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Agile Leadership Characteristic of Hakkari University Managers in Perspective of VUCA-RR

VUCA-RR Perspektifinden Hakkari Üniversitesi Yöneticilerinin Çevik Liderlik Özellikleri

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Abstract: The aim of the study is to investigate the agile leadership characteristics of managers working at Hakkari University. Data was collected from 22 managers working at Hakkari University. Data was collected from 22 managers and analyzed in the Nvivo12 qualitative analysis program. Analysis results show that managers act result-oriented by motivating employees and by example. Managers stated that they attach importance to teamwork and also that they act in the direction of making joint decisions in the organization. It has been determined that the managers support the activities that will help the development of the employees such as training and seminars, and make an effort to acquire and use technological competence. Finally, it has been determined that the managers exhibit agile leadership characteristics by acting flexible and fast.

Key words: Agility, agility leadership, VUCA, VUCA-RR, qualitative research

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Öz: Bu çalışmanın amacı; Hakkari Üniversitesi'nde görev yapan yöneticilerin çevik liderlik özelliklerinin araştırılmasıdır. 22 yöneticiden veri toplanarak elde edilen veriler Nvivo12 nitel analiz programında analiz edilmiştir. Analiz sonuçları yöneticilerin çalışanları motive ederek ve örnek olarak sonuç odaklı davrandıklarını göstermektedir. Yöneticiler takım çalışmasına önem verdiklerini ve ayrıca örgütte ortak karar alma yönünde davrandıklarını ifade etmişlerdir. Yöneticilerin eğitim, seminer gibi çalışanların gelişimine yardımcı olacak faaliyetlere destek verdikleri, teknolojik yetkinliğin edinilmesi ve kullanılması yönünde çaba gösterdikleri saptanmıştır. Son olarak yöneticilerin esnek ve hızlı hareket ederek çevik liderlik özellikleri sergiledikleri belirlenmiştir.

Anahtar kelimeler: Çeviklik, çevik liderlik, VUCA, VUCA-RR, nitel araştırma

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1. Introduction

There have been rapid changes in the world in the last 15 years. Changes experienced at the global level include high levels of uncertainty, complexity and indecision. Therefore, the environment it is in is a VUCA (volatility, uncertainty, complexity, ambiguity) environment (Kırpık, 2020). For example, the financial crisis occurred in 2008-2009. The Covid-19 pandemic, which emerged in 2020, has also increased the pace of change and made it difficult to predict the future, making the characteristics of VUCA environments clear. Such environments have begun to be called VUCA-RR in recent years. The abbreviation "RR" refers to the words rapidity and radicality (Moccia et al., 2021: 49; Akkaya and Ahmed, 2022: 2-3; Ahmed et al., 2022: 13). Lawrence (2013) called this situation inherent in today's business world the "new normal" and stated that this situation changes not only the way organizations do business but also the way their leaders lead. Because, the prolongation of the process dominated by obscurity has left the managers face to face with a new situation that needs to be managed (Bir and Koç, 2022: 1270). Therefore, in response to high uncertainty and rapid change brought about by changing social norms, deglobalization, climate change and digital disruption, agility has gained a lot of attention in the business and management world. It has been necessary for organizations to develop a level of agility in order to survive in this new order. The concept of agility is the capacity to react quickly to rapidly changing conditions and is a set of certain tools and methods that are gaining importance (Akkaya and Ahmed, 2022: 2). New leadership skills are needed for organizations to gain agility characteristics.

Considering their key roles in organizations, leaders are seen as the solution to the complexity caused by sudden changes and uncertainties in the environment. It is expected that he/she will be able to develop agile leadership skills to ensure that an agile culture spreads throughout the organization. Therefore, it is important for leaders to have agility characteristics. In this sense, agile leaders with characteristics such as change-oriented, fast, flexible, team-oriented and result-oriented come to the fore. From this point of view, in this study, it is aimed to investigate the agile leadership characteristics of managers working at Hakkari University.

2. Literature Review

2.1. Agile Leadership

The necessity of responding quickly to the rapid change, high level of uncertainty and complexity in the world has brought the agile leadership approach to the fore (Joiner, 2009: 29). Agility is defined as "the ability to respond and adapt to change in a timely manner so that change quickly becomes the norm for organizations" (Mukerjee, 2014: 57). In another definition, agile leadership is defined as "anticipating and accepting environmental change and adapting to it quickly, even causing a change in market conditions" (Crocitto and Youssef, 2003: 391).

An agile leader with many skills combined with flexibility and speed can make it easier for organizations to achieve success (Fachrunnisa et al., 2020: 69). In addition to anticipating and adapting to change, the agile leader can guide the team and continuously influence the team's behavior by creating and disseminating a guiding vision (Akkaya et al., 2020: 1607; Parker, 2015: 119). Contrary to hierarchical management, it exhibits a common management approach (Medinilla, 2012: 64). Agile leaders have high self-awareness. They are also skilled at inspiring and developing others. (Abbasi and Ruf, 2020: 129-130; McPherson, 2016: 1; Medinilla, 2012: 64). In summary, the goal of agile leadership is to motivate people to contribute to the greater good of the organization rather than focusing on control. Communication flows freely between everyone to encourage motivation. Agile approach supports full transparency. Include everyone in the decision-making process (Thoren, 2023: 164).

In agile leadership style, leaders can manage the organization in such a way that the organization can survive and continue to survive and even thrive in the age of VUCA and especially in the age of adaptation to the new habits we are in (Arifin and Purwanti, 2023: 34). In other words, the VUCA period requires leadership agility, which is the leader's fast and flexible behavior style and the ability to sense and respond

to changes in the environment (Kostrad, 2019: 206). The concept of VUCA (votality, uncertainty, complexity, ambiguity) was coined by the US Army to describe the current environment after the end of the Cold War. The concept has become frequently used to describe the chaotic, turbulent and rapidly changing business environment, which has become the "new normal" especially after 2000 (Lawrence, 2013: 21).

VUCA combines four different types of response themes (Lawrence, 2013: 5; Bennett and Lemoine, 2014):

Volatility: The nature, speed, volume and magnitude of change mean that they cannot be predicted. But it is not difficult to understand; information is usually available. In such a case, it is recommended to stock up the inventory.

Uncertainty: It means difficulty in predicting problems or events. This variable makes forecasting and decision making difficult. It is recommended to invest in knowledge in case of uncertainty.

Complexity: By complexity, the danger of losing the relevance between parts is understood. The layer of complexity can increase the difficulty of decision making and lead to confusion that can lead to uncertainty. Recruit or develop specialists; It is recommended to create sufficient resources to remove the complexity.

Ambiguity: It is a situation where there is no clarity in making sense of the events in the environment. Understanding cause and effect requires forming and testing hypotheses. Therefore, it is recommended that the analyzes be designed in such a way that the lessons learned can be applied widely.

As the pace of change has increased in recent years, the new normal world has become both more risky, variable, uncertain, complex and ambiguous. Therefore, by emphasizing the need for change and flexibility, the concept of VUCA-RR, where double RR means Rapidity and Radicality, was introduced. Rapidity will be the most important surviving human skill, the ability of managers to continually create value from new ideas in the VUCA-RR world. Radicality on the other hand, is about innovation, which depends on individual and human capital as well as dynamic and organizational capacities (Moccia et al., 2021: 49; Akkaya and Ahmed, 2022: 2-3; Ahmed et al., 2022: 13).

It is important that leaders at all levels in organizations accept agility as an institutional value (Crocitto and Youssef, 2003: 395). A variety of methodologies exist to help agile leaders manage projects. These can be listed as Kanban, Lean, Scrum and Extreme Programming (Almeida and Carneio, 2023: 1). In the report prepared by KPMG in 2019 ([KPMG: Agile Transformation, 2019](#): 6), 91% of organizations consider adopting agility as a priority; It was stated that Scrum methodology was used the most, followed by Kanban and Lean. In the Scrum method, works are carried out in cycles called "sprints" varying between 1-4 weeks. It will support agile working in method; Three main roles have been identified as scrum master, product owner and development team (Almeida and Carneio, 2023; [KPMG: Agile Transformation, 2019](#); Petrescu and Streca, 2022).

2.2. Agile Leadership Levels

In order for success in organizations to be sustainable, organizations must reach the level of agility. Realizing agility in organizations seems possible only with the presence of agile leaders. Joiner and Josephs (2007b: 36; 2007a: 6-12; Joiner, 2009: 32; Joiner, 2019: 7) identified five levels of leadership agility: expert, achiever, catalyst, co-creator, and synergist. These agile leadership levels are described below (Yaşbay Kobal, 2022: 262-263):

Expert: The leader's legitimate power comes from her expertise and position in the hierarchy. Agile leaders impress their subordinates with their analytical problem-solving ability. They deal with the individual work of their subordinates and interact directly with reports. Experts have a passion for problem solving but tend to focus on the problem or person without paying much attention to stakeholders or context. Expert-level agile leaders can be effective in environments where the rate of change is low.

Achiever: It is very important for leaders at this level to achieve results that are valued by the organization. They realize that the power of the leader comes from motivating others as well as authority and expertise. These managers have developed a systems thinking that leads them to focus on improving business

systems. Therefore, they try to create a culture that encourages and rewards teamwork. These leaders can be effective in moderately complex environments.

Catalyst: They place great emphasis on participation, empowerment and teamwork. With their openness to change, their willingness to rethink fundamental assumptions, and their visionary orientation, the catalysts represent the first level of agile leadership where sustainable success can be achieved in today's rapidly changing, complex business environment. Catalysts pay special attention to creating a culture of empowerment, collaboration, and constructive candor to develop agile organizations.

Co-creator: Leaders at this level have the competencies to be successful in the rapidly changing and often destructive global economy for long-term organizational success with their emotional flexibility, ability to develop dialogue, creativity, and win-win solution suggestions. Committed to building collaborative teams and developing organizational relationships based on a deep sense of shared purpose.

Sinergist: It represents the cutting edge of the capacities and competencies developed by leaders. Agile leaders at this level can switch between leadership styles and determine which level would be more appropriate for a given situation. This ability enables them to access "synergic intuitions" that transform potential conflicts into beneficial solutions for all parties involved and to be successful in chaotic conditions.

These levels are hierarchical. Therefore, when leaders advance to the next level, the skills gained are transferred to the next level. For example, for leaders to work effectively at the synergist level, they must first specialize in the catalyst and co-creator levels.

2.3. Leading Literature Agile Leadership

Pioneering studies on agile leadership in the literature are given below.

Fernández (2005) aimed to identify the difficulties that managers face while leading. For this purpose, she conducted interviews with SME managers in China and presented a three-dimensional agile leadership model. These dimensions were determined as external agility, internal agility and personal agility. Another result of the research is that managers need to be fast and flexible in the face of unexpected situations.

Joiner and Josephs (2007) presented agile leadership as a conceptual model. As a result of the research, five different agility levels were determined as expert, achiever, catalyst, co-creator and synergist. Research results showed that only 10% of managers are at the level of catalyst, mutual creativity and synergy.

Wooten and James (2008) investigated the responses of organizations to the crises experienced between 2000 and 2006. According to the authors, agile leaders have extensive knowledge of all aspects of the business and can work across organizational functions or departments to accomplish a task. When preparing for or planning for a crisis, organizational agility is important because although a crisis may initially affect one aspect of the business, it will eventually affect the entire organization, including its reputation.

Lawrence (2013) stated that VUCA, the new normal of today's business world, has significantly changed leadership skills. As a result of the research, it was determined that visionary, agile, open and understanding leaders are needed to achieve success in the VUCA world.

Baran and Woznyj (2020) stated seven categories that a leader should include in their checklist to increase agility. These categories are communication and transparency, information sharing and teamwork, encouraging agile behavior, continuous improvement and learning, customer focus, leadership and role modeling, strategic alignment and talent management.

Beytekin and Özkanlı (2020) investigated the new leadership skills of Public Education Center teachers under VUCA conditions. It was observed that the variability, uncertainty, complexity and ambiguity of the teachers at the Public Education Center in VUCA conditions were positively and moderately related to each other. In addition, while there was no significant relationship between VUCA conditions and natural

leadership skills, it was determined that there was a moderate positive relationship between modern leadership skills.

Bir and Koç (2022) investigated the effect of VUCA perception on the perception of agile leadership skills. As a result of the research, it was determined that the perception of variability had a positive effect on the perception of agile leadership skills.

When the literature is examined, it is seen that agile leadership is emphasized in most of the studies dealing with leadership structures in uncertain environments that are in rapid change. When the literature is examined, it is seen that agile leadership is emphasized in most of the studies dealing with leadership structures in uncertain environments that are in rapid change (Abbasi and Ruf, 2020; Fachrunnisa et al., 2020; Horney et al., 2010; Joiner, 2019; Kostrad, 2019; Lawrance, 2013; McKenzie and Aitken, 2012; Parker et al., 2015). Therefore, it is possible to state agile leadership as a must-have skill in the VUCA world.

3. Method

3.1. Research Purpose and Sample

The aim of this study is to investigate the agile leadership characteristics of managers working at Hakkari University. Convenience sampling method was preferred in sampling. In this context, data were collected through semi-structured interview forms from 22 managers working at Hakkari University between March and May 2023. Research question "What are the agile leadership characteristics of Hakkari University managers?" determined as.

3.2. Data Collection and Analysis

Qualitative research method was used in the study. Semi-structured interview questions were created as a result of literature review. Data collection process started in August 2023 and ended in September 2023. Ethics committee approval was received for this research with the decision of Hakkari University Ethics Committee dated 24/08/2023 and numbered 1. The obtained data were deciphered without making any changes, recorded in the Nvivo 12 qualitative data analysis program and prepared for content analysis. In the content analysis, the codes determined by considering the dimensions in the literature were brought together according to their similarities and differences and themes were created. Finally, some results were obtained by interpreting the findings.

3.3. Validity and Reliability

In qualitative research, validity is related to the detailed reporting of the data obtained by the researcher and the explanation of how the results were reached (Yıldırım and Simsek, 2006: 256-257). In order to ensure internal validity in this study, the data were collected in the form of direct face-to-face interviews, and the managers were given time to express their opinions on the subject. During the research, care was taken not to ask leading questions in order to prevent a certain thought from coming to the fore. It has been clearly stated how the results have been achieved. The obtained data are associated with previously created conceptual For the external validity of the research, the stages of the research were detailed, the data collection tool, the data collection process, the analysis and interpretation of the data, the findings were explained in detail, and direct quotations from the statements of the participants were included.

In qualitative research, reliability means whether the study process is consistent, reasonably stable across researchers and methods over time (Miles et al., 2014: 272), and that the same results can be achieved using the same data on the subject being investigated under the same conditions (Neuman, 2014: 278; Yıldırım and Simsek, 2006: 260-265). In this study, as LeCompte and Goetz (1982: 37-42) suggested, the data collection tool was created by making use of the studies in the literature to increase internal reliability, and information about the data collection tool was included. In the interviews, the questions were asked clearly and clearly, and the data obtained were presented directly without any comment. In order to ensure external reliability, the conceptual framework and assumptions of the research, the method of data collection and analysis are defined in detail. The same coding scheme is used to encode all documents. The findings obtained as a result of the research were compared with the results of similar types of research.

4. RESULTS

4.1. Views of Managers on Agile Leadership

As a result of the questions asked to determine the agile leadership characteristics of the managers, seven main themes emerged.

4.1.1. Being Result Oriented (MT1)

The questions asked to determine the result-oriented feature of the managers were grouped under two themes as “motivation” (T1) and “being an example” (T2), and the results are given in Table 1.

Table 1: Themes, Codes, and References on Being Result-Oriented

Main Theme	Themes	Codes	References
Being Result Oriented (MT1)	Motivation (T1)	Support (c1)	8
		Participation in Decisions (c2)	4
		Positive Discourses (c3)	5
		Discretion (c4)	3
	Being an Example (T2)	Way of Doing Business (c5)	15

4.1.1.1. Motivation (T1)

“Motivation” theme includes 4 codes as “supporting” (c1), “participation in decisions” (c2), “positive discourses” (c3) and “discretion” (c4). Excerpts from the statements of the managers are given below:

c1- 3. Institution Manager (...) “When they encounter a problem, I do not leave them alone, I try to overcome the problem together.”

c2-19. Institution Manager (...) “We help our colleagues to be included in the decision processes for the unit targets and make their own decisions in their own duties.”

c3- 6. Institution Manager (...) “We state that we value them and that they are also responsible parts of our school.”

c4- 14. Institution Manager (...) “I appreciate the success of the employees meticulously fulfilling the given task.”

4.1.1.2. Being an Example (T2)

The theme of “being an example” includes 1 code as “way of doing business” (c4). Excerpts from managers statements are given below:

c5- 18. Institution Manager (...) “I think that I am an example because I am someone who does all kinds of work on time.”

4.1.2. Being Team Oriented (MT2)

The questions asked to determine the team-oriented feature of the managers were gathered under the theme of “team work” (T3) and the results are given in Table 2.

Table 2: Themes, Codes, and References on Being Team-Oriented

Main Theme	Themes	Codes	References
Being Team Oriented (MT2)	Team Work (T3)	Coordinated Work (c6)	16

4.1.2.1. Team Work (T3)

The “Team work” theme includes one code as “coordinated work” (c6). Excerpts from manager statements are given below:

c6- 17. Institution Manager (...) “In meetings held at regular intervals, responsibilities are divided and targets are set. Everyone is aware of their responsibilities. The team works in a coordinated manner and all works are tried to be done completely by helping each other when necessary.”

4.1.3. Decision Making (AT3)

The questions asked to determine the decision-making feature of the managers were gathered under the theme of “joint decision” (T4) and the results are given in Table 3.

Table 3: Themes, Codes, and References for Decision Making

Main Theme	Themes	Codes	References
Decision Making (AT3)	Join Decision (T4)	Getting Opinions (c7)	19

4.1.3.1. Join Decision (T4)

The “Joint Decision” theme includes one code as “getting opinions” (k7). Excerpts from manager statements are given below:

c7-10. Institution Manager (...) “First of all, we brainstorm with the employees, as a result, we take the most appropriate decision.”

4.1.4. Assisting Development (AT4)

The questions asked to determine the ability of managers to help the development of employees were gathered under the theme of “employee development” (T5) and the results are given in Table 4.

Table 4: Themes, Codes, and References to Assisting Development

Main Theme	Themes	Kodlar	References
Assisting Development (AT4)	Employee Development (T5)	Education (k8)	14
		Technological Development (k9)	4

4.1.4.1. Employee Development (T5)

The “employee development” theme includes 2 codes as “education” (c8) and “technological development” (c9). Excerpts from the statements of the managers are given below:

c8- 4. Institution Manager (...) “Personal development courses that employees want to attend, etc. We support the training activities by giving administrative permission and orientation training to the newly arrived personnel within the institution.”

c9- 17. Institution Manager (...) “I make an effort for them to use new technological equipment.”

4.1.5. Technological Competence (AT5)

The questions asked to determine the technological competencies of the managers were gathered under the themes of “acquiring technological competency” (T6) and “using technological competency” (T7) and the results are given in Table 5.

Table 5: Technological Competence Themes, Codes and References

Main Theme	Themes	Codes	References
Technological Competence (AT5)	Acquiring Technological Competency (T6)	Following Current Studies (c10)	7
	Using Technological Competency (T7)	Using Technology in Doing Business (c11)	11

4.1.5.1. Acquiring Technological Competency (T6)

The theme of “Acquiring technological competency” includes 1 code as “following current studies” (c10). Excerpts from manager statements are given below:

c10-19. Institution Manager (...) “We follow the developments for the use of the necessary programs and the application of new construction techniques in order to carry out our activities.

4.1.5.2. Using Technological Competency (T7)

The theme of “using technological competency” includes 1 code as “using technology in doing business” (c11). Excerpts from manager statements are given below:

c11- 17. Institution Manager (...) “I make my efforts to use up-to-date technology in order to perform the tasks to be done quickly.”

4.1.6. Being Flexible (AT6)

The questions asked to determine the flexibility of managers were gathered under the theme of “personal situations” (T8) and the results are given in Table 6.

Table 6: Themes, Codes, and References on Being Flexible

Main Theme	Themes	Codes	References
Being Flexible (AT6)	Personal Situations (T8)	Family Problems-Illness (c12)	5
		Higher Education of Employees (c13)	3

4.1.6.1. Personal Situations (T8)

“Personal situations” theme includes 2 codes as “family problems-illness” (c12) and “higher education of employees” (c13).

c12- 14. Institution Manager (...) “When employees and their families encounter a problem in their health, the necessary flexibility is provided when it comes to their personal situation.”

c13- 6. Institution Manager (...) “We provide our colleagues with the necessary flexibility in emergency situations during their higher education and doctoral studies within the UNIP protocol.”

4.1.7. Be Fast (AT7)

The questions asked to determine the quickness of the managers were gathered under the themes of "adaptation to the speed of change" (T9) and "leadership to change" (T10) and the results are given in Table 7.

Table 7: Themes, Codes, and References on Be Fast

Main Theme	Themes	Codes	References
Be Fast (AT7)	Adaptation to the Speed of Change (T9)	Scientific Developments (c14)	8
		Technological developments (c15)	8
	Leadership to Change (T10)	Encourage-Support (c16)	9
		Trainings (c17)	6

4.1.7.1. Adaptation to the Speed of Change (T9)

The theme of "Adaptation to the speed of change" includes 2 codes as "scientific developments" (c14) and "technological developments" (c15). Excerpts from the statements of the managers are given below:

c14- 16. Institution Manager (...) "I can say that we are fast in following the changes, innovations and technological developments related to our national and international unit and applying them to our unit. In addition, we are informed about scientific developments by following the postgraduate thesis studies of the academic staff, the papers they present at international or domestic scientific meetings, and making presentations in our unit."

c15- 2. Institution Manager (...) "By trying to apply technological innovations to our work in every sense..."

4.1.7.2. Leadership to Change (T10)

The theme of "Leadership to Change" includes 2 codes as "Encouragement-Support" (c16) and "Trainings" (c17). Excerpts from the statements of the managers are given below:

c16- 22. Institution Manager (...) "With 35 years of experience in various levels of government, I can predict what situations the personnel will react to. For this reason, if there will be a change in a subject, I explain to the relevant personnel that this is the necessity of the age, that their job will be more comfortable with a short-term work, and I will give the necessary support."

c17- 18. Institution Manager (...) "I will do everything so that they receive the necessary training in this regard and benefit from all kinds of opportunities."

5. Conclusions and Discussion

In this study, the agile leadership characteristics of managers working at Hakkari University were investigated. In this study, which was designed with a qualitative research method, a semi-structured interview form was used as a data collection tool. In this direction, data were collected from 22 managers working at Hakkari University. The results of the analysis made with the Nvivo 12 qualitative analysis program show that the managers in the sample act as result-oriented by motivating the employees. Managers stated that they attach importance to teamwork and also act in the direction of joint decision making in the organization. It has been determined that the managers support the activities that will help the development of the employees such as training and seminars, and make an effort to acquire and use technological competence. Finally, it has been determined that the managers exhibit agile leadership characteristics by acting flexible and fast. The research results are parallel to the results of the studies of Fernández (2005), Lawrence (2013) and Baran and Woznyj (2020).

It cannot be said that there are many scientific studies on VUCA-RR and agile leadership in Turkey. It is thought that this study will contribute to the relevant literature in terms of shedding light on what is meant by the new world called VUCA-RR, and the agile leadership characteristics that can be effective in dealing with the threats of this world.

Considering the research results, it can be stated that it is important for agile leaders to be prepared for each element of VUCA and to know how to deal with each one. As a recent and prominent example of VUCA, the education sector was also affected by the Covid-19 pandemic, which affected the whole world in 2020. This situation required universities to adapt to online/distance education both with their technological infrastructure and academic and administrative staff quickly and effectively. This can be achieved with an agile management style. In this sense, managers should not resist change, create teams that will be effective in the case of VUCA, respond quickly and accurately, establish clear and open communication with their employees, ensure the participation of internal and external stakeholders in decisions, and encourage agility. At this point, it will be an important privilege for agile leaders to have the skills to use various methodologies such as Kanban, Lean, Scrum and Extreme Programming.

In conclusion; managers at all levels in universities should first internalize agility, exhibit leadership behaviors, measure them, and then prioritize the development of a leadership development guide that can be used throughout the organization. In this context, in-service trainings organized by YÖK for university managers on the characteristics of agile leadership behavior can also contribute to the agile transformation.

This research is limited to the managers working at Hakkari University. Similar studies can be conducted examining the agile leadership characteristics of managers working at different universities. Longitudinal studies specific to universities will also contribute to the literature. Similarly, agile leadership behaviors of managers in both private and public universities can be examined comparatively. In addition, repeating the research in samples from different sectors will provide a different perspective. In order to determine the development of agile leadership in organizations, it can be recommended to conduct researches that deal with different variables such as organizational culture, organizational commitment, performance, job satisfaction, trust and productivity.

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Yazar(lar) çıkar çatışması bildirmemiştir.

The authors have no conflict of interest to declare.

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