EXAMINING THE CONTENTS, METHODS, AND TRENDS IN LEADERSHIP EDUCATION ALL OVER THE WORLD

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Thesis for the Master's Program in Business Administration

Graduate School
Izmir University of Economics
Izmir
2023

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A Master's Thesis
Submitted to
the Graduate School of Izmir University of Economics
the Department of Business Administration

Izmir
2023

ETHICAL DECLARATION

I hereby declare that I am the sole author of this thesis and that I have conducted my work in accordance with academic rules and ethical behaviour at every stage from the planning of the thesis to its defence. I confirm that I have cited all ideas, information and findings that are not specific to my study, as required by the code of ethical behaviour, and that all statements not cited are my own.

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ABSTRACT

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Master's Program in Business Administration

Advisor: Prof. Dr. Burcu Güneri Çangarlı

January, 2023

Many business schools have acknowledged the importance of including leadership education within their curriculum. Educators are dedicating a substantial amount of time and energy to the development of leadership programs that will better prepare students for leadership roles in the real world. Although leadership is a significant topic and successful leaders continue to emerge, concerns remain surrounding this abstract and dynamic concept. Yet, existing leadership programs offer significant insights regarding leadership education. Given the increasing popularity of leadership education, it is surprising that there are relatively few studies comparing the content and methods of leadership education in business schools. The purpose of this study was to investigate what is taught and how it is taught in leadership courses in business schools by analyzing regional contexts from around the globe. This entailed analyzing the course syllabi for 135 leadership courses at 39 top-ranked business schools from 6 regions. This study was one of the few leadership education analysis studies that focused on both leadership perspectives and teaching methods while considering the

impact of different cultural contexts. The findings demonstrated that business schools place equal emphasis on the theoretical and practical parts of leadership education. Also, findings revealed that business schools continue to stress individualized leadership. In addition, the results imply that the use of the collective leadership model in leadership education may bring a critical perspective to leadership in light of the needs of the contemporary world; thus, there is a need to expand the research in this area and develop associated teaching methods.

Keywords: leadership education, leadership development, syllabi analysis, teaching, and learning.

ÖZET

DÜNYADA LİDERLİK EĞİTİMİNDEKİ İÇERİK, YÖNTEM VE EĞİLİMLERİN İNCELENMESİ

Mergen, Ezgi Hazal

İşletme Yüksek Lisans Programı

Tez Danışmanı: Prof. Dr. Burcu Güneri Çangarlı

Ocak, 2023

İşletme okulları, liderlik eğitimini müfredatlarına dahil etmenin önemini kabul etmiştir. Eğitimciler, öğrencileri gerçek dünyadaki liderlik rollerine daha iyi hazırlayacak liderlik programlarının geliştirilmesine önemli miktarda zaman ve enerji ayırmaktadır. Liderlik kavramı gün geçtikçe önem kazanmasına rağmen, bu soyut ve dinamik kavramın nasıl ele alınması gerektiğine dair tartışmalar halen devam etmektedir. Yine de, mevcut liderlik programları, liderlik eğitimine pek çok açıdan ışık tutmaktadır. Liderlik eğitiminin artan popülaritesi göz önüne alındığında, üniversitelerde uygulanan liderlik eğitiminin içeriğini ve yöntemlerini kıyaslayan çalışmaların azlığı şaşırtıcıdır. Bu çalışmanın amacı, çeşitli bölgesel bağlamları analiz ederek liderlik derslerinde neyin öğretildiğini ve nasıl öğretildiğini araştırmaktır. Bu çalışmada, 6 bölgeden seçilmiş en iyi 39 işletme okulundaki 135 liderlik dersinin müfredatlari analiz edilmiştir. Bu çalışma, farklı kültürlerin etkisini de göz önünde bulundurarak, liderlik bakış açıları ve öğretim yöntemlerinin birlikte ele alınmasına odaklanan birkaç analiz çalışmasından biridir. Bulgular, işletme okullarındaki liderlik

eğitiminin hem teorik hem de pratik odaklı olduğunu göstermekte ve bireysel liderlik anlayışının liderlik eğitiminde halen ön planda olduğunu belirtmektedir. Elde edilen sonuçlar, kolektif liderlik modelinin liderlik eğitiminde kullanılmasının, çağdaş dünyanın gerektirdiği eleştirilebilen bir liderlik anlayışını mümkün kılabileceğini; bu nedenle de, bu alandaki araştırmanın genişletilmesine ve ilgili öğretim yöntemlerinin belirlenmesine dair bir ihtiyaç olduğunu ortaya koymaktadır.

Anahtar Kelimeler: liderlik eğitimi, liderlik gelişimi, müfredat analizi, öğretme ve öğrenme.

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to my supervisor, Prof. Dr. Burcu Güneri Çangarlı for her invaluable advice, continuous support, and patience during my study. Her immense knowledge and plentiful experience have encouraged me in all the time of my academic research. Furthermore, I would like to thank Assoc. Prof. Selen Kars Ünlüoğlu for her insightful input during data collection and analysis. I would also like to acknowledge my jury members, Prof. Olca Sürgevil Dalkılıç and Dr. Alev Özer Torgalöz for their thoughtful comments and recommendations on this thesis. To conclude, I cannot forget to express my gratitude to my parents and my husband. Without their tremendous understanding and encouragement in the past year, it would be impossible for me to complete my study.

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CHAPTER 1: INTRODUCTION

Leadership has been extensively explored and examined in numerous fields with differing emphases; nonetheless, it remains an ambiguous and foggy subject (Doh, 2003; Rosenbach, 2003). Leadership development and education have become a focus for many public, private, and governmental organizations during the past several decades (Fulmer, Gibbs, and Goldsmith, 2000). Despite the significant emphasis on leadership and the demand for more effectively developed leaders in various contexts, there is a lack of consensus on how leadership should be taught in an educational context (Bass, 1990; Goethals and Sorenson, 2007).

Over the years, researchers have used different words to describe leadership, such as a trait, a set of skills or behaviors, a process, or an interaction (Bass, 1990; Northouse, 2018). Consequently, the notion of leadership is perceived and promoted in many different ways. One of the most devoted promoters of leadership education is the business schools, where leadership development receives considerable attention as an outcome of student learning (Haber, 2012). Therefore, numerous business schools crafted their mission and vision statements with an emphasis on leadership development. This interest has prompted an increasing number of business schools to conceive and develop specialized leadership education and training programs.

Although the majority of leadership educators agree that leadership can be taught, they disagree on the perspectives and delivery methods that will offer a holistic approach to creating a well-rounded leader who can thrive in today's rapidly changing world (Elmuti, Minnis and Abebe, 2005). Understanding how to teach students to be effective leaders in various circumstances is difficult due to the lack of research that compares and presents existing leadership approaches and teaching methods in a way that can be effectively implemented in an educational context.

The purpose of this study is to identify the content and methods of leadership education in top-tier business schools from various cultural backgrounds. Emerging leadership models will contribute to the existing leadership knowledge in business schools and reflect the viewpoints of leadership researchers. On the other hand, implemented

delivery methods will enlighten the current practices in order to convey the necessary leadership knowledge and skills. This study will also attempt to examine the interrelationships between implemented leadership models and teaching methods. The link between these two groups will provide an in-depth understanding of the educational practice for leadership development in general. In addition, this thesis seeks to identify disparities in the application of leadership education by evaluating the syllabi of business schools in a variety of cultural contexts.

According to Riggio (2008), those involved in attempts to develop leadership should be highly concerned with the evaluation of leadership programs. Therefore, this examination of the existing context of leadership education from multiple angles will be beneficial not only for the establishment of best practices for future curriculum development but also for the growth of the field of leadership education. A comprehensive review of leadership education will also be beneficial to business schools that seek to cultivate superior leaders, particularly those that are reevaluating their current strategies and searching for fresh ideas. Moreover, the evidence of what leadership educators are now undertaking will validate the reality of successful leadership development in business schools. According to Sowcik and Allen (2013), it is essential to address the gaps in leadership education within business schools to identify the next steps to be taken. Therefore, following a thorough assessment of the existing leadership education setting, this study will also attempt to identify and discuss the gaps by analyzing critical approaches to leadership education that can be pursued in future research.

Several stakeholder groups may benefit from this research on the application of leadership education. Educators in higher education can use the outcomes of these studies to reach an agreement on teaching procedures, which can then serve as a solid foundation for leadership education. This study may also aid students who aspire to assume leadership responsibilities in their careers, enriching leadership program contexts in business schools by informing them of what they will learn in the classroom settings and how to improve their leadership development. Even while this study will concentrate on models, methodologies, and trends in the context of MBA programs,

the findings may also be relevant to undergraduate education, executive leadership, and leadership certification programs.

The next section presents an in-depth discussion of leadership, the relationship between leadership education and business schools, and the current leadership approaches and teaching methods. The research questions and methodology are then presented, followed by the research findings. Finally, the discussion is summarized, along with the identification of existing gaps and recommendations for further research.

CHAPTER 2: LITERATURE REVIEW

2.1. Essence of Leadership

One must first settle on a definition of leadership in order to gain a better understanding of the topic at hand. A discussion can begin with a description of "the" definition of leadership, but it is crucial to ask if there is indeed a single, adequate definition. Despite the efforts of many scholars to pin down its essence, there remains no commonly accepted definition of leadership.

It is crucial to distinguish between leader and leadership in order to develop a shared understanding of leadership. Leaders are individuals; leadership can be defined as leaders' behaviors. Nevertheless, several researchers have expressed concerns that leadership is frequently and specifically associated with individuals (Avolio, 2007; Zaccaro and Klimoski, 2001). However, when thinking about the definition of leadership, it is also essential to keep the followers in mind (Bennis, 2007). In his book Leading Minds, Howard Gardner (2011, p. 9) indicated that

> *"a leader is an individual (or, rarely, a set of individuals) who significantly affects many individuals' thoughts, feelings, and behaviors"*

Therefore, leadership results from a leader's behavior, but the exact nature of this result cannot be determined as there is no "best" practice. The Handbook of Leadership, one of the most influential books on leadership research and theory, contains a similar concept. It defined leadership as a relationship between members of a group (Bass, 1990). According to Bass (1990), leaders are change agents whose actions affect the actions of others. Similarly, according to Gibson et al. (2003), when one group member influences the motivation or competence of other group members, this is referred to as leading.

In their book From Bud to Boss, Eikenberry and Harris (2011) suggested that there is also a distinction between a leader and a boss. The authors argued that there is a distinction between a boss and a leader. When most people think of a boss, they envision someone accountable for results and issues directives. Here, the statement

Wiseman and McKeown (2010) made between diminishers and multipliers can also be pointed out. The authors defined diminishers as leaders who underutilize their people and as an activation of the inner potential. When someone thinks about leadership potential, it is very natural to ask, "Do all people possess it?" It is a critical question since a person's perception of the likelihood of individuals becoming leaders is influenced by how they assess the leadership potential of others (Gentry et al., 2012). When it is believed that, for example, leaders are born, one is more likely to select the right people rather than nurture them. To believe that leaders are created, one would be more likely to focus on teaching people the necessary skills to develop leadership (Gentry et al., 2012).

Although most educators believe that leadership is both a skill and a behavior, this dual definition has spawned a constant argument about whether leadership can be taught (Doh, 2003; Connaughton, Lawrance, and Ruben, 2003). Although some inborn talent is advantageous to leadership effectiveness, many experts concur that other vital parts of the knowledge, skills, and abilities that create an effective leader can be taught (Rosenbach, 2003; Doh, 2003; Connaughton, Lawrance, and Ruben, 2003). Other researchers, on the other hand, disagreed with the premise that leadership can be taught (Gunn, 2000). According to Rosenbach (2003), instead, individuals should seek to improve their talents as presenters, debaters, mediators, problem solvers, and supporters. However, there is still disagreement over what can be taught. According to Jay Conger, a professor at the London Business School, leadership consists primarily of three elements: talents, perspectives, and dispositions (cited in Doh, 2003). He indicated that leadership education can assist students in gaining critical leadership skills such as good oral and written communication. Steve Stumpf of Villanova University strongly believes that leadership can be taught (cited in Doh, 2003). Moreover, he argued that if leaders are born rather than developed and no one can teach anybody else to do better, then leadership should be researched in biology labs rather than the business world (Doh, 2003).

2.2. Leadership Education and Business Schools

Roberts (2008) argued that leadership practice is intrinsically tied to learning. Students should be guided along a course of development and investigation of new facts and

ideas as the primary objective of leadership education (Guthrie and Thompson, 2010). Education about formal leadership concepts, experiences that allow students to develop and apply practical skills, and reflection are all essential components of effective leadership development (Guthrie and Thompson, 2010).

While "leadership development" covers practically all sorts of growth and stages of development in a lifecycle that develops a person's leadership potential, "leadership education," on the other hand, refers to learning activities and educational scenarios designed to improve leadership abilities (Watt, 1995). According to Watt (1995), throughout history, leadership education has been reserved for a selected few and was not always accessible to everyone who could and should benefit from leadership development programs.

Leadership development receives remarkable attention in higher education at different levels. Various institutional mission statements emphasize leadership, aiming to cultivate students who will serve as leaders (Astin and Astin, 2000). For instance, Stanford Graduate School of Business, as defined by the 2022 Times World Rankings in the business and management area, strategically addresses the mission statement by emphasizing the importance of developing innovative, principled, insightful leaders. In line with this mission statement, many other top business schools try to build their curriculum to support their missions both inside and outside the classroom (Sowcik and Allen, 2013). Additionally, several activities aimed at developing leadership are actively pursued in educational institutions (Komives et al., 2011).

The greater emphasis on leadership education has made a significant impact on the business school curriculum. Many schools and universities acknowledge the value of offering courses and programs that teach students how to be good leaders. For instance, Doh (2003) discovered that 32 of the top 50 business schools included at least one leadership course as part of their business curriculum. Navarro (2008) stated that 34 of the top 50 business schools require a leadership course. Porter and McKibbin (1988) argued that the curriculum largely determines what universities do with and for students. According to DeRue, Sitkin, and Podolny (2011, p. 371),

"leadership development and succession are the top concerns for organizations around the world."

In the United States, schools and organizations alike spend an excessive amount of money annually on leadership development training (Avolio and Hannah, 2008; DeRue, Sitkin, and Podolny, 2011). This is not unexpected, since, in today's diverse and complex world, people must be able to lead effectively.

According to Watt (2003), leadership education should emphasize young and adult leadership. Education programs should strengthen leadership by fostering ties that allow the interchange of ideas, information, and research (Watt, 2003). Moreover, he argued that leadership education should provide an environment that promotes the application of leadership theory and research in practice. Hence, a curriculum that applies those objectives can provide students with the necessary leadership abilities so that they can be prepared to discover their surroundings, utilize their intellectual capacities, and be lifelong learners capable of acting autonomously (Willis, 2003).

Besides the fact that the leadership potential within individuals can be developed, there is no doubt that it is also very challenging (Klimoski and Amos, 2012). Authors argued that it could even be viewed as difficult for students to do so in the traditional MBA program's resource- and time-constrained environment. Although there are many certainties in the field regarding the nature of effective leadership (Northouse, 2018), there is also a lack of certainty on the exact methods of delivery that teachers choose to ensure that students become successful leaders. In addition, establishing effective leader development programs may be difficult due to the sheer number of possibilities available. Considering that sensible curriculum decisions are being made, it is also a matter of time. It is a basic reality that developing many of the character traits necessary for effective leadership requires years and different experiences (Bergman, Westerman, and Daly, 2010; DeRue and Wellman, 2009). However, the majority of experiences are restricted to the classroom rather than making use of chances to combine professional experiences outside of the academic setting as one component of a leadership development program, as suggested by writers like McCall (2010).

To develop students into leaders, a leadership program must take a holistic approach to the creation and delivery of its curriculum (Klimoski and Amos, 2012). As an illustration, Silzer and Church (2009) presented a model for demonstrating leadership potential. The paradigm focuses on foundational, growth, and career-relevant abilities in three segments. Foundational skills include cognitive abilities, interpersonal skills, and a competitive drive. On the other hand, growth skills encompass adaptability, learning orientation, and drive and accomplishment orientation. Career skills include the desire to acquire functional competence, the ability to influence others, and the will to achieve noble objectives. To be considered leaders, students must establish and present a record of successes in each of these categories.

Furthermore, as noted by Benjamin and O'Reilly (2011), the key to an effective leader development program would be to identify ways to combine the learning of both knowledge and skills seamlessly. In addition to that, according to Klimoski and Amos (2012), a model that includes a set of foundational courses that apply to many leadership domains while still allowing students to choose targeted leadership courses that concentrate on particular skills would enable the foundational skills developed in earlier course work to be built in the future (Day and Harrison, 2007).

2.3. Leadership Models Utilized in Leadership Education

Various methods and approaches have been taught in leadership courses in business schools, though the effectiveness of each one has been debated for many years. Below, these methods and approaches will be explained with a critical lens.

2.3.1. Skills-based Leadership

In the 1980s, Roberts (1981) pioneered a framework for leadership program design as leadership programs started to take place in the United States and Europe. He recognized the necessity of skill development but also emphasized the importance of providing students with an understanding of leadership concepts. These two together were combined for effective leadership development, eventually producing an environment for students.

In his research, Perruci (2014) referred to an idea in Plato's Republic that simply explains that future leaders should follow years of practice rather than simply receiving information. This implication for leadership development goes beyond academic ideas and concepts and then relates learning to practice. He also suggested that a few students prefer to attend some courses to learn about different theories and models. According to the author, many students attend programs that include a strong emphasis on the action component of leadership studies with a focus on specific abilities such as facilitation, decision-making, conflict resolution, etc. because they simply wish to become better leaders, which they define as someone with outstanding leadership capabilities.

Moreover, according to Kaipa and Radjou (2013), leadership requires an important skill set: greater perspective, action orientation, role clarity, decision logic, persistence, and motivation. According to the authors, leaders must optimize these capabilities to be more prepared for strategic objectives; act consistently in any context regardless of its structure; know when and how to lead; make pragmatic, ethical decisions and demonstrate courage. Thus, what leaders require is a set of new skills that allow them to perceive the potential advantage of the complexity and transform it into a chance to add value to their organizations and society. However, Perruci (2014) argued that not many leadership programs give these topics the necessary focus.

On the other hand, Katz (1955) wrote in one of the earliest articles that effective leadership requires three types of skills. The first one is technical skills which refer to specific work-related knowledge. Leaders may have expertise in a specialized field or the ability to utilize an appropriate tool or method to perform a certain task. The second one is human skills which refer to the abilities that enable a leader to work effectively with their peers in order to achieve a set of goals. And the last one is conceptual skills which refer to the ability to work with ideas and concepts to create a vision and strategic plans (Katz, 1955). Consequently, all these practices must be incorporated into the curriculum for a leadership development program to be effective.

There are several reasons to emphasize a skills-based leadership approach in business schools. Some authors believed that the research on the skills-based approach has

added to the understanding of leadership effectiveness by focusing on developing various skills (Fowler, 2018). Although the skills approach was criticized for its lack of predictive value (Northouse, 2018), it remains the focus of many researchers and scholars in the twenty-first century due to the growing interest in leadership skills development to address challenges affecting both leaders and organizations (Ebrahimi and Azmi, 2015). This also implies that scholars and experts in the field of leadership development will continue to prioritize the skills-based approach for improved outcomes.

2.3.2. Transformational Leadership

Over the last two decades, one other important concept of leadership taught in business schools is transformational leadership (Bass and Riggio, 2006). Transformational leadership is usually thought of as a process in which leaders announce the shared goals and interests of their organizations while also directing the actions of others from the top down. According to Tourish, Craig, and Amernic (2010), the concept of transformational leadership is shaped by the following assumptions: first, leadership exists in individuals as opposed to social systems; second, leadership is hierarchical; third, leadership occurs when leaders take action for their followers; and fourth, leaders has a significant impact on organizational performance. And the last, leaders differ from other people (Simkins, 2005). Based on these assumptions, the concept of transformational leadership is encouraged by the urge to appreciate individuals instead of analyzing the leadership practice (Tourish, Craig, and Amernic, 2010).

One of the primary components of transformational leadership is charisma (Bass, 1990), which refers to a leader who articulates a vision or an idealized future (Chen, 2003). According to Awamleh and Gardner's (1999) definition of a transformational leader, "excellent communication is required for a leader to become transformative" (p. 346). Shamir, House, and Arthur (1993) said that the goal of a transformative leader's vision is to give people hope for a better future, inspire personal commitment, and create a link between the way leaders and their followers see the world. In addition, they must possess strong personalities that can compel the obedience of followers who are either more or less willing to do as they are told (Collinson, 2005a) and the capacity to make insightful diagnoses.

Studies show that business schools have been significantly stressing the role of heroic individuals and have attempted to draw people into MBA programs by promising that they would study not only transformational leaders but also become them (Tourish, Craig, and Amernic, 2010). According to Tourish, Craig, and Amernic (2010, p. 44),

> "*this mindset is exemplified by Harvard Business Review, which is mandatory reading for most MBA programs and these readings frequently broadcast glowing interviews with powerful people.*"

Tourish, Craig, and Amernic (2010) presented an example of one such interview with Michael Dell of Dell Computers from 1998 called "How can you establish a $12 billion corporation in just 13 years?''. The authors explained that (p. 44)

> "*this was almost entirely accomplished by the interviewee*"

One of the many other instances presented by Tourish, Craig, and Amernic (2010) is again from Harvard Business Review's April 2007 edition, which published a piece headed "What your leaders expect from you". Tourish, Craig and Amernic (2010, p. 45) said that

> "*what followers may expect from leaders and how leaders should be receptive to follower influence are not mentioned at all.*"

In addition, Doh (2003) presented his concerns with the samples of strong, transformational, top-down leaders has entered the context of leadership courses.

Business schools are also increasingly utilizing the case study method, which will be later discussed in this paper, which was pioneered by Harvard Business School (Harvard Business Review, 2021). The main material used in case studies is mostly related to the organizations and therefore gives priority to managerial voices, which can be counted as heroic individuals over all others (Starkey and Tiratsoo, 2007). On the other hand, Nirenberg (1998) argued that US business school teachers study

textbooks that focus on leadership, which is a collection of control theories that ignore the significant views of the leadership concept. Leadership is described as

> "*the activity of influencing and controlling the behavior of individuals in the work environment*"

by Nelson and Quick (1995, p. 358). Therefore, according to the authors, the majority of MBA texts presume that leadership emerges from a leader's position of control over subordinates, which might make future relationships between potential leaders and followers extremely problematic.

Moreover, Tourish, Craig, and Amernic (2010) presented several examples regarding the focus of transformational leadership in top business schools. Based on their findings, these business schools explicitly indicate the importance of heroic leaders with their statements. For example, Stanford Graduate School of Business indicates that

> "*the students who emerge in its leadership programs will have a greater potential for influence than ever before in human history, and it calls for people who have a passion for leading teams and organizations*" (p.50).

On the other hand, MIT introduces its leadership seminars as

> "*a place where students can hear from leaders of major organizations about their 'personal' experiences and views on what it means to be a leader*" (p.50).

As it may seem, this approach focuses mostly on the leader as a person.

To eliminate the risks associated with the improper application of the transformational leadership model, business school instructors should be less eager to mindlessly exaggerate the contribution of leaders to economic success and to repeat largely fictitious tales about how strong and charismatic individuals frequently save organizations from specific problems (Tourish, Craig, and Amernic, 2010). If it is not

applied correctly, it leads business students to think about leadership theories that overstate the directed function of leaders and undervalue the potential role of followership, resulting in inflated views of their leadership ability and prospective future responsibilities. In addition to that, aligned with Hunter, Bedell-Avers, and Mumford (2007), the business school curriculum should examine the detrimental impacts of leadership, mistakes made by leaders, and bad behavior by leaders, in general, to build a balance in the context of leadership courses.

2.3.3. Leadership Identity Development

The book “Exploring Leadership” by Komives, Lucas, and McMahon (2007) presented a leadership model that emphasized providing meaningful, engaging, inspirational, and process-oriented leadership. This model was created as a collective effort to help students learn and grow as leaders by emphasizing leadership as

> "*a relational and ethical process of individuals working together to affect positive change*" (Komives, Lucas, and McMahon, 2007, p.74).

Komives et al. (2009, p. 13) also noted that

> "*some students self-identified as leaders and were very comfortable engaging in inclusive, collaborative group processes regardless of their positional or non-positional role.*"

Then, the research came to understand the emergence of relational leadership and the gradual transformation of an individual's sense of self and leadership stance over time.

Leadership identity development consisted of six developmental stages (Komives et al., 2009). The fundamental category included the following stages: awareness, exploration/engagement, leader identification, leadership differentiation, generativity, and integration/synthesis. Stage one, awareness, is about recognizing that there are external leaders "out there". The second stage, exploration or engagement, is a period of immersion in group events, typically to make friends; a time of learning to engage with people. The third stage, leader identification, views leadership as the positional

leader's activities and recognizes the hierarchical pattern of group linkages. The fourth stage, leadership differentiated, considers leadership to be both non-positional and a shared group effort. The fifth stage, generativity, is characterized by a dedication to foster leadership in others and a passion for the issues or group goals the individual wishes to affect. Lastly, the sixth stage, integration or synthesis, involves recognizing the personal capacity for leadership in varied circumstances and claiming the identity of a leader without holding a fixed position (Komives et al., 2005).

Stages are conceptualized as cyclical, which enables individuals to move between stages and repeat stages, learning and acquiring knowledge at each repetition (Komives et al., 2005). Furthermore, based on the authors' research, five organizational categories evolved in the process of building leadership identity: developmental influences, developing self, group influences, and changing view of self with others. Personal growth dimensions were visible in the developing self-category, which includes

> "*deepening self-awareness, building self-confidence, establishing interpersonal efficacy, applying new abilities, and broadening motives*" (Komives et al., 2005, p. 599).

As one of the effective leader's abilities, self-awareness has been identified as one of the most important competencies for leaders to cultivate (Toegel and Barsoux, 2012), especially among MBA graduate students (Miller and Xu, 2017). According to George and Sims (2007), members of the Stanford Graduate School of Business Advisory Council ranked self-awareness as the

> "*most essential skill for leaders to cultivate*" (p. 69).

Self-awareness is an individual's knowledge of their strengths, limitations, and effects on others (Korn, 2016). Thus, some other researchers and practitioners have also argued that cultivating self-awareness should be the major focus in the early stages of building a leadership identity.

It is a challenge to cultivate students' self-awareness as a precondition for their effective development and evolution as future leaders (Muir, 2014). It is necessary to provide a method to assist students in comprehending the socially constructed character of leadership through a reflective engagement process based on their experiences (Ashford and Ross, 2012). Skills and knowledge from leadership theories are the focus of the vast majority of leadership education programs in business schools (Jackson and Parry, 2011). However, a mindful approach that fosters self-awareness, relationships with people, and organizations are required beyond theories (Nicholson and Carroll, 2013). The objective should be to assume that leadership encompasses the whole person, beyond a set of skills, competencies, and knowledge, and to provide students with the opportunity to learn about how their experiences, motivations, values, aspirations, and interactions with others shape who they are and how they lead (Waddock and Lozano, 2013).

According to the leadership identity development model, students must emotionally connect with the idea of being a leader, learn to see this potential in themselves, and in many ways, select to take on leadership duties if they are to develop into leaders (Klimoski and Amos, 2012). Students must also believe that they have the necessary skills or the capacity to acquire them (Chan and Drasgow, 2001). The path to being a leader entails learning crucial skills, such as enhanced abilities for obtaining higher self-awareness, interpersonal relationship management skills, and the capacity to detect and cope with emotions and stress. According to van Knippenberg, De Cremer, and Hogg (2004), all these competencies are linked to one’s sense of self as a leader and how both may significantly influence followers’ attitudes and actions. Nevertheless, before that, to be truly effective, an individual must be able to develop and sustain a sense of identity as a leader at three levels concerning their self-concept: personal, relational, and collective (Day and Harrison, 2007). Therefore, in order to successfully transform one’s identity, one must be perceived as a leader by others based on their words and actions, and the persona one adopts must be based on widely held beliefs about leadership (Petriglieri and Petriglieri, 2010).

The process of leadership identity work is a common theme in today’s typical business schools (Petriglieri and Petriglieri, 2010), and there are several potential uses of the

leadership identity development model in program and curriculum design, as well as significant ties to the development of leadership self-efficacy (Komives, et al., 2009). The leadership identity development model defines development as the potential of a learner to grow his or her self-efficacy in a specific area of relational leadership (Bandura, 1997; Komives, et al., 2005). According to Bandura (1997), the definition of efficacy is

> "*confidence in one's capacity to organize and execute the courses of action necessary to generate specified outcomes*" (p. 3).

Educators can incorporate Bandura's (1997) four developmental sources of efficacy, which include enactive mastery experiences, vicarious experiences, verbal persuasion, physiological and affective states, into the design and delivery of leadership development programs, based on the premise that self-efficacy is a significant variable affecting leader development (McCormick, 2001). According to Komives et al. (2009), it is possible to use leadership identity development as a guide since

> "*each stage includes a set of leadership learning goals, and a student's progression from one stage to the next is indicative of his or her leadership identity development*" (p. 32).

2.3.4. Values-based Leadership

In the preceding decades, charismatic, transformative leadership was advocated, fostered, and developed as a means of boosting the effectiveness of leaders and organizations (Bass and Avolio, 1994). Some scholars and practitioners began to question the essential traits of excellent leaders as they think that moral and ethical flaws grew widespread among many transformational leaders (e.g., George, 2003; Avolio and Gardner, 2005; Brown and Treviño, 2006). In order to alter this circumstance and produce more esteemed leaders, the academics opted to adopt alternative leadership models that go beyond charismatic leaders and cultivate leaders with a set of values and strong identities. The upshot was an increased emphasis on the concept of values-based leadership, which is now widespread in management, leadership literature, and also business schools' curriculum a decade later.

When individuals have a clear grasp of who they are and what they value most, they become better leaders (Clarke, 2018). According to the author, it is not required to emulate a role model or historical figure in order to attain the highest level of leadership. When a leader is self-aware, it is much easier to know what to do in any given situation. As it may appear, values-based leadership is also closely related to the development of a leadership identity that focuses on the self-concept of an individual. For an individual's leadership growth to be successful, leaders must embrace their values.

According to the idea of values-based leadership, leaders must also rely on the organization's values to motivate performance. These principles must rely on the organization's existence, be specific, and resonate with its members (Gleeson, 2017). This leadership style also involves the ability to communicate in order to instruct organization members on how to act in order to accomplish the organization's mission (Daskal, 2016). Values-based leadership was also characterized as a relationship between a leader and his or her followers that is founded on firmly held and interwoven ideological values (Kuczmarski and Kuczmarski, 1995). In other words, fostering a relationship is the guiding principle for developing a values-based attitude. Based on that idea, a leader must be able to communicate effectively with all organization members, provide a value-based example through words and actions, and be successful in establishing meaningful relationships inside the organization. The primary idea is "values must be led by leaders."

A leader must cultivate characteristics and traits such as active listening, empathy, optimistic attitudes, delivering on promises and commitments, possessing high levels of energy, acknowledging self-doubts and vulnerabilities, and demonstrating sensitivity to others' needs, values, and potential in order to build effective relationships. These characteristics are the core of values-based leadership and are extremely beneficial for fostering interpersonal relationships. It is vital to note that some of these characteristics are directly tied to the development of talents, while others relate to an individual's sense of self. This indicates that values-based leadership is also associated with skills-based leadership and personal leadership themes.

Leadership requires regular training and practice since enhancing its quality is a continual and ongoing effort. No leader achieves perfection in terms of leadership acumen and effectiveness. According to Kuczmarski and Kuczmarski (1995), there are ten initiatives that all value-based leaders must develop:

Build personal relationships: Developing good relationships enables leaders to work more effectively with others, to better understand one another, and to navigate difficult settings with greater efficiency. The leader must demonstrate a desire via action in order to create personal relationships. Leaders must also spend time working with others, socializing outside of professional circumstances, and regularly practicing both methods.

Know the personal goals of each group member: A leader must identify and comprehend each individual's objectives in order to assist them in achieving them. An effective leader must be empathetic to the needs and objectives of other individuals.

Have a feel for group members: Leaders must determine precisely how to inspire members and what activities can dissatisfy group members. The key to good leadership is having a sense of every member of your group.

Allow for group conflicts: The leader must permit the group to experience conflict since conflict itself can serve as a motivator for group members to participate in and address the situation. An effective leader understands how to manage group disagreements. Leadership techniques can be utilized to resolve conflict.

Manage to learn: Leaders must collect information from learners, engage them in the learning process, monitor their progress, and recognize when the process is complete in order to effectively manage the learning process.

Share responsibility: A leader's focus cannot be solely on the success or failure of individuals, as an organization's culture places equal value on all its members.

Use teaming: An individual will have more opportunities to develop leadership skills and behaviors when working in a group. By sharing values, they will be able to preserve and establish a group culture and a sense of community.

Communicate two-way: Two-way communication is essential for constructing a value-based culture and enacting cultural transformations. Good communication is vital for supporting the process of establishing a vision and ideals that can aid in its realization.

Link internal culture with external performance: An organization's external performance will be influenced by the internal culture's level of satisfaction. Therefore, leaders must successfully convey the norms and principles in order for group members to experience a sense of pride and positivity toward the organization.

Display passion and support diversity: A values-driven leader will always feel secure within themselves and at ease expressing their emotions. They can articulate their emotions and are receptive to group members. Therefore, positive praise, neutral dialogue, and constructive criticism can be articulated with precision.

Although there is limited research on the application of a values-based leadership model in business schools, the purpose of a values-based leadership model should stress the aforementioned activities and encourage students to obtain expertise and practice in each (Kuczmarski and Kuczmarski, 1995). To promote these initiatives, business schools may employ a variety of strategies, such as organizing group discussions, giving group activities as part of an external curriculum, preparing communication workshops, and arranging role plays. Along with methods, these initiatives may constitute an effective leadership development model since they not only emphasize the leaders themselves but also their relationships with followers and organizations (Daskal, 2016; Gleeson, 2017).

2.3.5. Complex Systems Leadership

As a result of technological advancements, globalization, greater network, and social complexity, business environments are becoming more complicated in different aspects (Watkins et al., 2017). Authors argued that

> "*leadership educators face the challenge of developing leaders who can detect environmental cues, adapt to rapidly changing contexts, and thrive in uncertainty while remaining true to their value systems*" (Watkins et al., 2017, p. 148).

Therefore, it is crucial to develop leaders that have a thorough understanding of complex systems, consistently uphold moral principles, are emotionally intelligent and resilient, and can respond to changing circumstances (Watkins et al., 2017).

According to Snowden and Boone's (2007) theory, understanding the situation better enables one to take less instinctual actions and more in line with the demands of the current situation. As a result, complexity and leadership theory are directly related to each other (Uhl-Bien, Marion, and McKelvey, 2007). Moreover, according to LaFollette (2007), ethical theory and leadership practice are intertwined, making ethics a crucial element of effective leadership behavior and responses is important in today's complex world. Therefore, leadership requires a strong sense of ethics, and normative judgment of right and wrong decisions is a crucial component of that understanding (Jonsson, 2011).

Today's leaders operate in a dynamic, ever-changing environment that is unpredictable from the outside, which causes stress and influences how they act as leaders (Watkins et al., 2017). According to Joosten et al. (2014), the difficulties that leaders experience can weaken their resolve to behave morally and even tempt them to do something immoral. According to McKee, Boyatzis, and Johnson (2008), people feel before they think, laying the groundwork for the importance of abilities in how leaders react to complexity. Leadership skills like self-awareness, self-management, social awareness, and relationship management help people stay calm in stressful situations by controlling their internal reactions, moods, and states of mind (Boyatzis and Akrivou, 2006). Notably, leaders who are aware of their values, principles, strengths, and limitations are more self-assured (McKee, Boyatzis, and Johnson, 2008). Self-awareness is the cornerstone of emotional intelligence while self-assurance is a major factor in how leaders ultimately respond to stress (Cherniss and Goleman, 2001).

Global shifts in how people connect in leader-member exchanges, build capabilities and structure their cultures are being brought on by the complex and changing world (Sowcik et al, 2015). Complexity's role in active, attractive, and insightful leadership education is something that leadership educators are taking into consideration (Schuyler et al., 2016). According to Sowcik et al. (2015), engaged leadership education and development should be designed to foster the development of complex adaptive leadership skills like self-discipline, reasonable thinking, problem-solving, and communication. It was recommended by Schulyer, Baugher, and Jironet (2016) that leadership training emphasize the essence of complexity as it manifests in adaptive human environments. They suggest shifting the curriculum's emphasis away from teaching about effectiveness and complexity.

As an example of an applied version of this model, a leadership program created by Watkins et al. (2017) can be given. In that program, students thought that the program provided them with the courage, confidence, and self-efficacy to lead themselves and others ethically in complex environments. In that program, authors attempted to integrate online instruction with experiential learning so that students could immediately apply what they had learned in the classroom to their leadership behaviors in a practical field. According to Watkins et al. (2007), students synthesized their learning in systems thinking, self-regulation, self-awareness, empathy, and social skills by learning complex adaptive leadership and emotional intelligence principles. Consequently, program outcomes can be listed as

> "*core leadership knowledge, personal transformation, group transformation, organizational transformation, concept transferability, and leadership sense-making*" (Watkins et al., 2007, p. 156).

As it may be seen, these outcomes mostly focus on the application of certain skills in a complex system.

2.3.6. Global Leadership

Leaders throughout the world have experienced a paradigm shift as a result of globalization's rise. Due to the challenges of this rapid transition, many leaders could

not lead in politically, economically, and socially complicated environments (Pisano and Skih, 2009). To address the gap in global leadership skills, educators should modify their leadership programs and related teaching methods to suit the needs of the global world (Brown, Whitaker, and Brungardt, 2012).

Global leadership is an emerging subfield of leadership studies that could serve as a viable response to the issues that traditional leadership education faces (Brown, Whitaker, and Brungardt, 2012). This new area of leadership research expands on the current literature and comprehension of the leadership process in light of the growing demand for globally competent leaders. To achieve success, global leaders must have a global mindset, be tolerant of uncertainty, and demonstrate cultural adaptability and flexibility (Javidan et al., 2006).

Multiple fields and disciplines such as international business, expatriation, multicultural communications, global human resources management, global studies, and social entrepreneurship, have contributed to the development of the global leadership field (Mendenhall et al., 2008). According to Mendenhall et al. (2008), the cultural factors and global circumstances involved in the leadership process make global leadership more sophisticated than leadership. This assessment backs up the assertion that global leadership is not a separate subject of study but rather a subfield of leadership studies.

Given the increased complexity and pressure on people working in global settings, leadership educators must assume the role of developing global leaders holistically through different ways of learning (Vella, 2000). According to Stech (2008), a leadership program should provide students with the opportunity to acquire the required abilities and assist them in gaining an understanding of their values and how they affect others. In order to accept the duty of training the future generation of global leaders, leadership educators need to adopt a new mindset or attitude and evaluate their current educational practices.

For instance, a framework provided by Brown, Whitaker, and Brungardt (2012) aims to train students in leadership for global societies and businesses. Since global

leadership education may be defined as the development of persons with the knowledge, behaviors, and attitudes to lead positive change in a broader global context, these leaders must possess the skill set to promote change in their environments and to act under global social responsibility. According to Brown, Whitaker, and Brungardt (2012), the primary purpose is to comprehend global challenges that affect the present and future state of the world. The complexity and interconnectedness of global issues and trends are expected to evolve and change in the future, and global leaders must have the knowledge and skills to confront them (Mehaffy, 2010).

Another key point to developing global leadership understanding, cultural sensitivity, and inclusion needs to be considered in interpersonal relationships (Brown, Whitaker, and Brungardt, 2012). As leaders, cultural awareness will aid in establishing genuine relationships with individuals from varied backgrounds (Earley, Ang, and Tan, 2006). This understanding of cultural diversity will motivate individuals to examine the diverse values and characteristics of world cultures and enable them to comprehend how these values impact society, politics, and economics, as well as interpersonal relationships.

Students must be able to comprehend the evolution of globalization and its effects on a variety of political, economic, and societal situations (Brown, Whitaker, and Brungardt, 2012). Having this knowledge provided via education will assist students in working effectively in global situations. However, in the context of this objective, the writers criticized the difficulty that educators in the United States face in altering the mindsets of its residents and providing opportunities to comprehend and experience global challenges.

2.3.7. Leadership and Management

The comparison of managerial and leadership skills is a recurrent topic of discussion among business authors (Kotterman, 2006; Zaleznik, 2004). As discussed previously in this thesis, there is a wealth of literature explaining the importance of leadership education, as it is a popular topic in academic business literature (Kotter, 1996; Kouzes and Posner, 2012). According to Lopez (2014), management, however, is not as

popular a topic as leadership, and although there is a lot of discussion on the role of a manager, this topic has proven to be less popular.

Lopez (2014) further argued that given the method in which the concepts of leadership and management have diverged in terms of function and significance, it is crucial to comprehend the impacts of this conception on business students. The author pointed out that it is not unrealistic to believe that a business student would find the notion of becoming a leader more alluring and substantial than that of a manager. Considering this, the student may question the utility of attending management classes or even his or her managerial value. Since the fundamental concept is that business students should focus on becoming leaders, the implications of these two subjects and their interaction in higher education are crucial.

The distinction between the intrinsic features of management and leadership must be defined, even when the functions of managers and leaders appear to be relatively similar. According to Osland et al. (2007), a leader must be distinct from a manager. Mintzberg (2009) criticized the division between management and leadership, stating that leadership is successful management. According to his theory, the manager serves three functions: interpersonal, informational, and decisional (Mintzberg, 2009). Interpersonal duties relate to the manager's role as a liaison and leader. The manager's informational tasks include monitoring, information dissemination, and acting as a spokesperson. Decision-making responsibilities relate to a manager's entrepreneurial skills, disturbance management, resource allocation, and negotiating abilities (Mintzberg, 2009). In contrast to the conventional action skills that plague and define managers, the previous descriptions appear to have greater depth and symbolize leadership in parallel.

On the contrary, the research findings of Kotterman (2006) indicate that separating leaders from managers in large organizations is quite difficult, mostly because people value managerial talents over leadership qualities. People generally believe that managing is easier than leading. Moreover, according to Kotterman (2006), individuals inside any given business have limited knowledge of the distinctions between the roles of manager and leader. He concluded by stating that successful

management is an important and respectable occupation that should not be misinterpreted with leadership (Kotterman, 2006). Even further, Potts (2001) asserts that leaders are more important than managers, mostly due to their ethical behavior. Management, according to Potts, has no distinguishing moral or ethical dimension and solely serves the interests of individual groups. Therefore, if ethics are removed from leadership, management is all that remains (Potts, 2001).

In the United States, business instructors tend to select the same business authors for student textbooks when these authors become prominent and specialized in certain subjects (Lopez, 2014). The business authors, however, have a strong desire to show students how to become good leaders or what character traits good leaders must possess (Kouzes and Posner, 2012). Since each author uniquely describes leadership, the market becomes extremely specialized.

Some authors publish papers arguing that the leader and the manager are not the same people, while others argue that the leader and the manager are the same people, although not all managers are leaders. This type of contradicting information can be quite confusing and misleading to a business student (Lopez, 2014). Furthermore, some authors use the phrases "leader" and "manager" interchangeably, giving the impression that they refer to the same individual (Huhtala et al., 2013; Sahin, 2012). According to the assertions of some scholars, the ideas of management and leadership share some similarities (Buttigieg and West, 2013). The authors Buttigieg and West (2013) took it a step further, arguing that managers are seen as risk-averse bureaucrats whereas leaders are seen as inspirational visionaries. If the leader is depicted as a visionary who can inspire others with imaginative perspectives of the future, a business student could question the necessity of taking management courses, which could help students acquire specific abilities for their leadership development.

According to Lopez (2014), the majority of colleges and universities teach leadership and management separately. However, it is a reality that business people's daily life involves numerous facets. Detaching elements of organizational processes can have dissatisfying effects on the individual. Purely theoretical business education devoid of hands-on experience has been found to hinder the success of students at prestigious

academic institutions (Livingston, 2009). By separating leadership from management, business students may receive a personality concept that lacks substance and intellectual challenge.

When discussing leadership, many well-known figures come to mind, including Martin Luther King, Nelson Mandela, and Mohandas Gandhi. Freedom of the people and civic rights are noble principles that cannot be questioned (Lopez, 2014). However, it is not an accurate comparison to the leadership required in today's complicated business climate. Managing and leading in companies typically do not occur with peace and consent. Therefore, successful management and leadership should demand more effort than accurate aim and support for popular causes. Besides, when leadership and management concepts are attempted to be taught separately, business students may conclude that managers are bureaucrats applying certain required actions that can bring an organization down with unnecessary use of power and lack of strategic skills, whereas leaders are visionary, untouchable divine beings with no room for improvement. Therefore, both leadership and management should be taught as complementary activities.

2.3.8. Leadership Coaching

Leadership coaching is an in-depth model of fostering future leaders, improving their chances of accomplishing both short and long-term goals (Abel and Nair, 2015). Leadership coaching primarily targets the three areas of leadership behavior development, leadership behavior understanding, and leadership behavior impact (Hastings and Kane, 2018). Therefore,

> "*coaching can teach young leaders how to reflect on their experience, extract insights, and apply those insights to inform their leadership practice*" (Yarborough, 2018, p. 49).

Due to the individualized character of leadership coaching, there is no single strategy that works in all circumstances, despite the existence of numerous approaches. However, Ting and Riddle (2006) highlighted six guiding principles that assure the efficient use of leader development across a variety of coaching methodologies, which

can also be emphasized in business schools' leadership coaching courses. According to the first principle, the prerequisites for learning are accepting new challenges and tolerating risk. It is essential to foster a comfortable environment in which students can freely communicate their abilities, anxieties, and weaknesses. This environment of trust and respect will eventually aid the students' reasoning and make the learning process more efficient. The second principle is about being student-centered. The function of the coach is to guide and influence, but students must determine their developmental objectives. The coach can play a collaborative role in assisting students to investigate their interests and values. The third principle entails promoting talks so that students discover the solutions on their own. It is crucial not to step into the role of an expert, but rather to collaborate with them to tailor a learning experience to their current level of knowledge. The fourth principle encourages self-awareness. Students must learn how to objectively analyze their behaviors, so they may better comprehend their relationships with others and how others see them. These self-aware feedback loops will foster the student's development. According to studies of successful leaders conducted by McCall et al. (1988), experience is the greatest teacher. Thus, the fifth principle is concerned with facilitating experiential learning, which guides individuals through the entire learning cycle, beginning with primary experience and concluding with the application of their newfound knowledge to subsequent experience. Last but not least, the sixth principle underlines that it is essential for coaches to reflect on the difficulties they have encountered and share this information with students if it is beneficial.

The relationship between the coach and the student must be based on mutual commitment, trust, and confidence (Ting and Riddle, 2006) also highlighting assessment, challenge, and support as crucial factors for students' growth experiences. According to McCauley, Van Velsor, and Ruderman (2008), leaders develop most effectively when these three factors are all present. This combination of factors might encourage students to take on obstacles they would often avoid during their leadership development journey. As stated by Ting (2006), coaching is a goal-oriented, learner-centered approach. Therefore,

> "*coaches and coachees should revisit and clarify the results that matter most*" (Yarborough, 2018, p. 54).

These discussions can aid in refining objectives, identifying milestones for progress, and ensuring alignment with regard to successful results.

Effective leaders can stand back and assess events and circumstances objectively from a broad perspective (Heifetz and Linsky, 2002).

> "*The balcony perspective can assist a leader in pausing, thinking clearly, and gaining a greater understanding of how their function interacts within a larger system"* (Heifetz and Linsky, 2002, p. 51).

In that coaching perspective, students practice viewing themselves through the eyes of others and broaden the variety of issues they can examine before taking action.

Leadership coaching can be of tremendous assistance to students in gaining a deeper understanding of their assessment results and attaining their leadership development objectives with confidence and clarity (Stawiski et al., 2016). An increasing amount of research indicates that coaching can have a substantial positive effect on performance and abilities, well-being, and goal-directed self-regulation (Lawrance, Dunn, and Weisfeld-Spolter, 2018). Hence, it is essential to comprehend coaching and its benefits for leadership development. Even though leadership coaching is built on particular principles and frameworks, it can be implemented and provided to students in a variety of ways. Coaching is a prominent topic of discussion in business schools, and it is also an excellent approach to teaching leadership. Coaching as a way of teaching leadership will also be covered under delivery methods.

2.3.9. Collective Leadership

Leadership models discussed previously in this research paper, ranging from "heroic" leadership to traditional trait and behavioral approaches, maintained leadership development literature concentrating on an individual leader as a person rather than on collective leadership as a process (Day, 2000). However, multiple individuals are now

required to work together within and across a range of organizational contexts due to the rising complexity of 21st-century work environments (Yammarino et al., 2012). The organizations began to thrive in an environment in which the leadership role is shared rather than concentrated on a few individuals. Jackson and Parry noted that leadership

> *"is a process that goes on between all people and that all people can be involved in leadership, almost despite their formal position" (2008, p. 83).*

Therefore, the methods used by scholars and leadership educators must evolve in response to these recent shifts (Eva et al., 2019).

The characteristics of individuals within the collective are specified in one of the definitions of collective leadership as

> "*many individuals assuming (and perhaps divesting themselves of) leadership roles throughout time in both formal and informal relationships*" (Yammarino et al., 2012, p.382).

In practice, individuals that engage in collective forms of leadership consider leadership as a function or set of behaviors, rather than a person, with different team members adopting the role of leader based on situational conditions and job requirements (Yammarino et al., 2012).

Individuals remain one of the focal points of collective leadership, which is shaped by conventional "great man" approaches to leadership (Yukl, 2013). It is significant to know who the collective leaders are, the talents they possess, and the behaviors they exhibit (Eva et al., 2019). According to the authors, the focus on developing the individuals within the collective as leaders, educating them to function as a collective, and strengthening their overall collective leadership capabilities are still important. Therefore, according to Gronn (2002b), collective leadership is greater than the sum of individual role-taking; it is the comprehensive, concrete activity of a team and must be developed appropriately. According to the authors, the most common way of

developing these skills within the collective can be achieved via giving and receiving effective feedback which will be discussed further in this thesis (Eva et al., 2019).

One of the descriptions of leadership indicates that leadership is a

> "*dyadic, shared, relational, strategic, global, and complex social dynamic concept*" (Avolio, Walumbwa, and Weber, 2009, p. 423).

Consequently, the interactions between several individuals are essential. These interactions must be examined and developed appropriately in order to utilize network capabilities through the development of linkages between individuals inside the collective (Eva et al., 2019). The authors suggested that group coaching methods, which will take part in the following section, can be utilized to examine the different types of relations within the collective (Eva et al., 2019).

Furthermore, collective leadership argues for social and material interactions, such as management practices and routines in everyday work (Ford et al., 2017). This promotes reshaping the collective using a variety of techniques, including action-learning and reflection which will be mentioned later (Raelin, 2018). For instance, action learning may be used to map and modify the routines of collective leadership work, and reflection-in-action can be used to investigate unanticipated outcomes in the work (Wolfram Cox and Hassard, 2018). Educators who aim to utilize the collective leadership model in a syllabus can look for additional methods to disrupt the collective's present leadership practices and routines, as opposed to strengthening or consolidating them (Wolfram Cox and Hassard, 2018). This might eventually reveal undiscovered or unaddressed difficulties or obstacles inside the collective.

For practitioners and scholars addressing collective leadership development, there are several methods for enhancing the collective's current capacities and strengthening its core competencies (Guthrie and Jenkins, 2018). However, collective leadership must represent a major divergence from individualized leadership (Yammarino et al., 2012). In order to approach collective leadership as a new way of thinking and functioning, a critical assessment would be advantageous. Therefore, individuals in a collective may

begin to challenge the formation, execution, and deconstruction of leadership. Methods such as group coaching, training, and team building are simple to implement and beneficial, but they frequently restrict practitioners to addressing just known issues and solutions (Eva et al., 2019). To promote the critical approach to collective leadership, approaches such as action-learning, reflection-in-action, awareness building, and negotiation must be favored above methods owing to their focus on understanding the collective's persons and their difficulties.

2.3.10. Brief Comparison for Utilized Leadership Models

In light of all these utilized models, one could argue that leadership development is shaped by a variety of perspectives ranging from traditional to contemporary. As there is a knowledge gap regarding the current state of leadership education, it is vital to investigate the patterns and characteristics of leadership themes discussed in business schools.

It is evident from the literature review conducted for this study that there is a continual emphasis on individual leadership. One of the first instances of this is the skills-based (traits) approach, which emphasizes that a good leader must possess particular traits that must be developed through certain activities (Fowler, 2018; Megheirkouni et al., 2018). Another topic that focuses on the personal development of leadership is the effect of heroic figures on developing the vision of any organization by significantly influencing other individuals, which is also commonly explored in business schools (Bass and Riggio, 2006). One of the elements that these two perspectives have in common is that the development of effective leadership requires an expanded set of abilities and qualified traits.

Later, other leadership themes arise in which the emphasis on the individual must be addressed from a variety of angles in order to establish a leadership identity. By highlighting the significance of topics such as self-awareness, self-realization, personal values, self-confidence, and self-efficacy, this perspective adds dimension to personal leadership development (Komives et al., 2005). In addition to having a set of hard skills, knowing one's identity and enhancing one's self-concept, according to

studies, is the most important skill to develop (Toegel and Barsoux, 2012; George and Sims 200).

There have also been various shifts in how leadership education is approached due to the rapidly evolving business setting (Watkins et al., 2007). In recent years, leaders have been facing a variety of obstacles from diverse angles. Therefore, they have to cultivate adaptive skills such as self-control, analytical thinking, and communication (Sowcik et al., 2015). While leaders need to be adaptable, it is not sufficient for success in complex settings. Leadership development in complex systems also requires an awareness of the system's context, the ability to instill ethical values in one's followers, and the embracing of cultural shifts (Jonsson, 2011). However, that is not the only novel concept to arise from the study of complex systems. Due to the advent of globalization, complex situations require globally qualified leaders to analyze subjects such as international business, multicultural interactions, global studies, etc., in addition to the research on leadership (Mendenhall et al., 2008). The major objective of global leadership studies is to comprehend the world's existing and future position, regardless of one's leadership perspective and abilities (Brown et al., 2012).

Additionally, there are several disputes in business schools discussing the distinctions between leadership and management (Kotterman, 2006; Zaleznik, 2004). Even though these two topics appear to be closely related, their functions cannot be regarded as the same concept. Educators must highlight this distinction in order to dispel common misconceptions about these two essential ideas. In addition, research indicates that there is apprehension that, due to the rapid evolution of business environments, managerial skills may be more valuable than leadership qualities (Kotterman, 2006).

Coaching is one of the most intriguing topics of contemporary leadership studies. Being a coach and being coached elevates this concept to a level where it can serve as both an emerging topic and a method of delivery for leadership education. Therefore, this theme gives a new viewpoint to leadership education, as it moves the emphasis from learning leadership abilities to actively reflecting on these learnings (Yarborough, 2018). With the addition of more information, abilities, and competencies for leadership growth, this notion also stresses that leaders should be

able to reflect voluntarily on these new learnings in order to act on a deeper level (Ting, 2006).

Recent leadership education discussions have centered on a concept that examines leadership from a completely new angle. Regardless of how they were processed, each of the previously described themes remains contingent on the individual. However, as a result of the advent of collective leadership, leadership education has adopted a new strategy to emphasize the concept of leadership as a "process" (Day, 2000). This notion likewise begins with numerous persons who can exercise leadership collaboratively, but it widens to include interpersonal, and social connections, shared values, and perspectives between individuals or even groups composed of individuals from various backgrounds. This is also a highly linked topic to leadership in complex systems, as there is a growing requirement for multiple individuals to share leadership responsibilities (Yammarino et al., 2012).

As can be observed, all models discussed in this literature study are interconnected and serve distinct leadership perspectives. In leadership education, it is evident that there is no single model that can be discussed, but it is essential to determine which model is most applicable to the current environment of the business world. These models are indicators of how educators view leadership development today, but they are insufficient to portray the whole picture of leadership education in business schools. In addition to examining and discussing these models, it is also crucial to investigate how leadership education is delivered to students.

2.4. Methods of Delivery in Leadership Education

As previously noted, developing more and greater "individual" leaders are no longer the exclusive purpose of leadership development, although it remains an essential element. Rather than simply focusing on the competencies of the leader, leadership is increasingly understood as a process that generates and results from connections that emphasize multiway exchanges between leaders and collaborators. Therefore, methods utilized in leadership education based on this new paradigm are more challenging to design and implement than those used over the past several decades (Hernez-Broome and Hughes, 2004). In this section, emerging delivery methods and

activities in leadership education, including traditional methods such as lectures and experiential and reflective learning methods such as case studies, feedback, coaching, guest speakers, and action learning projects, have been researched and investigated.

2.4.1. Lecture

Lectures which are built to explain terminology, examples, and ideas, are one of the most common forms of teaching in academic institutions throughout the world (Behr, 1988). In addition, according to Ekeler (1994), it is very likely that this method will remain the most prominent one also in the future due to its cost-effectiveness. However, the lecture method places a huge amount of responsibility and focus on the lecturer rather than students (Ekeler, 1994). Consequently, in recent years, it has been demonstrated that the lecture method is characterized as a passive teaching technique and therefore became ineffective (Halpern, 2000).

Instructors and scholars have acknowledged the disadvantages of the lecture method (Williams and McClure, 2010). This has been described as

> "*a method resulting in long periods of uninterrupted teacher-centered, an expository discourse which relegates students to the role of passive 'spectators' in the college classroom*" (Cooper et al., 1990, p. 1).

As a result of an excessive emphasis on lectures, some teachers simply place students in groups and urge them to collaborate (Williams and McClure, 2010). This type of passive engagement may discourage students from attending class because of diminished focus. Diverse and interactive presentations can improve the engagement between instructors and students when using the lecture technique. According to Williams and McClure (2010), however, standard lectures that simply utilize slides with key information are inadequate for the knowledge acquisition and retention of leadership practice.

On the other hand, there may be instances where the lecture format can be utilized efficiently. For example, according to Conger (1992), if providing conceptual knowledge is the major issue as a class outcome, then lecture as a passive and

instructor-centered method of instruction could be preferred. In addition, it is essential to recognize that learning through lectures can be useful for preparing students for future leadership roles, as conceptual knowledge has been mainly characterized as the foundation from which students can draw to enrich future experiences (Hartman, Allen, and Miguel, 2015).

However, it is essential to recognize that there is a danger to students' development when what was planned to be developed (e.g., skill building) is not matched with the source of learning (lecture). Thus, student learning must be supported by other aspects, as outlined in Kolb's (1984) paradigm for experiential learning. Recent studies showed that in leadership education, methods ranging from traditional lectures to non-traditional experiential or reflective strategies have started to get attention (Hartman, Allen, and Miguel, 2015).

2.4.2. Experiential and Reflective Learning

Primarily, leadership is learned via experience (McCall, 2004). Experiential learning provides a foundation for leadership education and a method that enables students to realize their full leadership potential (Guthrie and Jones, 2012). According to Kolb and Fry (1975), experiential learning is a set of approaches used to offer individuals learning and development opportunities. Experiential learning describes learning as the transformation of experience into knowledge (Kolb, 1984). Glenn and Nelson (1988) added to the premise that future action should be influenced by deliberate reflection on an experience. For that reason, leadership education must be built on a foundation that focuses on experiential and reflective learning methods.

According to Kolb (1984), concrete experience, reflective observation, abstract conceptualization, and active experimentation are the four stages in the cycle of experiential learning. Students may start learning at any time and learn most effectively when they complete all of the stages. Concrete experience is "learning by the encounter," which includes relating to other individuals and their experiences. "Learning by reflecting" is reflective observation. This learning takes place through attentively observing before passing judgment, considering problems from several angles, and comprehending how meanings relate to one another. Logic-based idea

analysis, methodical planning, or action based on an intellectual grasp of a situation are all examples of abstract conceptualization, which is also known as "learning by thinking." Active experimentation, also known as "learning by doing," is displayed via the execution of tasks, taking calculated risks, or actively influencing others and events (Kolb, 1984).

Experiential learning can occur either through direct educational interaction or through typical life scenarios (Clark, Threeton, and Ewing, 2010). An individual's overall life experience consists of both personal events and the experiences of others (Kolb and Kolb, 2005). Educators must incorporate opportunities for meaning making into both their curriculum and their daily interactions with students, taking into account both planned and unplanned experiences (Guthrie and Jones, 2012). Including meaningful dialogue in the educational process affords students the chance to reflect on their experiences (Bunker, 1999). This action improves the effectiveness of experiential learning in leadership education (Guthrie and Jones, 2012).

The term "reflection," which is also used for "meaning-making" refers to a variety of actions that improve learning that comes from experience. According to Dewey (1933), the purpose of education was the reflection, which was not a continuum but rather a spiraling cycle in which students gained depth with each round. Cognitive processes and planned learning exercises with a focus on particular learning objectives are both included in the reflection (Hatcher and Bringle, 1997). Understanding how students add meaning to their experiences to gain knowledge and abilities in leadership should be considered by leadership educators (Guthrie and Jones, 2012). According to most conceptualizations, the main way that learners acquire meaningful information from their experiences is through reflection (Illeris, 2007).

A comprehensive reflection method was proposed by Eyler (2001) and Ash and Clayton (2009), which involves a variety of reflective pedagogies, including journaling, online conversations, presentations, or written replies to readings. If linkages between experience and intended learning are not made intentionally in leadership courses, students may not always notice the connections. Different learning styles may also be accommodated by particular reflecting strategies. According to

Eyler, Giles, and Schmeide (1996), different learning styles preferred particular kinds of reflection activities, giving students a greater chance to employ the kind of reflection that comes most easily to them.

Strategies for integrating reflection in leadership education are encouraged (Roberts, 2008; Tyran, 2017). Leadership development benefits from focused reflection and the cultivation of reflective practice. Educators in the field of leadership can play an instrumental role in their student's growth as leaders by encouraging them to engage in meaningful reflective practice. This involves encouraging students to look inward better to define their values, goals, and opportunities and look beyond themselves to see how they fit into the bigger picture (Roberts, 2008). In the classroom and the workplace, reflection can be used to integrate theory and practice, facilitate insight, and promote self-discovery. Focused reflection can broaden students' viewpoints, thereby enhancing their ability to comprehend the complicated and confusing situations in which leaders are placed. Leadership development programs necessitate a more comprehensive approach that encourages iterative and reflective personal integration of theory and practice. Early and frequent teaching on what it means to be an effective leader is necessary, and the habit of reflection assists this process (Roberts, 2008).

Although the reflection concept has several advantages in experiential learning and leadership education, it can be difficult to include this concept in a leadership course. One issue can be that students' preferred techniques of reflection do not always align with the course's methodology. Students may feel uncomfortable expressing open thoughts, especially when they are being graded, as discussed by Eyler and Giles (1999). Another difficulty is the potential for compelled introspection. Thus, the reflection concept must be structured to be an effective tool for student leadership learning in business schools.

In the section that follows, some of the most prevalent experiential and reflective learning techniques for leader development will be examined.

2.4.2.1. Case Study

Fisher (1972) defined a case study as

> "*a written record of a situation, condition, or experience*"

in his research. (p. 46). Later, the notion got more context, and Morra and Friedlander (2009) defined this approach as

> "*a method for learning about a complicated instance based on a thorough understanding of that instance achieved by substantial description and analysis of that instance in its entirety and context*" (p. 1).

A more contemporary definition of case study comes from Hegan (2011), who specified the context by defining it as

> "*real-life business problems that organizations have encountered, with students analyzing these examples to identify such problems and offer strategies to address them*." (p. 37).

In conventional leadership programs, leadership is taught mostly through readings and discussions of theories via lectures (Young, 2014). Following the author's assertion, Bridges and Hallinger (1997) stated that traditional procedures fail since that kind of learning provides no experiential evidence of a leader's actions, thoughts, or behaviors. However, effective leadership requires combining theory and practice (LaFollete, 2007; Snowden and Boone, 2007; Wolf, 1996). Linking this statement to Armandi, Oppedisano, and Sherman (2003, p. 1087),

> "*learners can create the groundwork for bridging the gap between leadership theory and practice through the case study.*"

Fisher (1972) also noted in his research that case studies had a greater influence on students and were a more successful teaching and learning strategy than readings.

Using case studies can also strengthen students' capacity to synthesize answers to complicated analytical questions concerning real-world challenges (Dori and Herscovitz, 1999). Parks (2005) supported this statement indicating that there is,

> "*a need for a more expansive myth of leadership, rooted in more suitable metaphors that can encompass the complexity that leadership currently requires*" (pp. 4-5).

Today's complex environment necessitates more practical and solution-oriented approaches to leadership education so that students can manage conflicts and generate insights by interpreting and testing (Heifetz and Linsky, 2002). Therefore, successful usage of the case study method provides an environment where students learn to define and overcome business-related problems which have great importance in the leadership field. Students as potential leaders should learn to predict and react to business issues in ways that are both methodical and artful (Greenhalgh, 2007). The author supported that the case studies are a way of delivering knowledge by satisfying both scientific and artistic goals of leadership.

According to Young (2004), it is equally important to examine the methods of delivering case studies as it is to examine the context in which they are conducted. The author argued that case studies should be subjected to in-depth analysis, including questions posed by instructors and lively discussion between students. According to Roberts (1985),

> "*unless students take part in the classroom discussion for case studies, it is unlikely that they will receive any positive contribution*" (p. 2).

The field of leadership is open to debate and discussion from different perspectives (Young, 2004). This means that discussions surrounding case studies are essential if they are to inspire students to think critically and creatively which is essential in leadership education.

2.4.2.2. Feedback

Organizations have started to desire increased leaders' ability to navigate economic downturns and surpluses and foster innovation and creativity in a dynamic and complex business environment. However, these goals can only be achieved to their fullest extent if leaders have high-quality relationships with their followers. Therefore, it is not surprising that academic institutions have begun to support teaching methods that would improve the leader-follower relationship. In order to succeed in a complex business environment, leadership programs must raise leaders who receive genuine and dependable feedback that they may learn from and improve their leadership skills.

Over the decades, feedback has been defined in numerous ways. Hattie and Timperley (2007) described feedback as

> "*input offered by an agent (e.g., teacher, peer, book, parent, self, or experience) evaluating elements of one's performance or knowledge*" (p. 102).

In addition, it can be defined as a method consisting of a leader's self-evaluation as well as evaluations from subordinates, peers, and/or superiors (Moore, 2009). Evaluations and feedback from others are also very essential because self-ratings might be inflated, unreliable, and prejudiced, (Yammarino and Atwater, 1997). Consequently, leadership development is based on identifying differences between self and other evaluations. In order to alter behavior to meet the expectations of relevant individuals, leaders require genuine and accurate feedback.

Attributes that moderate the effectiveness of a leadership feedback system include receptivity to critical criticism, meaningful interpretation of feedback data, and goal setting based on input (Bickman et al., 2006). Leadership development courses that integrate a range of evaluation feedback instruments, and organizational culture/change readiness measures are all sources of useful data that can assist students in understanding their personalities and preferences and how they are perceived by others (Bales and Sparks, 2008). For instance, group coaching can potentially be used to successfully debrief the outcomes of these various evaluation instruments in the classroom (Bales and Sparks, 2008). Therefore, additional methods, such as coaching,

may be required to develop certain traits and abilities that maximize the potential of leadership feedback (Goff et al., 2014).

2.4.2.3. Coaching

According to a Stanford University course on leadership coaching, the only effective way to gain leadership abilities is to both coach and be coached. Through coaching, students can experience the process of being a leader and have the opportunity to evaluate themselves based on feedback they received during the coaching process. Coaching is therefore a common topic addressed in business schools and a method for training leadership. There are numerous ways to implement coaching as a teaching strategy.

As described in the section on the "feedback" method, often known as 360-degree feedback, the feedback method involves receiving input on leadership actions from multiple individuals. This feedback, when applied via coaching, is frequently quite beneficial in assisting students to comprehend their strengths and development areas as perceived by others, which may then be utilized to inform personal leadership development planning (Bales and Sparks, 2008). In instances where this feedback is more direct than the student is prepared to receive, the coach's role becomes even more important. Therefore, feedback and coaching techniques must be integrated properly to have an effective result on student leadership development.

Within leadership development classes, coaching can be utilized to promote and support students in the formulation of personal leadership development plans that outline precise goals, and deadlines for acquiring and strengthening new leadership behaviors, skills, and attitudes (Bales and Sparks, 2008). According to the authors, the coaching accompanying this process includes the participant's feedback data on their strengths and development areas, as well as their career goals and aspirations, substantially.

In order to increase the possibility that students will transfer their learning to their professional careers, coaching can be extremely beneficial for establishing a plan to address a strategic real-world situation, using what they have learned in the course.

The coach can offer critical questions that assist the student in defining the problem more precisely, identifying the variables and tactics to be considered in implementing the plan, and challenging the participant's thinking or views on his or her role in the situation (Bales and Sparks, 2008).

Group coaching helps to enhance self-awareness and self-identity formation (Aas and Vavik, 2015) and a wider understanding of self-concept and self-efficacy (Fusco et al., 2016b). In addition, group coaching favorably enhances the authentic leadership traits of consciousness, competence, and confidence because it fosters a sense of psychological safety (Fusco et al., 2016b). In addition, the authors discovered that group coaching positively affects the values, meaning, purpose, and attitude of leaders. Group coaching also contributes to social skills and cultural competence (Aas and Vavik, 2015). All of these qualities when acquired enable leaders to widen their viewpoint, so improving, influencing, and impacting the performance of others. The literature explores the justification for integrating teaching and coaching for leadership development (Reid et al., 2020), but additional studies might be needed to determine what kind of coaching should be preferred to improve leadership development.

2.4.2.4. Action Learning

The changes in organizational life have increased the demand for leaders to become better leaders (Leonard and Lang, 2010). Therefore, leaders in the 21st century require a new and broader set of abilities and competencies (Menkes, 2010; Pearce and Conger, 2003). Action learning, with its explicit objective of enhancing both the capacity to learn and performance, was ideally positioned to capitalize on shifting leadership development requirements (Leonard and Lang, 2010). According to the authors, there has been a tremendous increase in the use of action learning in business schools.

The pioneer of action learning, Revans (1998), noted that individuals learn more and better when put into action than when passively listening to lectures, audio recordings, or watching video demonstrations. Moreover, action learning is not dependent on a syllabus that consists of the abilities that educators or supervisors deem essential. One of the benefits of action learning is that learning is centered on the abilities that

individual team members value most (Dixon, 1998). Meaning that individual team members determine what behaviors or leadership qualities they wish to cultivate given the current problem. As participants in action learning work on a problem for which no strategy has yet been established, and as everyone is equally responsible and accountable for generating a strategy, a wide range of leadership qualities can be practiced and displayed (Marquardt et al., 2009).

Action learning can develop many leadership competencies such as strategic thinking and creativity, execution skills such as planning, program management, and focus on results, relationship skills such as engaging, influencing, and inspiring, and self-management skills such as establishing trust, adaptability, and impulse control (Leonard and Lang, 2010). Action learning is particularly helpful in building the interaction, conflict resolution, and sharing abilities that are becoming essential for effective contemporary leadership (Kim, 2003), in addition to creating individually tailored leadership skills. Action learning provides an effective learning environment by providing answers to critical questions that lead to effective leadership development, including when to lead, when to follow, when to be directive, when to encourage collaboration, how to employ intrinsic and extrinsic motivators to keep people involved, how to empower peers, and how to establish a mindset for continuous learning (Dilworth and Willis, 2003; Marquardt et al., 2009).

Consequently, action learning delivers concrete solutions to real and significant problems, thereby facilitating the type of real-world practice and responsibility identified by Hicks and Peterson (1999) as critical conditions for transferable leadership learning to occur. Due to its critical approach to modern leadership concerns including uncertainty, complexity, and globalization, this method receives a lot of attention in business schools (Leonard and Lang, 2010).

2.4.2.5. Guest Speakers

The utilization of guest speakers, as a modern and new technique, has become a significant instructional tool in leadership education (Ormrod, 2004). Although some have argued that the use of guest speakers is a passive learning approach (Rodrigues, 2004), some authors claimed that students are required to become active participants

in their learning rather than passive receivers when guest speakers are utilized within the classrooms (Machemer and Crawford, 2007). Nonetheless, a deliberate, well-organized, focused, and engaging session with a guest speaker will eventually assist students to analyze and put theoretical concepts into practice (Payne, Sumter, and Sun, 2003).

Multiple studies have found that guest speakers play a crucial role in giving students valuable information about career opportunities and informal networking opportunities (Brent and Felder, 1999; Payne, Sumter, and Sun, 2003). Utilizing guest speakers helps establish and maintain information-sharing and relationships with the industry (Riebe et al., 2013). Moreover, guest speakers may offer insights into the sector that cannot be obtained in school textbooks (Ormrod, 2004). Importantly, this also exposes students to diverse perspectives and trend issues by enriching their educational experience (Ormrod, 2004; Payne, Sumter, and Sun, 2003). This is significant because, for effective leadership development, students must have a thorough understanding of the industry and connect their academic learning to real-world circumstances.

According to Riebe et al. (2003), with the employment of the guest speaker's method, the potential for students to react to a guest speaker through written reflective practice as opposed to direct vocal questions must be recognized and welcomed as having equal importance as direct questioning. It demonstrates that the utilization of guest speakers is insufficient on its own and that it is essential to allow flexibility in students' selections on how to connect with them.

It is important to properly manage the integration of guest speakers into leadership courses. They should be selected to arouse student interest in the subject matter to be covered and to promote interactive discourse by sharing their opinions on their experiences (Paul and Mukhopadhyay, 2005). If there is only one-way communication between students and guest speakers, there may be misconceptions. Students may assume the speakers are superior and then fail to question their perspectives and experiences. Thus, guest speakers should be coached, but not scripted, and chosen

based on their enthusiasm, personality, and experiences, rather than their status (Fedoryshyn and Tyson, 2003).

Students recognized guest lecturers as an excellent method for teaching the skill of working effectively with others (Riebe et al., 2003). This trait is essential for a leader who operates in a business context. Similarly, gaining excellent communication skills is also a crucial aspect of leadership positions. Therefore, if guest speakers who are engaging communicators with insightful experiences are selected appropriately within leadership classrooms, business students will notice beneficial effects for their future leadership development by strengthening a crucial skill set.

2.4.3. Brief Comparison for Delivery Methods

Understanding the nature of leadership is essential, but so is employing the most effective leadership development practices. How business schools teach leadership is profoundly influenced by the historical shifts in how the concept of leadership is viewed. Due to this fact, leadership education requires new experiential methods which are related to or immersed in a person's continuing work and a collection of integrated experiences (Hernez-Broome and Hughes, 2004).

The literature review of this thesis suggests that current leadership training approaches can be summarized in two types: traditional and experiential. Due to their passive and instructor-centered nature, lectures began to lose prominence in leadership education as a traditional teaching approach (Halpern, 2000; Cooper et al., 1990). Instead, experiential learning approaches with a "learning by doing" viewpoint began to emerge and introduced new chances for the leadership development of students (Kolb, 1984). Additionally, by including reflective components in those experiential activities, students' learning experiences can be transformed into something worthwhile (Dewey, 1933).

There are different types of experiential methods including case studies, coaching, feedback, and action learning. Case studies aid students in addressing real-world issues by providing a practical and solution-oriented approach (Hegan, 2011; Heifetz and Linksy, 2002). On the other hand, coaching incorporates goal-oriented, hands-on

forms of individual instruction (Hall, et al., 1999). It might be a short-term intervention designed to build certain leadership qualities or a longer process with a concrete end-to-end personal leadership development plan. Either way, coaching can be employed more effectively if effective feedback is incorporated as a reflective component (Bales and Sparks, 2008). Reliable feedback will aid students in learning and enhancing their leadership skills properly. Action learning, on the other hand, is an experiential method in which significant real-time organization challenges are addressed in order to create more general leadership skills and abilities. Consequently, developing leadership skills appears to be a common thread running through all of these experiential methods.

Although using guest speakers is a passive activity compared to the other experiential methods, a well-designed session with a guest speaker can help students think critically, connect with the industry, build strong network relationships, and, most importantly, have a concrete understanding of the day-to-day things that leaders might have to deal with (Rodrigues, 2004; Payne, Sumter, and Sun, 2003). It is essential, however, that students do not feel compelled to imitate the guest speakers who visit their classes (Fedoryshyn and Tyson, 2003). Therefore, it is essential to schedule these sessions so that students can voice their questions, and ideas and offer feedback.

The methods mentioned are vital for future leadership and leadership development comprehension and practice. However, it is also essential to note that the implemented methodologies may be influenced by shifting attitudes and approaches in leadership education. Educators must therefore examine these developments and adapt their instructional strategies accordingly.

CHAPTER 3: METHODOLOGY

Leadership is an abstract concept to teach effectively and exploring the variety of teaching methods for leadership instructors is very important to determine educators' best practices.

The purpose of this chapter is to introduce the research methodology for this qualitative study of how leadership education is applied in business schools.

This study sought to develop a deeper understanding in answer to the following research questions:

RQ1: What leadership concepts are taught in the top-ranked business schools?

RQ2: What delivery methods are utilized to teach leadership concepts to students at top-ranked business schools?

RQ3: Are there any connections between these utilized leadership concepts and delivery methods?

RQ4: Does the regional diversity of top-ranked business schools influence the occurrence of leadership themes and delivery strategies?

By responding to these questions, this study aims to shed light on current practices in leadership education, determine the impact of regional differences on leadership education practices, guide business schools in reevaluating their educational strategies for teaching leadership, contribute to the growth of the leadership education field, and identify research gaps in the field.

A qualitative approach is used in this research for allowing a deeper understanding of how the leadership concept is perceived in higher education and providing a way to develop an understanding from the data in order to comprehend how "business schools" discuss the concept of leadership and how this concept is transferred to students. This research's scope is limited to MBA programs in business schools rather than undergraduate or other graduate degrees due to several reasons. First, undergraduate programs view leadership studies as multidisciplinary efforts instead of establishing independent academic departments (Perruci, 2014). Second, the presence of different perspectives and programmatic leanings makes the field complex to judge the genuine character of leadership studies as an academic endeavor (Harvey and

Riggio, 2011). However, business schools view their mission specifically as "producing leaders" for organizations in both the public and private sectors. (Pfeffer, 2011). In addition, according to Tufano (2011), many related frameworks and concepts that are taken for granted for education would not exist without business schools. Therefore, in addition to educational outcomes, it is vital to investigate institutions that are recognized for their research expertise.

3.1. Data Collection

The population of this study consists of all MBA/EMBA program-level leadership courses offered by top-ranked business schools. A sample was selected from this cohort based on three distinct criteria. First, universities with high rankings on a prominent league table were selected from different regions of the world. A significant factor in the selection of these top-ranked schools was their influence to serve as pioneers in emerging leadership teaching methods (Navarro, 2008), contributing to the formation of novel perspectives on leadership education. The second criterion for constructing the sample consisted of focusing on MBA or EMBA programs rather than undergraduate or graduate programs, as the fundamental objective of these programs is to equip students with the abilities essential to become future leaders (Navarro, 2008). Thirdly, the universities in the sample are selected from different regions aiming to demonstrate the effects of cultural diversity on leadership education.

Times World University Rankings is the main data source for rankings, serving as the leading provider of vast and diverse multi-region rankings. The 2022 rankings of 'Times World University Rankings' is compiled and in total, the universities were evaluated based on six different regions: the US, the United Kingdom, Asia, Latin America, European Union member states, and Turkey. As a secondary data source, The *Times Regional Rankings* for 2022 have been assessed and integrated with the Times World Rankings to produce a comprehensive list for the Asia and Latin America areas since these areas are not listed in Times World Rankings. In addition, due to the absence of the European Union as an option for regional analysis, the following countries were offered as a combined input for country selection: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxemburg, Malta,

Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, and Switzerland. In each regional table, the top 10 schools offering "business and management" subjects were listed and in total 60 universities were identified.

Extensive research has been conducted to identify leadership course syllabi for the selected universities. The research is conducted in December 2021 by screening the universities' websites. Due to several factors, certain syllabi outline on the websites were either unavailable or insufficient for the study. From the selected sample of 60 universities; 4 of them lacked course descriptions and explanations on their online course outlines, 2 did not provide an English course syllabus, 9 did not offer any sole leadership courses, and 6 did not disclose online course syllabi. Therefore, these schools were eliminated from the sample, and the final sample size was 39, including 10 universities from the United States, 10 from the United Kingdom, 6 from Asia, 3 from Latin America, 6 from Europe, and 4 from Turkey.

The universities selected for the research sample along with the regions, rankings, and the number of leadership courses can be found in Appendix A.

3.2. Data Analysis

The syllabi were analyzed through conceptual content analysis. The main goal was to examine the occurrence of leadership model and delivery method terms in the data. Firstly, a detailed document covering all course descriptions, learning objectives, learning outcomes, and delivery methodologies for all identified leadership courses was generated from each selected university syllabus. A total of 73 pages of syllabi consisting of 135 various leadership courses were reviewed to obtain a thorough comprehension of their contents, and then codes have been generated to capture certain concepts. 25 courses out of 135 included a complete syllabus, including learning objectives, course outlines, assessment details, and readings, whereas the remaining leadership courses only contained brief course content and materials. A full list of courses can be found in Appendix B. In addition, Appendix C and D contain examples of courses with a complete course syllabus and a brief course content.

In the coding process, a descriptive coding methodology is used. Descriptive codes not only facilitate categorization but also index the basic contents of the data segments for future analysis (Saldaña, 2014). When the small segments of data are assigned to descriptive codes based on their subject matter, these data segments are summarized with a label that shows the segment's significance concerning the entire research issue. As a result, smaller units of data are assigned descriptive codes, typically in the form of phrases or a coherent series of statements (Linneberg and Korsgaard, 2019). The proper application of descriptive coding yields a categorized inventory of the data that provides a summary of their contents (Saldaña, 2015). In this study, descriptive coding was selected in the analysis of syllabi data in order to identify common leadership topics and the delivery methods utilized to transfer that knowledge.

Furthermore, based on whether the approach is deductive or inductive, descriptive coding may be more or less structured (Linneberg and Korsgaard, 2019). In this study, a hybrid coding approach was used since a set of codes was created from the evaluation of the literature review, but they were insufficient to reflect the depth of the qualitative data. Deductive and inductive approaches were therefore integrated. First, the pre-defined codes were applied following the initial examination of syllabi, and then more codes were developed as sub-themes and variants began to emerge. As a result of the coding procedure, a list of 13 distinct themes and 18 distinct teaching approaches for regularly taught leadership models has been compiled.

As a final step of the data analysis, Excel was used to perform frequency data analysis in order to have a deeper knowledge of the leadership themes and teaching methods occurrences. All 135 courses have been compiled in Excel and merged with the identified leadership and teaching methods. Each theme and method have been coded with a 1 if they are reflected in the leadership course. If a theme or method is not present in the relevant course, then it is coded as 0. A sample for the frequency data analysis on Excel can be found in Appendix E.

The validity of this thesis was established by integrating different sampling groups. The study included an assessment of the leadership courses taught in MBA programs where the business school sample was divided into six different regional groups. The

incorporation of this diversity led the study to minimize its biases towards a single type of outcome. In terms of establishing reliability, the syllabi data was recorded in written documents and a table was provided to reflect an overall assessment. The use of written documents and the data table in Excel provided a way to quickly interpret the results as per the record of every individual leadership course details.

CHAPTER 4: FINDINGS

What is taught in the classroom settings, taking into consideration the many leadership views available? Given the impact of the process on the efficacy and efficiency of a course (Mallick and Chaudhury, 2000), what teaching approaches are being used to convey the course material in the classroom? In diverse cultural contexts, do applied techniques and perceptions vary? The analysis of syllabi enables these questions to be answered while providing the prevalent leadership education practices. This chapter sets out the findings of the syllabi analysis, (1) examining the leadership themes' context and (2) regional analysis by frequency to develop an understanding of what leadership models are mostly taught in leadership courses. This will be followed by an (3) examination of the contexts and (4) regional analysis of the teaching methods in order to determine the instructional methods applied in leadership courses in MBA programs. This chapter will provide a critical analysis of the results and their linkages to the current literature and research in order to ascertain whether these findings support or contradict the existing knowledge.

4.1. Leadership Themes (Context Analysis)

A thematic analysis reveals the themes that are covered in the majority of leadership courses. As obtained by the syllabi analysis of leadership courses in selected MBA programs, this section will examine 13 distinct themes utilized in leadership education. Table 1 shows the number of courses and % of total courses teaching each leadership theme with details of focus areas.

Table 1. Leadership theme details and occurrences

Theme	**Detail**	**# of courses**	**% of total courses**
Personal leadership development	Key focus area: Creating "own model" of leadership, having a leader self-portrait, developing own authentic leadership style, having an action plan to develop into one's ideal leader, Building and deepening "interpersonal" skills: self-awareness, empathy, self-reflection, reflexive thinking, self-discovery, self-assessment for strengths, weaknesses, desires, motivations, authority, power, emotional intelligence	44	33%

Table 1 (continued). Leadership theme details and occurrences

Organizational leadership (leadership as a management function)	Key focus area: corporate leaders, fundamental issues of general management and leadership within organizations, organizational management vs business leadership, managerial vs. leadership skills, people management, talent management, performance management, managerial decisions, organizational culture, cultural intelligence, organizational risk, motivation and rewards, power and influence, team leadership, ethics and responsibilities	42	31%
Skills-based leadership	Key focus area: Verbal and written communication, presentation, active listening, group decision making, persuasion, audience analysis, planning, team building, change management, conflict mediation/resolution, cooperation, promote participation, negotiation, effective advocacy, critical analysis, innovation, influencing, resilience	41	30%
Strategic leadership	Key focus area: leaders as "creators within corporations", attention on disruptive threads, driving transformational change, inspiring for organization's vision/mission/values, reputation and leadership, organization restructuring and design, handling top management dynamics, governance application, strategic negotiation, political dynamics, responsible leadership, sustainable leadership	21	16%
Leadership and complex systems	Key focus area: leading in volatile, uncertain, complex and fast-paced business environment, adapting to systemic change, complex responsibilities of business leaders such as responsible leadership, leadership agility, leading in cross/multi-cultural context, leading from distance, crisis management, ethics	20	15%
Values-based leadership	Key focus area: understanding, institutionalizing, articulating, reflecting personal values, leading with values, principled leadership	14	10%
Leadership-as-person (great-man)	Key focus area: person-centric topics such as what leaders do, how they do it, how leaders are developed, why leaders succeed or fail, how effective leaders use their charisma, how they articulate vision, leaders' social identity, use of exemplary/outstanding leaders and high-impact individuals	11	8%
Coaching leadership (how to be a coaching leader)	Key focus area: learning advanced leadership skills: **team coaching** skills e.g. facilitating a group, diagnosing group dynamics, debriefing and **individual coaching** skills e.g. effective inquiry, asking powerful questions, providing effective feedback, balancing support and challenge, utilizing valuing and connecting across differences and power differentials, using oneself in service of another's development, **cognitive coaching** e.g. functioning of the brain, team dynamics, situational leadership, human understanding	11	8%

Table 1 (continued). Leadership theme details and occurrences

Global leadership	Key focus area: leading in international settings, managing cultural diversity and cross-cultural negotiations, creating a mindset for global leadership e.g., understanding on the globalized economy, culture, politics, and different styles of global leadership e.g. national, subnational, firm-level, need for public ethics	10	7%
Leadership theories	Key focus area: definitions of leadership, key concepts, and models in the theory of leadership e.g., traits, behavioral and situational leadership, development of leadership theory, typologies of leadership theories, strengths and weaknesses of leadership theories, practical leadership research issues	5	4%
Military leadership	Key focus area: exploring leadership from a military perspective, military leadership and its relevance to the civilian professional and organizational experience	3	2%
Communal leadership	Key focus area: building a leadership competence via humanistic reflection, thinking	1	1%
Leadership-as-process (collective)	Key focus area: sharing leadership within multiple individuals	1	1%

Personal leadership: Developing a leadership identity is a prevalent issue in today's business schools (Petriglieri and Petriglieri, 2010), therefore it is not unusual that personal leadership development presenting a concept for a leader's self-portrait is covered in 44 courses. Also, according to the majority of authors, self-awareness is one of the most important leadership qualities, particularly for MBA students (e.g., Toegel and Barsoux, 2012; Miller and Xu, 2017; George and Sims, 2007; Muir, 2014). Under examining the issues covered by the personal leadership development theme, it is evident that self-awareness is one of the most frequently discussed notions. The theme of personal leadership development connects to Komives' (2005) research on the cyclical stages of leadership identity, which enable individuals to move between the learn and repeat stages. Similarly, the courses under the theme of personal leadership development emphasize the necessity of viewing personal leadership development as a process rather than a destination.

Organizational leadership: Throughout a leader's professional journey, the need to adapt one's leadership style arises when assuming new and different roles (e.g., managerial) within organizations. Similarly, 42 courses are dedicated to organizational leadership due to the recognition of the interconnected nature of leadership and management. Most of these courses aim to prepare managers for leadership positions

within their organizations. The result of the analysis contradicts Lopez's (2014) claim that the majority of colleges and universities teach leadership and management separately. The inclusion of learning management perspectives within "leadership" courses demonstrates how these two terms are combined and presented in this manner. One of the courses on the theme of organizational leadership also emphasizes the wisdom to know when to manage and when to lead, as well as the courage and ability to act upon decisions based on one's leadership identity. This also demonstrates that both personal leadership development and organizational leadership can be taught concurrently.

Skills-based leadership: In order to be an effective leader in personal and organizational life, one must have the necessary skills. With 41 courses, skills-based leadership is the third most prevalent topic, despite Perruci (2014)'s assertion that few leadership programs provide the necessary emphasis on this topic and Northouse's (2018) criticisms of its predictive value. As indicated by many authors (e.g., Sowcik et al, 2015; Boyatzis and Akrivou, 2006; Cherniss and Goleman, 2001), there is evidence that business and societal leaders require a variety of skills, but leaders who work in complex environments require additional skills, abilities, and knowledge to be successful.

Strategic leadership and complex systems leadership: There are 21 courses covering strategic aspects of leadership, and it appears that 20 courses are dedicated solely to complex issues in leadership. While strategic leadership covers topics such as staying ahead of disruptive threads, eliminating problems that could cause organizational decline and driving vision and transformational organizational change, with an emphasis on key themes of business functions such as strategy, operations, finance, and marketing; complex systems leadership focuses on developing broad, transferable skills and frameworks such as team building, negotiation, conflict resolution, the influence which are required to lead in any complex setting, whether it be in the private sector, the public sector, or the nonprofit sector. In addition, for strategic leadership and complex systems leadership to be effective, one must lead with a vision, and in order to convince others to follow that vision, one will need multiple, often "conflicting" constituencies. As it may appear, these two themes are highly

interrelated, and it is not uncommon for them to receive similar attention in leadership education programs.

Values-based leadership: According to several authors (e.g., Waddock and Lozano, 2013; Clarke, 2018), leadership requires more than the right set of skills; it also requires the right "values" and "drives". In parallel with this statement, values-based leadership also referred to as principled leadership, is emphasized in 14 leadership education courses. According to the course materials, a leader's values serve as a compass, guiding the leader's identity and the true purpose of his or her leadership. Since values cannot be evaluated apart from an individual's identity, values-based leadership can be studied as a subset of personal leadership development. However, the results of the analysis indicate that not all courses that emphasize personal leadership development also emphasize values. Furthermore, aligning with Daskal's (2016) statement on leaders acting toward organizational missions, these values serve as the basis for the organizational decisions made by leaders, as they mobilize the organization's resources toward valued goals. Consequently, the values-based leadership perspective has also a direct relationship with organizational leadership.

Leadership-as-person (great-man): There are 11 courses covering traditional person-centered aspects of leadership, and contemporary issues such as coaching/mentoring in leadership appear to receive equal attention. Even though many authors (e.g. Tourish, Craig, and Amernic, 2010; Simkins, 2005; Bass, 1990; Shamir, House, and Arthur, 1993) argue that business schools have been emphasizing the role of heroic individuals, the analysis indicates that leadership courses are now equally emphasizing different concepts.

Coaching leadership: Clearly, leadership-as-person retains a place in leadership education, but more contemporary ideas appear soon to take precedence. Through coaching and mentoring, one of these modernized concepts seeks to emphasize the development of advanced leadership skills in "leading leaders." According to course contexts, the coaching approach is an essential skill set for effective leaders and a proven method for enhancing the leader-follower relationship.

Global leadership: Due to the rising demand for globally competent leaders, another contemporary theme has begun to emerge in leadership courses as an alternative to traditional leadership approaches (Brown, Whitaker, and Brungardt, 2012). Even though globality can be considered a factor in complex systems, 10 courses specifically emphasize that leaders must have a global mindset in order to be successful in such systems. The global leadership theme shares many similarities with the complex systems leadership theme, but it also adds specific topics such as ethics and diversity in order to promote quality of life and well-being in international contexts.

Leadership theories: Some topics are covered in a limited number of courses. As an example, only 5 courses investigate and assess the variety and topologies of leadership theories, attempting to combine interpersonal skills and behaviors into leadership strategies. The investigation of leadership theories may not introduce a fresh perspective to leadership education, but it can lay the groundwork for new approaches. As mentioned by Benjamin and O'Reilly (2011), the key to an effective leader development program would be to uncover ways to mix the learning of both knowledge and competencies smoothly.

Military leadership and communal leadership: Furthermore, a minority of courses address two distinct topics: military leadership and communal leadership. Military leadership evaluating the effects of military perspective on leaders' civic and organizational experiences, is taught in 3 courses, while communal leadership, which promotes humanistic ideology in leaders' connections with their followers, is covered in only one course. Even though these two concepts are taught in specific areas, they both emphasize certain leadership traits and behaviors. In military leadership, leaders must persuade, plan, coordinate, direct, and make decisions in order to execute a task (Kaiser, Hogan, and Craig, 2008). Additionally, they must have excellent communication and diplomatic skills (Laurance, 2011), and also required for military leadership are self-awareness and self-management (Allen, 2006). As can be seen, military leadership contains numerous subthemes of leadership, including skills-based, personal, and organizational leadership. On the other hand, communal leadership emphasizes different leadership characteristics focusing on individualized

consideration and inspirational motivation (Eagly, Johannesen-Schmidt, and van Engen, 2003) and it is primarily associated with the female gender (Eckes, 2002) because of its distinctive characteristics including "*warmth, friendliness, consideration, caring, and understanding*" (Rosette and Tost, 2010). In addition, some scholars argue that the communal leadership style has a significant impact on the relationships between a leader and his or her followers, hence positively improving the work performance in organizations (Dunlop and Scheepers, 2022). Therefore, this issue emphasizes gender roles in leadership and their implications for businesses.

Collective leadership: Collective leadership which evaluates leadership as a process rather than focusing on improving specific individuals is a new theme in leadership education programs and is taught in only 1 course. In recent years, many authors have written about collective leadership and put some groundwork in response to the growing demand in complex settings (e.g., Day, 2000; Yammarino et al., 2012; Eva et al., 2019). However, the analysis result shows that business schools still lack this perspective and continue to emphasize individual leadership concepts with the majority of other leadership themes.

4.2. Leadership Themes (Regional Analysis)

This study's other primary objective was to determine whether there are regional differences in the leadership topics taught in business schools. The distribution of thematic occurrences in each region is illustrated in Table 2 and Figure 1.

Table 2. Leadership theme occurrences by region

	US	**UK**	**EU**	**Asia**	**TR**	**Latin A.**
Total # of courses	***74***	***23***	***16***	***14***	***5***	***3***
Personal leadership development	25 (34%)	8 (35%)	5 (31%)	5 (35%)	1 (20%)	0
Organizational leadership	16 (22%)	15 (65%)	3 (19%)	3 (21%)	4 (80%)	1 (33%)
Skills-based leadership	27 (36%)	7 (30%)	1 (6%)	3 (21%)	2 (40%)	1 (33%)
Strategic leadership	6 (8%)	6 (26%)	6 (38%)	2 (14%)	0	1 (33%)

Table 2 (continued). Leadership theme occurrences by region

Leadership and complex systems	9 (12%)	8 (35%)	2 (13%)	0	0	1 (33%)
Values-based leadership	9 (12%)	3 (13%)	2 (13%)	0	0	0
Leadership-as-person (great-man)	8 (11%)	1 (4%)	1 (6%)	0	1 (20%)	0
Coaching leadership (how to be a coaching leader)	9 (12%)	0	2 (13%)	0	0	0
Global leadership	1 (1%)	3 (13%)	1 (6%)	3 (21%)	1 (20%)	1 (33%)
Leadership theories	0	1 (4%)	0	3 (21%)	1 (20%)	0
Military leadership	2 (3%)	0	0	1 (7%)	0	0
Communal leadership	0	0	0	1 (7%)	0	0
Leadership-as-processes (collective)	0	0	1 (6%)	0	0	0

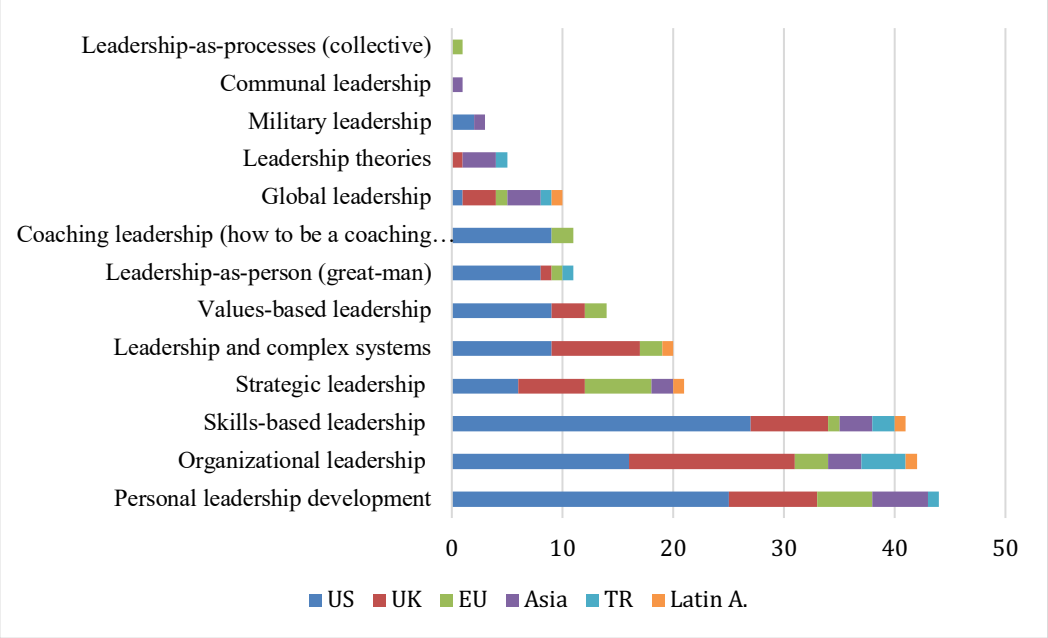

Figure 1. Leadership theme distribution by region

US: As shown in Table 2 and Figure 1, US business schools dominate the landscape of business schools, especially for the MBA degree (Antunes and Thomas, 2007). With 74 courses, business schools in the United States account for the majority of the

leadership courses. By examining the data for the courses in the United States, it is evident that skills-based leadership is the most taught topic with 36%. Since Roberts' (1981) skills-based leadership framework was pioneered in the United States, it is natural that the topic retains its relevance in the context of US business schools within the past years. Even though some scholars (such as Tourish, Craig, and Amernic (2010) believe that U.S. schools highly promote heroic individuals and emphasize leadership-as-person rather than a process, only 11% of the US school courses have been matched with the leadership-as-person theme. However, in parallel to that statement, there is no course obtained covering the collective leadership (leadership-as-process) theme. It is also observed that US schools place similar emphasis on strategic leadership at 8% and complex systems leadership at 12%, given that the business environment in the United States is densely populated and hence extremely demanding and competitive. In parallel to Brown's (2012) critique of the difficulty educators in the United States confront in changing the mindsets of individuals and offering opportunities to comprehend global issues, only 1% of the courses with a global leadership topic were implemented.

UK: Since the 1980s, British government policy has constantly emphasized the significance of management competence, compelling firms to prioritize management development (Bolden, 2007). According to the author, universities began to promote the idea in the public that business education is a "good thing." Therefore, there is evidence that organizations value students with business and management degrees more, and that students view this as an attractive career path. Today, more than half of UK courses (65%) focus on organizational leadership implementation. Also, as Berry (1997) characterizes MBA programs as a "nursery for organizational leadership," the results indicate that the majority of educators in the United Kingdom still view leadership as a managerial function. Bolden (2007) also noted that qualifications-based development is utilized at a higher rate than average in British business schools, despite its relatively low rating in terms of "what makes an effective leader." This demonstrates that skill development is not the most important requirement for a leader. This statement is also consistent with the fact that skills-based leadership (30%) is not the most popular topic in UK’s business schools. The results indicate that British schools devote an equal and greater amount of attention to other leadership themes

focusing on more contemporary issues such as personal leadership development and complex systems leadership with 35%. Moreover, according to Bolden (2007), education in the United Kingdom is influenced by a variety of factors, including challenges that organizations face, the nature of leadership, and the relative importance placed on individuals versus collectives. All of these assertions are strong indicators that the business schools in these territories may have a significant impact on the future context of leadership development and may inspire other schools to adopt more contemporary approaches to leadership education. Aligning with that statement, British business schools do not emphasize traditional leadership topics such as the great man and leadership theories. This is demonstrated by the fact that both topics are taught in only 4% of all courses in UK schools.

Europe: Courses in European business schools are mainly focused on strategic leadership (38%) and personal leadership development (31%). Following the arguments of various authors (e.g., Boyatzis, Cowen, and Kolb, 1994; Gosling and Mintzberg, 2004), European leadership education appears to be viewed as reflective, dialogue-based, and individualized. It is also evident that more critical approaches, such as collective leadership, are only taught at European business schools. Since European business schools have positioned themselves in their markets as niche, segmented players, focusing on their distinctive, national, and regional characteristics and the needs of their audiences (Antunes and Thomas, 2007), European business schools may soon lead the way in leadership education following critical approaches such as collective leadership. Another key observation regarding European business schools is that the theme of skills-based leadership occurs the least frequently among all regions. Even though skills-based leadership remains one of the most prevalent topics, the diversity of MBA programs in European business schools (Antunes and Thomas, 2007) demonstrates that these schools are following a different path than those in other regions.

Asia: Asia has a vibrant, dynamic, evolving, and adaptable context, with a highly globalized and more gender-sensitive environment (Hamid and Canilao, 2014). It has been highlighted that there are several crucial topics for leadership education in Asia, such as the new demands and challenges of leaders, the education and training of future

leaders, the attributes and characteristics of a leader, and the tactics for cooperation, competition, centralization, and customized leadership (Hamid and Canilao, 2014). This is consistent with the analysis for the Asia region, as there are many leadership themes distributed equally. However, it has been obtained that there are also some specific topics with minorities such as military leadership (7%) and communal leadership (7%). Research in the Asia region demonstrates the prevalence of

> "*more directive and autocratic leadership styles*"

(Mellahi, 2000, p.298). Mellahi reported that

> "*the leader's authority is accepted as legitimate and that subordinates are required to show respect and obedience to their superiors*" (p.208).

This leadership style can also be observed in military leadership, which is taught in 1 course, as it demonstrates the distinctive competencies of a military leader (Kaiser, Hogan, and Craig, 2008). In this regard, analysis results align with the current understanding of leadership education in the Asia region. According to research on leadership in Asia, the most essential personal characteristics of an effective leader are harmony, goodwill, compassion, and forgiveness (Westwood, 1997; Selvarajah et al., 1995). This statement aligns precisely with the communal leadership understanding observed exclusively in one of the leadership courses of Asian schools. In Asia, communal leadership is recognized with 1 course, which has a direct relationship with female values and traits (being affectionate, helpful, kind, sympathetic, interpersonally sensitive, nurturing, and gentle) as a representation of culture-giving attention to gender and diversity issues.

Turkey: Similar to their counterparts in Europe and the United States, business schools in Turkey do not include explicit leadership-related course items (Ozbilgin, 2010). Therefore, it is not surprising that the diversity of leadership courses taught in Turkey is insufficient compared to other regions. On the other hand, Ozbilgin (2010) argued that leadership ideology and stories are prevalent in leadership courses in schools in Turkey. Additionally, he noted that leadership education in Turkey heavily

relies on theory. This can also be demonstrated through data analysis, as at least 1 course teaches leadership theories. The majority of leadership courses given in Turkish business schools focus on organizational leadership, which contradicts Ozbilgin (2010)'s assertion that few university courses address concerns about leadership in the workplace. According to research cited by Ozbilgin (2010) in his study, Turkish students have chosen charismatic leadership as their favorite model of leadership. Therefore, the existence of one course on leadership as a person (great man) implies that business schools in Turkey are incorporating this aspect into their leadership courses. Although military experience cannot be dismissed in the Turkish context when attempting to comprehend the concept of leadership and how deeply embedded authoritarian styles of leadership are (Ozbilgin,2010), there is no sign of this statement in Turkish business schools. According to Ozbilgin (2010),

> "*Turkey's view of leadership is driven by the notion of leader development instead of leadership development; hence the primary focus is placed on the leader as an individual rather than leadership as a process*" (p. 24).

This is evidenced by the fact that leadership models that emphasize leadership-as-process principles are absent.

Latin America: According to McIntosh and Irving (2010), charismatic leadership is the predominant style of leadership understanding in Latin America. In the examination of syllabi for Latin America, none of the 3 courses focused on this approach, as there is no course on leadership-as-person (great-man). In addition, there is no sign of transformational leadership issues in which charisma is one of the most essential components of this leadership style. Therefore, the current context of business schools does not align with McIntosh and Irving's assertion. Meaning that the dominant leadership understanding of Latin America is not reflected in leadership education. In addition, according to McIntosh and Harving (2010), there is a newly developing leadership style known as servant leadership, which stresses the leader's values-driven actions and behaviors. Values-based leadership can be substituted with servant leadership (Pregrym and Wollf, 2013). However, there is no evidence of a values-based leadership theme in the Latin American context of leadership education.

As a result, even though the number of leadership courses in Latin American business schools is insufficient for a detailed analysis, it has been observed that other themes such as organizational leadership, skills-based leadership, strategic leadership, leadership in complex systems, and global leadership are all given equal emphasis.

To sum up, organizational leadership, skills-based leadership, and global leadership are the three most widely taught topics across all regions. Hence, it can be noted that there is a consensus on the emerging need for more effective leadership globally. This is hardly unexpected considering the globalized and complex nature of today's world. Leaders must possess certain skills, behaviors, and attitudes to deal with the challenges in business organizations (Watkins et al., 2017). On the other hand, the emergence of coaching leadership, values-based leadership, and collective leadership in the United States, the United Kingdom, and the European Union can be viewed as an important finding. Business schools in these regions can be described as "rapid first movers" in leadership education (Antunes and Thomas, 2007). Therefore, schools in these regions can play a significant role in establishing and leading more contemporary and critical methods in leadership education. Due to the limited number of leadership courses given at Turkey's top business schools and the inefficiency of data material for Latin American business schools, the diversity of leadership topics cannot be expanded significantly. Nonetheless, it can be seen that the leadership environment in these regions somewhat contradicts the existing leadership studies in these regions.

4.3. Delivery Methods (Context Analysis)

This study reveals that consistent with the literature (Kaiser and DeVries, 2000), the majority of leadership development programs are created using a variety of methods to provide extensive opportunities to enhance leadership knowledge and skills. This section will discuss a variety of teaching approaches now deployed by top business schools, ranging from the traditional to the novel. Table 3 shows the number of courses utilizing each delivery method with detailed contexts and focus areas.

Table 3. Methods of delivery details and occurrences

Method of delivery	**Details**	**# of courses**	**% of total courses**
In-class group discussions/ exercises	Key focus area: interactive/experiential sessions for a variety of topics engage students centrally in the teaching process and provide a way of working with a group of people selected for the diversity of backgrounds	37	27%
Guest speakers	Key focus area: utilizing inspirational leaders' wisdom, direct engagement with industry leaders, interactive lectures with visiting executives, entrepreneurs, venture capitalists, CEOs	22	16%
Class readings	Key focus area: learning through assigned reading lists, conceptual frameworks, biographies of leaders	21	16%
Case studies	Key focus area: cases for portraying /influential leaders, business scenarios, cases from real-life, cases about difficult managerial decisions	19	14%
Coaching/mentoring	Key focus area: experiential learning, provide a group of students in-depth individual and team leadership coaching, real coaching/mentoring sessions between students	19	14%
Feedback session (360-degree feedback)	Key focus area: receiving info. about students' approach to leadership and their progress, helping students to refine their leadership skills, helping with goal-setting, assessing student's own leadership behaviors	14	10%
Reflective essay	Key focus area: providing a written reflection of what they have experienced throughout their self-journey, presenting their own leader self-portraits	9	7%
Arts-based approach	Key focus area: analyzing dilemmas and decisions characters face in a selection of plays, stories, short stories, movies, novels, excerpts	8	6%
Oral presentation	Key focus area: focusing on communication skills and effectiveness	8	6%
Action learning project	Key focus area: working with organizations in real life to solve problems faced by organizations, learning by "doing", performing outdoor activities as a leader,	7	5%
Role play	Key focus area: understanding how theories work in practice, practicing and exploring different leadership tactics, consisting guided practice and experiments, peering with other people to have outside class discussions	5	4%

Table 3 (continued). Methods of delivery details and occurrences

Leadership development plan/action plan writing	Key focus area: reflecting on how students will move forward with their leadership journey	5	4%
Simulation	Key focus area: acting against urgency, ambiguity, and crisis	5	4%
Workshop	Key focus area: communication, presentation skills	4	3%
Storytelling	Key focus area: persuasive and influential skills	3	2%
Diary / Journal	Key focus area: reflecting experiences	2	1%
The Immunity Map	Key focus area: uncovering hidden barriers to achieving goals	1	1%
Leader education program development	Key focus area: interpreting leadership research findings to develop leadership program	1	1%

In-class group discussions/exercises: In-class/group discussions are one of the most widely used experiential teaching strategies in business schools for including students centrally in the learning process. Therefore, it is not unexpected that 27% of all courses incorporate interactive conversations alongside lectures. When comparing the employment of this method with emerging leadership themes in business schools, it was found that it was employed with each subject; hence, it appears to be a common instructional strategy for any leadership development perspective. This method is fundamental since it facilitates the exchange of ideas, information, and expertise between individuals from diverse backgrounds in the same setting.

Guest speakers: The utilization of guest speakers appears to be the second most popular approach to delivering leadership education with 16%. An increasing volume of research (e.g., Ormrod, 2004; Machemer and Crawford, 2007; Riebe et al., 2013; Payne, Sumter, and Sun, 2003) suggests that inviting outside speakers to speak at events is an effective teaching method and a novel active learning strategy because it enables a knowledge-sharing session between students and influential leaders regarding their perspectives and insights on organizational life. Eventually, students can understand the practical implications of leadership. Also, studying the correlation between the use of guest speakers and emerging leadership themes, it is obtained that

this teaching strategy is most often favored when covering topics related to organizational, complex systems, and strategic leadership.

Class readings: With 16%, class readings appear to be another popular way of teaching. These weekly readings and pre-work studies are utilized as a springboard for class activities and discussions, despite the standard approach. They are crucial in establishing the basis for leadership idea awareness. Nonetheless, it was discovered that certain courses largely relied on class readings, particularly when teaching leadership theories. Furthermore, the backdrop of many readings emphasizes the leadership-as-person perspective by assessing leaders' behaviors, attitudes, and personality traits.

Case study: It is common knowledge that business schools promote the case study method. Notably, case study usage has been drawing a lot of attention because it occurs quite frequently in course contents (14%). According to Starkey and Tiratsoo (2007), case study contexts heavily rely on managerial voices and heroic figures. Exploring the actual context of case studies reveals that there is, in fact, an emphasis on showing significant leaders who are featured in a variety of examples of organizations and real situations. One of the primary benefits of employing case studies is that, because they are based on real-world experiences, they may provide students with guidance and help them learn how to respond to challenging situations. Therefore, it is not surprising that this common teaching methodology is utilized in almost every leadership subject.

Coaching/mentoring: The coaching/mentoring method also receives equal focus (14%). With this delivery approach, students have the opportunity to receive one-on-one assistance from coaches in order to hone their abilities, establish a developmental objective, and identify specific areas for progress. Having access to such practitioners who can teach and advise them through real-world management difficulties is a feature of the MBA program that many students may find to be of great value. Coaching or "the coach approach" (using coaching principles in day-to-day interactions) appears to be an essential skill set for effective leaders. Coaching is often utilized to speed the process of leadership development. While working with a coach, students identify and pursue a personal development objective. Moreover, students get the opportunity to

hone their leadership skills with the aid of the guidance and insights provided. Therefore, it is not unexpected that this method was adopted when the emphasis was on personal or skills-based leadership. While receiving assistance from the coaches, they learn how to coach. Therefore, this method's application has also a direct relationship with the coaching leadership theme. Coaching also allows students to reflect on the process and gain knowledge through feedback loops. Consequently, this strategy is predominantly employed along with feedback sessions.

Feedback session (360-degree feedback): Bales and Sparks (2008) noted that integrating the feedback approach with coaching would be tremendously valuable in allowing students to identify their weaknesses, strengths, and opportunities for progress. Following Roberts' (2008) arguments of the significance of reflection, comprehensive and individualized feedback is highly relevant since it enables students to quickly assess their leadership style and skills. As a result, courses in business schools that focus on personal leadership development and skills-based leadership incorporate feedback sessions. The direct relationship between feedback (10%) and coaching (14%) delivery methods can be deduced from the equal emphasis on syllabi content.

Reflective essay: The significance of reflection is also conveyed in another method. In 9 leadership courses, reflective essays are assigned as a tool for students to articulate their personal leadership philosophy. Students can simply respond to questions such as how they can build their leadership abilities, what type of experiences they need to become better leaders, and how they can assist others in becoming better leaders. Therefore, this methodology is related mostly to themes of personal leadership and values-based leadership.

Leadership development plan/action plan writing: A similar method is also referred to as a "leadership development plan" or "action plan writing" and appears in 5 courses. The method allows students to present their unique leadership style and teaches them what they can do to drive continuous improvements and define the next steps. It is also directly related to the concept of developing personal leadership and values-based leadership.

The Immunity Map: The "Immunity Map" is another specialized method utilized with the personal leadership development theme. Even though this method was used in only one course, it is a multifaceted exercise that helps students identify the hidden obstacles to accomplishing leadership goals that they find extremely difficult to achieve or to create a habit. Similar to reflective essays and action plan writing, this method is highly reflective.

Arts-based approach: In order to challenge students' perceptions of leadership and equip them with a greater understanding of their performance as a leader, business school courses use an art-based approach. Even though it is not a prevalent method (6%), it reframes the way leadership is taught and conveys the information through stories, novels, films, plays, etc. Some courses also utilize acting to improve skills such as public speaking and personal presentation. However, the primary purpose of such an approach is to encourage students to contemplate memorable characters with varied traits and bring various approaches to the issues they faced. It is believed that students can use these characters to explore different ways that leaders bring individuality to bear on strategic problems.

Action learning project: In business schools, action-learning projects have been identified as an emerging method. The research also indicates that the use of action learning in leadership development has increased dramatically in recent years (e.g. Leonard and Land, 2010). However, contrary to the conclusions of the research, this is not the most frequently employed method (5%). Action learning projects are useful for field-based experimentation and practice through actual interactions with others. Coaching is also reported to have a supportive role in action learning projects in course environments. Students have the opportunity to collaborate with a business, social entrepreneurship, or nonprofit organization to solve a significant problem affecting the organization, make a good intervention, and take the necessary steps. This method is most prevalent in courses that emphasize skills-based and complex system leadership.

Oral presentations (6%), **simulations** (4%), **role play** (4%), **workshops** (3%), and **storytelling** (2%) help students to clarify and deepen their understanding of points and

issues raised in the lectures through practical work carried out individually and in groups. All of these methods can be applied to a variety of leadership topics, including skills-based, strategic, organizational, complex systems, and personal leadership.

As can be observed in Table 4, there are some relationships between utilized leadership themes and teaching methods. Common approaches for personal leadership and values-based leadership themes include feedback sessions, coaching/mentoring, reflective essay assignments, and action plan writing. All of these strategies involve a reflective component that enables students to uncover their leadership potential by concentrating on their particular abilities, behaviors, and values. In addition, inviting guest speakers to leadership courses is standard practice for the themes like organizational, strategic, and complex systems leadership. Because guest speakers share their experiences and the issues they encountered in the overly complex real world of business. These experiences stem from the organizational backgrounds of guest speakers and can give leadership students valuable insights. The link between more specialized leadership themes, such as communal and military leadership, and more modern critical leadership topics, such as collective leadership, reveals that teaching approaches are still not entirely clear. Other than normal practices such as class readings, group discussions, and case studies, the syllabi have no different methodologies. This indicates that these leadership concepts still require refinement and integration with more critical teaching methods.

Table 4. Leadership themes vs. delivery methods

Leadership Theme	**Delivery Methods**
Personal leadership development	Group discussions, coaching/mentoring, feedback sessions, reflective essay, action plan writing, immunity map, case study, presentations, simulations, workshops, story telling
Organizational leadership (leadership as a management function)	Group discussions, case study, guest speakers, oral presentations, workshops
Skills-based leadership	Group discussions, role play, case study, coaching/mentoring, feedback sessions, action-learning projects, arts-based approach, presentations, simulations, workshops, story-telling
Strategic leadership	Group discussions, guest speakers, story-telling, case study, class readings, presentations, workshops

Table 4 (continued). Leadership themes vs. delivery methods

Leadership and complex systems	Group discussions, guest speakers, action learning projects
Values-based leadership	Group discussions, reflective essay, action plan writing
Leadership-as-person (great-man)	Group discussions, class readings, arts-based approach, case study
Coaching leadership (how to be a coaching leader)	Group discussions, immunity map, role play, coaching/mentoring, reflective essay, feedback sessions
Global leadership	Group discussions, case study, guest speakers
Leadership theories	Class readings, case study
Military leadership	Group discussions, role play, case study
Communal leadership	*There is no teaching method obtained*
Leadership-as-process (collective)	Group discussions, readings

4.4. Delivery Methods (Regional Analysis)

As mentioned earlier, one of the objectives of this thesis was to determine whether there are regional differences in leadership teaching methods utilized in business schools. Table 5 and Figure 2 summarizes the distribution of teaching methods among regions except for Latin America.

Table 5. Leadership delivery method occurrences by region

	US	**UK**	**EU**	**Asia**	**TR**
Total # of courses	***74***	***23***	***16***	***14***	***5***
In-class group discussions/ exercises	26 (35%)	5 (22%)	4 (25%)	2 (14%)	0
Guest speakers	14 (19%)	2 (7%)	2 (13%)	2 (14%)	2 (40%)
Class readings	15 (20%)	2 (7%)	3 (19%)	1 (7%)	0
Case study	7 (9%)	3 (13%)	4 (25%)	3 (21%)	2 (40%)
Coaching/mentoring	13 (18%)	0	5 (31%)	1 (7%)	0
Feedback session (360- degree feedback)	7 (9%)	2 (7%)	3 (19%)	2 (14%)	0
Reflective essay	8 (11%)	1 (4%)	0	0	0
Arts-based approach	7 (9%)	1 (4%)	0	0	0
Oral presentation	5 (7%)	2 (7%)	1 (6%)	0	0

Table 5 (continued). Leadership delivery method occurrences by region

Action learning project	5 (7%)	1 (4%)	1 (6%)	0	0
Role play	4 (5%)	0	1 (6%)	0	0
Leadership development plan/action plan writing	3 (4%)	0	2 (13%)	0	0
Simulation	4 (5%)	0	0	1 (7%)	0
Workshop	1 (1%)	1 (4%)	0	1 (7%)	1 (20%)
Storytelling	2 (3%)	0	1 (6%)	0	0
Diary / Journal	1 (1%)	1 (4%)	0	0	0
The Immunity Map	1 (1%)	0	0	0	0
Leader education program development	0	0	0	1 (7%)	0

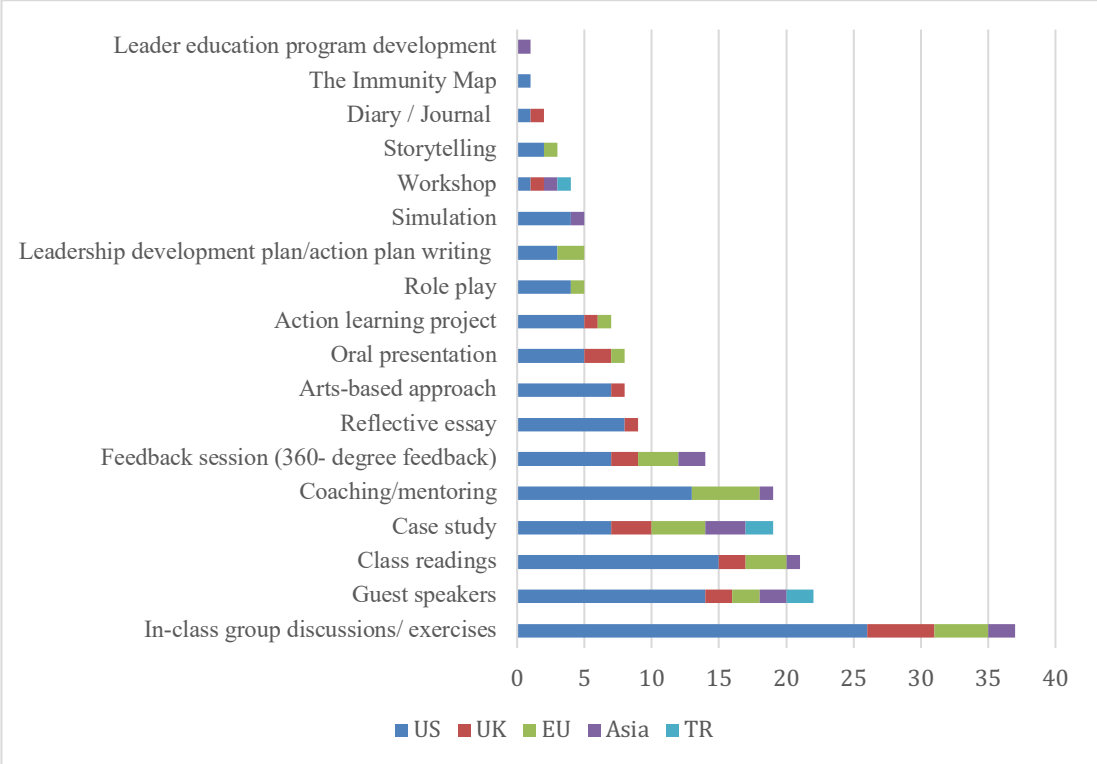

Figure 2. Leadership delivery method distribution by region

US: The most popular techniques of instruction in the United States are group discussions/ exercises (35%), class readings (20%), guest speakers (19%), and coaching (18%). According to a well-known fact, Harvard Business School popularized the case study method (Harvard Business Review, 2021), which has since

been followed by the majority of the world's leading MBA schools. Even while case study appears to be one of the most popular delivery techniques among all regions, it is not stated as the most prevalent instruction method (9%) in the syllabi of leadership courses given by US top-ranking business schools that are examined in the scope of this study. Other new approaches, such as coaching and guest speakers, are in the lead. Writing journals/diaries, creating immunity maps, and action plan writing are a few of the cutting-edge methods utilized in U.S. business schools to assist students to develop personal leadership identities, however, these practices are less prevalent in other parts of the world. Since personal leadership development is one of the most commonly taught themes in the United States, it is not surprising that several modern approaches have been developed particularly for this domain.

UK: According to the syllabi of the UK's business schools, group discussions (22%) and case study (13%) methods hold a dominant place. The only clear difference between utilized methods in US and UK is the coaching/mentoring. As evidenced by regional thematic occurrences (Table 2), coaching leadership is not a perspective taught in UK business schools examined in this study. It appears that although this new topic has begun to emerge in EU states, business schools in the United Kingdom have not yet adopted this as a perspective and a methodology. After case study and group discussion methods, the most prevalent approaches are guest speakers, readings, feedback sessions, and presentations, which account for 7% of all UK courses. This indicates that business schools in the UK emphasize the development of necessary communication skills for a leader by requiring presentation assignments, assisting students in establishing a personal leadership style through regular feedback, and imparting organizational knowledge and understanding through the use of guest speakers' experiences.

EU: The majority of European business schools encourage students to follow the tradition of action learning and engage in real-world project experiences and practical assignments in order to combine theory with the practical insights that can only be obtained through project- and problem-based learning (Antunes and Thomas, 2007). This statement contradicts the data which indicates that action learning projects are one of the delivery techniques adopted by European business schools, but not the most

prevalent one (6%). According to Antunes and Thomas (2007), EU business schools have two main competitive advantages: flexibility and innovation. The authors implied that EU business schools were adept at experimenting with new educational methodologies. This assertion is consistent with the results, as more courses utilize innovative experiential tactics such as guest speakers, coaching, feedback sessions, action learning, and action plan writing than conventional approaches such as class readings and group discussions.

Asia: As previously hypothesized in this study, a student's cultural background is one of the factors that may influence students' preferences for a given learning technique. Clarke III and Flaherty (2002) found that students from the People's Republic of China (PRC) rated the use of guest speakers as low, whereas students from the United States preferred the interaction and contrasting perspectives that guest speakers could add to their educational experience. Valiente (2008) contrasts the learning style of Western students with the Confucian Heritage Culture (CHC) learning style in a different study. It is believed that the low rating given by students to the usage of guest speakers may be attributable to cultural considerations, such as displaying respect by gaining insights through introspective silence rather than interacting with and questioning an authoritative figure. Surprisingly, the results of my analysis appear to be contradictory to the existing research. Comparatively, the rate of guest-speaker utilization in Asian and American business schools receives a comparable amount of attention. In Asia's business school leadership courses, this is the preferred way, despite the student's preferences toward other directions.

Turkey: In Turkey, business schools appear to place a heavy emphasis on experiential activities. Even though the quantity of leadership courses is far lower than in other regions, the use of guest speakers, case studies, and workshops demonstrates the practical application of leadership concepts. In his study, Ozbilgin(2010) underlined the significance of academic and industrial partnerships. The use of guest speakers is one of the indicators that support this claim. Ozbilgin (2010) also stated that leadership is acquired through work experience, adding that there is scant evidence to support this in the context of Turkey. Action learning projects, which allow students to work with actual organizations, were one of the most effective techniques for getting work-

related experience. Nonetheless, the data analysis of courses in Turkish business schools does not include this method, which is consistent with Ozbilgin's (2010) assertion.

Unfortunately, the analysis result is unable to provide any insight into how schools in Latin America conduct leadership education due to the lack of information on existing leadership courses.

CHAPTER 5: DISCUSSION

Given that leadership and leadership development was conceptualized in several ways and served a variety of purposes, it was not unexpected to find out that a wide range of leadership development approaches and strategies have arisen in leadership education. Developing leadership potential in students may be best understood as a necessary ongoing and repetitive process of lifelong learning, considering the complexity of the modern world. The main objective of this thesis was to investigate how leadership was taught in MBA programs at prestigious business schools in order to identify trends, characteristics, and relations in various cultural contexts allowing leadership educators to compare their content and enrich it based on different perspectives.

There was a long-standing and widespread belief that leadership qualities and abilities are innate. This way of thinking asserted that natural inheritance was the only source of leadership skills and talents. Even while the content of the results had some implications based on this long-held belief, there was a great amount of evidence that effective leaders are the result of both innate characteristics and deliberately developed skills (Connaughton, Lawrance, and Ruben, 2003; Elmuti, Minnis and Abebe, 2005; Rosenbach, 2003). Therefore, for the development of well-rounded leaders, educators began to lay a significant focus on both the practical and applied elements of leadership education. Such themes as skills-based leadership, organizational leadership, strategic leadership, global leadership, and complex systems leadership required that students become familiar with the key concepts that can be crucial in leadership practice by improving related skills and applying them in real-world circumstances. However, simply possessing a learned skill set did not guarantee that one will be a good leader. As Day (2001) stated that leader development focuses on building individual skills, knowledge, and abilities to strengthen human capital, whereas leadership development demands self-involvement and interpersonal interactions to generate social capital. Hence, increasing emphasis on self-identified leaders who are more comfortable engaging in collaborative processes regardless of their positional or non-positional roles demonstrated that there were additional perspectives for developing a more meaningful, engaging, and inspirational leadership style. Identified themes such as

personal leadership, coaching leadership, and values-based leadership enabled students to explore their unique way of leading by understanding the motivational and value drivers and creating their leadership strategies. This study revealed that this balanced combination of hard and soft concepts of leadership was mainly utilized in MBA programs.

Even though leadership has been described in numerous ways throughout history, Avolio, Walumbwa, and Weber's (2009) definition of leadership as

"*dyadic, shared, relational, strategic, global, and complex social dynamic*"

was one of the most applicable to contemporary leadership understanding (p. 423). By examining the root cause of the aforementioned emerging themes in syllabi, it can be argued that the complexity of the 21st-century work environments, international and multi-cultural contexts, and fast-paced business environments became major challenges and necessitated a more critical leadership approach. Reevaluating the concept of leadership critically and attempting to present leadership as a process had led to the emergence of a new leadership approach called collective leadership that has not yet been fully incorporated into course contents. Therefore, leadership educators may reevaluate the concept of individualized leadership and develop an atmosphere for teaching students in which the leadership role is shared rather than centered on individuals. Although research on collective forms of leadership has advanced within the existing literature, it was still unclear how leadership educators might grow the collective beyond the individualistic emphasis on skill enhancement and behavioral interventions. Consequently, this study urged future research to build on this understanding in order to question prevalent viewpoints in leadership education and to identify appropriate practical application areas for the collective leadership approach.

Furthermore, numerous scholarly works highlighted the rise of experiential learning approaches and their significance in leadership education (e.g. Kolb and Fry, 1975; Guthrie and Jones, 2012; McCall, 2004; Glenn and Nelson, 1988, Fenwick, 2001; Illeris, 2007). In parallel with these assertions, the results of this study presented that leadership courses strongly emphasized experiential learning in many ways. The most

common methods of the experiential learning approach were interactive group discussions, sessions with guest speakers, coaching/mentoring, 360-degree feedback sessions, writing reflective essays, and action learning projects. Transferring information about theoretical leadership ideas and providing students with opportunities to develop and use practical skills must be blended for effective leadership development (Benjamin and O'Reilly, 2011; Day and Harrison, 2007; Klimoski and Amos, 2012; Guthrie and Thompson, 2010). Therefore, a course syllabus supported by foundational lectures, literature, and arts-based readings might fulfill the aspect of grasping the fundamentals and establishing the foundation for subsequent experiential activities. However, the unifying objective of these combined strategies still seemed to cultivate "more and better" individual leaders, which is no longer the exclusive objective of leadership development, even if it remains a crucial component. As stated earlier, leadership was increasingly defined not as what the leader does, but as a process that fosters relationships that emphasize the interactions between leaders and collaborators, rather than the leaders' competencies alone. All of the methods currently utilized in MBA programs may continue to exist; however, leadership educators must be able to alter the context in a way that they can attend to both individual leader development and see the bigger picture of how the individual's development fits into the larger group/collective. Therefore, in leadership education, students must be taught to establish appropriate and stronger relationships with others, to learn from these interactions, and to take action to improve them.

It was observed that the higher number of leadership courses in the United States and the United Kingdom has allowed for the establishment of a wide range of leadership themes and delivery methods. This was a significant fact because the style of leadership education in business schools in these regions can serve as a model for other leadership educators, as these business schools hold preeminent positions around the globe. Even if less prominent business schools begin to employ more critical techniques, inspiration toward the dominant side could leave them in the shade. For instance, collective leadership was covered in only one course at a less prestigious business school in the European Union. Therefore, the results showed that there is a need for business schools to undergo reevaluations in light of the critical perspectives and methods utilized in leadership education.

On the other hand, the results showed that there were no significant regional disparities in the use of delivery methods in leadership education. Classes in each region were supported by both knowledge and practical experiences, enabling students to comprehend the notion of leadership from many angles. Even while the distinctions between the methodologies were not glaring, it cannot be stated that they were handled in a multicultural manner since there were no indications in course syllabi regarding cultural diversity. In order for leadership education in MBA programs to be effective for future leaders from multiple cultural backgrounds who will work together within a collective, it is essential that courses embrace alternative leadership paradigms and promote culture-balanced learning content. Therefore, it is essential to take into account multicultural learning environments and how different cultures perceive and apply the active learning requirements.

As with many research, the results reported herein should be considered in the light of some limitations. First, not all the course syllabi were provided on university websites. Instead, 110 courses were evaluated based on short course contents. Compared to thorough course syllabi, the information received from these brief course materials may provide insufficient insights. Due to a lack of detail, additional leadership perspectives or instructional methodologies may have been overlooked. The next steps could include gathering complete course syllabi for all identified leadership courses, although this would face important challenges regarding time and language obstacles.

Moreover, syllabi and course contents on university websites may not be up to date and therefore may not reflect what has been actually taught. The learning and teaching of a course are also dependent on the interaction between the instructor, students, and classroom environment. The scope of this study did not permit the collection of such contextual information. Due to time constraints, information available on university websites were utilized in this study. Hence, this should be taken into consideration in future research which may address this issue using additional information that is obtained by contacting and interviewing with the instructors.

Another limitation of the study is the disproportionate number of course syllabi provided by business schools in the United States and the United Kingdom. This was

in part due to the dominance of American and British business schools in the ranking table. Therefore, it would be beneficial to undertake a similar study with a different sample strategy in order to include more European, Latin American, Asian, or Turkish business schools in effort to expand diversity.

Leadership education continues to be surrounded by complex questions. Therefore, research and development in leadership education serve an essential function. To improve teaching and learning environments and build an effective leadership curriculum, leadership research must continue to seek solutions to concerns pertaining to a critical perspective to leadership and the changing world.

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APPENDICES

Appendix A. Business schools selected for the sample

	University/Business School	**Country/Region**	**Times World University Rankings**	**No. of Leadership Courses in the Sample**
1	Stanford University (Graduate School of Business)	US	1	13
2	Massachusetts Institute of Technology (Sloan)	US	2	21
3	University of Cambridge (Judge)	UK	3	1
4	University of Oxford (Said)	UK	4	3
5	Harvard University (Harvard Business School)	US	5	6
6	The University of Chicago (Booth)	US	6	7
7	London School of Economics and Political Science	UK	7	6
8	Yale University (School of Management)	US	8	3
9	University of California (Haas)	US	9	1
10	Duke University (Fuqua)	US	10	8
11	University of Pennsylvania (Wharton)	US	11	2
12	Northwestern University (Kellogg)	US	13	9
13	New York University (Stern)	US	15	4
14	Tsinghua University (School of Economics and Management)	Asia	16	3
15	UCL (School of Management)	UK	20	2
16	National University of Singapore (NUS Business School)	Asia	21	1
17	University of Warwick (Warwick Business School)	UK	22	3
18	Erasmus University Rotterdam (Rotterdam School of Management)	Netherlands	26	4
19	Copenhagen Business School	Denmark	29	2
20	University of Manchester (Alliance)	UK	32	1

21	University of Mannheim Business School	Germany	42	1
22	University of Edinburgh Business School	UK	43	2
23	Nanyang Technological University, Singapore (Nanyang Business School)	Asia	46	1
24	LMU Munich (School of Management)	Germany	46	3
25	Chinese University of Hong Kong (CUHK Business School)	Asia	49	1
26	Seoul National University Business School	Asia	54	7
27	Technical University of Munich (School of Management)	Germany	55	4
28	University of Surrey (Surrey Business School)	UK	61	1
29	KU Leuven	Belgium	62	2
30	University of Leeds (Leeds University Business School)	UK	65	3
31	The Hong Kong University of Science and Technology (HKUST Business School)	Asia	66	1
32	University of Sussex Business School	UK	77	1
33	Koc University	Turkey	201-250	1
34	University of Sao Paulo	Latin America	201-250	1
35	Bilkent University	Turkey	401-500	1
36	Yildiz Technical University	Turkey	401-500	1
37	Monterrey Institute of Technology (EGADE Business School)	Latin America	601-800	1
38	Bogazici University	Turkey	601+	2
39	University of Chile	Latin America	801-1000	1

Appendix B. Full list of leadership courses

	University/Business School	Region	Level	Leadership Course
1	Stanford University	US	MBA	Leadership Labs
2	Stanford University	US	MBA	Strategic Leadership
3	Stanford University	US	MBA	Diverse Leadership as an Imperative for Impact
4	Stanford University	US	MBA	Power of You: Women in Leadership
5	Stanford University	US	MBA	Leadership Demystified - Seminar
6	Stanford University	US	MBA	Leadership Fellows I
7	Stanford University	US	MBA	Leadership Fellows II
8	Stanford University	US	MBA	Leadership Coaching
9	Stanford University	US	MBA	Leadership Perspectives
10	Stanford University	US	MBA	Leadership in the Entertainment Industry
11	Stanford University	US	MBA	Beyond Disruption: Entrepreneurial Leadership Within Existing Organizations
12	Stanford University	US	MBA	Systems Leadership
13	Stanford University	US	MBA	Arbuckle Leadership Fellows Program
14	Massachusetts Institute of Technology	US	MBA	Communication for Leaders
15	Massachusetts Institute of Technology	US	MBA	Choice Points: Thinking about Life and Leadership through Literature
16	Massachusetts Institute of Technology	US	MBA	Leadership Stories: Literature, Ethics, and Authority
17	Massachusetts Institute of Technology	US	MBA	Advanced Leadership Communication
18	Massachusetts Institute of Technology	US	MBA	EnActing Leadership: Shakespeare and Performance
19	Massachusetts Institute of Technology	US	MBA	Strategic Leadership Communication
20	Massachusetts Institute of Technology	US	MBA	Leadership and Management
21	Massachusetts Institute of Technology	US	MBA	Leadership and Ethics
22	Massachusetts Institute of Technology	US	MBA	Leadership Lessons Learned from the Military
23	Massachusetts Institute of Technology	US	MBA	Building and Leading Effective Teams
24	Massachusetts Institute of Technology	US	MBA	Leadership and Organizational Change
25	Massachusetts Institute of Technology	US	MBA, EMBA	Discovering Your Leadership Signature
26	Massachusetts Institute of	US	MBA	Improvisational Leadership: In-the-

	Technology			Moment Leadership Skills
27	Massachusetts Institute of Technology	US	MBA	Seminar in Leadership I
28	Massachusetts Institute of Technology	US	MBA	Seminar in Leadership II
29	Massachusetts Institute of Technology	US	MBA	ID Lab: Individual Development and Interpersonal Dynamics (New)
30	Massachusetts Institute of Technology	US	MBA	Leadership and Teams Lab (New)
31	Massachusetts Institute of Technology	US	MBA	Developing Leadership Capabilities
32	Massachusetts Institute of Technology	US	MBA	Leadership Lab: Leading Sustainable Systems
33	Massachusetts Institute of Technology	US	EMBA	Leadership and Integrative Management
34	Massachusetts Institute of Technology	US	MBA	Leading with Impact
35	University of Cambridge	UK	MBA	Leadership in Organisations
36	University of Oxford	UK	MBA	Organizational Behavior
37	University of Oxford	UK	MBA	Leadership: Perspectives from the Humanities
38	University of Oxford	UK	MBA	Reputation and Leadership
39	Harvard University	US	MBA	Leadership and Organizational Behavior (LEAD)
40	Harvard University	US	MBA	Leadership and Corporate Accountability (LCA)
41	Harvard University	US	MBA	The Moral Leader
42	Harvard University	US	MBA	Authentic Leader Development
43	Harvard University	US	MBA	Leadership and Happiness
44	Harvard University	US	MBA	Changing the World: Life Choices of Influential Leaders
45	University of Chicago	US	MBA	Leadership Practicum
46	University of Chicago	US	MBA	Leadership Studio
47	University of Chicago	US	MBA	Leadership Effectiveness and Development
48	University of Chicago	US	MBA	Innovation Leadership
49	University of Chicago	US	MBA	Leadership Capital
50	University of Chicago	US	MBA	Leadership at the Movies
51	University of Chicago	US	MBA	Literature and Strategic Leadership
52	London School of Economics and Political Science	UK	MBA	Leadership, Culture, and Influence
53	London School of Economics and Political Science	UK	MBA	Leadership in Organisations: Theory and Practice
54	London School of Economics and Political Science	UK	MBA	Organisational Behaviour and Leadership (modular)
55	London School of Economics and Political Science	UK	MBA	Global Leadership

56	London School of Economics and Political Science	UK	MBA	Leadership and Social Change
57	London School of Economics and Political Science	UK	MBA	Foundations of Management III: Business Ethics, Corporate Governance and Leadership
58	Yale University	US	MBA	Leadership Development Practicum
59	Yale University	US	MBA	Global Leadership: Personal and Interpersonal Effectiveness
60	Yale University	US	MBA	Agile Leadership
61	University of California	US	MBA	Innovative Leadership Development
62	Duke University	US	EMBA	Leadership, Ethics, and Organizations (LEO)
63	Duke University	US	EMBA	Integrative Leadership Experience I
64	Duke University	US	EMBA	Integrative Leadership Experience II (ILE II)
65	Duke University	US	EMBA	Leadership and Development
66	Duke University	US	MBA	Effective Advocacy
67	Duke University	US	MBA	Managerial Writing
68	Duke University	US	MBA	Leadership Communication I
69	Duke University	US	MBA	Leadership Communication II
70	The University of Pennsylvania	US	MBA	Leadership: Foundations of Teamwork and Leadership
71	The University of Pennsylvania	US	EMBA	Executive Leadership
72	Northwestern University	US	MBA	Leadership in Organizations
73	Northwestern University	US	MBA	Leadership and Crisis Management
74	Northwestern University	US	MBA	Personal Leadership Insights
75	Northwestern University	US	MBA	Leader as Coach
76	Northwestern University	US	MBA	Perspectives on Leadership
77	Northwestern University	US	MBA	Managerial Leadership
78	Northwestern University	US	MBA	Leader Development Models and Practices
79	Northwestern University	US	MBA	Moral Complexity in Leadership: An Exploration through Literature
80	Northwestern University	US	MBA	Leading with Empathy: Enhancing Your Emotional Intelligence to Lead in Diverse Settings
81	New York University	US	MBA	Inclusive Leadership
82	New York University	US	MBA	Leadership Models
83	New York University	US	MBA	Women in Business Leadership
84	New York University	US	MBA	Improvisation for Effective Leadership
85	Tsinghua University	Asia	MBA	Leadership Development Process
86	Tsinghua University	Asia	MBA	McKincey Global Leadership Course (Flagship Course)
87	Tsinghua University	Asia	EMBA	Leadership Development

				Programme (LDP)
88	UCL	UK	MBA	Critical Leadership Decisions
89	UCL	UK	MBA	Leading Organizations
90	National University of Singapore	Asia	MBA	Leading with Impact
91	University of Warwick	UK	MBA	Leadership Plus
92	University of Warwick	UK	MBA	Management and Leadership
93	University of Warwick	UK	MBA, EMBA	Leadership
94	Erasmus University Rotterdam	EU	MBA	Global Leadership
95	Erasmus University Rotterdam	EU	MBA	High Performance Leadership
96	Erasmus University Rotterdam	EU	MBA	Leadership for Innovation
97	Erasmus University Rotterdam	EU	MBA, EMBA	Leadership Development Program
98	Copenhagen Business School	EU	MBA	Embodied Leadership
99	Copenhagen Business School	EU	MBA	Leadership Discovery Process
100	University of Manchester	UK	MBA,EMBA	Leading and Managing in a Global Environment
101	University of Mannheim	EU	EMBA	Strategic Leadership
102	University of Edinburgh	UK	MBA	Strategic Leadership
103	University of Edinburgh	UK	EMBA	Strategic Leadership A - B
104	Nanyang Technological University, Singapore	Asia	MBA	Leading People Globally
105	LMU Munich	EU	MBA	Leadership and Innovation
106	LMU Munich	EU	MBA	Leadership and Organizations
107	LMU Munich	EU	MBA	Strategy and Leadership
108	Chinese University of Hong Kong	Asia	MBA	Leadership Development
109	Seoul National University	Asia	MBA	Seminar in Leadership
110	Seoul National University	Asia	MBA	Theories of Educational Leadership
111	Seoul National University	Asia	MBA	Leadership Development Theory and Practice
112	Seoul National University	Asia	MBA	Facilitative Leadership
113	Seoul National University	Asia	MBA	Global Leadership and Public Ethics
114	Seoul National University	Asia	MBA	Humanity and Dental Leadership
115	Seoul National University	Asia	MBA	Executive Leadership
116	Technical University of Munich	EU	MBA	Leadership and Personal Development Program
117	Technical University of Munich	EU	MBA	Leadership and Cooperation
118	Technical University of Munich	EU	MBA	Leadership and Strategic Management

119	Technical University of Munich	EU	EMBA	Individual Leadership and Personal Development Program
120	University of Surrey	UK	MBA	Leading and Developing People and Organizations
121	KU Leuven	EU	MBA	Leadership and Behavioral Decision Making
122	KU Leuven	EU	MBA	Leadership and Change Management
123	University of Leeds	UK	MBA	Leading in Practice
124	University of Leeds	UK	MBA	Positive Leadership
125	University of Leeds	UK	MBA	Global Leadership
126	The Hong Kong University of Science and Technology	Asia	MBA	Sustainable Leadership
127	University of Sussex	UK	MBA	Leadership and Personal Development
128	Koc University	TR	MBA	Leadership and Management Development Program
129	University of Sao Paulo	Latin America	MBA	Leadership Skills Development
130	Bilkent University	TR	MBA	Leadership and Negotiation for International Managers
131	Yildiz Technical University	TR	MBA	Leadership and Leadership Approaches
132	Monterrey Institute of Technology	Latin America	MBA	Global Leadership
133	Bogazici University	TR	EMBA	Seminar with Corporate and Thought Leaders
134	Bogazici University	TR	EMBA	Leadership
135	University of Chile	Latin America	MBA	Leadership and Ethics

Appendix C. Sample for complete course syllabus

Course Name: Authentic Leader Development

Description

The purpose of ALD is to help you become more effective, authentic individuals, and leaders. We do this by carving out some sacred time and space in your busy lives to engage in a rigorous, theoretically-supported, meaningful conversation about who you are and the purpose of your leadership. This is a different kind of work. You cannot do it alone. Do not take this course unless you are open to sharing personal insights, experiences, ambitions, and fears both in class and in your Leader Development Groups (LDGs).

ALD requires an unusually high degree of curiosity, reflection, and interpersonal openness. You will be asked to think differently and explore new behaviors. We expect you to be absolutely honest with yourself and others. While few of our students are completely comfortable or sure about this type of work coming in, you must be at least open to experimenting with a different kind of learning. This is the bare minimum for joining ALD. Those who are not fully committed to investing in this course end up wasting their time. More importantly, they waste the valuable time and effort of others. We invite you to be "all in."

Goals

- Increase your self-awareness by engaging the "big questions" in life, with the goal to live with greater mindfulness and intentionality.
- Help you uncover personal patterns, decide which ones serve you well (accept and commit to them), and which ones don't (commit to changing them).
- Learn how to participate more fully in open, intimate small-group discussions. Learn how to "listen deeply" to others, to be "fully there" for them.
- Gain some clarity about your leadership purpose, values, and motivations, and the role these play when leading others.
- Become more honest (and comfortable) with yourself in all dimensions of life.
- Learn how to empower, engage, and inspire others.
- Be able to more fully imagine the reality of others.

Expectations

- Attend one 80-minute class each week for thirteen weeks on Tuesdays in assigned classrooms (please note exceptions for the first week and the week of Thanksgiving).
- Attend one, two-hour-long meeting per week with a six-person Leader Development Group (LDG). LDGs are held the afternoon of class between 4:30 and 6:30 pm. Rotating facilitators are drawn from the group. LDGs will be assigned in advance by your professor with the intent of creating diverse groups.
- Submit a reflective essay each week via Canvass. Reflections are due NLT midnight on the day following your class. Your reflection should be no less than one paragraph and no more than 2 pages double-spaced (think blog). This reflection is due even if you are the group facilitator that week.
- In lieu of an exam, students will write a final paper on the purpose of their leadership, as well as complete and submit a Personal Leadership Development Plan (PLDP).

Course Outline

Week 1	Authentic Leader Development

Week 2	Life Story
Week 3	Losing Your Way
Week 4	Crucibles
Week 5	Develop Your Self-Awareness
Week 6	Practice Your Values
Week 7	Difficult Conversations
Week 8	Find Your Sweet Spot
Week 9	Build Your Support Team
Week 10	Integrate Your Life
Week 11	Lead With Purpose
Week 12	Empower Others to Lead
Week 13	Final Class

Readings

- Brown, Brene. Daring Greatly: How the Courage to be Vulnerable Transforms the Way We Live, Love, Parent, and Lead. New York: Gotham, 2012.
- Craig, N., George, B.; & Snook, S. The Discover Your True North Fieldbook. New Jersey: Wiley, 2015.
- Stone, D., Patton, B. and Heen, S. Difficult Conversations: How to Discuss What Matters Most. New York: Penguin Books, 2010.

Students receive three texts. The first of them, The Discover Your True North Fieldbook, is the basic text for ALD. Assignments in this workbook are designed to personalize and deepen your understanding of each week's topic. Students are expected to complete all assigned exercises in this workbook prior to attending class each week.

Selected chapters will be assigned from the books, Difficult Conversations and Daring Greatly.

Grading

There are three graded requirements:

- Weekly reflections

- Class participation
- Final Essay & Personal Leadership Development Plan (PLDP)

There is one simple overarching criterion for assessing performance in all three areas:

- Are you "all in"? Are you deeply engaged in this different kind of work? Are you giving this your best shot?

Additional Information

Prior to our second meeting, each student will be assigned to a six-person Leader Development Group (LDG). LDGs meet in designated classrooms from 4:30 – 6:30 pm each week on the same day as your class. LDG meetings are a central part of the course and as such are treated just like normal class time. Attendance is mandatory. Do not take ALD if you cannot commit to attending all 12 LDG sessions (there is no LDG meeting following Lesson 1).

The purpose of LDGs is to carve out an intimate and safe place to engage in a deeper discussion of that day's topic with your peers. Each week, a different student will be assigned to facilitate that day's session. Faculty will provide additional guidance in the form of suggested exercises and discussion questions to help facilitators prepare for and lead their groups.

Each student will have the opportunity to facilitate for two weeks during the course. Facilitators will meet briefly with their professor prior to the LDG to discuss that week's meeting (typically just following each day's class). An ALD "Facilitator's Guide" will be posted on the course website and also sent out to you via email when it is your turn to facilitate. The Facilitator's Guide will provide a helpful overview of your responsibilities as facilitator for the weeks that you are assigned to that role.

Following each LDG meeting, facilitators will submit a summary of the group's discussion, including attendance records and open questions.

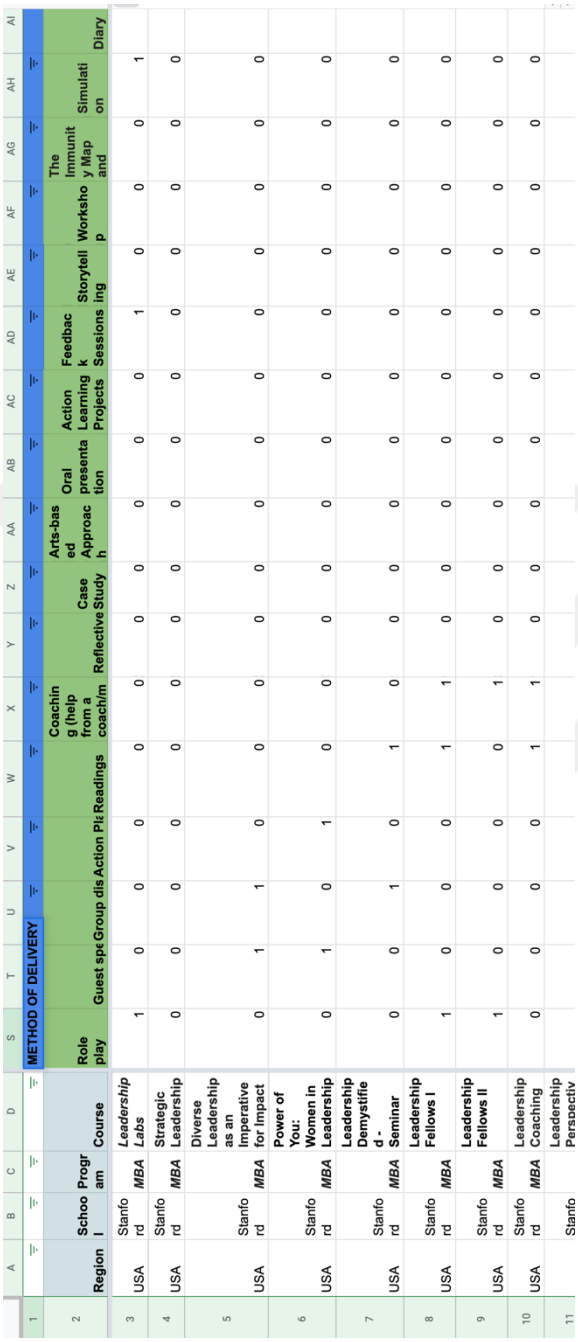
Appendix D. Sample for brief course content

Course Name: Diverse Leadership as an Imperative for Impact
Concept ● study effective leadership approaches ● develop broad, transportable skills and frameworks required to lead in any complex setting - business, public sector, nonprofit sector ● delve into leadership tradeoffs and tensions ● explore and understand our own values and tacit and explicit decision-making criteria. How do I develop my own brand of leadership? ● recognize barriers to diversity and tactics to address them ● contemporary leaders and controversies in education and elsewhere, draw upon timeless historical thinkers
Method ● enjoy the wisdom of guest speakers, and work intensively in small groups to highlight challenges, opportunities, and tradeoffs

Appendix E. Frequency data analysis via Excel

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1					THEMES												
2	Region	School	Program	Course	Leadership - Coaching & Mentoring Approach	Personal Leadership Development	Organizational Leadership (Leadership as a management	Strategic Leadership	Leadership & Complex Systems	Values-based Leadership	(Leadership-as-person, more traditional	Skills-based Leadership Approach	Military Leac	Leadership-as-process (collective)	Global Leadership	Leadership Theories	Communal Leadership
3	USA	Stanford	*MBA*	*Leadership Labs*		0	1	0	0	0	0	0	0	0	0	0	0
4	USA	Stanford	*MBA*	Strategic Leadership		0	0	1	0	0	0	0	0	0	0	0	0
5	USA	Stanford	*MBA*	Diverse Leadership as an Imperative for Impact		0	1	0	0	1	1	0	0	0	0	0	0
6	USA	Stanford	*MBA*	Power of You: Women in Leadership		0	1	0	0	0	0	0	0	0	0	0	0
7	USA	Stanford	*MBA*	Leadership Demystified - Seminar		0	0	1	0	0	0	1	0	0	0	0	0
8	USA	Stanford	*MBA*	Leadership Fellows I		1	1	0	0	0	0	0	0	0	0	0	0
9	USA	Stanford	*MBA*	Leadership Fellows II		1	1	0	0	0	0	0	0	0	0	0	0
10	USA	Stanford	*MBA*	Leadership Coaching		1	0	0	0	0	0	0	0	0	0	0	0
11		Stanfo		Leadership Persoectiv													

Appendix E (continued). Frequency analysis via Excel



	A	B	C	D	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI
1					METHOD OF DELIVERY																
2	Region	School	Program	Course	Role play	Guest spe	Group dis	Action Pl	Readings	Coaching (help from a coach/m	Reflective	Case Study	Arts-based Approach	Oral presentation	Action Learning Projects	Feedback Sessions	Storytelling	Workshop	The Immunity Map and	Simulation	Diary
3	USA	Stanford	*MBA*	***Leadership Labs***	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
4	USA	Stanford	*MBA*	**Strategic Leadership**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5	USA	Stanford	*MBA*	**Diverse Leadership as an Imperative for Impact**	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
6	USA	Stanford	*MBA*	**Power of You: Women in Leadership**	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
7	USA	Stanford	*MBA*	**Leadership Demystified - Seminar**	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	
8	USA	Stanford	*MBA*	**Leadership Fellows I**	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	
9	USA	Stanford	*MBA*	**Leadership Fellows II**	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
10	USA	Stanford	*MBA*	**Leadership Coaching**	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	
11		Stanford		**Leadership Perspectiv**																	