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## The teaching of leadership - ways to create leaders in selected universities in the world

**Abstract:** *The article is a diagnosis and analysis of MBA programs in the sphere of shaping the future organizational leaders. The article presents outcomes obtained from records located on the website of each university. The purpose of the research is to compare school expectations with activity of educated managers. The material to verify the effectiveness of existing training programs (at this stage of research) is information about successful leadership careers of graduates presented on the website of each university.*

**Keywords:** *MBA programmes, organizational leadership, teaching of leadership*

### Introduction

The article is an attempt to compare existing programs for educating future organizational leaders implemented in selected universities all over the world. The assessment of the effectuality is in two different levels: 1. relation to theories describing human capabilities for learning in general and learning process of qualifications (competencies) of leadership and 2. confrontation with the future success of graduates, which present their universities.

Considerations on this subject should start with a question posed in antiquity. Do people become a leaders according to the way proposed by Xenophon? Formation of the necessary knowledge for efficient leadership people can be done by using the teachings of a “communication between experience and practice on the one hand and the principles and theory of the other.” According to Xenophon, Socratic discussions could be useful in this matter [J. Adair, 2000, pp.51-53].

With reference to the above maxim, it is important to ask two basic questions: how effective are styles of theory learning, which are used in modern

universities? And whether there are mentors, who are called by students authorities in their domain?

### **Opportunities to learn leadership – a review of concepts of psychology and human resource management**

Learning, in psychology is “an unobservable process, leading to changes in behavior. It comes into existence on the basis of an individual experience. This is possible, because of the existence of memory, the ability to store traces of this experiment” [Z. Wlodarski, 1998, Vol. 1]. “The experience of individuals is formed by gradually accumulated and developed data, reached mainly through their own activity” [J. Strelau, 2008, Vol. 2]. Students, if one takes the ancient meaning of the term – are trying to pay for the acquisition of knowledge. Success of the education of students is therefore based on individual activities in the acquisition of knowledge and skills. The acquiring knowledge is a complex process of formal education or generalize their own life experiences. This process requires organizing and analyzing the assimilated information and efficiency in reaching categorized resources in the right situation. Another important issue in the field of learning is the acquisition of skills. According to J. Anderson, it is ongoing, involves the gradual transformation of declarative knowledge into procedural, thereby eliminating the requirement of obtaining information from long-term memory and keeping it in the short-term memory [J. Strelau, 2008, pp. 127-128]. Achieving the desired effect – an effective leader - it seems only possible with a high level of engagement of both student and teacher.

It's easier to learn some information if it is obtained from a person who is an authority (in some domain of education or in the practical application of knowledge – the mentor is actively working in the business world, as a successful leader). One of the fundamental changes taking place in a pluralistic society is to move away from the authorities (in their absolutist sense) in the direction of increased rationality in decision-making [A. Giddens, 1999, pp. 503-505]. In today's world, authority must be earned, among others, by increasing your own credibility. According to J. M. Kouzes and B. Z. Posner [2010] before people decide to follow someone, they must first make sure that this person is worthy of their trust. They want to be sure that this person is truthful, ethical and well-founded.

In a changing world, there are very different proposals for students support than there was a few decades ago. The last two generations have no mention of their mentors inspiring them to ask questions, express concerns and improve of knowledge and skills. Whether mentors existed in the “old style”, perhaps

students don't need them anymore, because expectations of young people have changed. Instead, there is mentoring and coaching. The first term is sometimes defined as "to provide individual assistance to another person in a non-linear transformation of knowledge, work or thinking [D. Megginsin, D. Clutterbuch, 1995, p. 13]. The second term is sometimes defined as "a person, who helps in strengthening and improving actions through reflection on how to use specific skills and / or knowledge" [S. Thorpe, J. Clifford, 2006, p 17]. Mentoring in this approach seems to be showing the more active in inspiring development and coaching in stimulating the query and questioning extracting of human potential.

P. Honey and A. Mumford's the study learning styles provide useful, practical classification to identify different ways of learning. They distinguished: activist – learning through experience and experimentation, become active in new challenges, the type of reflex – gathering information, analyzing it and taking decisions by observing current events; theorist – guided by logic, rules, basic models and principles, systemic thinking and rejecting items, which don't fit in the rational framework, pragmatist – performing in testing ideas, techniques and tools in practice [M. Willams 2009, by P. Honey and A. Mumford, 1982].

B. S. Bloom [1964] divides the areas and levels of learning. According to him learning can be divided into three distinct areas (domains) which are classified into different levels. Each of these levels are a higher and more sophisticated type of learning. They are: the area of cognitive (knowledge), the area of affective (attitude), the area of psychomotor (skills). In the field of knowledge dealing with learning of intellectual implemented at these levels: knowledge, reasoning, application, analysis, synthesis and evaluation. Area attitudes is a process based on emotions, usually associated with the area of cognitive, implemented at these levels: perception, reaction, valuing, organization and characterization. Area "skills" focuses on the development of physical skills: competence (how to use skills), efficiency (is characterized by minimizing effort), mastery (expert level allows one to create new methods of operation).

Another approach to learning used in the teaching of the so-called "New style" (supported by coaching and mentoring) is a competence theory – according to which learning is a complex process involving four steps in the transition from unconscious incompetence to unconscious competence [S. Thorpe, J. Clifford, 2006, pp. 27-28]. This theory seems to be very close to, how he was supposed to have performed in his life, as a philosopher of the ancient world - Socrates, who claimed that the highest level of knowledge is the consciousness of self-ignorance and the desire to learn by asking questions – later called the Socratic method.

Teaching leadership in higher education is the result of the belief that it can identify behavior, which intensifies successful leadership. This action seemed

to be much simpler than the interference with individual personality traits, if not able to determine at least one set of abilities (traits), which guarantee great impact on people. Studies of optimal leadership behavior conducted over many years examined in terms of behavioral, structural, transactional and transformational approaches, theories of leadership categorization, social identity and the concept significant effect of gender roles [B. Kozusznik, 2005, pp. 107-121]. The dynamically changing world of the second half of the twentieth century was the impetus for creating models to take into account the new requirements relations supervisor – subordinate. Theoretical solutions, which were the result from research in organizations (V. Vroom [1960], R. Blake and J. Mouton [1969], P. Hersey and K. Blanchard [1977], F. Fiedler [1978], Vroom and Yetton [1973] R. House [1996]) began to be implemented into managers training programs. The tools created in the framework of these models are still used (in Poland) in academic education and the development of employees (in training, assessment centers, development centers). The most recent results show that individuals that achieve successful leadership must be flexible and adapt to existing conditions or skillfully shaped them (in response to social and cultural expectations), according to the range and power to influence subordinates [B. Kozusznik, 2005, pp. 107-121]. Theories built on the basis of various studies carried out in the business world since the 30s of the twentieth century shows that the most successful leaders are able to combine the efficiency and ethics of relation with subordinates and other stakeholders of the leadership. The above-presented theories show that learning of leadership can begin within academic education, but it is possible for students to increase the level of knowledge and leadership skills by different teaching methods, for example: discussions inspiring classes and lessons rich in case studies and workshop activities.

According to D. Kolb [1979], it is worth remembering that learning is a process of non-linear but cyclical – which is a form of adaptive method of coping, proceed in stages: action – checking, figuring out – coming to a conclusion – changing behavior. The learning cycle of D. Kolb is used in Leadership Development Program in EDHEC. This school in order to boost the learning of leadership and achieve better results in the changing business world implemented a solution, which takes into account cultural contexts [D. Megginsin, D. Clutterbuck, B. Harvey, P. Stokes, R. Garrett-Harris, 2008, pp. 112-122]. In EDHEC the curriculum was developed. The traditional elements – focusing on expert combined with an induction program – which forms the foundation for personal growth and learning. The school faculty assumed that leadership can't be learned, but only developed by strengthening the necessary skills. Referring to the definition of J. March [J. G. March, T. Weir,

2003] in EDHEC acknowledged that the leader is also a plumber (because of the capabilities needed for effective action – complementary skills, ensuring the operation, an initiative to allow the transfer of responsibilities, performance standards, quality control and discretion allowing continuous adjustment of a motor driving system) and a poet (because giving meaning to the action taken, change the mundane into something special, discovering meaning, defines the purpose of life, words are forging a vision, and inspiration is transmitted more through personal and collective fulfillment than power and coercion, full of humility, able to provide an open mind, well-established personal values and self-confidence, respect and willing to take a risk – the poet transcends and overcomes terrifying limitations). The endeavor to develop leadership competences processing in teams of learners, who are the encouraging context for the development by reflection and conversation. Manager of learning in EDHEC behaves like a mentor, coach or facilitator [R. Rosinski, 2003], who while coordinating students uses the method of Socratic. Development towards leadership in this model is the use of learning conversations taking conversational dialogue form tailored to the individual abilities of each student subjected to that training.

Proposals for innovative programs of different schools of business<sup>1</sup> is discussed below.

### **Creating leaders - different routes implemented in selected universities in Europe, America, Asia and the rest of the world**

Comparative analysis of organizational leadership training methods were based on programs of business schools in the U.S., Europe, Asia and other countries in the world. The summary of organizational leadership training programs with the division of the goal and training methods shown in Table no.1.

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<sup>1</sup> Several rankings selected the top 5 business schools in the U.S., Asia (one from each country), Europe (one from each country), and the rest of the world (one from each country). A total of 20 schools in the field of business education. In the various rankings of universities, there are strong differences resulting from both the methodology of the research, as well as bias, discretion relating to the persons conducting the study. It was decided to carry out research based on the Financial Times Ranking of Business Schools [online] Available: <http://rankings.ft.com/businessschoolrankings/global-mba-rankings-2012/> Other rankings included in the study can be found at: <http://rankings.ft.com/businessschoolrankings/european-business-school-rankings-2011;> [www.topuniversities.com](http://www.topuniversities.com). [16 Aug 2012].

**Table 1** Comparative analysis of the organizational leadership training programs in selected business schools in the world

The name of the school and education program	Goal	Methods of education
Stanford Graduate School of Business The Innovative CIO: Leadership, Innovation, and Global Change <sup>2</sup>	Information on the tools to leverage leaders for competitive advantage for their respective firms.	Design thinking, which is an ideation process that combines creative and analytical skills with collaboration across disciplines to solve problems. The ability to observe and understand the needs of stakeholders reduce bureaucratic processes by using critical tools for CIOs. Discussions with professors, venture capitalists and successful startup executives is a thought-provoking environment.
Harvard Business School Program for Leadership Development Accelerating the Careers of High-Potential Leaders <sup>3</sup>	Advanced decision-making and execution skills for multifaceted leaders. Responsibility of company leadership .	The Learning Model – cross-functional approach to general management, innovative teaching methodologies, and residential learning environment that promotes teamwork and collaboration. In-depth education that goes beyond frameworks and theories, build leadership skills. Case studies offer multiple levels of learning and practical business. Build a network of friendships and business contacts that lasts a lifetime.
Wharton University of Pennsylvania Executive Education Leading and Managing People <sup>4</sup>	Effective decision-making processes, power and influence, recasting mindsets, managing relations for greater impact.	Active-learning approach blends interactive lectures with hands-on experiences that put principles into practice. Faculty challenge students to examine their management objectives and leadership style and explain why many of the current methods won't get the results they need.

<sup>2</sup> The Innovative CIO: Leadership, Innovation, and Global Change [Online], Available: <http://www.gsb.stanford.edu/exed/cio/> [16 Aug 2012].

<sup>3</sup> Program for Leadership Development Accelerating the Careers of High-Potential Leaders [Online], Available: <http://www.exed.hbs.edu/programs/pld/Pages/learning.aspx>. [16 Aug 2012].

<sup>4</sup> Leading and Managing People, [Online], Available: <http://executiveeducation.wharton.upenn.edu/open-enrollment/leadership-development-programs/leading-managing-people-program.cfm> [16 Aug 2012].

Columbia Business School Executive Education General Management Program <sup>5</sup>	Skills in the process mindset, decision making, talent development, strategy development and implementation.	The field's preeminent experts lead participants through interactive (real-world) simulations, role-playing, dynamic discussions, and lectures to provide the tools needed to transform participants into superior cross-functional leaders. Students actively practice the skills essential to effective leadership such as questioning, listening, integrating, and communicating, and receive feedback on how to make improvements.
MIT Sloan Management MIT Sloan Fellows Program in Innovation and Global Leadership <sup>6</sup>	To prepare an elite group of global mid-career managers to magnify their impact as leaders (build knowledge, confidence, critical leadership skills).	Core courses, electives, team projects, and frank discussions with global leaders, work with some of the world's greatest industry experts on the issues that shape the marketplace, collaborate with peers from two dozen nations to reach a greater understanding of leadership and global business. The most important method is action learning, which changes perspective and experience of global leadership by working on real-world projects.
London Business School Sloan Masters in Leadership and Strategy <sup>7</sup>	A transformational opportunity for established senior executives looking to move into positions of organizational leadership.	Lecturers have an academic and real-world experience as consultants and directors for major organizations. The connection between cutting-edge research, real-life experience and class interaction delivers a powerful learning experience. Students can gain inspiration from influential and powerful people in business and politics, utilize the extensive global networks of contacts, friends and future colleagues from the School's alumni database.
HEC Paris MBA Full-time option <sup>8</sup>	Learn a leadership, which is a transformative process through practical experience and experiential learning initiatives.	The case-study method as the most effective way to critically analyze real-life business situations and bring to light challenging management issues. Other methods: team work, practical application, guest speaker lectures and conferences (business leaders from a wide spectrum of industries and department), e-learning with a data-base connection.

<sup>5</sup> General Management Program, [Online], Available: <http://www8.gsb.columbia.edu/execed/connected/general-management>. [16 Aug 2012].

<sup>6</sup> MIT Sloan Fellows Program in Innovation and Global Leadership, [Online], Available: <http://mitsloan.mit.edu/fellows/>. [16 Aug 2012].

<sup>7</sup> Sloan Masters in Leadership and Strategy, [Online], Available: <http://www.london.edu/programmes/sloanmastersinleadershipandstrategy/alumniprofiles.html>. [16 Aug 2012].

<sup>8</sup> MBA Full-time option, [Online], Available: <http://www.mba.hec.edu/Explore-the-program/Full-time-option>. [16 Aug 2012].

IE Business School Global MBA <sup>9</sup>	Learning by a Core Period (global outlook and a broad perspective) and a Specialized Module.	Case method of real problems that may arise in any type of company. Other methods: teamwork, interactive learning (multimedia tools: simulators, interactive graphics, videos and podcasts, as well as completely interactive case studies and technical notes. The innovative use of media supports different learning styles and makes content easier to absorb).
IMD Business School MBA Program <sup>10</sup>	Understanding leaders dilemmas (responsibility, self-awareness; identify of strengths).	High intensity outdoor leadership group work and team-building exercises provide an effective method for leadership development: perform under pressure, enhance the capacity to lead responsibly by understanding the rational and emotional factors at work in groups. Learning Method using action learning .Other methods: real learning – case studies, real world projects, participation in selected executive programs, world-class networking, teamwork, sessions with a psychoanalyst, individual career counselor and the evaluation process.
Rotterdam School of Management Erasmus University Advanced Management and Leadership Programme <sup>11</sup>	Understanding that leadership requires the ability to navigate both the complicated and the complex.	Learn the skills of innovation, high-performing teams, and orchestrating organizational change. Methods: a one-on-one coaching conversation, pre-work, such as completing an assessment, reading articles, and/or writing a reflection paper presentations, workshops, real-life assignments and tools (journal entries, movies, articles, games, etc.). Concepts and theories are presented only if they are relevant to today's world of business.
Insead Asia Campus MBA Programme <sup>12</sup>	Using work of students to inform their learning and using their learning to improve their performance at work.	Interactive learning (of “participant” instead of student – one role of the faculty is to tap such experience and to encourage exchange of best practices and collective learning. Active debate among participants with the faculty. Practical learning, but grounded in theory: case studies, reconciling the unique features of a firm's particular issue with the more generalizable concepts. Multiple formats (short videos, small group presentations, role playing, case debates, simulations and lectures).

<sup>9</sup> Global MBA, [Online], Available: <http://www.ie.edu/business-school/degrees/mbas-and-executive-mbas>. [16 Aug 2012].

<sup>10</sup> MBA Program, [Online], Available: [http://www.imd.org/programs/mba/programstructure/learning\\_methods.cfm](http://www.imd.org/programs/mba/programstructure/learning_methods.cfm). [16 Aug 2012].

<sup>11</sup> Advanced Management and Leadership Programme, [Online], Available: <http://www.rsm.nl/executive-education-organisational-development/open-programmes/programmes/rsm-advanced-management-and-leadership-programme/programme-structure/>. [16 Aug 2012].

<sup>12</sup> MBA Programme, [Online], Available: [http://mba.insead.edu/campuses/asia\\_campus.cfm](http://mba.insead.edu/campuses/asia_campus.cfm). [16 Aug 2012].



HKUST Business School Full-time MBA <sup>13</sup>	Training global leaders who can speak their minds and work well with others in a wide range of cultural contexts (e.g. Chinese).	Lectures comprise only 30% of course delivery, with the remainder taken up by discussions, seminars, case analysis, simulation, individual and group projects, and presentations. Methods: case-based interactive learning, using real-life business cases from within Greater China and the rest of the world. Methods of assessment can include class participation, individual assignments, group projects and presentations, quizzes, and exams.
Indian Institute of Management Post Graduate Programme <sup>14</sup>	Developing young men and women into competent professional managers any sector leaders. Values: integrity, honesty and fairness.	Case study (supplemented with guest lectures, seminars, games, role plays, industrial visits and group exercises). The case method is used to implement theoretical concepts to real-life situations. Group work (is a major component of most courses. The groups are formed in a manner such that students get to work with people from different educational, professional and cultural backgrounds).
Sung Kyun Kwan University Graduate School of Business MBA Program <sup>15</sup>	Draws from the accumulated experiences and teaching philosophies of faculty.	Class-room theory with case studies to analyze and solve the world's current business issues; guest speakers series who are experts and leaders in their fields; summer internships in local and international companies; one semester abroad to broaden their learning experience; multicultural experience.
HULT International Business School One-Year MBA Leap Method <sup>16</sup>	Integration among traditional faculty, career services, and corporate executives.	Theory and business fundamentals learning with thought-provoking debate which exposes students from disparate backgrounds to new perspectives. Work with experts, discuss the realities of solving problems in the fast-paced environment. A real-world situation – small teams with a mentor (typically a consultant or senior executive).

<sup>13</sup> Full-time MBA, [Online], Available: <http://mba.ust.hk/ftmba/alumni/overview.htm>. [16 Aug 2012].

<sup>14</sup> Post Graduate Programme, [Online], Available: <http://www.iimahd.ernet.in/>. [16 Aug 2012].

<sup>15</sup> MBA Program, [Online], Available: [http://gsb.skku.edu/2008\\_home/program/01\\_01\\_introduction.htm](http://gsb.skku.edu/2008_home/program/01_01_introduction.htm). [16 Aug 2012]

<sup>16</sup> One-Year MBA, Leap Method, [Online], Available: <http://www.hult.edu/en/programs/mba/academics/hult-leap-method/>. [16 Aug 2012].

Australian Graduate School of Management (AGSM) Management Master of Business and Technology <sup>17</sup>	A way with the intellectual tools to manage and take up leadership roles that keep pace with the dynamic world.	Critical thinking and problem solving, communication, teamwork and leadership (graduates have to be able to display collaborative skills in teamwork and a capacity for leadership), social, ethical and global perspectives, in-depth engagement with relevant disciplinary knowledge, professional skills (plan and manage study and workloads to achieve self-direction, and personal and professional goals).
Rotman School of Management University of Toronto Rotman's Interactive , Thinking Program <sup>18</sup>	Answer the question: how successful leaders react when faced with complex problems that seem to have no right answer?	Learn constructively face the tensions of opposing models, and generate a creative resolution of the tension in the form of a new model that contains elements of the individual models, but is superior to each. Develop the ability to assess and balance conflicting ideas, business models, or strategies to generate new ways of doing things.
Coppead Full-Time Master in Business Administration Program <sup>19</sup>	Form high level professionals capable of understanding and performing effectively in the global economic environment.	Lectures, team works, decision-making based on the most up-to-date concepts and techniques, case-based discussion complemented with simulations, business games, field studies and participation in consulting projects, one semester in partner schools abroad".
Graduate School of Business University of Cape Town MBA Programme <sup>20</sup>	Addressing the functional areas of business, new streams of learning around communication and leadership.	The holistic approach to learning (interactive classroom environment, the program faculty – students networking opportunities) includes: lectures, discussions, role-playing, audio-visual presentations, individual and group presentations and guest lectures. Practical experience is gained through engagement with real businesses (individual and group) learning opportunities. Exist support mechanisms for students and lectures.

<sup>17</sup> MBT, [Online], Available: <http://www.asb.unsw.edu.au/schools/management/programsandcourses/Pages/postgraduatecourseworkprograms.aspx>. [16 Aug 2012].

<sup>18</sup> Rotman's Interactive Thinking Program, [Online], Available: [http://ep.rotman.utoronto.ca/success\\_stories/](http://ep.rotman.utoronto.ca/success_stories/). [16 Aug 2012].

<sup>19</sup> Full-Time Master in Business Administration Program, [Online], Available: [http://www2.coppead.ufrj.br/eng/index.php?option=com\\_content&task=view&id=21&Itemid=61](http://www2.coppead.ufrj.br/eng/index.php?option=com_content&task=view&id=21&Itemid=61). [16 Aug 2012].

<sup>20</sup> MBA Programme, [Online], Available: <http://www.gsb.uct.ac.za/s.asp?p=104>. [16 Aug 2012].

INCAE Business School Center for Women's Leadership Master Program <sup>21</sup>	Men and women have equally opportunities to become leaders. Prepare women leaders for the challenges they will face.	Lectures and case studies: Negotiation and Persuasion Techniques, Building Networks, Managing Work-Life Conflict, Assertiveness Training, Gender Differences in Communication Styles, Career Planning and Coaching, Stress Management. Private and public sector support – a bridge between scholarly findings and professional best practices.
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Source: own study based on school sites (referenced in the table)

### **The effectuality of programs - successful graduates in the business world**

Implemented programs aimed at young people and experienced managers are executed in different number of hours, depending on the level and expectations of participants (from a few weeks specialist courses to full-time two-year management studies). Tailored to individual needs programs are designed to shape the future organizational leaders and in accordance with information presented by the universities (included in the study), results in a very high percentage of people achieving success in managerial positions after graduation. It is no wonder – after all, these are the world's best business schools. The analysis, to some extent, concerns the information presented by the university on the Internet. Some of them – successful graduates statistics, broken down by sector and level of government – are impressive, but without information on the actual activities undertaken in selected positions. The careers of graduates are more specifically described in the articles, linked with the website of each university included in the study.

Popularity of analyzed courses due to several key factors. First of all – past successes of alumni inspired future students to achieve a successful individual career in the business world. Secondly – these schools offer programs, which are flexibly adapted to the changing organizational world. Thirdly – according to the latest research results – presented in this article, selected universities argue that they teach complex educated leaders, prepared to make informed decisions in a variety of social, cultural, economic and market conditions (not trained craftsmen – people programmed to perform rehearsed in college patterns of action, but a person having creative, active and integrated thinking,

<sup>21</sup> Master Program, [Online], Available: <http://www.incae.edu/en/research-and-knowledge/methodology.php>. [16 Aug 2012].

which encourages current and strategic actions). Fourth – great strength and competitiveness of the investigated business schools are their graduates because the feedback from them, which is the basis for updating the curricula, they collaborate with the university in organizing internships for students, support their school – essentially, financially and morally - confirming that the capital of relation is the most important resource of all individuals, who are successful in leadership.

An interesting solution – supported by the current research – is set in Central America program for women. This program is using contemporary knowledge shows that women are more predestined to build positive, lasting relationships with co-workers, because of roles acquired from childhood (sexual and social roles). Innovation of this program consist in specific education and promote careers in a world where the dominance of man is much more noticeable than in Europe or North America.

The success of the analyzed programs is based primarily on the novel, multi-path approach of nonlinear training includes advice of scientists and experts, the conditions for gaining practical skills in individual and team activities, and stimulants to “doubt”, asking questions, important in process of philosophize – being marginal importance in the process of business education in Poland. This multilevel education programs best business schools in the world builds (in the students) confidence, ease of communication and networking, awareness of the dominant role of human capital in the organization and relational capital in the business environment and protect against making mistakes in his or her role of the organizational leader.

## **Conclusion**

Graduates of the best universities in the world do not have problems with finding a job. Analysis of school sites and press releases on-line shows that some of them archives success in leading people in the biggest organizations in the world. Programs in the field of leadership are prepared for young people (even with no experience in the business), and executive managers, who want to keep up with the dynamics of strong growth in the twenty-first century – changing from managers to organizational leaders even in late middle-aged.

The analyzed universities using the knowledge of leadership gathered for many years by researchers from the fields of psychology, management, economics, sociology, or in a more detailed form in the area of human resources management. Moreover, these institutions are strong academic centers, resulting in the current study, strongly supported by public and private funds. The results of the study are used to modify the curricula, teaching methods,

the development of novel tools based on knowledge of new development trends and the latest technologies and information.

Analysis of websites, including descriptions of alumni careers and forums of graduate shows two main factors distinguishing the best university students from schools that “results in a mediocre university degree”. First, the pride of attending the school, the awareness of a significant impact of education on further professional and personal life. Secondly, the belief that belonging to a group of persons “doomed to success” is the basis for keeping in touch after graduation. Schools take care about informing the public of the success of their graduates. They present information about the successes on their websites.

The question remains open: are the described graduates organizational leaders or despite different training programs – using the latest teaching methods – in accordance with development of humanities and social sciences – are excellent, but only managers. Some universities are convinced that appropriately selected training programs and specific relationship of academic staff and students makes it possible to shape not only young people, but also experienced managers to be effective organizational leaders. These activities are successful because managers learning in these schools of business believe in transition and observe the changes of styles of directing after they finish the leadership program.

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