DEVELOPING MANAGEMENT SKILLS DURING UNDERGRADUATE STUDIES: THE CASE OF KOSOVO AND TURKEY

Master of Science Thesis

Flamur KAÇIU

Eskişehir, 2016

**DEVELOPING MANAGEMENT SKILLS DURING UNDERGRADAUTE
STUDIES: THE CASE OF KOSOVO AND TURKEY**

Flamur KAÇIU

MASTER OF SCIENCE THESIS

Department of Management and Organization

Supervisor: Yrd. Doç. Dr. Ayşe HEPKUL

Eskişehir

Anadolu University

Graduated School of Social Science

September, 2016

JÜRİ VE ENSTİTÜ ONAYI

Flamur KAÇIU'nun "**Developing Management Skills During Undergraduate Studies: The Case of Turkey and Kosovo**" başlıklı tezi **08 Eylül 2016** tarihinde, aşağıdaki jüri tarafından Lisansüstü Eğitim Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca toplanan **İşletme (Yönetim ve Organizasyon)** Anabilim Dalında, **yüksek lisans tezi** olarak değerlendirilerek kabul edilmiştir.

İmza

Üye (Tez Danışmanı)	: Yrd.Doç.Dr.Ayşe HEPKUL
Üye	: Prof.Dr.İ.Cemil ULUKAN
Üye	: Yrd.Doç.Dr.Umut KOÇ

Prof.Dr.Kemal YILDIRIM
Anadolu Üniversitesi
Sosyal Bilimler Enstitüsü Müdürü

ABSTRACT

DEVELOPING MANAGEMENT SKILLS DURING UNDERGRDUATE STUDIES:
THE CASE OF KOSOVO AND TURKEY

Flamur KAÇIU

Department of Management and Organization

Anadolu University, Graduated School of Social Science, September, 2016

Supervisor: Yrd. Doç. Dr. Ayşe HEPKUL

Some scholars state that management skills can be developed in classroom, while others state that business schools unmeet this goal. This research aims to assess management skills of undergraduate business student to find their level of management skills according to the year of studies, GPA, work experience, trainings, gender and country. A quantitative study using internet survey was used to find the relationships among these variables. The population used was students currently or recently graduated in Management or Business Administration departments, and the sample frame was students that met these criteria and attended universities in Kosovo or Turkey that teach in English Language. The results of the research indicated that students develop management skills significantly after they complete second year. Moreover, there is a positive relationship between management skills development and GPA, work experience, and training. However, results indicate that there is still space for developing management skills more. The findings of this survey support previous research done about MBA degree indicating that both programs develop management skills. The research was done only with student from Kosovo and Turkey what is a limitation of this study. The research is a step to fill the gap that exist in management undergraduate researches. The finding of this study may be useful for business school to design programs that would help to develop skills more, students to be aware about ways to use to enhance their skills, and human resources to have more confidence on management graduates and to help them to apply and upgrade at workplace.

Keyword: Management education, Management skills, Kosovo, Turkey, Skills development, Business school

ÖZET

LİSANS EĞİTİMİ SÜRESİNCE YÖNETİM BECERİLERİNİN GELİŞTİRİLMESİ:
KOSOVO VE TÜRKİYE ÖRNEĞİ

Flamur KAÇIU

Yönetim ve Organizasyon Anabilim Dalı

Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü, Eylül, 2016

Danışman: Yrd. Doç. Dr. Ayşe HEPKUL

Bazı araştırmacılar yönetim becerilerinin sınıfta geliştirilebildiğini ifade ederken, bazıları ise işletme eğitimi veren okulların bu amaçları yerine getirmede yetersiz kaldıklarını ifade etmektedir. Bu araştırmanın amacı İşletme bölümlerinde lisans eğitimi almakta olan üniversite öğrencilerinin geliştirdikleri yönetim becerilerinin düzeyini bulundukları sınıfa, not ortalamasına, edindikleri iş deneyimine, aldıkları müfredat dışı eğitimlere, cinsiyete ve eğitim aldıkları ülkeye göre nasıl değiştiğini araştırmaktır. Belirtilen değişkenler arasındaki ilişkiyi bulmak için internet üzerinden doldurulan anket formu kullanılarak kantitatif bir araştırma yapılmıştır. Çalışmanın evrenini İşletme Bölümünde halen öğrenci olan veya yeni mezun olan öğrenciler oluşturmaktadır ve örnekleme çerçevesi ise Kosova'da veya Türkiye'de üniversite okuyan öğrencilerden bu kriterleri sağlayanlar olarak belirlenmiştir. Araştırmanın sonuçları ikinci sınıfın sonunda öğrencilerin yönetim becerilerini önemli oranda geliştirdiklerini göstermektedir. Bunun da ötesinde yönetim becerileri geliştirme ile not ortalaması, iş deneyimi ve müfredat dışı eğitimler arasında olumlu bir ilişki vardır. Olumlu ilişkiye rağmen sonuçlar, yönetim becerileri geliştirmede hala boşluklar olduğunu göstermektedir. Araştırmanın bulguları daha önceki MBA programları hakkında yapılan ve her ikisi de yönetim becerileri geliştirdiğini ortaya koyan sonuçları destekler niteliktedir. Bu anketin sadece Kosova'da ve Türkiye'de eğitim almakta olan öğrencilerle yapılması bu araştırmanın bir kısıtıdır. Araştırma İşletme lisans eğitimi alanındaki araştırmalarda bulunan boşlukları doldurmak için bir adımdır. Bu çalışmanın bulguları, İşletmecilik eğitimi veren okullara programlarını öğrencilerin yönetim becerilerini daha fazla geliştirmesi yönünde tasarlamaları konusunda yardımcı olabilir, öğrencilere kendi yönetim becerilerini geliştirme yollarını bulma ve hayata geçirme konusunda farkındalık oluşturabilir ve insan

kaynakları yöneticilerine de işletme bölümlerinden mezun olanlara daha fazla güvenmeleri ve iş yerlerine başvurma ve başvuruları geliştirme konusunda yardımcı olabilir.

Anahtar Sözcükler: Yönetim eğitimi, Yönetim becerileri, Kosova, Türkiye, Beceri geliştirme, İşletme okulu

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analizve bilgilerin sunumu olmak üzere tüm aşamalardan bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında eldeedilemeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan "bilimsel intihal tespit programı"yla tarandığını ve hiçbir şekilde" intihal içermediğini" beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.

Flamur Kaçiu

ACKNOWLEDGMENTS

I heartfelt thank my supervisor Yrd. Doç. Dr. Ayşe HEPKUL for all kind of supports she provided to me—thank you very much.

For every achievement I am thankful to my parents, sisters, brother, nephews, and nicer.

I thank all my teachers that taught me at primary and secondary school, at the University of Pristina, and at the Anadolu University.

I am thankful to Türkiye Bursları program for giving me the opportunity to study in Turkey.

I thank all my old and new friends, and all my colleges.

CONTENTS

LIST OF TABLES AND FIGURES

ABBREVIATION LIST

AACSB **:** Association to Advance Collegiate Schools of Business

AMA : American Management Association

ANOVA : Analysis of Variance

AUK : American University of Kosovo

GPA : Grade Point Average

M : Means

MBA : Master of Business Administration

METU : Middle East Technical University

OMP : Outcomes Measurement Project

IMPPM : International Master of Practice Management

INSEAD : Institut Européen d'Administration des Affaires (European Institute for
  Business Administration)

PAMS : Personal Assessment of Management Skills

Ph. D. : Doctor of Philosophy

R Studio : (Statistical Software)

RIT :Rochester Institute of Technology (Campus in Kosovo)

RC : Robert College

SD : Standard Deviation

SPSS - : Statistical Package for the Social Sciences

1. INTRODUCTION

1.1. The Problem of the Study

The role of business schools is to develop new managers who tomorrow will manage themselves, other people, and organizations toward accomplishing their short and long-term goals while encountering with complex and rapid changes of business and economic environment. Business schools teach skills as well as theory, contribute to the improvement of individual and organizational performance; thereby society and national performance (Burgoyne, Hirsh, and Williams, 2003; Dierdorff, Nayden, Jain, and Jain, 2013). Business schools have direct or indirect relevance for business practice (Simon, 1967). Indeed, the key issue is whether they are improving business practice (Donaldson, 2002). Moreover, business schools generate new and advance the existing academic knowledge about management and business. They should offer science-based education that managers can readily apply (Simon, 1967; Rousseau, 2012; Khurana and Spender, 2012). According to Knudstrup (1991) university-based management development programs will continue to play a major role in the education of managers and executives.

Hansen and Wernerfelt (1989) investigated the factors that best accounted for financial success over a five-year span in 60 major manufacturing firms. The manufacturers were asked about five major factors: market share, firm capital intensity, size of the firm in assets, industry average return on sale, and the ability of the manager to effectively manage their people. The results show a strong evidence in importance of management skills because factor of ability of managers to effectively manage their people was two time more powerful than other factors. Moreover, Whetten and Cameron (2011) argue that researches done in numerous industrial sectors make it almost unquestionable that if one organization want to succeed, they must have competent, skillful managers. The same authors emphasize that management skills are more important than industry, environment, competition, and economic factors.

Boyatzis and Saatcioglu (2008) in a view of 20 years' studies conducted by Boyatzis and his colleagues have found out that education can help people learn cognitive, social and emotional intelligence competencies needed to be outstanding managers and leaders. On the other hand, Pfeffer and Fong (2002) question the effectiveness of school in preparing their students to manage. Bennis and O'Toole (2005) complain for lack

professional teaching in business school, having faculty with few or no business experience. Furthermore, Monks and Walsh, (2001) state that business schools are "providing managers with a knowledge and understanding of specific organizational issues as defined by academics and that there are few attempts to provide managers with the skills to solve organizational problems as defined by managers" (p.148). However, the strongest voice comes from Mintzberg (2004) arguing that schools cannot make a student a good manager within classroom. In the classroom, students only can learn certain skills such as quantitative, accounting, finance or marketing skills. To become a manager means to possess much more than these functional skills; it means to be able to manage people and organizations. In addition, Mintzberg (2015) state that unethical behavior of management students may not be results of a lack in teaching of ethics or social responsibility but may be as the result of lack management skills of managers who cannot raise profit of organization by showing outstanding performance, hence, they try to manipulate (Mintzberg, 2015). Datar, Garvin, and Cullen, (2010) in an empirical mixed method study found out that business schools' curriculum should focus more on developing management skills

In addition, a recent survey conducted by Deloitte (Canwell, Dongrie, Neveras, and Stockton, 2014) shows that 86% of business leaders are aware that having competent managers in their organization is critical to succeed in the present and in the future. However, in other studies it is found that business leaders are only 13% confident in their succession plans, while 54% of 2220 surveyed global human resources leaders reported damage to their business due to talent shortage—the employee's inability to serve customers in high or medium degree (Right Management, 2014). This situation, requires by organizations to evaluate their development programs in the way to continue keeping their good strategic positions in the market (Monarth, 2015).

Most of research conducted in the field of management education are about MBA degree. Azevedo, Apfelthaler, and Hurst, (2012, p. 16) argue that "the overall lack of research addressing undergraduate business education is especially problematic considering the growing debate on skill gaps, lack of experiential knowledge and employability of business undergraduates in many OECD countries from the employers' view". Having this regard, this research thesis seeks to understand how much

management students are developing management skills in undergraduate management degree.

1.2. The Purpose of the Research

The purpose of the study is to examine the relationship between management skills development and undergraduate management education. Specifically, this study tries to assess the level of management skills at student of the first to fourth year, and of those who just finished their studies. Then to compare these groups and to find out the level at which management skills were developed. The research focuses on inquiring the level of students' skills in relation with students' GPA, gender, work experience (including internship, part time job, seasoned work), and trainings.

1.3. Research Questions

This study intends to answer the following questions:

- **Research Question 1:** What is the level of management skills of first year, second year, third year, fourth year students and of them who just finished management education?
- **Research Question 2:** What are the differences in management skills between first, second, third, fourth year and those who just finished management education?
- **Research Question 3:** Is there any difference in ratings of items (management skills) by the student subjects based on GPA?
- **Research Question 4:** Is there any difference in ratings of items by the student subjects based on any kind of work experience?
- **Research Question 5:** Is there any difference in ratings of items by the student subjects based on gender?
- **Research Question 6:** Is there any difference in ratings of items by the student subjects based on trainings attended?
- **Research Question 7:** Is there any difference in ratings of items by the student subjects based on country (Kosovo and Turkey)?

1.4. Significance of the Study

As mentioned earlier researches conducted in the recent decades provide the best evidence that management skills are key factor for an organization to perform productively, therefore, to achieve its goals. This strong evidence is an indicator that business schools need to pay more attention and effort in developing management skills among undergraduate students.

Most of the researches are oriented toward MBA programs and their impact on business practice, the undergraduate programs in management and business administration have been left behind when compared to graduate programs. This study intends to help business schools to understand how well they are preparing their students and to consider eventual changes to improve their programs. Developing management skills well in undergraduate degree is the best way to boost career in management practice without pursuing an MBA or another graduate degree. Furthermore, the results of this study will help organizations to make the right selection of managers and other workforce, by judging more objectively on their potential candidates that are recently graduated from business or management degree.

Even tough studies show that MBA students are developing management skills significantly, again many professors attack business schools for failing to develop management skills as business practice requires, meaning that there is a gap in management skills developed by business schools. Then this research thesis aims to understand the situation that exists in undergraduate degree among students. After finding out the situation then we can seek ways to improve undergraduate degree in terms of management skills development.

1.5. Definition of Terms

Management education: "a subset of higher education, largely provided by university business and management schools and subject to the critical rigors of the wider academic and research community" (Fox, 1997, p. 21).

Business education: education about business that includes management and other programs such as finance, marketing and so forth.

Management development: "a subset of human resources development, largely provided by private sector in the form of in – house management development, training development, and/or human resources department of organizations assisted by numerous freelance consultants, small and large training businesses, as well as few charitable foundation" (Fox, 1997, p. 21)

Development: development is very much vague term and difficult to define (Lee, 1997; Paauwe and Williams, 2001). For purpose of this study I use the definition of Paauwe and Williams, development "it does not just imply change but also some sort of progress in the desired direction" (p.90).

Management learning: "is the study of the management of learning processes, especially those which contribute to the practice of management, including both management education and development" (Fox, 1997, pp. 34-35).

Management: the process of using organizational resources for achieving organizational objectives through the functions of planning, organizing, leading and controlling in effective and efficacy way (DuBrin, 2012).

Manager: traditionally defined as a person responsible for the performance of group – member. Drucker defined as a person responsible for 'knowledge workers' (Drucker, 2008). In this study is simply defined as the person responsible for process of management.

Business school: "a high-level educational institution in which students study subjects relating to business and commerce, such as economics, finance, and management" (Oxford Dictionary, 2015).

Management skills: "involves sequential pattern of behaviors performed in order to achieve the desired outcome" (Whetten and Cameron, 1983, p. 22)

Management competency/competence: "is a combination of tacit and explicit knowledge, behavior and skills, that gives someone the potential for effectiveness in task performance" (Draganidis and Mentzas, 2006, p. 53) "'Competence' generally refers to functional areas and 'competency' to behavioral areas but usage is inconsistent" (Le Deist and Winterton, 2005, p. 27). In the literature, most of the times academics the terms 'skills' and 'competencies' use interchangeably as well as in this study.

Training: "refers to job-specific skills improvement in a current job role and is associated with the traditional, stable and long-term psychological contract" (Mabey & Finch-Lees, 2008, p. 34).

Work experience (including internship): "refers to events that are experienced by an individual that relate to the performance of some job" (Quiñones, Ford, & Teachou, 1995, p. 890).

1.6. Limitations

This present study has three major limitations. Firstly, the study assesses management skills of different students during years, hence, does not assess skills of the same students during years. Secondly, the population of the study are only students from Kosovo's and Turkey's universities, thus, the result may not be true for other countries. Finally, the study is unable to follow students after graduation and inquire on their performance at the workplace.

2. LITERATURE REVIEW

2.1. Introduction to Literature Review

This chapter covers the literature review related to the development of management skills that is based in articles from most ranked journals such as *Academy of Management Education and Learning*, *Journal of Management Education, Academy of Management Review, Journal of Management Development* and other journals related to this field. Moreover, books for professionals on Management Education and Development and other management education related books are critically reviewed.

This chapter begins with an overall view in management learning and then continues with more specific parts: management education, management development, management education and business schools, developing management skills, models of developing management skills, method used by business schools.

2.2. Management Education, Development, and Learning

Management education is closely related to management development and training, and together they make up a field of study that is known as management learning. Thus, it is important to analyze the relationship that exists between them, as there is a huge influence by each other.

Literature about management development is growing, but it still remains disorganized, where a universal definition is unmet, instead are brought multiplied definitions that have created a confusion to both research community and participants and do not always align (Cullen and Turnbull, 2005). Nevertheless, of many definitions the same authors on meta-review of the management development literature have found that majority of these definitions have in common the following points (p. 337):

- They view managers as resources and management development is driven by a functional-performance rationale that emphasizes the improvement of management effectiveness, and as a result of this, corporate performance.
- The definitions tend to emphasize that management development is a deliberate and planned activity driven by a strategic orientation.

- Most of the definitions (particularly the earlier ones) view management development as being driven by organizational rather than individual needs.

According to Mabey and Finch-Lees (2008) management development "refers to the process by which individuals improve their capabilities and learn to perform effectively in managerial roles" (p. 33). Management development is an important tool to enhance individual and team performance (Akuratiyagamage, 2007). Moreover, Garavan, Barnicle, and O'Suilleabhain, (1999) argue that major responsibility for management development falls on the shoulders of managers themselves and is important the development of the whole person rather than the acquisition of competencies for a particular role. The same authors state that management development includes activities such as coaching, action learning, natural learning, self-development processes, mentoring and other peer related learning activities. Based on resources-based theory of firm, managers and other workers in organizations are source of competitive advantages, therefore, for developing them, the organizations need to mix internal and external developmental resources- including business schools- because the team actors in management development process could balance or complete each other (Espedal, 2015).

In management development programs, billions of dollars are invested by organizations to improve managers' skills. Mabey and Finch-Lees (2008) identified two major financial importance of management development: the economic and financial. The economic reason consists on today's challenges of knowledge-based economy or innovation-based economy. The overall performance of country economy is depended on having organization run up by knowledgeable people. These knowledgeable workers develop core skills during their studies and improve them at the workplace. The financial reason consists on bringing profits in the level of organizations through the good management practices. Also authors state non-financial reasons such as diverse meaning of management development, moral and identity creation. Furthermore, Thorpe and Gold, (2010) argued that investment in development of managers and leaders is necessary as today's business environment include activities which need to deal with many challenges that encounter our economies: dealing with rapid changes, embracing the global agenda, improving public services, promoting diversity and embracing more ethically and socially responsible behavior within business practice at all levels.

In the literature, management development discipline is discussed together with management education, because of dynamic relations that exist between them. Management development is related more to the development of skills in organizational context, usually led by human resources department as part of human resources development activities and its goal is to develop specific management skills by attending trainings, seminars, and other types of learning (Cullen and Turnbull, 2005; Mabey and Finch-Lees, 2008). Otherwise, management education is more related to formal education at a university; business and management schools' curriculums intention is to develop management skills such as leading or strategizing (Mabey & Finch-Lees, 2008). Management development teaches "know-how" in contrast with management education that more teaches "know-what" and "know-why" (Fox, 1997). Management development and education differ in the following ways (Fox, 1997, p. 22):

1. In content: management development tends to develop personal knowledge, repertories and skills(e.g., time management, stress management, assertiveness, team work, presentations, influencing, negotiating, selling, personal development, counselling, interpersonal skills), whereas management education tends to develop analytical and critical skills in the academic disciplines relevant to management (e.g., economics, operation management and research, accounting, finance, marketing, organization theory and behavior, strategic management).

2. In teaching methods: management education is predominantly delivered by traditional methods (e.g., lecture, tutorial and seminar), whereas management development uses a much wider range of methods (e.g., training, action learning, workshop, counseling, coaching, mentoring etc.).

3. In organization: management development is largely supplied by market mechanism, whereas most management education, especially at undergraduate level, is supplied by public education systems.

Nowadays, the differences mentioned above may not be true completely in practice, because management education is more oriented toward practice than it used to be before. The worlds of management development and management education are increasingly overlapping because nowadays, business schools are very closer to corporates, offer executive studies, and many professors of management also work as consultants. Fox (1997) brought these reasons for the overlap that is happening between

management development and education(p. 23-24): the impact of cultural change; the management occupation regarded as middle-class shifted to a perfectly good occupation, the pressure of universities toward business school to generate revenues, the pressure from the availability of new offers as management schools are gearing up to provide post-experiences courses as well post-graduate programs, the pressure to produce more qualified manager that would fit with work in organization, and the pressure from shakeout, as the managers laid off from organization's work many of them entered the independent consultancy business, therefore, they decided to take master degrees to reach professionalism and to be competitive.

Management Learning

Management Education

Management Development

Training

Management Practice
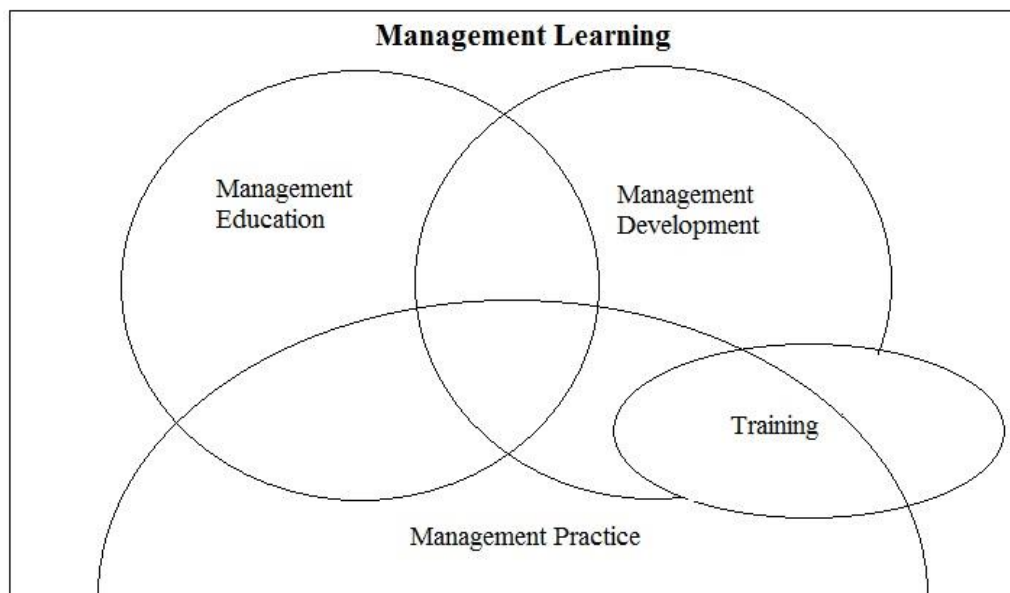
Figure 2.1. *Management Learning, Education, Development and Training*
Source*: Adapted from Fox, 1997, p. 23 and Mabey and Finch-Lees, 2008, p. 37.*

Other relevant discipline related to management development and to management education is management learning. Management learning is defined as "the study of management learning process, especially those which contribute to practice of management including both management education and development (Fox, 1997, p.35), and training, human resources development, as well as informal learning" (Mabey & Finch-Lees, 2008, p. 35). Training is also a discipline under management learning and very close to management development. Training "refers to job-specific skills

improvement in a current job role and is associated with the traditional, stable and long-term psychological contract" (Mabey & Finch-Lees, 2008, p. 34). The relationship between management education, development and learning is shown in figure 2.1. in the previous page. The figure is combination of two mentioned sources.

2.3. Management Education and Business Schools

Management education is mentioned shortly earlier while explaining its differences from management development. Despite the fact that these two discipline have some differences, as time pass both are overlapping more and more, and together they are part of management learning. Management education is formal education that is provided by universities in both undergraduate and postgraduate degrees. Indeed, the development of management education and starting to teach management at the universities contributed on recognizing management as academic science discipline (Clegg and Ross-Smith, 2003). Management education uses both the natural science methods and social science methods. In courses such as operation management students learn many mathematical and statistical methods that are based no natural and applied science, whereas in courses such as organization theory, students learn concepts from social science such as sociology and psychology (Fox, 1997).

Cunningham and Dawes (1997) listed key requirements for a good learning environment at the universities, which universities may fail to meet (pp. 118-119):

- Opportunities to practice, to do the actual work involved. Universities are trying to do the best and to use the best methods in the way to bring the best outputs possible. Famous methods such as case studies, role play or computer stimulation are not comparable to the kind of practice that managers have to engage in.

- Emotional Support. Universities tend to ignore this important part of the studies except when distress is apparent – then the person is sent to the counsellor.

- Active engagement with the peer groups, including sharing with others and informal joint activity on projects. Universities use mechanisms such as punishment for student for 'cheating'.

- Chance to fail without punishment. During the course work students could make mistakes that would not count in their final exam. Problem that has always been present for universities and sometimes seems to be worse.

- Opportunity to ask questions of practitioners. At the universities usually present practitioners miss, this is only available through other means. Students want few lectures from the faculty and more filed visits and more visiting speakers.

- Role model to drawn from. This factor is key benefit of real-work situations and is why such situations are more influential in managerial learning than universities.

The same authors compare what universities provide with real work of managers. They listed the following points (Cunningham and Dawes, 1997, p. 119):

- Detachment (when managerial work is the opposite)

- Analyses before actions (when managerial work requires the integration of the two)

- Primary auditory communication, as exemplified in writing (essays, articles, papers, books) and one-way communication (lectures) (when managerial work largely requires two-way communication and needs visual and kinesthetic capability in addition to the auditory);

- Criticisms – the ability to say what is wrong with something (when management requires the ability to innovate, to see if there is anything useable in something);

- Information from research and professional experts (when managers use multiple information channels, including the subjective feelings of those around them);

- Unilateral judgement of performance which excludes the view of the learners, the peers, etc. (when managing requires complex multilayered performance assessments as indicated by increasing use of 360-degree feedback and related methodologies).

An empirical study conducted by Datar et al. (2011) has found that business school should think to make changes in their frameworks, theories that they teach, and focus more on developing skills, capabilities, and techniques as well as cultivating values, attitudes, and beliefs. Moreover, business schools' environment changes also, thereby the pressure to advance their programs is high. There are four factors that should be

considered to take a vital positioning in the industry (Hay, 2013, pp. 59-62). The First factor is evolving needs; the worlds of business and management are constantly changing, the globalization, the development of technology, the more experienced learners, the practice driven education are necessary to adapt in the way to remain valid in current environment. The second is new international competition; many schools, sometimes backed by government are increasing their schools' capacities and opening new schools especially within Asia and European countries. The third factor is new business schools model; increasing competitions among business schools is pushing them to develop innovative models that use effective techniques to develop students' skills. The last factor is the arms race for talent; in the way to take strategic position schools are attempting to hire or develop the most quality faculty. The quality of faculty effects positively the recruitment of best degree students and help in rising the financial position.

Business schools are famous, attractive, and have huge number of students. In an environment characterized with high competition, in the way to bring quality studies business schools seek accreditation by institutions such as AACSB (Association to Advance Collegiate Schools of Business), where more than 750 business schools have earned accreditation for bachelors, masters, and doctorate degrees (AACSB, 2016).

Today the influence of American business schools model is evident within European counties and beyond what is known as Americanization of management education (Tiratsoo, 2004; Kumar and Usunier, 2001; Kieser, 2004; Clegg and Ross-Smith, 2003). Even though, European business schools are still keeping their own good practices and some schools are ranked in the same level or sometimes even better than American business school. Today, in the ranking list business schools from European countries are in the same position as schools from the United States. The gap still exists, but is minimizing (Financial Times, 2015).

2.4. Criticisms Toward Management Education and Business Schools

Until now management education is mostly criticized among science disciplines. The criticism is coming from all stakeholders including organizations, saying that management graduates are unable to meet their needs to become effective new managers and other employees. Some students complain that they are not prepared with enough

skills and some professors think there is not a quality teaching and teaching is unfitting with management practice (Mintzberg, 2004). Society says, business schools are destroying moral values because of lack of ethic and social responsibilities (Ghoshal, 2005). Moreover, the business schools are encountering problem to find the balance between teaching theoretical aspect of business and practice (Clinebell & Clinebell, 2007).

Godfrey, Illes, and Berry (2005, p. 309) present four specific critiques of business education: (1) the business curriculum focuses on functional and discrete rather than cross-functional and holistic knowledge; (2) coursework emphasizes practical problem-solving "tool kits" rather than deep theoretical knowledge; (3) the underlying paradigm of business education views humanity and human interactions in purely transactional terms; (4) the grounding morality of business education asserts the supremacy of shareholder wealth.

Furthermore, the authors argued that one of the solutions for these critiques of narrowness of business schools is to teach service-learning. Service-learning is defined by Jacob as "a form of experimental education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development; service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and provider of the service" (Godfrey et al., 2005, p. 310). On the other hand, Paglis (2012) lists three major limitations of classroom developing skills. Firstly, teaching of management skills in classroom is seen overly simplistic, promoting 'one best way' approach while the nature of management is complex. Secondly, the courses have lack integration of skills; particular skills are covert in more than a course. Finally, the most relevant implication of skills is that many of class learned skills may never apply in workplace.

Also authors Sheppard, Minocha, and Hristov (2015, pp. 107-108) in a recent research bring a list of six criticisms: (1) the mismatch between management education and practice, (2) ineffective MBA programmes, (3) barriers of management educations from business perspective, (4) skills mismatch between management education graduates and employer needs, (5) sporadic recognition of small business enterprises, not – for – profits and the local development agenda, (6) lack of innovations in business schools. In

response to these criticisms, the University of Bedfordshire Business School has developed an innovative model called 'Practice Weeks @ Bedfordshire'. 'Practice Weeks' are week-long projects instead of the traditional reading weeks during academic calendar, giving students the opportunity to translate what they have learnt in the classroom into action immediately and developing skills further in the way to be prepared for the workplace" (Sheppard, et al., 2015, p. 110).

2.5. The Ideas of Management Scholars About the Way Management Education Should be

2.5.1. Henry Mintzberg's ideas for management education

The most radical idea for changing management education comes from one of the most known scholar of management theory Henry Mintzberg (2004). He states that a student cannot become a manager in business schools that exist today. Especially, he criticizes the MBA programs and believes that these program only can teach skills such as financial skills, marketing skills, operational skills and so forth, but cannot teach students to be outstanding managers. He left the teaching MBA courses at the McGill University in Canada and at the INSEAD in France. Afterward, he founded International Master Program in Practicing Management that consists in five modules (IMPPM, 2015; Mintzberg and Gosling, 2002; Mintzberg, 2004). The module one is Managing Self: the reflective mindset is held at the Lancaster University, UK, the module two is Managing Organization: the analytic mindset held at the McGill University in Canada, the module three is Managing Context: the worldly mindset held at the Indian Institute of Management Bangalore, the module four is Managing Relationships: the collaborative mindset held at the Renmin University of China and the module five is Managing Change and Continuity: the action mindset held at Brazilian School of Public and Business Administration. Employees continue to work during this program, they only take two weeks off during a semester.

In addition, Mintzberg with his colleague Gosling (2006, pp. 420-425) set out seven principles on pedagogy of management education that are practiced at the IMMP program:

1. Management education should be restricted to practicing managers, selected on the basis of their demonstrated performance

2. These managers should stay on the job, so that they can weave their education through their practice

3. Management education can then leverage work and life experience as fully as possible

4. The key to the learning is thoughtful reflection

5. From reflection in the classroom should follow impact on the organization

6. Put this all together and management education becomes a process of interactive learning

7. This has profound implications for the architecture, the faculty, and the pedagogy of management education, all of which have to be facilitating.

In conclusion, I can say that Mintzberg criticized management education, especially MBA degree, and in the same time created IMMP program as a solution. It is important in the future to compare outcomes of this program with offered MBA degrees and to understand its impact. Until now there is not any empirical study undertaken to compare these programs. Like many researchers, he also is oriented more about graduate degree, not undergraduate degree.

2.5.2. Datar, Garvin, and Cullen on rethinking the MBA

A book and a paper as result of an empirical research method with quantitative and qualitative data collected by professors, deans, students, executives, recruiters and business schools' curriculums present in details the current state of MBA education and give the needs of rebalancing programs of business schools (Datar et al., 2010; Datar, Garvin, and Cullen, 2011). According to them, business schools need to do three things: "reassess the facts, frameworks, and theories that they teach (the "knowing" component), while at the same time rebalancing their curricula so that more attention is paid to developing the skills, capabilities, and techniques that lie at the heart of the practice of management (the "doing" component) and the values, attitudes, and beliefs that form managers' world views and professional identities (the "being" component)"(Datar et al., 2011, p. 456). These needs to apply to business schools are (pp. 456-458):

1. Gaining a global perspective
2. Developing leadership skills
3. Honing integration skills
4. Understanding the role, responsibilities, and purpose of business
5. Recognizing organizational realities and the challenges of implementation
6. Thinking creatively and innovatively
7. Thinking critically and communicating clearly
8. Understanding the limits of models and markets

Even though the study is about the MBA degree, undergraduate management education may benefit from those findings and implement in their program what is possible and necessary. As authors suggest business schools should continue to be different from one other, the diversity is encouraged and necessary. Business schools should continue to offer what they are best at. On reflection of study's findings Srikant M. Datar (Harvard University, 2014) one of the authors, started to teach new course at the Harvard Business School. The course's name is "*Design Thinking and Innovation*". The strange thing is that the case study method is not used, also half or more of students who participate are outside of Harvard Business School.

2.5.3. Undergraduate business education and liberal learning

Colby, Ehrlich, Sullivan, and Dolle, (2011) all of them non business professors strongly advocate for liberal learning— "enabling students to make sense of the world and their place in it, preparing them to use knowledge and skills as a means to engage responsibly with the life of their times" (p.60) —within undergraduate business education on their book *Rethinking Undergraduate Business Education: Liberal Learning for Professions*. The Enron collapse and the economic crisis of 2008 are good reasons to call for mindful education. Business major as all other educational degrees should be aware that their duty is to prepare students to be effective workers and in the same time to be good citizens. According to them business education is focused only in market's needs, ignoring the importance to develop good citizens. Therefore, managers should not only focus on profit of the firms but also about effects of business activities in other sectors of society, including government, education, cultures, and communities. Business education

and liberal education should be linked like the double helix, what would foster the development of critical thinking and feed innovations.

Liberal education helps students to develop their skills and their character and in some extends it is part of management education. This work of Colby et al. (2011) is relevant but it represents only a part of undergraduate management education; developing management skills to perform well in harsh business environment it requires more use of pedagogic methods and activities.

2.6. Management Skills

Organizations that have managers with well-developed skills are able to maintain financial success. Management skills have been proved to be the most important factor on achieving organization's goals (Whetten & Cameron, 2011). In context of business education, management skills are defined as "the behaviors resulting from application of theories, techniques, and behavioral guidelines, which, if applied properly, will enhance a manager's practice" (Bigelow, 1995, p. 305). The first developed approach to management skills is the three skills approach developed by Katz as he called the skills of an effective administrator (Katz, 1955). These skills are conceptual skills, human (interpersonal) skills and technical skills. Technical skills are proficiency of managers needed to accomplish certain tasks of works or activity. Include knowledge on processes, methods, procedures and techniques to finish a task, for instance, skills needed for an accountant. The next level of skills, human skills represent the ability and competences of managers to achieve success in contact with people inside and outside of organization. While technical skills are known as hard skills, human skills are known as soft skills but much harder to develop and most necessary skills for managers. Whereas technical skills deal with things, human skills deal with people, conceptual skills deal with idea (Northouse, 2013). To deal with the idea is understanding of the organization as whole 'the big picture' and how different units of organizations function together and how they are related to each—other.

Managers in different levels need different levels of these three types of management skills. A manager in the first line of organization's structure needs to possess more technical skills, in contrast with a manager who operates in top line of organization's

structure, the conceptual skills are required most. While the level of technical and conceptual skills is depended on the position within organization's hierarchy, the human skills are required to be in higher level as possible, even if a manager is in the bottom level in organization's hierarchy.

Within time, these three management skills have broken into many skills because this approach is limited and narrowed. For instance, human skills involve skills such as communication, emotional intelligence and so forth. Nowadays, in management literature we can find variety of skills such as decision making and problem solving skills, time management skills, political skills to name a few.

In 1980s, businesses heavily criticized business schools for failing to develop management skills as needed level among their students and complained that newcomers at workplace lacked management skills. As response, business schools started to teach courses in developing management skills (Paglis, 2012). From that time even books are written on this issues, and one widely used book is *Developing Management Skills* by David A. Whetten and Kim S. Cameron, who in 2011 published eighth edition. Skills explained in this book are listed below (Cameron & Whetten, 1983, p. 21):

- Personal Skills
    - o Self – awareness: personality, values, needs and cognitive style
    - o Managing stress: time management, goals and activity balance
    - o Solving problems creatively: divergent thinking, conceptual blocks, redefining problem
- Interpersonal Skills
    - o Managing conflict: source of conflict, assertiveness and sensitivity and handling criticism
    - o Motivating employees: needs/exceptions, rewards and timing
    - o Communicating supportively: listening, empathy and counseling
    - o Gain power and influence: sources of power, converting power to influence and beneficial use, not abuse of power
- Group Skills
    - o Building effective teams
    - o Leading positive changes
    - o Empowering and delegating

2.7. Models for Developing Management Skills

For a successful process of developing management skills a model is needed with scientifically proven outcomes. Since the courses structured in the way to achieve goals for developing students' management skills have emerged in 1980s, 1990s and still continue, different models are used. Some of them nowadays are rarely used, but three of them are still widely used, AACSB model, AMA (American Management Association)/McBer and Company model, and especially the Whetten and Cameron model. These three models for developing management skills are called Competency – Based (CB).

2.7.1. AACSB Model for developing management skills

The American Assembly of Collegiate Schools of Business (AACSB) is the most well – known accreditation agency for college and university business school in the USA and beyond. They developed Outcomes Measurement Project (OMP) that list the outcomes expected by business schools. OMP is made up of two categories: content category and skills and personal characteristics category.

Content category – The content category includes seven knowledge areas of core courses offered by business school and every student of bachelor and master degree should possess these core knowledge areas (Albanese, 1989, p. 69):

1. Accounting.
2. Business environment and strategy.
3. Finance.
4. Human resources and organization theory.
5. Marketing.
6. Management information systems.
7. Quantitative analysis/operations research/production and operations management.

Skills and Personal Characteristics category – Skills and personal characteristics are part of OMP that suggests business student should possess the following skills after graduation as listed below (Albanese, 1989, p. 69):

1. Leadership.
2. Oral communication/presentation skills.
3. Written communication.
4. Planning and organizing.
5. Information gathering and problem analysis.
6. Decision making.
7. Delegation and control.
8. Self-objectivity.
9. Disposition to lead.

Content category is easily implemented by business schools but on the other hand skills and personal characteristics are difficult for assessment. To measure competence in skills and personal characteristics AACSB suggests to use behavioral simulations in an assessment center context including a role – play, in basket exercise and group discussion exercises, among others (Albanese, 1989; Brown, 1993). Using behavioral simulations is expensive for universities and not all management faculty prefer, but its influence on business schools is "substantial" (Albanese, 1989, p. 70).

2.7.2. AMA/McBer and Company model for developing management skills

This approach, generally is used for developing skills in organization context not in business schools, however business schools can use this model to understand the link between their models and real practice models. The approach is developed by a joint project between American Management Association (AMA) and a consulting firm McBer and Company as a result of analysis of 1000 managers from private and public sector (Albanese, 1989).

Competencies and cluster is the first part of this approach where a competency "is an underlying characteristic of a manager which, if used effectively, leads to effective managerial behavior" (Albanese, 1989, p. 70), while a cluster is a set of competencies that are related more to each one than with competencies from other clusters. The five clusters and nineteen competencies are listed below:

- Goal and Action Management Cluster
  - Efficiency Orientation
  - Proactivity
  - Diagnostic Use of Concepts
  - Concern with Impact
- Leadership Cluster
  - Self-confidence
  - Use of Oral Presentations
  - Logical Thought
  - Conceptualization
- Human Resource Management Cluster
  - Use of Socialized Power
  - Positive Regard
  - Managing Group Process
  - Accurate Self-assessment
- Directing Subordinates Cluster
  - Developing Others
  - Use of Unilateral Power
  - Spontaneity
- Focus on Others Cluster
  - Self-control
  - Perceptual Objectivity
  - Stamina and Adaptability
  - Concern with Close Relationships

AMA has used a model to develop these competencies on its MBA program, also for executives and for organizational development. With purpose of using this competency model AMA used Competency Acquisition Process that was originally developed by David McClellada, including six steps listed in table below (Albanese, 1989; Brown, 1993).

Table 2.1. *Steps on Developing Management Skills*

Steps	Description
1. Recognition	Awareness of the competency when one sees it
2. Understanding	Discerning how the competency links with managerial performance
3. Assessment	Measurement to determine the degree of command of the competency
4. Experimentation	Exploring new behaviors
5. Practice	Using the competency in the work setting
6. Application	Consistent use of the competency on the job in ways which are appropriate to the context

Source: *Albanese, 1989, p.72.*

2.7.3. The Whetten and Cameron model for management skills development

The most widely used model is developed by David A. Whetten and Kim S. Cameron which is accompanied with a textbook that follow this model (Whetten and Cameron, 2011; Albanese, 1989; Whetten and Clark, 1996). The model is grounded in social learning theory, include scientifically based knowledge about management practices and practicing examples from the real world of management (Whetten and Cameron, 2011; Cameron and Whitten, 1983). Furthermore, Albanese (1989) argues that this model has three pedagogical foundations: (1) principles of management, (2) behavioral science and (3) experiential learning. From the principles of management tradition, they use job-oriented management principles. From the behavioral science tradition, they offer behavioral guidelines validated by research. From the experiential tradition, they incorporate the idea of skill practice in a safe environment.

The empirical evidence shows that, this model is useful to develeop management skills. Clark, Callister, and Wallace (2003) in their study found out that classes which use this models for developing management skills have reached to develop their emotional intelligence skills, while class that did not use this model did not develop emotional intelligence skills. Also students say the model works well and is practical (Bigelow, Seltzer, Hall, & Garcia, 1999).

The components of this model are: (1) skill assesment, (2) skill learning, (3) skill analysis, (4) skill practice and (5) skill application as presented in table 2.2.

Table 2.2. *Whetten and Cameron Model for Developing Management Skills*

Componets	Contents	Objectives
1. Skill assesment	Survey insturments Role play	Assess current level of skill competence and knowledge; create readiness to change.
2. Skill learning	Written text Behavior guidelines	Teach correct principles and present a rationale for behavioral guidelines.
3. Skill analysis	Cases	Provide examples of appropriate and inappropriate skill performance. Analyze behavioral principles and reasons they work.
4. Skill practice	Excersises Simulations Role play	Practice behavioral guidelines. Adapt principles to personal style. Receive feedback and assistance.
5. Skill application	Assesment (behavioral and written)	Transfer classroom learning to real-life situations. Foster ongoing personal development.

Source: *Whetten and Cameron, 2011, p.14.*

2.8. Methods Used to Develop Management Skills by Business School

Business schools use variety of methods for developing management skills in their class sessions. Most of business schools use four major methods even that in some extends other methods are used.

These four methods are: lecture, case studies, experiential learning, and team project. Every method is used to develop certain skills among students, also every method has its advantages and disadvantages. Table 2.3 below shows how much business schools use these methods.

Table 2.3. *Methods Used by Business Schools to Develop Management Skills*

Business School	Case Study	Lecture	Team Project	Experiential Learning
Harvard Business School	80%	–	10%	5%
Western Ontario (Ivey)	75%	10%	–	5%
Virginia (Darden)	74%	–	6%	10%
IESE Business School	70%	10%	10%	–
UC-Berkeley (Haas)	50%	20%	–	17%
UNC (Kenan-Flagler)	50%	20%	–	15%
Dartmouth (Tuck)	45%	23%	20%	–
Stanford GSB	40%	20%	–	15%
Pennsylvania (Wharton)	40%	20%	25%	–
Columbia Business School	40%	38%	15%	–
Yale School of Management	40%	34%	–	10%
Georgia Tech	40%	25%	25%	–
IE Business School	40%	20%	20%	–
Indiana (Kelley)	35%	25%	20%	–
Texas-Austin (McCombs)	35%	35%	–	15%
MIT (Sloan)	33%	25%	–	20%
Duke (Fuqua)	33%	33%	24%	–
Northwestern (Kellogg)	30%	30%	25%	–
London Business School	30%	30%	–	15%
INSEAD	30%	30%	20%	–

………………………………

Source: *Poets and Quants, 2016.*

2.8.1. Case study method

Case study method is one of the most used method by business schools to develop students' management skills. Most of the time cases are in written form that may be from one page to fifty or even more. A case study tries to present a reality that happens in real business life, but something is intentionally left unknown, thus, students should figure out and bring solution for that business situation. Commonly a case includes appendix with graphs, tables and other important data that influence the decision.

According to William Ellet a case study must have three characteristics (Ellet, 2007, p. 13):

- A significant business issue or issues
- Sufficient information on which to base conclusions
- No stated conclusions

Usually a case is delivered to students before the class to read and analyze it and to write an essay in response to questions that follow the case. During the class session students discuss business issues and their decisions with each other. The role of faculty member is to ask the right question in the right time, give feedback to answers, and sustain a discussion that stimulates participants to take more views from case (Ellet, 2007). The Harvard type case does not try to teach theory but the real life of organizations and management. According to Liang and Wang (2004, p. 409) cases tend to emphasize reasons over emotions, economics over politics, material benefits over intangibles and meanings, and strategy formulation over organization building.

Firstly, used at the Harvard Law School learning with case studies method found application at the Harvard Medical School, and mostly at the Harvard Business School, who leads in teaching with case and in publishing that are used by business schools worldwide. Within two years doing MBA program at the Harvard Business School students analyze around 500 cases studies. The Harvard Business School also publishes annually 300 new cases and sell to 4000 institutions worldwide.

Even that case study method dominates in business schools as a method to develop management skills, there are professors who doubt about this method. As always, Mintzberg (2004) argue that using case study method is not a significant management education. The case study method misses to represent the reality as schools are believing to be represented. Argyris, (1980), state that case method fails to improve the individual and organizations, especially in education of executives. Anyway, his critics look more like an opinion than methodologically based (Berger, 1883). In the way to advance, the case study method business schools are trying to bring more complex studies that will improve the development of management skills. Many business schools are using real case studies from practice where students are engaged to solve a real business problem and implement it into organization.

2.8.2. Lecture

Lecture (or lecture and discussion) method is a traditional method used in education mainly to teach theory and to give insights from practice. The lecture is based on evidence from research. The lecturer plays main role during class session and engages student in discussion. Lecture and case study method as well use Socratic pedagogy- stimulating critical thinking in the way to understand topics by asking questions, answering, and debating. Usually lecturing is followed by slides presentation and sometimes by videotapes or other visual vehicles. The quality of lecturing is based on teachers but it is influenced by students and other factors such as environment. Preparation is critical to lecture effectively (Clawson and Haskins, 2006). Despite that lecture method's image in public is seem as boring and ineffective, studies have found that it is very effective method to develop cognitive and behavioral skills (Arthur Jr. and Bennett Jr., 2003).

Lecture is effective method and can be used to teach a large number of students at the same time. Lecture is necessary for "providing background information and ideas, basic concepts, and methods required by students, before they can learn much on their own and become effective participants in classroom discussion" (Horgan, 2003, p. 76). Lecture method helps students to understand complex concepts that sometimes are difficult to understand only through reading. In other way, lecturing makes the reading materials easier to understand after the class. Still the most challenging issue for lecturer is to take students attention during classes because scientifically a person loses the attention often during the listening (Clawson and Haskins, 2006).

2.8.3. Team project

The business life includes huge amount of time spending while working in teams. Teams conduct most of the tasks in organizations. Organizations seek to recruit people who possess team work skills. (Graduate Management Admission Council, 2015). Students may participate in team projects that are created to use in school or as usually MBAs participate in real business projects. Simulation is widely used by business schools during the team project learning. On the other hand, a real project intends to be complex, what makes projects more challenging but at the same time complexity helps to enhance their team skills more (Skilton, Forsyth, and White, 2008). Advantage of team project

method is that students can apply their learning in practice. The diversity of students is rising as minority groups and international students are more and more common within business schools. This contributes to creativity of teams that enrich students' understanding of business (Kidder and Bowes-Sperry, 2012). Communication skills as one of most important skills needed in workplace today can be developed significantly in team project method of learning. Team members are asked to give feedback to each other and to transfer knowledge among themselves while discussing (Mayo, Kakarika, Pastor, and Brutus, 2012). Furthermore, team project method is an effective method to develop students' leadership skills because team projects are undertaken by a number of members (Quigley, 2011). In business schools, teams are not used only for projects, but also is used even during work with case studies, discussions, simulations and so forth. Team work stimulate students to use knowledge that they have learnt in other courses to apply during team work tasks (Alie, Beam, and Carey, 1998). The challenge part of team work method is grading of team members – some members may work very hard while some may be passive. The regular assessment of team performance based on systematic feedback raises outcomes of teams (Hillier and Dunn-Jensen, 2012). As much as grading depends in team project the less is satisfaction of students with grades (Kidder and Bowes-Sperry, 2012).

2.8.4. Experiential learning

Experiential learning is mainly used during team projects. The idea of experiential learning is to reflect and to learn from experience. Kolb (1984) states that experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (p. 41). According to the same author, experiential learning is not conceived as an outcome but as a process, that continues, and is grounded on experiences. Mintzberg (2004) strongly believes that a right management education is to teach to students 'experience'. Mintzberg thinks for experience gained mostly from the work. The question here is that undergraduate students have few or no work experience. In this case, Räsänen and Korhpiaho, (2007) suggest that teachers can use the experience that students gain during studies at the university. Undergraduate students pass through different activities what can be used as experience for reflection. Business schools use

simulations and other methods to create situations that may happen in business context and after that students are required to reflect from that experience.

2.9. Management Education in Kosovo

Higher education system in Kosovo is very new. The first higher education institute was founded in 1961 as part of University of Beograd. Before the foundation of this higher education institute, Albanians, as the major ethnic population of Kosovo, usually went to study within Yugoslavia's universities. Their direction was the University of Beograd, the University of Zagreb, and sometimes the University of Sarajevo, the University of Ljubljana or the University of Skopje. A small number of students went to study in other European countries. In that case, France was main direction.

The Faculty of Law and Economics was one of the first faculties of this higher education institute founded in 1961, that was depended on the University of Beograd. At the time, Serbian was the only language of instruction, whereas part of the faculty of economics were only two Albanian professors. The number of students was 549, but only 157 full-time students. The number of Albanian students as full time were only 64 and as part time students, 49 (University of Pristina "Hasan Prishtina", 2016). In 1970, the University of Pristina was founded and the Faculty of Law and Economics were divided into two faculties, as Faculty of Law and Faculty Economics. Since then the Faculty of Economics is independent. In the same year, the Faculty of Economics started to offer lectures even in the Albanian language (University of Pristina "Hasan Prishtina", 2016).

At that time, Kosovo as part of the Socialist Federal Republic of Yugoslavia, the Faculty of Economics' policies and programs were directed by that system. The department that has been taught were the Department of Economics and Department of Accounting and later started to teach finance and administration under Economics Department. In 1989, Kosovo's autonomy was suspended by Serbian authorities and as a result all institutions that instructed in the Albanian language officially were closed. Even though the Faculty of Economics and all other educational institutions continued to work as parallel institutions, mostly in private houses. Because of very few equipment such as teaching materials, books, and space, it has been very limited to use many methods of teaching, thus, the attention has been focused on lecturing and consultations with students

(Pichl and Leutloff ,1999). The same authors state that the only outside help at that time was by the University of Tiran and some Turkish institutions donated some equipment. After 1990, University of Pristina created a close relationship with University of Tirana from Albania.

After Kosovo's war ended in 1999 the Faculty of Economics restarted its normal function, but now it was time to make big changes in its programs. Therefore, in 2000 Bologna Working Group was established to work toward transition of Kosovo's higher education into European system. Even though Kosovo could not sign the Bologna Deceleration because of Kosovo's disputed status, it is the first country that started the implementation. This process helped the Faculty of the Economics to begin education in graduate degree. Faculty of the Economics started to teach four programs in bachelor and master levels: econometrics, management and informatics, marketing, and banking-finance-accounting. The Department of Management and Applied Economics is added later in offered undergraduate degrees.

In the Department of Management and Informatics, courses that are related directly to management and mandatory for all students are listed below (Fakulteti Ekonomik UP, 2015):

- Principles of Management
- Human Resources Management
- Management of Small and Medium Enterprises
- Organizational Behavior
- Decision Making
- Project Management and
- Strategic Management

    Whereas these courses are elective:

- Business Communication
- Management of Innovation
- Entrepreneurship
- International Business
- Introduction to Business

University of Pristina is located in capital city, before it had campuses in four other cities. Those four campuses now are turned into four new public universities, University of Prizren, University of Mitrovica, University of Gjakova, and University of Gjilan. Except the University of Gjakova, all universities teach degree in Management and Informatics, the same as University of Pristina. University of Prizren has two degrees different from others that has degrees in International Management and Business Administration. These universities encounter many challenges as new universities in managing and organizing. They try to apply the model of the University of Pristina as much as they can.

After the 2000s in Kosovo we witnessed the founding of many new private colleges. Their number is 30 and 15 of them offer at least one degree in business. Mostly are opened as response of huge number of young people who could not get into University of Pristina. Moreover, these colleges targeted people who already were working but not having a higher education diploma. The opening of many private colleges has not risen the quality of education in management and business. They have not brought any innovation or any new program and have encountered many problems starting with accreditation process and their relations with politics (Rexha, 2013). All those colleges yet had not reached to become universities and all of them are for profit, therefore, it seems that their biggest concern is doing business not education, except of a small number of them.

RIT Kosovo, formerly known as AUK (American University of Kosovo) is campus of Rochester Institute of Technology from the United States of America. It offers program with concentration in management even though it looks that the University pays more attention to create staff for public institution and other foreign agencies than for business practice. The academic staff includes both American and Albanian professors. Students that choose management concentration are required to take these courses: Managing the Workforce, Financial accounting, Managerial Accounting. Also, they can choose some of these elective courses: New Venture of Management, Marketing Principles, Advertising Principles, Human Resources Management, Management Science, Introduction to Logistics and Transportation, and Project Management (RIT Kosovo, 2014).

Another foreign university that offers education in Kosovo is Staffordshire University from England that collaborates with the Riinvest College in Kosovo. It offers bachelor degree in Business Management and Enterprise, Business and Marketing Management, and Business and Human Resources Management. Moreover, it is the only university that teaches MBA General and MBA Finance degrees. Until now it is the only university that pays all its attention in business education, but its students are in small number. In bachelor degree, students take courses such as: Resourcing the Organization, Designing and Managing Effective Organizations, Global Business Directions, Strategic Management, Leadership, Decision Making and so forth (Riinvest College, 2015).

Management education in Kosovo mostly is trying to create human capital that will drive the economic development by offering graduates that will fill the needs of Kosovo's economy. The motivation of students is very low as results of high rate of unemployment among young people that is more than 57%, while the overall rate is above 32% (Kosovo Agency of Statistics, 2016).

The curriculum of management education of Kosovo's public universities and private colleges is well structured and courses that are taught within schools are related to Kosovo's market needs. A huge credit for this well designed curriculums belongs to Bologna Declaration and to other European educational institutions because of the support they provided. In another way, the implementation of this curriculum is challenged because of lack of engagement and sometimes professionalism. Even that we can say for a Europeanism of management education in Kosovo still in term of quality is far behind. The mostly used method is lecturing and sometimes miss even discussion. The use of case study method is very rare and group work is in the beginning stage. There is no a system that would measures the quality of programs. Often the content of the same courses is different if given by different lecturer. Most of the universities are accredited only by Kosovo's Ministry of Education, not by any well-known international agency of management education. Many of academic staff member have gained education in international universities but their effect in improvement of management education is still small. There is not yet a skill based education practice. The relationship between companies and business schools is weak. The chance for students to practice their knowledge is small, as same as after graduation opportunities to find a job suitable with their studies are small. This unfavorable position of management and all educational

system mostly is because of the general situation of socio-economic and politics of Kosovo. Despite of these disadvantages, the management education has progressed compared with situation before Kosovo war, but it is behind compared with management education in the region and not to mention Europe. However, the talent among students is high but it is needed to work more in preparing for challenges that business practice encounters in Kosovo.

2.10. Management Education in Turkey

The management education in Turkey has a tradition from the Ottomans' time exactly in 1883 the commercial school known as *Hamidiye Ticaret Mektebi* was opened in Istanbul (Üsdiken, 2004). This commercial school was founded on the inspiration of the school of HEC Paris (*école des Hautes Etudes Commerciales de Paris*) that was founded in 1881 and even professors of *Hamidiye Ticaret Mektebi* were educated in France (Üsdiken, 2004). From that time and after the foundation of the Republic of Turkey, until in the 1930s the commercial schools that had as model the *Hamidiye Ticaret Mektebi* were influenced mainly by French model and in a small degree by German model. In 1933 the only university survived from Ottoman Empire *İstanbul Darülfünun* was closed down and in the next day was replaced by the University of Istanbul where the business administration was taught under the economic degree (Üsdiken, 2004). At that time, the influence of French model was weakened and slowly was replaced with the German model. A number of professors were German immigrant that had left Germany because of Nazism. The influence of German business school known as *Betriebswirtschaftslehre* was especially between 1930-1950 years and orientation was toward 'business economics' (Üsdiken, 2003b). The third influence on management education in Turkey started after Second World War and with the start of the cold war. American government at that time had taken the management education very seriously. Academics in America were believing that it was European business school model to be blamed for the rise of communism and socialism within European countries (Clegg and Ross-Smith, 2003). Moreover, through the Marshall program, they wanted to influence countries such Turkey and not let any chance to create a strong alliance with Russia. One of the ways to reach that goal was through management education. The American model has taken the place of French and German models. Ford Foundation played the role of

mediator in this process. In 1954, the Institute of Business Administration was founded (*İşletme İktisadı Enstitüsü*) within Faculty of Economics at the University of Istanbul (Üsdiken, 2004). Together with other institutions, the American government did the effort to create a model that is oriented toward practice and is close to business life. The next universities involved in this process were METU (Middle East Technical University) and RC (Robert College, known as Boğaziçi University). The first faculty of business administration also was founded at the University of Istanbul, this model later was used as a model for other universities within Turkey (Üsdiken, 2004). Ford Foundation was the ally of US Aid in process of transition towards American model. Professors from Turkish universities were sent to American universities often at the Harvard University to get education about modern model of management education. They took education especially about using case study method as this method is dominant in America's business schools (Üsdiken, 2011). The transformation of Turkish universities towards American model was difficult and progress was not as desired, therefore, the Ford Foundation then targeted more training programs outside universities (Üsdiken, 2011).

The next chapter for management education in Turkey is the foundation of private universities and even holdings' universities. Management education in Turkey, as in other European counties, have their own specifics but mostly are dominated by American management education, especially among private universities. Üsdiken (2011) states that for years big business in Turkey were under family ownership, therefore the American model of professional management education remained subordinate to owner-family management(p. 327).

Üsdiken (2003a) identified five category of management education in Turkey: classical universities, American modeled universities, commercial school based universities, new state universities (post- 1981), and private universities. The main difference between these categories is the number of liberal courses, the intensity of professional curriculum, and contact hours (Üsdiken, 2003a). The same author added that universities with American model have more liberal art courses, a less intensity of professional curriculum and a fewer contact hours compared with commercial schools and new state universities, while classic universities are somewhat in between. However, the difference that existed before 40 years is not the same because other models as well have moved towards American model (Üsdiken, 2003a).

Quantitative methods, management, and professional split courses are part of all departments (Üsdiken, 2003). Accounting courses have the highest share on the commercial schools with American model, private universities have the least (Üsdiken, 2003a). For more information, see Table 2.4.

Table 2.4. *Components of Professional Curriculum of Management Undergraduate Degree in Turkey*

	Classical universities	**American modelled universities**	**Commercial school based universities**	**New state universities (post- 1981)**	**Private universities**
Economics	13.4	14.7	12.9	13.4	13.0
Law	12.8	9.8	11.4	12.0	7.5
Accounting	13.7	11.4	19.6	18.1	11.9
General business	2.9	1.5	4.1	3.9	4.8
Sectoral	-	-	0.6	0.6	0.6
Quantitative methods	15.2	19.5	11.8	12.0	17.0
Management	9.4	13.4	8.7	8.5	12.4
Finance	8.3	9.3	10.7	10.9	9.2
HRM	3.8	3.1	2.6	2.9	3.1
Marketing	7.4	3.8	6.8	6.5	6.1
Production	6.7	2.8	5.3	4.4	4.1

Source: *Üsdiken B. , 2003, p. 103.*

3. METHODOLOGY

3.1. Introduction to Methodology

In this chapter, it is discussed the methodology employed to conduct this study. The purpose of this study is to find out the level at which management skills are developed during undergraduate business studies. To understand this claim, the study uses survey instrument. This chapter presents the research design, questions and hypothesis, population and sample, survey instrument, procedures and analyses to carry out the purpose of the study.

3.2. Reasoning

The proposed study was chosen after reviewing related literature and recognizing the gap identified in previous studies. Firstly, the research about undergraduate degree is in shadow of MBA degree. In management education field are conducted serious research about MBA degree such as work of Henry Mintzberg (2004) *Managers Not MBAs: A Hard Look at the Soft Practice of Managing and Management Development*, or Srikant Datar, David A. Garvin, and Patrick G. Cullen (2011) on *Rethinking the MBA: Business Education at a Crossroads* and so forth. In one side, management education is under strong criticism for not developing managers and other workers with sufficient skills to deal with management and business practice (Mintzberg, 2004; Bennis and O'Toole, 2005; Mintzberg, 2015; Pfeffer and Fong, 2002). On the other hand, many of reaserches prove that students develop their management skills during their studies at business schools (Boyatzis, 2008; Boyatzis, Leonard, Rhee, and Wheeler, 1996) even that sometimes not in desired level (Azevedo, Apfelthaler, & Hurst, 2012). Most of those researches are undertaken about MBA degree, leaving a huge gap in undergraduate management education. Having this regard, I intended to assess management skills of students from Kosovo and Turkey with aim to find out the level of skills developed by undergraduate management students.

3.3. Research Design

This study is a quantitative research study that uses postpositivist view conducted through the survey instrument to assess management skills of undergraduate students. Postpositivist study tries to identify and assess the causes that influence an outcome of a certain problem (Creswell, 2014). The study is cross-sectional study using questionnaires for data collection from sample of business students to generalize to population. The results are derived from answering the research questions and testing hypotheses. Analysis of data is conducted with SPSS 23 software package.

3.4. Variables

The independent variables in the present study are: gender, age, year of studies, GPA, work experience, trainings, and country (Kosovo or Turkey). The dependent variables are the ratings on each of 39 item listed on assessment of management skills questionnaires.

3.5. Research Questions and Hypotheses

The research questions are the following:

1. What is the level of management skills developed by undergraduate business students?
    a. At the first year
    b. At the second year
    c. At the third year
    d. At the fourth year and
    e. At the student who recently finished their studies
2. What is the difference in management skills developed by undergraduate business students?
    a. According to GPA
    b. According to work experience (including internship, part time work or season work)
    c. According to trainings

3. What is the difference of development of management skills between students from Kosovo and Turkey?

Null and Alternative Hypotheses this present study tests, are the following:

- Ho1: There is no significant difference in development of management skills level between students of the first year, second year, third year, fourth year and them who have just finished their studies.
- Ha1: There is a significant difference in management skills level between students of the first year, second year, third year, fourth year and them who have just finished their studies.
- Ho2: There is no significant difference in development of management skills level among student subject based on gender.
- Ha2: There is a significant difference in development of management skills level among student subject based on gender
- Ho3: There is no significant difference in development of management skills level among student subject based on GPA.
- Ha3: There is significant difference in development of management skills level among student subject based on GPA.
- Ho4: There is no significant difference in development of management skills level among student subject based on work experience.
- Ha4: There is significant difference in development of management skills level among student subject based on work experience.
- Ho5: There is no significant difference in development of management skills level among student subject based on trainings.
- Ha5: There is significant difference in development of management skills level among student subject based on trainings.
- Ho6: There is no significant difference in developing management skills level among student subject's country (Kosovo and Turkey).
- Ha6: There is significant difference in developing management skills level among student subject's country (Kosovo and Turkey).

3.6. Survey Instrument

The research used 39 out of 84 questions of Personal Assessment of Management Skills (PAMS) survey to collect the data. The Survey also included 8 demographic questions, what makes the total number of questions 46. PAMS survey is used by Whetten and Cameron (2011) to assess the management skills development of students. They have made up this survey to assess overall management skills among students. Students, before they start to develop management skills, they need to understand their current level of management skills. Whetten and Cameron used this survey in their class session in the beginning of the class and at the end to see the progress made by students. Also, Bigelow et al (1999) report that schools assess students' skills through this survey. Whetten and Cameron are the highest voice among management scholars calling for skills development driven management education. They have done important work in this direction by developing methods and applying these methods successfully within classrooms.

These 39 questions of survey, assess skills that are divided in three groups: personal skills, interpersonal skills and group skills. To assess personal skills (developing self – awareness, managing stress, and solving problems creatively) are selected 12 question from 23 questions of original survey. To assess interpersonal skills (managing conflict, motivating employee, communicating supportively, gain power, and influence) are selected 13 questions from 35. And to assess group skills (building effective teams, leading positive changes, and empowering and delegating) are selected 14 questions from 26. Skills about creative problem solving, decision making, and leading are selected all of them not because other skills are less important, but these skills are critical on success of any manager and are widely supported in academia. For instance, Simon (1977) stated that decision making is synonym for managing. Also when two or more questions were close to each one, only one was selected.

Initially there was an attempt to conduct the research with all these 84 questions and to delivery questionnaires directly during class sessions, but this objective was unreachable. Firstly, it was difficult to get access to classes. Secondly, students hesitated to fill a huge survey that required more than 30 minutes to finish. After unreachable trial of conducting survey with all 84 questions, in order to undertake this thesis research, it was necessary to reduce the number of questions and to deliver it via internet. After the

questions were reduced, the survey's reliability may be lower, but the survey was reliable because questions were not changed or newly created. In addition, Cronbach's alpha value was a= .88, which is an almost excellent value (George & Mallery, 2013). Moreover, approximately half of the questions were selected (46%) from the original survey.

The scale of each of those 39 questions was six (1 – strongly disagree, 2 – slightly disagree, 3 – disagree, 4 – agree, 5 – slightly agree, and 6 – strongly agree), as it was used by authors who created it. The sum of those questions is used to test hypotheses and to answer research questions.

The other eight questions consist of demographic nature of students. From these questions year of studies, GPA, work experience (including internship) and trainings are main focus of this research. Also the data about gender, age, home country, and university of students were collected by the survey. The survey instrument used is attached as Appendix.

3.7. Field Test

Before sending the survey to students, a field test was conducted to ensure face and content validity of survey instrument. The survey was sent to five students of management or business administration. One of the students was a Ph.D. student, three master students and one bachelor student. Firstly, they filled the survey with 84 questions and in the second time with 39 questions. The survey with 39 questions was conducted twice, in the first time normally and in the second time while analyzing questions and to comparing it with full version of survey. Based on their responses, four questions are changed. Two of the students suggested to reducing the number of questions more, but that change is not made because the survey intends to assess general profile of management skills.

3.8. Sample, Population and Data Collection

Data was collected through an internet survey tool using the application of Google Inc., Google Forms. Google forms is a free tool that offers service for creating surveys in an easy way. Also it provides graphics of responses and the file of data is available to

download in file.xls, file. cdv or any other format that can be importable into any statistical software such as SPSS or R. Firstly, the data was downloaded in file.xls format and then entered in SPSS software.

Population of this research were students from Turkey and Kosovo who are students in department of management or business administration in undergraduate degree. Programs such as marketing, finance, accounting, economics that usually are provided by business schools were excluded, even that these programs have significant courses about management, since, they are not specialized. In Kosovo six higher institutions offer business degree in English, from them four offer in undergraduate degree and number of students above 800 (there are no formal published statistics, this number is approximated by asking universities directly). While in Turkey 46 universities offer undergraduate business degree in English and approximately 3145 students are accepted per yea, thus, total number is above 12000 (ÖSYM, 2016).

The language of survey was English, as in original survey. The survey is not translated because, the population was from two different counties that speak different languages (Albanian and Turkish). However, the main reason to use the English survey was, because the population of study were students who are studying in departments where English is language of instruction.

The survey link was distributed through social network – Facebook. Facebook every day is becoming a widely used tool to distribute and conduct social researches (Kosinski, Matz, Gosling, Popov, and Stillwell, 2015). The same authors state that Facebook helps to recruit more participant for online surveys and offline as well.

Firstly, a search was made to find students groups on Facebook, then in some of the groups the survey link was posted, but students who responded were few. Some of Facebook students' groups were created according to year of entry in university (e.g. management and organization 2012 class) and some Facebook groups were formed as a single group for all students of the university regardless of entry year (e.g. department of management). In the next step, the survey was sent to all students directly as messages in their inboxes. In the messages it was written a short explanation with the short version of the survey link. Firstly, students were asked if they are student of management or business administration department, because in such groups some of the group members may not

be a student of management or business department but they are indirectly affiliated. If they were students of management or business department, they were asked to click the link and to conduct the survey. In the survey link, in the introduction an Informed Consent Form was presented. A large number of them who conducted the survey replied by saying 'done', a number of them congratulated for survey, also a number of them just replied by sending any animation. A few number of students replied that survey was good but large. Some of them who did not conducted the survey, replied by saying that they have no time or something like that. The participation was strictly voluntary and confidential. One question asked about the name of the university, but this question is not part of the study, therefore the results of this question will not be published. The question was used only to control the sample.

The survey instrument link was sent to 1957 students in Kosovo and Turkey. The response rate was 9.4% (185). Fifteen responses were excluded because of being uncompleted, outliers or with same response throughout all questions. Response rate 9.4% is low. This may happen because survey was relatively huge and some questions required to think a few moments before responding. In journals publishing research in management and organization field the average response rate is 52%, but there are publications that have response rate approximately 10% (Baruch & Holtom, 2008). Therefore, the response rate of this study can be considered as acceptable.

Everyone agree that the larger the sample size, the better for research validity and reliability (Vogt, 2007). The sample size is sensitive for some kind of statistical analyses, however, most of the authors agree that the sample size 150 plus is enough to conduct almost any kind of statistical analyses (Pallant, 2011; Tabachnick and Fidell, 2013). The sample size of this study was 170.

To analyze data IBM SPPS Statistics 23 software was used that represent one of the mostly used software among social sciences scientists. The book of Julie Pallant (2011) with title *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS fourth Edition* was used as a guide for data coding and analysis. I made sure that before conducting any analysis the data were checked to see if the data are in correct form for that analysis.

4. RESULTS

4.1. Introduction to Results

This section presents results and the statistical analyses of the data collection. It begins with restatement of purpose of the study, then descriptives and analyses of correlations. Later, statistical results of tested hypotheses are presented. In the end, the summary of results is given.

4.2. Restatement of Purpose

The purpose of this study is to assess management skills of undergraduate students and of recently graduated students from management or business administration departments. This study examines the level that management skills of students from Kosovo and Turkey. The study tries to answer these questions: what is the level of management skills among students compering with year of studies? What is the level of management skills according to their GPA? What is their level of management skills according to their work experience (including internship, part time job or season work)? What is their level of management skills based on trainings that they had participated? What is the level of management skills according to gender? What is the level of management skills according to country?

4.3. Descriptives

Cronbach's alpha value was conducted for each of the scales. Cronbach's alpha was used to test the reliability and the scales range. Its value was almost excellent a= .88 (George and Mallery, 2013). The check for missing values, showed no missing value. The significance value of the test of normality, Shapiro—Wilk was p= .042, suggesting violation of the assumption of normality because p is smaller than .05. As p= 0.42, the data is approximately normally distributed (see the histogram next page). Additionally, the dependent variable (management skills) was assessed for normality by assessing kurtosis and skewness values. The skew value within $-2 < x < 2$, and value of kurtosis within $-7 < x < 7$, indicates normality of data. Values of skew was $-.288$, indicating that

43

data is shaped a few in the right and kurtosis was - .403, indicating that assumption of normality was met.
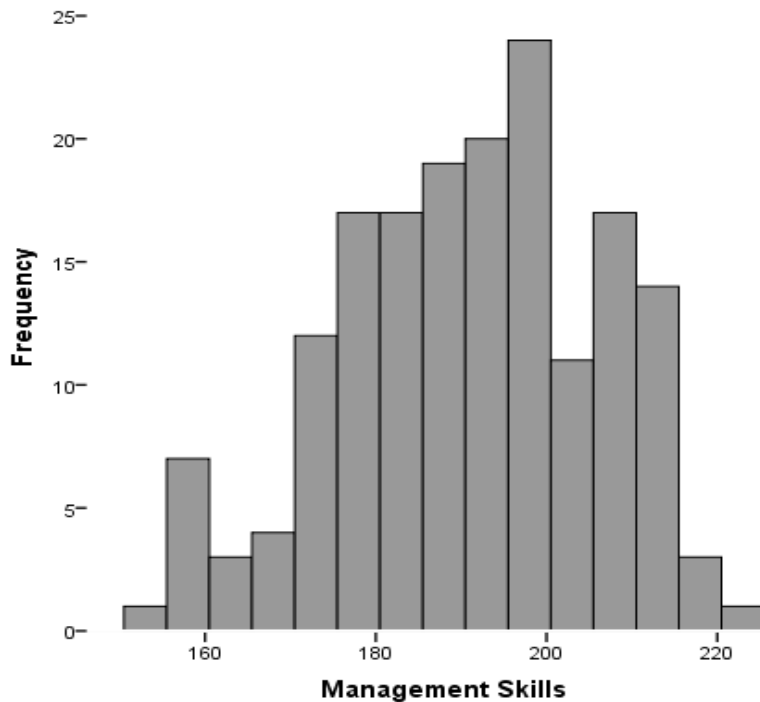
Figure 4.1. *The Distribution of Data (N = 170)*

The total score of management skills consists in the sum value of 39 questions of personal skills, interpersonal skills and group skills that have scale range from one to six. Means and standard deviations were calculated for each independent variable by total management skills of 39 questions. The maximum score that could be reached by a participant was 234 points. The level of skills is divided into four quartiles. 196 or above score is the top quartile (84% of points), 183 – 195 the second quartile (78% - 83% of points), 171 – 182 the third quartile (73% - 77% of points), and 170 or below the bottom quartile. The maximum score of management skills reached in this study was 224, whereas the minimum was 153. The average result of students was 190.85 with a standard deviation 15.33, showing that the average score is in the second quartile. The age range of students was from 17 to 26 years, with a mean 21,63 and standard deviation 2.40.

4.4. Analyses of Correlations

The relationship between management skills assessed by PAMS survey and independent variables of interest (year of study, gender, GPA, country, work experience and trainings) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a medium, positive correlation between management skills and current year of studies, r = .33, between management skills and GPA, r = .44, Also, the correlation between management skills and work experience was medium positive with r = .42, , as well as between management skills and trainings, r = .46. The sample size was 170 and the significant value in four cases p= .000. The table below presents the full results of correlations between all variables.

Table 4.1. *Correlations Between Variables*

Variables	1	2	3	4	5	6
1 Year of studies	—					
2 GPA	.161*	—				
3 Work experience	.569**	.165*	—			
4 Trainings	.432**	.128	.507**	—		
5 Gender	.097	.051	.077	.107	—	
6 Country	-.221**	-.023	-.159*	.058	.002	—
7 Management skills	.335**	.447**	.421**	.465**	.093	.058

Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

Partial correlation was run to determine the relationship between management skills and current years of studies, while controlling for GPA, work experience, and training. Preliminary analysis of relationship between management skills and current year of studies was medium positive r = .33, while controlling for GPA, r = .29, p < .005, indicating that GPA has a small effect on the strength of relationship between management skills and current year of studies. But while controlling work experience the effect was bigger, r = .12, p = .97 and also while controlling for trainings the effect or relationship was big r = .16, p = .02.

4.5. Hypothesis One

Ho1: There is no significant difference in development of management skills level between students of the first year, second year, third year, fourth year and of them who have just finished their studies.

To assess hypothesis one, a one-way ANOVA test was performed to establish if there was a significant difference between management skills assessed by Personal Assessment of Management Skills survey and year of study (first year, second year, third year, fourth year and just finished studies). The Leven's test of homogeneity of variance was not significant, $F = 1.37$, $p = .24$, indicating that assumption of homogeneity was met. There was no significant difference between all groups (table 4.2): first year $M = 180.86$, $SD = 12.58$; second year $M = 188.00$, $SD = 16.53$; third year $MD = 192.13$, $SD = 15.43$; fourth year $MD = 195.85$, $SD = 13.44$; and just finished studies $MD = 196.59$, $SD = 13.19$. Analysis of variance indicated that there were statistically significant differences between some groups (table 4.3), $F = 5.78$, $p = .000$. The significant difference is between first year and third year ($p = .01$), between first year and fourth year ($p = .002$) and between first and just have finished studies ($p = .000$). Hypothesis null cannot be rejected (is somewhat true).

Table 4.2. *Means and Standard Deviation on the Measure of Management Skills as Function of Year of Studies*

Years of Studies	N	Percentage	Management Skills	
			M	SD
First year	28	16.5	180.86	12.58
Second year	35	20.6	188.00	16.53
Third year	48	28.2	192.13	15.43
Fourth year	27	15.9	195.85	13.44
Just finished studies	32	18.8	196.59	13.19
Total	170	100	190.85	15.33

Note. *The Maximum Score is 234*

Table 4.3. *Significant and Non-Significant Differences of Management Skills Between Groups as Function of Year of Study*

Groups	p value
First year and second year	.302
First year and third year	.001*
First Year and fourth year	.002*
First year and just finished	.000*
Second year and third year	.706
Second year and fourth year	.221
Second year and just finished	.116
Third year and fourth year	.824
Third year and just finished	.662
Fourth year and just finished	.999

* The Mean is Significant at the .05 Level.

4.6. Hypothesis Two

Ho2: There is no significant difference in development of management skills level among business students subject based on gender.

Table 4.4. *Means and Standard Deviation on the Measure of Management Skills as Function of Gender*

Gender	N	Percentage	Management Skills	
			M	SD
Male	89	52.4	189.49	16.28
Female	81	47.6	192.35	14.18
Total	170	100	190.85	15.33

Note. *The Maximum Score is 234*

To assess hypothesis two an independent sample t—test was performed to establish if there was a significant difference between management skills assessed by Personal Assessment of Management Skills survey and gender of students. The Leven's test of homogeneity variance was not significant, $F = 3.05$, $p = .08$, indicating the assumption was met. There was no significant difference between male M = 189.49, SD = 16.28; and

female M = 192.35, SD = 14.18 (table 4.4), as the result of t –test was not significant, t (168) -1.21, p = .227, indicating there was no significant difference between management skills and gender. Hypothesis two is not rejected.

4.7. Hypothesis Three

Ho3: There is no significant difference in development of management skills level among business students subject based on grade point average.

To assess hypothesis three, a one-way ANOVA test was performed to establish if there was a significant difference between management skills assessed by Personal Assessment of Management Skills survey and GPA. The Leven's test of homogeneity of variance was significant, F = 4.35, p = .000, indicating that assumption of homogeneity was not met. There was statistically significant difference between some groups (table 4.5): less than 2.50, MD = 179.73, SD = 20.328; 2.50 – 2.75, M = 182.60, SD = 17.739; 2.76 – 3.00 MD = 186.57, SD = 12.544; 3.01 – 2.25, MD = 188.37, SD = 11.778; 3.26 – 3.50, MD = 189.54, SD = 15.137; 3.51 – 3.75, MD = 198.84, SD = 9.815; and 3.76 – 4.00, MD = 202.13, SD = 13.778, because one way ANOVA was: F= 7.43, p= .000.

Table 4.5. *Means and Standard Deviation on the Measure of Management Skills as Function of GPA*

			Management Skills	
GPA	N	Percentage	M	SD
Less than 2.50	15	8.8	179.73	20.32
2.50-2.75	15	8.8	182.60	17.79
2.76-3.00	23	13.5	186.57	12.54
3.01-3.25	38	22.4	188.37	11.77
3.26-3.50	24	14.1	189.54	15.13
3.51-3.75	32	18.8	198.84	9.81
3.76-4.00	23	13.5	202.13	13.77
Total	170	100	179.73	20.32

Note. *The Maximum Score is 234*

The results of post-hoc comparisons using Tukey HSD shows that there was a statistically significant difference among nine groups, $F = 7.43$, $p = .000$ (table 4.6). The significant difference was between: less than 2.50 and 3.51 – 3.75 ($p = .000$); between less than 2.50 and 3.76 – 4.00 ($p = .000$); between 2.50-2.75 and 3.51 – 3.75 ($p = .004$); between 2.50-2.75 and 3.76 – 4.00 ($p = .001$); between 2.76-3.00 and 3.51-3.75 ($p = .024$); between 2.76-3.00 and 3.76-4.00 ($p = .004$); between 3.01-3.25 and 3.51-3.75 ($p = .004$); between 3.01-3.25 and 3.76 – 4.00 ($p = .004$); and between 3.26-3.50 and 3.76 – 4.00 ($p = .03$). Hypothesis null is rejected, alternative hypothesis accepted.

Table 4.6. *Significant and Non-Significant Differences of Management Skills Between Groups as Function of GPA*

Groups	p value
Less than 2.50 and 2.50-2.75	.998
Less than 2.50 and 2.76 – 3.00	.752
Less than 2.50 and 3.01 -3.25	.390
Less than 2.50 and 3.26 – 3.50	.327
less than 2.50 and 3.51 – 3.75	.000*
less than 2.50 and 3.76 – 4.00	.000*
2.50-2.75 and 2.76 -3.00	.977
2.50-2.75 and 3.01 -3.25	.818
2.50-2.75 and 3.26 – 3.50	.730
2.50-2.75 and 3.51 – 3.75	.004*
2.50-2.75 and 3.76 – 4.00	.001*
2.76-3.00 and 3.01 – 3.25	.999
2.76-3.00 and 3.26 – 3.50	.990
2.76-3.00 and 3.51-3.75	.024*
2.76-3.00 and 3.76-4.00	.004*
3.01-3.25 and 3.26 – 3.50	.999
3.01-3.25 and 3.51-3.75	.031*
3.01-3.25 and 3.76 – 4.00	.004*
3.26-3.50 and 3.51-3.75	.170
3.26-3.50 and 3.76 – 4.00	.034*
3.51-3.75 and 3.76 – 4.00	.977

* The Mean is Significant at the .05 Level

4.8. Hypothesis Four

Ho4: There is no significant difference in development of management skills level among business students subject based on work experience.

To assess hypothesis four, a one-way ANOVA test was performed to establish if there was a significant difference between management skills assessed by Personal Assessment of Management Skills survey and work experience (none, 3 – 6 months, 7 – 12 months and more than one year). The Leven's test of homogeneity of variance was not significant, $F = .13$, $p = .94$, indicating that assumption of homogeneity was met. There was significant difference among some groups (table 4.7): none $M = 181.17$, $SD = 13.38$; 3 – 6 months $M = 191.07$, $SD = 14.23$; 7 -12 months $MD = 197.15$, $SD = 14.76$; and more than one year $MD = 198.65$, $SD = 13.28$, as results of ANOVA were, $F = 13.47$, $p = .0005$.

Table 4.7. *Means and Standard Deviation on the Measure of Management Skills as Function of Work Experience*

Work experience	N	Percentage	Management Skills	
			M	SD
None	48	28.2	181.17	13.38
3 – 6 months	59	34.7	191.07	14.23
7 – 12 months	26	15.3	197.15	14.76
More than one year	37	21.8	198.65	13.28
Total	170	100	190.85	15.33

Note. The Maximum Score is 234.

Table 4.8. *Significant and Non-Significant Differences of Management Skills Between Groups as Function of Work Experience*

Groups	p value
None and 3 – 6 months	.002*
None and 7 – 12 months	.000*
None and more than one year	.000*
3 – 6 months and 7 – 12 months	.248
3 – 6 months and more than one year	.049*
7 – 12 months and more than one year	.975

* The Mean is Significant at the .05 Level.

The statistically significant differences according to post-hoc comparisons test using Tukey HSD was among three groups (table 4.8): none and 3-6 month (p = .002), none and 7-12 month (p = .000) none and more than one year (p = .000), and 3-6 months and more than one year (p = .049) Hypothesis null is rejected, hypothesis alternative accepted.

4.9. Hypothesis Five

Ho5: There is no significant difference in development of management skills level among business students subject based on trainings.

To assess hypothesis five, a one-way ANOVA test was performed to establish if there was a significant difference between management skills assessed by Personal Assessment Management Skills survey and trainings (none, $1 - 3, 4 - 6, 7 - 9$, more than 10). The Leven's test of homogeneity of variance was significant, $F = 2.58$, $p = .039$, indicating that assumption of homogeneity was not met. There was significant difference between among some groups (table 4.9): none, M = 178.77, SD = 13.71; $1 - 3$, M = 184.70, SD = 16.05); $4 - 6$, MD = 195.97, SD = 10.34; $7 - 9$, MD = 197.25, SD = 11.60; and more than one year, MD = 199.44, SD = 12.44.

Table 4.9. *Means and Standard Deviation on the Measure of Management Skills as Function of Training*

			Management Skills	
Trainings	**N**	**Percentage**	**M**	**SD**
None	22	12.9	178.77	13.71
1 – 3	57	33.5	184.70	16.05
4 – 6	35	20.6	195.97	10.34
7 – 9	20	11.8	197.25	11.60
10 or more	36	21.2	199.44	12.44
Total	170	100	190.85	15.33

Note. *The Maximum Score is 234.*

Table 4.10. *Significant and Non-Significant Differences of Management Skills Between Groups as Function of Trainings*

Groups	p value
None and 1 – 3	.405
None and 4 – 6	.000*
None and 7 – 9	.000*
None and 10 or more	.000*
1 – 3 and 4 – 6	.001*
1 – 3 and 7 – 9	.004*
1 – 3 and 10 or more	.000*
4 – 6 and 7 – 9	.997
4 – 6 and 10 or more	.814
7 – 9 and 10 or more	.977

* The Mean is Significant at the .05 Level

There was a statistically significant difference between groups, $F = 13.48$, $p = .0005$. The statistically significant difference was among these groups (table 4.10): none and 1-3 ($p = .000$), none and 4-6 ($p = .000$), none and 7-9 ($p = .000$), none and 10 or more ($p = .000$), 1-3 and 4-6 ($p = .001$), 1-3 and 7-9 ($p = .004$), and between 1-3 and 10 or more ($p = .000$). Hypothesis null is rejected, hypothesis alternative accepted.

4.10. Hypothesis Six

Ho6 There is no significant difference in development of management skills level between students from Kosovo and Turkey.

To assess hypothesis six an independent sample t-test was performed to establish if there were a significant difference between management skills assessed by Personal Management Skills survey and home country of students. The Leven's test of homogeneity variance was not significant, $F = .30$, $p = .58$, indicating the assumption was met. The result of t –test was not significant, t (168) -.75, $p = .44$, indicating there was no significant difference between management skills and county. There was no significant difference between students of Kosovo, $M = 189.93$, $SD = 16.08$; and Turkey, $M = 191.72$, $SD = 14.65$ (table 4.11). Hypothesis six accepted.

Table 4.11. *Means and Standard Deviation on the Measure of Management Skills as Function of Country*

Country	N	Percentage	Management Skills	
			M	SD
Kosovo	82	48.2	189.93	16.08
Turkey	88	51.8	191.72	14.65
Total	170	100	190.85	15.33

Note. The Maximum Score is 234.

4.11. Summary of Results

The aim of this thesis research was to assess management skills of management and business administration undergraduate students in the way to understand the relationship between management skills and years of study, gender, country, GPA, work experience, and trainings.

The results of the study show that business and management students develop management skills in the second quartile, mean = 190.85 (80.86%). There is a medium positive relationship between management skills level and years of studies. Also the correlation between management skills and work experience, and between management skills and trainings was medium positive. A positive correlation exists even between management skills level and GPA.

The hypothesis null one was partially true, indicating that the difference between some groups is statistically significant. The difference exists between first year with third, fourth year and just finished studies, suggesting that difference in management skills starts after finishing the second year of studies. Also hypothesis three is rejected, indicating that there is a significant difference based on GPA.

The hypothesis null two is accepted, indicating that there are no significant differences between male and female students. Also hypothesis null six is accepted, indicating no significant difference between management skills level and countries (Kosovo and Turkey).

Hypotheses null three, four and five are also rejected, indicating that there are significant differences between management skills level and GPA, management skills and work experience, and management skills and trainings.

5. DISCUSSION AND RECOMMENDATIONS

5.1. Introduction to Discussion and Recommendations

In this chapter the results are discussed as their relate to the literature of researches conducted previously. Implications for the students, management educators, and organizations are considered, recommendations are made, and ideas for further research are presented also.

5.2. Discussion

This study found out that Management skills and year of studies have a medium positive correlation. While students progress to the next year during their undergraduate education, they develop management skills more. The significant difference on management skills starts after the second year is finished, and then continues during following years. Business schools design their curriculums in such way as to teach students basic concepts during the first year of study. In both counties, Turkey and Kosovo, students in the first year take fundamental courses related to mathematics, business law, business English, statistics, microeconomics, macroeconomics and only few courses related to management while in the second year they take more courses that are directly related with management activities. Students develop their management skills in the first year, however, not statistically significant until they finish second year. In previous study conducted with undergraduate business students in Australia (Denise, Ruth, and Linda, 2014) found that students rate their management skills high for employability and working effectively. On the other hand, a study conducted in four European counties (Austria, United Kingdom, Slovenia, and Romania) found out that and employers lack the confidence in level of skills of business graduates (Azevedo et al., 2012).

In management education literature, there are concerns and doubts about management education. For instance, Pfeffer and Fong (2002) questioned if business schools are reaching their goal of graduating students equipped with enough management skills. Thr current thesis' results support the ide that undergraduate students during studies develop their skills significantly. However, there is a gap that needs to be reached

and business schools should continue to improve in the way to lower this gap, hence, to develop skills even more.

As for graduate students especially for MBA degree, Boyatzis and Saatcioglu (2008) in their series of research with MBA students for more than 20 years found out that emotional, social and cognitive intelligence competencies that predict effectiveness in management and leadership can be developed in adults through a graduate management program. Therefore, we can conclude that both programs; undergraduate and graduate, develop students' management skills, even though it is continuously needed to work in enhancing both programs. The needs of business practice continuously change therefore the improvement of business schools should follow those changes. Undergraduate programs often should adopt methods and tools used by graduate degrees because of their positive impact on enhancing business skills. One more reason for adopting models from MBA degree exist because researches and practices of MBA degree are more advanced comparing with management undergraduate education. However, undergraduate degree programs encounter more challenges because their students rarely have work or business experience. Having this regard business schools should be aware that undergraduate degree differs from the MBA degree in some aspects.

Work experience (including part time work, season work and internship) that students obtain usually during summer time or even working part time and sometimes full time during semesters is a key helper to develop management skills. However, students should use their time properly between work and studies because doing both in the same time harms their grades (Nonis and Hudson, 2006). The results of this study support the importance of work experience in enhancing management skills. As more as students participate in internship programs or work their skills are positively affected. Sending students to practice their learnt management skills in business resulted with an improvement in skills more than using experiential learning method (Sheppard, et al. 2015). It is another good opportunity for students to involve in social activities such as charity programs. They can benefit from engagement on civic activities in developing their management skills. While contributing to community, students have chances to practice what they have learnt in school and therefore to prepare for the real job. Students in undergraduate degree in contrast with MBA degree rarely start their studies without

having work experience, therefore, it essentials for business schools to stimulate students to participate in real life business practice.

I found out that a strong relationship exists between management skills and training participated by students. The format of training that tries to mix the scientific evidence with practice might be the reason of this positive relationship. Training is widely used in organizations and it has medium to large effect in developing management skills (Arthur Jr. and Bennett Jr., 2003). However, students attend different trainings, usually offered by business consulting firms or other institutes in the way to help students to prepare better for workplace. Sometimes universities and other organizations organize trainings in the form of workshops for students.

A medium positive relationship exists between management skills and GPA. The current study indicates that if students reach a very high GPA, it means that their skills also are developed significantly. This indicates that GPA is a relevant factor to evaluate students even though it is often doubted. Students, who are really outstanding in their grades also have developed management skills significantly high. Students should not neglect GPA because also it has significant effect in their employment after graduation (Beatty, 2004), and helps in getting admission for graduate studies in the future.

Testing hypothesis results indicate that there is no significant difference in management skills between male and female students, the results show a slightly difference in favor of female students. Also there was no significant difference between management skills and Kosovo's and Turkey's students. That indicates that management education may become more uniform among counties. This also happens because American model of business schools is dominant worldwide. Often the same tools are learned among all business schools.

5.3. Implications

The study found out that when students combine their studies with other activities such as internship, work, attending trainings, they develop management skills more. However, it is complicated for students to reach to combine all these activities because they may feel high pressure as they spend much time studying during semesters. The study shows that GPA is relevant for management skills; higher grades means better

management skills. Work experience affects significantly management skills, and also raises the effectiveness of study methods, especially of experiential learning method. However, the number of students in management undergraduate degree is huge, therefore, it may be a problem for universities to provide practice for all students. Students can make use of results of this study to pay more attention in developing management skills and participating in activities outside formal education. Despite the positive results of this study business schools should pay attention to development of management skills because the gap still exists and business schools goal should be to make outstanding managers not only above average. Business schools should motivate both faculty members and students in the way reaching its goals. It is necessary to be aware that what really matter in the effectiveness of undergraduate education is not necessary the institution but the environment created by faculty and students (McKelfresh, 1993; Feldman, 1994).

5.4. Recommendations

Skillful graduates get into good jobs, enhance the performance of organizations, and impact the brand of the business schools. The results of this research shows that undergraduate students are developing management skills significantly, but it is necessary to give more effort in overall development, because often the business life is highly challenging.

Undergraduate students should engage decisively in their studies and work on developing their skills. They should seek to apply and develop further their learned skills in practice: by participating in internship programs, working during summertime, when possible working some hours during the week, participating in service programs in society, and so forth. Furthermore, participating in trainings and other forms of learning is worthwhile on developing of management skills as well.

Business schools should pay more attention in undergraduate degree and value it almost as the MBA degree. Azevedo, Apfelthaler, and Hurst, (2012) suggest that more attention is needed to foster management skills development in undergraduate business education. They can build programs that will help students to advance their skills more, therefore, they may not see necessary to go and conduct a MBA degree in the way to

enhance their carriers. They need to stimulate students to apply skills during studies by collaborating with organizations.

Organizations should be aware that they may help students to improve their skills by giving to them opportunities to practice in form of internship or by hiring them to work several hours during a week. Moreover, when they hire graduates they should create the needed space to them to apply management skills.

5.5. Future Research

Most of the researches are focused in graduate management education and undergraduate management education is left behind. In academia there lack evidence in undergraduate management education (Azevedo et al, 2012). There are serious researches conducted about graduate management education such as, the work of Mintzberg (2004), Datar et al. (2010) and numerous studies by Boyatzis (2008; 2002). In another way there exist tentative to bring strong ideas about undergraduate management education such as *Rethinking Undergraduate Business Education: Liberal Learning for the Profession* by Colby et al. (2011) but still there is much work to be done with undergraduate management education. Liberal learning alone is not a solution.

The goal of this study was to assess the level of development of management skills in undergraduate studies. This study assessed general skills of undergraduate students. Therefore, the future research should be focused in developing of particular skills. Also future research need to assess the engagement of students and professors in developing management skills because the program may be well structured and use best methods but may lack engagement of students and as result may not produce desired results. Longitudinal studies and experimental studies might also help to explore the level and methods of management skills development, especially by the faculty members.

REFERENCES

AACBS. (2016). *About AACBS international - A global accreditor of business programs*. Retrieved June 10, 2016, from http://www.aacsb.edu/about

Akuratiyagamage, V. M. (2007). An integrated approach to management development: A framework for practice and research. *The Journal of Business Perspective, 11*(4), 1-11. doi:10.1177/097226290701100401

Albanese, R. (1989). Competency-based management education. *Journal of management development, 8*(2), 66-76. doi:10.1108/EUM0000000001343

Alie, R. E., Beam, H. H., and Carey, T. A. (1998). The use of teams in an undergraduate management program. *Journal of Management Education, 22*(6), 707-719.

Argyris, C. (1980). Some limitations of the case method: Experiences in a management development program. *Academy of Management Review, 5*(2), 291-298. doi:10.5465/AMR.1980.4288765

Arthur Jr., W., and Bennett Jr., W. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology, 88*(2), 234-245. doi:10.1037/0021-9010.88.2.234

Azevedo, A., Apfelthaler, G., and Hurst, D. (2012). Competency development in business graduates: An industry-driven approach for examining the alignment of undergraduate business education with industry requirements. *International Journal of Management Education, 10*(1), 12-28.

Baruch, Y., and Holtom, B. C. (2008). Survey response rate levels and trends in organizational research. *Human Relations, 61*(8), 1139–1160. doi:10.1177/0018726708094863

Beatty, J. E. (2004). Grades as money and the role of the market metaphor in management education. *Academy of Management Learning and Education, 3*(2), 187-196.

Bennis, W. G., and O'Toole, J. (2005). How business schools lost their way. *Harvard Business Review, 83*(5), 96-104.

Berger, M. A. (1883). In defense of the case method: A reply to Argyris. *Academy of Management Review, 8*(2), 329-333.

Bigelow, J. D. (1995). Teaching managerial skills: A critique and future directions. *Journal of Management Education, 19*(3), 305-325. doi:10.1177/105256299501900303

Bigelow, J., Seltzer, J., Hall, J. C., and Garcia, J. (1999). Management skills in action: Four teaching models. *Journal of Management Education, 23*(4), 355-376.

Boyatzis, R. (2008). Competencies in the 21st century. *Journal of Management Development, 27*(1), 5-12. doi:10.1108/02621710810840730

Boyatzis, R. E., and Saatcioglu, A. (2008). A 20-year view of trying to develop emotional, social and cognitive intelligence. *Journal of Management Development, 27*(1), 92-108. doi:10.1108/02621710810840785

Boyatzis, R., Leonard, D., Rhee, K., and Wheeler, J. (1996). Competencies can be developed but not in the way we though. *Capability, 2*(2), 25-41.

Brown, R. B. (1993). Meta-competence: A recipe for reframing the competence debate. *Personnel Review, 22*(6), 25-36. doi:10.1108/EUM0000000000814

Burgoyne, J., Hirsh, W., and Williams, S. (2003). *The value of business and management education.* Lancaster: Lancaster University Management School.

Cameron, K. S., and Whetten, D. A. (1983). A model for teaching management skills. *EXCHANGE: The Organizational Behavior Teaching Journal, 8*(2), 21-26.

Canwell, A., Dongrie, V., Neveras, N., and Stockton, H. (2014, March 7). *Leaders at all levels - Close the gap between hype and readiness*. Retrieved October 3, 2015, from http://dupress.com/articles/hc-trends-2014-leaders-at-all-levels/?id=gx:el:dc:dup675:cons:awa:hct14

Clark, S. C., Callister, R., and Wallace, R. (2003). Undergraduate management skills courses and students' emotional intelligence. *Journal of Management Education, 27*(3), 3-23. doi:10.1177/1052562902239246

Clawson, J., and Haskins, M. (2006). *Teaching Management: A field guide for professors, consultants, and corporate trainers.* Cambridge, United Kingdom: Cambridge University Press.

Clegg, S. C., and Ross-Smith, A. (2003). Revising the boundaries: Management education and learning in a postpositivist world. *Journal of Management Learning and Education, 2*(1), 85-98.

Clinebell, S. K., and Clinebell, J. M. (2007). The tension in business rducation between academic rigor and real-world relevance: The role of executive professors. *Academy of Management Learning and Education, 7*(1), 99-107. doi:10.5465/AMLE.2008.31413867

Colby, A., Ehrlich, T., Sullivan, W. M., and Dolle, J. R. (2011). *Rethinking undergraduate business education : Liberal learning for the profession* (1st ed.). San Francisco, United States of America: Jossey-Bass.

Creswell, J. W. (2014). *Research design: Qualitative, qunatitiave and mixed method approaches* (4th ed.). California, USA: SAGE Publication, Inc.

Cullen, J., and Turnbull, S. (2005). A meta-review of the management development literature. *Human Resource Development Review, 4*(3), 334-355. doi:10.1177/1534484305278891

Cunningham, I., and Dawes, G. (1997). Problematic premises, presumptions, presuppositions and practices in management education and training. In J. Burgoyne, and M. Reynolds (Eds.), *Management learning: Intergrating perspectives in theory and practice* (pp. 110-126). London, England: SAGE Publications Ltd.

Datar, S. M., Garvin, D. A., and Cullen, P. (2010). *Rethinking the MBA: Business Education at a Crossroads.* Boston, United States of America: Harvard Business School Publishing.

Datar, S. M., Garvin, D. A., and Cullen, P. G. (2011). Rethinking the MBA: business education at a crossroads. *Journal of Management Development, 30*(5), 451-462. doi:10.1108/02621711111132966

Denise, J., Ruth, S., and Linda, R. (2014). Undergraduate perceptions of the development of teamworking skills. *Education + Training, 56*(1), 7-20. doi:http://dx.doi.org/10.1108/ET-01-2013-0002

Dierdorff, E. C., Nayden, D. J., Jain, D. C., and Jain, S. C. (2013). Ensuring and enhancing future values. In G. M. Council, *Disrupt or be disrupted : A blueprint for change in management education* (1st ed., pp. 21-56). San Francisco: Jossey-Bass.

Donaldson, L. (2002). Damned by our own theories: Contradictions between theories and management education. *Academy of Management Learning and Education, 1*(1), 96-106.

Draganidis, F., and Mentzas, G. (2006). Competency based management: A review of systems and approaches. *Information Management and Computer Security, 14*(1), 51-64. doi:10.1108/09685220610648373

Drucker. (2008). *Management: Tasks, responsiblities, practices* (Revised Edition ed.). New York, United States of America: HarperCollins Publishers Inc.

DuBrin, A. J. (2012). *Essentials of management* (9th ed.). Mason, United State of America: South - Western Cengage Learning.

Ellet, W. (2007). *The case study handbook: How to read, discuss, and write persuasively about cases.* Boston, United States of America: Harvard Business School Publishing.

Espedal, B. (2015). Management development: Using internal or external resources in developing core competence. *Human Resource Development Review, 4*(2), 136-158. doi:10.1177/1534484305276217

Fakulteti Ekonomik UP. (2015). *Planprogrami mësimor: Menaxhement dhe informatik [Syllabus: Management and informatics]*. Retrieved May 25, 2016, from http://ekonomiku.uni-pr.edu/getattachment/Planprogramet-(1)/Bachelor/2--MXH-Bch.pdf.aspx

Feldman, K. A. (1994). What matters in college? Four Critical Years Revisited. *The Journal of Higher Education, 65*(5), 615-622.

Financial Times. (2015). *Global MBA ranking 2015*. Retrieved September 2, 2015, from http://rankings.ft.com/businessschoolrankings/global-mba-ranking-2015

Fox, S. (1997). From management education and development to the study of management learning. In J. Burgoyne, and M. Reynolds (Eds.), *Management learning: Integrating perspectives in theory and practice* (pp. 21-37). London, England: SAGE Publications Ldt.

Garavan, T. N., Barnicle, B., and O'Suilleabhain, F. (1999). Management development: Contemporary trends, issues and strategies. *Journal of European Industrial Training, 23*(4/5), 191-207. doi:http://dx.doi.org/10.1108/03090599910272077

George, D., and Mallery, P. (2013). *IBM SPSS statistics 21 step by step: A simple guide and reference* (13th ed.). New York, United States of America: Pearson Eucation Pub.

Ghoshal, S. (2005). Bad management theoies are destroying good management practices. *Academy of Management Learning and Education, IV*(1), 75-91.

Godfrey, P. C., Illes, L. M., and Berry, G. R. (2005). Creating breadth in business education through service-learning. *Academy of Management Learning and Education, 4*(3), 309-323. Retrieved from http://www.jstor.org/stable/40214327

Gosling, J., and Mintzberg, H. (2006). Management education as if both matter. *Management Learning, 37*(4), 419-428. Retrieved from http://mlq.sagepub.com/content/37/4/419.refs.html

Graduate Management Admission Council. (2015). *Corporate recruiters survey.* Reston: Graduate Management Admission Council. Retrieved May 23, 2016, from www.gmac.com/~/media/Files/gmac/Research/Employment-Outlook/2015_corporate-recruiters_survey-report_web-release.pdf

Hansen, G. S., and Wernerfelt, B. (1989). Determinants of firm performance: The relative importance of economic and organizational factors. *Strategic Management Journal, 10*(5), 399-411. doi:10.1002/smj.4250100502

Harvard University. (2014). *Talking about teaching fall 2014: Srikant Datar*. Retrieved March 21, 2016, from https://www.youtube.com/user/Harvard/playlists

Hay, M. (2013). Framing and making strategic choices. In G. M. Council, *Disrupt or be disrupted : A blueprint for change in management education* (1st ed., pp. 57-98). San Francisco, United States of America: Jossey-Bass.

Hillier, J., and Dunn-Jensen, L. M. (2012). Groups meet . . . teams improve: Building teams that learn. *Journal of Management Education, 37*(5), 704–733. doi:10.1177/1052562912459947

Horgan, J. (2003). Lecturing for learning. In H. Fry, S. Ketteridge, and S. Marshall, *A handbook for teaching and learning in higher education* (2nd ed., pp. 75-91). Glasgow, Great Britain: Bell and Bain Limited.

IMMPM. (2015). *Master in management program design, IMPM program.* Retrieved August 5, 2015, from http://www.impm.org/program

Katz, R. K. (1955). Skills of an effective administrator. *Harvard Business Review, 33*(1), 35-42.

Khurana, R., and Spender, J. (2012). Herbert A. Simon on what ails business schools: More than 'a problem in organizational design'. *Journal of Management Studies, 49*(3), 619-639. doi:10.1111/j.1467-6486.2011.01040.x

Kidder, D. L., and Bowes-Sperry, L. (2012). Examining the influence of team project design decisions on student perceptions and evaluations of instructors. *Academy of Management Learning and Education, 11*(1), 69-81. doi:10.5465/amle.2010.0040

Kieser, A. (2004). The Americanization of academic management education in Germany. *Journal of Management Inquiry, 13*(2), 90-97. doi:10.1177/1056492604265301

Knudstrup, P. M. (1991). University-based management development: Trends, problems, and opportunities. *American Journal of Business, 6*(2), 19-26. doi:10.1108/19355181199100013

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* New Jearsy, United States of America: Prentice Hall.

Kosinski, M., Matz, S. C., Gosling, S., Popov, V., and Stillwell, D. (2015). Facebook as a research tool for the social sciences: Opportunities, challenges, ethical considerations, and practical guidelines. *American Psychological Association, 70*(6), 543-556. doi:10.1037/a0039210

Kosovo Agency of Statistics. (2016). *Results of the Kosovo 2015 labour force survey* . Pristina: Kosovo Agency of Statistics.

Kumar, R., and Usunier, J.-C. (2001). Management education in globalizing world - Lesson from French experience. *Management Learning, 32*(3), 363-391.

Le Deist, F. D., and Winterton, J. (2005). What is competence? *Human Resource Development International, 8*(1), 27-46. doi:10.1080/1367886042000338227

Lee, M. (1997). The development approach: A critical reconsideration. In J. Burgoyne, and M. Reynolds (Eds.), *Management learning: Intergrating perspectives in theory and practice* (pp. 199-214). London, United Kingdom: SAGE Publications Ltd.

Liang, N., and Wang, J. (2004). Implicit mental models in teaching cases: An empirical study of popular MBA cases in the United States and China. *Academy of Management Learning and Education, 3*(4), 397-413.

Mabey, C., and Finch-Lees, T. (2008). *Management and leadership development* (1st ed.). London, United Kingdom: SAGE Publications Ltd.

Mayo, M., Kakarika, M., Pastor, J. C., and Brutus, S. (2012). Aligning or inflating your leadership self-image? A longitudinal study of responses to peer feedback in MBA teams. *Academy of Management Learning and Education, 11*(4), 631-652. doi:10.5465/amle.2010.0069

McKelfresh, D. A. (n.d). *What matters in college? Four critical years revisited.* Retrieved Feburary 9, 2016, from https://www.researchgate.net/profile/Alexander_Astin/publication/242362064_ What_Matters_in_College_Four_Critical_Years_Revisited/links/00b7d52d094b e57582000000.pdf

Mintzberg, H. (2004). *Managers not MBAs: A hard look at the soft practice of managing and management development.* Oakland, United States of America: Berrett-Koehler Publishers.

Mintzberg, H. (2015). SAP distinguished keynote speaker 2015 'Evidence and experience in stratey as practice'. Retrieved January 5, 2016, from https://www.youtube.com/watch?v=C-bhWmJ9bKkandindex=8andlist=PLU-uzN0D6ikxWzTpwsf1SBoxeG20JOzUT

Mintzberg, H., and Gosling, J. (2002). Educating managers beyond borders. *Academy of Management Learning and Education, 1*(1), 64-76. doi:10.5465/AMLE.2002.7373654

Monarth, H. (2015, January). *Evaluate your leadership development program.* Retrieved July 25, 2015, from https://hbr.org/2015/01/evaluate-your-leadership-development-program

Monks, K., and Walsh, J. S. (2001). The role of postgraduate education in management development. *Journal of European Industrial Training, 25*(2/3/4), 148-156. doi:http://dx.doi.org/10.1108/03090590110395780

Nonis, S. A., and Hudson, G. I. (2006). Academic performance of college students: Influence of time spent studying and working. *Journal of Education for Business, 81*(3), 151-159.

Northouse, P. G. (2013). *Leadership : Theory and practice* (6th ed.). California, United States of America: SAGE Publications, Inc.

Oxford Dictionary. (2015). *Definition of business school in English.* Retrieved May 5, 2015, from http://www.oxforddictionaries.com/definition/english/business-school

ÖSYM. (2016). *2016-ÖSYS Yükseköğretim Programları ve Kontenjanları Kılavuzu.* Ankara: ÖSYM. Retrieved September 15, 2016, from http://dokuman.osym.gov.tr/pdfdokuman/2016/LYS/TERCIH/OSYSKONTKILAVUZU01082016.pdf

Paauwe, J., and Williams, R. (2001). Seven key issues for management development. *Journal of Management Development, 20*(2), 90-105. doi:10.1108/02621710110382123

Paglis, L. L. (2012). A review of managerial skills training in the classroom. *Journal of Management Education, 37*(4), 472-498. doi:10.1177/1052562912436516

Pallant, J. (2011). *SPSS survival manual - A step by step guide to data analysis using SPSS* (4th ed.). Crows Nest NSW, Australia: Allen and Unwin.

Pfeffer, J., and Fong, C. T. (2002). The end of business schools? Less success than meets the eye. *Academy of Management Learning and Education, 1*(1), 78-95.

Pfeffer, J., and Veiga, J. F. (1999). Putting people first for organizational success. *Academy of Management Executive, 13*(2), 37-48.

Pichl, E., and Leutloff, C. (1999). The state of education in Kosovo afte the cease-fire in june 1999. In C. f. Cultures, *How to construct civil societies? Education and media in Southeast Europe: Country reports* (pp. 183-194). Graz, Austria: Center for Study of Balkan Societies and Cultures.

Poets and Quants. (2012, November 18). *How the world's top business schools teach their MBAs*. Retrieved July 14, 2016, from http://poetsandquants.com/2012/11/18/how-the-worlds-top-business-schools-teach-their-mbas/

Quigley, N. R. (2011). A longitudinal, multilevel study of leadership efficacy development in MBA teams. *Academy of Management Learning and Education, 12*(4), 579-602. doi:10.5465/amle.2011.0524

Quiñones, M. A., Ford, K. J., and Teachou, M. S. (1995). The relationship between work experience and job performance: A conceptual and meta-analytic review. *Personnel Psychology, 48*(4), 887–910. doi:10.1111/j.1744-6570.1995.tb01785.x

Räsänen, K., and Korhpiaho, K. (2007). Experiential learning without work experince: Reflection on studying as 'practical activity'. In M. Reynolds, and R. Vince, *The*

handbook of experiential learning and management education (pp. 87-104). New York, United State of America: Oxford University Press.

Rexha, B. (2013). *Private higher education in Kosovo: How much has sociey of Kosovo won from opening private universities.* Pristina: KIPRED Center for Education.

Right Management. (2014). *Talent management: Accelerating business performance*. Retrieved June 12, 2015, from http://insight.right.com/talentsurvey2014

Riinvest College. (2015). *Staffordshire University - BA(Hons)*. Retrieved Feburary 15, 2016, from http://riinvest.net/Staffordshire/?page_id=223

RIT Kosovo. (2014). *Undergraduate academic bulletin 2014-2015*. Pristina: RIT Kosovo. Retrieved October 26, 2015, from http://kosovo.rit.edu/doc/academic/AcademicBulletin2014-15.pdf

Rousseau, D. M. (2012). Designing a better business school: Channelling Herbert Simon, addressing the critics, and developing actionable knowledge for professionalizing managers. *Journal of Management Studies, 49*(3), 600-6018. doi:10.1111/j.1467-6486.2011.01041.x

Sheppard, E., Minocha, S., and Hristov, D. (2015). Practice weeks @ Bedfordshire: An innovative response to criticisms of management education. *International Journal of Management Education, 13*(1), 106-117. doi:10.1016/j.ijme.2015.01.003

Simon, H. A. (1967). The business school: A problem in organizational design. *Journal of Management Studies, 4*, 1-16.

Simon, H. A. (1977). *Administrative behavior: A study of decison - making process in administrative organization* (4th ed.). New York, United States of America: THE FREE PRESS.

Skilton, P. F., Forsyth, D., and White, O. J. (2008). Interdependence and integration learning in student project teams: Do team project assignments achieve what we want them to? *Journal of Marketing Education, 30*(1), 56-75. doi:10.1177/0273475307312198

Tabachnick, B., and Fidell, L. (2013). *Using multivariate statistics* (6th ed.). New Jersy, United States of America: Pearson Education, Inc.

Thorpe, R., and Gold, J. (2010). *Leadership and management development: The current state.* Burlington, England: Gower Publishing Limited.

Tiratsoo, N. (2004). The "Americanization" of management education in Britain. *Journal of Management Inquiry, 12*(2), 118-126. doi:10.1177/1056492604265329

University of Pristina "Hasan Prishtina". (2016, June 9). *Fakulteti ekonomik - historiku [Faculty of economics - history.* Retrieved January 23, 2016, from http://ekonomiku.uni-pr.edu/Historiku.aspx

Üsdiken, B. (2003a). Plurality in institutional environments and educational content: the undergraduate business degree in Turkey. In R. P. Amdam, R. Kvalshaugen, and E. Larsen, *Inside the business schools: The content of European business education* (pp. 87-109). Oslo, Norway: Copenhagen Business School Press.

Üsdiken, B. (2003b). Türkiye'de iş yapmanın ve işletmenin akademikleştirilmesi, 1930-1950 [Academization of business and business enterprises in Turkey, 1930-1950]. *Ankara Üniversitesi Siyasal Bilgiler Fakültesi Dergisi, 58*(1), 119-147.

Üsdiken, B. (2004). The French, the German and the American: Higher education for business in Turkey, 1883-2003. *New Perspectives on Turkey*, 5-38.

Üsdiken, B. (2011). Transferring American models for education in business and public administration to Turkey, 1950-1970. In B. N. Criss, S. Esenbel, T. Greenwood, and L. Mazzari, *American Turkish encounters: Politics and culture, 1830-1989* (pp. 316-330). Newcastle, UK: Cambridge Scholars Publishing.

Vogt, W. P. (2007). *Quantitative research methods for professionals.* New York, United State of America : Pearson Education, Inc.

Whetten, D. A., and Cameron, K. S. (2011). *Developing management skills* (8th ed.). New Jersey, USA: Pearson Education, Inc.

Whetten, D. A., and Clark, S. C. (1996). An integrated model for teaching management skills. *Journal of Management Education, 20*(2), 152-185.

APPENDIX

Personal Assessment of Management Skills Survey. The scale of all questions was six (strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree).

1. I seek information about my strengths and weaknesses from others as a basis for self-improvement.
2. I am very much aware of my preferred style in gathering information and making decisions.
3. I have a well-developed set of personal standards and principles that guide my behavior.
4. I use effective time-management methods such as keeping track of my time, making to-do lists, and prioritizing tasks.
5. I frequently affirm my priorities so that less important things don't drive out more important things.
6. When I face a problem, I state clearly and explicitly what the problem is. I avoid trying to solve it until I have defined it.
7. I always generate more than one alternative solution to the problem, instead of identifying only one obvious solution.
8. I keep steps in the problem-solving process distinct; that is, I define the problem before proposing alternative solutions, and I generate alternatives before selecting a single solution.
9. When I face with a complex or difficult problem, I try out several definitions of the problem. I don't limit myself to just one way to define it.
10. I try to unfreeze my thinking by asking lots of questions about the nature of the problem before considering ways to solve it.
11. I have some specific techniques that I use to help develop creative and innovative solutions to problems.
12. I try to acquire information from individuals outside the problem-solving group who will be affected by the decision, mainly to determine their preferences and expectations.
13. I am able to help others recognize and define their own problems when I counsel them.

14. When I give feedback to others, I avoid referring to personal characteristics and focus on problems or solutions instead.

15. To obtain more power, I always put forth more effort and take more initiative than expected in my work.

16. To obtain more power, I am continually upgrading my skills and knowledge.

17. To obtain more power, I form a broad network of relationships with people throughout organization at all levels.

18. To motivate someone, I always determine if the person has the necessary resources and support to succeed in a task.

19. To motivate someone, I use a variety of rewards to reinforce exceptional performances.

20. To motivate someone, I always help the person establish performance goals that are challenging, specific, and time bound.

21. To motivate someone, I consistently discipline when effort is below expectations and capabilities.

22. When I need to correct someone, I seek additional information by asking questions that provide specific and descriptive information.

23. When two people are in conflict, I do not take sides but remain neutral.

24. To engage people in accomplishing work, I help people feel competent in their work by recognizing and celebrating their small successes.

25. To engage people in accomplishing work, I try to provide all the information that people need to accomplish their tasks.

26. When I delegate work, I specify clearly the results I desire.

27. When I am leader of a team, I know how to establish credibility and influence among team members.

28. When I am leader of a team, I am clear and consistent about what I want to achieve.

29. When I am leader of a team, I build a common base of agreement in the team before moving forward with task accomplishment.

30. When I am leader of a team, I articulate a clear, motivating vision of what the team can achieve along with specific short-term goals.

31. When I am member of a team, I know a variety of ways to facilitate task accomplishment in the team.

32. When I am member of a team, I know a variety of ways to help build strong relationships and cohesion among team members.

33. When I desire to make my team perform well, I am knowledgeable about the different stages of team development experienced by most teams.

34. When I desire to make my team perform well, I help the team avoid groupthink by making sure that sufficient diversity of opinions is expressed in the team.

35. When I desire to make my team perform well, I can diagnose and capitalize on my team's core competencies, or unique strengths.

36. When I desire to make my team perform well, I encourage the team to achieve dramatic breakthrough innovations as well as small continuous improvements.

37. When I lead change, I create positive energy in others when I interact with them.

38. When I lead change, I emphasize building on strengths, not just overcoming weaknesses.

39. When I lead change, I use a lot more positive comments than negative comments.

Demographic questions

1. Your gender:
     a. Male
     b. Female

2. Your age:
     a. 17 or under
     b. 18
     c. 19
     d. 20
     e. 21
     f. 22
     g. 23
     h. 24
     i. 25
     j. 26 or above

3. Your current year of studies:
     a. First year
     b. Second year

c. Third year

d. Fourth year

e. I have just finished my studies

4. Your current GPA (Grade Point Average)

   a. Less than 2.50 (or less than 6.3)

   b. 2.50 – 2.75 (or 6.4 - 6.9)

   c. 2.76 – 3.00 (or 7 - 7.5)

   d. 3.01 – 3.25 (or 7.6 - 8)

   e. 3.26 – 3.50 (or 8.1 - 8.7)

   f. 3.51 – 3.75 (or 8.8 - 9.3)

   g. 3.76 – 4.00 (or 9.4 -10)

5. Your university: _____

6. How long have you participated in any internship program, or have work experience?

   a. None

   b. 3 – 6 months

   c. 7 – 12 months

   d. More than one year

7. How many trainings or seminars have you participated outside of school programs?

   a. None

   b. 1 – 3

   c. 4 – 6

   d. 7 – 9

   e. 10 or more