sayek, who has played an important role in the development of modern medical education in Türkiye. In the first part of the study, we hosted Prof. Sayek as the guest of our semi-structured interview and learned about his experiences on medical education in Turkey over the last 60 years as well as his expectations and recommendations for the future. In the second part, we discussed his leadership styles in establishing contemporary

medical education in Türkiye, based on scientific evidence.

## METHODS

The study was designed as a qualitative case study incorporating biographical and document-based data sources as well as a semi-structured interview, conducted between June 2024 and June 2025. The data were obtained from the interview (Appendix) and primarily from the documents (16-68):

1. Document review: The documents related to Prof. Dr. İskender Sayek were obtained by searching Google, Google Scholar, PubMed, YouTube, and Spotify. All data related to his activities in medical education were included in the study and systematically presented in Table 1.

2. Interview: Semi-structured interview was conducted to obtain Prof. Sayek's observations and experiences on his observation for the last 60 years in Türkiye as well as his thoughts on future perspectives. The interview was conducted online on Zoom by an author (KY), lasting about one hour (June 13, 2024). The interview was recorded with the participant's consent and evaluated by all researchers after the interview (Appendix).

The documents (16–68) and the interview data (Appendix) and were jointly evaluated to (i) identify Prof. Sayek's contributions to medical education in Türkiye, as presented in Table 1, and (ii) discuss his leadership characteristics and leadership styles. Data analysis combined deductive and inductive processes, with supporting evidence provided for each analytic approach. Biographical elements were incorporated to contextualize leadership styles across different historical and institutional periods. To enhance the validity and reliability of the study, a comprehensive document review obtained from multiple platforms was analyzed together with the interview data. The data collection and analysis processes were conducted in a transparent and systematic manner, and all evaluation stages were collaboratively reviewed by the research team.

## FINDINGS

1) The findings from the interview (Appendix) and the documents (16-68) were categorized as follows: 1) Medical education of Prof. Dr. İskender Sayek and his occupational, administrative and civil activities in medicine and medical education:

**Table 1.** Prof. Sayek's contributions to development of modern medical education in Türkiye (16-68).

- TTB-reports on undergraduate medical education (35-38) and medical specialties education (20, 21, 34); the TTB-National standards for education of medical specialties and continuing professional development (TTB-STE/SMG system) (67).
- Foundations of both the Medical Specialty Societies Coordination Board (44) and the Turkish Surgical Board (with starting the board examination in General Surgery residency education) (56).
- Promoting the concept of accreditation in medical education programs in Türkiye (16, 46, 47, 58, 60) and founding TEPDAD (45); developing further standards of TEPDAD (61).
- Developments in medical education at Hacettepe University Medical School (pre-clinical communication skills training, objective structured clinical examination, evidence-based medicine, problem-based learning, symptom-based approach, good medical practice, professional ethics and professionalism, humanities in medical education, integrated medical and scientific doctorate programs, research education in medicine) (22, 24-27, 29, 40, 42, 43, 46-53, 62).
- Cultivating human resources for Medical Education Sciences: Making educational skills training a requirement for faculty applications, performing faculty development programs and promoting Medical Education Sciences as an official department within medical schools and therefore starting post-graduate education programs in Medical Education Sciences (29, 41, 55, 68).
- Developing medical students' perspective on medical education through establishing white coat wearing ceremonies, and representation of residents and medical students; contributing to medical students' academic activities and perspectives on medical education (23, 30, 52, 63-65).
- Conferences, congresses, and symposiums in medical education (58, 59).
- Addressing difficult issues such as ethics, social reliability and social accountability in medical education (11, 53, 56), COVID-19 pandemic (17, 19, 30) and other social awareness activities such as health encyclopedia and podcasts (66, 77).

*Abbreviations:*

*TTB:* 'Türk Tabipler Birliği' Turkish (Turkish Medical Association); *STE/SMG:* 'Türk Tabipler Birliği-Sürekli Tıp Eğitimi/Sürekli Mesleki Gelişim' Turkish (Continuing Professional Development/Continuing Medical Education); *TEPDAD:* 'Tıp Eğitimi Programları Değerlendirme ve Akreditasyon Derneği' Turkish ('Association for Evaluation and Accreditation of Medical Education Programs').

- Medical education: Hacettepe Faculty of Medicine (1964-1970); and Buffalo General Hospital-General Surgery residency (1971-1976).
- Academic duties and activities: Academic staff at Hacettepe University Faculty of Medicine, Department of General Surgery (1976-2011) (associate professor in 1981, professor in 1988). He has hundreds of academic publications and citations in medical literature (his first international presentation was in 1967 during his third year of medical school). He served until reaching the age limit (he is the first graduate who retired due to the age limit at Hacettepe University Faculty of Medicine).
- Administrative duties: The coordinator of education, the chair of Department of General Surgery at Hacettepe University Faculty of Medicine (1991-2007), Vice Dean (1991-1994) and Dean (2000-2006).

- Memberships and presidencies in non-governmental(civil) organizations: National Surgical Association, Ankara Surgical Association, Turkish Surgical Association (the president from 2000 to 2002), Surgical Infection Society - Europe (board membership from 1990 to 1996; the president from 1997 to 1998), membership of International Gastro-Surgical Club.
- Awards: Honorary doctorates (Tbilisi University in Georgia and Acıbadem University in Türkiye), Bayındır Hospitals Service Award (2011), Hacettepe University Service Award (2011), Eczacıbaşı Science Award (2002), TÜBİTAK Incentive Award (1984).
- 2) His administrative, academic and civil activities contributing to medical education (Table 1):
- Foundation of TEPDAD ('Tıp Eğitimi Programları Değerlendirme ve Akreditasyon Derneği' in Turkish:

the Turkish and Accreditation of Medical Education Programs) in 2010 and his presidencies (2010-2013, 2013-2016, 2016-2019, 2019-2022, 2022-2025, 2025-...).

- Organizing extracurricular training programs for medical students; taking part in meetings and congresses organized by medical students.

- Activities in Turkish Medical Association ('TTB': Türk Tabipler Birliği' in Turkish): Meetings on medical education, reports on both undergraduate medical education and education of medical specialties, foundation of TTB-Specialty Associations Coordination Committee, foundation of TTB-Continuing Professional Development/Continuing Medical Education-Accreditation Credit Committee which issued the National Standards for Continuing Medical Education/Continuing Professional Development.

- Activities for medical education at Hacettepe University Medicine School during his deanship period.

- Foundation of Department of Medical Education and Informatics (July 11, 2000).

- The accessible education materials printed (2000) or online (2001).

- Clinical Pharmacology program (2000), problem-based learning sessions (2002), disease and symptom-based learning guide (2003).

- White coat-wearing ceremonies (2001).

- Communication skills training program (2003), ethics education program for residents (2001), good medical practice training (2004).

- Integration of Humanities Sciences into medical education (2004), integrated medicine and PhD programs (2003).

- Foundation of Core Education Program Commission (2001), Education and Evaluation Center (2001), and Educational Measurement and Assessment Group (2001) (structured objective clinical examinations in General Surgery clerkship (2004) and Pediatrics clerkship (2005)).

- Performing a faculty development program and making education skills training a requirement for application of candidate academicians (2002).

- Hacettepe Health Encyclopedia (2008).

3) The concepts and practices that he recommends for Türkiye (from the interview;appendix)

- The goals for the medical education in the second century of the Republic of Türkiye (mentioned them to be reported in coming days).

- Recommendation of a central examination of competency in medicine for medical students to graduate.

- Integration a medical education pathway which is independent from any standardized duration and has its own assessment system into current medical education.

- More effectively integrating the concepts of social reliability and social accountability into every stage of medical education.

II) The authors' observations from the interview to identify Prof. Sayek's leadership features:

- Openness in communication and information sharing: From the very beginning, he was constructive and participatory during the interview. He demonstrated openness and responsiveness throughout the interaction.

- Time management: He arrived on time for the interview, and his answers to our questions were balanced and satisfying in terms of both time management and content.

- Comprehensibility and expertise-satisfaction: His expressions and definitions were clear enough for anyone with minimal knowledge of medicine and medical education to understand, but at the same time, he could convey his expert-level knowledge.

- Impressiveness and final impact: The tone of voice and body language complemented the content of his speech and helped to maintain attention. He presented analytically both the changes in medical education in Türkiye in the past 60 years and his future expectations. His communication style was clear, engaging, and effective in conveying complex issues related to medical education.

III) The data given above were analyzed according to the leadership styles:

The common feature of all leadership definitions regardless of leadership styles is the ability to influence the thoughts and behaviors of individuals or groups. In our study, based on the interview and the documents showed that Prof. Sayek has essential leadership characteristics such as motivation and ability to take initiative and influence inspiring and motivating those around him. The evidence from the documents revealed objectively that he had played a leading role in the advancement of medical education in Türkiye for more than 25 years (16–68). Furthermore, the analysis revealed features associated with multiple leadership styles, which we present as following evaluation:

- **Democratic leadership:** Democratic leaders provide a healthy communication environment for their followers and encourage them to be creative towards shared goals in collaboration (69, 70). Although Prof. Sayek's seniority, which he is likely to have exposed to the classical communication style in his General Surgery residency years, and his long administrative history could increase possibility of his having an authoritarian communication style, we observed such a communication style during neither our interview nor our professional collaboration for more than 15 years in the field of medical education. Prof. Sayek's approach to communication and interaction, based on mutual respect, is not authoritarian but reflects his democratic character. His activities in various non-governmental organizations ranging from national ones such as TTB, Turkish Surgical Association to international ones such as European Surgical Infection Association emphasize his team-based working and collaboration, confirming his democratic leadership character.

- **Visionary leadership:** Visionary leaders outline visions and turn them into shared visions among their followers (72). The findings show that Prof. Sayek has led to many visionary activities from increasing awareness in various topics of medical education (18, 19, 23, 25, 41, 54, 60, 63, 65) putting national standards for continuing medical education/continuing professional development to putting national standards for continuing medical education/continuing professional development (67) and standards for medical schools (61), all of which reflect his visionary leadership character.

- **Instructional leadership and academic leadership:** Instructional leaders act in the vision of developing education within a school or education institution, firstly sharing this vision with organizational members to foster vision alignment, and secondly, structuring improved educational activities to institutionalize the change. Instructional leaders lead teachers or academic staff in preparing educational programs and selecting both the best teaching methods and appropriate topics, thereby affecting education positively. The aim of instructional leadership is mainly to provide more qualified education (72). In addition to instructional leadership, the concept of academic leadership has been mentioned specifically for higher educational outcomes (73). It has been reported that academic

leaders have significant leadership abilities and managerial competencies in the face of the rapid pace of change in higher education (73, 74). The data reveal that Prof. Sayek not only made significant modernization in medical education programs and curriculum at Hacettepe University Medical School during his deanship but also started the board examination in the residency programs of General Surgery in Türkiye during his presidency of the Turkish Surgical Association in 2000, all of which are structural changes in medical education. He also contributed to valuable academic studies and activities on General Surgery education (20-22, 56, 57). In addition, he is the editor of the book consisting of 21 sections, which is the primary source for postgraduate education on Medical Education Science in Türkiye (48). We think that all of these demonstrate his academic and instructional leadership characteristics.

- **Transformational leadership:** It includes creating a common vision, motivating participation in achieving goals, creating intellectual influence and empowering, and mentoring the followers (5, 75, 76). Transformational leaders facilitate learning to be innovative, rather than be under their control. Such leaders actively help their followers to reach their own potential and aim to create changes that will benefit everyone. They can influence beliefs, attitudes, and values, guide and motivate the organization's mission and goals, and ultimately bring achievement and value to both their organizations and followers. Based on Prof. Sayek's activities from those at TTB as well as in his deanship at Hacettepe University, Medical School to the foundation of TEPDAD (Table 1), we interpret that he has made great contributions to the transformation of modern medical education in Türkiye, especially in the last 25 years. Transformational leadership involves not only identifying needs and initiating change but also embedding that change within shared perspectives to ensure sustainability of the transformation. In addition to the improvement in education programs, he developed and promoted the vision of seeking more qualified medical education all the time among all stakeholders including not only academic staff and medical students but also lay people(66,68). And finally, sustainability of continuous improvement vision was institutionalized by founding TEPDAD (45). As of today, 65 medical schools in Türkiye,

which is nearly the half of the total number, have been accredited or re-accredited by TEPDAD (45, 77). TEPDAD is the only organization that accredits medical schools and is recognized by both YÖK ('Yüksek Öğretim Kurulu' in Turkish: Council of Higher Education, which is responsible for higher in Türkiye, written by Prof. Sayek and World Federation for Medical Education. At the same time, TEPDAD's accreditation standards have been further raised over time. All this story is literally a real transformation in medical education in Türkiye.

## DISCUSSION

There are many leadership characteristics such as charisma and persuasiveness, motivation, focusing, effective communication, talent, courage, ability to influence perceptions, keeping promises, generosity, and initiative, listening and valuing others, passion, a positive attitude, problem solving, building multifaceted relationships, responsibility, reliability, discipline, service, desire to learn and ability to learn, and vision (1-4). Ultimately, leadership is the capacity to inspire collective action toward a common goal through motivation and vision, rather than an application of authority. There are many leadership styles. While there are some overlapping among leadership styles in their characteristics, each leadership style has its own distinctive feature (2, 5). The findings from this study on Prof. Sayek demonstrate that he has contributed to evolution of medical education not only at Hacettepe University Faculty of Medicine but also in Türkiye and even the world, especially in the recent 25 years. Even though he could be noticed to have various leadership characteristics as discussed above based on the evidence, we interpret that transformational leadership is his dominant leadership style because he has played important role in not only construction of contemporary medical education in Türkiye but also in ensuring its continuity. Transformational leaders not only lead in achieving goals but also bring about real transformation by changing established mindsets of both followers and others. Each finding from both the documents and the interviews confirms this leadership character for Prof. Sayek (16–68).

In addition to the transformational leadership, he has also other leadership features such as visionary leadership, democratic leadership and academic

leadership. Although the analytical framework could be further expanded to include additional leadership styles such as authentic leadership and effective leadership (78-80), the findings indicate that these styles complement his own transformational leadership. This results in a leadership profile that is distinctive to him (78). His contributions such as modernization of the curriculum at Medical School of Hacettepe University, foundation of the Department of Medical Education and Informatics at the same school, starting the board examination in General Surgery education, foundation of TEPDAD, are all far beyond simply modernizing curricula and programs. The goals for medical education in the second century of the Republic of Türkiye by TEPDAD provide further transformational vision, as expressed in our interview by Prof. Sayek. Many recommendations such as a central examination of competency in medicine for medical students to graduate and an alternative way providing medical education which is independent from duration are his future transformational visions for the medical education in Türkiye. All of these reveal his visionary leadership feature along with his transformational character. Further transformation in medical education is not possible without democratic participation of stakeholders. The findings show that he has instructional and academic leadership characters as well, as discussed in the previous section. We consider that his academic activities on professionalism, ethics, social reliability and social accountability (20, 25, 41, 60, 63, 67) are particularly important for his transformational leadership because academic leadership perspective is particularly essential to achieve the transformation on difficult issues and keep the achievements in difficult conditions for medical and health education (18, 41, 81). To sum up, even though the findings indicate that Prof. Sayek has characteristics of many leadership styles, transformational leadership is the dominant leadership style for him, and the other leadership styles are important to empower and enrich his own transformational leadership style.

We wish to emphasize that there are some limitations of our study. There are overlapping characteristics among leadership styles. Besides, a person may exhibit different leadership styles in different processes or situations. Leadership versatility refers to complementary leadership

behaviors (81). All these realities may make it difficult to identify a single leadership identity for a person. In our study on Prof. Sayek, we aimed to detect dominant leadership style based on his activities in health and medical education and then concluded as presented above that it was transformational leadership. Besides that, we would like to underline once again that his leadership character does not have a single leadership style, which would not be surprising as discussed above. We interpret that his other leadership styles are complementary leader behaviors (81), enriching and empowering his transformational leadership character. There are a lot of leadership programs in medical education all over the world (82-85). They don't focus on a particular leadership style but rather are developed with multiple perspectives, as seen in *Leaders Growing Leaders* by Torbeck et al. (85). Considering the previous studies, Gruessner (84) proposes combination of transformational and transactional leadership in hospitals and healthcare systems. On other words, leadership education programs in health students and professionals have been developed with various perspectives ranging from the main leadership concept to specific aims in specific fields ranging from a particular medical specialty (86) to a certain aim such as environmental stewardship to reduce water and waste by educating surgeon leaders in a hospital (87). We see similar broad perspectives in Prof. Sayek's activities in medical education. We hope that this article presenting the transformational leadership in medical education through a real-life story will be found inspiring and included in the recommended reading lists of leadership programs (84). In this context, we benefited from the interview to discuss the concept of leadership in medical education in the Gazi University Medical Education PhD program in 2025. Another limitation of our study is that we did not perform any scale or questionnaire developed for leadership styles, which might have provided quantitative data. Besides this advantage, they have some disadvantages such as serious applicability difficulties and subjective assessments. Even though this study is qualitative research, it is based on the documents and the interview, both of which provide objective data and therefore our research has been evidence-based qualitative study (88, 89). Using multiple data sources in number enhances the validity and reliability of the

study. The data sources including the interview (Appendix) are given and therefore open to further or different evaluations.

In conclusion, the study highlights that Prof. Sayek has been an inspiring leader in the advancement of modern medical education in Türkiye, especially in the last 25 years. Although multiple leadership characteristics were identified, transformational leadership emerged as the dominant style. This study also presents our interview with him on his 60-year experiences and future perspectives on medical education in Türkiye (Appendix). Prof. Sayek has recently published the goals of medical education for the second century of the Republic of Türkiye, which confirms that the transformation will continue (90). Therefore, future studies on the transformation of modern medical education in Türkiye into how successful or effective and by whom achieved would be informative. We hope that this study along with the interview will be valuable source to write the history of the evolution of modern medical education in Türkiye. On this occasion, we would like to express our deepest gratitude to both Prof. Sayek and all the other academic staff, administrators, and especially medical students who are interested in Medical Education Science all over the world. Appendix

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