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Perception of Agile Leadership in the VUCA Environment: The Case of Erciyes University

VUCA Ortamında Çevik Liderlik Algısı: Erciyes Üniversitesi Örneği

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Abstract

Events and phenomena such as the Covid-19 pandemic, migrants, digital transformation, etc., occurring around the world have resulted in increased variability, uncertainty, complexity, and ambiguity. This situation, which is called the new normal and expressed as the VUCA environment, has made it necessary for leaders to change their perspectives, use management approaches more effectively and agility. In this context, the aim of the study is to determine the perceptions of academic staff at Erciyes University regarding the agile leadership characteristics of faculty dean.

The research was carried out by face-to-face survey method on 318 academic staff working at Erciyes University. Agile leadership characteristics were examined in five sub-dimensions. According to the results obtained, the perceptions of the deans of the faculties of ERU academic staff towards agile leadership characteristics were found to be over 3.00. It is thought that the organization of training programs for trainers in areas such as distance education, increasing efficiency in distance education, transferring resources to digital media and storing, as well as strategic planning, quality, accreditation studies, evaluator trainings and research universities within the University are effective in this result. The research is especially important in terms of contributing to an area where there is not enough field research in the education sector.

Keywords: VUCA, Agile Leadership, Erciyes University, Crisis Management.

Öz

Dünyada meydana gelen Covid-19 pandemisi, göçmenler, dijital dönüşüm vb. gibi olay ve olgular değişkenlik, belirsizlik, karmaşıklık ve muğlaklığın artması sonucunu doğurmuştur. Yeni normal olarak adlandırılan ve VUCA ortamı olarak ifade edilen bu durum, liderlerinin bakış açılarını değiştirmesini, yönetim yaklaşımlarını daha etkin şekilde kullanmalarını ve çevikliği zorunlu hale getirmiştir. Bu bağlamda çalışmanın amacı, Erciyes Üniversitesinde görev yapan akademik personelin fakülte dekanlarının çevik liderlik özelliklerine yönelik algılarını tespit etmektir.

Araştırma Erciyes Üniversitesinde görev yapan 318 akademik personele yüz yüze anket yöntemiyle gerçekleştirilmiştir. Çevik liderlik özellikleri beş alt boyutta incelenmiştir. Elde edilen sonuçlara göre ERÜ akademik personelinin çalıştıkları fakültelerin dekanlarının çevik liderlik özelliklerine yönelik algıları 3,00'ın üzerinde tespit edilmiştir. Bu sonucun çıkmasında Üniversitede uzaktan eğitim, uzaktan eğitimde etkinliğin artırılması, kaynakların dijital ortamlara aktarılması, depolanması gibi alanlarda eğiticilerin eğitimi programlarının düzenlenmesi, ayrıca Üniversite bünyesinde yapılan stratejik planlama, kalite, akreditasyon çalışmaları, değerlendirici eğitimleri ve araştırma üniversitesi gibi çalışmaların etkili olduğu düşünülmektedir. Araştırma özellikle eğitim sektöründe yeterince saha araştırması olamayan bir alana katkı sağlaması bakımından önem arz etmektedir.

Anahtar Kelimeler: VUCA, Çevik Liderlik, Erciyes Üniversitesi, Kriz Yönetimi.

Introduction

In the world where events and phenomena such as pandemic, digital transformation, wars, immigrants and so on, are happening, and change is increasing in variability, uncertainty, complexity and ambiguity, and rapid changes, leadership behaviors in institutions have become even more important. This situation, expressed as a VUCA environment, has made it necessary for its leaders to change their perspectives and use their management approach more effectively and to have agility.

In the literature, leadership in the VUCA environment is mostly discussed from the point of view of business enterprises in terms of business leadership approaches. For example, Yurdasever and Fidan examined the effects of new leadership skills of 794 middle and senior managers working in organizations that entered the ISO500 – 2016 list, on the stress they experience in business environments, in the context of VUCA and self-efficacy (Yurdasever & Fidan, Yöneticilerde Yeni Liderlik Becerileri ile Stres İlişkisi: KOMB (VUCA) ve Öz Yeterlilik Etkileşimi, 2020, s. 119). Fischer and Charef discussed leadership in terms of a project manager, stressing that in unexpected circumstances, leaders should change their management styles in terms of style, flexibility and creativity according to the specific needs of the project (Fischer & Charef, 2021, s. 22). Ey, Berka and Doyle claims that businesses need to improve the ability to create an agile organization that requires adaptive critical thinking in VUCA environments, such as the COVID-19 pandemic, the American Black lives matter movement against racism and police violence, which took place in 2020 (Ey, Berka, & Doyle, 2021, s. 44). İçerli and Çelik have discussed leadership in the VUCA world in order to ensure businesses can maintain and maintain their presence in global competition conditions, ensuring that they are able to adapt to rapidly evolving and changing conditions (İçerli & Çelik, 2020, s. 87). Tulder, Verbeke and Jankowska have assessed the changing role of states and firms in the context of international businesses (Tulder, Vebreke, & Jankowska, 2020, s. 1).

When evaluated in terms of universities, the "Leaders in the Transforming World Workshop Series Evaluation Report" published by the Higher Education Quality Board in April-2021 is important in terms of leadership in the VUCA environment. The report states that the world has been reshaped and the functioning structure has changed, driven by many factors such as the COVID-19 experience, new educational technologies and digitalization, changing expectations from universities, emerging new skills needs, geopolitical uncertainties. It is emphasized that volatility, uncertainty, complexity and ambiguity exist in a world all of this change most of the top managers in the university to adapt to changing environmental conditions and how it will be in a short period of time, the differences, how to create new approaches and solutions to the issues of the role of the university within the ecosystem and to develop a new one should be prepared for periods of uncertainty (Yükseköğretim Kalite Kurulu, 2021, s. 1). Adding to these conditions the accreditation and quality studies of the Higher Education Quality Board and being a research university or ranking higher, that is, the increase in competition among universities, has increased the necessity of an agile leadership approach in universities.

The subject of the study emerged as a result of the need to focus on such issues. The aim is to identify the perceptions of academic staff at Erciyes University regarding the agile leadership characteristics of faculty dean. The study is based on the belief of the Higher Education Quality Board, "The most important building blocks of a strong quality assurance system, the internalization of leadership and quality assurance culture"

(Yükseköğretim Kalite Kurulu, 2021, s. 2), to the agile leadership approach specified in the "Corporate Internal Evaluation Report Preparation Guide" (Yükseköğretim Kalite Kurulu, 2021, s. 11) and Strategic management and differentiation strategies included in the Strategic Planning Guide for Universities prepared by the Presidency of the Republic of Türkiye Strategy and Budget Department (Türkiye Cumhuriyeti Cumhurbaşkanlığı Strateji ve Bütçe Başkanlığı, 2021, s. 49). It is important in terms of contributing to attracting attention.

1. The Concept of VUCA and the VUCA Environment

VUCA is an acronym of the English initials of the words "votality", "uncertainty", "complexity" and "ambiguity". Bennis and Nanus used these concepts while describing the difference between leadership and management in their book titled "Leaders: Strategies for Taking Responsibility", the first edition of which was published in 1985. In this study, they mentioned the importance of leaders' behavior in a complex, uncertain, ambiguous and rapidly changing environment in modern organizations (Bennis & Nanus, 2003, s. 218-219). It was used in the early 1990 to describe what the world would be like after the fall of the Soviet Union (Casey, 2014, s. 75). According to Abidi and Joshi, it is a concept that defines the volatile and chaotic business, economic and physical environment that everyone is currently facing and must learn how to manage (Abidi & Joshi, 2018, s. 2). It refers to variable, uncertain, complex and ambiguous conditions that can abruptly stop or seriously affect a project / business (Bakshi, 2017, s. 2).

VUCA environment is a situation where the pace of change outstrips their ability to adapt. It consists of the following components (Dellaca, 2018, s. 134):

- V- Votality: It's a rapid fluctuation in the face of a sudden, unpredictable change that can occur in a moment like natural disasters and pandemic.
- U- Uncertainty: It refers to events/situations with little predictability, where change is possible but unknown, and what worked well in the past will not work in the future.
- C- Complexity: Such as globalization, technology, culture, it is a complex, tiring process that affects each other, multidimensional and not clearly related to each other. For example, while technological development solves a problem, it negatively affects other systems.
- A- Ambiguity: They are situations where there may be many different perspectives on the same issue, where the results are open to interpretation.

Johansen emphasizes that leaders should take precautions against the crisis by developing their vision, understanding, clarity and agility skills, which she defines as promising VUCA, against the frightening VUCA (variability, uncertainty, complexity and ambiguity) environment (Johansen, 2012, s. 215). In other words, Prime VUCA provides leaders a developed key to unlock and take action against fearful VUCA (Yurdasever & Fidan, KOMB (VUCA) Dünyası ve Yeni Liderlik Becerileri, 2020, s. 1651). It is important that leaders understand the fragile VUCA environment well and overcome volatility by setting vision, strengthening their understanding of uncertainty, being open to complexity, and being agile with ambiguity (O'Shea, 2017, s. 1-3); that is, they adopt an agile leadership approach (Yükseköğretim Kalite Kurulu, 2021, s. 1).

2. Agile Leadership Approach

The VUCA environment is seen as a threat to many organizations that affects their existence. However, when evaluated in terms of vision, understanding, openness and

agility, it actually contains great opportunities (Abidi & Joshi, 2018, s. 1). It requires agile leadership to further strengthen the institution's presence and stand out in the competition.

Agile leadership is a leadership approach that facilitates adaptation to changing environmental conditions, increases cooperation, encourages skill development in adaptation, accommodates diversity and uses it, includes exceptional performance (Henson, 2015, s. 3).

Agile leader makes the organization agile, adopts continuous change, focuses employees towards critical business strategies, is open to all possibilities, fear of failure does not prevent employees from doing business, has humility and the art of listening to lead against the destructive power of change, and stays in the shadow of old knowledge for lifelong should create a structure that should show learning performance In the VUCA environment where disruption is commonplace (Abidi & Joshi, 2018, s. 3-4). In this way, agile leaders create agile employees /structure and develop a sustainable organization that understands, analyzes, evaluates new situations and highlights solution-oriented actions by offering new perspectives, self-learning.

Agile leadership consists of five sub-dimensions: (1) emotional agility, (2) digital literacy and technology agility, (3) synergy agility, (4) shared responsibility and proactivity agility, and (5) openness to innovation and adaptability agility (Özdemir & Çetin, 2019, s. 314):

- Emotional Agility**:** By evaluating a leader's environmental cues, it means knowing how employees feel and thinking in which situation, listening to them, acting in accordance with their personal values and learning how to influence them. It is seen that emotional agility reduces people's stress, prevents their mistakes and improves their performance (Kimberly, 2016, s. 10-11). Emotional agility It is important to meet with the interlocutors at the same frequency, to understand them correctly and to be able to communicate and interact correctly.
- Digital Literacy and Technology Agility: Digital technology is a tool that improves the decision-making process and quality when intelligent systems are used well, helps leaders manage their organizations, and increases organizational agility (Ridwandono & Subriadi, 2019, s. 155). This helps leaders quickly redesign their organizations' existing processes and create new processes to take advantage of dynamic market conditions (Sambamurthy, Bharadwaj, & Grover, 2003, s. 245). Sürekli değişen bir VUCA ortamında öngörüyü artırmak, belirsizlikleri ortadan kaldırmak, anlayışı geliştirmek ve hızlı müdahaleye hazır olmak önemlidir.
- Agility of Synergy: It means that the agile leader establishes the knowledge sharing teams that the organization needs and adapts different perspectives to the decision mechanism in a way that creates synergy (Özdemir & Çetin, 2019, s. 315). The ability to create synergistic power in the implementation of plans has a fairly significant share.
- Shared Responsibility and Proactivity Agility: Proactive leaders are leaders who take precautions before problems arise. For this reason, they are in a strong position to anticipate problems rather than be guided by them, and try to provide maximum benefit and minimum harm by managing them. (Gültekin, 2013, s. 327). They work in a team oriented way. They want to develop and give responsibility and empower teams. They build a strong network while working on the project together. They develop innovative solutions with teamwork for the constant changes and transformations in

the internal and external environment. They are aware that achieving success depends on team-oriented work (Akkaya & Bayram, 2021, s. 182).

- Openness to Innovation and Agility to Adapt: The rapid change and transformation in the environment has a structure that also affects the organizational structure. Therefore, being open to change is very necessary for institutions to continue their lives and take the lead in the competition by adapting the change to the institutional structure and catching up (Akkaya & Bayram, 2021, s. 182). Being open to innovations and adapting to them also means ensuring development, sustainability and effectiveness.

Method

1. Purpose and Importance of the Research

In a world where volatility, uncertainty, complexity and turbidity increase and rapid changes are experienced, overcoming crises and being one step ahead in competition depend on leaders' vision setting, strengthening understanding, transparency and agility. This situation has made it important for classical leaders to change their perspectives and to transition to agile leadership in which leaders are more effective. The research is important in terms of drawing attention to the agile leadership perceptions in universities in the VUCA environment which is called the "new normal"; contributing to the spread of agile leadership approach in universities, while it is mostly considered in terms of commercial enterprises, and promoting the field that is not sufficient in the context of field research, especially in term of universities in the education sector.

The aim of the research is to determine the perceptions of the academic staff working at Erciyes University towards the agile leadership characteristics of the faculty deans. In order to avoid personalization and misperception in the research, the results were evaluated in three categories: health sciences, science/engineering sciences and social sciences instead of faculties.

2. Data Collection Methods

In line with the purpose and importance of the research, the research population consists of academic staff working at Erciyes University. According to the data published on the website of the Personnel Department, there are a total of 1970 academic staff in 19 faculties at Erciyes University. At the 95 percent confidence limit, in cases with a variance of 0.21, at a significance level of 0.05, the sample size of 318 people can represent the research population (Kurtuluş, 1998, s. 236). The research was applied to 318 people selected by simple random sampling. Before proceeding to the field research, a preliminary study was conducted with 40 people. As a result of the preliminary examination, in order to avoid misunderstandings and reservations, the area where the academic staff is located in the survey question; It has been generalized into three categories: health sciences, science/engineering sciences, and social sciences. Academic staff were asked to answer the questions by considering the agile leadership characteristics of the dean of their faculty.

As a scale in the research, the study of Nehir Özdemir and Münevver Çetin on the development of agile leadership scale in educational organizations in 2019 was used. The scale consists of 56 statements in five sub-dimensions (Özdemir & Çetin, 2019, s. 327-328):

1. Agility of shared responsibility and proactivity- 17 statements
2. Agility of synergy-15 statements

3. Emotional agility-9 statements
4. Digital literacy and technology agility - 8 statements
5. Openness to innovations and agility to adapt- 7 statements

The reliability coefficient of the study was calculated for 56 statements in the SPSS program and Cronbach's Alpha value was found to be 0.994. This means that the scale used in the research is reliable (Bayram, 2009, s. 194).

Ethics Committee Permission

Within the framework of the decision taken during the meeting by Erciyes University Social and Human Sciences Ethics Committee dated 29/03/2022 and numbered 153; the study does not contain any ethical issues.

3. Research Model and Hypotheses

The research model consists of two variable groups to measure the agile leadership characteristics of the faculty dean and the socio-demographic characteristics of the academic staff. According to the model shown in Figure 1, agile leadership characteristics differ according to demographic characteristics.

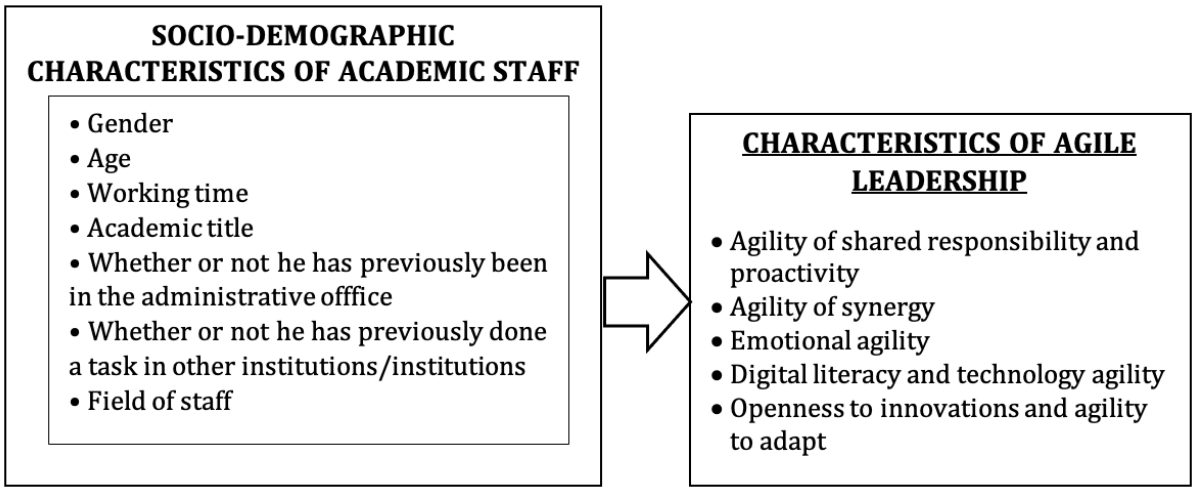

Figure 1. *Research Model*

In line with the purpose and scope of the research, the following research hypotheses have been developed in order to determine the perceptions of academic staff and deans about agile leadership characteristics:

- H1: There is a statistically significant difference at 0.05 significance level between the gender of academic staff and their perceptions of agile leadership characteristics.
- H2: There is a statistically significant difference at 0.05 significance level between the age range of academic staff and their perceptions of agile leadership characteristics.
- H3: There is a statistically significant difference at the 0.05 significance level between the academic staff's tenure and their perceptions of agile leadership characteristics.
- H4: There is a statistically significant difference at 0.05 significance level in the perceptions of academic staff regarding agile leadership characteristics according to their staff title.
- H5: There is a statistically significant difference at the 0.05 significance level in the perceptions of the academic staff regarding agile leadership characteristics, depending on whether they have been in an administrative task before or not.

- H6: There is a statistically significant difference at the 0.05 significance level in the perceptions of the academic staff regarding agile leadership characteristics, according to whether they have worked in other institutions/institutions before.
- H7: There is a statistically significant difference between the area of the staff of academic staff and their perceptions of agile leadership characteristics at 0.05 levels.

Results and Findings

1. Socio-Demographic Findings

A total of 318 academicians, 207 male and 111 female, participated in the research. 44.3 percent of the participants stated that they had previously held administrative positions such as dean, director, and head of department. The rate of the staff having worked in another institution or unit before was determined as 40.6 percent.

Table 1. *Socio-Demographic Distribution Table*

Characteristic		Frequency	Percent
Gender	Female	111	34,9
	Male	207	65,1
Age Range	20-30 years old	12	3,8
	31-40 years old	90	28,3
	41-50 years old	150	47,2
	Over 50	66	20,8
Academic Title	Prof. Dr.	84	26,4
	Associate Professor	90	28,3
	Assistant Professor	66	20,8
	Lecturer	36	11,3
	Research Assistant	42	13,2
Working Time	1-10 years	96	30,2
	11-20 years	90	28,3
	21-30 years	84	26,4
	Over 30 years	48	15,1
Whether or not having previously been in the administrative office	Yes	141	44,3
	No	177	55,7
Whether or not having previously done a task in other institutions/units	Yes	129	40,6
	No	189	59,4
Field of Staff	Social Sciences	171	53,8
	Science/Engineering Sciences	54	17,0
	Health Sciences	93	29,2
Total		**318**	**100,0**

When evaluated in terms of tenure, 30.2 percent of the academicians participating in the study have a duty period of 1-10 years, 28.3 percent 11-20 years, 26.4 percent 21-30 years, 15.1 percent more than 30 years. When evaluated in terms of academic title, it is seen that the title and age are compatible with the term of office.

2. Perceptions Regarding the Sub-Dimensions of Agile Leadership

Agile leadership, (1) shared responsibility and proactivity agility, (2) synergy agility, (3) emotional agility, (4) digital literacy and technology agility, (5) Openness to innovations and agility to adapt, including five sub-dimensions has been investigated. Below, the averages for each sub-dimension are evaluated.

***Table 2**. Perception Averages for the Dimension of Shared Responsibility and Proactivity Agility*

Factor 1: Shared Responsibility and Proactivity Agility	**n**	**Mean**	**Std. Deviation**
Our manager uses his own knowledge and expertise in the administrative processes	318	3,63	1,15373
Our manager supports the entrepreneurship of his employees and new projects	318	3,61	1,21948
Our manager has a fast and active role in the development and improvement of the institution.	318	3,52	1,34257
Our manager immediately carries out improvement and development efforts in the physical conditions of the institution in order to increase success	318	3,50	1,27769
Our manager is successful in generating new information based on existing information	318	3,46	1,15249
Our manager demonstrates determination in tackling challenges	318	3,40	1,29556
Our manager encourages her employees to produce different solutions in case of a problem	318	3,38	1,30120
Our manager immediately takes additional measures when there is a possibility of failure	318	3,38	1,15477
Our manager identifies problem situations in a timely and accurate manner	318	3,37	1,16190
Our manager makes in-service training plans for employees when needed	318	3,36	1,20871
Our manager reviews past experiences to realize future scenario	318	3,35	1,20757
Our manager ensures that stakeholder councils/ representations work actively	318	3,32	1,16370
Our manager encourages her employees to enter unexplored areas (new projects, in-service training, etc.)	318	3,27	1,30178
Our manager takes measures to support the professional development of employees in order to increase success	318	3,24	1,29463
Our manager is successful in 'self-learning' and 'self-assessment'	318	3,18	1,16573
Our manager advocates dividing work into small pieces for efficiency.	318	3,09	1,28712
Our manager gives regular feedback to improve employee performance	318	2,85	1,25182

When the average perception of the shared responsibility and proactivity agility of academic staff is evaluated, the highest average (3.63) is "our manager uses his own knowledge and expertise in the administrative processes", the lowest average (2.85) is "our manager gives regular feedback to improve employee performance". The fact that the majority of the averages are above 3.00 means that there is a high level of participation in the statements. According to Table 2, the manager should develop the ability to give regular feedback in order to increase employee performance.

***Table 3**. Perception Averages for Synergy Agility Dimension*

Factor 2: Synergy Agility	**n**	**Mean**	**Std. Deviation**
Our manager cares about taking action with his/her team	318	3,41	1,24413
Yöneticimiz için paydaşlarla ile karşılıklı bağ kurmak çok önemlidir	318	3,35	1,25371
It is very important for our manager to establish a mutual bond with the stakeholders	318	3,34	1,22966
Our manager can be easily contacted in case of a personal problem	318	3,34	1,42899
For our manager, face-to-face communication is important in change processes	318	3,31	1,24097
Our manager motivates his team to achieve change goals	318	3,29	1,29034

Factor 2: Synergy Agility	n	Mean	Std. Deviation
Our manager fulfills the coaching and mentoring duties that the employees need	318	3,17	1,34426
For our manager, meeting the needs and expectations of the employees is as important as the goals of the institution	318	3,16	1,32772
Our manager is highly aware of the needs of his team	318	3,14	1,32274
Our manager defines task sharing as collaboration processes between employees	318	3,12	1,24355
Our manager acts as an integrative bridge between different departments	318	3,08	1,31022
Our manager ensures coordination between employees	318	3,05	1,27867
Our manager cares about creating an environment that supports empathetic communication among employees	318	3,04	1,41594
Our manager is good at strengthening employee weaknesses	318	3,04	1,21446
Our manager organizes social activities among employees outside working hours to develop team spirit.	318	2,85	1,36744

When the averages related to synergy agility were examined, the highest average (3.41) was found to be " Our manager cares about taking action with his/her team" while the lowest average (2.85) was to say, "Our manager organizes social activities among employees outside working hours to develop team spirit". The fact that the overall averages are above 3.00 means that perceptions of synergy agility are strong. According to Table 3, in order to further increase deans' perceptions of synergy agility, academic staff should organize more social activities among employees outside of working hours to improve team spirit.

Table 4*. Perception Averages for Emotional Agility Dimension*

Factor 3: Emotional Agility	n	Mean	Std. Deviation
Our manager can easily tell if something is going wrong	318	3,55	1,25438
Our manager shows sincere and sincere behavior towards his team	318	3,27	1,39986
Our manager can correctly guide his team in the tension processes caused by contradictory situations	318	3,25	1,15770
Yöneticimiz, başarısızlık durumunda gerekirse programlamada esneklik sağlar	318	3,24	1,20372
Our manager has an integrative and soothing role in crisis situations	318	3,20	1,29366
Our manager has the ability to accept what happens when the struggle is unnecessary	318	3,18	1,14938
Our manager supports each employee in expressing their feelings and thoughts clearly	318	3,17	1,36522
Our manager has a guiding role against future uncertainties	318	3,14	1,25669
Our manager has a structure that can easily admit his mistakes	318	3,02	1,32661

All means for emotional agility are greater than 3.00. This means that academic staff have a high perception of deans' emotional agility. The highest average (3.55) is "Our manager can easily say this if something is going wrong", the lowest average (3.02) is "Our manager has a structure that can easily accept the mistakes he has made".

***Table 5**. Perception Averages for Digital Literacy and Technology Agility Dimension*

Factor 4: Digital Literacy and Technology Agility	n	Mean	Std. Deviation
Our manager uses electronic communication networks to share information	318	3,76	1,05273
Our manager accurately accesses the data in real and virtual environment for the desired purpose	318	3,55	1,16032
Our manager supports employees in having digital literacy skills	318	3,49	1,10272
Our manager is fast enough to ensure the flow of information	318	3,48	1,20904
Our manager has implemented technology-related programs in our institution	318	3,48	1,17732
Our manager provides the necessary physical conditions for the use of interactive educational content	318	3,48	1,21685
Our manager can easily adapt to the use of new technologies	318	3,46	1,10212
Our manager keeps track of scientific and technological developments related to his business fields in a timely manner	318	3,29	1,19119

Since the first days of the pandemic, Erciyes University has organized training programs for trainers in order to increase the effectiveness of trainers in areas such as distance education, increasing the effectiveness of distance education, transferring resources to digital media and storing them. It can be said that the provision of such trainings has been effective in the high average of digital literacy and technology agility.

***Table 6**. Perception Averages for the Dimension of Openness to Innovation and Agility to Adapt*

Factor 5: Openness to Innovation and Agility to Adapt	n	Mean	Std. Deviation
Our manager often talks about the positive aspects of change and innovation	318	3,48	1,18533
Our manager is sensitive about following the changes made	318	3,42	1,18307
Our manager tends to adapt to change rather than blindly clinging to what change brings	318	3,39	1,21948
Our manager has made the institution open to innovation	318	3,37	1,32192
Our manager is good at convincing his team that the benefits of change are valid	318	3,35	1,20757
Our manager can anticipate possible change processes.	318	3,33	1,22838
Our manager designs the change processes (in which areas the change will be made, how long it will take, the methods to be used, etc.)	318	3,33	1,16512

At the same time, the strategic planning, quality, accreditation studies, evaluator trainings, research university studies and innovations in the context of Covid-19 within the University have contributed to the development of openness and adaptability of academics, especially deans. When Table 6 is examined, it is thought that such trainings and studies are effective in the high averages.

***Table 7**. Factor Averages for Agile Leadership Traits*

Factor 7: Agile Leadership Traits	n	Mean	Std. Deviation
Digital Literacy And Technology Agility	318	3,50	1,03240
Openness to İnnovations and Agility to Adapt	318	3,38	1,11192
Shared Responsibility and Proactivity Agility	318	3,35	1,09682
Emotional Agility	318	3,23	1,13588
Synergy Agility	318	3,18	1,17182
Overall Averages of All Factors	318	3,33	1,07137

Table 7 shows the averages of the expressions in terms of the sub-dimensions of agile leadership and the general averages of the expressions belonging to all factors. Accordingly, the highest average for deans' perceptions of agile leadership belongs to the digital literacy and technology agility sub-dimension. This is followed by the sub-dimension of openness to innovations and agility to adapt. The lowest average belongs to the synergy agility sub-dimension. In this ranking, it can be said that the above-mentioned education and studies at the University have a contribution.

Table 8. *Skewness and Kurtosis Values for Agile Leadership Traits*

Factors	Skewness and Kurtosis Values	Statistics
Shared Responsibility And Proactivity Agility	Skewness	-,524
	Kurtosis	-,613
Synergy Agility	Skewness	-,312
	Kurtosis	-1,021
Emotional Agility	Skewness	-,455
	Kurtosis	-,782
Digital Literacy And Technology Agility	Skewness	-,689
	Kurtosis	-,167
Openness to İnnovations and Agility to Adapt	Skewness	-,545
	Kurtosis	-,589
Overall Averages of All Factors	Skewness	-,481
	Kurtosis	-,635

In the study, kurtosis and skewness values in the data set were examined in order to understand whether the variables met the normal distribution conditions. According to George and Mallery, if the skewness and kurtosis values are between +2 and -2, it means that the data set has a normal distribution (George & Mallery, 2019, s. 14). According to Table 8, the data set shows a normal distribution.

Hypothesis Tests

The study conducted t-test analysis for H1, H5 and H6 hypotheses. The Levene F test was first examined in the analysis (Erdoğan, 2003, s. 323). Because, if the variances of the groups are equal (homogeneous) in the calculation of the t value, then the common variance estimation for the population can be made (Büyüköztürk, 2004, s. 39).

The Levene F test p value is greater than 0.05 in all of the relationships between the relevant expressions and demographic characteristics in the tables below. That is, the distribution is homogeneous and the t values make sense.

Table 9. *Agile Leadership Perceptions by Gender*

Sub-Dimensions of Agile Leadership	Gender	n	$\overline{X}$	S	SD	t-value	p
Shared Responsibility And Proactivity Agility	Female Male	111 207	3,57 3,23	1,08 1,09	316	2,627	0,009
Synergy Agility	Female Male	111 207	3,42 3,05	1,11 1,19	316	2,673	0,008
Emotional Agility	Female Male	111 207	3,42 3,12	1,08 1,15	316	2,281	0,023
Digital Literacy And Technology Agility	Female Male	111 207	3,69 3,40	0,94 1,07	316	2,367	0,019

Sub-Dimensions of Agile Leadership	Gender	n	□	S	SD	t-value	p
Openness to İnnovations and Agility to Adapt	Female Male	111 207	3,65 3,24	1,07 1,11	316	3,231	0,001
Overall Averages of All Factors	Female Male	111 207	3,55 3,21	1,01 1,09	316	2,734	0,007

The gender differences of the academicians participating in the research are examined in Table 9. According to this, it is seen that female academicians have higher perception averages about the sub-dimensions of agile leadership compared to male academicians and their significance values are lower than p=,005. In this case, the H0 hypothesis is not supported. In other words, there is a statistically significant difference between the gender of academic staff and their perceptions of agile leadership characteristics.

Table 10. *Agile Leadership Perceptions by Previous Administrative Positions*

Sub-Dimensions of Agile Leadership	Previous Administrative Positions	n	□	S	SD	t-value	p
Shared Responsibility And Proactivity Agility	Yes No	141 177	3,05 3,58	1,10 1,04	316	-4,400	0,000
Synergy Agility	Yes No	141 177	2,84 3,45	1,16 1,11	316	-4,822	0,000
Emotional Agility	Yes No	141 177	2,91 3,47	1,15 1,06	316	-4,520	0,000
Digital Literacy And Technology Agility	Yes No	141 177	3,25 3,70	1,07 0,96	316	-3,942	0,000
Openness to İnnovations and Agility to Adapt	Yes No	141 177	3,11 3,60	1,13 1,05	316	-4,030	0,000
Overall Averages of All Factors	Yes No	141 177	3,03 3,56	1,09 1,00	316	-4,518	0,000

When agile leadership perceptions were examined according to previous administrative duties, statistically significant differences were found in all sub-factors. So the H0 hypothesis is not supported. This means that the unit managers (deans) of the academic staff who have not been in administrative duty before have a higher perception of agile leadership than the others.

Table 11. *Agile Leadership Perceptions According to Working Status in Other Institutions/Institutions*

Sub-Dimensions of Agile Leadership	Working Status in Other Institutions	n	□	S	SD	t-value	p
Shared Responsibility And Proactivity Agility	Yes No	129 189	3,36 3,34	1,14 1,07	316	0,129	0,897
Synergy Agility	Yes No	129 189	3,24 3,13	1,22 1,14	316	0,814	0,416
Emotional Agility	Yes No	129 189	3,33 3,15	1,14 1,13	316	1,362	0,174
Digital Literacy And Technology Agility	Yes No	129 189	3,44 3,54	1,00 0,99	316	-0,788	0,431
Openness to İnnovations and Agility to Adapt	Yes No	129 189	3,41 3,36	1,15 0,08	316	0,360	0,719
Overall Averages of All Factors	Yes No	129 189	3,31 3,36	1,04 1,12	316	-0,416	0,678

When agile leadership perceptions are examined according to working status in other institutions/institutions, it is seen that the p value of no sub-factor is less than 0.05. This means that the perception of agile leadership has not changed compared to working in other institutions/institutions before. That is, the H6 hypothesis is not supported.

The hypotheses (H2, H3, H4, H7) about whether there is a significant difference between the sub-dimensions of agile leadership and academic title, tenure, age range and the field of staff were tested with the MANOVA analysis.

Table 12. *Agile Leadership Perceptions by Academic Title*

Sub-Dimensions of Agile Leadership	Academic Title	n	$\overline{X}$	S	sd	F	p
Shared Responsibility And Proactivity Agility	Prof. Dr.	84	3,03	1,15	4-313	3,618	0,007
	Associate Professor	90	3,44	1,17			
	Assistant Professor	66	3,39	0,85			
	Lecturer	36	3,80	1,03			
	Research Assistant	42	3,34	1,09			
Synergy Agility	Prof. Dr.	84	2,88	1,16	4-313	2,476	0,044
	Associate Professor	90	3,18	1,33			
	Assistant Professor	66	3,33	0,87			
	Lecturer	36	3,51	1,15			
	Research Assistant	42	3,25	1,18			
Emotional Agility	Prof. Dr.	84	2,84	1,13	4-313	3,769	0,005
	Associate Professor	90	3,30	1,23			
	Assistant Professor	66	3,44	0,75			
	Lecturer	36	3,49	1,26			
	Research Assistant	42	3,25	1,18			
Digital Literacy And Technology Agility	Prof. Dr.	84	3,22	1,16	4-313	2,750	0,028
	Associate Professor	90	3,52	1,14			
	Assistant Professor	66	3,64	0,70			
	Lecturer	36	3,82	0,93			
	Research Assistant	42	3,53	0,96			
Openness to İnnovations and Agility to Adapt	Prof. Dr.	84	3,10	1,23	4-313	2,088	0,082
	Associate Professor	90	3,43	1,20			
	Assistant Professor	66	3,46	0,89			
	Lecturer	36	3,62	1,08			
	Research Assistant	42	3,51	0,94			

According to the MANOVA results between the sub-dimensions of agile leadership and the academic title, a significant difference was found between all dimensions and the title, except for "Openness to Innovations and Adaptability Agility".

Table 13. *Agile Leadership Perceptions According to Working Time*

Sub-Dimensions of Agile Leadership	Working Time	n	$\overline{X}$	S	sd	F	p
Shared Responsibility And Proactivity Agility	1-10 years	96	3,61	1,00	3-314	4,764	0,003
	11-20 years	90	3,07	1,10			
	21-30 years	84	3,46	1,10			
	Over 30 years	48	3,14	1,17			

Sub-Dimensions of Agile Leadership	Working Time	n	$\overline{X}$	S	sd	F	p
Synergy Agility	1-10 years	96	3,48	1,12	3-314	5,223	0,002
	11-20 years	90	2,83	1,18			
	21-30 years	84	3,27	1,12			
	Over 30 years	48	3,07	1,19			
Emotional Agility	1-10 years	96	3,52	1,04	3-314	3,929	0,009
	11-20 years	90	2,98	1,17			
	21-30 years	84	3,23	1,15			
	Over 30 years	48	3,08	1,14			
Digital Literacy And Technology Agility	1-10 years	96	3,73	0,85	3-314	3,699	0,012
	11-20 years	90	3,38	1,05			
	21-30 years	84	3,54	1,07			
	Over 30 years	48	3,19	1,18			
Openness to İnnovations and Agility to Adapt	1-10 years	96	3,58	0,94	3-314	4,398	0,005
	11-20 years	90	3,14	1,14			
	21-30 years	84	3,57	1,15			
	Over 30 years	48	3,10	1,20			

Table 13 shows the differences between the sub-dimensions of agile leadership and tenure. Accordingly, it can be said that there are significant differences between the tenure of academic staff and their perceptions of agile leadership. That is, the H0 hypothesis is not supported.

Table 14. *Agile Leadership Perceptions by Age Range*

Sub-Dimensions of Agile Leadership	Age Range	n	$\overline{X}$	S	sd	F	p
Shared Responsibility And Proactivity Agility	20-30 years old	12	3,69	1,39	3-314	0,656	0,580
	31-40 years old	90	3,34	1,02			
	41-50 years old	150	3,38	1,11			
	Over 50	66	3,24	1,13			
Synergy Agility	20-30 years old	12	3,48	1,41	3-314	0,398	0,754
	31-40 years old	90	3,23	1,14			
	41-50 years old	150	3,13	1,18			
	Over 50	66	3,16	1,17			
Emotional Agility	20-30 years old	12	3,72	0,87	3-314	1,186	0,315
	31-40 years old	90	3,31	1,09			
	41-50 years old	150	3,16	1,18			
	Over 50	66	3,17	1,12			
Digital Literacy And Technology Agility	20-30 years old	12	3,72	1,00	3-314	0,707	0,549
	31-40 years old	90	3,56	0,92			
	41-50 years old	150	3,51	1,05			
	Over 50	66	3,36	1,14			
Openness to İnnovations and Agility to Adapt	20-30 years old	12	3,61	1,44	3-314	0,625	0,599
	31-40 years old	90	3,46	0,95			
	41-50 years old	150	3,38	1,15			
	Over 50	66	3,25	1,18			

According to the MANOVA analysis results shown in Table 14, there is no significant difference between the age range of academic staff and their agile leadership perceptions. H2 hypothesis is not supported.

Table 15. *Agile Leadership Perceptions by Field of Staff*

Sub-Dimensions of Agile Leadership	Field of Staff	n	□̄	S	sd	F	p
Shared Responsibility And Proactivity Agility	Social Sciences	171	3,28	1,10	2-315	1,529	0,218
	Science/ Engineering Sciences	54	3,27	1,18			
	Health Sciences	93	3,51	1,03			
Synergy Agility	Social Sciences	171	3,06	1,23	2-315	3,081	0,047
	Science/ Engineering Sciences	54	3,13	1,15			
	Health Sciences	93	3,43	1,04			
Emotional Agility	Social Sciences	171	3,12	1,17	2-315	2,135	0,120
	Science/ Engineering Sciences	54	3,20	1,22			
	Health Sciences	93	3,42	1,00			
Digital Literacy And Technology Agility	Social Sciences	171	3,43	1,09	2-315	3,866	0,022
	Science/ Engineering Sciences	54	3,31	1,06			
	Health Sciences	93	3,74	0,87			
Openness to İnnovations and Agility to Adapt	Social Sciences	171	3,26	1,10	2-315	2,438	0,089
	Science/ Engineering Sciences	54	3,46	1,19			
	Health Sciences	93	3,56	1,06			

The differences between the sub-dimensions of agile leadership and the field of academic staff are shown in Table 15. Accordingly, it can be said that there are significant differences between the field of academic staff and the agile leadership perceptions in terms of "Digital Literacy and Technology Agility" and "Synergy Agility" sub-dimensions. Therefore, the H7 hypothesis was supported in terms of these two sub-dimensions.

Conclusion and Evaluation

It has become almost commonplace nowadays that, rapid variability that can occur suddenly, such as natural disasters, pandemics, uncertainties that have worked in the past but cannot be predicted whether they will work in the future, complexity with many different dimensions and ambiguity in deciding which of the same divergent views to apply. In this world, which is called the VUCA environment in short, the perspective of the leaders on events and phenomena, their training and agility are becoming more important day by day. For example, the Covid-19 pandemic, immigrants, digital transformation, etc. events and facts such as these have brought many problems such as uncertainties about when and how education will be given, confusion about how digital education will be, ambiguities and digital competencies to the common agenda of universities. When issues such as superiority in competition, quality, changing expectations from universities and differentiation strategies are added to this, the agile leadership behaviors of the faculty deans and their awareness have emerged as a subject worth investigating. The subject

of the study arose from the need to focus on such issues. The findings and evaluations of the findings obtained in the research conducted to determine the perceptions of the academic staff working at Erciyes University towards the agile leadership characteristics of the faculty deans are listed below:

- When the general averages of the expressions in terms of the sub-dimensions of agile leadership are examined, it is remarkable that all averages are above three on a five-point scale. Distance education, increasing effectiveness in distance education, organizing training programs for trainers in areas such as transferring and storing resources to digital media, in addition Studies such as strategic planning, quality, accreditation studies, evaluator trainings and research universities carried out within the university, contributes to the development of agile leadership characteristics at Erciyes University.
- When the averages of the academic staff according to the agile leadership perceptions of the deans are ranked from the highest to the lowest; It has been determined that digital literacy and technology agility take the first place, the second place is openness to innovations and adaptability agility, the third place is shared responsibility and proactivity agility, the fourth place is emotional agility and the last place is synergy agility sub-dimensions. It strengthens the opinion that trainings on digitalization and adaptation to new environments at the university, especially from the first days of the pandemic, are effective in this ranking. In the research, it is necessary to conduct studies on emotional agility and synergy agility for those with a relatively lower average.
- As a result of the hypothesis tests, a statistically significant difference was found at 0.05 significance level between the perceptions of the academic staff regarding agile leadership characteristics in terms of gender, tenure, and whether they had previously held an administrative position. Therefore, hypotheses H1, H3, H5 were supported in all sub-dimensions.
- According to the title of academic staff, there is a statistically significant difference in all sub-dimensions, except openness to innovations and agility to adapt, at a significance level of 0.05 in their perceptions of agile leadership characteristics.
- A statistically significant difference was found between the field where the academic staff is located and perceptions of agile leadership characteristics in other sub-dimensions, except for synergy agility and digital literacy and technology agility at a significance level of 0.05.
- There is no statistically significant difference at 0.05 significance level between the age range of academic staff and their perceptions of agile leadership characteristics. That is, the H2 hypothesis was not supported.
- There is no statistically significant difference at the 0.05 significance level in the perceptions of the academic staff regarding agile leadership characteristics according to whether they have worked in other institutions/institutions before. Therefore, the H6 hypothesis was not supported.

The research is especially important in terms of being carried out at Erciyes University in an area where there is not enough field research in the education sector. It also contributes to the reinforcement of the New VUCA understanding against VUCA, where agile leadership is gaining more and more importance, and to the adoption of the agile leadership approach specified in the Internal Evaluation Report Preparation Guide of the

Higher Education Quality Board. The fact that the research was conducted only at Erciyes University and included faculty deans is an important limitation of the study. Similar studies to be conducted at other universities will provide an opportunity to compare the topic.

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VUCA Ortamında Çevik Liderlik Algısı: Erciyes Üniversitesi Örneği

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Genişletilmiş Özet

Pandemi, dijital dönüşüm, savaşlar, göçmenler ve benzeri gibi durumların yaşandığı, değişkenlik, belirsizlik, karmaşıklık ve bulanıklığın arttığı, hızlı değişimlerin yaşandığı dünyada, kurumlardaki liderlik davranışları daha fazla önem kazanmıştır. Değişkenlik (votality), belirsizlik (uncertainty), karmaşıklık (complexity) ve muğlaklık (ambiguity) kelimelerinin ingilizce baş harflerinden oluşan ve VUCA ortamı olarak ifade edilen bu durum, liderlerinin bakış açılarını değiştirmesini ve yönetim yaklaşımlarını daha etkin şekilde kullanmalarını ve çevikliği zorunlu hale getirmiştir.

Literatürde VUCA ortamında çevik liderlik anlayışı daha çok ticari işletmeler açısından iş dünyasındaki liderlik yaklaşımları itibariyle ele alınmıştır. Son yıllarda özellikle Yükseköğretim Kalite Kurulu tarafından düzenlenen "Dönüşen Dünyada Liderler Çalıştayı" ile birlikte Kurum İç Değerlendirme Raporları (KİDR) ve Stratejik Plan gibi belgelerde çevik liderlik kavramı yükseköğretim alanında önem kazanmaya başlamıştır. Çalışma, bu tür ilgi ve amaçları kapsayan konular üzerinde odaklanma gereğinden doğmaktadır. Araştırmada amaç, Erciyes Üniversitesinde görev yapan akademik personelin fakülte dekanlarının çevik liderlik özelliklerine yönelik algılarını tespit etmektir.

Çalışmada değişkenlik, bir anda ortaya çıkabilen, ne zaman ortaya çıkacağı belli olmayan, daha çok doğal felaketler, savaş ve pandemi gibi aniden ortaya çıkan ve kuruma etkisi büyük olan olayları; belirsizlik, planlama yapmanın güçleştiği, geçmişte yapılanların gelecekte işe yarayıp yaramayacağının belli olmadığı, net olmayan durumları; karmaşıklık, sebep ve sonucun rahatlıkla ortaya konulamadığı, birçok faktörün konuya ilişkin etkilerinin olduğu ve bunun belirginleştirilemediği bir süreci; muğlaklık, bulanıklığın olduğu, farklı bakış açılarından hangisinin doğru olduğunun kestirilemediği olguları ifade etmektedir.

Araştırmada ölçek olarak Nehir Özdemir ve Münevver Çetin 2019 yılında eğitim örgütlerinde çevik liderlik ölçeğinin geliştirilmesine yönelik yaptığı çalışma kullanılmıştır. Ölçek çevik liderlik kavramını, paylaşılan sorumluluk ve proaktivite çevikliği, sinerji çevikliği, duygusal çeviklik, dijital okuryazarlık ve teknoloji çevikliği, yeniliklere açıklık ve uyum sağlama çevikliği olmak üzere beş alt boyutta ele almıştır. Toplam 56 ifadeden oluşmaktadır. Araştırmanın amaç ve kapsamı doğrultusunda araştırma nüfusunu Erciyes Üniversitesinde görev yapan akademik personel oluşturmaktadır. Personel Daire Başkanlığının web sitesinde yayınlamış olduğu verilere göre Erciyes Üniversitesinde 19 fakültede toplam 1970 akademik personel bulunmaktadır. Araştırma basit tesadüfi örneklem yoluyla seçilen 318 akademik personele yüz yüze anket yöntemiyle gerçekleştirilmiştir. Saha araştırmasına geçmeden önce 40 kişi ile ön inceleme yapılmıştır. Ön inceleme sonucunda yanlış anlaşılmaların ve çekincelerin önüne geçebilmek amacıyla anket sorusunda akademik personelin kadrosunun bulunduğu alan sağlık bilimleri, fen/mühendislik bilimleri ve sosyal bilimler olmak üzere üç kategoride genelleştirilmiş ancak kendi fakültesindeki dekanın çevik liderlik özelliklerini düşünerek soruları cevaplaması istenmiştir.

Araştırmada sonuçlar kişiselleştirmenin ve yanlış algının önüne geçebilmek için, fakülte isimleri yerine sağlık bilimleri, fen/mühendislik bilimleri ve sosyal bilimler olmak üzere üç kategoride değerlendirilmiştir. Elde edilen sonuçlara göre ERÜ akademik personelinin çalıştıkları fakültelerin dekanlarının çevik liderlik özelliklerine yönelik algıları 3,00'ın üzerinde tespit edilmiştir. Akademik personelin dekanların çevik liderlik algılarına göre ortalamaları en yüksekten düşüğe doğru sıralandığında; ilk sırayı dijital okuryazarlık ve teknoloji çevikliği, ikinci sırayı yeniliklere açıklık ve uyum sağlama çevikliği, üçüncü sırayı paylaşılan sorumluluk ve proaktivite çevikliği, dördüncü sırayı duygusal çeviklik ve son sırayı sinerji çevikliği alt boyutlarının aldığı belirlenmiştir. Bu sonucun çıkmasında Üniversitede uzaktan eğitim, uzaktan eğitimde etkinliğin artırılması, kaynakların dijital ortamlara aktarılması, depolanması gibi alanlarda eğiticilerin eğitimi programlarının düzenlenmesi, ayrıca Üniversite bünyesinde yapılan stratejik planlama, kalite, akreditasyon çalışmaları, değerlendirici eğitimleri ve araştırma üniversitesi gibi çalışmaların etkili olduğu düşünülmektedir.

Yapılan hipotez testleri sonucunda, akademik personelin cinsiyeti, görev süresi ve daha önce idari görevde bulunup bulunmadığı itibariyle çevik liderlik özelliklerine yönelik algıları arasında anlamlı farklılıklar tespit edilmiştir. Akademik personelin kadro unvanına göre çevik liderlik özelliklerine yönelik algılarında yeniliklere açıklık ve uyum sağlama çevikliği haricindeki tüm alt boyutlarda istatistiki olarak anlamlı farklılık vardır. Akademik personelin kadrosunun bulunduğu alan ile çevik liderlik özelliklerine yönelik algıları arasında sinerji çevikliği ve dijital okuryazarlık ve teknoloji çevikliği alt boyutları haricinde diğer alt boyutlarda istatistiki olarak anlamlı farklılıklar belirlenmiştir. Akademik personelin yaş aralığı ile çevik liderlik özelliklerine yönelik algıları arasında istatistiki olarak anlamlı farklılık bulunmamaktadır. Akademik personelin daha önce başka kurum/kurumlarda görev yapıp yapmamasına göre çevik liderlik özelliklerine yönelik anlamlı farklılık yoktur.

Araştırma özellikle eğitim sektöründe yeterince saha araştırması olamayan bir alanda Erciyes Üniversitesinde gerçekleştirilmesi bakımından önem arz etmektedir. Yeni normal olarak adlandırılan VUCA ortamında üniversitelerdeki çevik liderlik algılamalarına dikkatlerin çekilmesi ve çevik liderlik anlayışının yaygınlaşması ile ilgili çalışmalara ışık tutmaktadır. Çevik liderliğin gittikçe önem kazandığı VUCA'ya karşı Yeni VUCA anlayışının pekiştirilmesine ve Yükseköğretim Kalite Kurulu'nun Kurum İç Değerlendirme Raporu Hazırlama Kılavuzunda belirtilen çevik liderlik anlayışının benimsenmesine katkı sağlamaktadır. Araştırmanın sadece Erciyes Üniversitesinde yapılması ve fakülte dekanlarını kapsaması çalışmanın önemli bir kısıtıdır. Diğer üniversitelerde yapılacak benzer çalışmalar konuyla ilgili karşılaştırma imkânı sunacaktır.

Anahtar Kelimeler: VUCA, Çevik Liderlik, Erciyes Üniversitesi, Kriz Yönetimi**.**

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In this study, the rules stated in the **"Higher Education Institutions Scientific Research and Publication Ethics Directive"** were followed.

Araştırma tek bir yazar tarafından yürütülmüştür.

The research was conducted by a single author.

Çalışma kapsamında herhangi bir kurum veya kişi ile **çıkar çatışması** bulunmamaktadır.

There is no **conflict of interest** with any institution or person within the scope of the study.

Etik Kurul İzni | Ethics Committee Permission

Erciyes Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu'nun 29/03/2022 tarihli toplantısında alınan 153 sayılı karar çerçevesinde çalışma etik açıdan bir sakınca içermemektedir.

Within the framework of the decision taken during the meeting by Erciyes University Social and Human Sciences Ethics Committee dated 29/03/2022 and numbered 153; the study does not contain any ethical issues.