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Abstract. The article analyzes the theoretical and practical aspects of the “Leader School” modern management school, established under the Faculty of Business Management at Namangan State Technical University. The study highlights the role of the school in developing students’ leadership qualities, strategic thinking, management skills, teamwork abilities, and innovative decision-making competencies. It also evaluates the contribution of “Leader School” to training competitive specialists through modern educational technologies, enhancing the managerial potential of youth, and fostering human capital development.

Keywords: Leader School, modern management, leadership, management, higher education, competence, strategic thinking, human capital, innovative education, Faculty of Business Management.

INTRODUCTION

The digital transformation of the global economy, the emergence of a knowledge-based economic model, and the increasing complexity of management processes have made the training of specialists possessing leadership and management competencies a strategic priority. Contemporary trends in the development of the world economy and labor market have significantly increased the demand for leaders who possess not only professional knowledge but also effective management skills, strategic thinking, communication abilities, teamwork capabilities, and innovative decision-making competencies. Therefore, the development of leadership and management competencies among university students has been recognized as one of the priority tasks of higher education systems worldwide [1].

According to the World Economic Forum’s *The Future of Jobs Report 2025*, analytical thinking, leadership, social influence, creativity, adaptability, and management competencies are among the most demanded skills in the labor market of the coming years. The report emphasizes that the competitiveness of modern organizations largely depends on the quality of human capital and the leadership potential of their workforce [2].

The *Education for Sustainable Development* framework developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) assigns higher education institutions the responsibility of fostering responsible leadership, management culture based on sustainable development principles, and global competencies among students [3]. This approach highlights the necessity of transforming modern universities into innovative centers that not only provide knowledge but also prepare future leaders.

Uzbekistan has also been implementing comprehensive reforms aimed at modernizing higher education, enhancing the managerial potential of young people, and training specialists in accordance with international standards. In particular, the Development Strategy of New Uzbekistan for 2022–2026, approved by Presidential Decree No. PF–60 dated January 28, 2022, identifies human capital development, improvement of educational quality, and support for youth leadership capacities as priority directions of national development [4].

Furthermore, the Concept for the Development of the Higher Education System until 2030, approved by Presidential Decree No. PF–5847 dated October 8, 2019, outlines key objectives such as improving the positions of higher education institutions in international rankings, introducing

1	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 15 Issue: 06 in June-2026 https://www.gejournal.net/index.php/IJSSIR
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innovative pedagogical technologies into the educational process, and preparing students on the basis of leadership and management competencies [5].

As a practical implementation of these objectives, the “Leader School” Modern Management School established under the Faculty of Business Management at Namangan State Technical University is of particular significance. This school serves as an innovative educational platform aimed at developing the leadership potential of students and young people, integrating theoretical knowledge in management with practical skills, and fostering a modern management culture.

LITERATURE REVIEW

The issue of developing leadership and management competencies is one of the most relevant scientific areas situated at the intersection of modern management theory, the human capital concept, and the transformation of higher education. Intensifying competition in the global economic environment, the growing need for flexible management mechanisms in organizations, and the acceleration of innovation processes require leadership to be studied not merely as a personal trait but as a strategic competency that ensures institutional effectiveness.

Bennis associates leadership with the ability to mobilize organizational members toward common goals, create an environment of trust and initiative, and manage change [6]. This approach does not limit leadership to a formal managerial position; rather, it interprets leadership as a process of social influence, motivation, and organizational culture formation.

Kotter distinguishes between management and leadership by defining management as a system of order, planning, and control, while leadership is explained through change, strategic direction, and motivational influence [7]. This approach provides an important theoretical foundation for modern management schools such as “Leader School,” as such institutions should cultivate not only administrative management knowledge but also a culture of managing change.

In the transformational leadership theory developed by Bass and Riggio, the primary role of a leader is to strengthen the intrinsic motivation of team members, guide them toward higher performance, and encourage innovative thinking [8]. This approach has significant methodological importance in higher education for shaping students into active, responsible, and proactive individuals.

Northouse systematically analyzes leadership theories and concludes that effective leadership is determined not by a single universal behavioral model but by the ability to adapt to circumstances, organizational culture, environmental conditions, and followers’ needs [9]. This perspective highlights the necessity of applying individualized approaches, practical exercises, and situational training in the development of leadership competencies in higher education.

According to, leadership effectiveness is explained through factors such as strategic decision-making, communication, delegation of authority, management of organizational change, and enhancement of team performance [10]. This approach indicates that the assessment of leadership competencies should include not only theoretical knowledge but also practical managerial behaviors.

In management theory, Drucker emphasizes that under the conditions of the knowledge economy, the principal source of organizational success is the effective utilization of human resources and intellectual capital [11]. This perspective justifies teaching leadership and management in higher education institutions not merely as separate disciplines but as instruments for human capital development.

Goleman’s concept of emotional intelligence links leadership effectiveness to an individual’s ability to understand personal emotions, communicate effectively with others, manage conflicts, and create a positive psychological climate within teams [12]. This approach demonstrates the strategic importance of soft skills in contemporary management.

Kouzes and Posner interpret leadership as a set of competencies developed through practical experience. Their research argues that leadership is not an innate characteristic but rather a managerial capability that evolves through continuous learning, experience, reflection, and practical engagement [13]. This finding further strengthens the scientific and practical necessity of leadership schools within universities.

The issue of developing human capital and managerial potential also occupies an important place in national academic literature. Abdurahmonov argues that the quality of human capital is one of the key determinants of economic growth, labor productivity, and innovative development [14]. This approach directly links the development of leadership and management competencies among young people to the long-term competitiveness of the national economy.

In his research, G'ulomov examines innovative management, modernization of management processes, and the development of digital competencies within the context of the digital economy [15]. His views indicate the necessity of prioritizing digital literacy, innovative thinking, and technological adaptability as essential competencies within modern management schools.

The analysis demonstrates that existing academic literature primarily examines leadership and management competencies from the perspectives of corporate governance, organizational effectiveness, and human resource management. However, the role of leadership schools established within higher education institutions in developing students' managerial potential, professional self-awareness, innovative initiative, and social responsibility has not been sufficiently explored. This research gap justifies the need to study the activities of the "Leader School" Modern Management School under the Faculty of Business Management at Namangan State Technical University as a distinct object of scientific inquiry.

RESEARCH METHODOLOGY

This study employed a comprehensive methodological approach to scientifically assess the role of the "Leader School" Modern Management School under the Faculty of Business Management at Namangan State Technical University in developing leadership and management competencies. The theoretical basis of the research is formed by the theories of leadership, management, human capital, and the competency-based approach. The study applied methods of systematic analysis, comparative analysis, induction and deduction, scientific abstraction, and synthesis. In particular, the scholarly views of international and national researchers on leadership and management competencies were examined, and their theoretical and methodological aspects were generalized.

The empirical basis of the study consists of regulatory and legal documents related to the activities of "Leader School," internal organizational materials of the university, academic literature on leadership and management, and scientific sources concerning the activities of modern management schools. Logical analysis, content analysis, and the institutional approach were used to process the collected data and formulate scientific conclusions.

ANALYSIS AND RESULTS

The activities of the "Leader School" Modern Management School under the Faculty of Business Management at Namangan State Technical University were comparatively analyzed in relation to international and national experiences. During the analysis, the institutional characteristics, priority areas, and practical outcomes of leading global universities and educational programs operating in Uzbekistan in the field of leadership and management competency development were examined. Based on the obtained data, the role of "Leader School" in the higher education system and its significance in developing students' managerial potential were assessed.

To systematize the research findings, comparative analyses were conducted according to the areas of activity of leadership schools, their target audiences, mechanisms for developing

3	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 15 Issue: 06 in June-2026 https://www.gejournal.net/index.php/IJSSIR
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management competencies, and institutional capacities. In addition, the activities of organizations in Namangan region that contribute to the development of leadership potential among youth and students were studied, which made it possible to identify the distinctive regional features and future development opportunities of “Leader School.” The results indicate the important role of this school in implementing the university’s mission, developing human capital, and forming a reserve of prospective management personnel.

Table 1.

Comparative Description of Leadership and Modern Management Schools in Different Countries of the World

Country	Organization name	Program or school name	Main area	Target audience	Organizational model
USA	Harvard Kennedy School	Center for Public Leadership	Public administration and leadership	Students, civil servants	University center
USA	Stanford University	Leadership Academy for Development	Strategic management and development leadership	Leaders and managers	University program
USA	Yale School of Management	Executive Leadership Programs	Global leadership and management	Senior executives	Business school
United Kingdom	University of Oxford	Oxford Leadership Programme	Strategic leadership	Leaders	University program
Canada	University of Toronto	Rotman Executive Leadership Programs	Corporate governance and leadership	Managers and entrepreneurs	Business school
Canada	McGill University	International Masters for Health Leadership	Organizational leadership	Management personnel	University program
Germany	ESMT Berlin	Executive Leadership Program	Transformational leadership	Corporate leaders	Business school
Germany	Hertie School	Executive Education Leadership Program	Public administration	Public sector leaders	Higher education center
Finland	Aalto University	Aalto Leadership Development	Innovative leadership	Students and managers	University center
Finland	Hanken School of Economics	Executive Leadership and Strategy	Strategic management	Leaders	Business school

Japan	Hitotsubashi University	Leadership Development Program	Organizational leadership	Master's students and managers	University program
Japan	Keio University	Global Leadership Program	Global management	Students	University center
South Korea	Seoul National University	SNU Leadership Program	Leadership and innovation	Students	University center
South Korea	KAIST	Leadership and Entrepreneurship Program	Technological leadership	Students and start-up founders	University program
Kazakhstan	Nazarbayev University	Leadership Development Program	Academic and institutional leadership	Students and staff	University center
Kazakhstan	Academy of Public Administration	Leadership School	Public administration	Civil servants	National academy
Uzbekistan	Academy of Public Administration under the President of the Republic of Uzbekistan	Leadership and Public Administration Programs	Strategic management	Civil servants	Academy
Singapore	National University of Singapore	NUS Leadership Programme	Global leadership	Students	University center
Australia	University of Melbourne	Melbourne Leadership Program	Leadership and social responsibility	Students	University center

Source: Author's compilation based on official information from the respective institutions.

The Center for Public Leadership at Harvard Kennedy School operates as a university-based center specializing in the development of public administration and social leadership competencies [16]. The Leadership Academy for Development at Stanford University is designed to foster skills in economic development, institutional reform, and strategic decision-making [17]. The Executive Leadership Programs offered by Yale School of Management contribute to the development of global management capabilities, strategic thinking, and transformational leadership among senior executives [18]. At the Rotman School of Management, University of Toronto, leadership programs are closely associated with corporate governance, innovative management, and executive capacity building [19]. The International Masters for Health Leadership program at McGill University focuses on developing organizational leadership and strategic management competencies within healthcare systems [20].

Germany's ESMT Berlin Business School offers executive education programs aimed at strengthening transformational leadership, organizational management, and senior managerial capabilities [21]. The programs of Hertie School are distinguished by their specialization in public administration, public policy, and leadership competency development [22]. Aalto University Executive Education programs in Finland contribute to the development of innovative leadership,

strategic management, and change management competencies within organizations [23]. Hanken School of Economics delivers practical executive education programs in strategy, management, and business leadership [24]. Hitotsubashi University emphasizes the development of global leadership competencies through international business and management education [25].

The Global Leadership Programs of Keio University are designed to enhance students' communication skills and managerial capabilities in international environments [26]. Leadership programs at Seoul National University foster academic leadership, innovative thinking, and social responsibility among students and young researchers [27]. KAIST places particular emphasis on entrepreneurship, innovative leadership, and technological management competencies [28]. At Nazarbayev University, leadership programs are linked to university governance, academic development, and institutional capacity building [29]. The Academy of Public Administration under the President of the Republic of Kazakhstan contributes to the formation of strategic management and public leadership competencies among civil servants [30].

Overall, the analysis indicates that leadership schools in the international context are increasingly developing as specialized educational platforms aimed at enhancing strategic management, innovative thinking, team coordination, and institutional effectiveness.

Table 2.

Comparative Description of Institutional Educational Programs and Schools Aimed at Developing Leadership and Management Competencies in Uzbekistan

No.	Organization	Program/School	Area
1	Academy of Public Administration under the President of the Republic of Uzbekistan	Public Administration and Leadership Programs	Strategic management, public leadership
2	American Councils Uzbekistan	Educational Leadership Development Program (ELDP)	Educational management and leadership
3	Tashkent International University of Education	Education Management and Leadership MSc	Educational management and leadership
4	University of Public Safety	Management Psychology and Leadership Program	Leadership and management psychology
5	University of World Economy and Diplomacy	Leadership Development Program	Youth leadership and international management
6	United Nations Development Programme Uzbekistan	Youth Leadership through Climate Action	Youth leadership and sustainable development

Source: Author's compilation based on official information from the respective institutions

The Educational Leadership Development Program (ELDP) represents an important institutional initiative in Uzbekistan aimed at enhancing the pedagogical and educational leadership capacities of school administrators and education sector professionals through a two-year professional development framework. The program contributes to strengthening leadership competencies in educational management and supports the modernization of educational governance practices.

The Education Management and Leadership MSc program offered by Tashkent International University of Education is designed to develop management and leadership competencies in the education sector through an academic master's degree model. The program combines theoretical foundations of educational leadership with practical management approaches, thereby contributing to the preparation of highly qualified educational leaders.

The Academy of Public Administration under the President of the Republic of Uzbekistan plays a significant role in promoting leadership development through its activities related to public policy, governance effectiveness, civil service preparation, leadership studies, and innovative management approaches. The academy serves as one of the country's key institutions for developing strategic leadership competencies within the public sector.

The University of World Economy and Diplomacy offers a range of executive education programs, including “Leadership and Strategy,” “Leadership Development Programs,” “Effective Teams,” “Digital Transformation,” and “Innovation Strategy.” These programs are aimed at strengthening leadership capabilities, strategic thinking, and modern management skills in both public and private sector professionals.

The Youth Leadership through Climate Action initiative implemented by UNDP Uzbekistan focuses on institutionalizing climate education, promoting green skills among rural youth, and enhancing community resilience. The project demonstrates the growing importance of leadership development within the context of sustainable development and environmental governance.

Overall, the analysis indicates that leadership programs in Uzbekistan are primarily concentrated in the areas of educational management, public administration, international management, and sustainable development. In contrast, the distinctive feature of the “Leader School” under the Faculty of Business Management at Namangan State Technical University lies in its direct focus on university students and its role in developing leadership competencies at the pre-professional stage, thereby creating favorable conditions for the formation of future management and leadership potential.

Table 3.

Leadership-Oriented Institutions and Platforms Operating in Namangan Region

No.	Educational Institution or Organization	Leadership-Related Area of Activity	Classification in the Study
1	Namangan State Technical University	“Leader School” Modern Management School	Direct leadership school
2	Namangan Presidential School	Development of critical thinking, initiative, and student leadership	Leadership elements present
3	Namangan State University	Areas related to pedagogical leadership and educational management	Indirectly related
4	Namangan Regional Department of the Youth Affairs Agency	Youth leadership, social activism, and volunteer projects	Informal leadership platform
5	Namangan Regional Council of the Youth Union	Youth initiatives and collective leadership activities	Informal leadership platform
6	“Kamalak” Children’s Organization (Regional Branches of Namangan)	Development of initiative and leadership skills among children and adolescents	Informal leadership platform

Source: Author’s compilation based on official information from the respective institutions

Namangan region’s institutional structures aimed at developing leadership competencies show that various mechanisms have been formed to enhance the managerial potential of youth and students in the region. Among these structures, the “Leader School” Modern Management School under Namangan State Technical University is distinguished by its direct specialization in developing leadership and management competencies. Although leadership elements are present in the activities of other organizations within specific areas, “Leader School” identifies the systematic development of strategic thinking, team management, communication competencies, initiative, and decision-making skills as its core objective. This allows the school to be characterized as a leadership platform with a clearly defined institutional focus compared with other educational and youth organizations in the region.

The analysis indicates that leadership elements are also present in the activities of Namangan Presidential School, Namangan State University, the Youth Affairs Agency, the Youth Union, and the “Kamalak” Children’s Organization, as they contribute to developing young people’s initiative, social activity, and teamwork skills. However, these activities are mainly implemented within the framework of general education, upbringing, or social projects. Therefore, they appear as indirect or informal mechanisms for developing leadership competencies. In contrast, “Leader School” treats leadership as an independent area of development and focuses on forming the theoretical knowledge and practical skills necessary for students to become future management personnel. As a result, this school can be evaluated not only as a tool for improving the university’s educational and upbringing system but also as an innovative institutional model for creating a reserve of promising managerial personnel for the region.

Table 4.

Priority Criteria for the Development of the “Leader School” Modern Management School Based on International and National Experiences

No.	Analysis Criterion	International Experience	Experience of Uzbekistan	Priority Direction for “Leader School”
1	Target Audience	Students, leaders, civil servants, and managers	Mainly civil servants and educational managers	Early development of students’ leadership potential
2	Competency Development	Strategic leadership, innovative thinking, team management	Strategic management and leadership skills	Integration of leadership, management, communication, and project management competencies
3	Practical Orientation	Case studies, mentoring, projects, and business simulations	Training and professional development programs	Teaching based on practical projects and real management situations
4	Contribution to the University Mission	Supports the university’s international reputation and human capital development	Focused on improving educational quality and workforce training	Supporting the university’s innovation-driven development strategy and mission
5	Development of a Talent Pool	Established systems for preparing future leaders and managers	Primarily focused on retraining existing specialists	Creating a reserve of prospective management

				personnel for the university and the region
6	Collaboration Model	Integration of university–business–government sectors	Cooperation with government and international organizations	Expanding partnerships with enterprises, government institutions, and business entities
7	Performance Indicators	Career advancement, leadership activities, and project effectiveness	Professional development and certification outcomes	Monitoring graduates’ leadership activities and managerial achievements

Source: Author’s compilation based on official information from the respective institutions

The analysis of the presented criteria shows that the effectiveness of modern leadership schools is determined not only by the delivery of management knowledge but also by the extent to which they develop students’ strategic thinking, initiative, teamwork, and decision-making competencies in complex situations. International experience demonstrates that leadership centers and schools established within universities function as important institutional mechanisms for human capital development. By integrating students’ theoretical knowledge with practical activities, supporting innovative ideas, and developing future leadership potential, these institutions contribute to achieving universities’ strategic objectives. From this perspective, the “Leader School” under the Faculty of Business Management at Namangan State Technical University emerges as an important platform that not only develops students’ leadership and management competencies but also contributes to improving the university’s educational quality, academic reputation, and innovation-driven development indicators.

The analysis also indicates that the preparation of a reserve of prospective management personnel is of particular importance for the future development of “Leader School.” In the modern economy, the competitiveness of organizations and regions largely depends on the availability of qualified managerial personnel, and the formation of such personnel requires a long-term and systematic approach. In this regard, “Leader School” creates opportunities to develop students’ management competencies at an early stage, identify their leadership potential, and form a professional talent pool for the university, business sector, and public administration system. As a result, the activities of this school can be assessed not only as a means of developing individual competencies but also as an institutional mechanism that supports the implementation of the university’s strategic mission, improves the quality of human capital, and contributes to the socio-economic development of the region.

CONCLUSION AND RECOMMENDATIONS

The findings of this study demonstrate that the “Leader School” Modern Management School under the Faculty of Business Management at Namangan State Technical University serves as an important institutional platform for developing leadership and management competencies among students. During the research, the results of two comparative analyses at the international and national levels, as well as one regional analysis, were synthesized to identify the distinctive characteristics of “Leader School.” The findings confirm the significance of this school in supporting the university’s mission, fostering human capital development, and preparing a reserve of prospective management personnel.

First, the analysis of international experience revealed that leadership schools established within leading universities worldwide are primarily based on the development of strategic management, innovative thinking, and effective team coordination competencies. Among the nearly

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twenty international educational programs examined in this study, leadership development was consistently regarded as an integral component of universities' long-term development strategies. Therefore, it is advisable to further develop the activities of "Leader School" in alignment with contemporary principles of university governance and leadership education.

Second, although at least six major educational and management platforms aimed at developing leadership competencies are currently operating in Uzbekistan, the majority of them primarily target practicing professionals and civil servants. As a result, institutional mechanisms for the systematic development of leadership potential among university students remain relatively limited. This situation further increases the strategic importance of "Leader School" as a platform for cultivating leadership and management competencies at the higher education stage.

Third, despite the presence of various organizations in Namangan region that contribute to youth leadership development, leadership activities in most of these institutions function as supplementary rather than primary objectives. In contrast, "Leader School" distinguishes itself by treating leadership and management as independent educational directions. Consequently, the school can be regarded as an innovative educational model for creating a reserve of future management personnel at both the university and regional levels.

Fourth, based on the research findings, several scientific recommendations have been formulated to enhance the effectiveness of "Leader School." These include incorporating modules on strategic management, digital leadership, project management, artificial intelligence-based decision-making, and innovative entrepreneurship into the curriculum. Furthermore, it is recommended to develop a comprehensive system of indicators for assessing students' leadership competencies and to establish a continuous competency-monitoring mechanism.

Fifth, as a practical recommendation, the activities of "Leader School" should be expanded through a university-business-government partnership model. Establishing mentoring programs with local enterprises and organizations, introducing leadership laboratories, and implementing management simulation exercises would significantly strengthen the practical orientation of the school. In addition, integrating the school's activities with leadership centers of international universities and organizing joint seminars and academic exchange programs would contribute to improving its effectiveness. As a result, "Leader School" has the potential to evolve from an internal university initiative into an innovative center for training modern management personnel at both regional and national levels.

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