



**TO WHAT EXTEND MBA MANAGEMENT DEGREES PLAY A ROLE IN
DEVELOPING LEADERSHIP INTELLIGENCE?
AN EVALUATION OF THE PERCEPTION OF TURKISH STUDENTS**



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Abstract

The characteristic of this research was identified as positivist since the eventual goal of this study was to examine the effectiveness of management master degrees in developing leadership intelligence. According to the chosen perspective, design of this research preferred as exploratory case study to show the current perception of the Turkish students at KCB towards effectiveness of KCB in developing their leadership skills in England. Both qualitative and quantitative approaches to research were applied for this study as a research conduction of this manner could supply new perspectives on the issue at hand. Additionally, the most of the participants are believed that managing people module is one of the modules that focus on the leadership development. The definitions of leadership provided by the participated students on the other hand reminded the way of Turkish management style which is “autocratic”. However, the participants indicated slightly more agreement with statements that indicate they have developed and improved planning skills, started to take more initiative, developed self control, improved flexibility in handling situations, developed and improved self-confidence, started to build and maintain informal relationships, improved oral communications, learned how to use concepts in real life, and improve written communication.

KCB: Kensington College of Business, England

Key Word: Management Degree, leadership, intelligence, Turkish student, England, Management,

İŞLETME YÜKSEK LİSANSININ LİDERLİK ZEKÂSININ GELİŞİMİNDE NASIL BİR ROL OYNAR?

TÜRK ÖĞRENCİLERİN ALGILARINA İLİŞKİN BİR DEĞERLENDİRME

ÖZ

Bu çalışmanın nihai hedefi, liderlik zekâsını geliştirmede işletme yüksek lisans etkisinin araştırılmasıdır, bu araştırmanın özelliği, pozitivist olarak tanımlanmıştır. Seçilen perspektife göre, bu araştırmanın planlamasında, İngiltere’deki Kensington Ticaret Okulu’nun kendi liderlik yeteneklerini geliştirme konusundaki etkisi çerçevesinde, Kensington Ticaret Okulu’ndaki Türk öğrencilerin algılarını gösteren durum keşif çalışmasını tercih edilmiştir. Öğrencilerin Kensington Ticaret Okulu’nda okumayı istemelerini etkileyen faktörler

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çerçevesinde, keşif araştırmasına katılanların algılarının, Ayrıca, katılımcıların birçoğu, yönetici şahıs biriminin, liderlik gelişimine odaklı olan birimlerden biri olduğuna inanmaktadırlar. Öte yandan, katılımcı öğrenciler tarafından verilmiş olan liderlik tanımları, Türk yönetim stiline “müstebit” olarak hatırlandığını göstermiştir. Ancak, katılımcılar, planlama yeteneklerini geliştirdiği ve ilerlettiği, daha fazla inisiyatif almayı geliştirdiği, otokontrolü geliştirdiği, durum değerlendirme esnekliğini geliştirdiği, özgüveni geliştirdiği ve ilerlettiği, resmi olmayan ilişkiler kurmayı ve korumayı başlattığı, sözlü iletişimi geliştirdiği, gerçek hayatta konseptlerin nasıl kullanılacağını öğrettiği ve yazılı iletişimi geliştirdiğine ilişkin ifadeleri biraz daha fazla kabul etmişlerdir.

Anahtar Kelimeler: Liderlik zekası, İşletme Yüksek Lisans, İngiltere, Liderlik gelişimi

1. 1. Research Background

The essential objective of management training is to educate individuals in becoming outstanding leaders and skilled professionals. In this sense, a comprehensive model should be designed for evaluating competencies as well as examining the level of knowledge as it is essential for an effective establishment to fulfil the necessary requirements of workplaces (Boyatzis, 2006).

Boyatzis and Saatcioglu (2008) stated that competent leaders should have cognitive thinking abilities, emotional intelligence and interpersonal intelligence abilities. Furthermore, enthusiasm is essential for putting into practise the acquired skills. The role of the organisation at this point is to ensure that individuals receive the necessary management training for the forthcoming projects and duties.

1. 2. Turkish Education Market and Turkish Students in the UK

Erten (2009), in the light of statistics, states that the number of Turkish students going abroad for language or higher education purposes is 30,000 per year and this figure is likely to increase in the coming years. Every year, approximately 1,500,000 students take the National University Placement Test for in Turkey and only 500,000 of these students can have the chance to be enrolled in one of the universities. Since the capacity of higher education institutions does not meet the requirements of young individuals, many students search for enrolment and transfer probabilities abroad. Many people find studying abroad appealing in terms of better opportunities and better language education, considering the deficiencies of language education in Turkish high schools and higher education institutions as well as the private courses (Erten, 2009).

Due to the so-mentioned reasons, students in Turkey seek an improved and enhanced education alternative that is recognised globally and that can increase their chances of employment (British Council, 2010). During the employment process, English competency is an essential requirement. On the other hand, Turkish high schools and higher education



institutes do not have the capacity for an enhanced English Language Training. Thus, individuals have come to an understanding that studying abroad has substantial advantages during the employment process (British Council, 2010). Yavuz (2009) states that the most preferred countries for Turkish students are listed as Germany, USA and the UK.

The increase in demand is due to the certification of British universities and their recognition all over the world. Other reasons can be stated as effective networking of graduate Turkish students and promotional activities of the UK institutions. The duration of studies is another reason for increase in demand; under-graduate studies can be completed within 3 years and master's degree can be obtained within a year. The annual fee for an MBA programme is 12,000 GBP in the UK, whereas an average MBA programme in USA is likely to exceed 40,000-50,000 USD (Mesutoglu, 2007).

Within the year 2010, the estimated number of Turkish students in the UK exceeded 3000 (Akca, 2010). The preferred fields of studies in the UK can be listed as Business, Management, IT, Finance, Law and Art (British Council, 2010).

1. 3. Rationale for Chosen Topic

Recent reviews reveal that every year Britain's receives more and more of young Turkish population striving to continue their higher education in the UK. However, discussions are still ongoing regarding the effectiveness of MBA Programmes in the UK in relation to the enhancement of leadership skills of Turkish students. The answer to this question will not only affect Turkish students and their choices, but it will also have an impact on British Universities. If facts are known, Turkish students will be able to make rational choices, whereas British Universities will identify their strengths and weaknesses as well as the areas for improvement.

1. 4. Research Aim, Objectives and Questions

The aim of this research is to critically analyse the importance of Management Master Degrees and its effectiveness on developing leadership intelligence in Turkish students who study in the KCB*. In accomplishing this aim, the research pursues following objectives:

- Evaluating relationship between development of leadership intelligence and Management Master Degrees.
- Investigating the KCB's MBA programs' effectiveness in business life for Turkish students.
- Determining the effectiveness of the design of the KCB's MBA degrees' curriculum for developing leadership intelligence among Turkish Students.
- Finding out whether Turkish Students are satisfied with the education provided by the KCB.

Research questions are:



- What is the perception of Turkish students towards KCB's MBA programs in developing their leadership skills?
- What is the perception of the Turkish students towards effectiveness of the modules in the MBA programs in developing their leadership skills?
- What is the perception of the Turkish students in regards to teaching methods used by the KCB's tutors?
- What is the overall satisfaction level of Turkish students in regards to KCB's MBA program?

*KCB: Kensington College of Business, University of Wales.

2. 1. Leadership and Leadership Development: Definition

The definition of leadership gave birth too many theories. Barker (1997) stated that definition of leadership relates to a self-driven characteristic by nature, which opposes to the idea of other researchers who believe that leadership is involved with talent, knowledge and personal values. Barker reckons that the existing definition of leadership is derived from primitive leadership patterns, which mainly have feudal and industrial characteristics, and which would fit the organisations that have been administered in an approach involving hierarchical regard. This type of leadership does not match with the modern norms that provide a linear approach (Funk, 2002).

Leadership can conceptually be subdivided in to three equal parties with the first and foremost being the 'pillars' supporting the leader. Following the first party is the group that supports that leader. Third party is evidently the point that is sought to be reached by that group. Above mentioned collection of leadership's key points is self-explanatory, however it does not mention another drastic orbit of the concept – relationships. When looking in to the problem more insightfully it becomes apparent that formula for leadership is very complex. For one thing, relationship that is one of main ingredients is a very complicated idea (Komives, Lucas and McMahon, 2006). It is the positive combination of relationships that makes it possible to change one worldly aspect for the better, thus it is important never to ignore its significance of relationships and value of processes when it comes to leading. Some perspectives stated that a leader is to make difference through managing complicated processes through relationship but also maintaining harmony within those relationships throughout the process of change (Barker, 1997). Consequently, leadership is a concept that is comprised of relationships common point of which is to change the world for a subjective positive. According to Funk (2002) respectively, leadership is a process of influential connection from stemming from leader to their followers in order to create a fact changing movement. Subsequently it is attempted to clarify exactly what is leadership in the name of academics.

It is true that desire to lead is a genetic characteristic, however this does not automatically imply that people who were not some blessed form the beginning cannot improve this feature by practicing and inquiring on this topic (Lawson, 2009). Lawson (2009) states that



although methods of creating leaders are different and lead down various paths, the destination always remains the same. The source goes on to say that one of the methods named leadership development is concerned with the entire process of leading, both at simple and fun as well as difficult and at times frustrating stages.

2. Approaches to Leadership Education

After the changes in leadership reality, it becomes necessary for certain changes to occur in education as well. In industrial studies which focus on leadership, the discipline which is most referred to is psychology because it studies human behaviour and the factors which affect and control it, and also tries to explain how people can be motivated (Brundrett, Burton and Smith, 2003). Control over human behaviour, which is a major topic of research in psychology, is extremely important for industrial productivity (Rost and Barker, 2000).

Rost and Barker (2000) suggest that common events such as issue resolving and consequent amends should be addressed perhaps through such diplomatic techniques as unions, deals, compromise and simple discussions on issues in question

Students who are prospective leaders and managers are required to predict and respond to the questions and problems of a company or business with intellectual curiosity and swiftness. They also need to be highly motivated, innovative, and need to have natural intuitive powers. Above all, it is very important for them to be able to think critically and creatively. All of the above listed traits can be gained through proper education (Greenhalgh, 2007).

People who support cognitive psychology when it comes to educational leadership, do so because they believe cognitive psychology combines practice, thought, and context by treating these as very important factors in the evaluation of hypotheses. The cognitive approach has been trying to find solutions to major problems related to the connection between theoretical, empirical and professional knowledge, and actions (Gold, Thorpe and Mumford, 2010).

Although they are essentially different, both types of reflection are employed in action-based situations which rely on experimental, practical, and theoretical types of knowledge (Hart and Bredeson, 1996; Hart, 1999).

3- Methodology

The characteristic of this research was identified as positivist since the eventual goal of this study was to examine the effectiveness of management master degrees in developing leadership intelligence. Cooper and Schindler (2006) stated that positivism adopts several approaches and one of them is the deductive approach. According to the deductive approach the reasons gives birth to the conclusion (Cooper and Schindler, 2006). According to the



chosen perspective, design of this research preferred as exploratory case study to show the current perception of the Turkish students at KCB towards effectiveness of KCB in developing their leadership skills.

There are two key mainstays in research methodology: quantitative and qualitative research. Both of these two mainstays are considered during the process of research which consists of research design, data collection and analysis and reporting steps (Mariampolski, 2001).

Qualitative research, as referenced in the term allows the researcher to understand the nature of the issue and possess an acute awareness of the issue at hand. “Why” and “how” are the enquiries that are put forward when the researcher is carrying out a qualitative research (Mariampolski, 2001). As the researcher conducting a qualitative study gathers data and subsequently evaluates it without a particular discipline, his/her evaluation is expected to be subjective (Wright and Crimp, 2000).

Both qualitative and quantitative approaches to research were applied for this study as a research conduction of this manner could supply new perspectives on the issue at hand. Abrahamson (1983) suggests that when an assortment of methods are implemented during research that they balance one another due to the fact that they are involved in more than one reality. Following the identification of the research range, it is vital to examine the various kinds of data collection methods which were adopted for this research.

3. 1. Data Analysis

Data were analysed through applying two different methods which are frequency analysis for the questionnaire results and narrative method for the Interview. Therefore, in frequency, responds rates for each questions’ answers were shown in the tables and charts while the answers provided in open-end questions were explained in detail. By using the narrative method on the other hand, only the usable information that is provided by the interviewee was explained and the rest of the information was disregarded by the researcher.

3. 2. Conclusion

Qualitative and quantitative choices, applied primary and secondary data collection techniques, ethical issues and limitations were presented in this chapter. The following chapter presents the analysis conducted for the questionnaire and the interview results

4- Data Analysis

4. 1. Introduction

As mentioned earlier, data were analysed through applying two different methods which are frequency analysis for the questionnaire results and narrative method for the Interview. Therefore, in frequency, responds rates for each questions’ answers were shown in the tables and charts while the answers provided in open-end questions were explained in detail. By



using the narrative method on the other hand, only the usable information that is provided by the interviewee was explained and the rest of the information was disregarded by the researcher. First questionnaire and then interview were analysed.

4. 2. Analysis of the Questionnaire

4. 2. 1. Gender

Table 1: Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	21	67.7	67.7	67.7
	Female	10	32.3	32.3	100.0
	Total	31	100.0	100.0	

In the above table, the distribution of gender for the survey can be observed. From the information collected by the participants of the survey it is seen that nearly 2/3 of the population are represented by males, whereas nearly 1/3 of the population is represented by female participants. This indicates a significant distribution of males within the survey.

4. 2. 2. Programmes on Which Respondents were Studying

Table 2: Programmes on Which Respondents were Studying

Programmes on Which Respondents were Studying					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MBA/General	15	48.4	48.4	48.4
	MBA/Marketing	10	32.3	32.3	80.6
	MBA/Human Resources Management	3	9.7	9.7	90.3
	MBA/International Management	1	3.2	3.2	93.5
	MBA/ Health Care	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

According to the table above, the programs in which the respondents were currently studying are listed as MBA/General, MBA/Marketing, MBA/HRM, MBA/International Management and MBA/Healthcare.



From the results that are indicated in the table above it can be seen that nearly half of the respondents were pursuing General MBA programs. The next largest group represents the MBA marketing programs, which reflects nearly 1/3 of the population. These two programs represent a significantly larger portion of the population than the MBA programs of human resource management, international management and healthcare, where the combined total of these three programs represents nearly 1/5 of the total population.

4. 2. 3. Factors Influenced to Study in the KCB

When the participants of the survey were asked what factors influenced their study in KCB, a significant portion of the respondents claim that the main factor was the cheapness of studying in KCB. Additionally, the next common response included for the factors that influenced studying in KCB was related to the attractiveness of the website and the provided information in the website and quality of the education provided by KCB. Additional factors that were included in the responses include not requiring IELTS and convenience of the location.

4. 2. 4. What is Leadership?

Since the ultimate objective of this study is to examine the effectiveness of management master degrees in developing leadership intelligence, in this question, participated students are asked to define leadership. In the literature, Barker (1997) affirms that the mission of a leader is to make a change within the scope of a social process that comprises multiple and complicated relationships. Based on this argument, leadership can be defined as a relational process that enable leaders and followers to achieve mutual targets which in the end lead to a positive change. Findings showed that almost none of the students were able to fully define the concept of leadership. However at this point it should be noted that participated students are Turkish, so this result may be found due to cultural differences. Following definitions are given by the students;

- A person who never afraid of taking responsibilities and capable enough to manage people
- Leadership is creating a way for people in hard times or managing organisations
- Leadership is being sensible, creative, organising plans and structure of business, able to communicate positively all the time, motivate other colleagues and most importantly improve herself/himself with the feedbacks
- Leadership is managing and influencing group of people to achieve organisation's goal
- To be able to cope with problems and solve them efficiently
- Ability to show something by own example. Ability to lead, problem solving, motivating and achieving objectives with continuous and loyal support of subordinates

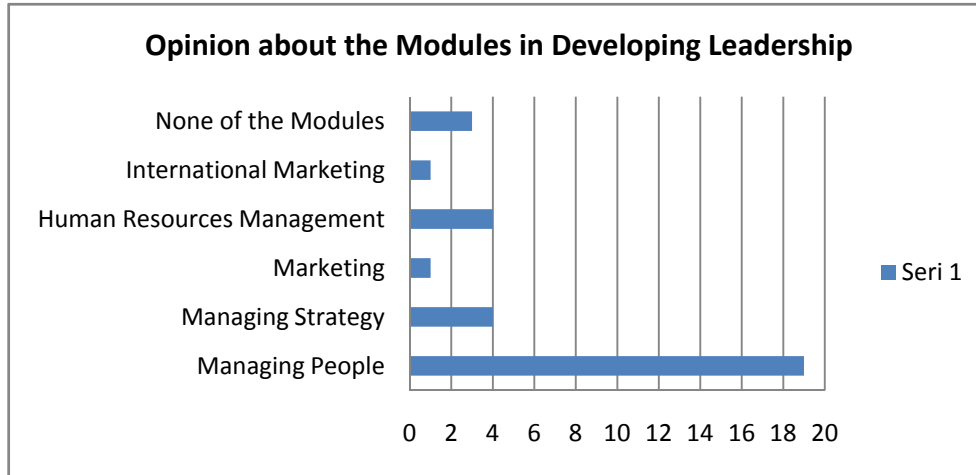


- Leadership is the capability of managing employees and all other administration transactions
- Leadership who makes people work, who get them together as a team worker, who has a good analyse ability
- Leadership is the condition of being a leader who would be realise the legal and ethical issues for management people fairly and should be more powerful than them
- Leadership is the way that one person treats the others in the appropriate ways. The effective leader should foresees the crucial of the employees and treats them under legal and ethical
- Leadership is the ability to motivate a group of people to the objective
- To motivate a working group
- Leadership is the ability to influence people around you in positive way
- To be the point in a group
- Leadership means that to motivate people for main target
- Leadership is the ability to control a group
- Leadership can be defined as managing firstly himself/herself then managing the other people
- Not only having information about a job. It is being a professional director of activities and people's psychology
- Leadership is to be a role-model for the team and leading your team to become better leaders.
- Leadership who has got ego.
- Leadership is a quality which gives a person to handle a group or a group of people for the success of an organisation.
- Leadership is the quality of an individual to promote growth, knowledge and professional skills in a particular organisation
- To organise everybody and operations properly, on time
- Leadership means when you have leadership qualities, knowledge and patience
- To being able to in charge of people



4. 2. 5. Opinion about the Modules in Developing Leadership

Bar Chart 1: Opinion about the Modules in Developing Leadership



From the responses that were generated from the survey, it is seen that the majority of the responses indicate that managing people module helps to develop leadership because it provides the ability to motivate and interact with individuals, therefore leading to the effective management and leadership of employees and various individuals.

4. 2. 6. Expectation after Completing Study in the KCB

When respondents were asked to indicate their expectations following their program at KCB, the overall majority of the responses indicated that the participants desired a good job and to be good in their positions. Additionally, some of the respondents indicated specific goals within their selected industry related to positions that are desired. Furthermore, a few respondents indicated that they anticipate starting their own business following their studies at KCB, while even fewer respondents indicate that they do not have any expectations following their studies.



4. 2. 7. Overall Satisfaction

Table 7: Overall Satisfaction

		Overall Satisfaction			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Answer	2	6.5	6.5	6.5
	Satisfied	10	32.3	32.3	38.7
	Neither Satisfied nor Dissatisfied	13	41.9	41.9	80.6
	Dissatisfied	4	12.9	12.9	93.5
	Very Dissatisfied	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

The participants were asked to indicate their overall satisfaction with studying at KCB. According to their responses, the results can be seen in the table above. Based on this information it can be seen that a significant portion of the participants of the survey were neither satisfied nor dissatisfied, while a large group of the participants indicated that they were satisfied. Overall, more satisfaction exists for studying at KCB than dissatisfaction.

4. 3. Analysis of the Interview

As mentioned earlier, the interview was conducted with David Zerdin who has 21 years experience in teaching of Marketing Communications and working with KCB for about 18 years, to identify what renders KCB's MBA programmes more apt for Turkish students. Although interviewee's helpfulness, because of his background was not on leadership, he only helped on some of the issues. Therefore answers obtain for this part was rather limited.

According to him, leadership is clearly part of management and business projects cannot be managed without some element of leadership; thus it is crucial to teach leadership. KCB teaches leadership in the UK under the auspices of a UK university, using lecturers with UK education qualification. Therefore, it is inevitable that the methods used will be those used in UK – e.g.: student centred, rather than learning by rote. In this perspective he believes these methods are effective – and the evidence gained from courses taught at other universities has been the subsequent success of students in gaining positions of responsibility. However, as there is no feedback from students after they leave the college he couldn't give an answer whether educational methods used in teaching leadership at KCB was effective or not in improving leadership skills of students.

Questionnaire results showed that there are problems in developing empathy, developing social objectivity, gaining the ability to manage groups, gaining the ability to help others in development, developing systematic thinking, conducting quantitative analysis, and



developing and improving skills in using technology. Therefore by taking feedbacks from the students, it can be said that KCB can identify the weak points and thus can improve itself in providing better education which leads improved leadership skills.

5- Conclusion

The characteristic of this research was identified as positivist since the eventual goal of this study was to examine the effectiveness of management master degrees in developing leadership intelligence. According to the chosen perspective, design of this research preferred as exploratory case study to show the current perception of the Turkish students at KCB towards effectiveness of KCB in developing their leadership skills. Both qualitative and quantitative approaches to research were applied for this study as a research conduction of this manner could supply new perspectives on the issue at hand.

With regards to the primary research data, the author favoured primary data collected via communication methods; both survey and interview methods were used. The survey method was conducted with Turkish students who were studying for MBA degree in the KCB. Due to the fact that the intention of research was to assess how Turkish students perceive the MBA degrees in the KCB, all Turkish students who are currently studying at KCB formed the population of this study. However, sampling method was applied as there were about 300 Turkish students who were studying at KCB at the time this study was conducted and because of the time limit, conducting a survey on whole population was not possible. Therefore, researcher assumed that there were 310 Turkish students in KCB and thus 10% was targeted to be surveyed. Therefore, 31 Turkish students were chosen according to their closeness to the researcher. Thus, convenient sampling method was applied and questionnaires were distributed to the researcher's Turkish friends who were studying at KCB.

Data were analysed through applying two different methods which are frequency analysis for the questionnaire results and narrative method for the interview.

Finding s showed that the perceptions of the participants of the survey in terms of the influential factors that contributed to the desire to study at KCB show that the primary factor that influenced study at KCB includes KCB's low price. Additionally, the most of the participants are believed that managing people module is one of the modules that focus on the leadership development.

The definitions of leadership provided by the participated students remind the way of Turkish management style which is "autocratic". Due to this finding, it is asked in the interview that whether KCB has strategy for its diverse background students in developing their leadership styles however; it has found that there is no significant strategy of KCB in developing leadership skills of its culturally diverse students. In this context it has been claimed that self-awareness is encourage in KCB. Therefore, by showing the right ways for



the leadership, it is expected from the students that the change their behaviour towards the good and effective sample of leadership. However, from the findings it was identified that although some of the students have changed their views some still keep the way of thinking by seen leadership as autocratic. Therefore, more attention can be pay to those students who are culturally different in terms of their management styles at KCB.

However, significant portion of the participants indicate that the course content and developing leadership is good. Additionally the participants of the survey generally agree that the tutors of the KCB program are good at developing leadership and many of the participants ranked the teaching methods of the tutors for developing leadership as either good or neither good nor bad. This is explained as such due to the responses that indicate the tutors and lectures are good and try to do their best. However, some respondents indicated that the terms are too short and that the programs should concentrate on practice as opposed theory.

Generally all of the respondents of the survey indicated that their expectations following the completion of their study at KCB will involve seeking employment, seeking specific positions in the industry or developing their own business.

For the specific questions related to the opinions of the participants of the survey is seen that the majority of the responses to the statements indicate moderate responses. Therefore, focus was placed on the level of agreement and disagreement that exists for these statements.

Additionally, the response to the statements generally indicate a near equal response of agreement and disagreement from the participants, especially in terms of the opinions of the participants concerning whether they have become more efficiency oriented, have started to pay attention to details, and have the ability to recognise patterns and social events.

However, the participants indicated slightly more agreement with statements that indicate they have developed and improved planning skills, started to take more initiative, developed self control, improved flexibility in handling situations, developed and improved self-confidence, started to build and maintain informal relationships, improved oral communications, learned how to use concepts in real life, and improve written communication.

On the other hand, slightly more disagreement exists for statements which state that the participants have developed empathy, developed social objectivity, gained the ability to manage groups, gained the ability to help others in development, developed systematic thinking, learned to conduct quantitative analysis, and develop and improve skills in using technology. In this context, it was also identified from the interviews that there is no feedback is taken from the students after they leave the college. Therefore by taking



feedbacks from the students, it can be said that KCB can identify the weak points and thus can improve itself in providing better education which leads improved leadership skills.

The results tends to suggest that the participants of the survey have seen an improvement in their personal abilities but need improvement in specific abilities including the ability to manage groups, technology and information as well as to effectively manage and exhibit leadership.

Despite the slight dissatisfaction with certain aspects of the program, the results indicate that more participants were satisfied with the program when compared to those who are not satisfied. However, there are also significant moderate results toward satisfaction. In this sense it can be said that more development needs to be placed on the technical abilities of management as well as the ability to manage information and technology.

Findings suggests examining other students in the same issue as a further study to identify whether these findings only accurate in the case of Turkish students or KCB having a problem in some areas which are related to leadership development of the students.

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Appendix 1 – Interview Questions

1. Name and Surname
2. Position in the college
3. How long have you been working as a tutor?
4. How long have you been working in the KCB as a teacher?
5. In your opinion, how important is teaching leadership in graduate management programmes? Why?
6. What is the approach of KCB in teaching leadership to its students and how important is for KCB to teach leadership?
7. What are the elements of organisational leadership in graduate programmes? Please describe in details (Please indicate the name of the module of which is designed to develop leadership, the credit of the course, general content of the module, etc.)
8. Could you please explain the focus of the module/modules which aims/aim to develop leadership among students? (Please indicate how leadership education is given,



particularly teaching methods, the proportion of theory to practice in terms of unit of credit hours, the curriculum, types of projects required, etc.)

9. When educational methods used in teaching leadership are considered, do you find the KCB as successful in developing future leaders? Why?
10. When the multicultural background of the students are considered, do you think, used methods are effective or not? Why?
11. What could be done to improve development of leadership among students?
12. If you have any further comments, please state.

Appendix 2 – Questionnaire

1. Please indicate your gender

- a) Male b) Female

2. Please indicate your age

- a) Less than 20 b) 20 – 24 c) 25-29 d) More than 30

3. Please indicate the programme you are studying in the KCB

4. What factors influenced you to study in the KCB? Why?

5. In your opinion, what is leadership? Could you please describe in your words?

6. In your opinion, which of the modules in the management programme aim to develop leadership? Why?

7. In your opinion, how do you find course content in develop leadership among students?

- a) Excellent b) Very good c) Good d) Neither good nor bad
e) Bad f) Very bad g) Poor

Why?

8. In your opinion, how do you rank tutors of the KCB in developing leadership among students?

- a) Excellent b) Very good c) Good d) Neither good nor bad
e) Bad f) Very bad g) Poor

Why?



9. In your opinion, how do you find teaching methods used by tutors in developing leadership among students?

- a) Excellent b) Very good c) Good d) Neither good nor bad
e) Bad f) Very bad g) Poor

Why?

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.....

10. What is your expectation after completing your studies in the KCB?

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11. Please read the following statements and rank each of them from 1 to 5 (5 being the most and 1 being the least).

Statements	1	2	3	4	5
Since I started to study in the KCB;					
I have become more efficiency-oriented					
I developed/ improved my planning skills					
I started to take initiative					
I started to pay attention to the details					
I developed self-control					
I improved my flexibility in handling situations					
I developed/improved my self-confidence					
I developed empathy					
I have developed social objectivity					
I have started to build and maintain informal relationships					
I have now the ability to manage groups					
I have the ability to help others in their developments					
I have improved my oral communication					
I learned how to use concepts in real life					
I developed systematical thinking					
I have now the ability to recognize patterns in social events					
I have learnt to conduct quantitative analysis					
I have developed/improved my skills in using technology					
I have improved my written communication					

12. Overall, how satisfied are you with studying in the KCB?

- a) Very satisfied b) Satisfied c) Neither satisfied nor dissatisfied d) Dissatisfied e)
Very dissatisfied