



The premier provider of market intelligence

Global Management Education Graduate Survey

2014
SURVEY REPORT



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Introduction

Since 2000, the Graduate Management Admission Council (GMAC) has reached out annually to graduate schools of business worldwide to provide an early view of the job search efforts and career plans of their soon-to-be graduating class. The 2014 **Global Management Education Graduate Survey** gathered responses from 3,049 graduate management students in the class of 2014 at 111 universities in 20 countries¹ representing 92 citizenship groups. The vast majority of survey respondents (78%) will graduate from an MBA program, eight percent will graduate from a Postgraduate Programme (PGP),² and the remaining will graduate from specialized business master's (non-MBA) programs, including Master of Accounting/Taxation (5%), Master in Management/International Management (3%), and Master of Finance (2%). Their responses form the basis of data analysis in this report.

Survey topics featured in this report include:

- Hiring and job search success for the class of 2014, including expected work location, salaries, industries, and job functions;
- Students' evaluation of their management education and value of their degrees; and
- The learning environment, including students' preferred teaching methods and skill development.

About This Study

The Global Management Education Graduate Survey is a product of the Graduate Management Admission Council (GMAC), a global nonprofit education organization of leading graduate business schools and the owner of the Graduate Management Admission Test® (GMAT®). The GMAT exam is an important part of the admissions process for more than 6,000 graduate management programs around the world. GMAC is dedicated to creating access to and disseminating information about graduate management education; these schools and others rely on the Council as the premier provider of reliable data about the graduate management education industry.

School Signup Open for GMAC® Survey Research Series

Visit gmac.com/surveysignup today to include your school in GMAC's annual research studies of graduates, alumni, employers, and school professionals. Signup for all GMAC surveys continues year-round. Benefits of participation include service to industry, pre-release of benchmark reports, and access to interactive online research tools, as described below.

Accompanying Data

Two interactive online tools accompany this summary report of the Global Management Education Graduate Survey, **a benefit that GMAC offers exclusively to schools that participate in the study**. The **Interactive Online Research Tool**³ lets users examine responses for each survey item in greater depth and conduct customized data searches by demographic variables of their own choosing. In addition, customizable **Benchmark Reports** offer an opportunity for participating schools to compare their student responses against aggregated responses from peer schools.

This summary report and a list of participating institutions are publicly available at gmac.com/globalgrads.

¹The 20 countries represented by participating business schools are located in the following world regions: Asia-Pacific (Australia, Malaysia, Philippines, Singapore, South Korea, and Taiwan), Canada, Central Asia (India), Europe (Belgium, France, Germany, Italy, Portugal, and Spain), Latin America (Brazil and Ecuador), Middle East/Africa (Egypt, Lebanon, and Turkey), and the United States.

²Postgraduate Programme (PGP) is the Indian version of the MBA, offered in two-year and one-year formats.

³The Interactive Research Tool is best viewed in Internet Explorer 10+, Google Chrome, Safari, or iOS browsers.

Key Findings

The majority of graduating business school students seeking employment in 2014 continue to enjoy early pre-graduation job offers, comparable with last year. Members of the 2014 graduating class were *more likely* to have job offers, drew *more* job offers, and received offers at *higher* organizational levels when compared with students who graduated five years ago. Nearly three in five (57%) graduating students in an active job search in 2014 had received at least one offer of employment at the time of this survey. This is slightly below, but still on par with, class of 2013 graduates (60%) and nearly twice the rate of students in the class of 2010 (32%).

- More than half of graduating students this year received job offers in finance/accounting, consulting, and products/services; but those searching in health care and manufacturing sectors were more likely to have job offers.
- A quarter of graduates with job offers will work in finance/accounting (26%), slightly higher than last year (24%) but still lower than in 2010 (30%).
- The rate of job offers did not differ significantly by a desire to change industry—61 percent of students seeking jobs in their pre-degree industry have job offers compared with 59 percent of graduates seeking jobs in a different industry.
- Graduates who intend to stay in the same industry after graduation are more likely to be in the finance and accounting sector; students planning to change industries after graduating are more likely to target consulting and manufacturing.
- The median expected increase in post-degree salaries is 80 percent over pre-degree salaries, which is up slightly from 73 percent in 2013.

A small subset of 2014 graduates (4%) self-identify as entrepreneurs, the same proportion seen in 2013.

- More than half (54%) of this group was already self-employed upon entering their graduate business program; 46 percent launched their business while enrolled in school.
- Entrepreneurs cite leadership development (87%), growing their business (86%), developing an idea (83%), and writing a business plan (83%) as the most important ways in which their graduate management education helped them with their business development activities.

The value of a graduate business education remains high and the educational experience itself relates more closely to students' perception of overall value than does their current job search status.

- Nearly 9 in 10 students in the class of 2014 (89%) consider their graduate management education a good to outstanding value and would recommend (86%) their school to someone who has decided to pursue a graduate business degree.
- Faculty, curriculum, and fellow students received the highest quality ratings overall out of nine program components.
- Graduating students across all program types and world regions report spending more class time in pure lecture format than they would prefer. Experiential learning—one of the more desired learning methods among students—is used less frequently, regardless of program type or region of school location.
- Graduates in 2014 reported the greatest improvement in their knowledge of general business functions, abilities to manage decision-making processes and strategy and innovation, and the combined skills of learning, motivation, and leadership.
- Interestingly, students entering a graduate business program with more experience using a specific skill tend to report greater improvement compared with students with less experience using the particular skill.

The Employment Report

The Global Management Education Graduate Survey provides an early view of job search success for MBA and other graduate management students in the class of 2014 who were surveyed in February and March 2014. Unlike most university ranking publications that base their analysis in part on the percentage of business school students employed three months *after graduation*, the GMAC survey analysis examines job search results for graduating students *before graduation*. This section of the report explores data about the current labor market and job search from the graduating student's point of view.⁴

New Hires

Nearly three in five (57%) graduating business school students involved in a job search in 2014 received at least one offer of employment at the time of this survey. This is slightly below, but on par with, last year's graduates (60%) and nearly twice the rate of graduates from the class of 2010 (32%). The following list shows the percentage of job seekers in 2014 with an early offer of employment compared with last year, by program type:

- *Full-time MBA*: 53 percent with a job offer in 2014 (59% in 2013);⁵
- *Postgraduate Programme (PGP)*: 91 percent in 2014 (79% in 2013);
- *Master of Accounting/Taxation*: 76 percent in both 2014 and 2013;
- *Master of Finance*: 30 percent in 2014 (34% in 2013); and
- *Master in Management*: 38% in 2014 (43% in 2013).

Table 1 displays a five-year view of the percentage of MBA students from full-time two-year and one-year MBA programs seeking jobs who received a job offer prior to graduation. **Table 2** shows the percentage of all MBA job seekers in 2014—regardless of MBA program—who received a job offer prior to graduation, by school location.

Overall, graduates of the class of 2014 were *more likely* to have job offers, drew *more* job offers, and received offers at *higher* organizational levels when compared with job offers seen by graduates five years ago in the class of 2010. In addition, the median number of job offers among the class of 2014 is two, one more than in 2010. Nearly a third (29%) of this year's graduates with job offers, who held a mid-level position prior to business school, received an offer of employment at a higher job level upon graduation, slightly more than their peers in 2010 (24%).

Table 1. Full-Time MBA Job Seekers (%) With a Job Offer, by Program Length* & Graduation Year

	2010	2011	2012	2013	2014
Full-time one-year MBA	27%	45%	60%	53%	45%
Full-time two-year MBA	40%	57%	64%	61%	60%

*Program length categorized as full-time one-year MBA (< 19 months) and full-time two-year MBA (≥ 19 months).
Source: GMAC (2014) Global Management Education Graduate Survey.

Table 2. All MBA Job Seekers (%) With a Job Offer, by Graduation Year & School Location

	2010	2011	2012	2013	2014
All MBA programs (global)*	32%	53%	63%	59%	53%
US MBA programs	33%	53%	60%	60%	57%
European MBA programs**	32%	47%	54%	57%	56%

*Includes all full-time, part-time/flexible, executive, and online MBA programs combined.

**Europe includes business school locations in the following countries: Belgium, France, Germany, Italy, Portugal, and Spain.
Source: GMAC (2014) Global Management Education Graduate Survey.

⁴See the GMAC 2014 *Corporate Recruiters Survey Report* for insight into the current hiring conditions for graduate management students from the employer's point of view, available at gmac.com/corporaterecruiters.

⁵Full-time MBA programs include two-year and one-year formats combined.

Graduates who received job offers report their post-degree industry, as follows:

- A quarter (26%) of graduates with job offers will work in the **finance and accounting sector** in 2014, a slightly lower percentage than the class of 2010 (30%) but higher than the class of 2013 (24%).
- About 1 in 5 will work in the **consulting** (21%) or **products and services** (18%) industries, on par with 2010 graduates (20% for each industry), but slightly fewer than in 2013 (24% and 20%, respectively).
- Fifteen percent of 2014 graduates received job offers in the **technology** industry, which is nearly twice the frequency of graduates (9%) in 2010 and up slightly from 13 percent of graduates in 2013.
- One in 5 students in 2014 are in the **manufacturing** (7%), **health care** (5%), **government and nonprofit** (4%) and **energy and utilities** (4%) sectors—each at proportions similar to the classes of 2010 and 2013.

Students seeking employment in health care and pharmaceuticals and manufacturing had the greatest rates of success finding jobs (74% of job seekers targeting these industries received job offers). Graduates seeking employment in the products and services sector, on the other hand, were the *least likely* to have received a job offer (49%) at the time of the survey. The majority of graduating students seeking jobs in other industry sectors had job offers: technology (61%), government and nonprofit (62%), consulting (58%), finance and accounting (57%), and energy and utilities (52%).

More than half (57%) of job-seeking students in 2014 intend to switch industries after graduation. The desire to change industry, however, did not significantly affect their job offer rate—59 percent of students seeking jobs in a different industry received job offers compared with 61 percent of students seeking jobs in their pre-degree industry. **Figure 1** compares the percentage of 2014 graduates who received job offers in their pre-degree industry of employment with graduates who received a job offer in a different industry post-graduation. Graduates staying in the same industry are more likely to be in the finance and accounting, products and services, and technology sectors; those who are changing industries are more likely to be entering the consulting and manufacturing sectors.

Education and Career Goals

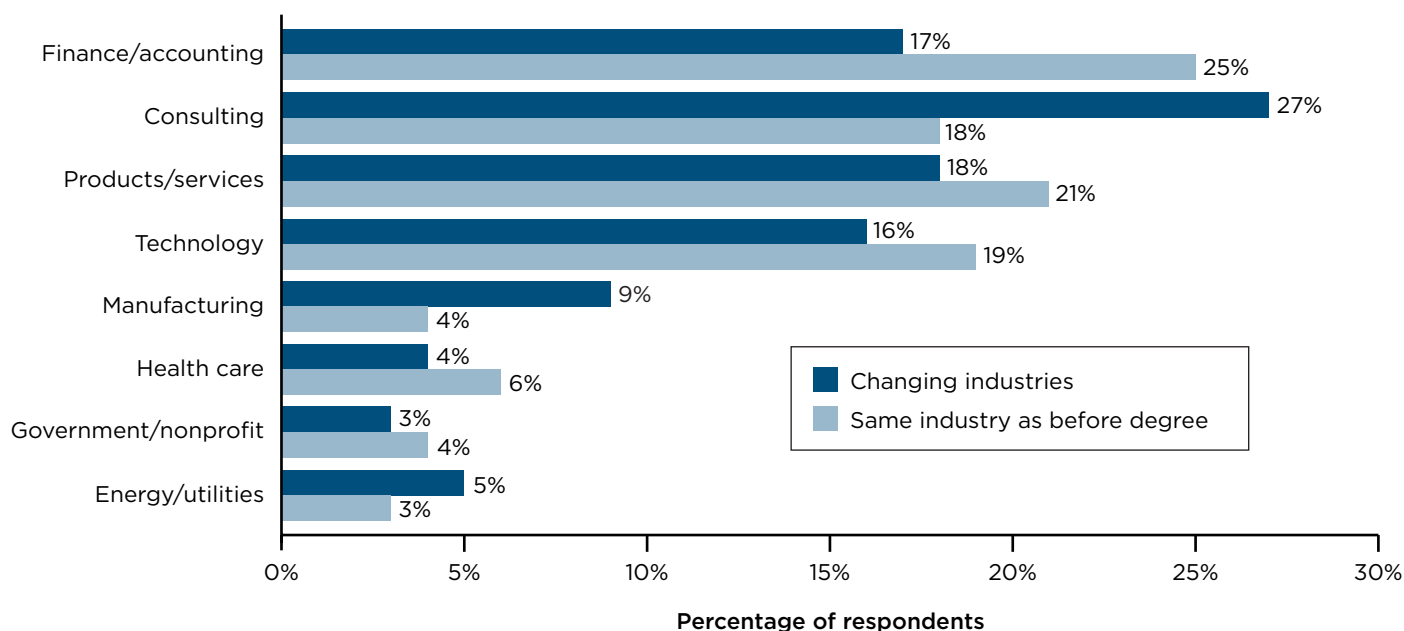
Prospective graduate management students are primarily outcomes-focused, seeking to increase their job opportunities, develop their knowledge, skills, and abilities, and increase their salary potential.

The vast majority of graduates surveyed in February and March 2014 agree/strongly agree that their graduate management education:

- Improved their chances of finding a job that meets their expectations (84%),
- Provided a competitive advantage in the job market (83%),
- Prepared them to meet the challenges of the job market (83%),
- Empowered them to be in control of their employment outcomes (79%), and
- Introduced them to career opportunities they had not previously considered (77%).

For more on candidate motivations, see GMAC's 2014 *mba.com Prospective Students Survey Report* at gmac.com/prospectivestudents.

Beyond industry distinctions, the job functions that graduates are being hired to perform reveal more about the kinds of talent companies seek to meet their workforce needs. Overall, nearly a third (30%) of graduates in 2014 have received job offers for financial and accounting positions, followed by consulting (23%), marketing and sales (16%), general management (12%), operations and logistics (11%), information technology and management information systems (IT/MIS; 5%), and human resources (2%). Although the majority (70%) of students with a finance and accounting job offer will be working for finance and accounting firms (**Table 3**), students have received offers for these positions in each major industry sector. This is observed to varying degrees across all job functions. For example, 27 percent of graduates with job offers in the technology sector will be headed to a job in IT/MIS, but nearly equal proportions received offers for general management (27%) and marketing and sales (24%) positions.

Figure 1. Post-Degree Industry Among Job-Seeking Students With Job Offers, by Industry Changing Status

Source: GMAC (2014) Global Management Education Graduate Survey.

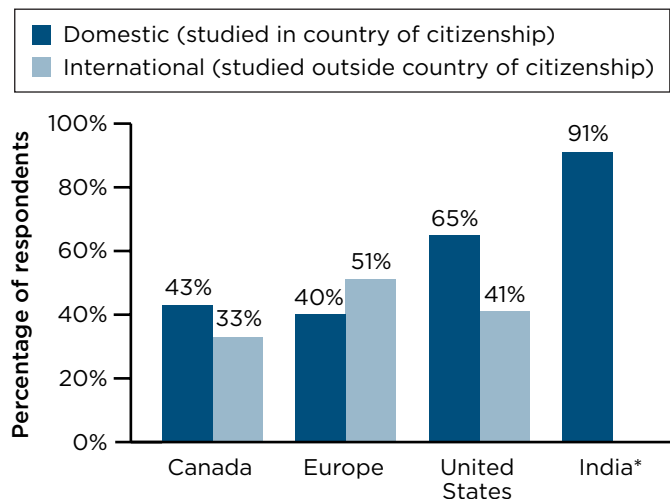
Table 3. Job Functions Across Industry, by Graduating Students With Job Offers

Industry	Job Function						
	Marketing/Sales	Operations/Logistics	Consulting	General Management	Finance/Accounting	Human Resources	IT/MIS
Consulting	8%	8%	68%	7%	2%	25%	38%
Energy/utilities	4%	2%	4%	3%	6%	0%	0%
Finance/accounting	9%	8%	5%	11%	70%	4%	11%
Government/nonprofit	4%	1%	2%	10%	3%	17%	7%
Health care	8%	9%	2%	11%	2%	4%	2%
Manufacturing	8%	23%	2%	9%	3%	4%	2%
Products/services	35%	26%	8%	24%	9%	33%	13%
Technology	24%	23%	10%	27%	6%	13%	27%
Total	100%	100%	100%	100%	100%	100%	100%

Source: GMAC (2014) Global Management Education Graduate Survey.

Success in the job search prior to graduation tends to be moderated by whether the student is an international or domestic student.⁶ Overall, two-thirds (67%) of domestic students seeking a job in 2014 have received an offer of employment compared with 39 percent of international students. **Figure 2** shows the percentage of domestic and international students with job offers in 2014, by school location and citizenship. A greater percentage of international students attending business schools in Europe received job offers prior to graduation (51%) than those attending schools in any other world region. Domestic students attending programs in the United States and India were well positioned in job offer status compared with their counterparts attending school elsewhere.

Figure 2. Percentage of Job Seekers With Job Offers, by School Location & Citizenship



*Data for international students unavailable due to insufficient response.
Source: GMAC (2014) Global Management Education Graduate Survey.

International students often have difficulty obtaining job offers prior to graduation because of local work requirement barriers, such as visas or work permits. In addition, studying abroad presents its own barriers for international students who seek opportunities back home—they are often across oceans and the cost of going home for interviews tends to be an expensive proposition. In fact, 43 percent of international students who reported they were *not seeking employment* at the time of the survey are actually waiting until they are closer to graduation to begin their job search.

“Most international students are very competitive by having two or three languages, willingness to relocate, cross-cultural experience and previous job experience abroad...I think employers disregard it because they don’t want to sponsor these students.”

Job-seeking students attending graduate business schools⁷ in the United States and India have had the greatest job search success so far this year. In fact, 9 in 10 (91%) students at Indian schools report having a job offer, up from 75 percent last year. Students at US schools (57%) have received job offers at a rate similar to that seen in 2013 (58%). Nearly half (47%) of the job-seeking students at European business schools have offers of employment, which is down from 55 percent in 2013. Thirty-seven percent of job-seeking students attending Canadian business schools have an offer, up from 32 percent in 2013.

Continuing Employment

Not surprisingly, students graduating from programs oriented toward working professionals—part-time, flexible, executive, and online MBA programs—are the *least* likely to be actively involved in a job search. More than three-quarters of these students expect to continue working for their current employer even as some of them may still explore other job opportunities. On the other hand, fewer than 1 in 5 graduates from other MBA and specialized business master’s programs expect to continue working for their current employer: full-time MBA programs⁸ (14% of graduates), Master of Finance (14%), Master of Accounting/Taxation (11%), Master in Management (10%), and PGP (4%).

Students who plan to remain with their current employer after graduating work across many industries:

- Products and services (19% of graduates),
- Government and nonprofit (17%),
- Technology (15%),
- Finance and accounting (14%),
- Health care (13%),
- Manufacturing (9%),
- Consulting (8%), and
- Energy and utilities (6%).

⁶For the purpose of regional analysis, the terms ‘international’ and ‘domestic’ are country-specific, based on citizenship. For example, a citizen of France studying at a school in France would be considered a domestic student; whereas the same student studying in Germany would be considered an international student.

⁷See Table 8 for a breakdown of respondents by school location.

Graduates who plan to continue working for their current employer post-degree also fill a variety of job functions:

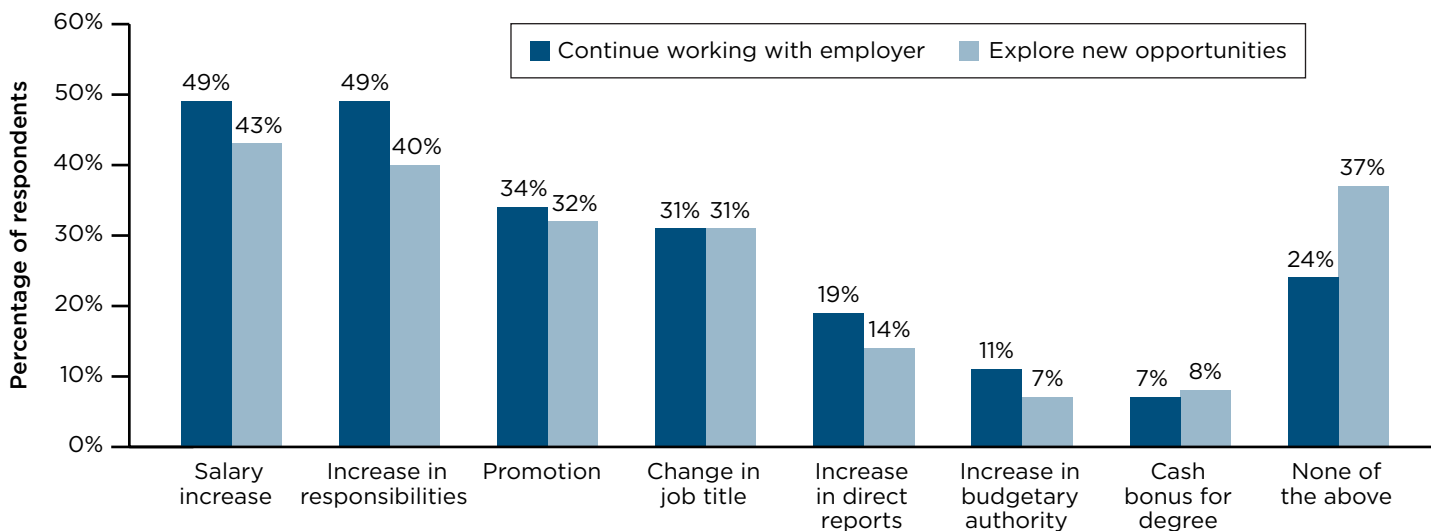
- Operations and logistics (24% of graduates),
- Finance and accounting (21%),
- General management (18%),
- Marketing and sales (16%),
- Consulting (7%), and
- Human resources (3%).

“This MBA program...has greatly assisted me in the workplace, facilitating the interview process and enabling my successful promotion to a director level of a Fortune 500 company. I honestly don’t believe that I would have been prepared for nor awarded this promotion had I not been working on my MBA program.”

Overall, two-thirds (66%) of the students who plan to stay with their current employer after graduating are very satisfied/satisfied with their job. Yet, more than half of the graduates who intend to continue working for their current employer after graduation are open to the idea of new opportunities. Their degree of job satisfaction appears to play a primary role in this choice. For example, students not planning to explore alternative opportunities (89%) are more than twice as likely to be satisfied in their current jobs as those who *do* seek alternate opportunities (43%).

In fact, when asked about anticipated post-degree benefits from their current employer, the percentage of those expecting to receive promotions, salary increases, and job title changes, for example, was fairly similar for both groups (**Figure 3**). Graduates planning to search for additional opportunities, however, tended to be those least optimistic about receiving benefits from their current employer—37 percent do not expect to receive any of the listed benefits—compared with graduates who plan to stay with their current employer (24%).

Figure 3. Expected Post-Degree Benefits, by Percentage Staying With Current Employer vs. Those Exploring Other Opportunities



Source: GMAC (2014) Global Management Education Graduate Survey.

⁸Full-time MBA programs include two-year and one-year formats combined.

Entrepreneurs

Four percent of the 2014 graduating class are either already self-employed (2%) or have plans to be entrepreneurs (2%), the same percentage as reported in the 2013 survey. More than half (54%) of students currently self-employed entered their graduate business program as entrepreneurs and 46 percent began their business while enrolled in business school. The main industries of self-employment for entrepreneurs who entered school as a business owner include products and services (48%) and consulting (19%). Among entrepreneurs who launched a business while in school, 32 percent are in products and services and 24 percent are in technology fields.

Entrepreneurs are driven by three main motives: 1) their passion for their business—doing what they enjoy; 2) flexibility—the ability to work a schedule that fits their needs; and 3) autonomy—being the primary business decision maker. Additional motivations for starting their own business typically include: control—having total control over all aspects of the business; revenue—generating an income that surpasses salaried employees; recognition—the ability to make a name for themselves; social responsibility—contributing to the community; and tradition—joining the family business.

When asked how important their graduate management education was in helping with their business development activities, entrepreneurs ranked the development of leadership skills (leading their company, 87%) as most important, followed by growing their business (86%),

developing an idea (83%), and writing a business plan (83%). More than three-quarters consider their graduate management education important in developing their abilities to conduct market research, develop financial projections, and write a marketing plan. In addition, 72 percent credit their graduate management education in securing financial resources, making contact with potential customers (68%), and creating a human resource plan (60%).

The Job Search

At the time of this survey, nearly 2 in 3 (62%) graduates in the class of 2014 were engaged in a job search. The demographic characteristics of students enrolled in the various programs play a role in determining their job search outcomes, as discussed further (**Table 4**).

Because so few students in part-time/flexible MBA programs (18%), executive MBA programs (11%), and online MBA (13%) programs were involved in a job search in 2014, employment outcomes for these graduates will not be explored in this section.

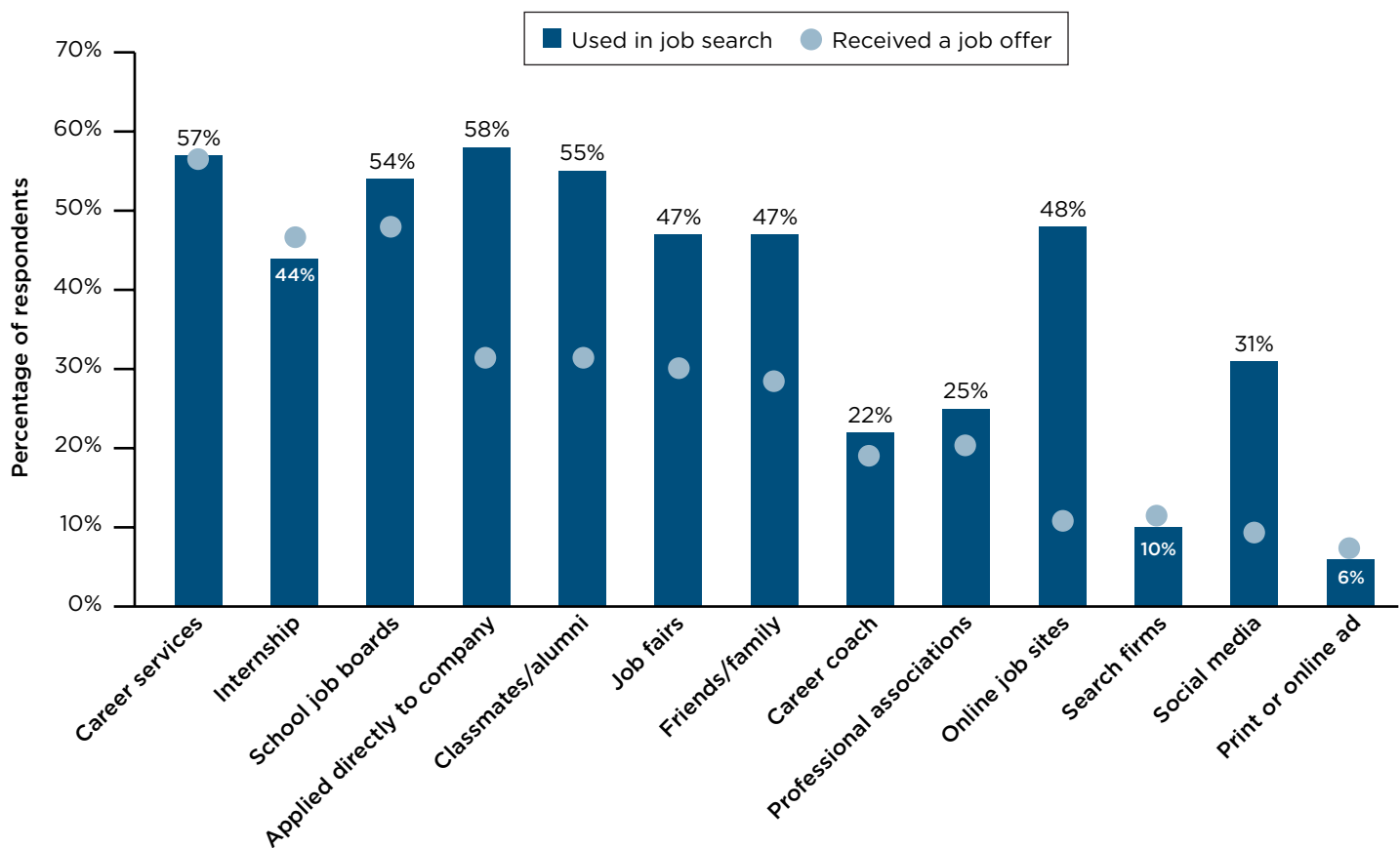
Job-seeking students in the class of 2014 used a variety of resources and methods to support their job search efforts (**Figure 4**). Globally, the top methods used by the majority of students include direct application to companies (58% of students), career services (57%), classmates and alumni (55%), and school job boards (54%), followed by friends and family (47%), job fairs (47%), and internships (44%).

Table 4. Demographic Profile of Job Seekers, Graduating Class of 2014

Demographic Characteristics		Program Type				
		Full-Time MBA*	PGP	Master of Accounting/ Taxation	Master of Finance	Master in Management
Percentage involved in job search		76%	93%	81%	66%	79%
Gender	Men	64%	79%	44%	53%	52%
	Women	36%	21%	56%	47%	48%
Student type	Domestic	59%	98%	64%	33%	53%
	International	41%	2%	36%	67%	47%
Years of work experience	Less than 3 years	27%	22%	92%	89%	90%
	3 to 5 years	43%	43%	3%	7%	8%
	6 to 10 years	26%	28%	5%	2%	0%
	11 years or more	3%	6%	1%	2%	1%
Desired work location	Within home country	73%	87%	78%	54%	53%
	Work abroad	27%	13%	22%	46%	47%

*Full-time MBA program includes two-year and one-year programs combined.
Source: GMAC (2014) Global Management Education Graduate Survey.

Figure 4. Job Search Methods Used and Success Rate, Class of 2014



Source: GMAC (2014) Global Management Education Graduate Survey.

Similar to last year's findings, the methods with the highest success rates (yielding the most job offers) in 2014, however, were career services (56% success rate), internships (49%), and school job boards (44%). Although one-third of job seekers (31%) used social media to search for jobs; their success rate was 12 percent, identical to last year's results.

Job search methods that proved to be the most successful varied according to the type of programs students attended. Listed below are the top three search methods (in rank order) that yielded a job offer, by program type:

- **Full-time MBA:** Career services, internships, and school job boards;
- **PGP:** Career services, school job boards, and networking with family or friends;
- **Master of Accounting/Taxation:** Internships, school job boards, and career services;
- **Master of Finance:** Internships, search firms, and networking with family and friends; and

- **Master in Management:** Career coach, internship, and applying to companies directly.

How do international students with job offers differ from those without a job offer? International students who participated in an internship (51%) and sought out networking opportunities at professional associations (32%) were *more likely* to have job offers than those who did not use these methods in their job search (31% and 23%, respectively).

Students tend to search for jobs in the regional location of their school regardless of their status as a domestic or international student (**Table 5**). Yet, as the table also shows, many students search for jobs in other regions beyond their school's location.

Globally, the top five job attributes most important to job seekers include challenging and interesting work (60%), total compensation (56%), professional development (45%), advancement opportunities (43%), and fit with a company's culture (41%). Analyzed on the basis of

Table 5. Job Search Locations, by School Location & Student Type

Regional Search Location	School Location								
	Asia-Pacific*		India**	Europe		Canada		United States	
	Domestic Student	Int'l Student	Domestic Student	Domestic Student	Int'l Student	Domestic Student	Int'l Student	Domestic Student	Int'l Student
Canada	3%	6%	2%	21%	9%	98%	95%	1%	5%
Latin America	0%	8%	0%	12%	16%	2%	7%	2%	8%
United States	9%	22%	14%	34%	28%	26%	23%	99%	87%
Australia & Pacific Islands	6%	11%	2%	10%	5%	2%	3%	2%	2%
East & Southeast Asia	88%	34%	33%	11%	16%	4%	10%	3%	17%
Central & South Asia	6%	17%	69%	6%	6%	1%	5%	1%	5%
Eastern Europe	0%	8%	3%	17%	13%	0%	1%	1%	2%
Western Europe	3%	55%	5%	87%	79%	12%	9%	5%	6%
Africa	0%	8%	2%	9%	10%	1%	3%	1%	3%
Middle East	3%	19%	5%	6%	8%	6%	5%	1%	4%
Don't know	0%	7%	3%	1%	5%	2%	0%	1%	2%

*For purposes of this report, Asia-Pacific includes schools located in Australia & Pacific Islands, East Asia, and Southeast Asia. See Footnote 1 for country breakdown.

**Domestic students only are shown for India, since they represented 99.6 percent of survey respondents.

Source: GMAC (2014) Global Management Education Graduate Survey.

citizenship, however, graduates exhibited some differences in job attributes they consider most important when considering employment opportunities (**Table 6**).

Changes in Compensation

The prospect of earning a higher salary is one of the key reasons individuals pursue a graduate management degree. Overall, 56 percent of the graduating class of 2014 consider the total compensation package offered as one of the most important job attributes when appraising their employment opportunities. Since post-degree salaries are determined by various factors, including job seekers' prior industry, job level, intended work location, and prior work experience, a salary growth rate is used for comparative purposes. As noted earlier, more than half (57%) of the students surveyed reported receiving at least one job offer. The following discussion examines the expected changes between pre- and post-degree annual base salary among the students with a job offer.

Overall, 61 percent of responding students with job offers provided information to calculate their salary growth. These respondents experienced a median increase in salary of 80 percent over their pre-degree salary—up slightly from 73 percent seen by graduating students in

2013. This growth varies by pre-degree work experience and job level (**Figure 5**). Students with more years of prior work experience tend to have higher pre-degree salaries. For these high earners, then, a post-degree salary increase calculates to a smaller percentage rise than it does for graduating students with less work experience who had lower pre-degree salaries. As **Figure 5** displays, the more work experience and the higher the job level a student had when entering a business program, the lower the overall expected salary gain upon graduation.

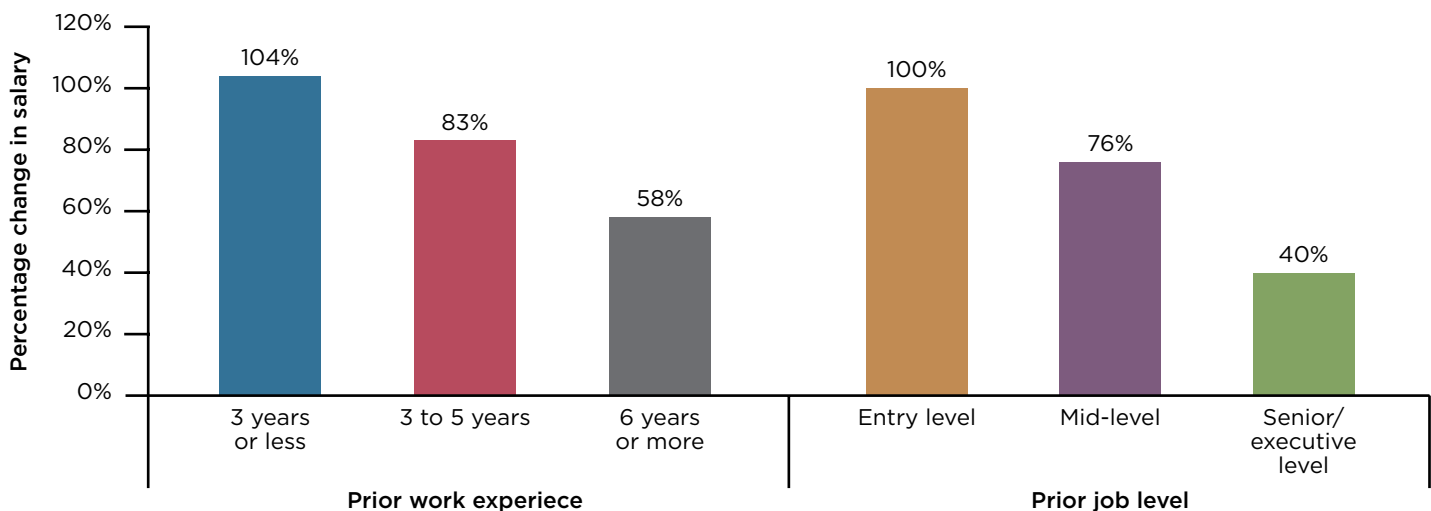
In most cases, women graduating in 2014 were experiencing greater increases in their post-degree salaries compared with men when controlling for prior work experience and job level (**Figure 6**). Program location and citizenship also accounted for differences in a graduate's expected change in pre- and post-degree salary. The median increase in salary among graduates at US-based programs was 76 percent compared with 90 percent for students at schools outside the United States. In addition, non-US citizens were more likely to see their median post-degree salary double (up 100%) their pre-degree salary compared with US citizens (67% increase).

Survey findings also showed differences in expected median salary change based on industry and job function, as displayed in **Figure 7**.

Table 6. Top 5 Attributes Important in Employment Among Job Seekers, by Citizenship

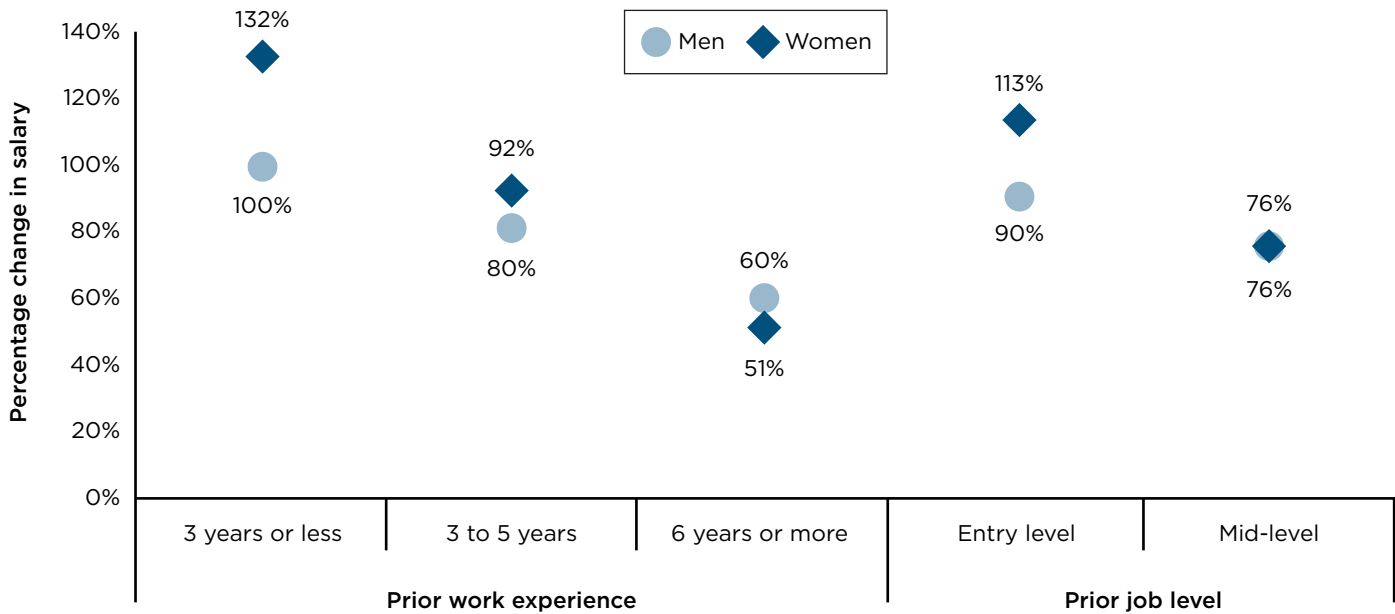
Citizenship	1st	2nd	3rd	4th	5th
Canada	Challenging and interesting work (64%)	Total compensation (56%)	Fit with company culture (53%)	Opportunity for professional development (40%)	Advancement opportunity (39%)
Latin America	Total compensation (66%)	Challenging and interesting work (56%)	Opportunity for professional development (48%)	Advancement opportunity (47%)	Fit with company culture (41%)
United States	Challenging and interesting work (61%)	Total compensation (54%)	Fit with company culture (54%)	Advancement opportunity (49%)	Opportunity for professional development (43%)
China	Opportunity for professional development (60%)	Opportunity to learn new things (50%)	Total compensation (49%)	Advancement opportunity (43%)	Challenging and interesting work (39%)
India	Total compensation (64%)	Challenging and interesting work (60%)	Opportunity for professional development (44%)	Opportunity to learn new things (42%)	Advancement opportunity (38%)
Rest of Asia-Pacific*	Total compensation (55%)	Challenging and interesting work (54%)	Opportunity for professional development (42%)	Advancement opportunity (41%)	Emphasis on work-life balance (41%)
Europe	Challenging and interesting work (73%)	Opportunity for professional development (49%)	Total compensation (48%)	Opportunity to learn new things (44%)	Ability to make an impact (36%)
Middle East/Africa	Total compensation (58%)	Challenging and interesting work (55%)	Opportunity to learn new things (53%)	Opportunity for professional development (52%)	Advancement opportunity (42%)

*Rest of Asia-Pacific includes citizenship groups in Australia & Pacific Islands, East Asia, and Southeast Asia.
Source: GMAC (2014) Global Management Education Graduate Survey.

Figure 5. Median Change in Salary, by Pre-Degree Work Experience & Job Level

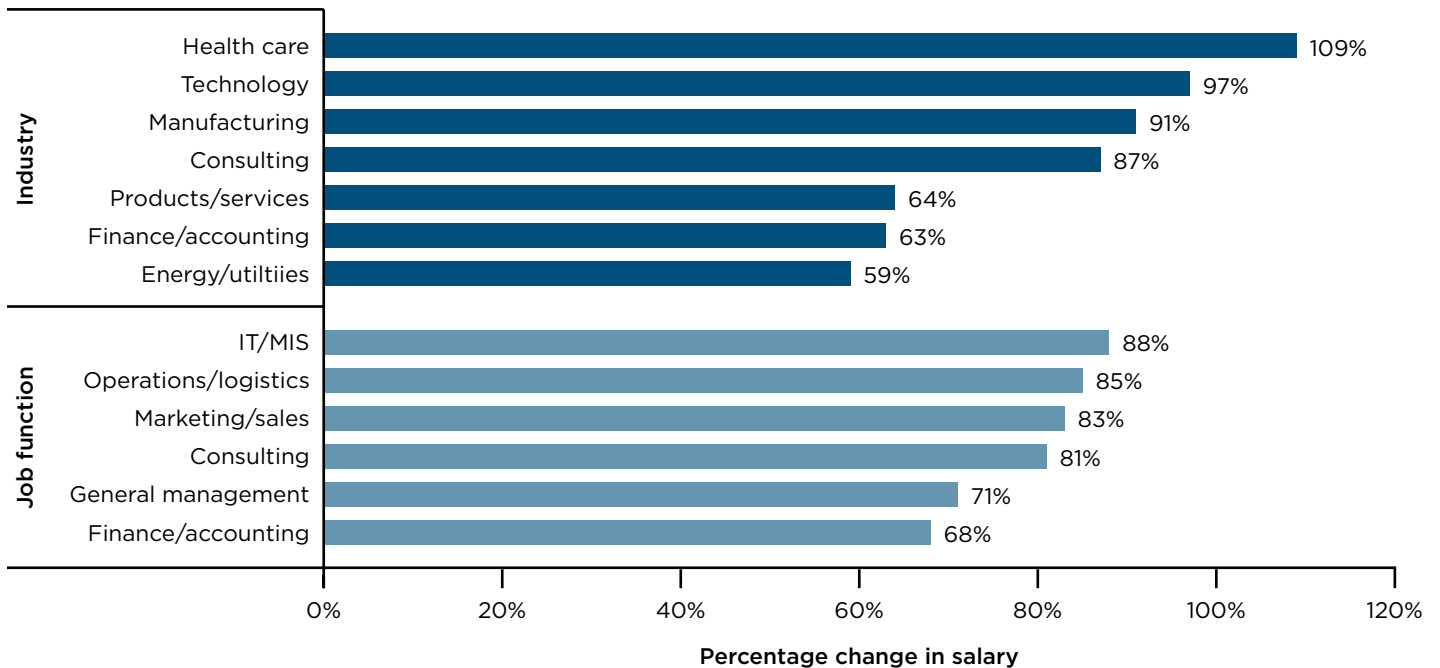
Source: GMAC (2014) Global Management Education Graduate Survey.

Figure 6. Median Change in Salary, by Gender, Pre-Degree Work Experience, & Prior Job Level



Source: GMAC (2014) Global Management Education Graduate Survey.

Figure 7. Median Change in Salary, by Industry* & Job Function**



* Government/nonprofit sector not shown because of limited number of respondents, N < 25.

** Human resources function not shown because of limited number of respondents, N < 25.

Source: GMAC (2014) Global Management Education Graduate Survey.

Graduate Management Education Evaluated

The troubled economic times of recent years, coupled with tight labor markets and rising educational costs, have generated much public commentary questioning whether a graduate management education yields a respectable return on investment (ROI). Employment statistics offer some measure of the value⁹ and ROI of a graduate management education; but the value of such an education is multidimensional, including the graduate's personal evaluation of the experience and learning derived from the program. The following discussion explores the value proposition for the class of 2014 by examining overall value of the degree for students, their recommendation intentions, program evaluation, and the development of knowledge, skills, and abilities.

Program Evaluation

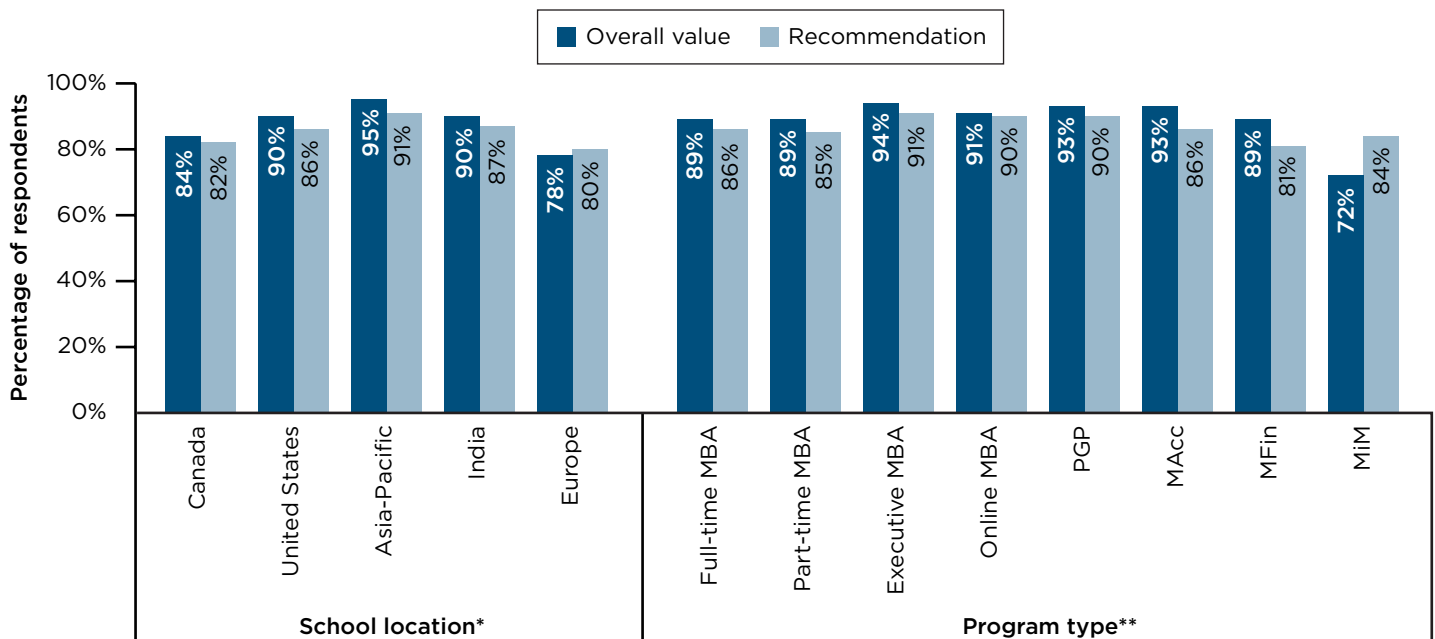
The value of a graduate management education is based on the perceived quality of the education in relation to its costs. Nearly 9 in 10 students in the class of 2014 (89%)

“Overall, I have received, and expect to continue receiving, great value from my MBA program. I will truly be in control of my destiny with regard to my career once I achieve my MBA, and I look forward to the many opportunities that await.”

consider their graduate management education to be a good to outstanding value and would recommend (86%) their school to someone deciding to pursue a graduate business degree. The value of the education remains high regardless of the school location or program type, notwithstanding some differences (Figure 8).

Graduating students in the class of 2014 were asked to rate the quality of nine core components of their graduate management program—admissions, career services, curriculum, faculty, program management, student services, fellow students, program structure, and program reputation. Faculty, curriculum, and fellow students received the highest ratings overall (good/excellent/

Figure 8. Overall Value Rating (Good to Outstanding) of Graduate Business Education & Recommendation Intention, by School Location & Program Type



*Asia-Pacific includes school locations in Australia, Malaysia, Philippines, Singapore, South Korea, and Taiwan. Europe includes school locations in Belgium, France, Germany, Italy, Portugal, and Spain.

**PGP = Postgraduate Programme; MAcc = Master of Accounting/Taxation; MFin = Master of Finance; MiM = Master in Management/International Management.

Source: GMAC (2014) Global Management Education Graduate Survey.

⁹Visit gmac.com/newscenter for more on the value of the MBA.

outstanding). Students also were asked to indicate how satisfied they were with various aspects of each program component. For the three highest-rated program components, student satisfaction levels are as follows:

- **Faculty:** Most survey respondents reported they were satisfied/very satisfied with their faculty's knowledge (92%), responsiveness (90%), and teaching methods (83%).
- **Curriculum:** The relevance (87%), comprehensiveness (86%), and integration (84%) of the curriculum earned high satisfaction ratings.
- **Fellow students:** Although the overall quality of the student body was rated relatively high, satisfaction levels with their fellow students were lower compared with the faculty and curriculum:
 - 85 percent were satisfied with the cooperative atmosphere among the students.
 - 80 percent were satisfied with their fellow students' contribution to learning.
 - 78 percent were satisfied with the talent level of their fellow students.
 - 75 percent were satisfied with the networking opportunities with other students.

“[I] would highly recommend an MBA. Look for schools which provide a stellar faculty and learning opportunities from a diverse set of achievers.”

“With the rapid changes in technology, communications, and the global business environment, curriculums need to be constantly examined and updated.”

Key Drivers of Overall Value

Overall, about 9 in 10 students in the class of 2014 rate the value of their graduate management education as good to outstanding. This section examines the correlations between overall value and program evaluations, faculty teaching methods, and involvement in co-curricular activities.

The educational experience has a far stronger relationship to students' perception of overall value than does their current status in the job search. All core components of the program are correlated with overall value (Pearson's r ranges from .498 for career services to .655 for curriculum)—a much stronger relationship than with a student's status in the job search—whether they have a job offer or not ($r = .206$). In fact, the curriculum, program structure (e.g., class schedule, class size, facilities, and technological resources), and faculty have the largest correlations with overall value.

Similarly, a key driver analysis (Pratt Index;¹⁰ multiple $R = .749$) shows that faculty (21%), curriculum (20%), and program structure (17%) are the primary influencers of overall value ratings. These are followed by program management (13%), career services (9%), reputation of program (7%) and fellow students (7%). Neither admissions nor student services contribute significantly as drivers of overall value.

A quarter (26%) of the class of 2014 considers their graduate management education to be an outstanding value. That proportion increases to 82 percent (value rated as outstanding) among students who also rated their faculty, program management, and curriculum as outstanding. In addition, more than half (55%) of students who also rate their fellow students as outstanding, along with faculty and program management, rate the overall value of the education as outstanding.

The importance of the teaching methods extends beyond the learning experience itself—they contribute to the understanding of differences in student ratings of the overall value of their education. Experiential learning opportunities, for example, have the largest correlation with overall value ($r = .217$), followed by case study ($r = .109$). As shown in the next section, experiential learning is the method used the least in business programs. On the other side of the spectrum, pure lectures have a negative relationship with overall value ($r = -.180$).

¹⁰Pratt Index = $(\beta \cdot r) / R^2$, where β is the standardized regression coefficient, r is the simple Pearson correlation coefficient, and R^2 is the proportion of the variance explained by the regression model.

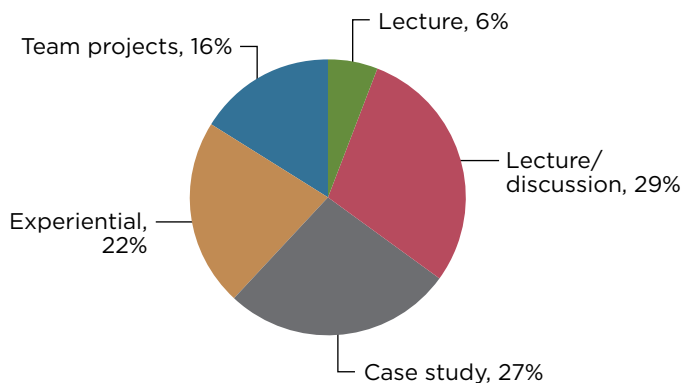
Co-curricular activities are marginally correlated with respondents' overall value rating of their education. Students who participate in co-curricular activities are more likely to rate the value of their program outstanding than those who did not participate. Participation in community service organizations ($r = .152$), leadership programs ($r = .139$), student career and professional clubs ($r = .126$), and diversity/multicultural events ($r = .132$) have the highest correlations with overall value.

The Learning Environment

Teaching methods set the tone for the educational experience. As noted, 83 percent of the class of 2014 generally are satisfied with the teaching methods they encountered in their coursework. Teaching methods fall into five main categories: lecture, lecture and discussion, case study, experiential (e.g., simulation, immersion, and lab), and team projects.

Figure 9a shows the teaching methods most preferred by the class of 2014 overall. These are not necessarily the methods used most frequently in their programs, however, which is discussed next. The teaching method students most prefer is the lecture/discussion (29%), closely followed by case studies (27%), experiential learning (22%), and team projects (16%). A pure lecture format was the least popular teaching method, favored by only six percent of respondents.

Figure 9a. Preferred Teaching Methods, Overall, Class of 2014



Source: GMAC (2014) Global Management Education Graduate Survey.

Analysis of teaching methods by student citizenship (**Figure 9b**) reveals some regional differences in student learning preferences:

- Indian citizens are the most likely to prefer the case study method (42%).
- US citizens are among the most likely to prefer lecture/discussions (35%).
- Chinese citizens are the most likely to prefer pure lectures (14%).
- European and Middle East/African citizens are among the most likely to prefer team projects (22% and 25%, respectively).

Understanding student expectations for the curriculum and preferred teaching methods may be useful in marketing and recruiting conversations, as well as for designing programs and content delivery. Overall, students surveyed in 2014 report a greater amount of time spent in pure lecture than they would prefer—this is true across all program types and all world regions. On the other hand, experiential learning—one of the more desired learning methods among students—is used less often according to surveyed students across all program types worldwide.

“I think that every concentration should require either an internship or part-time/full-time work requirement in order for students to apply their classroom learning to the real world.”

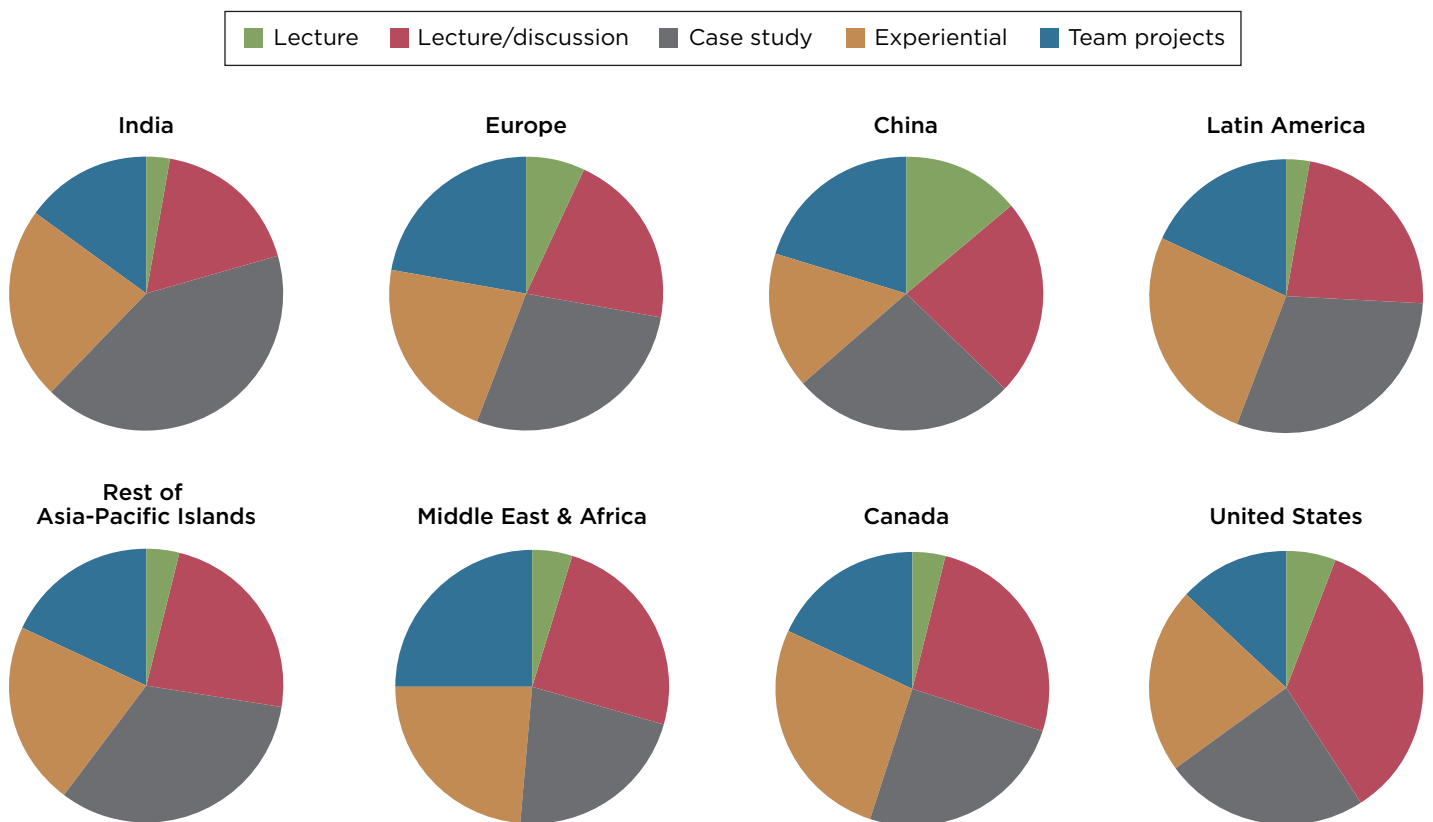
The following list shows student estimates of the percentage of time their curricula consisted of each teaching method (by school location):

- **Asia-Pacific, Full-Time MBA:** Case study (21% of the time)
- **Canada, Full-Time MBA:** Team projects (27%)
- **Europe, Full-Time MBA and Master in Management:** Team projects (27%, 30%)
- **India, PGP:** Case study (26%)
- **United States, Full-Time MBA, Online MBA, and Executive MBA:** Team projects (24%, 27%, and 25%)

- **United States, Part-Time MBA:** Lecture/discussion (26%)
- **United States, Master's in Accounting and Finance:** Pure lecture (32% for each)

Co-curricular activities provide additional opportunities for students to put their knowledge and skills acquired during their coursework into practice outside the classroom. Four in five (82%) students in the class of 2014 participated in a co-curricular activity while enrolled in their program. **Table 7** shows the rates of participation in various activities by program type.

Figure 9b. Preferred Teaching Methods, by Student Citizenship*



*China and India are shown separately. The Rest of Asia-Pacific includes citizenship groups in Australia & Pacific Islands, East Asia, and Southeast Asia.
Source: GMAC (2014) Global Management Education Graduate Survey.

Table 7. Participation in Co-Curricular Activities, by Percentage of Respondents

	Program Type							
	Full-Time MBA	Part-Time/ Flexible MBA	Executive MBA	Online MBA	PGP	MAcc	MFin	MiM
Student career/ professional clubs	66%	20%	9%	3%	75%	43%	30%	37%
Internships	64%	8%	3%	4%	38%	30%	49%	76%
Academic/case competitions	52%	12%	16%	8%	77%	11%	33%	37%
Volunteer activities	51%	13%	14%	4%	69%	44%	29%	44%
Diversity/multi- cultural events	48%	8%	11%	2%	54%	19%	33%	44%
Work projects	46%	16%	29%	7%	68%	17%	31%	46%
Mentoring programs	37%	7%	9%	2%	51%	10%	11%	14%
Leadership programs	36%	13%	25%	7%	46%	16%	10%	18%
Community service organizations	29%	7%	12%	2%	35%	24%	7%	9%
Study-abroad programs	24%	21%	28%	12%	21%	5%	19%	49%
Student government	17%	3%	1%	1%	19%	5%	4%	4%
None of the above	7%	43%	37%	67%	1%	22%	17%	7%

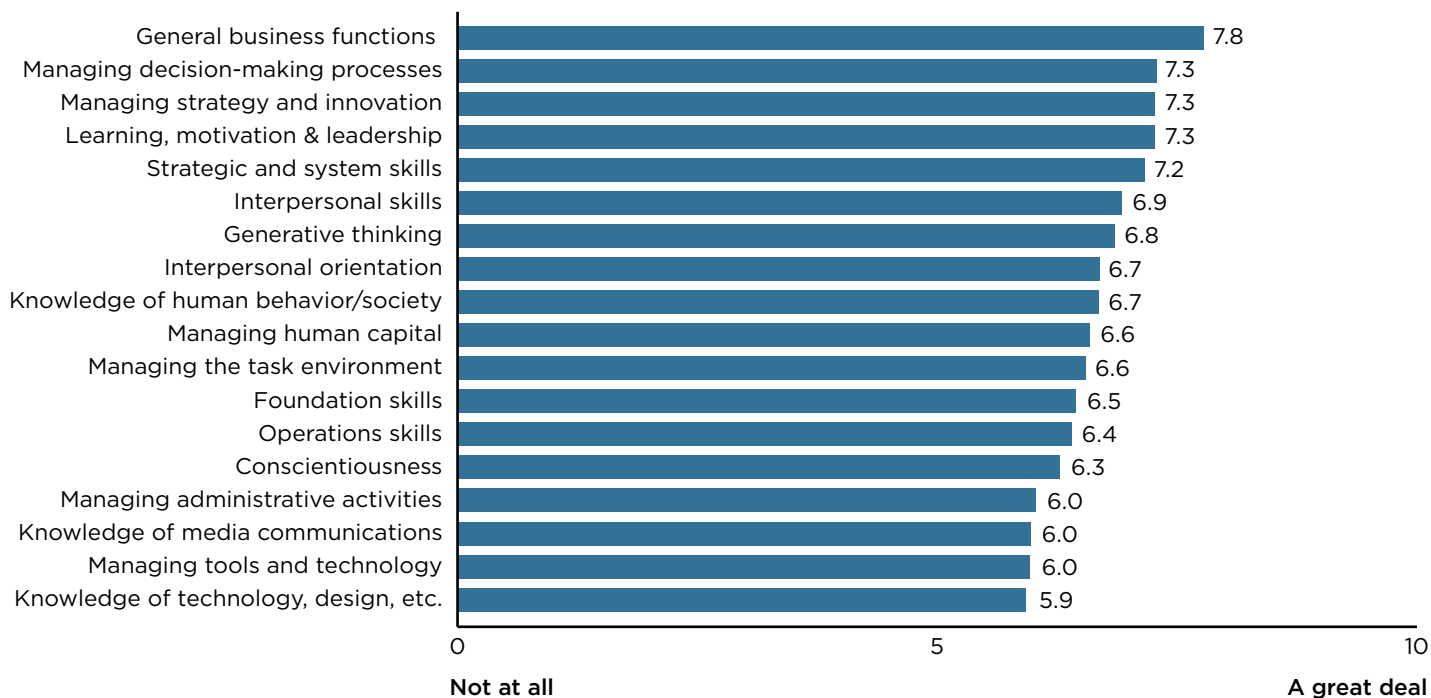
*PGP = Postgraduate Programme; MAcc = Master of Accounting/Taxation; MFin = Master of Finance; MiM = Master in Management/International Management.
Source: GMAC (2014) Global Management Education Graduate Survey.

Development of Knowledge, Skills, and Abilities

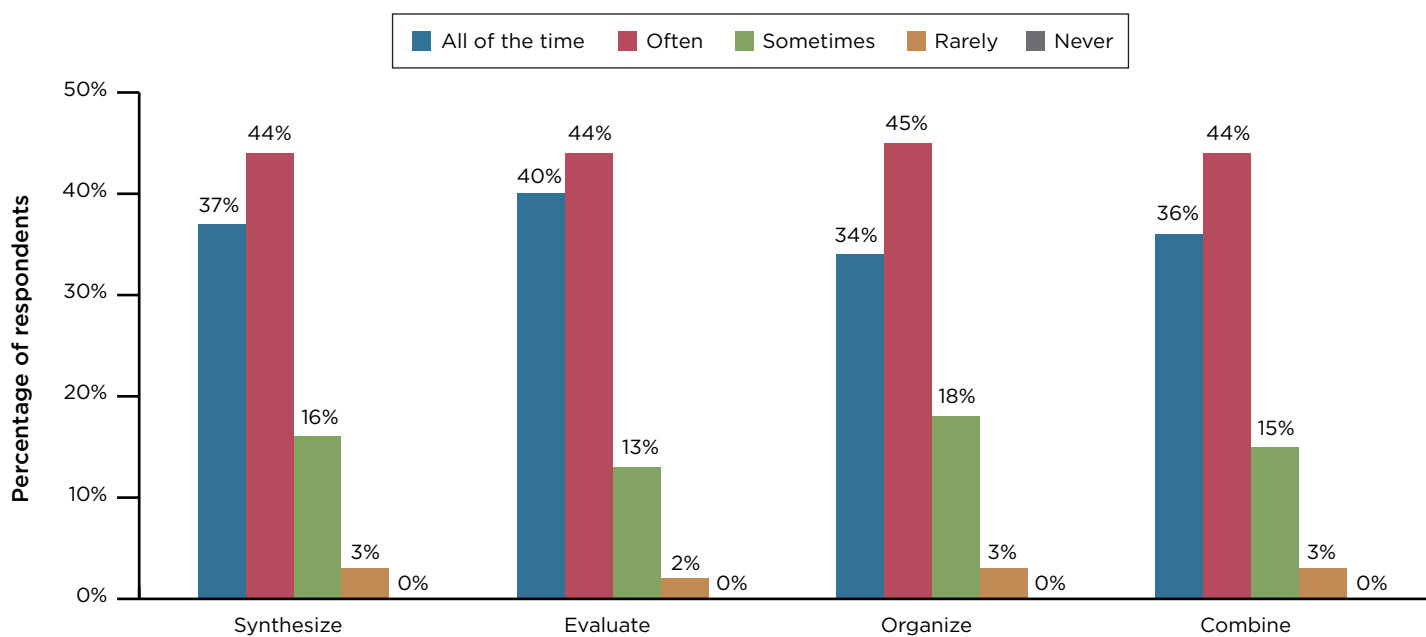
The Global Management Education Graduate Survey offers business educators critical feedback about their students' educational outcomes via students' personal assessment of the degree to which they improved the skills they had upon entering their graduate programs. Students were asked to evaluate the level of improvement they achieved in 18 competencies or skills they used most often before starting their business program. Students scored their skill improvement using a 10-point scale, ranging from 0 ('not at all') to 10 ('a great deal'). Skills were grouped into four categories: behavior-based, knowledge-based, skill-based, and work-style.

Graduates in 2014 reported the greatest improvement in their knowledge of general business functions, abilities to manage decision-making processes and strategy and innovation, and the combined skills of learning, motivation, and leadership, as shown in **Figure 10**.

Interestingly, students with more experience using a specific skill tended to report a greater level of improvement compared with students who had less experience using that same skill. This was the case for each of the 18 competencies evaluated. For example, students who reported a high level of experience in managing human capital recorded an average improvement of 7.5 (on a 10-point scale, where 10 is 'improved a great deal');

Figure 10. Knowledge, Skills, and Abilities (KSAs) Developed During B-School

Source: GMAC (2014) Global Management Education Graduate Survey.

Figure 11. Integrated Reasoning Skills, Based on Percentage Incorporated Into Curriculum

Source: GMAC (2014) Global Management Education Graduate Survey.

a significantly higher score than that attained by students with less experience in managing human capital (5.4).

- The top three skills developed/improved among those also reporting the highest level of use before entering their degree program were managing strategy and innovation, strategic and system skills, and knowledge of general business functions.
- Knowledge of general business functions, managing the decision-making process, and strategic and system skills were the top three skills developed by students who reported the next highest level of skill usage prior to starting their program.
- The next group, those with less experience using any of the skills analyzed, saw the most improvement in their knowledge of general business functions, the combined skills of learning, motivation, and leadership, and managing strategy and innovation.
- Students who reported using the following skills least often before entering the program most improved their knowledge of general business functions and abilities to manage decision-making processes and manage strategy and innovation.

Integrated Reasoning Skills

Given the growing employer demand for job candidates with strong analytical and integrated reasoning (IR) skills, business school administrators are examining their applicant pools more closely for demonstrated integrated reasoning¹¹ skills and are readily incorporating IR skills into their curriculum.

Figure 11 shows the student perspective on the relative integration of the following four skills within their graduate business programs, by frequency:

- Synthesizing data presented in graphics, text, and numbers (81%, often or all the time);
- Evaluating relevant data from different sources (84%);
- Organizing data to see relationships and to solve multiple, interrelated problems (79%); and
- Combining and manipulating data to solve complex problems that depend on information from one or more sources (80%).

Concluding Note

The findings in this report suggest an overall optimistic jobs outlook for MBA and other business master's graduates in 2014 along with continued high satisfaction with the programs attended and skills attained. These survey results echo the positive hiring projections reported by 565 employers who participated in GMAC's 2014 Corporate Recruiters Survey conducted during the same time frame.

Methodology

The 2014 Global Management Education Graduate Survey collected responses from a total of 4,045 graduate management students at 111 universities worldwide. Findings in this report are based on analysis of data collected from 3,049 of these students who will graduate in the class of 2014 (**Table 8**). Responses from the remaining 996 graduate management students who indicated they would graduate in 2015 or later were collected in this study and are supplied in the benchmark and interactive data reports that their respective schools receive as a benefit of survey participation.

All GMAC member schools and a number of other schools representing a cross section of the global graduate management industry received email invitations to participate in the study. Schools participated either by providing GMAC with the names and email addresses for their graduating class of 2014 or by forwarding the survey invitation directly to their students on GMAC's behalf. The survey was in the field between February 12, 2014 and March 28, 2014. Frequency distributions were examined for both topical and classification questions. Response categories for some questions were collapsed to make final analysis more robust. Tests of statistical significance were used throughout the report, and a 95 percent confidence interval was used as the cutoff point for significance.

The results of this survey do not necessarily reflect a statistically representative sample of graduating students. Because of this limitation, the results of this research study should not be used to generalize about the student population, but they can be used as a reflection of the sample frame under consideration. Several clear trends emerge from the data, nevertheless.

¹¹In June 2012, the GMAT exam introduced the Integrated Reasoning section. See mba.com, the official GMAT website for more information.

Table 8. Demographic Profile (Number of Respondents) of the Class of 2014

	Total Number	Gender		Age				
		Men	Women	24 and Younger	25 to 27	28 to 30	31 to 39	40 and Older
Overall	3,049	1,823	1,073	321	644	802	876	240
School Location								
Asia-Pacific*	231	128	75	7	34	91	67	3
Canada	208	138	59	1	29	71	86	8
India**	260	195	50	11	107	66	58	2
Europe	239	115	107	69	64	39	47	3
United States	2,035	1,204	753	226	387	523	596	217
Other regions	76	43	29	7	23	12	22	7
Program Type								
Full-time MBA	1,628	999	547	130	349	535	486	41
Part-time/Flexible MBA	482	297	169	7	58	121	191	84
Executive MBA	149	93	50	1	5	13	62	62
Online MBA	112	66	40	2	12	20	39	32
Postgraduate Programme (PGP)	229	169	46	6	86	60	58	4
Master of Accounting/Taxation	147	61	79	81	32	15	8	4
Master of Finance	70	33	34	33	19	7	4	4
Master in Management/Intl Management	90	38	40	29	38	9	1	1
Other specialized business master's	141	67	67	32	44	22	27	8
Citizenship								
Middle East/Africa	142	91	51	9	36	36	47	12
China	182	65	117	57	72	30	22	1
India	439	324	115	13	144	155	118	5
Rest of Asia-Pacific***	114	58	56	12	28	31	37	6
Canada	119	80	39	0	15	42	52	9
Europe	266	160	106	67	65	52	75	6
Latin America	102	77	25	1	16	37	47	1
United States	1,511	950	561	157	261	415	473	200

*Asia-Pacific includes school locations in Australia & Pacific Islands, East Asia, and Southeast Asia. See Footnote 1 for school locations.

**India is shown separately since it was the only country in Central Asia that had participating business schools.

***Rest of Asia-Pacific includes citizenship groups in Australia & Pacific Islands, East Asia, and Southeast Asia.

Source: GMAC (2014) Global Management Education Graduate Survey.

How to Participate in the Survey

School professionals at business schools that offer graduate programs can help facilitate this annual survey, either by sending invitations and survey links to their graduating students or by providing GMAC with their student contact list. Email research@gmac.com to secure your school's invitation for the next Global Management Education Graduate Survey. School participation benefits include comprehensive statistics, customized reports that compare your data with that of your peers, and advance access to survey findings.

Student participation benefits include an opportunity to voice their opinions and concerns to school professionals in a confidential manner, access to the survey reports, and an offer to be included in a drawing for one of five US\$1,000 prizes.

Contact Information

For questions or comments regarding the study findings, methodology, or data, please contact the GMAC Research and Development Department at research@gmac.com.

Contributors

The following individuals from the Research and Development Department at GMAC made significant contributions to the publication of this report: **Gregg Schoenfeld**, Director, Management Education Research, review of questionnaire, analysis, and drafting of the manuscript for intellectual content; **Paula Bruggeman**, R & D Manager, editorial review and publication management; **Michelle Sparkman Renz**, Director, Research Communications, manuscript review; **Tacoma Williams**, Research Coordinator, quality assurance; and **Lawrence M. Rudner**, Vice President, Research and Development, manuscript review. In addition, **Tracey Briggs**, Director of Media Relations, Corporate Communications Department, for manuscript review.

Acknowledgements

GMAC especially expresses its thanks to the 4,045 graduate management students who completed the 2014 survey questionnaire and the 111 schools that partnered directly with GMAC. Without your feedback, this report would not have been possible.



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The **Global Management Education Graduate Survey** is one in a series of five annual or biannual surveys produced by the Graduate Management Admission Council that explore relevant issues in graduate management education. Other GMAC surveys include...

■ **mba.com Prospective Students Survey**

Launched in 2003, this annual survey profiles prospective students, tracking how and why they move through the pipeline, and what motivates them and gets their attention.

■ **Corporate Recruiters Survey**

Launched in 2001–2002, this annual survey helps schools better understand the job market, clarify employer expectations, and benchmark their career services practices. Employers use the survey results to benchmark the MBA recruitment activities of their companies.

■ **Alumni Perspectives Survey**

Launched in 2001, this annual survey follows MBA graduates long term to understand their career progression, their expectations, their attitudes about work, their assessment of their education, and general market trends

■ **Application Trends Survey**

Since its debut in 1999, this annual two-part survey compares current and previous year application data for business school programs worldwide, highlighting trends by program type and world region.

Survey Reports provide an overview of data in addition to offering context for and discussing implications of the research. They frequently are used to help drive strategic decision-making processes in graduate business schools. All **Survey Reports** are available online at gmac.com/surveys.

