



NAVIGATING THE VOLATILITY, UNCERTAINTY, COMPLEXITY, AMBIGUITY (VUCA) WORLD CHALLENGES: BASIS FOR POLICY FORMULATION

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ABSTRACT

This study examined the institutional readiness of Local Community Colleges (LCCs) in Region V in navigating the challenges of a Volatile, Uncertain, Complex, and Ambiguous (VUCA) environment and explored the leadership experiences of college administrators in managing these conditions. Utilizing a descriptive research design, the study assessed institutional preparedness across the dimensions of volatility, uncertainty, complexity, and ambiguity, alongside the leadership practices demonstrated by administrators, vice presidents, and deans. The findings revealed that LCCs generally exhibit a high level of institutional readiness, particularly in maintaining strategic direction, responding to environmental changes, and promoting adaptive and innovative practices. However, certain structural areas—including flexible resource allocation, formalized risk management mechanisms, cross-functional coordination systems, and sustained support for research and innovation—require further institutional strengthening. Moreover, the experiences of institutional leaders emphasize the significance of adaptive leadership characterized by agility, strategic foresight, systems thinking, and innovation. Despite strong indicators of institutional preparedness, gaps remain between formal institutional readiness and operational realities due to constraints in

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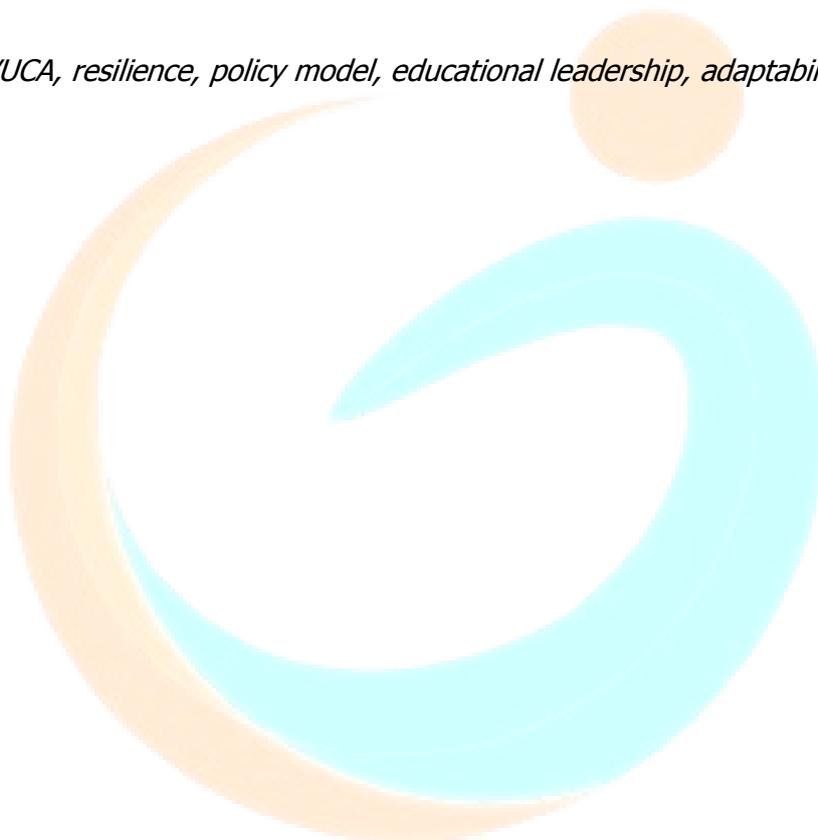
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resources, human capacity, and the institutionalization of support systems. In response, the study proposed the Institutional Resilience and Adaptability Policy Model, which provides strategic policy directions to strengthen governance, enhance risk management and strategic foresight, promote collaborative leadership, and foster an innovation-driven institutional culture within LCCs.

Keywords: *VUCA, resilience, policy model, educational leadership, adaptability*



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