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## DEVELOPING LEADERSHIP SKILLS IN THE EDUCATIONAL PROCESS OF MANAGEMENT SYSTEMS

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### ANNOTATION

*This article investigates the development of leadership skills in the context of management systems education. It focuses on identifying how leadership competencies are cultivated within the curricula of higher education institutions offering management courses. The objectives are: 1) to assess the current level of leadership skills among students, 2) to identify influencing factors, and 3) to suggest strategies for improving leadership training in management education. The research also highlights the importance of interactive learning, mentorship, and experiential learning in shaping future leaders.*

**Key words:** *Leadership, management, competence, skill, case study, leadership simulation, internship.*

### I. INTRODUCTION

In today's rapidly changing business landscape, leadership is a crucial skill for managers at all levels. Effective leadership skills are essential for navigating complex challenges, making strategic decisions, and inspiring teams toward success. However, the development of leadership skills among students in management programs is often inconsistent, and there is limited empirical research on how these skills are cultivated in the classroom setting. This study aims to:

- ✓ Assess the current leadership skills of students in management systems programs.
- ✓ Identify factors that influence the development of these skills.
- ✓ Propose recommendations to improve leadership education in management curricula.

Leadership competency is a multifaceted construct encompassing skills such as decision-making, conflict resolution, team management, and strategic planning. According to Northouse (2018), leadership requires a combination of interpersonal, cognitive, and emotional skills. The development of these competencies is essential not only for personal career advancement but also for the success of organizations. However, studies like those by Goleman (2000) and Yukl (2013) emphasize the role of experiential learning and mentorship in shaping leaders, which is often overlooked in academic settings. Research indicates that leadership education should not only focus on theoretical knowledge but also on practical, hands-on experiences that allow students to apply and refine their leadership abilities in real-world contexts (Avolio, 2011). While some management schools incorporate leadership development into their curricula, the effectiveness of these programs varies greatly based on teaching methods, curriculum design, and institutional culture (Luthans & Avolio, 2009).

## II. METHODOLOGY

### Research Design

This research adopts a mixed-methods approach, combining quantitative assessments and qualitative feedback to provide a comprehensive evaluation of leadership skills development.

### Participants

The study involved 150 students enrolled in management systems programs from three universities: the Tashkent State Economic University, the Samarkand University of Management, and the Bukhara Institute of Management. Students were selected from various academic years (first to final year) to capture a broad perspective on leadership skill development over the course of the program.

## Data Collection

Data was collected through surveys, interviews, and practical assessments of leadership skills in real-world simulations.

Surveys: Questionnaires were distributed to students, asking them to rate their leadership competencies, the impact of their courses on skill development, and the perceived importance of various leadership attributes.

Interviews: Semi-structured interviews were conducted with both students and instructors to gain qualitative insights into how leadership skills are fostered and the challenges encountered.

Practical Assessments: Students participated in group projects, leadership simulations, and case study analyses to demonstrate their decision-making and leadership capabilities.

## Analysis

The study utilized both statistical analysis of survey responses and thematic coding of interview transcripts to identify trends and correlations between different variables such as year of study, course content, and practical leadership experience.

## III. RESULTS

Quantitative data from the surveys revealed that students' self-reported leadership skills improved significantly from their first year to their final year, particularly in areas like team collaboration, decision-making, and conflict resolution. However, students still reported challenges in strategic planning and handling complex leadership scenarios. Students who participated in interactive learning methods, such as role-playing and leadership simulations, showed a higher level of practical leadership skills compared to those who received more traditional, lecture-based instruction. Furthermore, students who had internship experience or involvement in extracurricular leadership activities demonstrated stronger competencies, especially in real-world decision-making and team management. Interviews with instructors emphasized the importance of mentorship and experiential learning in developing leadership skills. Faculty members noted that while theoretical coursework is necessary, leadership

development requires real-time feedback, peer interaction, and direct exposure to management situations.

#### **IV. DISCUSSION**

The study's findings align with existing research that highlights the significance of experiential learning in leadership development. While students showed progress in theoretical knowledge and self-assessment, challenges in applying leadership principles in complex environments persisted. The role of real-world experience, such as internships and leadership exercises, was crucial in bridging this gap. The results suggest that leadership education in management systems programs should be more focused on practical applications. Pedagogical methods such as case studies, leadership simulations, and internships should be incorporated more extensively into curricula. Additionally, mentorship and feedback from experienced leaders are essential for fostering students' growth as future leaders.

#### **Recommendations**

Based on the findings, the following recommendations are made:

- ✓ Integrate more practical leadership experiences into the curriculum, including leadership simulations, case studies, and internships.
- ✓ Adopt interactive and participatory teaching methods, such as group projects and role-playing exercises.
- ✓ Establish mentorship programs and leadership development workshops to provide students with ongoing guidance and opportunities for skill refinement.

#### **V. CONCLUSION**

This research underscores the importance of practical leadership development in management education. While students in management systems programs show progress in leadership skills, further emphasis on experiential learning, mentorship, and real-world application is essential for preparing them to assume leadership roles effectively. By integrating these strategies into the curriculum, educational institutions can significantly enhance the leadership competencies of their students, equipping them for the challenges of modern management.

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