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ANKARA YILDIRIM BEYAZIT UNIVERSITY

SOCIAL SCIENCE INSTITUTE

EFFECTS OF AGILE LEADERSHIP ON WORK ENGAGEMENT AND MENTAL WELL-BEING

MASTER THESIS

Muhammed Batur ŞEKER

DEPARTMENT OF MANAGEMENT AND ORGANIZATION

ANKARA, 2022

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SUPERVISED BY

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APPROVAL PAGE

The thesis, prepared by Muhammed Batur ŞEKER and titled “Effects of Agile Leadership on Work Engagement and Mental Well-Being” is accepted by unanimously vote as a master thesis at Ankara Yıldırım Beyazıt University, Institute of Social Sciences, Department of Management and Organizations.

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PLAGIARISM PAGE

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Muhammed Batur ŞEKER

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ÖZET

Çevik Liderliğin İşe Bağlılık ve Mental İyi Oluş Üzerindeki Etkisi

Bu çalışmanın amacı, çevik liderliğin ve çevik liderliğin alt boyutlarının işe bağlılık ve mental iyi oluş üzerindeki etkisini ortaya koymaktır. Bu üç kavram literatürde sıklıkla incelenmiş olsa da çevik liderliğin ve çevik liderliğin alt boyutlarının her iki kavram üzerindeki etkisini inceleyen bir çalışmaya rastlanılmamıştır. Araştırmanın örneklemini Google Forms aracılığıyla çevrimiçi olarak araştırmaya katılan Ankara'da ikamet eden bilişim sektörü çalışanları oluşturmaktadır. Veri toplama amacıyla oluşturulmuş olan anket formu; demografik bilgileri saptamaya yönelik bölüm, Akkaya ve diğ. (2020) tarafından geliştirilen altı boyutlu çevik liderlik ölçeği, üç boyutlu Utrecht İşe Bağlılık Ölçeği ve Warwick Mental İyi Oluş Ölçeğinden oluşmaktadır. Elde edilen verinin analizi için SPSS versiyon 22.00 istatistik analiz programı kullanılmıştır. Çalışma 275 katılımcı (181 kadın ve 94 erkek) üzerinde yürütülmüştür. Katılımcıların yaş ortalaması 39,2±5,8'dir. Araştırma soruları bağımsız gruplar için t-testi, varyans analizi ve hiyerarşik regresyon analizi ile test edilmiştir. Elde edilen sonuçlar, demografik özelliklerin çevik liderlik, işe bağlılık ve mental iyi oluş üzerinde anlamlı farklılık yarattığını göstermektedir. Cinsiyet, işe bağlılık ve mental iyi oluş üzerinde; medeni durum, işe bağlılık ve çevik liderliğin hız ile değişim odaklı olma alt boyutları üzerinde; eğitim seviyesi, çevik liderlik, sonuç odaklı olma ve takım odaklı olma üzerinde; iş tecrübesi ise işe bağlılık, mental iyi oluş, hız ve değişim odaklı olma üzerinde anlamlı bir farklılık oluşturmaktadır. Çevik liderliğin işe bağlılık ve mental iyi oluş üzerinde anlamlı ve pozitif bir etkisi bulunduğu saptanarak, yordayıcı gücü sırasıyla %5,7 ve %4,8 olarak hesaplanmıştır.

Anahtar Kelimeler: Çevik Liderlik, İşe Bağlılık, Mental İyi Oluş

ABSTRACT

Effects of Agile Leadership on Work Engagement and Mental Well-Being

The aim of study is to reveal effects of agile leadership and its sub-dimensions on mental well-being and work engagement. Although these three concepts have been frequently examined in the literature, there is not a study that examines the effects of agile leadership and its sub-dimensions on both concepts. The sample of the research consists of IT sector employees residing in Ankara, who participated in the research online via Google Forms. Questionnaire form created for data collection; the section for determining demographic information, Akkaya et al. (2020), the six-dimensional agile leadership scale consists of the three-dimensional Utrecht Work Engagement Scale and the Warwick Mental Well-Being Scale. SPSS version 22.00 statistical analysis program is used to analyze obtained data. A total of 275 participants (181 women and 94 men) participated in the study. The average age of the participants is 39.2±5,8. Research questions were tested with t-test, analysis of variance and hierarchical regression analysis for independent groups. The results show that demographic characteristics make a significant difference on agile leadership, work engagement and mental well-being. Gender creates a significant difference on work engagement and mental well-being. Marital status creates a significant difference on work engagement and agile leadership's fastness and change-oriented sub-dimensions. Education level creates a significant difference on agile leadership's result oriented and team-oriented sub-dimensions. Work experience creates a significant difference on work engagement, mental well-being, fastness and change-oriented sub-dimensions of agile leadership. It was determined that agile leadership has positive and significant effect on work engagement and mental well-being, and its predictive power was calculated as 5.7% and 4.8%, respectively.

Keywords: Agile Leadership, Work Engagement, Mental Well-Being

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1. INTRODUCTION

In today's business world, where change takes a rapid and standardized form, the tendencies**,** and skills of leaders to keep up with these changes have gained great importance. The concept of agile leadership comes to the fore at this point, meaning that leaders must be in a structure that can adapt quickly to change in order for organizations to reach their goals. The effects of the concept of agile leadership, which attracts more and more attention in the academic field, on mental well-being and work engagement will be examined in this study.

1.1. Problem Statement

Leadership is defined as a planned process for directing predetermined goals and individuals (Massarik and Weschler, 1961). During the past half-century, there are a lot of researches about leadership and organizational performance. There is common sense about leadership is an important factor to achieve organizational goals (Alrowwad and Abualoush, 2020). As a result of globalization, leadership approaches have started to change and develop after the end of 20th century (Fiorini et.al., 2020). For this reason, organizations need leaders who can provide change and development within them.

Management and leadership are perceived as an ambiguous and complex task with different tasks and responsibilities for all institutions, involving a lot of workloads. However, this perception ceases to be ambiguous and complex in an agile working environment and becomes specific (Maximini, 2018). The first step to increase agile leadership ability is that you need to not only learn and review other's leadership practices but also combine with your own leadership practices (Uyun, 2019). Agile leaders have the ability to appropriately handle the tensions posed by conflicting needs, knowing that past successes can no longer be learned because they are no longer valid (McKenzie and Aitken, 2012).

It has become a strategic necessity to have a leadership method that can keep up with the changes in the digitalization era we live in (Singh and Hess, 2017). Agile leaders, who

can act in a way that is sensitive to the constantly changing and developing environment, has become a necessity. In terms of its characteristics, agile leadership stands out as an important requirement on the road to success, especially in the field of digital transformation (Brock and Von Wangenheim, 2019). To keep up with the changes experienced, it is necessary to manage teams and organizations with an agile leadership approach.

Agility is the execution of three resources consisting of technology, management, and workforce in a coordinated way as a system connected to each other (Nagel and Dove, 1991). Although it means that the agile leader has proficiency in many areas that can realize the transformation, it is important to create synergy together as a team that can contribute to this transformation (Şahin and Alp, 2020).

William A. Kahn, who introduced work engagement, defined this concept as follows: "It is the state of being physically, mentally and emotionally devoted to the work while the employee is doing his job and while he is trying to complete the tasks given to him" (Kahn, 1990: 694). It is seen in the related literature that work engagement is related to job satisfaction (Perera et.al., 2018), performance (Van der Stoep and Van Wingerden, 2018), organizational commitment (Kim et.al., 2017) etc. On the other hand, it is known that the concept of work engagement has negative effects on turnover intention (Gupta and Shaheen, 2017), absenteeism (Neuber et.al., 2021), and burnout (Havens et.al., 2018). That is why it can be said that the concept of work engagement has an important place in terms of organizations.

Mental well-being, which is the third variable of the research, can be considered as social, mental and physical wellness according to WTO. According to this definition, mental well-being, which is a complementary element of health, by having the ability to cope with the stress that he may encounter in daily life, the individual can maintain his productivity in business life and be beneficial to the society he is involved in. (WHO, 2004). For this reason, it is not possible to evaluate an individual who is not mentally well as healthy. Thus, it can be concluded that mental well-being is important element of health as much as physical health by definition.

Individuals with high mental well-being are aware of their responsibilities and can communicate effectively with their colleagues and superiors. In addition, their productivity is high, they exhibit less absenteeism and absence from work due to health problems (Danna

and Griffin, 1999). For this reason, importance of mental well-being for organizations cannot be ignored to get the desired performance from their employees.

Mental well-being creates higher organizational commitment (Apfiasari et.al., 2021). Mental well-being creates a positive outlook on life and events for individuals since they have high positive emotions (Huppert, 2009). Therefore, they tend to have positive feelings towards their organizations and employers (Tuomi et. al., 2004). Individuals with high mental well-being have high job satisfaction (Robert et.al., 2006). Life satisfaction is important in terms of mental well-being. Since the individual spends a significant part of his/her life at work, it can be stated that life satisfaction affects job satisfaction and contributes to high job satisfaction (Baptiste, 2008).

As can be seen, work engagement and mental well-being are variables that cause to positive outcomes for organizations. In this direction, to examine effects of agile leadership and its sub-dimensions on work engagement and mental well-being is crucial for organizations. Due to this importance, this study examines effects of agile leadership and its sub-dimensions on the concepts of work engagement and mental well-being. Findings obtained from the research that agile leadership has a positive effect on work engagement and mental well-being may reveal another beneficial aspect of agile leadership. By this way, this research can contribute agile leadership literature by revealing one aspect of its benefits.

1.2. Contextual Framework of the Thesis

As a result of a five-year research conducted by Change Wise, the concept of agile leadership has been conceptualized as the ability to "take reflective action" (Joiner and Josephs, 2007). According to these research findings, an agile leader is someone who needs to step back from their current focus and gain a broader and deeper perspective. Because an agile leader must then refocus and act, this time aware of a wider perspective. As leaders develop their agility, their capacity to step back deepens and expands, and so does the frequency with which they move through their cycles of reflection and action. In essence, agility is not one of the qualities that a leader should have. Agility is a core feature for a leader, a meta-competence (Joiner, 2009).

Joiner and Josephs (2007) summarized the phenomenon of agile leadership as “the ability to act wisely and effectively under complex, rapidly changing conditions” (Joiner and Josephs, 2006: 6). At the beginning of the skills that a leader must have to create an agile culture, the assimilation of agility, the ability to determine a roadmap, ensure empathy and trust, organizational engagement, the ability to motivate staff and create cooperation, and the ability to make correct and fast decisions (Hayward, 2021). On the other hand, leaders who can question the status quo, have digital citizenship skills, and create new and alternative options are seen as the agile leaders of our age (Hayward, 2021). Agility is a leadership behavior that can be explained by the looking at the problem situations from different perspectives and react to them flexibly (Attar and Abdul-Kareem, 2020).

Work engagement is individual's level of seeing his job as an important part of his life and at the center of his existence (Rotenberry and Moberg, 2007). Work engagement means that employees feel strong and energetic during work, are satisfied with their work, and devote themselves to their work. Although there are many definitions and explanations on work engagement, it is seen that the most referenced sources in the studies are those of Schaufeli and Bakker’s. Work engagement is a cognitive-emotional state that continues regardless of the environment, events, and objects, and as being active at work, being satisfied with the job, and having a positive attitude towards work (Bolelli, 2019).

Mental well-being is that individual has a positive perspective of his/her life and himself/herself, his/her efforts to improve himself/herself by being aware of his/her limitations, having a life purpose, being able to act independently and freely, and establishing sincere and secure relationships with people (Keyes, Shmotkin, and Ryff, 2002). If an individual evaluates his /her life well in general, feels positive emotions more and more intensely, and negative emotions less frequently, it can be said that he/she has high degrees of well-being (Diener and Lucas, 2004).

1.3. Research Purposes and Questions

The aim of the research is to examine effects of agile leadership on work engagement and mental well-being. This research also tries to find out effects of sub dimensions of agile leadership on work engagement and mental well-being. The questions of research are listed, and the model of the research is visualized as shown below.

RQ1: Do demographic characteristics (gender, marital status, age, work experience) differ in terms of agile leadership, work engagement, and well-being?

RQ2: Do agile leadership and its sub-dimensions predict work engagement?

RQ3: Do agile leadership and its sub-dimensions predict mental well-being?

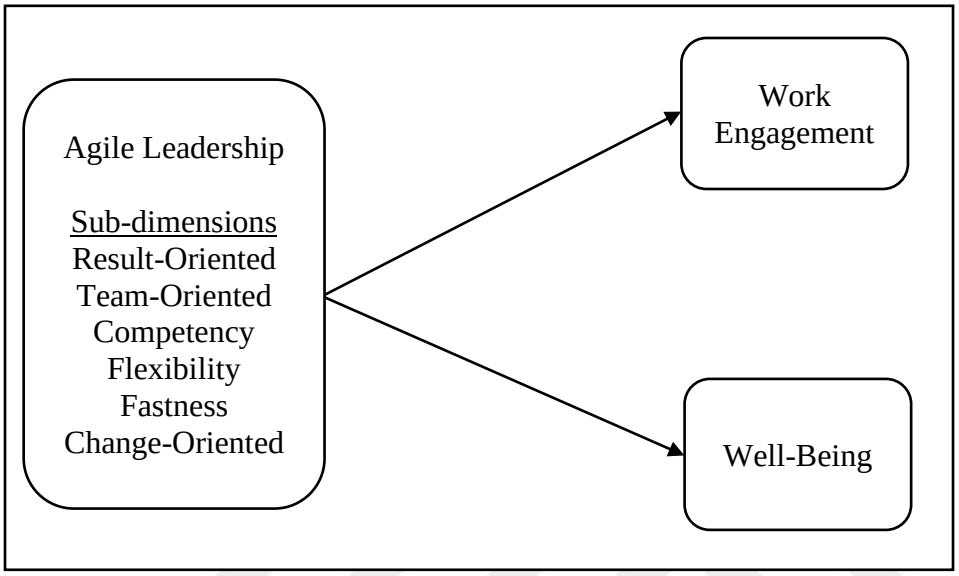


Figure 1. Research model

1.4. Importance of the Research

Literature covers complex, chaotic and inertial situation of the business world in recent years; prefers to express it with the acronym "VUCA" (Bennett and Lemoine, 2014) consisting of initials of volatility, uncertainty, complexity, and ambiguity. It is not only the business world that tries to survive under the heavy effects of "VUCA". In today's conditions, where the global economy is constantly subject to change and becomes increasingly complex, it has become an important requirement for almost all institutions to raise their agility levels, including service and government institutions, as well as non-profit organizations such as educational organizations.

To survive in the VUCA world, 21st century organizations will need members who can act independently, take initiative, have decision-making skills, think analytically, and bring innovative approaches to problems. As a result, it will become an important leadership task for leaders to develop and motivate their followers intellectually and develop their independence (Chitranshi, 2020). In this direction, restructuring organizations to have full-

fledged strategic and operational agility for organizations that can predict changing conditions and respond appropriately to these situations by establishing internal and external relations can make significant contributions to organizational success in matters that require high productivity (Meade and Sarkis, 1999).

The dedication and effort needed for agile organizations are provided by all the internal and external stakeholders of the organization, but at this point, corporate leaders should never forget that they must live with new technologies, markets and competitors in a global economy that is constantly bombarded with change and complexity. Otherwise, the existing agility gap will not be resolved (Joiner, 2019). One of the main reasons for this agility gap is the need to develop more agile leaders. Organizations need leaders with agility that can meet this need to have teams and equipment that have the agility qualities demanded by today's turbulent business world (Zain et.al., 2005). It is no surprise, then, that agility is ranked among the most important leadership skills needed by top executives today (Joiner, 2019). Agile leadership is a new agenda encountered in recent years. However, almost all the skills that are almost universally accepted for successful organizational management, such as having vision and communication skills, establishing relationships with various components, and motivating subordinates, which have been referenced countless times, reflect the face of agile leadership (Joiner, 2019).

It does not seem possible for modern-day organizations, which must exist under unexpected change processes, to keep up with global competition and manage uncertainties with outdated traditional management approaches. Therefore, to be successful, organizations must understand and define the change in the world and be able to respond quickly and accurately to the new needs created by the change environment. It is known that the concept of agility is a phenomenon that continues to gain increasing importance for the development and survival of organizations as internal and external environment in the era of globalization and new information technologies (Marhraoui and Manouar, 2017). As can be seen, agile leadership has a very important place in today's business world. For this reason, the concept of agile leadership, which started to find a wide place in the literature, was chosen as the independent variable of the research.

There is an active and energetic connection between the employees who are committed to their work and the work they have done, and these people feel powerful in coping with the demands of the business they work for. Halgin et al. (2015: 459) stated that employees who are committed to their work feel an emotional and energetic connection with

what they do during work, and that these employees show high performance in the tasks they have taken.

According to Ryff (1995), mental well-being includes “positive self-esteem, positive relationships with people, command of the environment, personal development, autonomy, meaning of life and the individual's purpose, rather than being stress-free or other mental health problems.

As can be seen, the concepts of both work engagement and mental well-being are positive concepts for individuals and ultimately for organizations. There is no study examining the effect of the concept on work engagement and mental well-being in the literature. Therefore, with the help of the findings of this research, it is aimed to contribute by filling this gap in the literature. Secondly, the concept of agile leadership, which has been associated with many positive outcomes, is expected to have a positive effect on the concepts of work engagement and mental well-being, which have positive outcomes for organizations in previous studies. As a result of the research, it can be shown that agile leadership, in addition to meeting today's requirements, has a feature that improves the attitudes of the members of the organization towards the organization.

1.5. Organization of Chapters

In the second part of the research, the relevant literature is presented. In this section, the concepts of agile leadership, work engagement and mental well-being are examined in depth. Definitions of concepts, their importance, development processes, dimensions and relations with other organizational concepts are explained. In addition, studies on the concepts of agile leadership, work engagement and mental well-being are also included in the literature. In the third part of the research, the methodology of the research is explained. In this section, firstly, the characteristics of the sample are stated, and secondly, data collection methods are explained. Data collection tools are presented in the continuation of the data collection methods. Then, the results of the validity and reliability analysis of the obtained data set are presented. In the fourth part of the research, the results of the tests carried out to test the hypotheses are presented. In line with the findings obtained, the fifth part of the research, the discussion section, is formed. In the final chapter, the obtained research results are interpreted.

2. LITERATURE REVIEW

In this part of the research, the theoretical perspective about concepts of agile leadership, work engagement and mental well-being, which is the subject of the research, is conveyed.

2.1. Agility and Agile Leadership

The concept of agility and agile leadership is examined theoretically in this section. First of all, agility is examined in depth, then the concept of agile leadership, which can be considered as a sub-branch of agility, is conveyed by making use of the literature.

2.1.1. Agility

Globalization and rapidly developing technology cause unpredictability and uncertainty in all sectors in the business world. Therefore, it has a critical importance for businesses to adapt to the rapidly emerging changes, to gain competitive advantage and to maintain this competitive advantage. Agility, which is an important factor for businesses to survive and be successful in turbulent and uncertain markets, has become an important factor for all organizations. In this context, in order to adapt to rapidly occurring and unpredictable changes, a need for a new concept has arisen that companies can use while developing strategies, and this concept has been called “agility” (Ganguly, Nilchiani and Farr, 2009).

2.1.1.1. Agility Concept and Definition

It is seen that agility is generally based on dynamic capability theory, contingency theory, network theory and resource-based theory (Tallon et.al., 2019). For example, in Overby et al. (2006), agility was characterized within the theoretical lens of dynamic capability which was characterization of agility as the ability to sense environmental change and respond readily. Sarker and Sarker (2009) discussed agility within the framework of the ability of distributed information systems development teams to anticipate, recognize, and react to changes in the environment which includes organizational changes and changes occurred in partner organizations. Vervest et al. (2004) characterized agility as the ability to respond quickly to fulfil an unpredictable client order. Sambamurthy et al. (2003) categorized agility within resource-based view as the ability to detect and seize market opportunities with speed and surprise.

Agility as a concept was first introduced by Lehigh University in 1991 to describe how US companies must move forward to be remanufacturing leader (Dove, 1991). In this direction, the changes and developments in consumers' demands and needs, environmental conditions and technology have revealed agility, which is explained by the flexibility and adaptability of businesses in the face of changes and developments (Goldman, Nagel, and Preiss, 1995).

Quickness, flexibility, change and uncertainty are emphasized in the definitions of agility (Karwowski and Layer, 2007). In general, agility can be expressed as adapt and restructure quickly to changes in the market (or customer demand) (Gunasekaran, 2001). In addition, agility is expressed as restructuring business relations, processes and operations in an effective and efficient way and enabling development (Hormozi, 2001). In short, agility can be explained as production, human and organizational flexibility (Sharifi and Zhang, 2001)

In the light of all information, agility is expressed as “the effective combination of responsiveness and knowledge management to adapt unpredictable developments in needs of business in a quick, efficient and accurate way (Wendler, 2013).

Since agility is a complex concept, it is studied with the disciplines of economics, activity and supply chain management, strategic management, and information technology / information systems (Seethamraju, 2006). In addition, researchers in the literature examine

different aspects of agility (Schirrmacher and Schoop, 2018). For example, agility was considered as a generic term which can be defined at different levels (i.e. marketing, production, design, organisation, management and the level of people) (Goldman et al. 1995). In the same research Goldman et al. (1995) defined agility as a comprehensive response to the business challenges of profiting from rapidly changing, continually fragmenting, global markets for high-quality, high performance, customer configured goods and services. Therefore, the term agility started to be applied in many different fields of research. However, the fact that this study focuses on the subject agile leadership, it was especially reviewed in organizational context. In this context, the main agility types that are the subject of research are examined under the headings of employee agility, strategic agility, supply chain agility, corporate agility, learning agility and agile leadership.

2.1.1.2. Importance of Agility

Unpredictable and uncertain business environment may arise quickly while organizations are carrying out their activities. In situations where such uncertainty is experienced, it is of great importance for the business to be agile. In this respect, agility is the ability of the organization to adapt. In today's business world where competition is intense, the importance of agility is increasing (Harraf et al., 2015). Because organizations that can keep up with changing conditions will always be one step ahead in reaching their goals and maintaining their activities, compared to those that cannot keep up with changing conditions. Agile organizations outperform their competitors. Agile organizations, which are always open to learning, combine the new information they have by reaching all the information they can use, and they are ahead in terms of obtaining a useful result (Junni et al., 2015).

2.1.1.3. Agile Project Management Methods

In the agile project management approach, each project is divided into project sections called “iterations” (steps), and a product is revealed at the end of each section (Schwaber, 1997). In the first iteration, it should be aimed to produce a product with the

minimum but the most mandatory requirements. In each iteration, the final product is created as a result of the project, considering the new needs. One of the most basic features of the agile approach is that since testing is done after each iteration, it allows to detect errors in advance and act. The earlier the error is detected, the less cost-related problems will be. In waterfall model, on the other hand, since the test takes place because of the completion of the product, cost-related problems are more common.

Another feature of the agile approach is that it is suitable to receive feedback from users after each iteration and enables these innovations to be implemented in the next iteration in line with these needs (Sy, 2007). Since it is easier to implement changes in the agile approach compared to the waterfall model, change is no longer a disturbing element for agility. Change requests are also evaluated in detail in the waterfall model, but the resistance to change is felt much more in this model. Because it is only possible for users to get acquainted with the final product after the complete development of the product is completed. The cost of changes that will take place at this stage is much higher than in the first section. In the agile approach, the stages are sequential, but since it allows for more than one iteration, it allows the planning to be made again according to changing needs, and a previously discussed stage is re-evaluated when necessary (Sy, 2007).

2.1.1.3.1. Scrum

Scrum is created by Jeff Sutherland and Ken Schwaber, inspired by the article titled "The New Product Development Game" published in 1986 by professors Hirotaka Takeuchi and Ikujiro Nonaka, and was first introduced at the OOPSLA (Object-Oriented Programming Systems Languages Applications) conference held in 1995. It is a kind of agility approach (Schwaber and Beedle, 2002).

A continuously updated Scrum guide since 2010 provides guidance to many people, teams, and organizations on how to implement Scrum practices. Scrum is seen as a useful framework program in which people can solve complex compliance problems while delivering the highest possible value products productively and creatively (Resnick, Bjork, and De la Maza, 2011). On the other hand, Scrum draws attention as a framework program that provides freedom and convenience in terms of the use of various processing processes and techniques, rather than being a process, technical or predefined method (Brhel et.al.,

2015). Thanks to this feature of Scrum, both the product and the team and the working environments can be developed continuously.

Scrum is a framework that puts people at its center and tries to facilitate the way people communicate with each other in different ways. At this point, its creators emphasize that Scrum is a framework program rather than a method (Resnick et.al., 2011). The method is used to express a system in which certain steps are followed and the input and output are unchanged. Scrum, on the other hand, is a framework that the people who make up this circle fill. In addition, Scrum is a set of roles, rituals, and tools whose inputs and outputs can be reshaped according to individuals (Schwaber and Beedle, 2002). The biggest role in Scrum belongs to the development teams, and development teams are generally expressed as the community where people who come together to achieve the determined goal do what needs to be done to reach the goal. Scrum teams are thought of as a team with developed communication networks, no consideration of personal interests, sharing success or failure, arising from the harmony of differences, high level of synergy and open to multiple learning (Schwaber, 1997). In addition, Scrum, which is the most applied projecting method of agility, is based on three pillars: experimentation, self-organization, and focusing on empowered teams and improvement studies (Aghina et.al, 2019).

2.1.2. Agile Leadership

In this part of the research, the concept of agile leadership, which can be described as an extension of the concept of agility, will be examined by its characteristics, importance, comparison with traditional leadership styles and dimensions.

2.1.2.1. Concept and Definition

The concept of leadership is divided into three categories in the literature as transactional, transformational and ecovision (Bonner, 2010). Firstly, transactional leadership focuses on the requests of follower from their work and to ensure they get if performance is good (Doyle and Smith, 1999). This type of transactional leader responds to

the self-interests of subordinates. Second and in contrast, transformational leadership involves getting followers to transcend their own self-interest for the sake of the team, organization or larger polity. This type of transformational leader attempts to raise the employee's awareness or level of consciousness about the importance and value of desired outcomes and ways of achieving them. In this context, transformational leaders who try to change subordinates needs by enlarging their desires and needs can be defined as "change agents" (Bonner, 2010). Although the two leadership styles mentioned above are different in ways of motivating subordinates, both styles rely on their authority or formal positions of power. However, transactional leadership tend to be more traditional compared to transformational leadership. Transformational leadership can be classified as more reformist against traditional ways of leading followers. The third category of leadership is defined as ecovision. Shareef (1991) mentioned that ecovision theory sees leaders have two distinct elements: first is the ecological point of view with emphasis on a holistic relationship between the company and the environment. The second element is the ability to produce and renew realistic identities that enhance the environmental context in which the organization functions (Shareef, 1991).

As we can consider functional leadership in terms of transactional style, agile leadership can be categorized under the transformational style of leadership. Agile leadership can be defined as being able to determine the goals of the organization with a visionary perspective, acting of the organization in line with these determined goals, and providing the determination of behaviors by guiding the organization throughout the process (Parker et al., 2015). There are several factors that determine the characteristics of agile leadership. These can be listed as anticipating emergency situations, determining expectations, having the power to determine the direction that the organization will go, identifying problems and producing effective solutions for the solution of these problems, ensuring that individuals in organization can work in harmony, determining the needs of the organization and individuals and ensuring that these needs are met (Joiner and Joseph, 2007).

Agile leadership refers to have the intellectual mindset and skills to understand complex problems, benefit from the ideas of others, and see the bigger one (McPherson, 2016). Agile leadership is defined as a management style based on teamwork and team learning, where users can get quick feedback, and where quality and continuous learning continues (Joiner, 2009). The leader does not micro-manage, nor does he provide an environment of complete freedom; tries to strike a balance between strict government and

total freedom. It focuses on long-term goals such as internal culture, belonging, understanding and feedback (Joiner, 2009). Identifying new management strategies for new, changing, and uncertain situations and having the ability to see from different perspectives are the characteristics of this type of leadership (Breakspear et.al., 2017).

According to Sanatigar et al. (2017) agile leadership is cooperation, accepting diversity, competence, innovation and creativity, transparency, flexibility, being open to new methods and processes. As a result, it can be concluded that agile leadership has features such as sharing responsibility, recognizing problems and being effective in decision making, compatible systems and flexible structure (Sanatigar et.al., 2007).

The high level of complexity and volatility experienced today highlights the adaptability of leaders. These capabilities begin with accurately and appropriately identifying the opportunities and threats that arise in a complex environment. Then, it is necessary to evaluate the opportunities determined in accordance with the capacity of the organization and to eliminate the threats. The agile leadership model developed by Joiner (2009) states that a leader must progress at three different levels in order to be an effective agile leader. At the first level, agile leaders have a problem-solving orientation. At the second level, agile leaders display a result-oriented approach. At the third level, a facilitating orientation is displayed with a visionary perspective (Joiner, 2009).

2.1.2.2. Characteristics of the Agile Leader

Management and leadership are perceived as an ambiguous and complex task with different tasks and responsibilities for all institutions, involving a lot of workloads. However, this perception ceases to be ambiguous and complex in an agile working environment and becomes specific (Maximini, 2018).

The first step to becoming an expert in leadership agility is to observe the leader's own and other leaders' practices and to adopt them when it is necessary. In addition, appropriate combinations between your own and other leader’s practices should be made when it is necessary. Agile leaders have the ability to melt different individual goals and organizational goals in a single pot, and handling tensions caused by seemingly conflicting

needs, knowing that nothing can be learned from them because past successes are no longer valid (McKenzie and Aitken, 2012).

The agile leader is prepared for unexpected events that may occur by influencing the behavior of the organization with its flexibility and speed to achieve organizational goals (Fachrunnisa et.al., 2020). Other characteristics of an agile leader can be listed as making and implementing decisions from today with a future-oriented perspective, trying innovations by not avoiding risk when necessary, and ensuring an appetite for innovation on an institutional scale (Denning, 2018). Agile leaders approach problems with creative solutions and are very effective in managing conflicts. They are individuals who can learn from challenging work experiences, embrace change, motivate, and inspire employees easily (Swisher, 2013).

There are four different characteristics that distinguish agile leaders from other leaders. (Neubauer et.al., 2017). Agile Leaders are:

1. Humble: They can sincerely accept feedback from employees or other leaders and acknowledge that other people may be more in control of the subject than they do in some situations.

2. Adaptive: Because change is constant, they are aware that changing minds to keep up with this change is not a weakness but strength.

3. Visionary: Strive to achieve long-term goals even in environments of uncertainty.

4. Relevant: They have a curiosity to emerging trends, and they are open to communication.

Agile Leaders appear to exhibit three key behaviors that help them navigate successfully in changing business environments (Neubauer et.al., 2017). These behaviors are hyper awareness, information-based decision making, and fast execution. The first condition of hyper-awareness is to identify threats and opportunities by constantly scanning the external and internal environment. Thanks to the information obtained as a result of these scans, it is possible to make decisions based on information and evidence. Evidence-based decisions need to be implemented quickly. In this way, it comes to the fore that the applications are implemented quickly rather than being perfect. (Neubauer et al., 2017).

2.1.2.3. The Importance of Agile Leadership in Organizations

Today, the leaders of the companies are trying to maintain their existence in a dynamic environment with ever more complex business processes (Nerur et al., 2005). The dynamic environment, environmental changes and the global economy require organizations to react quickly (Joiner and Josephs, 2007). Firms need to develop new methodologies, especially to meet software developments and ever-changing demands and technologies (Mens, 2008). In the software industry, new designs are created every day and new production technologies are developed. Agile methodologies have become an important element in the last few years (Nerur et al., 2005). As agile methodologies emerge, managers voluntarily strive to create a more flexible production and marketing environment. Managers who can provide this are agile leaders.

The rapid change that has emerged in organizations in recent years has led to uncertainty and unexpected processes and confusion. As a result, leaders who can solve this uncertainty and confusion for organizations have begun to be needed. Flexible and agile leaders are needed to support organizational change, increase productivity, adapt to change, and overcome inertia (Boyer and Robert, 2006).

To achieve sustainable success, organizations need to have an agile structure in accordance with the increasing level of complexity and change. Agile leaders have become necessary to have organizations with high adaptability required by today's changing business environment. (Joiner and Joseph, 2007).

Agility is the execution of three resources consisting of technology, management, and workforce in a coordinated way as a system connected to each other (Nagel and Dove, 1991). In order to be successful in today's variable and challenging conditions, traditional methods must be abandoned. Agile leaders are needed because they can provide management with dynamic methods instead of traditional methods (Mergel, 2016). Effective leaders by nature do not see their position as adequate. Effective leaders are developing themselves without hesitation and must show their talents (De Meuse, 2019.).

As a result of the research conducted by Gill, Flaschner, and Shachar (2006), it has been observed that the burnout and stress levels of employees are lower in organizations with charismatic and transformational leaders who have strong communication skills. In another study, it was found that there was an inverse correlation between employee support

and stress and burnout (Schaufeli & Enzmann, 1998). In another study, it was observed that agile leadership significantly increased organizational performance (Malik et al., 2021).

In today's business world, the working environment and style has changed considerably compared to the past. In line with this situation, employees are composed of more educated and high-aware individuals. Salacuse (2003) thinks that because of this change, today's leaders should be more open to change and feedback than ever before. According to Balaji and Murugaiyan (2012), agile leaders are managers who can welcome the change in customer requirements and improve quality, and thus increase customer satisfaction.

The world of commerce and marketing is witnessing new markets, new technologies and regulations are emerging. As this technology and changes accelerate, uncertainty and complexity increase, and it becomes difficult to predict the opportunities and emerging threats in the environment (Tolf et al., 2015). This situation necessitates the development of agile organizations.

To sum up, agile leaders seem to embody many features that can be useful in today's complex business world. It can be said that agile leaders prepare organizations very well for today's volatile business environment, thanks to their openness to innovation and change. In addition, thanks to the strong communication of agile leaders, they consider the needs of the individuals along with the needs of the organization. In this way, it can be ensured that the organizational and individual goals are melted in a single pot. By valuing the opinions of the members of the organization, they create a positive environment for the organization and lead the development of the sense of community. In this way, since the organizational commitment of the employees improves, the trust of the members to each other and to their leaders increases. (Longstreet and Cooper, 2012). Considering all these information, it shows that agile leadership has become a necessity for organizations today.

2.1.2.4. Agile Leadership vs. Traditional Leadership

Many of the traditional leadership models in the world are a product of the "Scientific Management Approach" developed by Frederick Taylor (1856-1915). According to this management approach, which started with the understanding that workers should be

managed closely and that they are replaceable resources; if an employee leaves, another employee can quickly and easily replace him and keep production going. The only duty of management at this point is to give orders and control these processes (Cinnioğlu, 2020). Today, it is thought that traditional organizational structures such as hierarchical, horizontal, vertical, functional or matrix cannot fully explain the organizational structure of organizations. Traditional methods or the controlling structure of the usual management styles, risk-free business styles, keep organizations away from change and take organizations back without being noticed. The change in the workforce structure, the fact that unskilled labor is no longer most of the workforce in many modern companies, instead knowledge workers who are not content with just doing what they are told make up a significant part of the current workforce, leading institutions as unskilled labor was managed a century ago have become a problem for many organizations. Because today, it is not possible for employees to be considered only as interchangeable workpieces (Cinnioğlu, 2020).

Leadership studies conducted in the 1980s showed that a different understanding of leadership should be developed. Leaders were more proactive, seeking feedback, more collaborative, more strategic, and more inclined to teamwork. The transition of leaders from one stage to another increases their success and increases their ability to respond to change and complexity. Research shows that the agile leadership level increases when the leader moves from one stage to the next (Joiner and Josephs, 2007). At this point, it is seen how close the concepts of agile leadership and transformational leadership are to each other.

There are many differences between the traditional leadership style and the agile leadership style. The agile leader allows the team to organize itself naturally and to solve the problems encountered without wasting much time with the organization of the team. Instead of being a decision maker like the traditional leader, the agile leader wants the members of the organization to make decisions and guides them when necessary. The most important responsibility of the agile leader is to ensure that the organization works in harmony (Beck et al., 2001). With these aspects that differ from traditional leadership, Agile leadership can be considered as a sub-branch of transformational leadership. (Bass & Riggio, 2006).

2.1.2.5. Dimensions of Agile Leadership

There is no consensus on how many dimensions the concept of agile leadership has in total. In a study by Şahin and Alp (2020), agile leadership was examined under five sub-dimensions. These sub-dimensions are called fastness, flexibility, competency, cooperation and aptitude for technology.

Fastness is the ability of organizations to quickly adapt to changing conditions in order to achieve their goals (Şahin and Alp, 2020). Flexibility is ability to adapt to changing conditions. The leader increases the level of agile leadership to the extent that he can adapt to constantly changing conditions. Competency refers to the leader's ability to do the job. Cooperation refers to the leader's relationship with individuals within the organization. A leader with cooperation trusts his team that the members of the organization will successfully do what is necessary for the organization, instead of doing everything himself. In addition, he does not hesitate to work with his team when necessary. Aptitude for technology is an important aspect of agile leadership because technological advances are happening at a dizzying speed today. The majority of the changes and transformations that occur are due to technological developments. Following technology well in order to evaluate the risks and opportunities that may arise in a correct and timely manner for a leader to be agile is necessary (Şahin ve Alp, 2020).

According to another research, it can be said that agile leadership has four different dimensions: setting context, creating internal harmony, creativity, and self-sufficiency (Joiner and Joseph, 2007). The contextualization dimension of agile leadership is necessary to scan their environment, anticipate significant changes, and decide which initiatives to take next (Joiner and Joseph, 2007). Creating harmony within the organization means ensuring that the members of the organization focus on the same goal. Creativity means trying new methods to solve complex and new problems in a desired way (Joiner and Joseph, 2007). Self-sufficiency defines the organization's ability to achieve targeted results by using its own resources (Joiner and Joseph, 2007).

This study examines agile leadership in six sub-dimensions. These dimensions were named as a result of the scale adaptation study conducted by Akkaya et al., (2020). These sub-dimensions are; result oriented, team oriented, competency, flexibility, fastness and change oriented.

2.1.2.6. Literature Review on Agile Leadership

In the study of Joiner and Josephs (2007) to improve the agile leadership understanding, data were obtained from 384 managers and analyzed, and five agile leadership levels and four competencies were discovered. It has also been stated to have important implications integrative approach for leadership, emphasizing the capacity to help them adapt to the ever-changing environment. It is also important to have skills to use that capacity.

McKenzie and Aitken (2012) conducted a study aiming to measure the impact of leadership styles in the constantly changing business world to determine how the positive effects of leadership on the informatics sector. Results show that agile leadership approach is beneficial to a significant degree. The benefits of agile leadership practices such as openness to learning, voluntary knowledge sharing, especially creating an environment that can enable the development of cooperation among employees have been observed.

Parker, Holesgrove, and Pathak (2015) also revealed that there is an important knowledge base created for self-organized teams because of their work to increase productivity with agile leadership. However, it has been found that there is much to do to realize how much important to see benefits of self-organized teams on organizational productivity and leadership style, and agile leadership behavior provides better team performance compared to traditional leadership behaviors.

In another study, the transformation from traditional leadership style to agile leadership in a traditionalist organization was examined. As a result of the examination, it was concluded that there are five different obstacles to the transformation to agile leadership. In addition, operational and strategic activities will change in nine activities because of change in manager's function (Brinck and Hartman, 2017). These activities can be listed as; managing the workload, competency, motivation, aligning constraints, empowerment, creating flow etc.

Cleveland and Cleveland (2020), examined the relational leadership development and agile leadership approach. According to this being open to people from different cultures during recruitment, leaders who can make connections between cultures were found to be open to cultural diversity within the organization. In addition, it was concluded that leaders

who blend the relational leadership approach with the agile leadership approach are successful.

As a result of the study conducted by Attar and Abdul-Kareem (2020) to determine the importance of agile leadership to determine organizational agility, it was determined that the most appropriate leadership style to organizational agility is agile leadership.

In the study of Akkaya et al. (2020) to develop the agile leadership scale, it was determined that the agile leadership scale consisted of 32 items and 6 sub-dimensions (result-oriented, team-oriented, competence, flexibility, fastness and change-oriented). According to other findings, it was revealed that reliability and validity values of the agile leadership scale they developed were at an acceptable level. In addition, it has been stated that the agile leadership scale obtained has acceptable validity and reliability that can be applied in different sectors and institutions.

2.2. Work Engagement

In this part of the research, one of the dependent variables of the research "Work Engagement" is explained by its definition, dimension, consequences, and importance.

2.2.1. The Concept and Definition of Work Engagement

Today, organizations are struggling with the challenges brought by competitive conditions such as technological developments, increasing financial burdens, performance pressures and differentiated workforce factors (Shin, Taylor and Seo, 2012). Managers are increasingly adopting the idea that there is unique competitive advantage in human resources (Bakker and Schaufeli, 2008). While all competitive indicators such as technology, capital and product can be purchased or copied, qualified, and committed employees are indispensable parts of competitive advantage. If organizations want to achieve good performance, they must reveal the motivations and skills of their employees. From this point of view, all efforts to improve the performance of employees have brought and positive

emotions to the work. Work engagement can be considered as one of these concepts, thanks to its benefits.

The first scholar to conceptualize work engagement was Kahn (1990), who defined work engagement as “organizational members' keeping up with their job roles: in participation, people use and express themselves physically, cognitively, emotionally, and mentally during role performances”. Kahn explains work engagement as “cognitive fit and time spent thinking about a role” (pp. 656) and assimilation as a two-dimensional motivational construct that includes “the intensity of one's focus on a role”.

After Kahn’s definition and contributions to work engagement, the interest in academic field has been flourished. Work engagement has emerged as prominent positive organizational concept, especially among organizational experts (Schaufeli and Salanova, 2008). The term “commitment” can be used to describe what people can achieve when they focus on displaying their level of willing behavior and performance about their jobs that they are interested in and excited about (Armstrong and Taylor, 2014).

Since the 2000s, with the increasing interest in the concept, many definitions have been made. Rothbard (2011) defined work engagement in psychological way and he stated that it encompasses two important components: dedication and attention. Attention refers to “time spent on cognitive readiness and thinking about a task”; It means giving oneself, being involved in a task, and focusing and concentrating on that task. It is satisfactory, positive, and work-related mental state characterized by concentration, dedication, and vigor (Schaufeli et al. 2002).

Employees who have high work engagement level experiences high energy and participate with enthusiasm (Bakker et.al., 2008). Employees feel compelled to strive towards a challenging goal with high level of work engagement. Work engagement thrives in environments that show strong links between organizational and individual values. Engaged employees find their jobs more enjoyable and turn that enjoyment into more effective action. Work engagement thrives in environments that show strong links between organizational and individual values. Work engagement has far-reaching effects on performance. Work engagement is both productive and satisfying (Bakker and Leiter, 2010).

The opposite of individuals' burnout in business life is their commitment to work. Engaged individuals are known as being energetic and effective while performing work-related activities and being able to fulfill the demands of the job (Schaufeli and Bakker

2001). Concepts of work engagement and burnout are considered as opposites of each other (Maslach and Leiter 1997). Accordingly, while burnout includes features such as failure, weariness, or exhaustion (Maslach et al. 2001), commitment includes features such as being energetic, enthusiastic, enthusiastic, and participatory (Maslach and Leiter 1997). Work engagement means “The individual's participation and satisfaction as much as his/her enthusiasm for the job” (Harter et.al., 2002).

According to the definition of Schaufeli et al. (2002), work engagement is being positive about work, determined by willingness to work, dedication to work, and focus on work. It is an emotional and cognitive state that is permanent rather than a temporary state and is not directed to a specific event, person, object, or behavior, but is always felt (Schaufeli and Bakker, 2004).

Work engagement is often closely related and overlapping with other construct which is a separate and unique concept that has emotional and behavioral components and is related to personal role abilities. According to this definition, it is an individual's attention to his/her work and his/her adoption (Saks, 2006).

For those who work on the concept of burnout, work engagement is accepted as the counter-thesis of burnout that expresses positivity (Maslach and Leiter, 2016). Work engagement is related to opposites to burnout (burnout, cynicism, and professional incompetence).

2.2.2. Dimensions of Work Engagement

It is examined in three sub-dimensions. These three sub-dimensions were also considered in Uhrecht work engagement scale. The first dimension is vigor (vigor), the second dimension is the sense of belonging and dedication to work, and the other one is absorption (Schaufeli et al, 2002).

Vigor is concept of enthusiasm for work, in other words, the concept of vigor means that individuals have high energy and flexibility in working time, are enthusiastic about their work, and are ot tired and resilient (Schaufeli et al, 2002). An individual who is enthusiastic and vigorous while working is aware of the work he/she is doing and the difficulties he/she

encounters in his/her work do not intimidate him/her and he/she continues to do his/her job (Schaufeli et al, 2002).

Vigor is an emotional state that causes an emotional energy, experience of physical strength and cognitive vitality (Shirom, 2004). People who understand that they have the physical, emotional, and cognitive factors to meet the requirements of the job experience that they develop energy and vitality in their work. For this reason, the energy and vitality at work appears as a chipping state (Little, Nelson, Wallace, and Johnson, 2011).

Vigor is a positive emotional state that creates resources and expands thought activities (Shaufeli and Bakker, 2004). Those who are enthusiastic-vigorous in their work mostly have more energy, taste, and stamina in their work, while those with low vigor-vigor have less energy, taste and stamina related to work (Alarcon and Edwards, 2010).

Dedication includes the concepts of giving meaning to one's work, excitement, dignity, inspiration, and challenge, and it means commitment and strong participation in a qualitative sense (Schaufeli et al., 2002). Individuals with high dedication scores proud of their work. Individuals who score low in dedication, on the other hand, cannot form a connection with their work. Because they cannot attach a meaning to their work, they cannot gain experience about their work being inspiring or challenging (Shaufeli and Bakker, 2004).

Absorption can be described as concentration on work which is expressed as one's concentration on his/her work completely and happily, clinging to his/her work, forgetting everything around him/her while doing his/her work, thinking only about his/her work, and not understanding how time passes, thus having difficulty separating himself/herself from work (Shaufeli and Bakker, 2004). People who have high scores on job concentration feel happy in their job, that they are engaged, and that they have difficulty leaving them (Csikszentmihalyi, Abuhamdeh and Nakamura, 2014). People who have not concentration on work do not feel devoted or immersed in work, do not have difficulty separating from or the time at work does not pass for them (Csikszentmihalyi et al., 2014).

2.2.3. Consequences of Work Engagement

High levels of work engagement create better results on the matter of performance. Four factors can be listed as the reason why employees with high commitment to

performance are better. The first of these factors is that employees with high commitment have positive feelings towards their work. Thanks to these positive feelings, employees adopt their jobs individually and make them willing to reach organizational goals by compromising themselves when necessary (Fredrickson, 2001). The second factor is related that employees with high work engagement are psychologically healthier. It is inevitable that employees with high energy level and motivation will perform better. The third factor is that highly engaged employees are willing to put their effort. The fourth and final factor is that work engagement has a contagious effect. In other words, in an environment where employee engagement is high, employees increase each other's work engagement levels by influencing each other. This leads to higher performance output (Bakker and Xanthopoulou, 2009).

Engaged employees' are enthusiastic and energetic, involved and highly devoted to their work (Kahn, 1990). According to Innanen, Tolvanen, and Salmela-Aro (2014), engaged people focus physically, emotionally, and mentally on work. Therefore, they can perform at a high level and feel positive emotions at work. As a result, they work long hours but enjoy it, and so time flies (Bakker and Demerouti, 2008).

There are mainly four reasons of employees with high work engagement outperform those with low work engagement (Bakker and Demerouti (2008). These are; 1) Engaged employees generally have positive emotional experiences such as happiness, joy, and excitement. 2) They can create their personal business and their own business resources. 3) They lead a healthier life. 4) They transfer their commitment to the job to other employees. These positive emotions and experiences enable advantageous work behaviors such as increasing loyalty to organizations, high performance, job satisfaction and lower tendency to quit (Schaufeli and Bakker, 2004).

2.2.4. The Importance of Work Engagement

Employees are determining factor in performance, increasing competition, innovation and most importantly business success is accepted by the business circles, and for this reason, institutions turn to the activities of having, attracting and retaining creative, hardworking, devoted, self-renewing and developing successful employees and dealing with the difficulties faced by their employees (Bakker and Schaufeli, 2008). They try to provide

work environments that will improve their commitment to work so that they can cope with it (Bakker and Schaufeli, 2008). In this context, it is stated that among the concepts of positive organizational behavior, work engagement deserves more attention and relevance than other concepts (Jose and Mampilly, 2014).

Engelbrecht's (2006) study on Danish midwives showed how work engagement was translated into behavior (Bakker and Demerouti, 2008). In his study, Engelbrecht states that work-related midwives are people who radiate energy and maintain a positive mood in situations such as low morale and motivation and disappointment at work. A committed midwife is willing to take on tasks. This person takes a positive approach to his/her work. To put it bluntly, he/she has a passion for his/her job. In Engelbrecht's study, it was seen that the midwife with a commitment to work is service and patient-oriented in his/her work, and is quick, calm and patient towards the patient (Engelbrecht, 2006).

Cooper (2005) argues that individuals should take certain responsibilities to ensure their personal development in the future, because situations such as job demands and excess working hours when they enter business life can easily lead to workaholism, so the importance of maintaining personal and family life outside of work should not be ignored. Pushing the individual to work only provides him with opportunities such as a liberating experience, choice, and control, but people should equip themselves with the right knowledge and skills and go on the path of continuous self-development (Cooper, 2005).

It is suggested to be careful in the development of work engagement, as it has important problems such as lack of confidence, burnout, poor commitment to work, and decrease in performance (Chughtai and Buckley, 2008). In order not to cause negative situations, it is of great importance to determine the situations that provide business commitment for the continuity and growth of organizations (Lin, 2010).

2.2.5. The Relationship between Work Engagement and Leadership

In the previous parts of the research, the definitions of work engagement and agile leadership were given. Many studies show that transformational leadership types have a significant and positive effect on work engagement (Breevaart et al., 2014). Today, it is seen

that the importance of concepts such as flexibility, speed and cooperation that the understanding of agility has among leaders is increasing day by day (Denning, 2013).

2.3. Mental Well-Being

In this part of research, one of the dependent variables of the research “Mental Well-Being” is clarified which was discussed under two different model as psychological and subjective. In this research, while assessing the mental well-being as variable, the scale used has both aspects of mental well-being as psychological and subjective.

2.3.1. Definition of Psychological and Subjective Well-Being

American psychologists emphasized the positive side of psychology by stating that psychology is not a science that focuses only on negativities and weaknesses, but also examines strengths and virtues, and its aim is not always to correct mistakes, but also to create what is right and develop strengths (Seligman and Csikszentmihalyi, 2000). Positive psychology focuses on the positive and strong aspects of individuals rather than focusing on their negative and weak aspects (Luthans et al., 2006).

The concept of "well-being" first expressed by Aristotle, suggested that the most important thing that can be achieved with human attitude is psychological well-being (eudaimonism). According to Ryan and Deci (2001), although well-being has two different structures as psychological well-being and subjective well-being, it overlaps at a certain level. It seems that pleasure is good based on subjective well-being and hedonism is associated with happiness. In order words, subjective well-being is used instead of the concept of happiness (Diener 1984). Subjective well-being represents the positive side of mental health (Koivumaa-Honkanen et al. 2005). It is stated that subjective well-being is an important tool in monitoring and evaluating the mental health of individuals and in the early diagnosis of mental disorders (Bray and Gunnell 2006).

Subjective well-being is based on studies that started in the 1950s to investigate the quality-of-life quality (Telef, 2013). As the name suggests, subjective well-being is the

cognitive and emotional evaluation of an individual's own life (Diener and Diener, 1996). The study by Helliwell and Putnam (2004) showed that social capital is strongly associated with subjective well-being. In addition, it is seen that the ties established in the workplace, individual or collective civic participation, ties with family and friends, and the sense of trust used to measure the power of social capital are related to the life satisfaction and happiness of individuals directly on health.

When the concept of well-being is evaluated according to the idea of psychological functionality, it is defined as the state of living in a way that accepts life as it is and obtains satisfaction from life, this concept is also called psychological well-being (Deci and Ryan; 2008). Well-being is based on studies that started and developed in the 1980s for individuals to use their potential and realize themselves in coping with the difficulties they encounter in life. Psychological well-being has been defined as individuals' management of the process of maintaining determined goals, personal development, and establishing meaningful relationships with other individuals in the environment (Keyes, Shmotkin, and Ryff, 2002).

2.3.2. Ryff's Psychological Well-Being Model

Ryff's model is the most used and cited model in research on psychological well-being. Ryff (1989) proposed six sub-dimensions of psychological well-being that indicate whether and to what extent an individual copes well with life's existential challenges.

Autonomy is the sense of self-direction and the ability to resist the pressure of one's social environment. Based on autonomy, it lies in the fact that a person's thoughts and actions are determined by himself, not by reasons beyond his control. The beginning of the self-management process is the individual's self-knowledge. Individuals who know their gains, inadequacies and how to produce solutions in this direction are in a more advantageous position. Within the framework of today's business conditions, there is a need for constant change and therefore a rapid adaptation. In this process, employees who self-consciously move to the management phase will be in a strategically important position in their internal relations and individual development.

Self-Acceptance: He argued that having positive attitudes towards oneself emerges as a fundamental feature of positive psychological functioning. Personal Development: It

shows openness to new experiences and increased knowledge as well as continuous improvement. Life Purpose: It talks about having goals in life with beliefs that give life purpose. Choosing Suitable Environments for Oneself: It refers to the competence of individuals to manage complex environments and to choose or create environments that are suitable for them personally. Autonomy: It means that one's thoughts and actions are his own and that his thoughts are not determined by reasons beyond his control. It is thought that the person is independent and can regulate his own behavior. Establishing Positive Relationships with Others: It refers to being able to establish warm, satisfying, and secure relationships with other people, to be sensitive to others and to have empathy (Garg and Rastogi, 2009).

The World Health Organization (2004) defines psychological well-being as "an individual's awareness of his/her abilities, overcoming the stress in his/her life, being productive and beneficial in business life, and contributing to society in line with his/her abilities". Studies have shown that individuals with high mental well-being have better psychological and physical health and higher quality of life."

It is seen that satisfaction leads high motivation and commitment to the organization and have more positive effects on company performance than other employees (Tella et.al., 2007). For this reason, organizations are looking for ways to increase employee happiness. The higher the level of well-being of the employees, the higher their commitment to the organization, and as a result, the employees are more innovative and healthier in all aspects, including physical, social, and mental (Garg and Rastogi, 2009: 45). People with high psychological well-being are more satisfied than others in the same working conditions; because these people are more confident in evaluating the advantages in their working conditions (Garg and Rastogi, 2009).

Well-being was previously associated with work performance and quality of work life. It was assumed that if the well-being in the workplace was high, the performance, productivity and commitment of the employees would also be high. However, it is widely accepted today that the well-being of employees should be evaluated in terms of 'eudaimonia' to measure success of the organization (Garg and Rastogi, 2009). Psychological well-being indicates whether the individual deals with the existential difficulties of life, focuses on self-realization, and exhibits existence in a way that is satisfied in all areas of life (Ryff, 1989).

Positive and supportive social relationships are necessary for psychological well-being. Experimental studies show that people who have bad relationships within the group

and who are excluded from the group suffer. The importance of well-being is not only that it makes individuals feel good, but also that it produces beneficial results for individuals. Happy employees perform better than others, establish better social relationships and earn higher incomes (Diener and Seligman, 2004). Also, happy employees are more productive, efficient, and committed to their organization. Considering that positive experiences in one area of life have a spillover effect on other areas of life, it is expected that these people will be satisfied in their social or family life and have a high level of well-being (Garg and Rastogi, 2009).

2.3.3. Dimensions of Mental Well-Being

When the studies on the measurement of psychological and subjective well-being are examined, it is seen that there are many scales. Ryff's “Psychological Well-Being Scale” (Ryff and Keyes, 1995), “Subjective Happiness Scale” (Dogan and Totan, 2013; Lyubomirsky and Lepper, 1999), “Life Satisfaction Scale” (Diener, Emmons, Larsen, and Griffin, 1985), the "Positive-Negative Emotion Scale" (Watson et al., 1988). and Warwick-Edinburgh Mental Well-Being Scale (WEMIOS) which measure the "hedonic" and "eudaimonic" dimensions of mental well-being (Keldal, 2015). Keldal (2015) states that the “Warwick-Edinburgh Mental Well-Being Scale (WEMIOS)” developed by Tennant et al. (2007) can be used in studies to be conducted in the field of positive psychology. This scale is a 14-item self-report scale. The most important feature of the scale that distinguishes it from other scales is that it can measure hedonic and eudemonic dimensions simultaneously (Tennant et.al., 2007).

2.3.4. Well-Being and Work Engagement

Maslach and Leiter's (1997) first approach assumes that burnout and work engagement are opposites. In addition, it is seen that burnout is the opposite of well-being and therefore commitment is considered as a factor of well-being. In a study conducted in

Finland (Bakker and Schaufeli 2006), it was found that work engagement was positively and significantly associated with individuals' mental well-being and their attendance at work.

2.3.5. Well-Being and Agile Leadership

Bass (1999) emphasized that a good leader should be both transactional and transformational. There is a relationship between transformational leadership and psychological well-being (Cummings, 2004). Another study shows that charismatic leadership, which is a type of transformational leadership, has a significant and positive effect on psychological well-being (Bono & Ilies, 2006). Transformational leadership styles are effective in reducing negative emotions such as stress in addition to their positive effects on well-being (Rowold & Rohmann, 2009).

There are studies showing that transformational leadership types such as charismatic leadership, agile leadership, and interactional leadership have a reducing effect on negative factors such as burnout and stress (Sosik & Godshalk, 2000). In another study, it was seen that leaders who make motivation, ideal impact and self-evaluation can have a negative effect on burnout (Garman et al., 2002).

In this study Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) which was developed by Tennant et al. (2007), was used to measure the mental well-being of individuals. The scale was developed to measure both psychological and subjective aspects of well-being of individuals (Tennant et.al., 2007).

3. METHODOLOGY

3.1. Population and Sampling

To conduct a reliable and valid research, the sample used should be able to effectively generalize the population of the research. The most important factor to ensure an effective generalization is to have enough participants and a sufficiently large sample (Gürbüz and Şahin, 2016). Considering the size of the research population, the questionnaire form compiled by the researcher was distributed over the internet using the Google Forms application to reach enough samples from information sector employees in Ankara.

The survey application was closed after 400 questionnaires were filled in October and November of 2021. 63 forms with nonignorable and incomplete information were not included in the study from the data consisting of 400 participants. Afterwards, because of the multiple extreme value analysis made by the researcher, the questionnaire forms filled by 62 participants were excluded from the sample on the suspicion that they would prevent the normal distribution and result of the research (Gürbüz and Şahin, 2016). As a result, the sample of the research consists of 275 people working in the information sector employees in Ankara.

3.2. Data Collection Method

As it was difficult to distribute the questionnaires by hand due to the covid-19 pandemic, the online questionnaire method was used through Google Forms, with the permission of the ethics committee. While creating the sample of the research, convenience and snowball techniques were used. In this way, it is aimed to reach a large sample conveniently and quickly, and to reach the participants who are difficult to reach thanks to the snowball method.

3.3. Data Collection Tools

A questionnaire form compiled by the researcher was used as a data collection method to reach many participants in the study. In the first part of the questionnaire, there are questions to determine the demographic characteristics of the participants. These questions are aimed at determining the characteristics of the participant such as gender, age, marital status, education level, and work experience period. In the second part of the questionnaire, consists of Agile Leadership Scale, Work Engagement Scale and Mental Well-Being Scale.

3.3.1. Agile Leadership Scale

In this research, Agile Leadership Scale developed by Akkaya et al. (2020) was used. This scale consists of 32 items and 6 sub-dimensions. Results-oriented (items 1, 2, 8, 10, 12, 17, 22, 38) sub-dimension includes statements such as “My manager assigns the right person to the right job at the right time”. Team-oriented sub-dimension (items 7, 9, 25, 27, 28, 29, 35, 36) includes statements such as "My manager rewards team performance rather than individual performance". Competency sub-dimension (items 23, 24, 34, 39, 41) includes statements such as “My manager has sufficient up-to-date technological knowledge to follow the trends in the market”. Flexibility sub-dimension (items 14, 15, 18, 19, 37) includes statements such as “It is flexible in personnel exchange between departments or teams within the scope of human resources policies”. Fastness sub-dimension (items 13, 20, 21) includes statements such as "The manager's decision-making speed in the production processes is high". Change-oriented sub-dimension (items 16, 26, 31) includes statements such as "My manager's decision-making speed in production processes is high". The scale was prepared in a 5-point Likert type. Scoring of the scale is (1 = strongly disagree, 2 = disagree, 3 = somewhat agree, 4 = agree, 5 = completely agree).

Akkaya et al. (2020) first used a 41-item scale during the scale creation process. Then, by taking the opinions of linguist experts, some changes were made on the items and a second sample was applied. As a result of the exploratory factor analysis performed with the second sample, 9 items were excluded from the sample on the grounds that they loaded on two different factors or were not included in any factor. Confirmatory factor analysis was

performed on the remaining 32 items, and the validity of the 6-factor structure of the scale was tested and approved.

3.3.2. Work Engagement Scale

The Utrecht Work Engagement Scale (UWES) was developed by Schaufeli et al (2002). The scale consists of three sub-dimensions: vigor, dedication to work and absorption. The scale development studies, which started with 24 items, were reduced to 17 items. As a result of confirmatory factor analysis, it was concluded that the three-factor structure of the scale was more compatible than the single-factor structure. Eryılmaz and Doğan (2012) adapted the scale into Turkish. As a result of the assistance received from linguists, a study was conducted on the Turkish version of the scale, and the accuracy of the scale was tested and approved by retest and internal consistency methods, especially confirmatory factor analysis. As a result, it was concluded that the Turkish version of the scale is a reliable measurement tool. The scale was prepared in a 5-point Likert type. Scoring of the scale is (1 = strongly disagree, 2 = disagree, 3 = somewhat agree, 4 = agree, 5 = completely agree).

The first dimension of the scale, vigor (items 1, 4, 8, 12, 15, 17), consists of statements such as "I feel mentally very vigorous now". The second dimension of the scale, dedication (items 2, 5, 7, 10, 13) includes statements such as “I am proud of my work”. The third dimension of the scale, absorption (items 3, 6, 9, 11, 14, 16), includes statements such as "I feel happy when I work intensively".

3.3.3. Mental Well-Being Scale (WEMWBS)

The Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) was used in this study. This scale was developed by Tennant et al., (2007) to measure the mental well-being of individuals living in England. WEMWBS has 14 items. The scale was prepared in a 5-point Likert type. Scoring of the scale is (1 = strongly disagree, 2 = disagree, 3 = somewhat agree, 4 = agree, 5 = completely agree).

The Turkish adaptation of the scale was made by Keldal (2015). While calculating the validity of the scale, Psychological Well-being Scale developed by Diener et al. (2010), Personal Well-Being Index Adult Form developed by International Wellbeing Group (2006), Oxford Happiness Scale-Short Form developed by Hills and Argyle (2002), Diener et al. (1985), Subjective Happiness Scale developed by Lyubomirsky and Lepper (1999), and finally Depression-Happiness Scale Short Form developed by Joseph et al. (2004). As a result of the factor analysis, the single-factor structure of the scale was confirmed, and it was concluded that it was suitable for use in research (Keldal, 2015). The scale includes items such as "I am satisfied with myself" and "I feel loved".

3.4. Data Analyses

In this part of the research, the result of the data cleaning process is explained. Then, the results of the reliability and factor analysis which are applied in order to test the suitability of the obtained data for the analysis introduced.

3.4.1. Data Cleaning Process

The data cleaning process is applied to exclude the sample from the analysis, which may adversely affect the results to be obtained in the data used in the study. First, it was determined whether there were any items that needed reverse coding in the study. Since all three scales used did not have an expression that required reverse coding, reverse coding was not performed. Secondly, it was aimed to exclude samples that may negatively affect the reliability results of the research. As a result of the normal distribution tests, it was determined that 62 participants were outliers, and it was decided to exclude them from the sample of the study.

3.4.2. Reliability Analyses

The Cronbach Alpha score takes a value between 0 and 1, and the closer the result is to 1, the higher the reliability of the scale is concluded (Gürbüz ve Şahin, 2016). In this part of the study, the Cronbach Alpha scores are presented which are obtained by the reliability analysis. As a result of the reliability analysis applied separately for the sub-dimensions of the scales, it was seen that all dimensions were higher than 0.70, and in this case, it was concluded that the internal reliability coefficients of the scales used in the research were appropriate.

3.4.2.1. Reliability Analysis for Agile Leadership

Table 1 presents the results of the reliability analysis of the data obtained by agile leadership scale. The reliability coefficient of the agile leadership scale was found to be quite high with a value of 0.923. The fact that all sub-dimensions are higher than 0.7 indicates that the data obtained is quite reliable.

Table 1. Reliability analysis results for agile leadership scale

Variables	Number of Items	Alpha value (α)
Agile Leadership	32	0.923
Result-Oriented Sub-Dimension	8	0.749
Team-Oriented Sub-Dimension	8	0.858
Competency Sub-Dimension	5	0.731
Flexibility Sub-Dimension	5	0.749
Fastness Sub-Dimension	3	0.703
Change-Oriented Sub-Dimension	3	0.718

3.4.2.2. Reliability Analysis for Work Engagement

Table 2 presents the results of the reliability analysis of the data obtained by work engagement scale. The reliability coefficient of the work engagement scale was found to be

quite high with a value of 0.965. The fact that all sub-dimensions are close to 0.9 indicates that the data obtained is quite reliable.

Table 2. Reliability analysis results for work engagement scale

Variables	Number of Items	Alpha value (α)
Work Engagement	17	0.965
Vigor Sub-Dimension	6	0.900
Dedication Sub-Dimension	5	0.935
Absorption Sub-Dimension	6	0.899

3.4.2.3. Reliability Analysis for Mental Well-Being

Table 3 presents the results of the reliability analysis of the data obtained by work mental well-being scale. The reliability coefficient of the work engagement scale was found to be quite high with a value of 0.952.

Table 3. Reliability analysis results for mental well-being scale

Variables	Number of Items	Alpha value (α)
Mental Well-Being	14	0.952

3.4.3. Confirmatory Factor Analyses

In the continuation of the research, confirmatory factor analysis was applied to observe whether the data reflect the specified factors appropriately. Before the confirmatory factor analysis was applied, the normality test was applied to determine whether the data were normally distributed, and it was concluded that the data showed a normal distribution. It was concluded that the scales were suitable for exploratory factor analysis, after the KMO and Bartlett sphericity tests were applied separately for each scale. While applying exploratory factor analysis, principal component analysis and varimax axis rotation technique were applied.

3.4.3.1. Factor Analyses for Agile Leadership

Before factor analysis conducted, KMO and Bartlett sphericity test is applied which results are shown in Table 4. As it is seen, sig. value is 0,000 which means sample is suitable for factor analysis.

Table 4. KMO and Bartlett's Test Results for Agile Leadership

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0,878
Bartlett's Test of Sphericity	Approx. Chi-Square	5203,592
	df	496
	Sig.	0,000

Table 5 shows that agile leadership consists of six sub-dimensions. First sub-dimension is result oriented, second sub-dimension is team oriented, third sub-dimension is competency, fourth sub-dimension is flexibility, fifth sub-dimension is fastness, lastly sixth sub-dimension is change-oriented. The findings obtained show parallelism with the findings obtained as a result of the original version of the scale. This factor structure, which can explain 53.9 % of the total variance with six factors, can be considered as appropriate.

Table 5. Total Variance Explained for Agile Leadership

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11,679	36,497	36,497	11,216	35,051	35,051	4,170	13,030	13,030
2	2,088	6,524	43,020	1,658	5,182	40,233	3,564	11,136	24,166
3	1,823	5,698	48,718	1,286	4,020	44,254	2,988	9,337	33,503
4	1,607	5,023	53,741	1,210	3,782	48,035	2,588	8,087	41,590
5	1,564	4,886	58,627	1,090	3,406	51,442	2,059	6,434	48,024
6	1,191	3,721	62,349	0,790	2,470	53,912	1,884	5,888	53,912

3.4.3.2. Factor Analyses for Work Engagement

Before factor analysis conducted, KMO and Bartlett sphericity test is applied which results are shown in Table 6. As it is seen, sig. value is 0,000 which means sample is suitable for factor analysis.

Table 6. KMO and Bartlett's Test for Work Engagement

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0,946
Bartlett's Test of Sphericity	Approx. Chi-Square	4691,920
	df	136
	Sig.	0,000

Table 7 shows that work engagement consists of three sub-dimensions. First sub-dimension is vigor, second sub-dimension is dedication, third sub-dimension is absorption. The findings obtained show parallelism with the findings obtained as a result of the original version of the scale and adaptation study. This three-dimensional factor structure, which can explain 71.3 % of the total variance with three factors, can be considered as strong enough to explain work engagement.

Table 7. Total Variance Explained for Work Engagement

Total Variance Explained									
Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11,015	64,793	64,793	10,459	61,521	61,521	5,798	34,106	34,106
2	1,264	7,433	72,225	0,821	4,832	66,353	3,969	23,349	57,454
3	0,757	4,452	76,677	0,848	4,986	71,340	2,361	13,885	71,340

3.4.3.3. Factor Analyses for Mental Well-Being

Before factor analysis conducted, KMO and Bartlett sphericity test is applied which results are shown in Table 8. As it is seen, sig. value is 0,000 which means sample is suitable for factor analysis.

Table 8. KMO and Bartlett's Test for Mental Well Being

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0,940
Bartlett's Test of Sphericity	Approx. Chi-Square	3503,828
	df	91
	Sig.	0,000

Table 9 shows that mental well-being explained by a single factor. The findings obtained show parallelism with the findings obtained as a result of the original version of the scale and adaptation study. This factor structure which can explain 61.3 % of the total variance with single factor, can be considered as strong enough to explain mental well-being.

Table 9. Total Variance Explained for Mental Well-Being

Total Variance Explained						
Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8,964	64,025	64,025	8,582	61,300	61,300

3.5. Limitations of the Research

The research has many limitations in terms of the method and research model used. Although the research universe includes the information sector employees living in Ankara, the convenience sampling technique was used while creating the sample of the research. In addition, collecting data online via Google Forms is another limitation of the research. Although the online method provides convenience for the research so that the survey application is not created from a single region and human community, the fact that the survey form is not filled in face to face by reaching individuals can be considered as another limitation of the research. Another limitation of the study is data collection with a cross-sectional method. The cross-sectional method conveys the views of the sample when they fill out the questionnaire. In a longitudinal study, the research sample can be re-interviewed in different time periods, so that the change in perceptions of retirement can be observed and the reasons for this change can be determined. Another limitation of the study is the possibility of common method bias and social desirability effect. These limitations are likely to occur in the case of cross-sectional data collection from a single source (survey form delivered via Google Forms). Another limitation of the study is the assumption that the participants correctly understood the statements in the questionnaire and answered honestly.

4. FINDINGS

In this part of the research, firstly, descriptive statistics are given and the demographic characteristics of the sample and the averages of agile leadership, work engagement and mental well-being levels are presented. In order to test the research questions, first of all, t-test for independent groups and analysis of variance were used to determine whether the research variables differed according to demographic characteristics. Then, the correlation coefficients between the variables are presented. Finally, the predictive power of agile leadership and its sub-dimensions on work engagement and mental well-being variables were examined with hierarchical regression analysis.

4.1. Descriptive Statistics

Table 10 shows descriptive statistics of agile leadership and its sub-dimensions, work engagement and its sub-dimensions, and mental well-being. As it is seen in Table 10, agile leadership is very high level of means which is close to 4 (I agree). There is no outlier in dimensions of agile leadership which means that all of the six dimensions are close to agile leadership's median which is likely will be resulted with high correlation among dimensions of agile leadership. On the other hand, work engagement and mental well-being also have high means which are more than 4. As indicated on the surveys, 4 means I agree. It can be resulted that sample of this research have high level of work engagement together and mental well-being together with agile leadership.

Table 10. Descriptive Statistics of Research Variables

Scale	N	Mean	SD	Min.	Max.	Skewness	Kurtosis
Agile Leadership	275	3,84	0,59	1	5	-0,168	0,202
Result Oriented	275	3,87	0,58	1	5	-0,357	-0,209
Team Oriented	275	3,81	0,71	1	5	-0,198	-0,424
Competency	275	3,78	0,72	1	5	-0,367	-0,268
Flexibility	275	3,86	0,69	1	5	-0,542	-0,116
Fastness	275	3,91	0,77	1	5	-0,512	-0,288
Change Oriented	275	3,84	0,81	1	5	-0,116	-0,152
Work Engagement	275	4,01	0,89	1	5	-0,974	0,877
Vigor	275	3,98	0,81	1	5	-0,871	0,852
Dedication	275	4,17	0,88	1	5	-0,942	0,949
Absorption	275	3,92	0,82	1	5	-1,069	0,907
Mental Well Being	275	4,14	0,80	1	5	-1,090	1,184

Table 11 shows the demographic characteristics of the sample. These characteristics include gender, age, marital status, educational status, and length of employment. When the results are examined, it is seen that men consists of almost two-thirds of the sample with 65.8%. The female group in the sample consisted of 94 people with 34.2%. When the age groups are examined, it is seen that the average age of the sample is high. While the number of individuals aged [20-30] is 65, the number of individuals aged [41 and over] is 114. Average age of the sample is calculated as 39,2±5,8. When the working period is examined, it is seen that the people working between 1 and 5 years are the most crowded group with 59.6%. The fact that the average age is high but the experience in the company is low may indicate that the participants have a habit of changing jobs. When the marital status is examined, it is seen that the number of married people is higher than that of singles. Finally, when the education level is examined, it is seen that the majority of the participants have a bachelor's degree. Undergraduates are followed by master’s and doctorates with a rate of 24 %. As a result, it can be concluded that the education level of the sample is high.

Table 11. Demographic Characteristics of Sample

Demographic characteristics		Frequency	Percentage (%)
Gender	Male	181	65.8
	Female	94	34.2
	Total	275	100.0
Age	20-30	65	23,6
	31-40	96	34,9
	41-50	46	16,7
	51 and above	68	24,7
	Total	275	100
Work Experience	1 to 5	164	59.6
	6 to 10	53	19.3
	11 and above	58	21.1
	Total	275	100.0
Marital Status	Married	173	62.9
	Single	102	37.1
	Total	275	100.0
Education	Two Years Degree	31	11.3
	Bachelor's Degree	178	64.7
	Master & Doctorate	66	24.0
	Total	275	100.0

4.2. T-Test Results for Independent Groups

When the group statistics by gender are analyzed below, it is seen that female's agile leadership, work engagement and mental well-being averages are higher than males. The results of the t-test analysis for independent groups to test whether the research variables differ according to gender are shown in Table 12.

Table 12. t-Test Results on Research Variables and Gender

Research Variables and Sub-Dimensions	**Gender**	**N**	**Mean**	**S**	**df**	**t**	***p***
Agile Leadership	Male	181	3,8134	,59752	187,543	-1,170	,243
	Female	94	3,9026	,60072			
Result Oriented	Male	181	3,7535	,74015	213,278	-1,922	,056
	Female	94	3,9189	,64177			
Team Oriented	Male	181	3,7613	,70746	184,431	-,749	,455
	Female	94	3,8298	,72495			
Competency	Male	181	3,8597	,71304	183,327	-,045	,964
	Female	94	3,8638	,73570			
Flexibility	Male	181	3,8748	,77158	187,166	-1,342	,181
	Female	94	4,0071	,77749			
Fastness	Male	181	3,8600	,80970	184,909	,527	,599
	Female	94	3,8050	,82727			
Change Oriented	Male	181	3,8363	,58620	191,130	-1,588	,114
	Female	94	3,9535	,57676			
Work Engagement	Male	181	3,9028	,90268	199,309	-3,093	**,002**
	Female	94	4,2434	,84672			
Vigor	Male	181	3,8729	,93267	203,093	-2,948	**,004**
	Female	94	4,2039	,85619			
Dedication	Male	181	4,0840	1,01632	207,774	-2,201	**,029**
	Female	94	4,3489	,90871			
Absorption	Male	181	3,7818	,91022	192,010	-3,622	**,000**
	Female	94	4,1950	,89089			
Mental Well-Being	Male	181	4,0091	,88031	263,059	-4,426	**,000**
	Female	94	4,3936	,55415			

When the results of the analysis were examined, it was seen that there was no significant relationship between gender and agile leadership and its sub-dimensions. On the

other hand, it was observed that work-engagement and mental well-being differs significantly according to gender. It has been concluded that both work engagement and mental well-being levels are higher in female than in male. It is also concluded that sub-dimensions of work engagement; vigor, dedication and absorption differ significantly according to gender. As it is seen in Table 12, females have higher means than males.

Table 13. t-Test Results on Research Variables and Marital Status

Research Variables and Sub-Dimensions	**Gender**	**N**	**Mean**	**S**	**df**	**t**	***p***
Agile Leadership	Married	173	3,8036	,07697	192,222	-1,409	,161
	Single	102	3,9121	,08617			
Result Oriented	Married	173	3,8642	,07568	189,740	-,435	,664
	Single	102	3,8971	,07958			
Team Oriented	Married	173	3,7738	,09191	189,689	-1,061	,290
	Single	102	3,8713	,08156			
Competency	Married	173	3,7029	,09047	195,255	-2,439	**,016**
	Single	102	3,9235	,7156			
Flexibility	Married	173	3,8671	,09406	184,106	,171	,865
	Single	102	3,8510	,08988			
Fastness	Married	173	3,8478	,09409	226,466	-2,069	**,040**
	Single	102	4,0425	,07316			
Change Oriented	Married	173	3,7399	,09820	227,512	-2,782	**,006**
	Single	102	4,0131	,08523			
Work Engagement	Married	173	4,1323	,11792	173,203	2,584	**,001**
	Single	102	3,8276	,10259			
Vigor	Married	173	4,0886	,82955	177,039	2,298	**,026**
	Single	102	3,8121	1,03531			
Dedication	Married	173	4,3087	,86950	171,719	2,785	**,050**
	Single	102	3,9471	1,12854			
Absorption	Married	173	4,0289	,81993	172,734	2,345	**,020**
	Single	102	3,7435	1,05609			

Mental Well-Being	Married	173	4,1305	,10169	204,653	-,266	,790
	Single	102	4,1576	,09568			

When the results of the analysis are examined, it is seen that marital status does not have a significant relationship on agile leadership and mental well-being. In addition, it is seen that marital status does not have a significant difference on the result oriented, team oriented and flexibility sub-dimensions of agile leadership. On the other hand, it is seen that marital status significantly differs the competency, fastness and change oriented sub-dimensions of agile leadership. In addition, marital status significantly differs the level of work engagement. In the sub-dimensions of agile leadership, it is seen that single people have higher averages than married people, while married people have a higher level of work engagement compared to singles. It is also concluded that sub-dimensions of work engagement; vigor, dedication and absorption have significant difference regarding to marital status. As it is seen in Table 13, married have higher means than singles.

4.3. One-Way ANOVA Results

Table 14 shows the results of ANOVA to test whether the research variables (agile leadership, work engagement, and mental well-being) and their sub-dimensions differ according to the education level of the participants.

Table 14. One-way ANOVA results between education level and research variables

Research Variables and Sub-Dimensions	Education Level	N	Mean	S	*F*	*p*	Difference
Agile Leadership	Two Years Degree	31	3,9990	,69379	3,525	**,031**	1-3 and 2-3
	Bachelor's Degree	178	3,8741	,55801			
	Master & Doctorate	66	3,6894	,63586			
Result Oriented	Two Years Degree	31	4,1250	,66222	7,056	**,001**	1-3 and 2-3
	Bachelor's Degree	178	3,9059	,52842			
	Master & Doctorate	66	3,6799	,63780			
Team Oriented	Two Years Degree	31	4,0847	,74749	5,026	**,007**	1-3 and 2-3
	Bachelor's Degree	178	3,8343	,66431			
	Master & Doctorate	66	3,6155	,77252			
Competency	Two Years Degree	31	3,9161	,79628	1,688	,187	-
	Bachelor's Degree	178	3,8090	,68357			
	Master & Doctorate	66	3,6576	,74236			
Flexibility	Two Years Degree	31	4,0323	,75383	1,280	,280	-
	Bachelor's Degree	178	3,8607	,71270			
	Master & Doctorate	66	3,7818	,71874			
Fastness	Two Years Degree	31	3,8602	,99916	1,806	,166	-
	Bachelor's Degree	178	3,9831	,71155			
	Master & Doctorate	66	3,7778	,81089			
Change Oriented	Two Years Degree	31	3,6559	1,03094	2,310	,101	-
	Bachelor's Degree	178	3,9176	,78719			
	Master & Doctorate	66	3,7222	,75692			
Work Engagement	Two Years Degree	31	4,2486	1,06042	1,148	,319	-
	Bachelor's Degree	178	3,9937	,87441			
	Master & Doctorate	66	3,9804	,87361			
Vigor	Two Years Degree	31	4,2366	1,04063	1,334	,265	-
	Bachelor's Degree	178	3,9635	,91257			
	Master & Doctorate	66	3,9293	,87171			
Dedication	Two Years Degree	31	4,3871	1,07074	,867	,421	-
	Bachelor's Degree	178	4,1607	,95670			
	Master & Doctorate	66	4,1121	1,03009			
Absorption	Two Years Degree	31	4,1452	1,11284	1,050	,351	-
	Bachelor's Degree	178	3,8848	,89112			
	Master & Doctorate	66	3,9217	,91157			
Mental Well-Being	Two Years Degree	31	4,0853	1,22508	,369	,692	-
	Bachelor's Degree	178	4,1713	,79855			
	Master & Doctorate	66	4,0833	,53812			

When the results of the analysis are examined, it is seen that the level of education differs significantly according to agile leadership. In addition, it was concluded that the level of education has a significant effect on result oriented and team oriented sub-dimensions of agile leadership. According to Scheffe test results, it was concluded that those who have master's and doctorate degrees in agile leadership, result oriented and team oriented sub-dimensions are at a significantly lower level than those with two-year and bachelor's degrees. It was observed that the education level did not differ significantly on other sub-dimensions of agile leadership, work engagement and mental well-being.

Table *15*. One-way ANOVA results between work experience and research variables

Research Variables and Sub-Dimensions	Work Experience	N	Mean	S	*F*	*p*	Difference
Agile Leadership	1 to 5 Years	164	3,8264	,58909	1,961	,143	-
	6 to 10 Years	53	3,9817	,56724			
	11 years and above	58	3,7672	,64380			
Result Oriented	1 to 5 Years	164	3,8529	,56886	1,385	,252	-
	6 to 10 Years	53	3,9953	,60395			
	11 years and above	58	3,8341	,60670			
Team Oriented	1 to 5 Years	164	3,7858	,70245	1,389	,251	-
	6 to 10 Years	53	3,9528	,63701			
	11 years and above	58	3,7478	,79109			
Competency	1 to 5 Years	164	3,7585	,69582	1,813	,165	-
	6 to 10 Years	53	3,9472	,60403			
	11 years and above	58	3,7103	,83281			
Flexibility	1 to 5 Years	164	3,8012	,74521	1,627	,198	-
	6 to 10 Years	53	3,9962	,66851			
	11 years and above	58	3,9069	,68078			
Fastness	1 to 5 Years	164	3,9878	,72344	5,049	**,007**	1-3 and 2-3
	6 to 10 Years	53	4,0189	,61469			
	11 years and above	58	3,6379	,96989			
Change Oriented	1 to 5 Years	164	3,8577	,84928	3,256	**,040**	1-3 and 2-3
	6 to 10 Years	53	4,0189	,64190			
	11 years and above	58	3,6322	,82289			
Work Engagement	1 to 5 Years	164	3,8085	,94270	14,687	**,000**	1-2 and 1-3 and 2-3
	6 to 10 Years	53	4,1465	,81342			
	11 years and above	58	4,4990	,58888			
Vigor	1 to 5 Years	164	3,7805	,94835	13,256	**,000**	1-2 and 1-3 and 2-3
	6 to 10 Years	53	4,1069	,88318			
	11 years and above	58	4,4569	,64630			
Dedication	1 to 5 Years	164	3,9561	1,06594	12,710	**,000**	1-2 and 1-3 and 2-3
	6 to 10 Years	53	4,3132	,89487			
	11 years and above	58	4,6655	,55236			
Absorption	1 to 5 Years	164	3,7134	,98169	13,683	**,000**	

	6 to 10 Years	53	4,0472	,77651			1-2 and 1-3 and 2-3
	11 years and above	58	4,4023	,64515			
Mental Well-Being	1 to 5 Years	164	4,0401	,86587	3,386	**,035**	1-2 and 1-3
	6 to 10 Years	53	4,2439	,64490			
	11 years and above	58	4,3300	,71401			

When the results of the analysis were examined, it was seen that work experience did not have a significant difference on agile leadership. In addition, it is seen that work experience does not have a significant difference on the result oriented, team oriented, competency and flexibility sub-dimensions of agile leadership. On the other hand, it has been observed that work experience has a significant difference on the fastness and change oriented sub-dimensions of agile leadership. It has been concluded that work experience has a significant difference on work engagement and mental well-being. It is seen that those who have 11 and more years of experience in the sub-dimensions of Fastness and change oriented are significantly lower than those who have a lower level of work experience. When the effects of work experience on work engagement are examined, it is seen that all categories differ from each other. It has been determined that those with 11 years or more of work experience show a higher level of commitment to work compared to those who work between 5-10 years and 1-5 years. It was also observed that those with 5-10 years of experience had a higher level of work engagement than those with 1-5 years of experience. Finally, it was determined that those with 1-5 years of experience had lower levels of mental well-being compared to those with 5-10 and 11 or more years of work experience.

4.4. Hierarchical Regression Analysis of the Research Model

In this part of the research, hierarchical regression analysis was applied to determine the predictive degrees of agile leadership and its sub-dimensions on work engagement and mental well-being. Before hierarchical regression analysis, Pearson correlation analyses were carried out to determine the correlation coefficients among research variables. The correlation coefficients are presented in Table 16.

As a result of the Pearson correlation analysis, it was determined that work engagement does not have a significant correlation with result oriented, team oriented and

fastness sub-dimensions of agile leadership. In addition, work engagement is in a significant correlation with agile leadership and other sub-dimensions of agile leadership. When mental well-being is considered, it is seen that there are significant and positive correlations with agile leadership and its sub-dimensions, and work engagement.

Table 16. Correlation Coefficients Among Research Variables (N=275)

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1. Agile Leadership	1											
2. Result Oriented	,891**	1										
3. Team Oriented	,900**	,768**	1									
4. Competency	,884**	,697**	,748**	1								
5. Flexibility	,863**	,702**	,713**	,730**	1							
6. Fastness	,707**	,628**	,516**	,589**	,539**	1						
7. Change Oriented	,812**	,642**	,627**	,766**	,715**	,536**	1					
8. Work Engagement	,163**	,108	,100	,172**	,211**	,082	,201**	1				
9. Vigor	,114	,090	,184**	,208**	,115	,211**	,169**	,969**	1			
10. Dedication	,125*	,125*	,178**	,198**	,075	,194**	,172**	,942**	,882**	1		
11. Absorption	,073	,075	,133*	,197**	,045	,171**	,129*	,950**	,885**	,823**	1	
12. Well-Being	,125*	,124*	,204**	,138*	,187**	,185**	,178**	,693**	,695**	,663**	,626**	1

**p<0.05, **p<0.01*

4.4.1. Effect of Agile Leadership and Its Sub-Dimensions on Work Engagement

Before conducting hierarchical regression analysis, we examined the correlations between variables, because it is only possible to conduct hierarchical regression analysis if there is correlation between variables. It is because, competency, flexibility and change oriented sub-dimensions of agile leadership is included in the research model, while result oriented, team oriented and fastness sub-dimensions are not included. Also, gender and work experience are selected as constant variables while conducting the analysis. Gender and work experience variables are dummy coded to get better results. Before the analysis, research model is also tested, and the results show that the model is meaningful.

Table 17 and Table 18 show the results of the hierarchical regression analysis to determine the predictive power of agile leadership and its sub-dimensions on work engagement. The R square difference in Table 17 and Table 18 are interpreted as follows. Gender and work experience explain 11,8 % of work engagement. When agile leadership is added into the model, predictive rate is increased to 16,1 %. When competency, flexibility and change oriented variables added into the model, predictive rate is increased to 17,1 %. When we consider the difference between R square, it is concluded that agile leadership, explains 4,3 % of work engagement. Also, it is concluded that competency, flexibility and change oriented explains 5,3 % of work engagement. It is also concluded that agile leadership and change oriented sub dimension of agile leadership has significant and positive effect on work engagement. It is also concluded that competency and flexibility sub dimensions of agile leadership have not significant effect on work engagement.

Table 17. Hierarchical regression analysis of agile leadership on work engagement

Variables	Model-1			Model-2		
	B	***S.H.***	***β***	***B***	***S.H.***	***β***
Gender	,312	,107	,165**	,367	,106	,195**
Work Experience	,335	,063	,304**	,338	,062	,306**
Agile Leadership				,405	,108	,217**
R		0,353			0,418	
R^2		0,125			0,174	
Adj. R^2		0,118			0,161	
ΔR^2		0,118			0,043	
**p<0,05; **p<0,01*						

Table 18. Hierarchical regression analysis of dimensions of agile leadership on work engagement

Variables	Model-1			Model-2		
	B	***S.H.***	***β***	***B***	***S.H.***	***β***
Gender	,312	,107	,165**	,367	,106	,195**
Work Experience	,335	,063	,304**	,338	,062	,306**
Competency Sub-Dimension				,108	,143	,091
Flexibility Sub-Dimension				,244	,134	,196
Change Oriented Sub-Dimension				,309	,111	,278**
R		0,353			0,427	
R^2		0,125			0,182	
Adj. R^2		0,118			0,171	
ΔR^2		0,118			0,053	

**p<0,05; **p<0,01*

4.4.2. Effects of Agile Leadership and Its Sub-Dimensions on Mental Well-Being

Before conducting hierarchical regression analysis, we examined the correlations between variables, because it is only possible to conduct hierarchical regression analysis if there is correlation between variables. Because mental well-being is significantly correlated to agile leadership and its all sub dimensions, research model includes all of the sub-dimensions. In addition, gender and work experience are selected as constant variables while conducting the analysis. Gender and work experience variables are dummy coded to get better results. Before the analysis, research model is also tested, and the results show that the model is meaningful.

The results of the hierarchical regression analysis carried out to determine the predictive power of agile leadership and its sub-dimensions on mental well-being are presented below. The R square difference in Table 19 and Table 20 are interpreted as follows. Gender and work experience explain 6,5 % of mental well-being. When agile leadership added into the model, predictive rate is increased to 10,9 %. When result oriented sub-dimension, team oriented sub-dimension, competency sub- dimension, flexibility sub-dimension, fastness sub-dimension and change oriented sub-dimension added into the model, predictive rate is increased to 10,5 %. When we consider the differences between R square, it is concluded that agile leadership explains 4,4 % of mental well-being and its sub-dimensions explain 4,0 % of mental well-being. It is also concluded that agile leadership and change oriented sub dimension of agile leadership has significant and positive effect on mental well-being.

Table 19. Hierarchical regression analysis of agile leadership on mental well-being

Variables	Model-1			Model-2		
	B	***S.H.***	***β***	***B***	***S.H.***	***β***
Gender	,373	,099	,220**	,376	,098	,222**
Work Experience	,141	,058	,142*	,187	,059	,189*
Agile Leadership				,213	,079	,157*
R		0,268			0,361	
R^2		0,072			0,130	
Adj. R^2		0,065			0,109	
ΔR^2		0,065			0,044	
*p<0,05; **p<0,01						

Table 20. Hierarchical regression analysis of dimensions of agile leadership on mental well-being

Variables	Model-1			Model-2		
	B	***S.H.***	***β***	***B***	***S.H.***	***β***
Gender	,373	,099	,220**	,376	,098	,222**
Work Experience	,141	,058	,142*	,187	,059	,189*
Result Oriented Sub-Dimension				,151	,143	,107
Team Oriented Sub-Dimension				,069	,119	,061
Competency Sub-Dimension				,155	,126	,136
Flexibility Sub-Dimension				,072	,117	,064
Fastness Sub-Dimension				,160	,080	,153
Change Oriented Sub-Dimension				,177	,099	,170*
R		0,268			0,356	
R^2		0,072			0,126	
Adj. R^2		0,065			0,105	
ΔR^2		0,065			0,040	
*p<0,05; **p<0,01						

DISCUSSION

In this part of the research, the findings obtained as a result of the analyses are discussed and evaluated. The increasing competitive environment, which is increasing day by day and pushing organizations more and more to reach their goals, forces organizations to adapt quickly to changing conditions. At this point, it has become an important necessity for organizations to benefit from human resources in the most efficient way. Agility, which is one of the leaderships approaches frequently, mentioned in the literature, gains importance in this respect.

In this study, the agile leadership approach, which is considered as a perception developed by the employees towards their managers, is examined under six sub-dimensions, as stated in the scale developed by Akkaya et al. The concept of work engagement, is considered as a positive judgment that employees develop against their jobs. Work engagement is also accepted as opposite of the concept of burnout. The concept of mental well-being refers to the psychological and subjective well-being of people. When considered in the theoretical framework, it can be thought that there should be a significant and positive relationship between work engagement and mental well-being. As a result of the research, it was concluded that there is a positive and significant correlation between work engagement and mental well-being (sig. =0.000). At the organizational level, work engagement is positively related to productivity, customer satisfaction, employee commitment, financial return, profitability, and business success (Attridge 2009; Simpson 2009). Furthermore, the psychological connection of employees to their work is of critical importance for organizational competitiveness (Bakker et al. 2011). Levels of employee work engagement, entailing vigor, dedication, and absorption (Schaufeli et al. 2002) can thus be considered an important indicator of the health and preparedness of an organization. In this study, concept of agile leadership's effect on the interrelated concepts of work engagement and mental well-being was examined. Agile leadership which is seen to have positive effects for organizations in the literature, on the concepts of work engagement and

mental well-being, which are frequently shown in the literature to have positive and significant effects for employees and therefore for organizations, in terms of questioning the benefits of agile leadership. In this research, it is aimed to contribute to the literature on agile leadership by making this inquiry.

The first question of the study was formed to determine the effects of demographic variables (gender, marital status, education level and work experience) on agile leadership, sub-dimensions of agile leadership, work engagement and mental well-being. First, when the effect of gender on the variables was examined, it was concluded that there was no significant difference on agile leadership. On the other hand, gender has a significant difference on work engagement and mental well-being. The results show that women have higher levels of work engagement and mental well-being compared to men. Prior studies have suggested that the women employees receive differential treatment at their workplace, and their perception of gender discrimination negatively affects the level of their engagement towards work (Kim, 2015; Messarra, 2014; Sia, Sahoo and Duari, 2015). Therefore, the findings of this study might provide unique results in terms of relationship between gender and work engagement. Secondly, when the effect of marital status on the variables was examined, it was seen that agile leadership had a significant difference on competency, fastness, and change oriented sub-dimensions. In addition, it was concluded that marital status had a significant difference on work engagement. In a study conducted by Othman and Nasurdin (2013), marital status was reported to be significantly related with work engagement and married participants were highly engaged in their work compared with single ones. In this research, it was observed that marital status did not have a significant difference on agile leadership, other sub-dimensions of agile leadership and mental well-being. It has been observed that single people have higher levels of competency, fastness and change oriented sub-dimensions of agile leadership, and married people have higher levels of work engagement. Third, the effect of education level on the variables was examined. It has been observed that the level of education has a significant difference on agile leadership, team oriented and result oriented sub-dimensions of agile leadership. The results obtained show that those with master's and doctorate degrees have lower agile leadership, team oriented and change oriented levels compared to those with lower education levels. It was observed that education level did not have a significant difference on work engagement

and mental well-being. In the literature, no research found on relationship between education level and agile leadership and its sub-dimensions. Fourth and lastly, the effect of work experience on the variables was examined. It was concluded that while work experience had a significant difference on fastness and change oriented, it did not have a significant difference on other sub-dimensions of agile leadership and agile leadership. In addition, it was observed that work experience had a significant difference on work engagement and mental well-being. The results show that as work experience increases, the level of work engagement and mental well-being increase. It is seen that those with 11 years or more work experience have a higher level of work engagement compared to both those with 5-10 years of work experience and those with 1-5 years of work experience. In addition, it has been determined that those with 5-10 years of work experience have a higher level of work engagement than those with 1-5 years of work experience.

The second question of the research is to determine whether agile leadership and its sub-dimensions has an effect on work engagement. The second question of the research was designed to examine the effect of the sub-dimensions of agile leadership on work engagement by taking a broad framework. As a result of the analysis, it was seen that agile leadership has a significant and positive effect on work engagement. In addition, it has been observed that the change-oriented sub-dimension of agile leadership has a significant and positive effect on work engagement. It was observed that the competence and flexibility sub-dimensions did not have a significant effect on work engagement. It should be noted that the predictive effect of agile leadership was not calculated because other sub-dimensions of agile leadership were not correlated with work engagement.

It is seen that the analysis result obtained is in accordance with the expectation, both when the literature is examined and when it is considered from a theoretical point of view. Although there is no study in the literature on the effect of agile leadership on work engagement, there are studies showing the effects of the transformational leadership approach, which agile leadership is part of work engagement. Amor et al. (2020) proved that transformational leadership has a significant and positive effect on work engagement. In another study conducted on nurses, Hayati et al. (2014) showed that transformational leadership has a significant and positive relationship with work engagement. The fact that agile leadership, which can be considered as an opposite of

traditional leadership styles, has a significant and positive effect on work engagement can be considered both as an important contribution to the literature and compatible with the literature. As a result, considering the predictive power of agile leadership on work engagement, it was concluded that 5,7 % of work engagement was explained by agile leadership. When the effect of the sub-dimensions of agile leadership on work engagement was examined, it was concluded that change-oriented sub-dimension effects work engagement significantly and positively. Results show that there is no significant effect of other sub-dimensions of agile leadership on work engagement.

In the third question of the research, the effects of agile leadership on mental well-being were questioned. The third question of the research was handled on a broader level and the effects of the sub-dimensions of agile leadership on mental well-being were examined. As a result of the analysis, it was seen that agile leadership has a significant and positive effect on mental well-being. In addition, it was concluded that the change oriented sub-dimension, which is one of the sub-dimensions of agile leadership, has a significant and positive effect on mental well-being. It was observed that 4,8 % of the concept of mental well-being could be predicted by agile leadership.

When the literature was examined, no study was found that investigated the effects of agile leadership on mental well-being. However, in a study by Russel and Grant (2020), it is stated that there is a relationship between the concept of agility and the concepts of mental well-being. In addition, in a study conducted by Wilson (2021), it was seen that mental well-being has an effect on agile leadership. It can be said that the results of the research are not directly but indirectly compatible with the literature.

The most important contribution of this research is to examine the effect of the concept of agile leadership, which has not been examined in the literature before, on the concepts of work engagement and mental well-being. In the literature, it is seen that studies have been carried out by associating other leadership styles, especially the concept of agility and transformational leadership style, with many organizational concepts. It can be thought that this study has made an important contribution to the literature on the concept of agile leadership, which has started to come to the fore especially in the digital age. The findings reveal a benefit of agile leadership that has not been shown before in the literature. From this point of view, it can be said that agile leadership should not only be considered as a concept that has benefits for the

way of doing business, but also as a concept that has positive effects on the organizational sense and the psychological state of the employees.

This research creates the possibility of starting new studies in the literature on the concept of agile leadership in terms of both the results it has obtained and the subject it deals with. It can be said that it can contribute to the understanding of the importance of the concept of agile leadership both in Turkey and around the world. In addition to its contributions to the literature, it can be said that the research also makes significant contributions to the business world. In addition to the apparent benefits of agile leadership, which is an important way to quickly adapt to changes in the constantly renewing business world, the benefits it provides in the organizational field and on the psychological state of the employees make a significant contribution to the adoption of agile leadership by the business world. In addition to the significant and positive effect of agile leadership on the concepts of work engagement and mental well-being, it should not be forgotten that agile leadership has a significant and positive correlation with work engagement and mental well-being.

CONCLUSION AND RECOMMENDATIONS

As a result of globalization, the speed of change is increasing in all areas with the increase in interaction in our world. Organizations have had to keep up with the changing world in order to achieve their goals. Effective use of human resources is one of the most important points in our world, where it is getting harder and harder for efficient and ineffective businesses to continue their activities. In this context, the concepts of agile leadership, work engagement and mental well-being come to the fore as concepts that can directly affect the performance of employees.

This chapter of the thesis study will conclude the study by summarizing the key findings in relation to the research aims and research questions, as well as the value and contribution thereof. It will also review the limitations of the research and include suggestions for future research.

There are three main research questions in this thesis study.

RQ1: Do demographic characteristics (gender, marital status, age, work experience) differ in terms of agile leadership, work engagement, and well-being?

RQ2: Do agile leadership and its sub-dimensions predict work engagement?

RQ3: Do agile leadership and its sub-dimensions predict mental well-being?

This thesis study was aimed to investigate the concepts of agile leadership, work engagement and mental well-being, which have been seen to be frequently examined in the literature. The model of the research was established to predict the effects of agile leadership on work engagement and mental well-being within the framework of a relationship that has not been researched in the literature before.

As in stated RQ1, the demographic characteristics of participants were evaluated in terms of effect on agile leadership, work engagement and well-being. While gender has no effect on agile leadership, it was determined that women have higher work engagement and well-being. Marriage has no effect on agile leadership and well-being

but has statistically significant effect on work engagement. Also, it was determined that unmarried participants had higher scores on some sub-dimensions of agile leadership like competency, fastness and change oriented sub-dimensions. Education is one of the demographic characteristics which was evaluated in the research question. While there was no statistically significant effect on work engagement and well-being, education level surprisingly has negative effect on some sub-dimensions of agile leadership as team-oriented, result-oriented, and change-oriented sub dimensions. The last demographic characteristic was work experience which was evaluated. It was determined that work experience has positive effect on work engagement and well-being. While work experience has positive effect on two sub-dimensions of agile leadership as fastness and change-oriented sub dimensions, there was no statistically significant difference was found on other sub-dimensions.

As in asked in RQ2 and RQ3, the results show that agile leadership has a significant and positive effect on work engagement and mental well-being. It has been concluded that the competency dimension has a significant and positive effect on work mental well-being. While revealing this relationship, which has not been examined in the literature before, reveals the importance of the research, it can be concluded that the results obtained as a result of the studies showing that agile leadership has positive effects on organizational performance are compatible with the literature.

As in many academic studies, this study has also various limitations. Firstly, this study was carried out on informatics sector employees and with a limited sample. It can be suggested that the following studies be carried out in different sectors. There is a possibility that the research will present a different result with a different sample. For this reason, it can be thought that conducting a study on the concept of agile leadership by considering different sectors will contribute to the literature. Another limitation of the study is the possibility of social desirability effect and common method bias. A cross-sectional collection from the same sources given as cause for this suspicion can be shown. In the survey conducted within the scope of the research, it was assumed that the participants answered honestly, since it was stated that the results would only be used for scientific purposes. In addition, it was assumed that all questions in the questionnaire were correctly understood by the participants.

In this study, which has a cross-sectional research design, more comprehensive results on causality can be obtained through longitudinal research to explore the possible

predictive power of agile leadership. With longitudinal research, a more reliable research result can be obtained by observing the same sample more than once in different time periods. Considering the limitations of this research, a healthier sampling method can be followed in future studies.

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APPENDIX

ÇEVİK LİDERLİK ANKETİ

Bu anket, iş yaşamınıza ilişkin bazı görüşleriniz ile bireysel farklılıklarınızı ölçmek üzere hazırlanmıştır. Anketi cevaplandırırken lütfen her bir maddeyi okuyup, size ne kadar uygun olduğuna karar veriniz ve her kısmın başındaki yönergelerde belirtildiği biçimde maddeleri değerlendiriniz.

Vereceğiniz cevaplar bilimsel değerlendirme amacıyla kullanılacaktır. **Cevaplarınız kesinlikle gizli kalacaktır.**

Yardımlarınız için teşekkür ederiz,

M. Batur Şeker
AYBÜ

Dr. Hande Özgen
AYBÜ

DEMOGRAFİK BİLGİLER

1.	**Cinsiyetiniz**	Kadın [ ] Erkek [ ]
2.	**Yaşınız**	… **(Lütfen belirtiniz)**
3.	**Eğitim durumunuz**	Ön Lisans [ ] Lisans [ ] Lisansüstü [ ]
4.	**Medeni durumunuz**	Evli [ ] Bekar [ ]
5.	**Şu anki işyerinizde çalışma süreniz**	…**yıl (Lütfen belirtiniz)**

ANKET SORULARI

AÇIKLAMA: Aşağıdaki ifadeleri dikkatlice okuduktan sonra, her bir ifadeye ne derece KATILDIĞINIZI 1 ile 5 arasında; 1- Kesinlikle katılmıyorum, 5- Kesinlikle katılıyorum olmak üzere, derecelendiriniz. İfadelerin karşısındaki uygun rakamı daire içine alarak işaretleyiniz.

Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

Benim liderim/ benim liderimin

1.	Firmamızın hedeflerini gerçekleştirmeye yönelik stratejik vizyona sahiptir.	**1**	**2**	**3**	**4**	**5**
2.	Çalışanların yaratıcılık ve keşif odaklı davranışlarını geliştirmeleri için uygun çalışma ortamını yaratır.	**1**	**2**	**3**	**4**	**5**
3.	Çalışanlarını motive eder.	**1**	**2**	**3**	**4**	**5**
4.	Doğru kişiyi doğru zamanda doğru işte görevlendirir.	**1**	**2**	**3**	**4**	**5**
5.	Çalışanlarına sunduğu çalışma ortamı, sosyal olanaklar ve iş güvenliği gibi imkânların kalitesi yüksektir.	**1**	**2**	**3**	**4**	**5**
6.	Firmanın karını artırmak için kısa dönemli hedeflere daha fazla önem verir.	**1**	**2**	**3**	**4**	**5**
7.	Verdiği ikramiyeler ve primler personelin davranışlarını olumlu yönde etkiler.	**1**	**2**	**3**	**4**	**5**
8.	Müşteriye en kısa zamanda ürün ve hizmet ulaştırmaya önem verir.	**1**	**2**	**3**	**4**	**5**
9.	Farklı ürün ve modeller üretmek için esnek planlar yapar.	**1**	**2**	**3**	**4**	**5**
10	Teknolojik ve çevresel değişiklikler doğrultusunda farklı miktarda ürün ve hizmet üretme esnekliğine önem verir.	**1**	**2**	**3**	**4**	**5**
11.	Çevresel ve teknolojik değişimleri hisseder.	**1**	**2**	**3**	**4**	**5**
12.	Çalışanların o işi neden yaptıklarının farkında olmalarını sağlar.	**1**	**2**	**3**	**4**	**5**
13.	İnsan kaynakları politikaları kapsamında departmanlar veya takımlar arası personel değişimi konusunda esnektir.	**1**	**2**	**3**	**4**	**5**
14.	Personelin çalışma saatlerinde esnek davranmalarına imkân tanır.	**1**	**2**	**3**	**4**	**5**
15.	Üretim süreçlerindeki karar alma hızı yüksektir.	**1**	**2**	**3**	**4**	**5**
16.	Piyasada rağbet görebilecek ürünleri üretme ve bu ürünleri pazara sunma konusunda hızlı davranır.	**1**	**2**	**3**	**4**	**5**
17.	Çalışanlarına sözlerinden ziyade davranışlarıyla öncülük eder.	**1**	**2**	**3**	**4**	**5**
18.	Çalışanlarını ikna etme becerisi yüksektir.	**1**	**2**	**3**	**4**	**5**

19.	Piyasadaki trendleri takip edecek yeterli güncel teknolojik bilgiye sahiptir.	**1**	**2**	**3**	**4**	**5**
20	Yöneticimiz firmamızın departmanları arasında iş birliği sağlamaya ve geliştirmeye önem verir.	**1**	**2**	**3**	**4**	**5**
21.	Yeni çıkan teknolojik ürünleri ve hizmetleri firmamıza uyarlayacak bilgi, beceri ve yeteneğe sahiptir.	**1**	**2**	**3**	**4**	**5**
22.	Ürün veya hizmetin üretim öncesinden müşteriye ulaştırılıncaya kadar geçen tüm süreç ve aşamalarda astlarını karar süreçlerine dahil eder.	**1**	**2**	**3**	**4**	**5**
23.	Bireysel performanstan ziyade takım performansını ödüllendirir.	**1**	**2**	**3**	**4**	**5**
24.	Bireysellik yerine takım iş birliğine önem verir.	**1**	**2**	**3**	**4**	**5**
25.	Müşterilerin beklenti ve isteklerindeki değişikliklere en kısa sürede cevap vermeye gayret gösterir.	**1**	**2**	**3**	**4**	**5**
26.	Sosyal medya ve teknoloji tabanlı yeni iletişim kanallarını kullanarak personele hızlı bir şekilde ulaşır.	**1**	**2**	**3**	**4**	**5**
27.	Firmamızdaki etkili geri bildirim kültürü sayesinde çalışanını geliştirmeye önem verir.	**1**	**2**	**3**	**4**	**5**
28.	Herhangi bir yönetim kademesinde bulunan çalışanın bir konu ile ilgili liderliğini sergilemesine olanak tanır.	**1**	**2**	**3**	**4**	**5**
29.	Yenilikçi fikirleri ve uygulamaları ödüllendirir.	**1**	**2**	**3**	**4**	**5**
30.	Çevresel ve teknolojik değişimlere firmamızı önceden hazırlar.	**1**	**2**	**3**	**4**	**5**
31.	Çalışanların inanmadıkları işleri yapmaları konusunda ısrarcı olmaz.	**1**	**2**	**3**	**4**	**5**
32.	Hızlı karar almayı sağladığı için tüm yetkiyi kendisinde toplamaz, yetkiyi işin uzmanına devreder.	**1**	**2**	**3**	**4**	**5**

AÇIKLAMA: Aşağıdaki ifadeleri dikkatlice okuduktan sonra, her bir ifadeye ne derece <u>KATILDIĞINIZI</u> 1 ile 5 arasında; 1- Hiç katılmıyorum, 5- Tamamen katılıyorum olmak üzere, derecelendiriniz. İfadelerin karşısındaki uygun rakamı daire içine alarak işaretleyiniz.

Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

1.	İşimde kendimi enerji dolu hissederim.	**1**	**2**	**3**	**4**	**5**
2.	Yaptığım işi anlamlı ve bir amaca hizmet ediyor buluyorum.	**1**	**2**	**3**	**4**	**5**
3.	Çalışırken zaman su gibi akıp gider.	**1**	**2**	**3**	**4**	**5**
4.	İşimde kendimi güçlü ve dinç hissederim.	**1**	**2**	**3**	**4**	**5**
5.	İşime karşı istekli ve hevesliyim.	**1**	**2**	**3**	**4**	**5**
6.	Çalışırken etrafımdaki her şeyi unuturum.	**1**	**2**	**3**	**4**	**5**
7.	İşim bana çalışma şevki verir.	**1**	**2**	**3**	**4**	**5**
8.	Sabah kalktığımda işe gitmek için istekliyimdir.	**1**	**2**	**3**	**4**	**5**
9.	Yoğun bir şekilde çalışırken kendimi mutlu hissederim.	**1**	**2**	**3**	**4**	**5**
10.	Yaptığım işle gurur duyuyorum.	**1**	**2**	**3**	**4**	**5**
11.	Çalışırken tamamen işime konsantre olur dalar giderim.	**1**	**2**	**3**	**4**	**5**
12.	Ara vermeden uzun süre çalışabilirim.	**1**	**2**	**3**	**4**	**5**
13.	İşimi ilginç ve özel bulurum.	**1**	**2**	**3**	**4**	**5**
14.	Çalışırken kendimi işime kaptırırım.	**1**	**2**	**3**	**4**	**5**
15.	İşimde kendimi zihinsel olarak oldukça dinç hissederim.	**1**	**2**	**3**	**4**	**5**
16.	Çalışırken bunun hiç bitmemesini isterim.	**1**	**2**	**3**	**4**	**5**
17.	Çalışırken işler yolunda gitmese bile azimle çalışmaya devam ederim.	**1**	**2**	**3**	**4**	**5**

Aşağıdaki ifadeleri dikkatlice okuduktan sonra, her bir ifadeyi *son iki haftadan daha uzun süredir* ne derece hissettiğinizi 1 ile 5 arasında; 1- Hiç katılmıyorum, 5- Tamamen katılıyorum olmak üzere, derecelendiriniz. İfadelerin karşısındaki uygun rakamı daire içine alarak işaretleyiniz.

Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

1.	Gelecekle ilgili iyimserim.	**1**	**2**	**3**	**4**	**5**
2.	Kendimi işe yarar (faydalı) hissediyorum.	**1**	**2**	**3**	**4**	**5**
3.	Kendimi rahatlamış hissediyorum.	**1**	**2**	**3**	**4**	**5**
4.	Diğer insanlara karşı ilgiliyim.	**1**	**2**	**3**	**4**	**5**
5.	Farklı işlere zaman ayırabilecek enerjim var.	**1**	**2**	**3**	**4**	**5**
6.	Sorunlarla iyi bir şekilde başa çıkabilirim.	**1**	**2**	**3**	**4**	**5**
7.	Açık ve net bir biçimde düşünebiliyorum.	**1**	**2**	**3**	**4**	**5**
8.	Kendimden memnunum.	**1**	**2**	**3**	**4**	**5**
9.	Kendimi diğer insanlara yakın hissediyorum.	**1**	**2**	**3**	**4**	**5**
10.	Kendime güveniyorum.	**1**	**2**	**3**	**4**	**5**
11.	Kendi kararlarımı kendim verebiliyorum.	**1**	**2**	**3**	**4**	**5**
12.	Sevildiğimi hissediyorum.	**1**	**2**	**3**	**4**	**5**
13.	Yeni şeylere karşı ilgiliyim.	**1**	**2**	**3**	**4**	**5**
14.	Neşeli hissediyorum.	**1**	**2**	**3**	**4**	**5**

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