

Market Intelligence

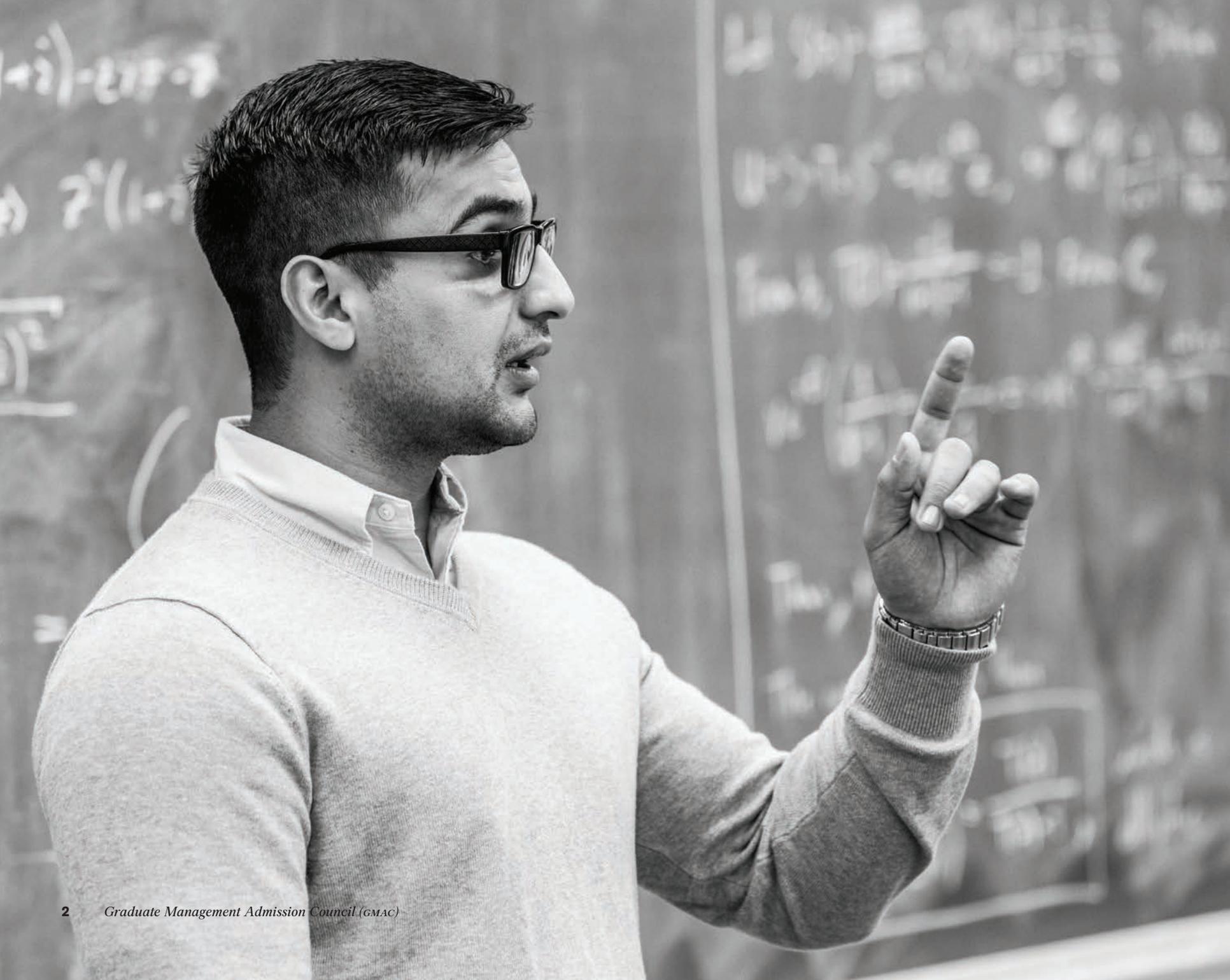
Global Candidate Segmentation Playbook

Graduate
Management
Admission
Council®



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Introduction

Graduate management education (GME) is globally both more popular and more fragmented than ever before. Beyond the traditional choices of full-time and part-time MBA programs, prospective students now choose from an impressive array of business master's programs, as well as online and hybrid format options. This expansion of program portfolios for candidates across stages of their careers and more specialized fields has contributed to the widening of the candidate pipeline to include a more diverse base of prospective applicants that bring an increasingly varied set of expectations, needs, and goals for their business

school experience. The growing number of offerings has also intensified competition between programs to attract candidates and convert them to students.

In such a complex and fractured environment, your business school's ability to understand candidate demand and leverage insights to optimize marketing strategies is more important than ever to breaking through the noise and inspiring action. This resource is your playbook for planning and executing effective prospective student marketing and recruitment campaigns in this competitive GME landscape.

Marketing Frameworks

This playbook is informed by the foundational marketing frameworks of segmentation and the marketing mix—also known as the four Ps.

Global GME Segmentation

Market segmentation models divide a market of potential customers into groups based on specific characteristics. In 2016, the Graduate Management Admission Council (GMAC) partnered with Ipsos, a global market research firm, to carry out an online segmentation study of GME applicants designed to differentiate segments of candidates along two dimensions of motivation:

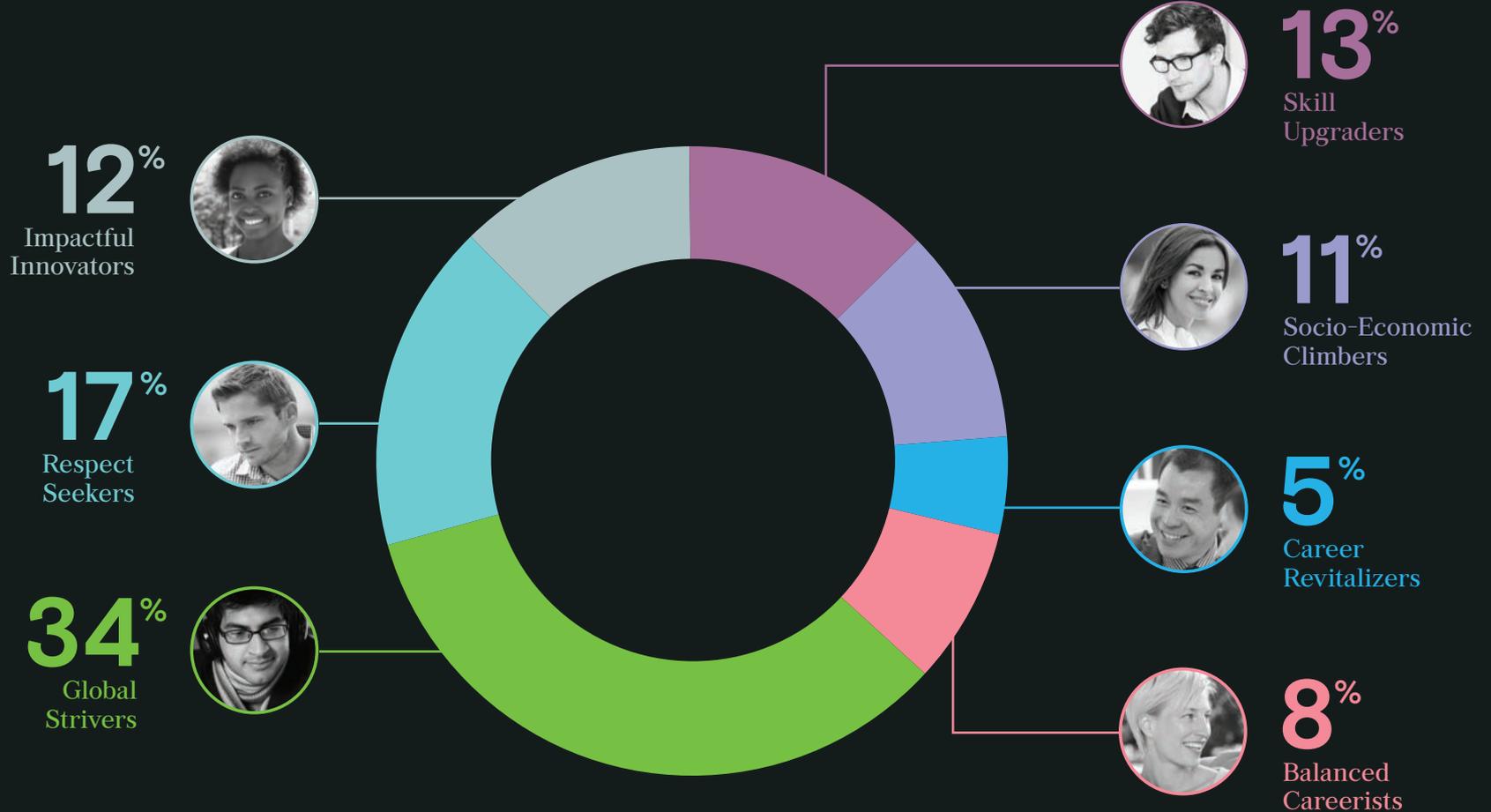
- Candidates' motivations to pursue a graduate management education
- Candidates' motivations to apply to a specific school

The outcome of the study was the establishment of seven global candidate segments that business schools around the world can use to identify the candidate segments they currently attract to their programs, target specific segments for improved outreach, and more effectively market to segments with motivation-based messaging.

Leveraging the data and insights captured by the segmentation study, GMAC has developed a seven-question segmentation tool that quickly and accurately identifies which of the seven segments a candidate best fits. The data that drives this playbook is based on the survey responses of nearly 10,000 mba.com registrants organized by their best fit segment, providing you with new information into global GME demand to better inform your programs' marketing strategies.

School professionals from institutions that accept the GMAT® exam can explore the full survey dataset by using the interactive data research tool available at [gmac.com/prospectivestudents](https://www.gmac.com/prospectivestudents).

Segmentation Distribution of Global mba.com Registrants



For more on the segmentation study, download the white paper *Beyond Demographics: Connecting With the Core Motivations of Business School Candidates* at gmac.com/segments.

Source: GMAC (2018). mba.com Prospective Students Survey. Data collected between February and December 2017.

The Four Ps

An axiom of marketing is that you need to have the right product, in the right place, at the right price, at the right time. Based on this core idea, the marketing mix, or the four Ps—product, place, price, promotion—is a framework for creating and executing successful marketing plans.

How does this concept translate to the complex landscape of global GME? Here are some important ideas to keep in mind for these four areas in the current market. This playbook will provide you with insights into how the seven segments uniquely relate to the various facets of these four key elements of an effective program marketing strategy. Included in the summary of each segment in the following section is “your go-to play”—this is a jumping off point for you to adapt the segmentation insights into customized messaging for various communication channels.



Product

In the case of GME, the product is the educational experience programs provide their students. In the current market, candidates must navigate a plethora of product options to identify their best fit program. The program portfolios of today's business schools include a range of offerings designed for students at different stages of their careers and specialized fields of business. Overall, nearly half of candidates (47%) include both MBA and business master's programs in their consideration set. These programs are also offered in varying durations, formats (full-time, part-time), and delivery methods (in-person, online, hybrid), with different programs providing varying levels of curricular emphasis on different aspects of business.

With so many options, it's essential to have a clearly communicated program value proposition to attract candidates who are the right fit. Understanding the unique motivating factors that drive specific segment's decision making can help business school admissions and recruitment professionals position the value propositions of their programs for maximum effect and help prospective students understand how your "product" may be a good fit for them and their educational and professional goals.

Place

Place is the location or locations where a program's educational experience is undertaken. In today's GME market, place does not necessarily just mean where a business school is located. It may also take into account international study opportunities offered through a program, or, in the case of programs offered exclusively online, it may simply be a student's kitchen counter. In either case, an effective program marketing strategy needs to reflect why different candidate segments are motivated to choose one "place" over another.

Many candidates consider programs in a variety of locations, including more than half that plan to apply to a program outside their country of citizenship (57%). In 2017, there was a notable shift in international study destination trends in light of the political climate in the United States, which has always been the top study destination for international candidates. Competition to attract internationally-minded candidates has intensified as more candidates than ever are finding alternative study options in locations like Europe and Asia Pacific.



Price

In the current market, effective candidate communications surrounding price should be more comprehensive than merely relaying the sticker price of tuition. For about half of global candidates, the fact that a GME requires more money than they have available (50%) and would require taking on debt (46%) is among their reservations about applying to business school. An effective program marketing plan needs to highlight details about scholarship and loan availability, especially given that most of today's global candidates expect to receive some form of scholarship aid (60%) and, on average, they expect it to cover about a quarter of their tuition costs (24%). Understanding differences in funding plans by segment can enhance your communications with candidates by directly addressing a key point of reservation.

Although GMAC research has shown that GME student investment costs are rising faster than post-degree salaries, a GME remains an excellent investment—with alumni earning a significantly greater amount in cumulative earnings over the course of their career compared with peers without a GME. Highlighting data points related to the long-term payoff of a degree from your program will give prospective students context in weighing the “price.”

Promotion

All program marketing communications—email campaigns, social media, banner ads, online content, print ads, candidate events, etc.—fall under the umbrella of promotion. Developing customized messaging strategies for your target segments, based on their unique motivations to pursue a degree and select a program, can enhance the effectiveness of your marketing and inspire candidates to take the next step and apply. Beyond the content of the message itself, identifying the correct channels through which to connect with specific candidate segments is key. Among global candidates, the largest share is active on Facebook (74%), visits news sites (73%), and follows business and finance (59%) and international news (55%) content. However, the various segments differ in their media behaviors in ways that can be leveraged as a part of your targeted promotion strategy.



The Fifth P: People (You)

Not to be discounted is the fifth P: People. That's you, the business school admissions, recruitment, and/or marketing professional. The work you do to develop and execute prospective student marketing and recruitment campaigns is essential to the success of your business school. Staying up-to-date on the latest trends in global GME demand helps ensure you're prepared to be an effective brand ambassador for your programs. And remember, oftentimes it's the person-to-person connections you make with potential candidates that have the strongest impact on their decisions. This resource is your playbook to draw up a winning game plan for your programs.

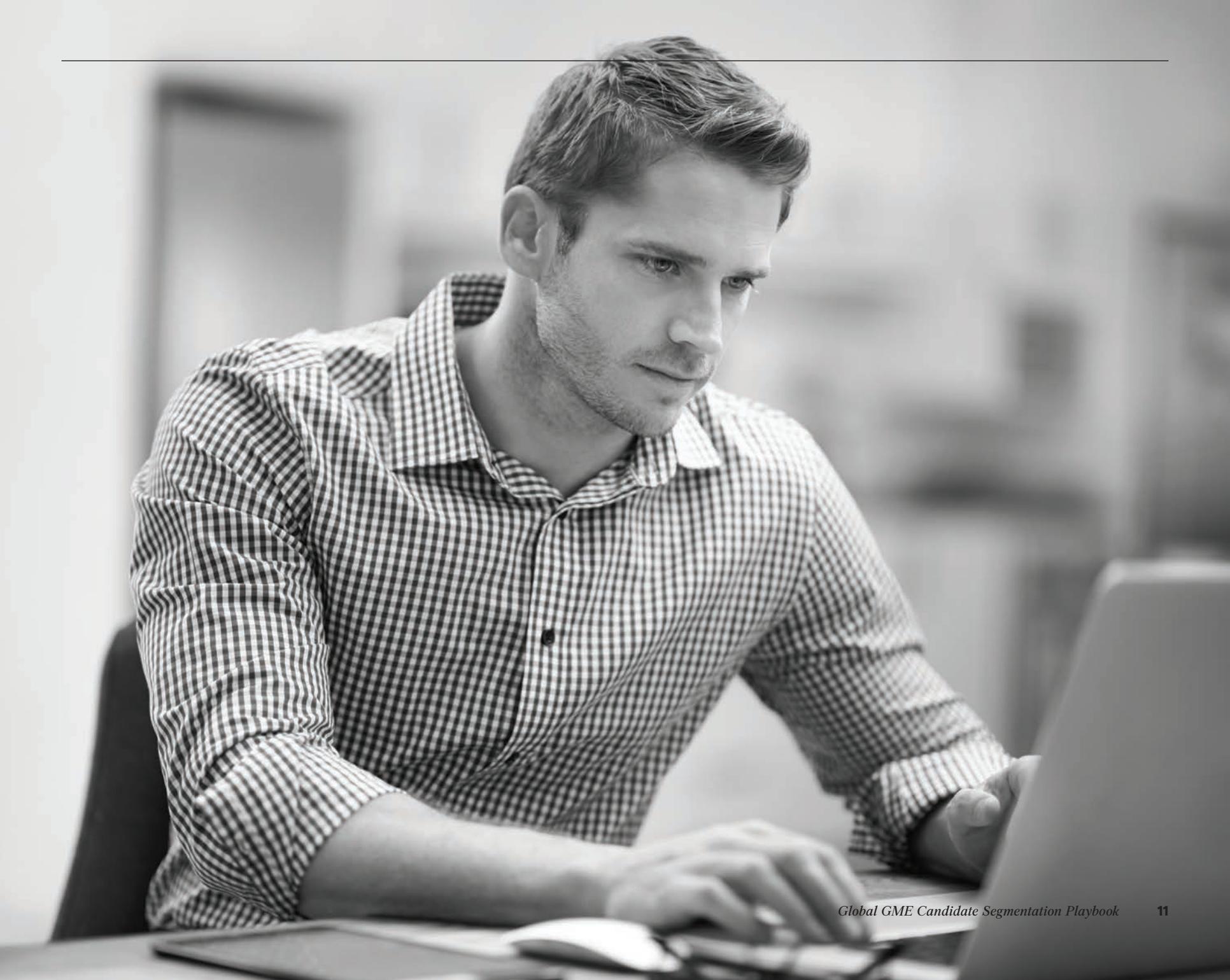
Respect Seekers

Respect Seekers pursue GME for the recognition and respect it commands. They want to enhance their standing among colleagues, be seen as a role model, and make their parents proud. In selecting a program, Respect Seekers are willing to relocate if the school is in a location that is desirable and are partial to the recommendations of key influencers, such as employers, friends, and colleagues.

More than the global average, Respect Seekers consider full-time MBA programs with a well-rounded curriculum, and they are more likely to plan to change industries after earning their degree. Cost is also an important factor in choosing a program, and they expect their GME to have a significant and positive impact on their personal financial situation.

Your Go-To Play

To effectively connect with Respect Seekers, messaging should speak to the prestige of GME. Promote notable alumni or alumni network connections to well-known or prestigious employers and reinforce the idea that a GME is the ticket to the status and respect this segment craves.

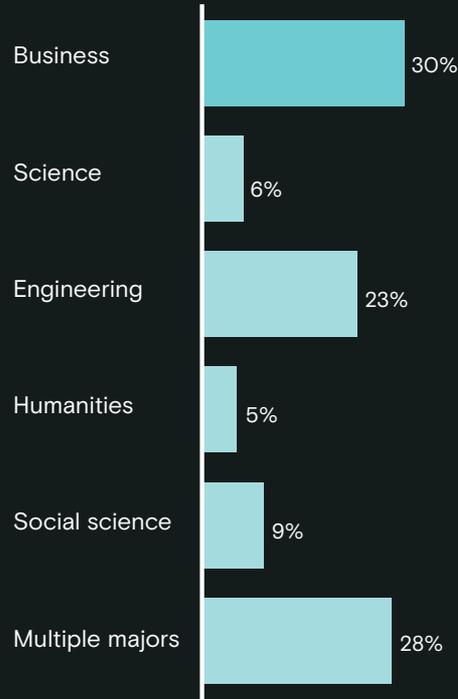


Demographics

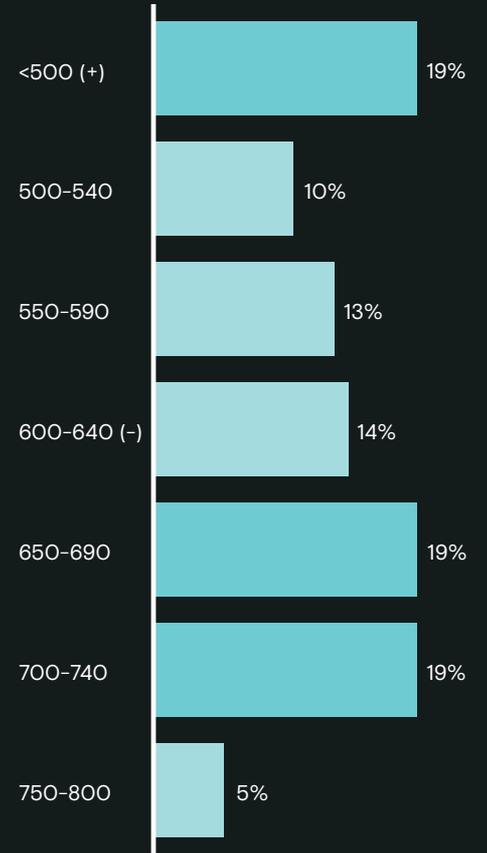
Employment Status



Undergraduate Major



Self-Reported GMAT® Score

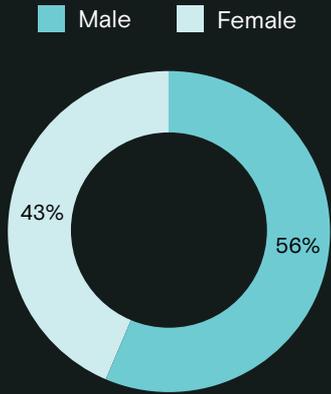


Top 5 Current Industries & Job Functions

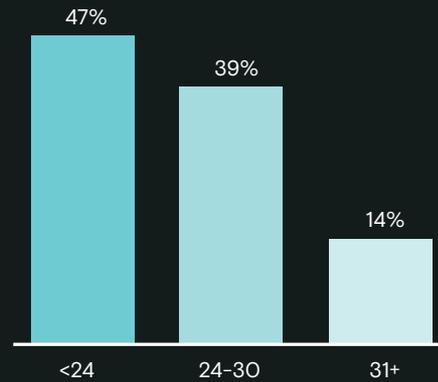
Industry	Function
1 Consulting services	Engineering
2 Accounting	Accounting/auditing
3 Educational services	Operations
4 Information technology	Sales
5 Engineering	Strategy

(+) Indicates this segment is notably over indexed on this variable compared with the average candidate.
 (-) Indicates this segment is notably under indexed on this variable compared with the average candidate.

Gender



Age



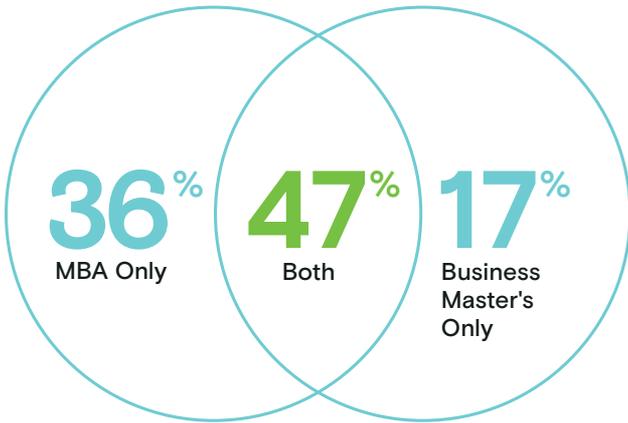
26.3
Average Age

Percentage Respect Seekers, by Citizenship

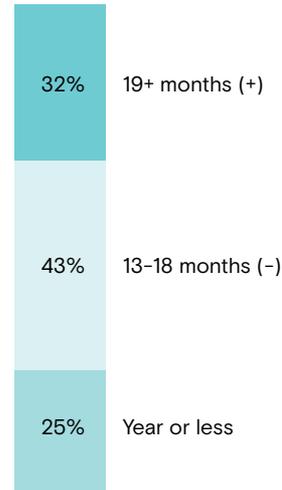


Product

Degree Consideration



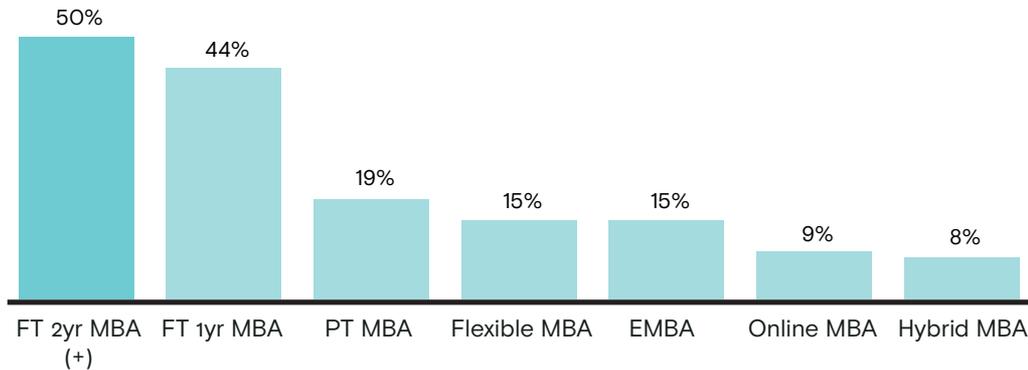
Ideal Duration



Business Master's Program Types Considered

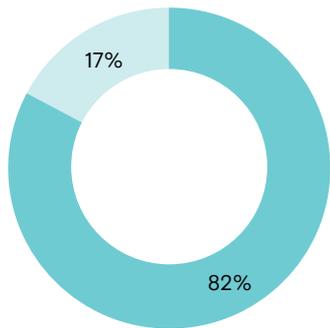


MBA Program Types Considered



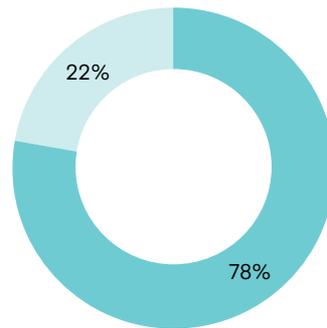
Ideal Pace

■ Full-time (+) ■ Part-time (-)

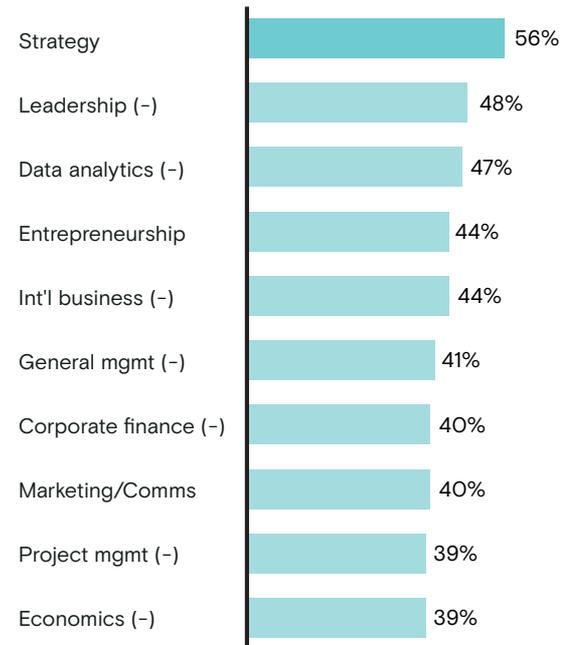


Delivery Method Distribution

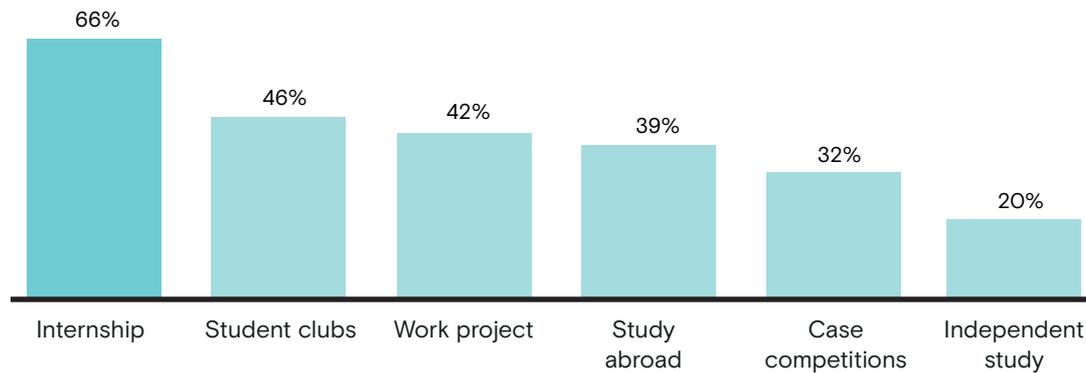
■ In-person ■ Online



Ideal Curriculum (Top 10)

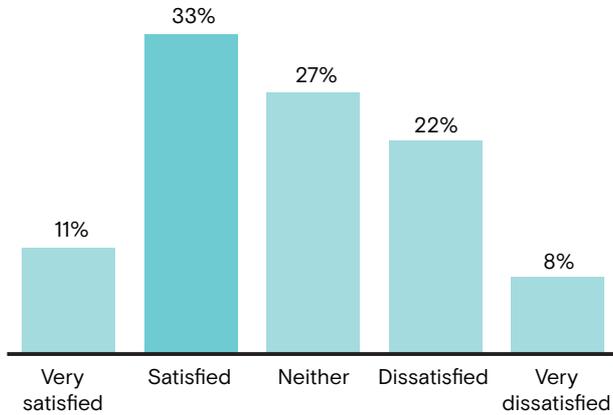


Co-Curricular Activities

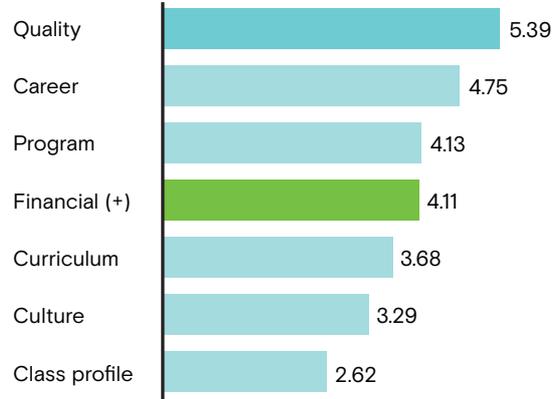


Price

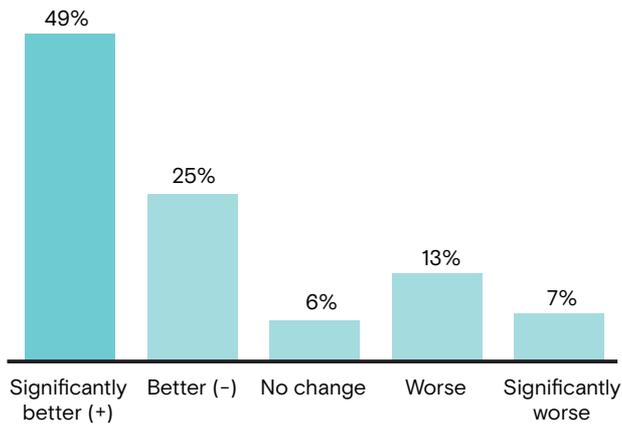
Satisfaction With Personal Financial Situation



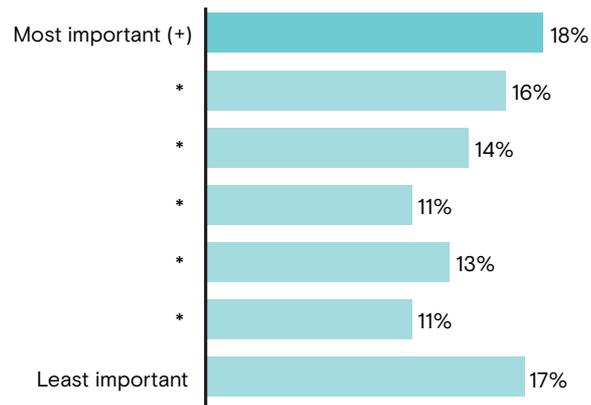
Relative Importance in School Selection (Avg. Rank out of 7)



Expected GME Impact on Personal Financial Situation



Importance of Financing in School Selection



Financial Reservations

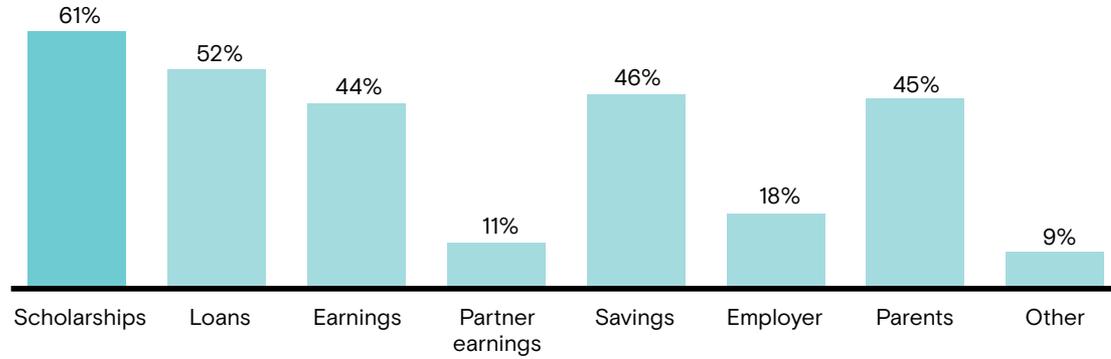
49%

Requires more money than available

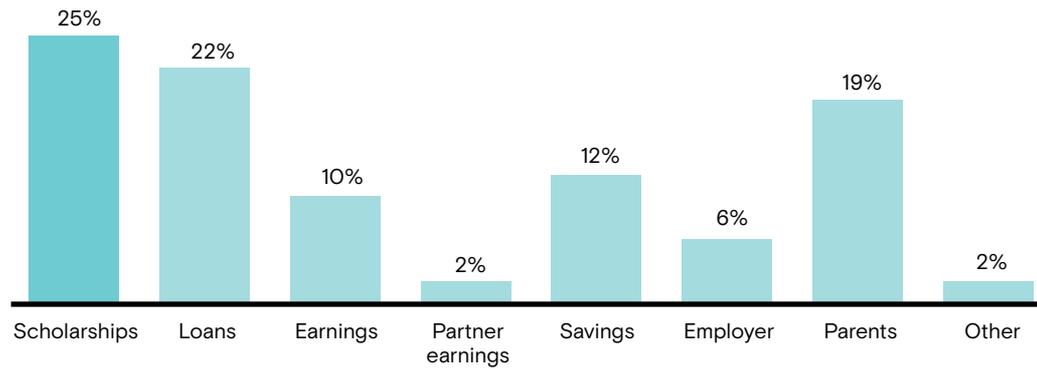
44%

Requires financial debt

Financial Sources (% Expected to Use)

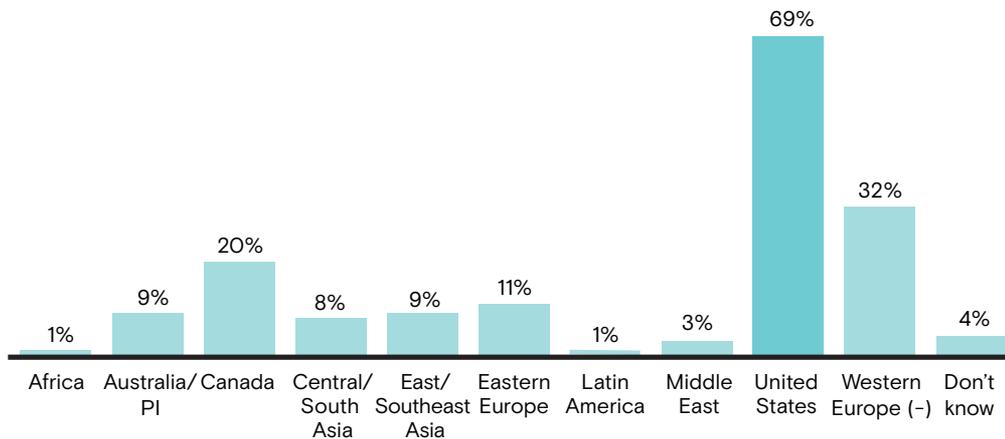


Financial Mix (% of Costs)

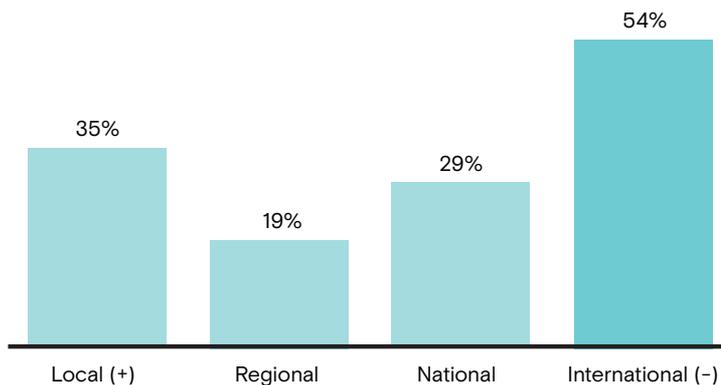


Place

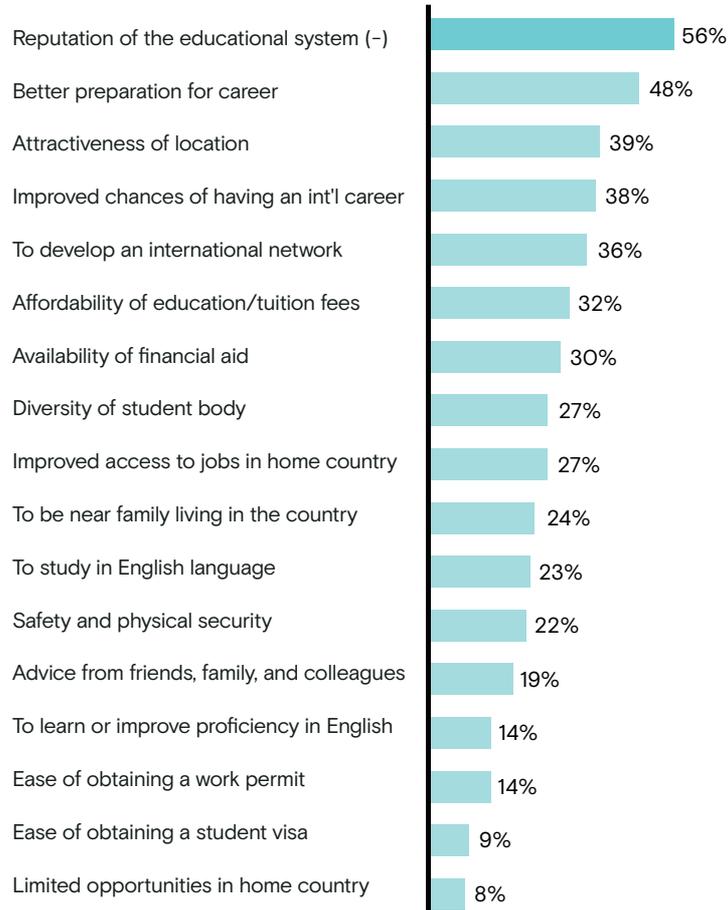
Expected Region for Application Submission



Expected Distance for Application Submission

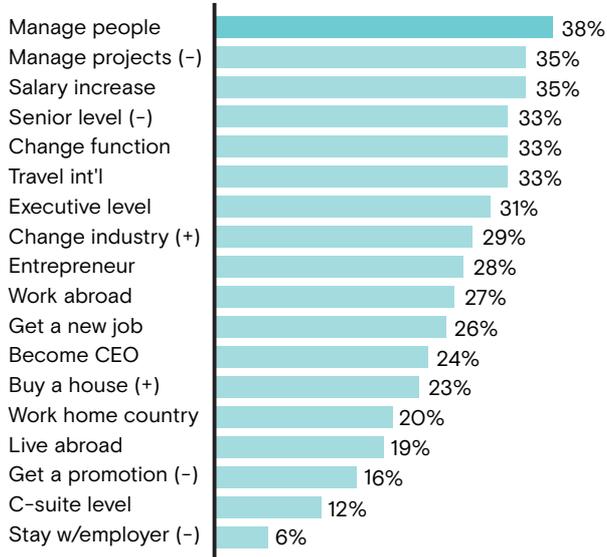


Destination Selection Criteria

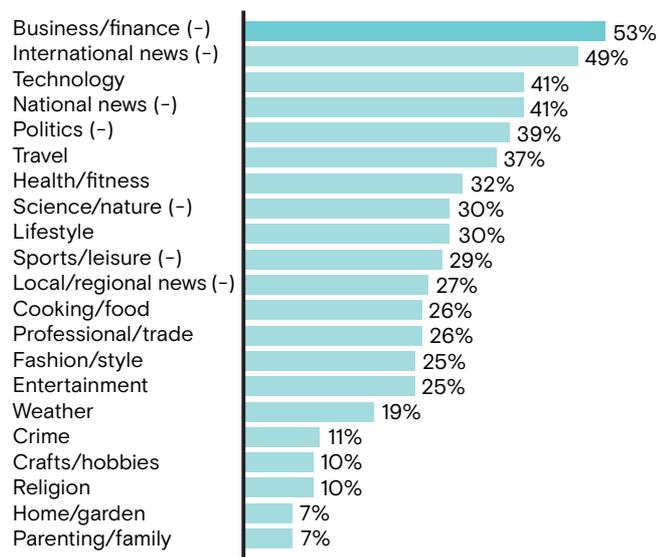


Promotion

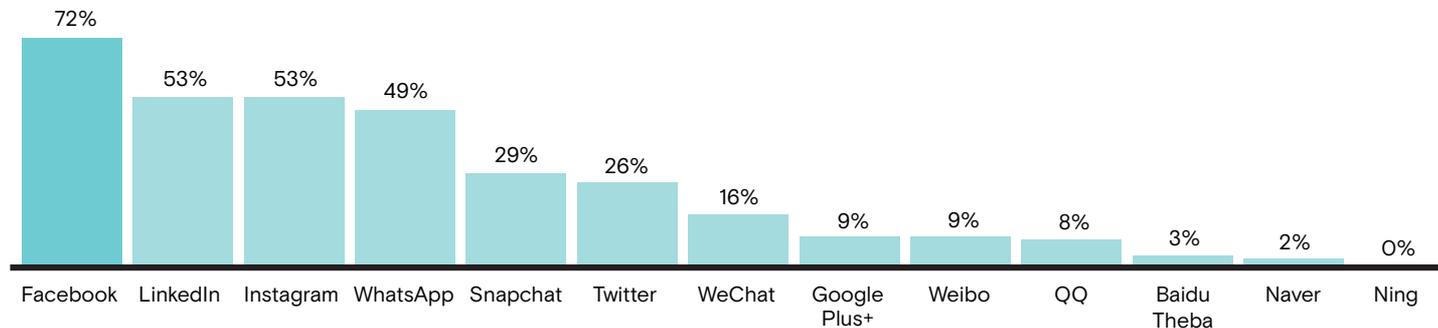
Career Goals



Media Content of Interest



Social Media Use



Global Strivers

Global Strivers seek to fulfill their dreams of an international career, and through a GME they aim to develop their expertise, improve their management skills, and gain international exposure. In selecting a program, they want a degree that will be recognized by global employers so they can use it to launch an international career. More than any other segment, academic reputation and business school rankings influence their program selection.

As their name suggests, Global Strivers are much more likely than the average candidate to send applications internationally. They most often choose their destinations based on the reputation of the education system, their chances for establishing an international career, and the ability to develop an international network. In addition to working abroad and traveling internationally, they are more likely than the average candidate to plan to change job functions after business school.

Nearly half of Global Strivers consider both MBA and business master's program types. But when compared

to the global average, more Global Strivers consider only business master's programs, particularly Master of Finance and Master in Global Management. Most want a curriculum that includes strategy, international management, corporate finance, and leadership, and they have a strong preference for full-time study in a traditional classroom setting. More than any other segment, they plan to participate in co-curricular activities while enrolled, including internships, clubs, and study abroad opportunities. They tend to follow business and international news.

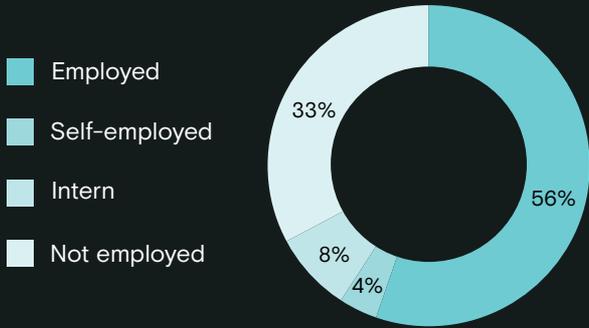
Your Go-To Play

Messaging that connects a degree from your program to international opportunities will resonate with Global Strivers. Identify unique ways to communicate that your school's brand is recognized worldwide and can influence the employment outcomes they seek. Provide applicants with information and resources about study abroad opportunities to position your program as being supportive of their international aspirations.

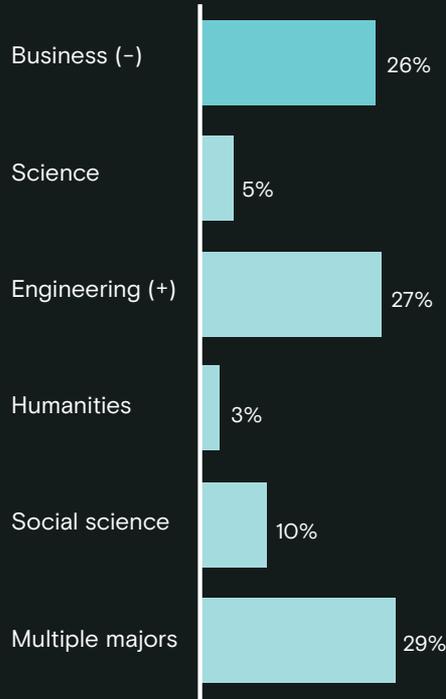


Demographics

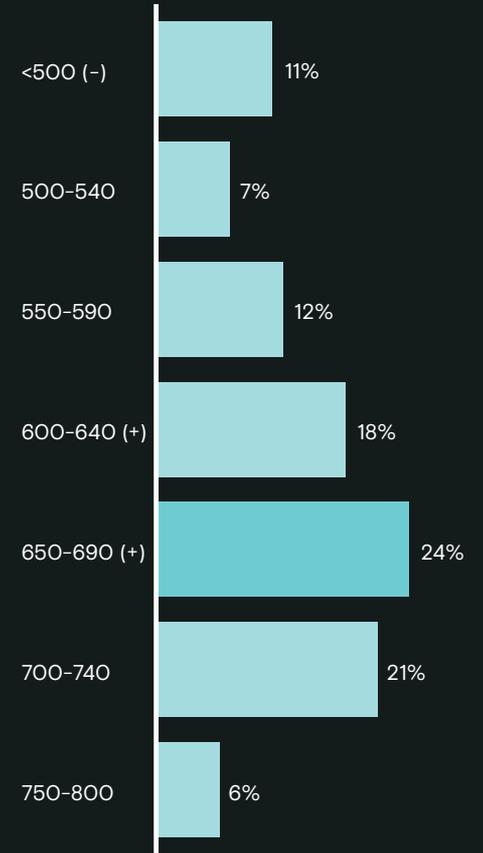
Employment Status



Undergraduate Major



Self-Reported GMAT® Score

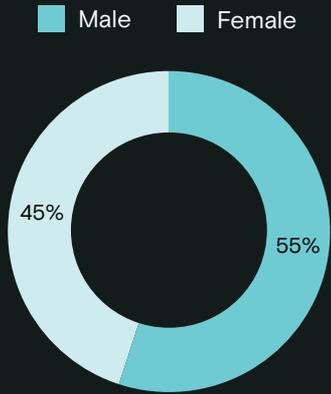


Top 5 Current Industries & Job Functions

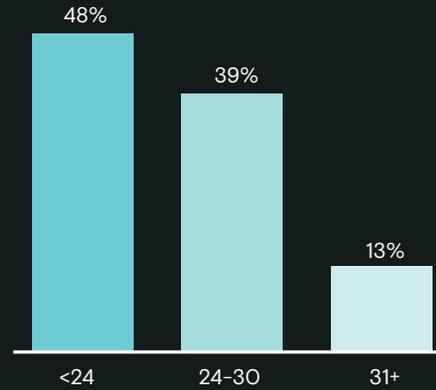
	Industry	Function
1	Consulting services	Engineering
2	Information technology	Accounting/auditing
3	Manufacturing	Strategy
4	Accounting	Operations
5	Engineering	General management

(+) Indicates this segment is notably over indexed on this variable compared with the average candidate.
 (-) Indicates this segment is notably under indexed on this variable compared with the average candidate.

Gender

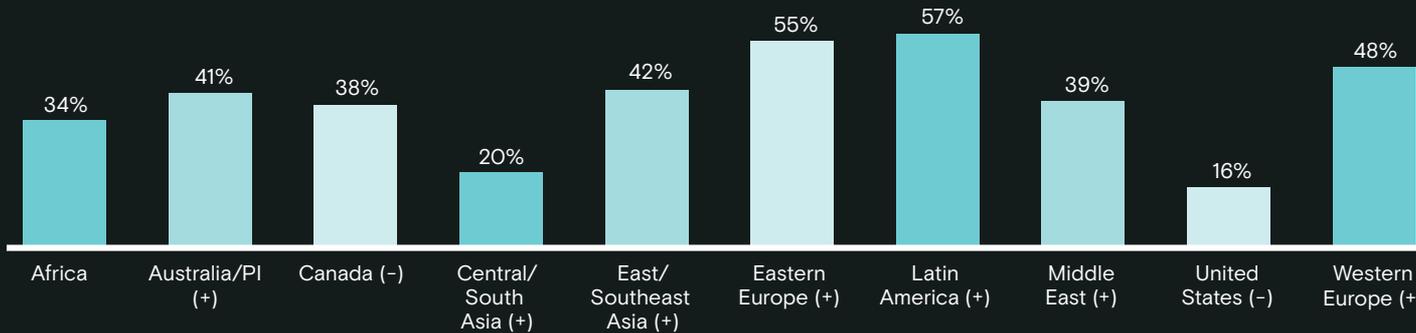


Age



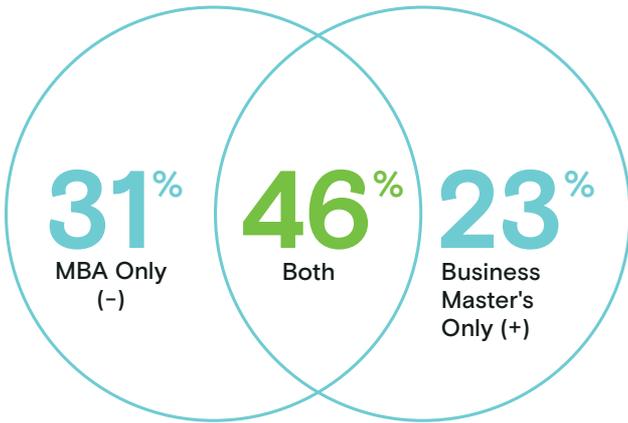
25.9
Average Age

Percentage Global Strivers, by Citizenship

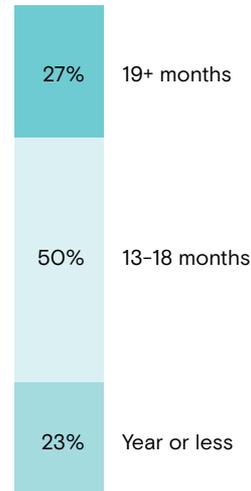


Product

Degree Consideration



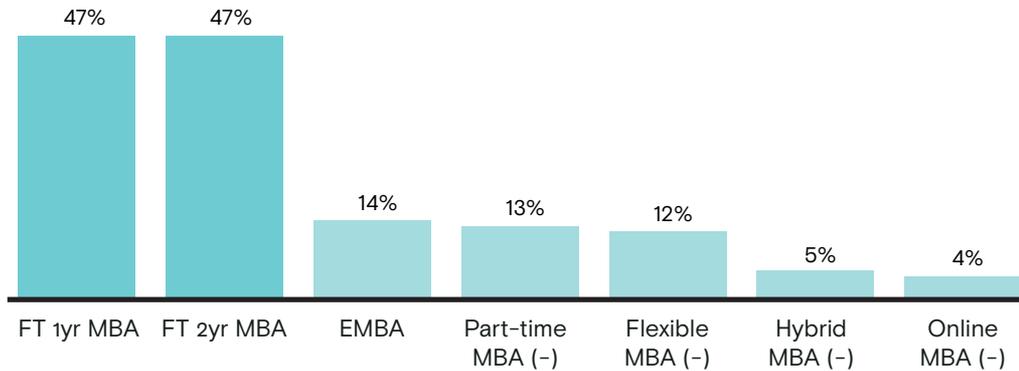
Ideal Duration



Business Master's Program Types Considered

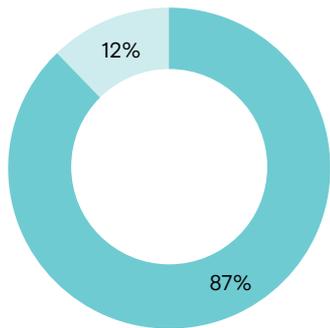


MBA Program Types Considered



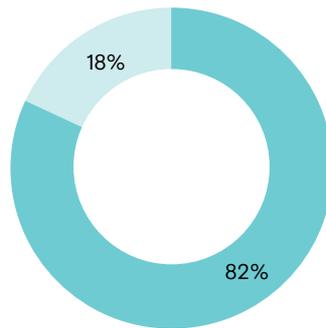
Ideal Pace

Full-time (+) Part-time (-)

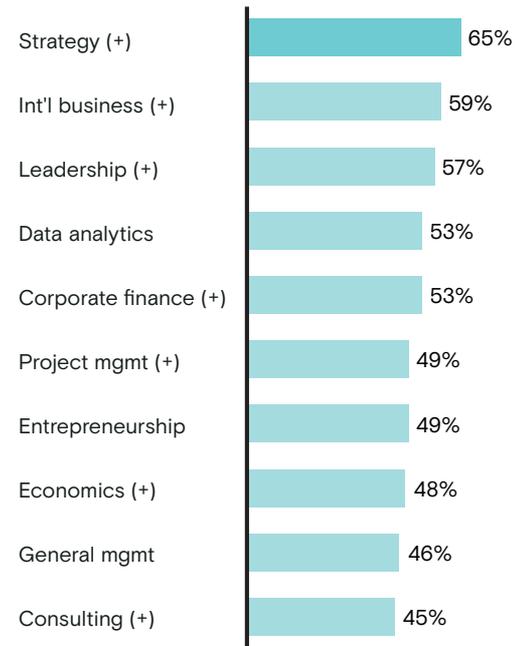


Delivery Method Distribution

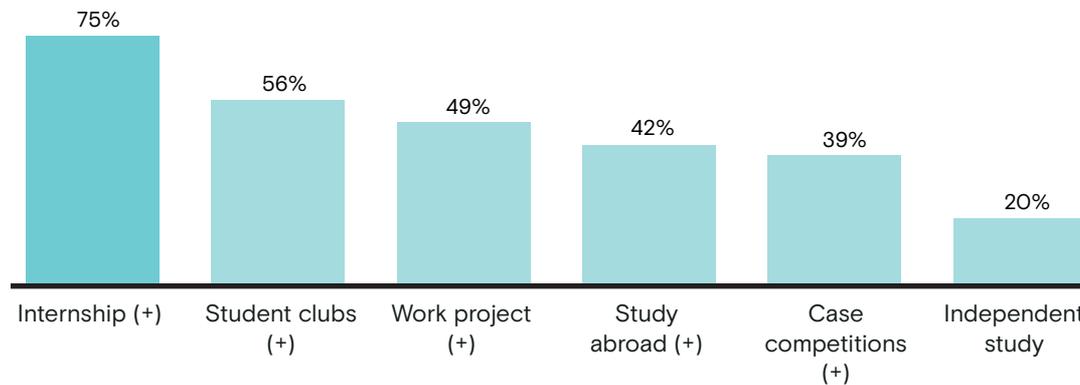
In-person (+) Online (-)



Ideal Curriculum (Top 10)

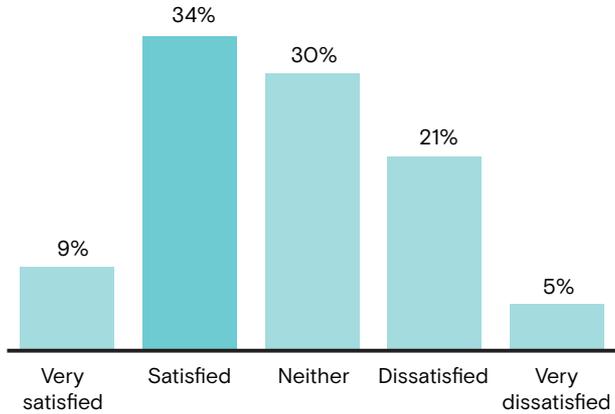


Co-Curricular Activities

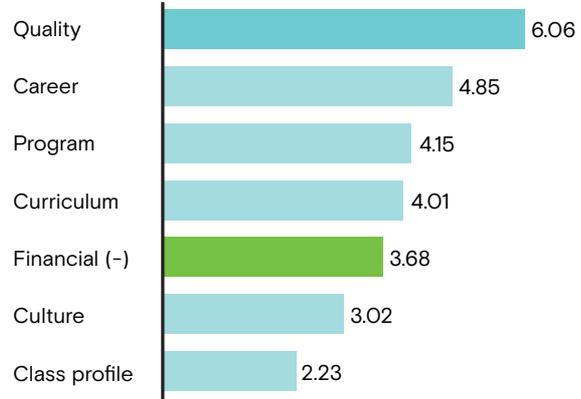


Price

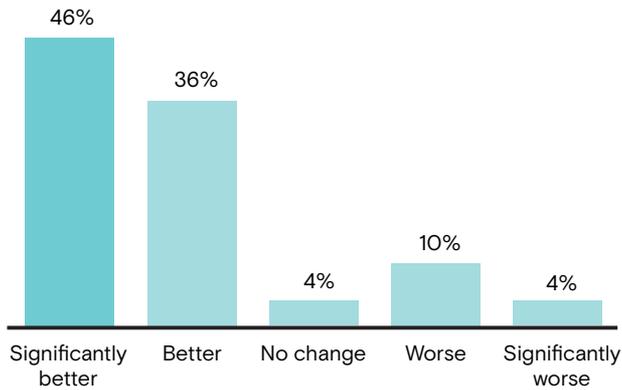
Satisfaction With Personal Financial Situation



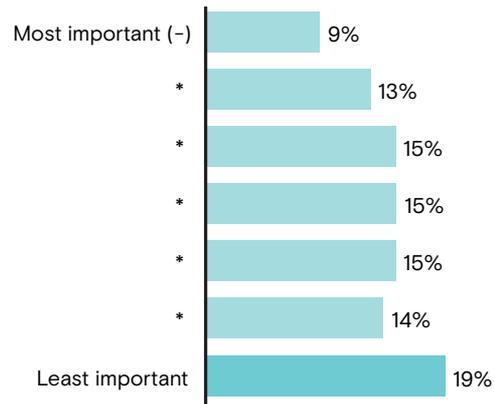
Relative Importance in School Selection (Avg. Rank out of 7)



Expected GME Impact on Personal Financial Situation



Importance of Financing in School Selection



Financial Reservations

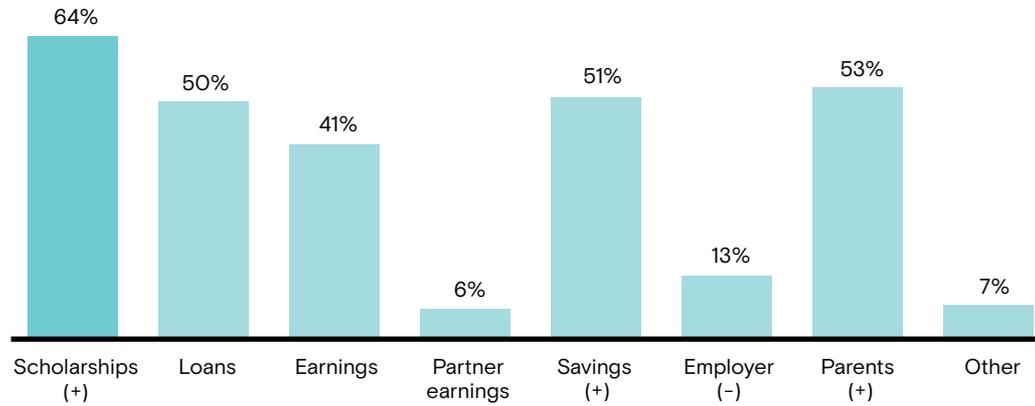
54%

Requires more money than available (+)

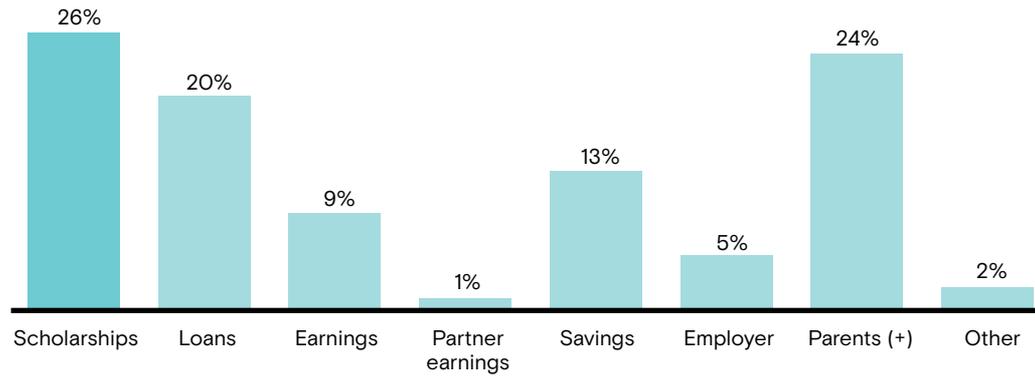
49%

Requires financial debt (+)

Financial Sources (% Expected to Use)

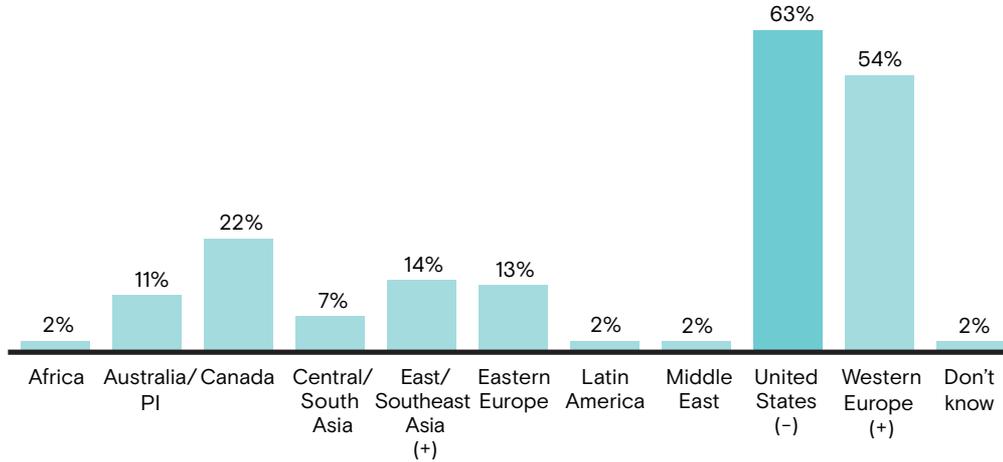


Financial Mix (% of Costs)

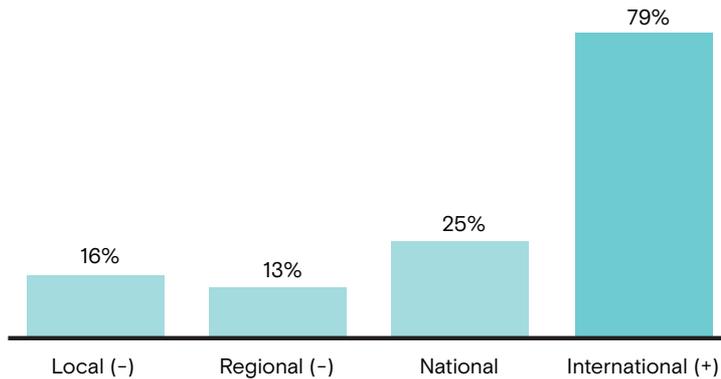


Place

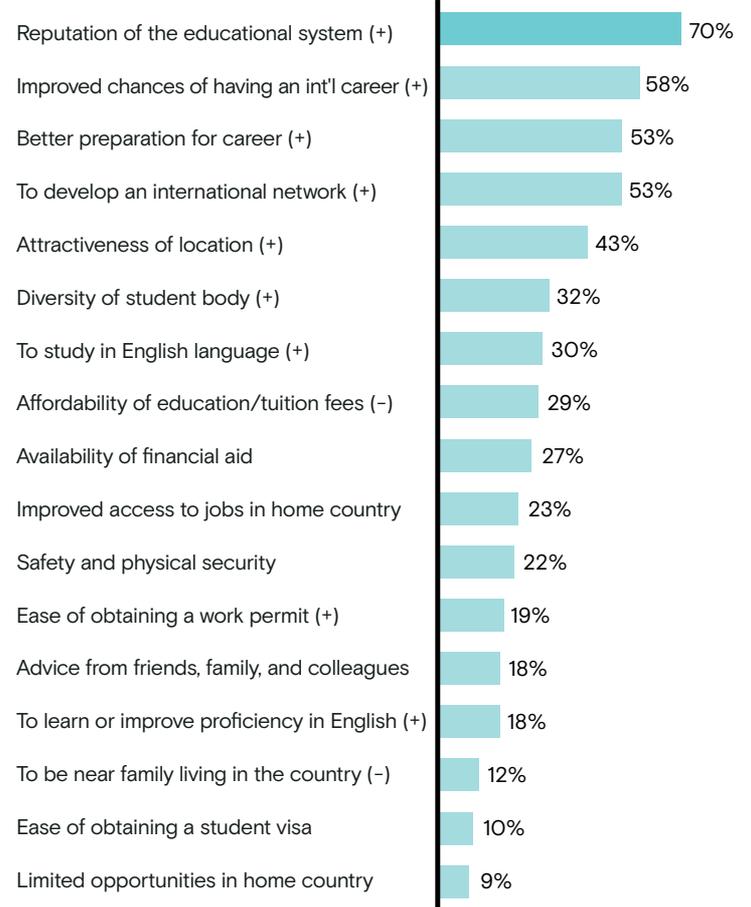
Expected Region for Application Submission



Expected Distance for Application Submission

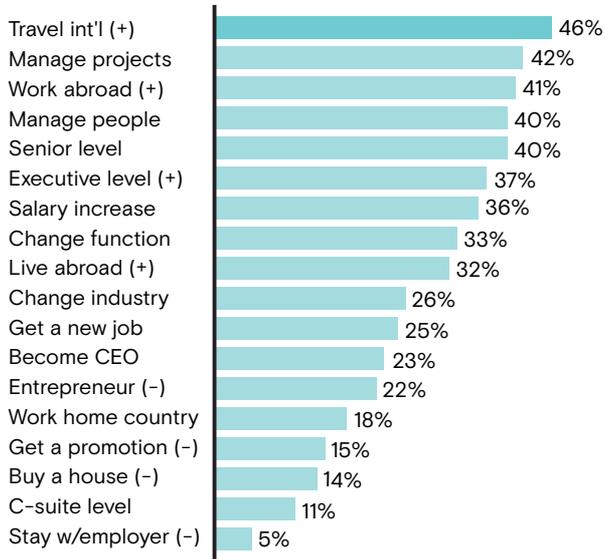


Destination Selection Criteria

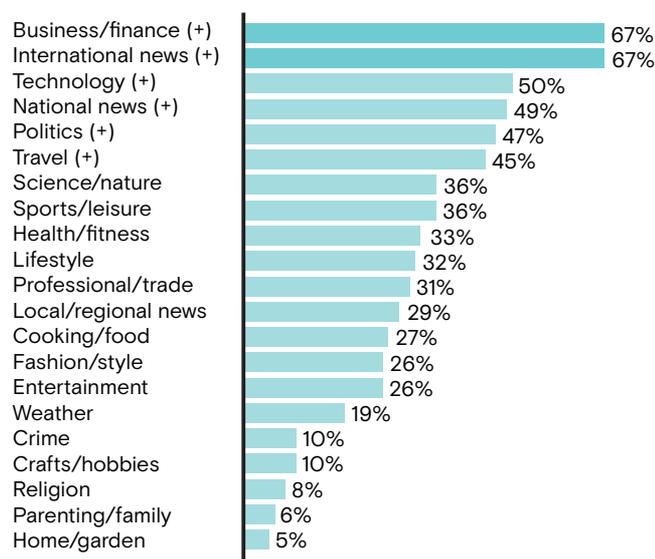


Promotion

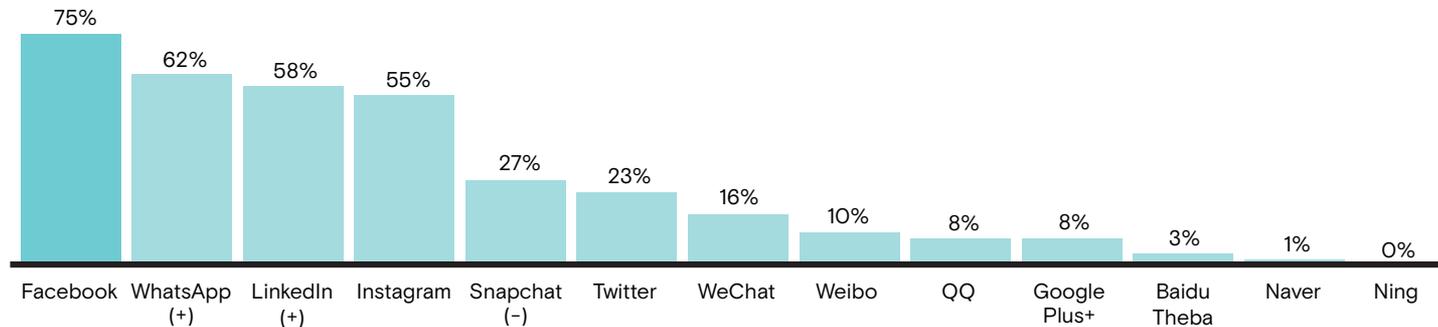
Career Goals



Media Content of Interest



Social Media Use



Balanced Careerists

Balanced Careerists are driven to advance their careers and increase earning potential, but they need to integrate GME with their busy lives. In selecting a program, they are uniquely motivated by convenience factors, including proximity to home, availability of online classes, and ease of acceptance.

Balanced Careerists tend to gravitate toward professional MBA programs, specifically part-time MBA and online MBA programs, and more than any other segment they seek accounting coursework as a part of their ideal curriculum. In addition to proximity to home, financial aspects influence their program selection, and, more than the average candidate, they plan to use their own personal earnings to finance their GME. Some also plan to receive financial support from their employer, and a greater than average share plan to stay with their current employer after their GME to pursue a new job function, earn a promotion, and increase their salary.

While the greatest share of Balanced Careerists follow national and business-related news, they follow local and regional news and weather coverage more than the average candidate.

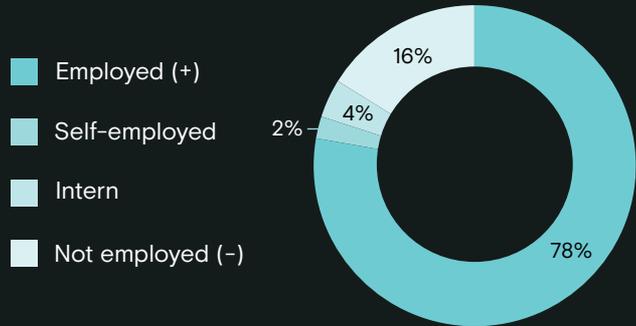
Your Go-To Play

In addition to highlighting flexible scheduling, marketing materials crafted for Balanced Careerists should emphasize the impact of a GME on earning potential and career trajectory. Among Balanced Careerists who received an admission offer but did not accept it, the top reasons cited were financial. Communications that highlight scholarships and financing options—emphasizing ease and likelihood of awards—would be well received by this segment.

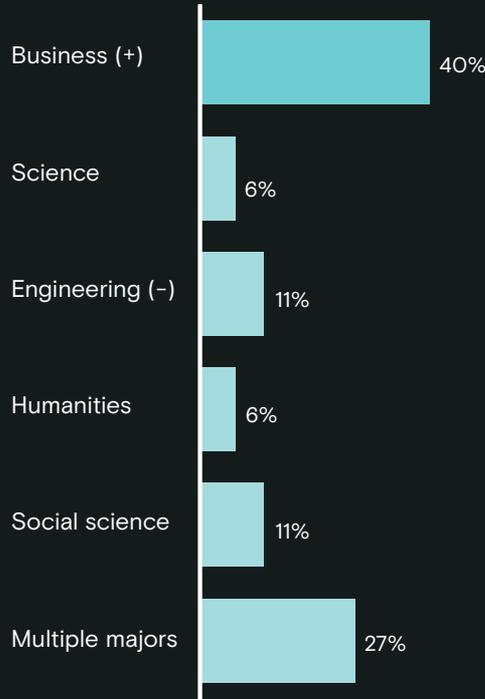


Demographics

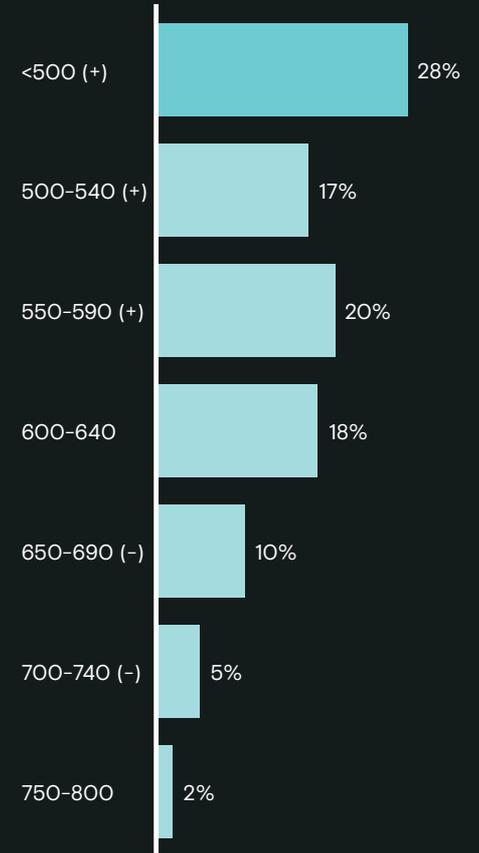
Employment Status



Undergraduate Major



Self-Reported GMAT® Score



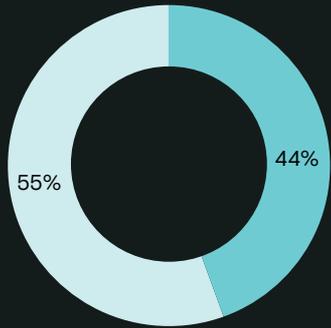
Top 5 Current Industries & Job Functions

Industry	Function
1 Accounting (+)	Accounting/auditing (+)
2 Educational services (+)	Engineering
3 Retail/wholesale	Operations
4 Nonprofit	General management
5 Health care	Sales

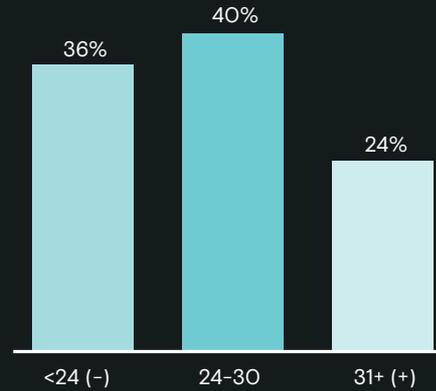
(+) Indicates this segment is notably over indexed on this variable compared with the average candidate.
 (-) Indicates this segment is notably under indexed on this variable compared with the average candidate.

Gender

Male (-) Female (+)

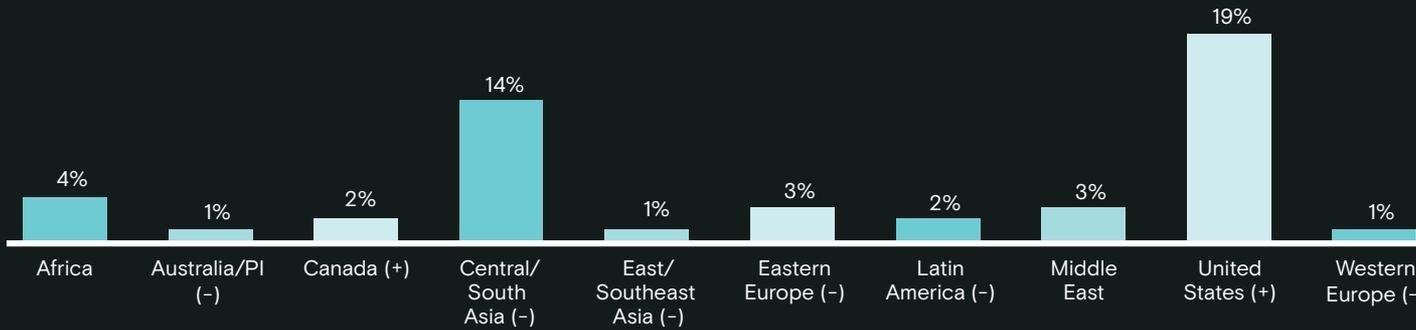


Age



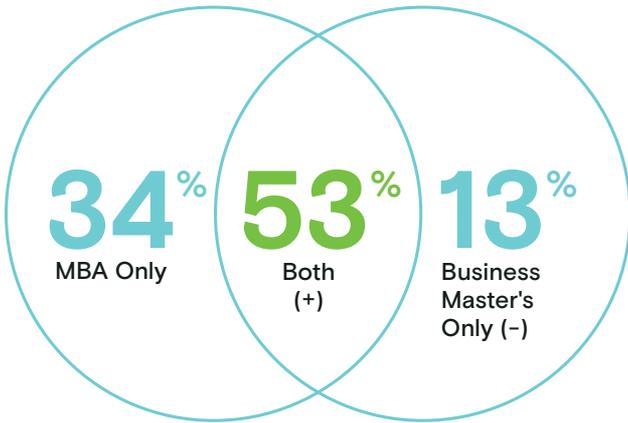
28.5
Average Age

Percentage Balanced Careerists, by Citizenship

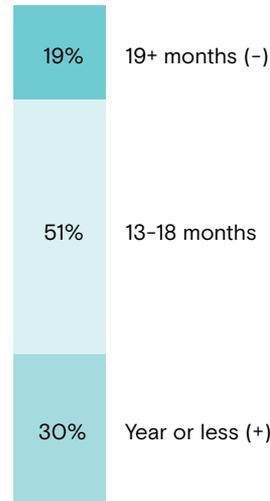


Product

Degree Consideration



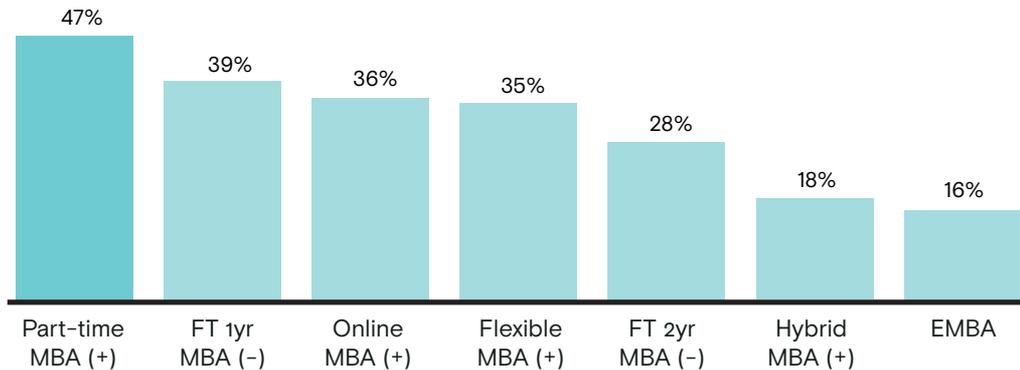
Ideal Duration



Business Master's Program Types Considered

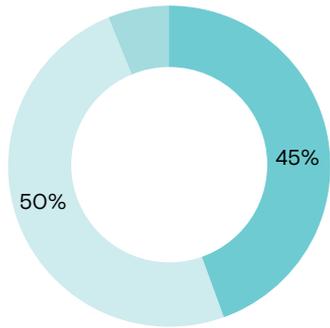


MBA Program Types Considered



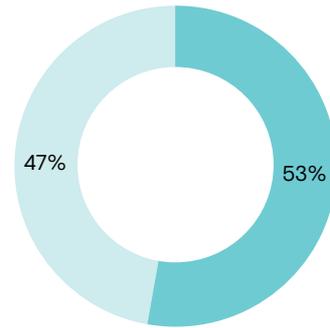
Ideal Pace

Full-time (-) Part-time (+)



Delivery Method Distribution

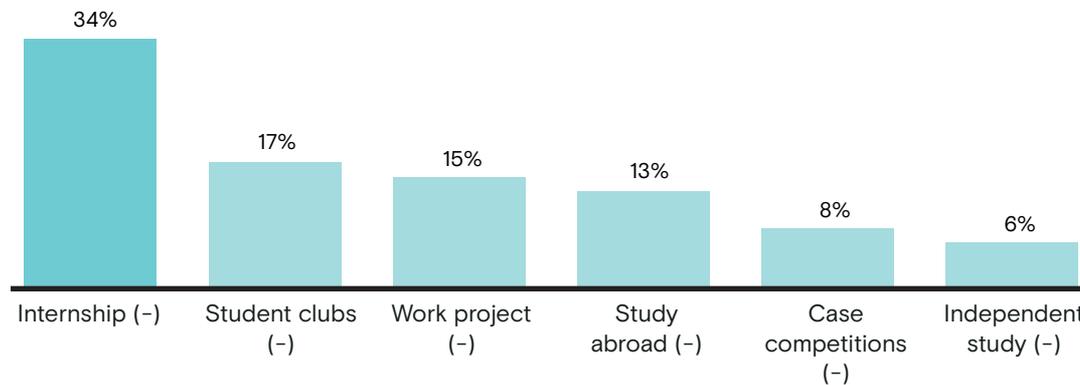
In-person (-) Online (+)



Ideal Curriculum (Top 10)

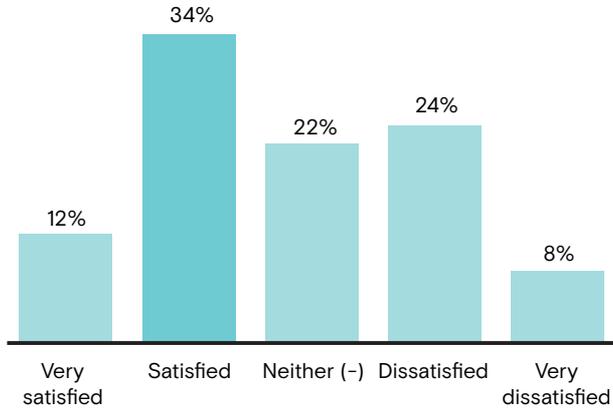


Co-Curricular Activities

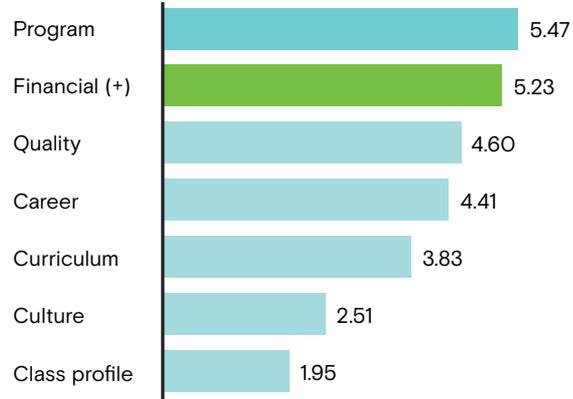


Price

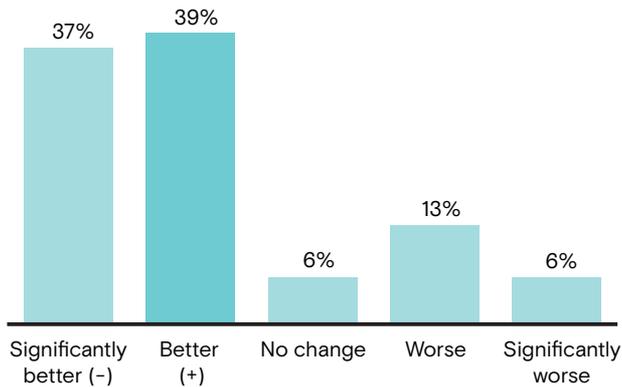
Satisfaction With Personal Financial Situation



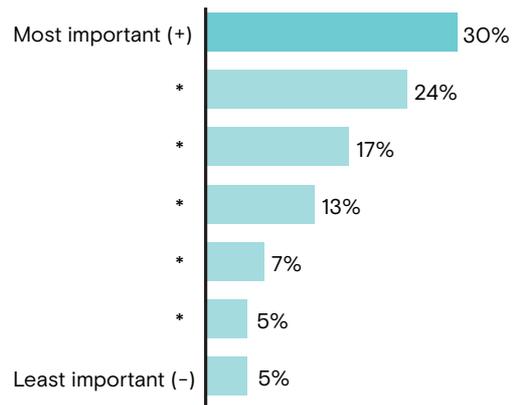
Relative Importance in School Selection (Avg. Rank out of 7)



Expected GME Impact on Personal Financial Situation



Importance of Financing in School Selection



Financial Reservations

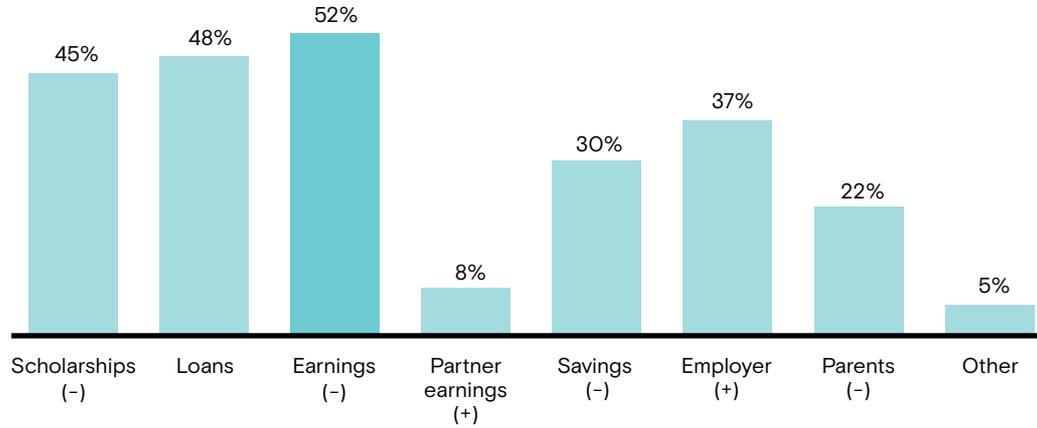
50%

Requires more
money than
available

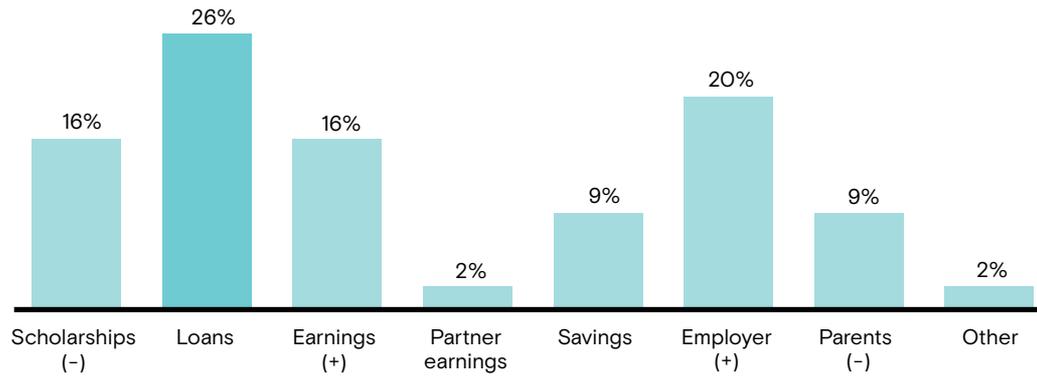
50%

Requires
financial debt

Financial Sources (% Expected to Use)

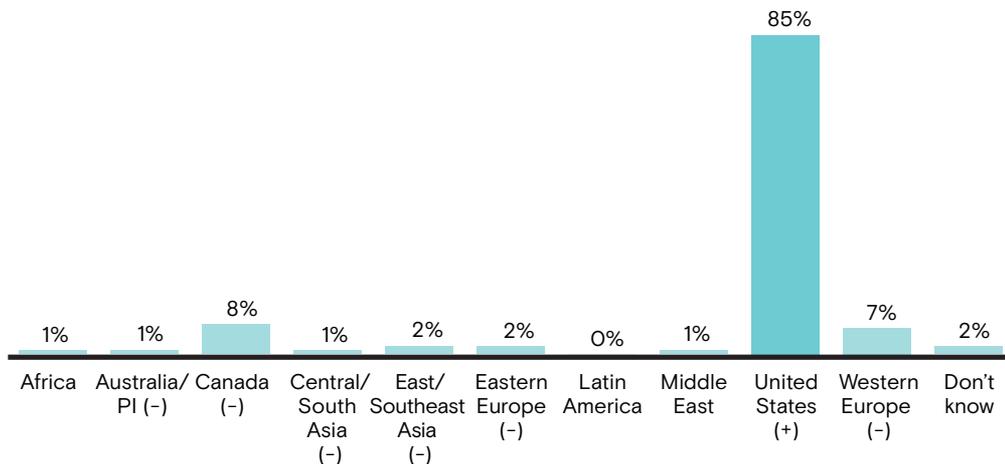


Financial Mix (% of Costs)

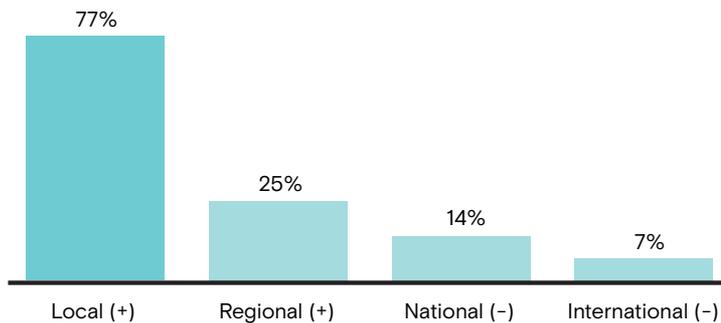


Place

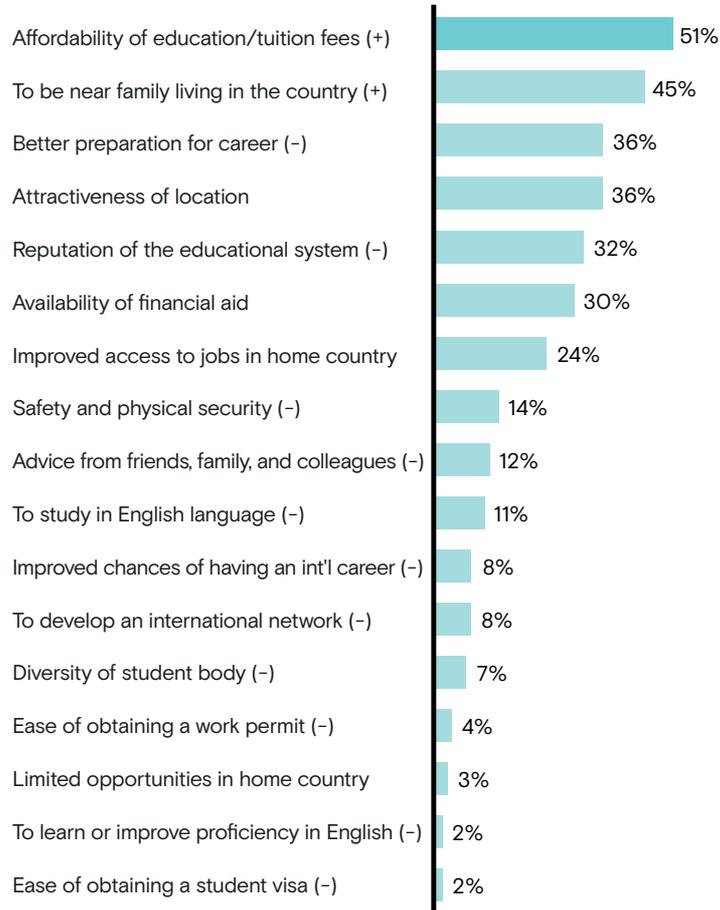
Expected Region for Application Submission



Expected Distance for Application Submission

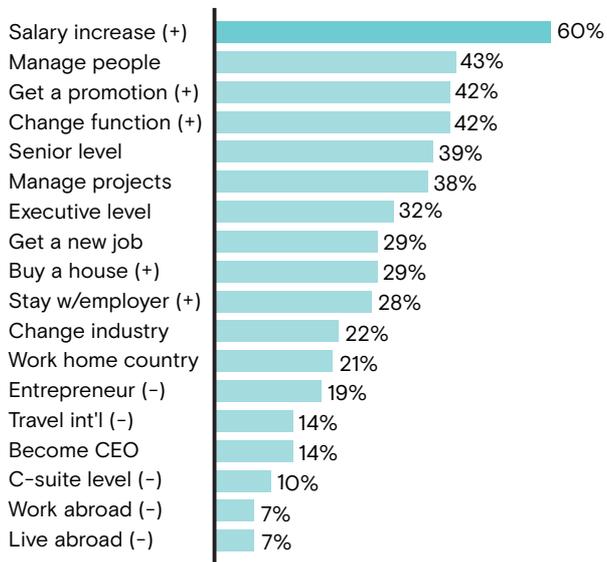


Destination Selection Criteria

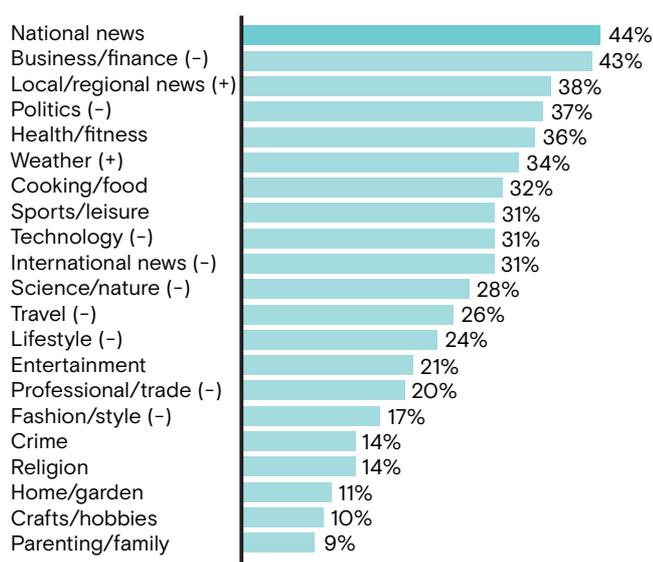


Promotion

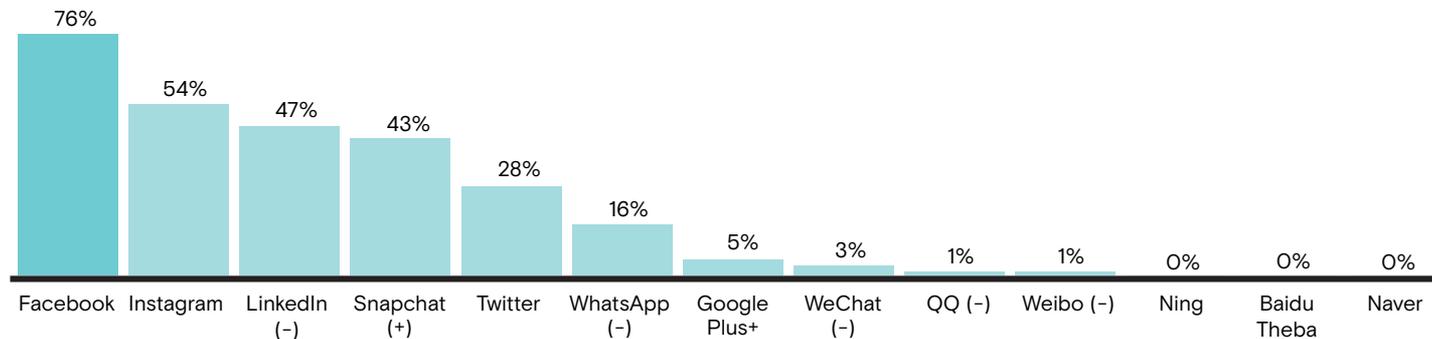
Career Goals



Media Content of Interest



Social Media Use



Career Revitalizers

Career Revitalizers are seasoned professionals driven by a desire to reinvent themselves and advance their career. They are often motivated to obtain a GME because of work-related issues, and intend to enroll locally, on a part-time basis, while they continue to work. In selecting a program, their primary motivation is high-quality instructors.

Compared with the average candidate, Career Revitalizers do not place great importance on cost in selecting a program, and they have relatively modest expectations for how a GME will improve their personal financial situation. Relative to other candidates, their desired outcomes center more on advancing their career through changes in job function and industry, in addition to earning a promotion.

Your Go-To Play

For Career Revitalizers, messaging should articulate how a GME yields the skill development they need to advance professionally. Focus on the qualifiers that are important to this segment, including flexible program options and high-quality faculty. Use specific examples of how past graduates made successful career changes using the knowledge gained through their experiences in your program.

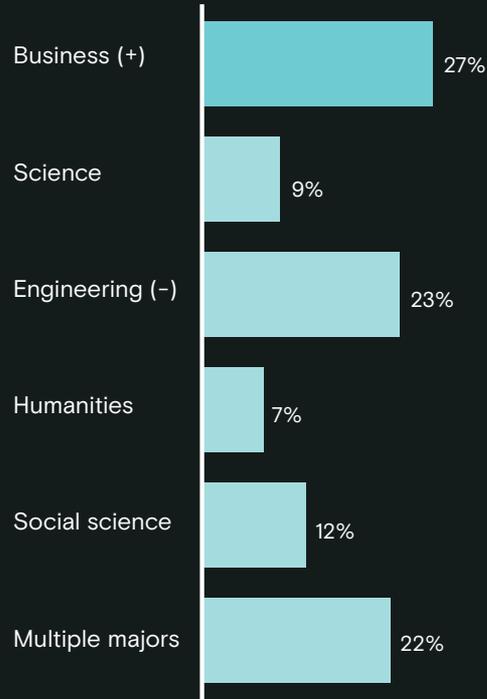


Demographics

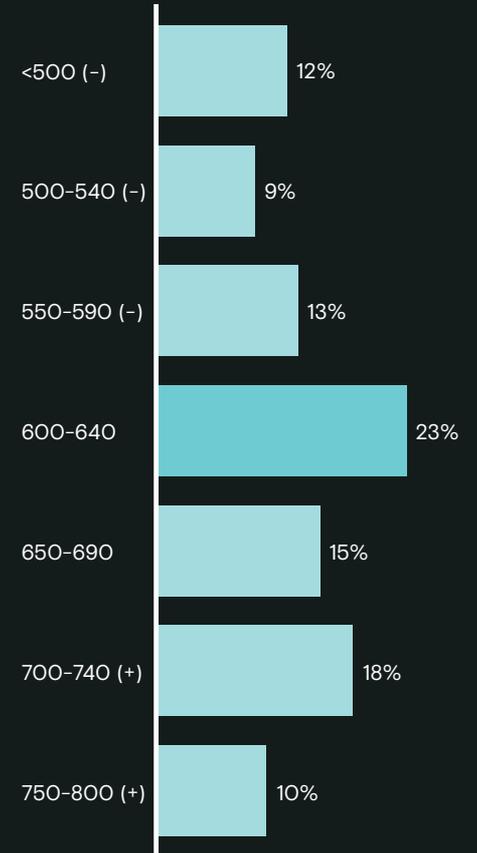
Employment Status



Undergraduate Major



Self-Reported GMAT® Score



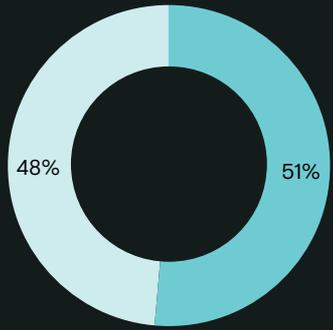
Top 5 Current Industries & Job Functions

Industry	Function
1 Engineering	Engineering
2 Nonprofit	General management
3 Consulting services	Marketing/sales
4 IT consulting	Operations
5 Marketing services	System analysis

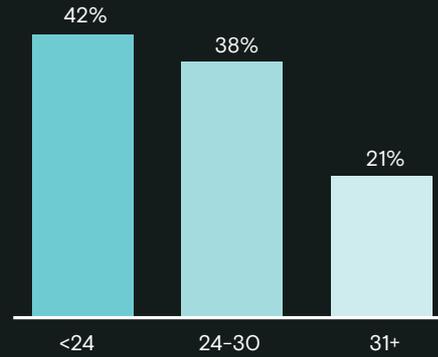
(+) Indicates this segment is notably over indexed on this variable compared with the average candidate.
 (-) Indicates this segment is notably under indexed on this variable compared with the average candidate.

Gender

Male (+) Female (-)



Age



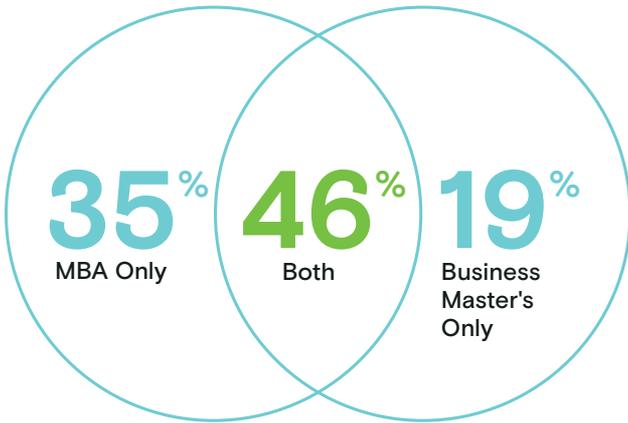
27.6
Average Age

Percentage Career Revitalizers, by Citizenship

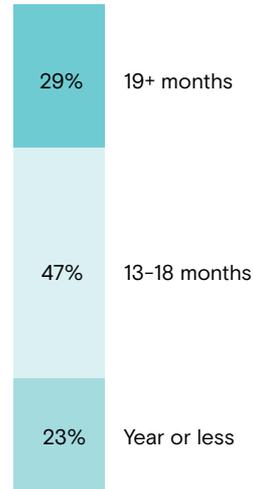


Product

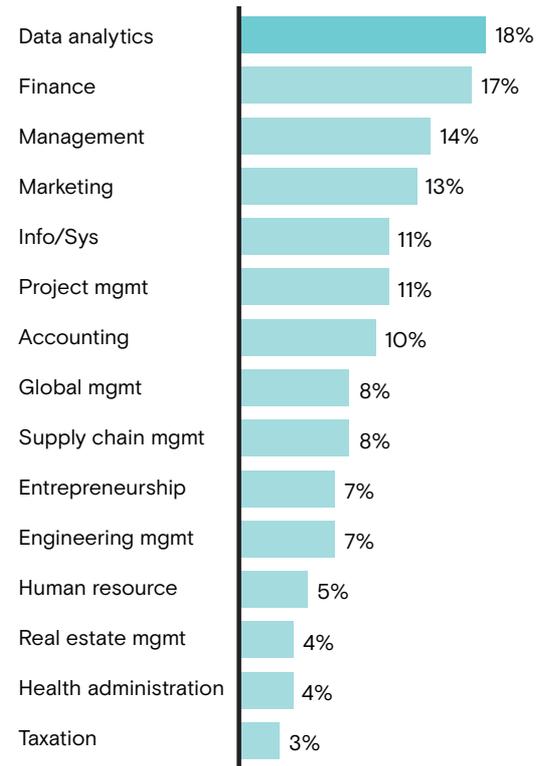
Degree Consideration



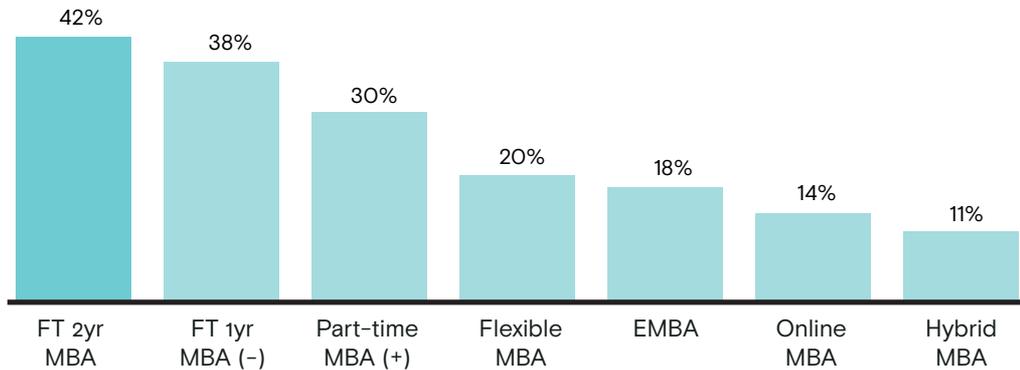
Ideal Duration



Business Master's Program Types Considered

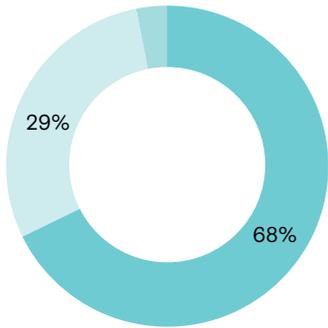


MBA Program Types Considered



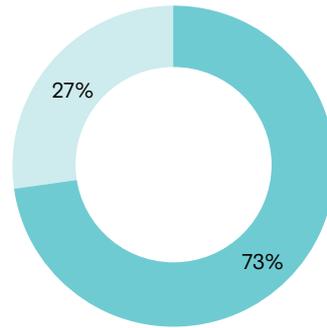
Ideal Pace

Full-time (-) Part-time (+)

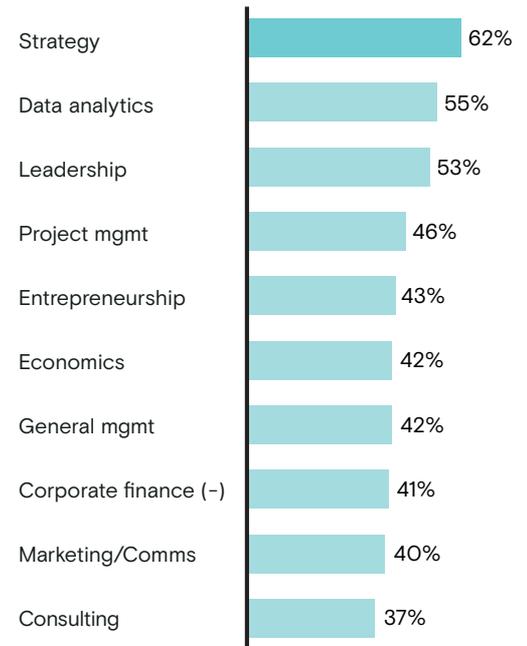


Delivery Method Distribution

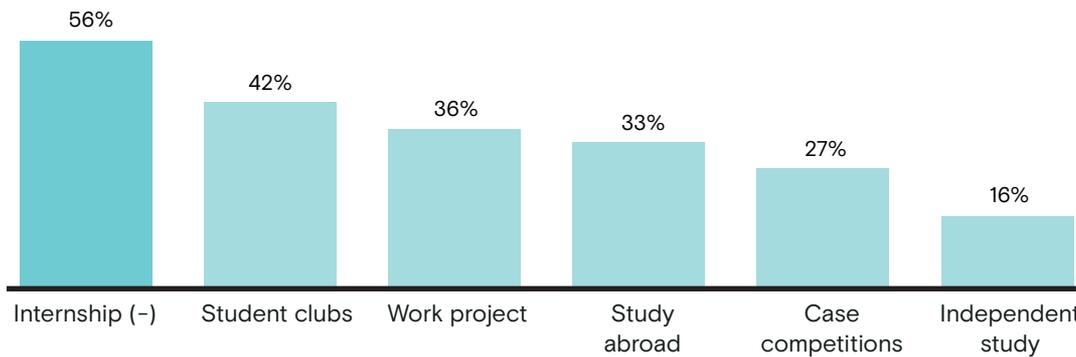
In-person Online



Ideal Curriculum (Top 10)

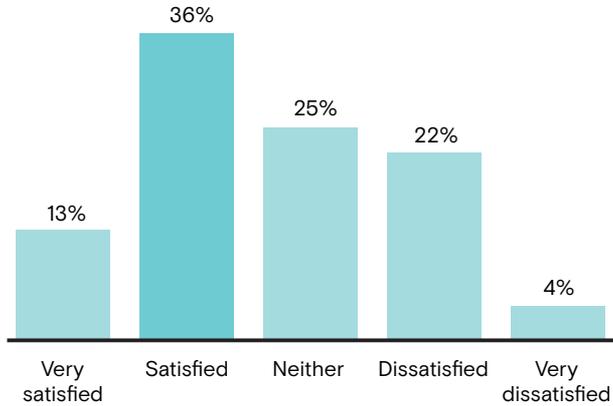


Co-Curricular Activities

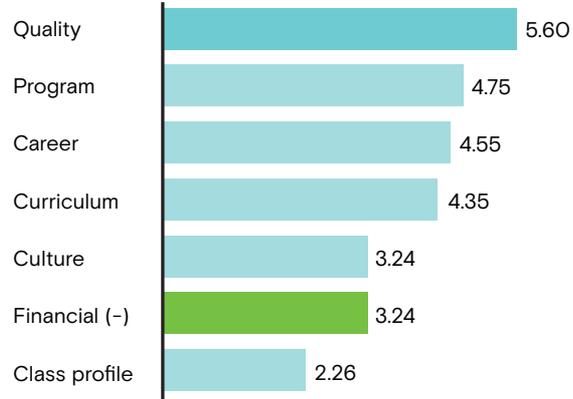


Price

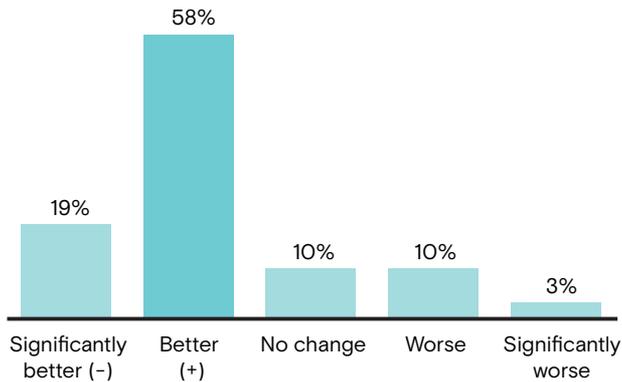
Satisfaction With Personal Financial Situation



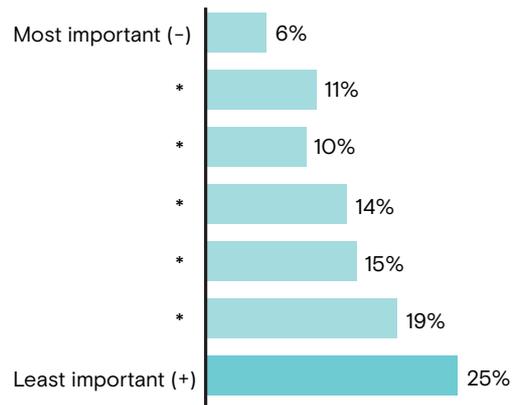
Relative Importance in School Selection (Avg. Rank out of 7)



Expected GME Impact on Personal Financial Situation



Importance of Financing in School Selection



Financial Reservations

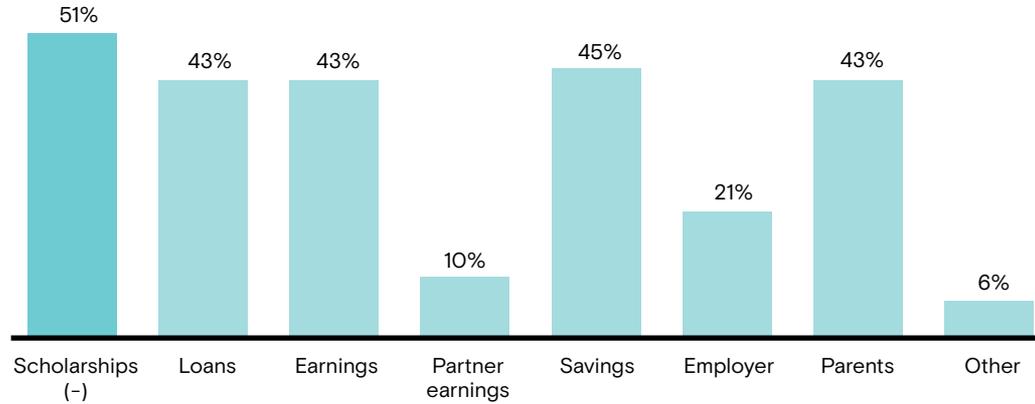
38%

Requires more money than available (-)

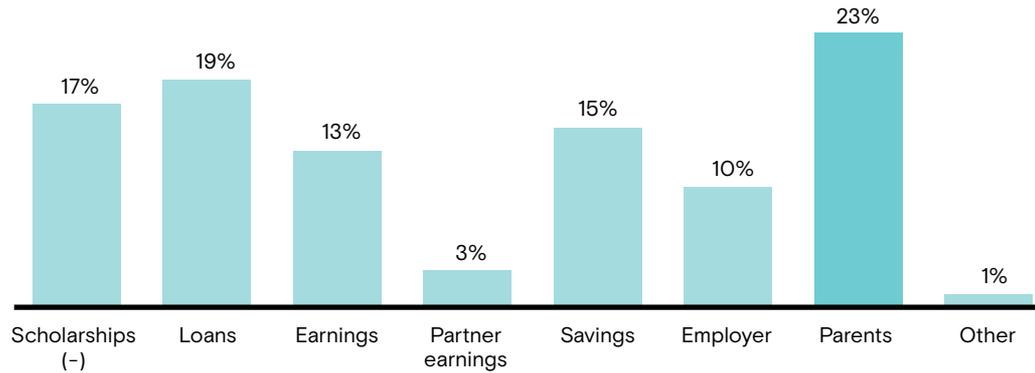
38%

Requires financial debt (-)

Financial Sources (% Expected to Use)

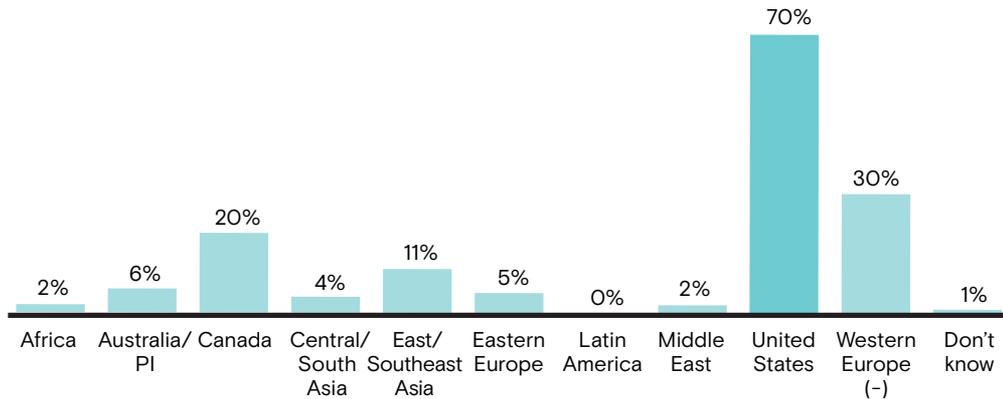


Financial Mix (% of Costs)

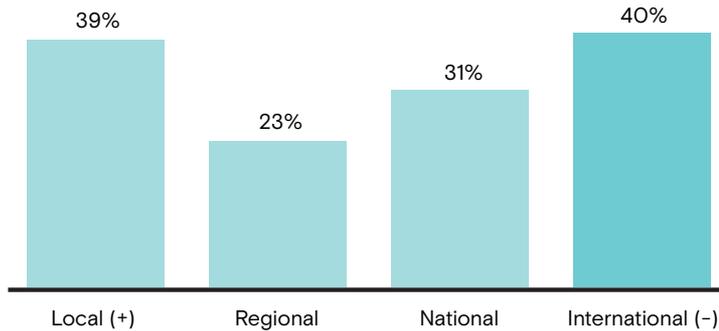


Place

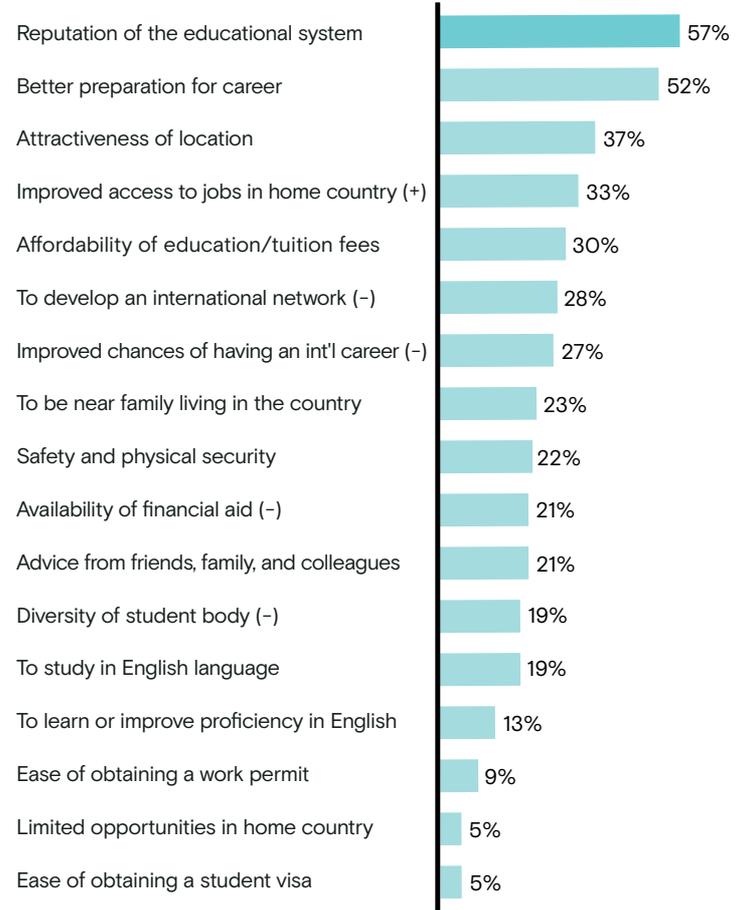
Expected Region for Application Submission



Expected Distance for Application Submission

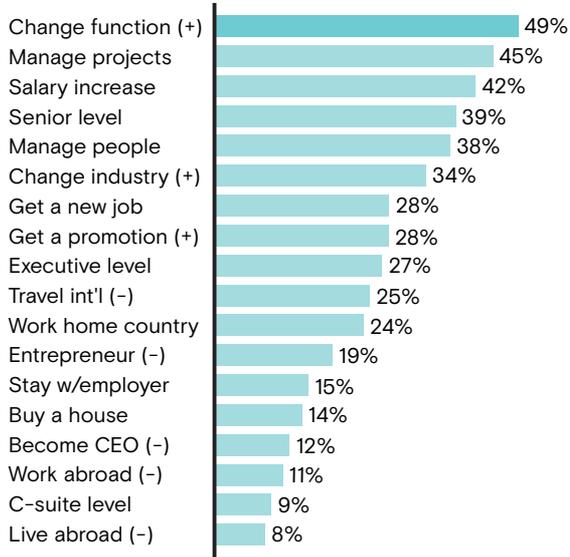


Destination Selection Criteria

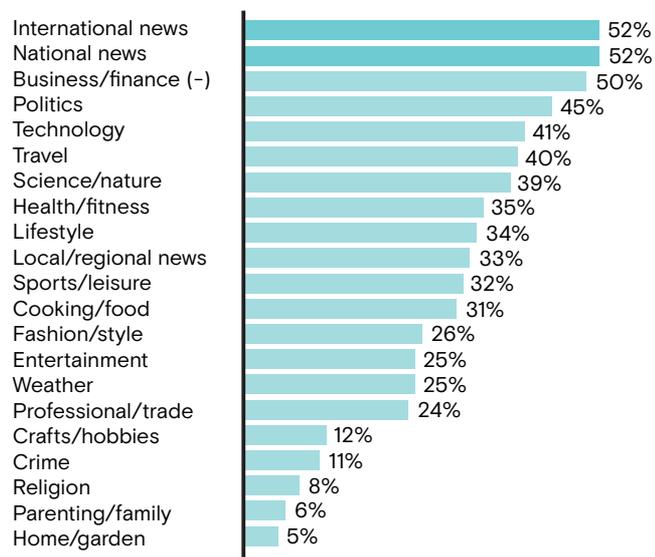


Promotion

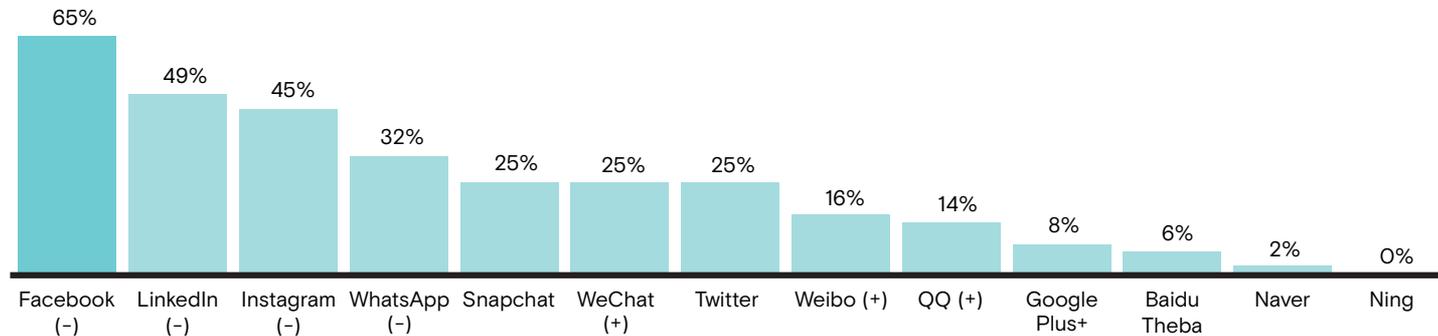
Career Goals



Media Content of Interest



Social Media Use



Socio-Economic Climbers

Socio-Economic Climbers seek GME to provide themselves, and their children, with a better future. At the same time, they want to be assured that they will have a fulfilling career. In selecting a program, excellent academic reputation and high-quality faculty are key influences.

True to their name, and more than the average candidate, Socio-Economic Climbers seek a promotion to a senior-level position and a salary increase, which many plan to put toward a new home. Although the greatest share of Socio-Economic Climbers consider full-time MBA programs, they also consider part-time MBA, Master of Finance, and Master of Accounting programs more than the average candidate. They tend to focus their program search on domestically located programs, with a preference for those that are local or regional. Often, they

choose study destinations near their family and programs that improve access to domestic career opportunities. Though they do have reservations about taking on debt, tuition costs are less important to them in selecting a program when compared with the average candidate.

Your Go-To Play

Socio-Economic Climbers are aspirational and outcomes focused. Communications should highlight successful job placements and the economic value of a GME. When possible, provide personalized examples of successful alumni with similar backgrounds and consider creating programs that pair potential Socio-Economic Climber candidates with these alumni.

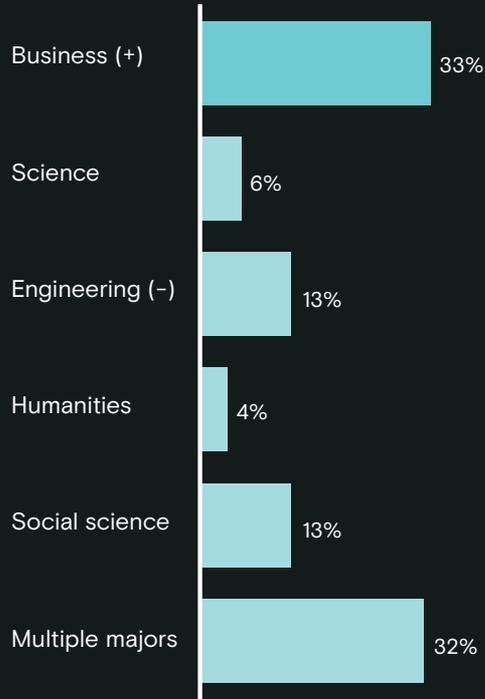


Demographics

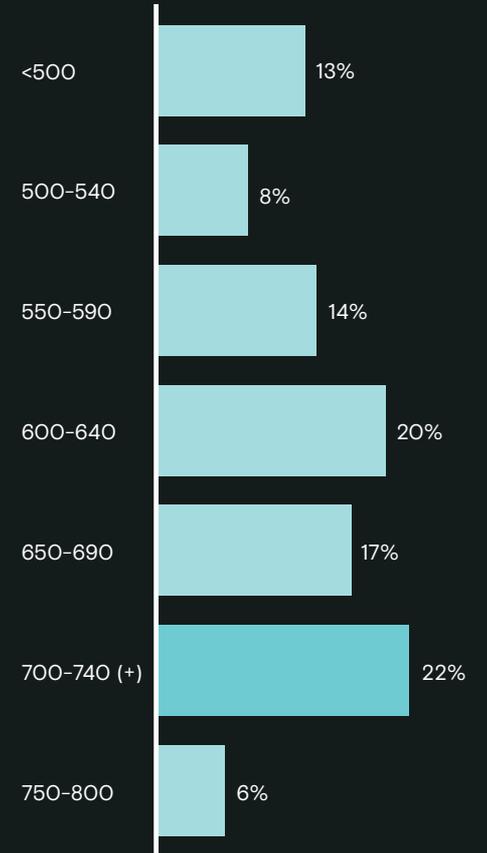
Employment Status



Undergraduate Major



Self-Reported GMAT® Score



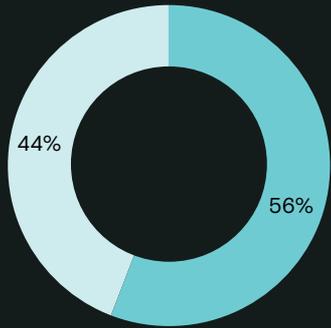
Top 5 Current Industries & Job Functions

Industry	Function
1 Accounting (+)	Accounting/auditing (+)
2 Consulting services	Operations
3 Manufacturing	Strategy
4 Mgmt consulting	General mgmt
5 Information technology	Marketing/sales

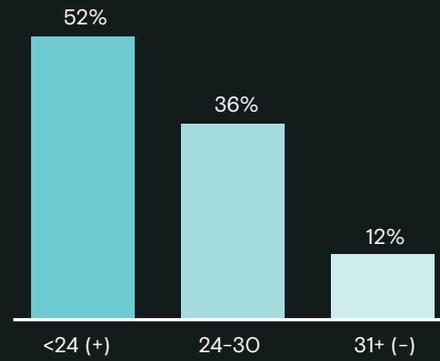
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Gender

Male (+) Female (-)



Age



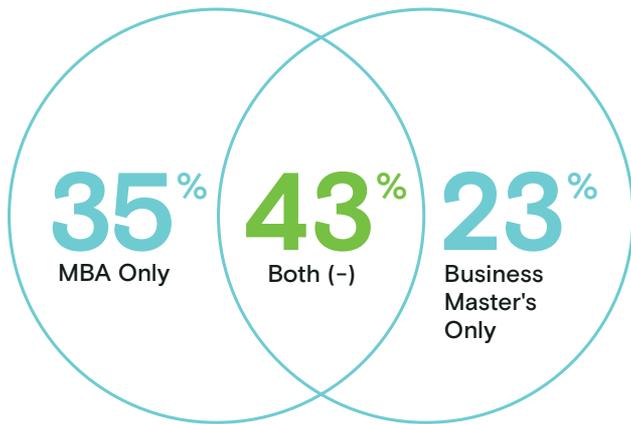
25.7
Average Age

Percentage Socio-Economic Climbers, by Citizenship

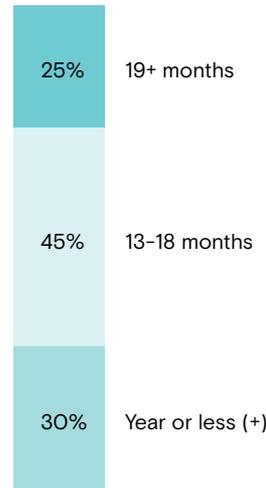


Product

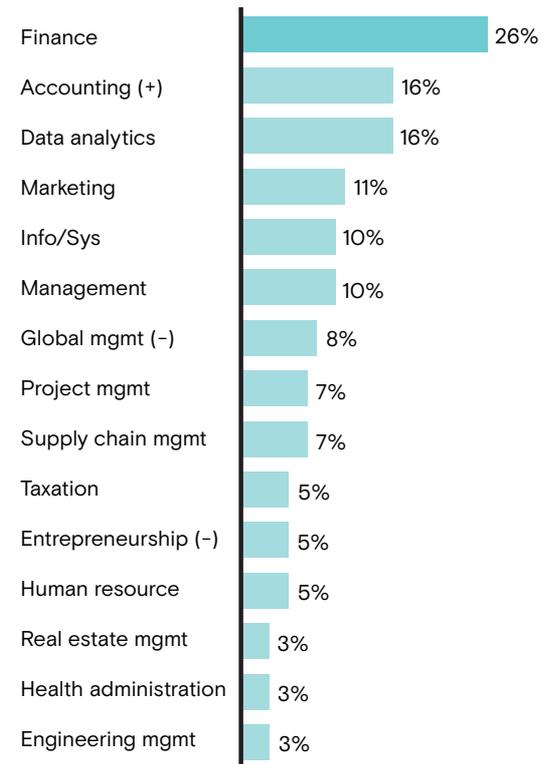
Degree Consideration



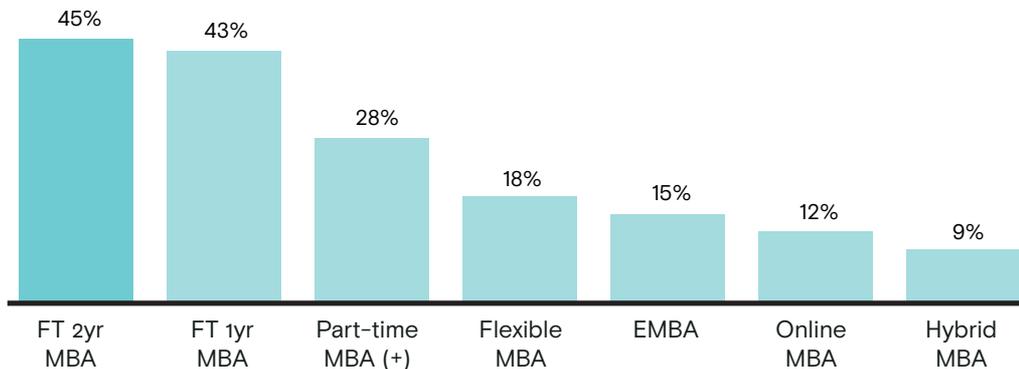
Ideal Duration



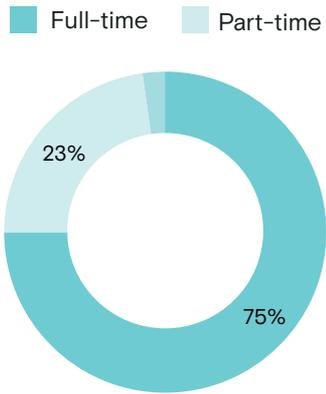
Business Master's Program Types Considered



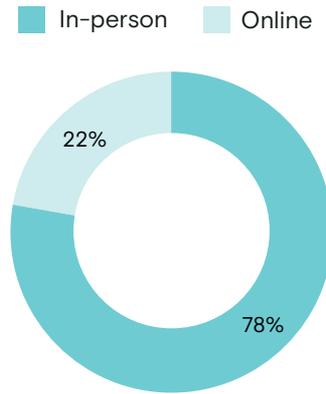
MBA Program Types Considered



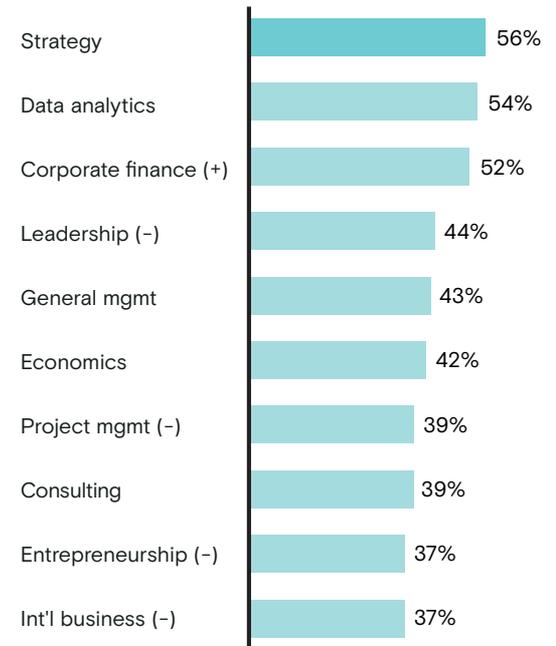
Ideal Pace



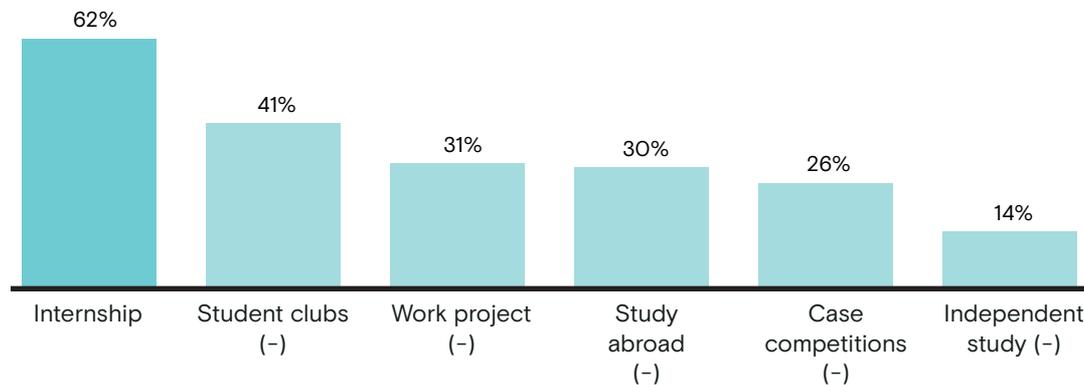
Delivery Method Distribution



Ideal Curriculum (Top 10)

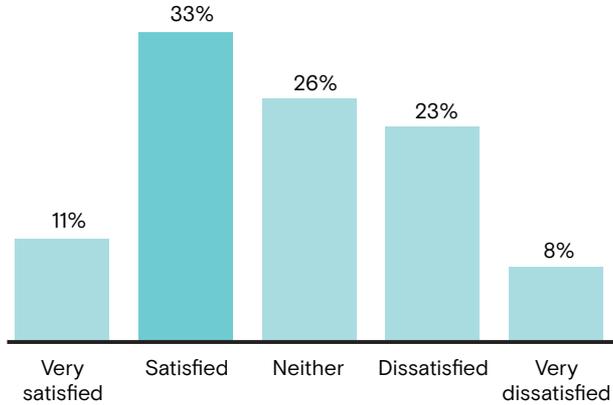


Co-Curricular Activities

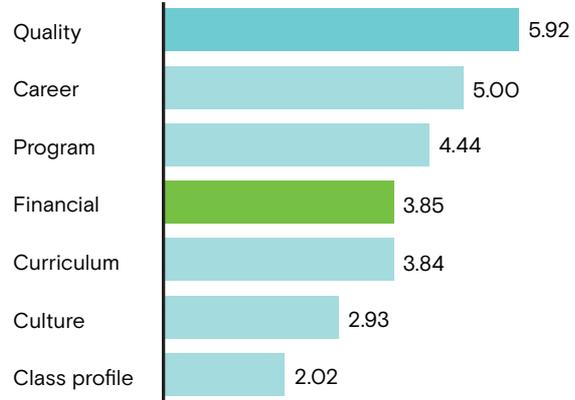


Price

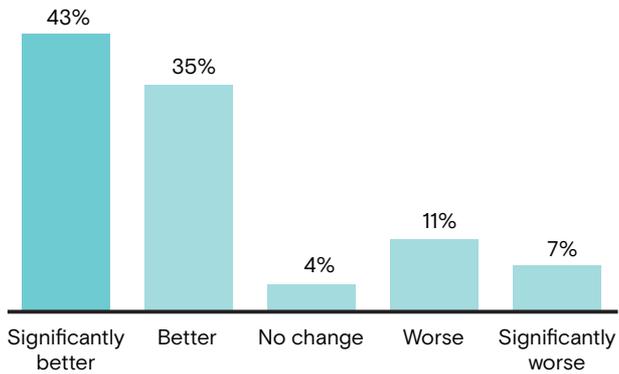
Satisfaction With Personal Financial Situation



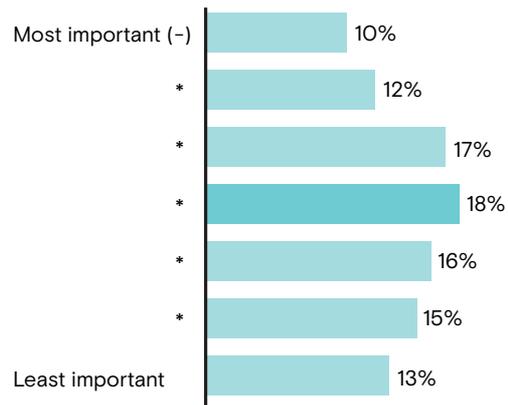
Relative Importance in School Selection (Avg. Rank out of 7)



Expected GME Impact on Personal Financial Situation



Importance of Financing in School Selection



Financial Reservations

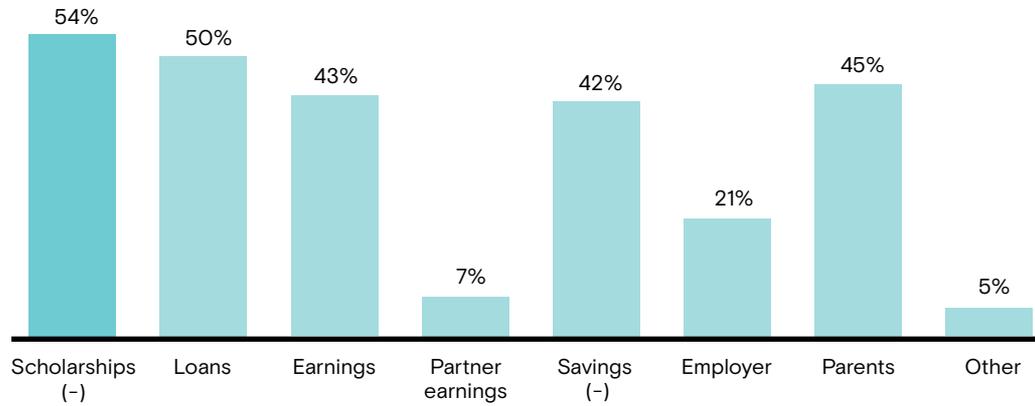
49%

Requires more money than available

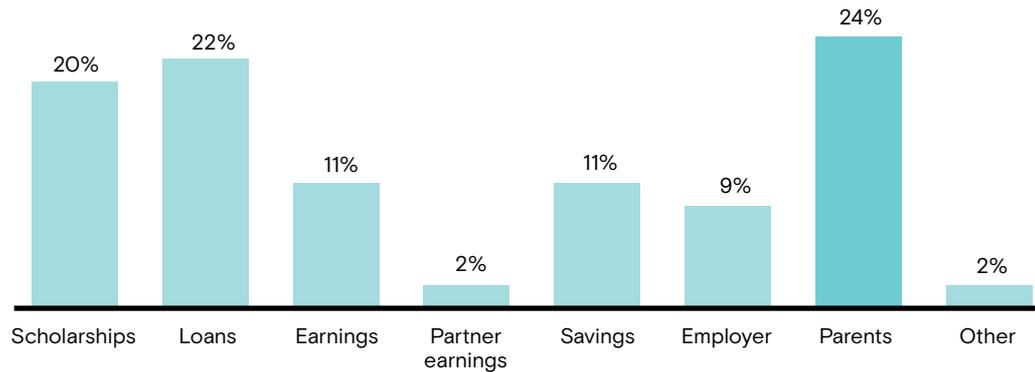
51%

Requires financial debt (+)

Financial Sources (% Expected to Use)

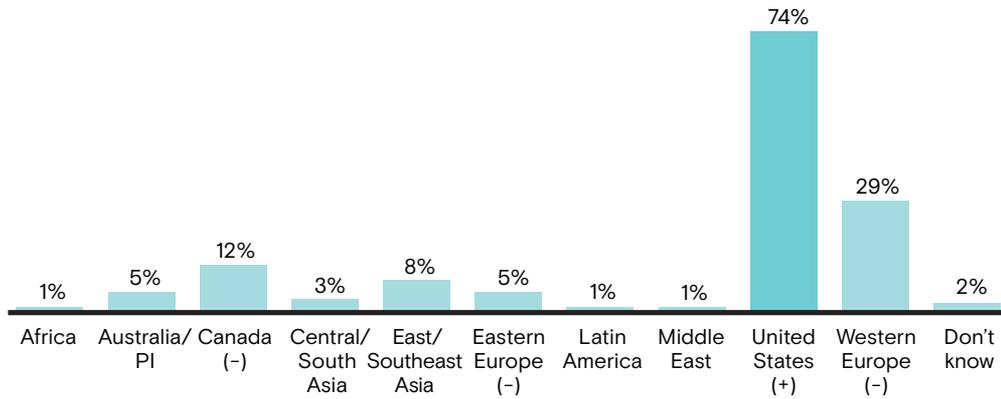


Financial Mix (% of Costs)

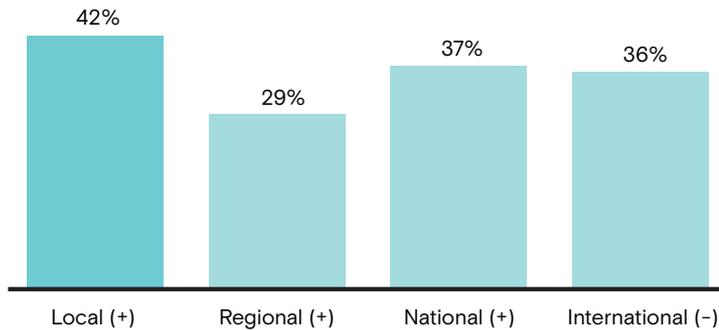


Place

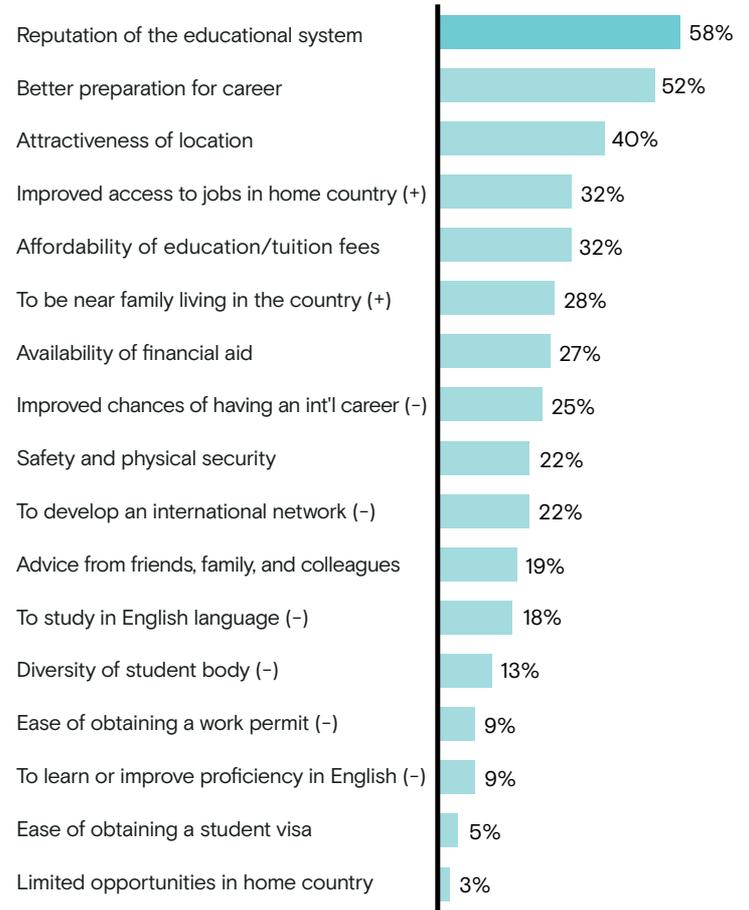
Expected Region for Application Submission



Expected Distance for Application Submission

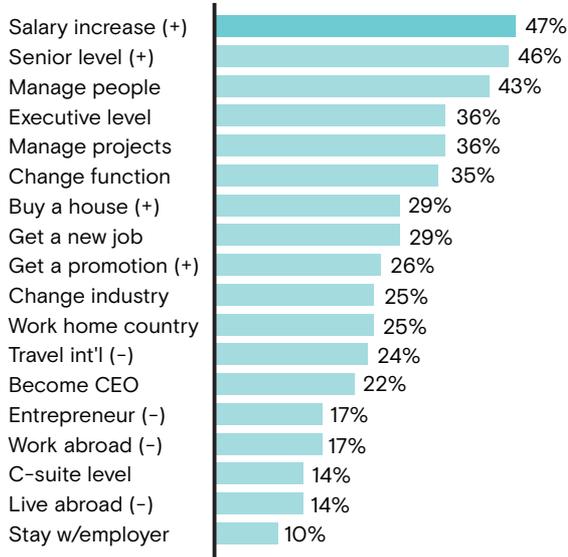


Destination Selection Criteria

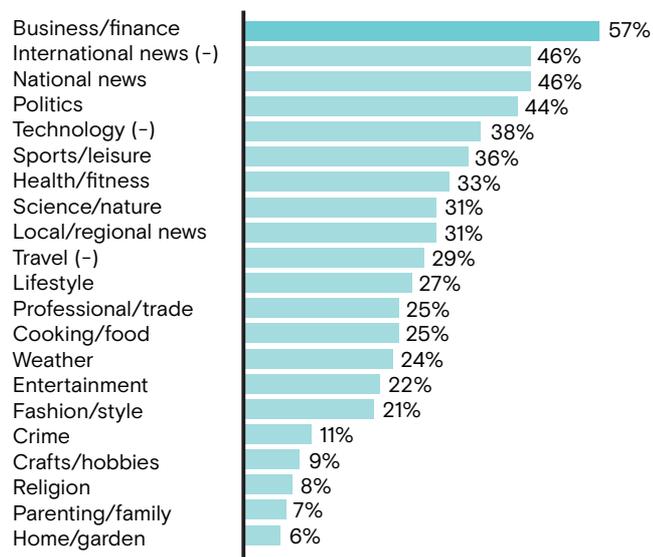


Promotion

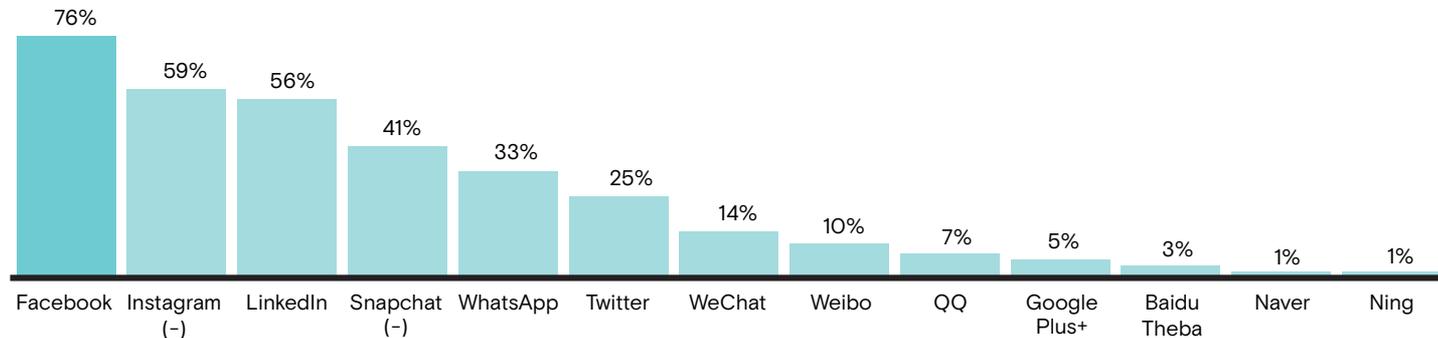
Career Goals



Media Content of Interest



Social Media Use



Skill Upgraders

Skill Upgraders are motivated to improve their skill sets so they can be viewed as experts in their field. First and foremost, they want to be assured they will receive a quality education. In assessing programs, they are motivated by recommendations from others, including employers, friends, and alumni who are leaders in the corporate world.

While affordability is important to Skill Upgraders, taking on debt is less of a concern for them relative to the average candidate, perhaps because more than any other segment, Skill Upgraders expect their GME to significantly improve their personal financial situation. That said, a salary increase is low on the list of desired outcomes—more important to them is enhancing their opportunities to manage projects and people. Skill

Upgraders do not differ much from the average candidate in their program type preferences—about half consider both MBA and business master’s program types, and about a third exclusively consider MBA programs.

Your Go-To Play

Skill Upgraders are interested in the school experience and want to make sure they are a good fit with the school’s culture. Marketing efforts should include detailed information about course content and bring to life the day-to-day student experience. Consider hosting an on-campus event in which potential candidates can observe classes, interact with current students, and learn detailed information about your program’s curriculum and professors.

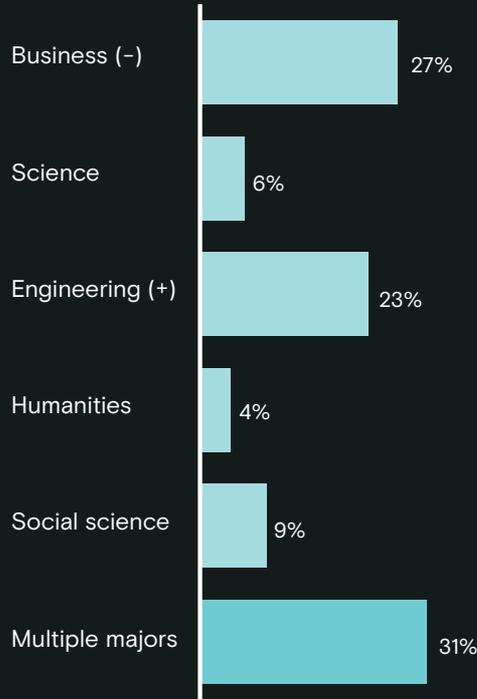


Demographics

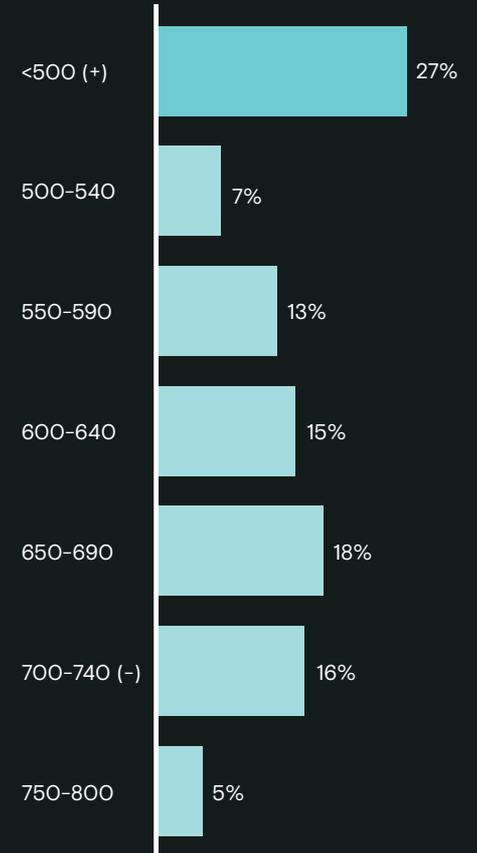
Employment Status



Undergraduate Major



Self-Reported GMAT® Score

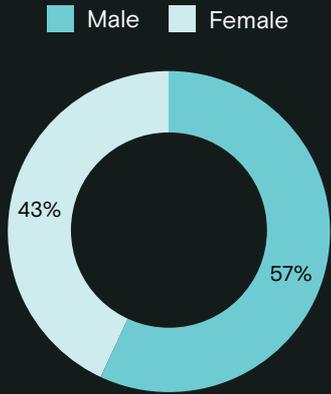


Top 5 Current Industries & Job Functions

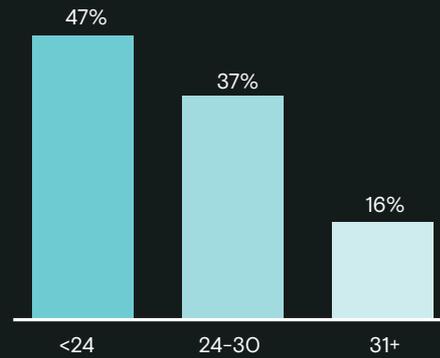
	Industry	Function
1	Consulting services	Engineering
2	Engineering	Accounting/auditing
3	Educational services	Consulting
4	Information technology	Operations
5	Manufacturing	Strategy

(+) Indicates this segment is notably over indexed on this variable compared with the average candidate.
 (-) Indicates this segment is notably under indexed on this variable compared with the average candidate.

Gender

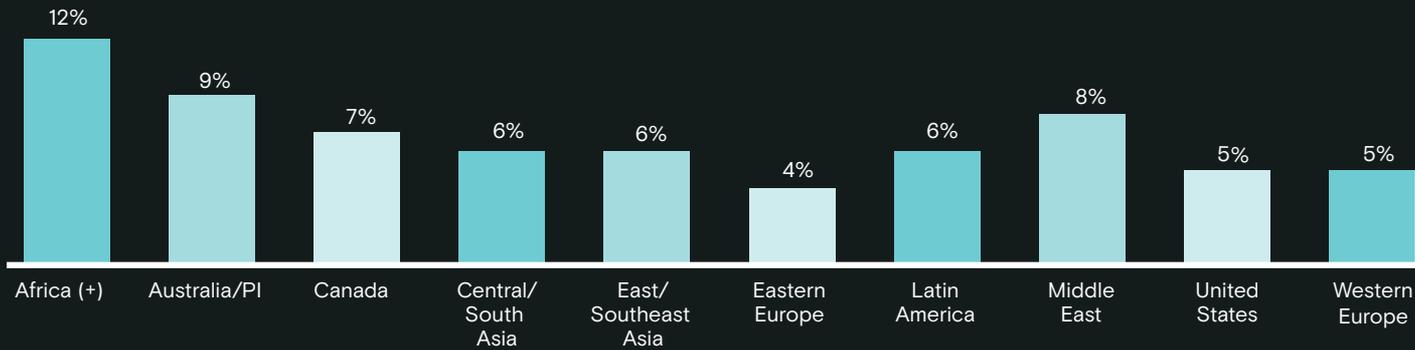


Age



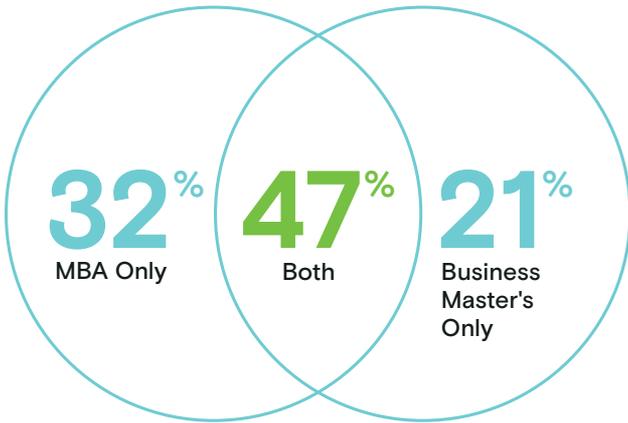
26.6
Average Age

Percentage Skill Upgraders, by Citizenship

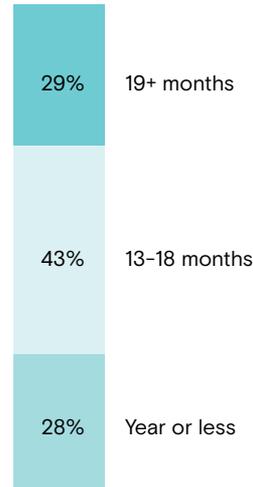


Product

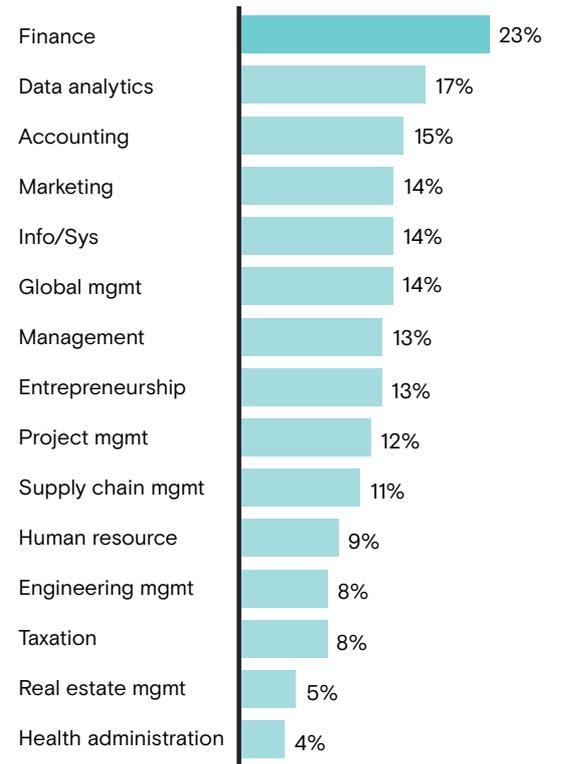
Degree Consideration



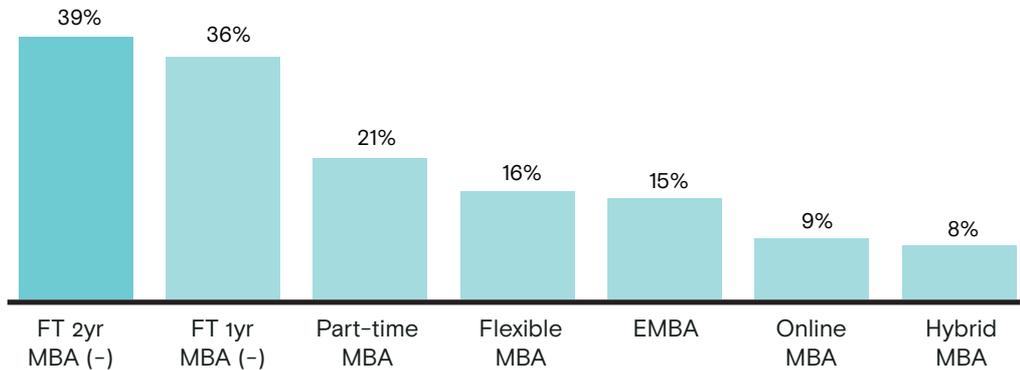
Ideal Duration



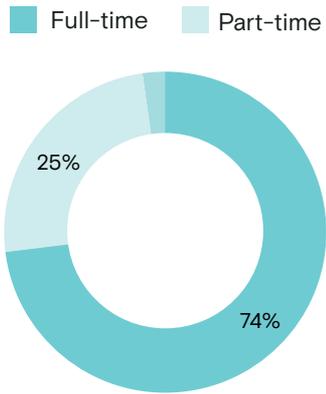
Business Master's Program Types Considered



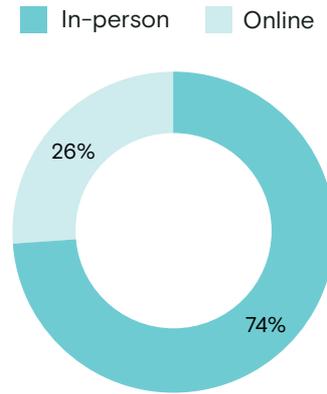
MBA Program Types Considered



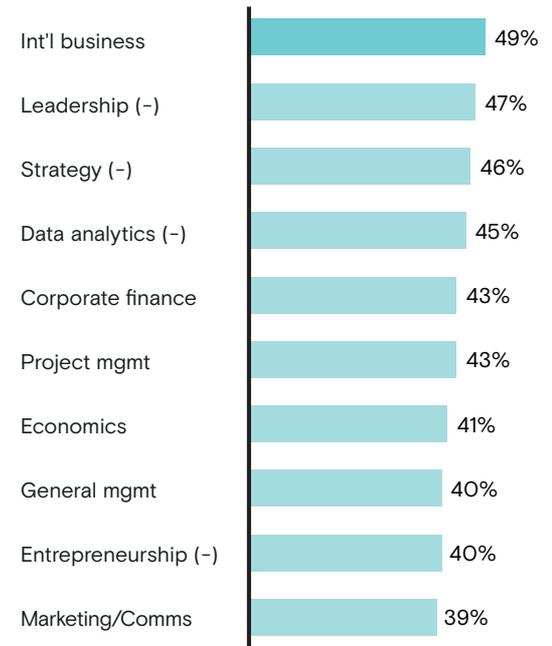
Ideal Pace



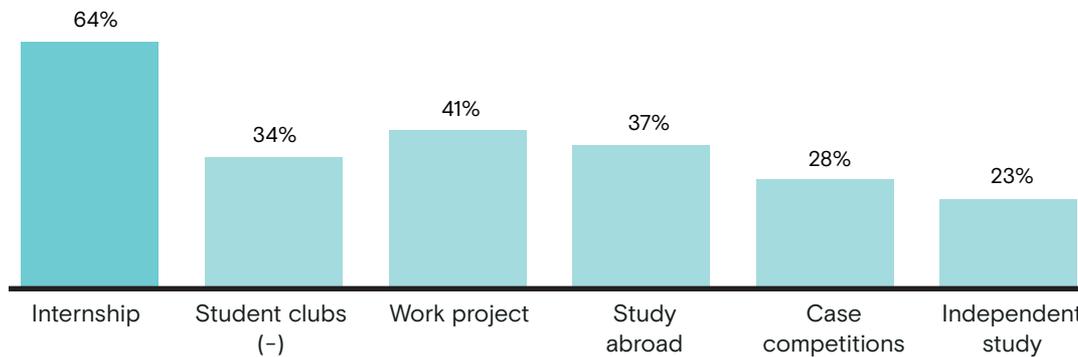
Delivery Method Distribution



Ideal Curriculum (Top 10)

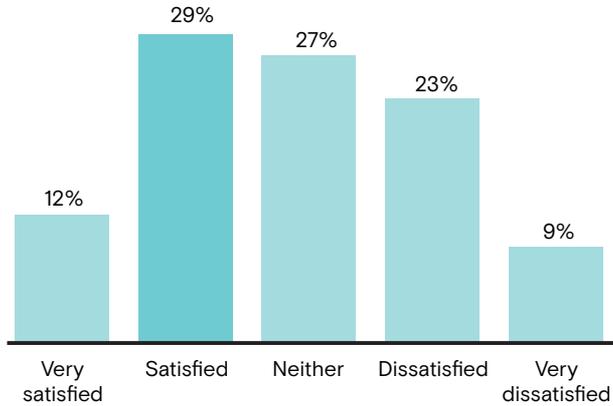


Co-Curricular Activities

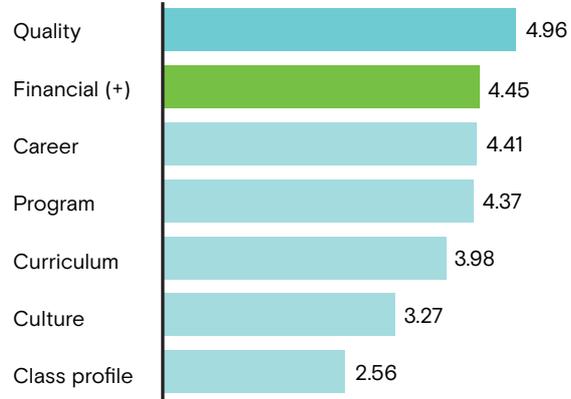


Price

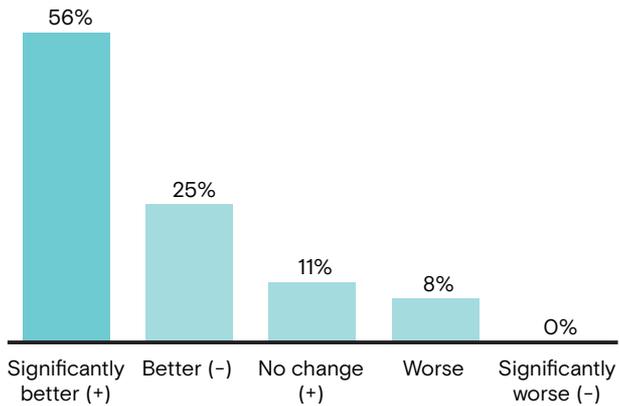
Satisfaction With Personal Financial Situation



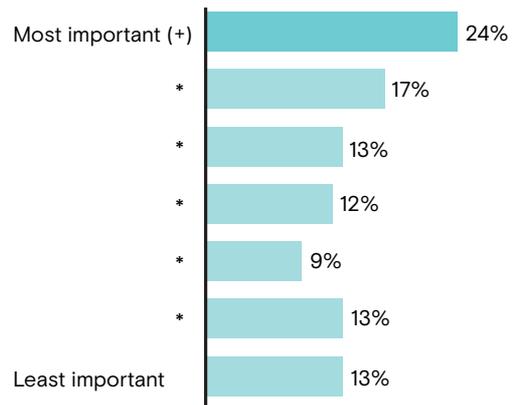
Relative Importance in School Selection (Avg. Rank out of 7)



Expected GME Impact on Personal Financial Situation



Importance of Financing in School Selection



Financial Reservations

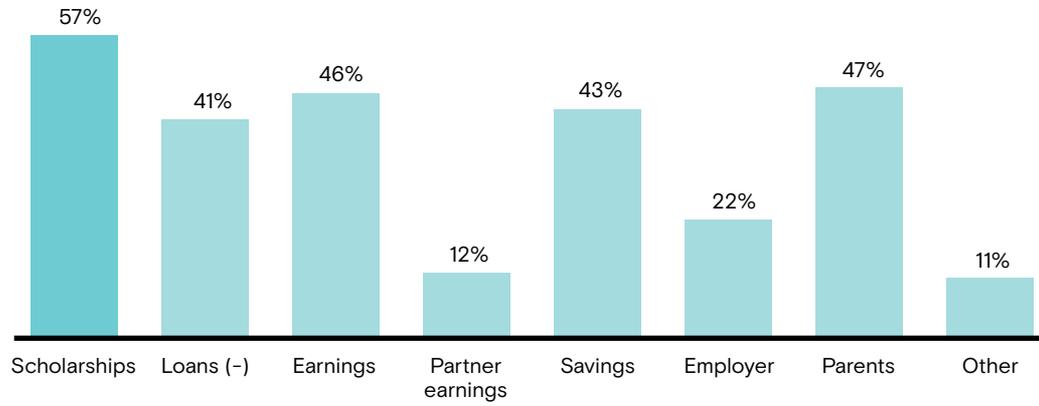
46%

Requires more
money than
available

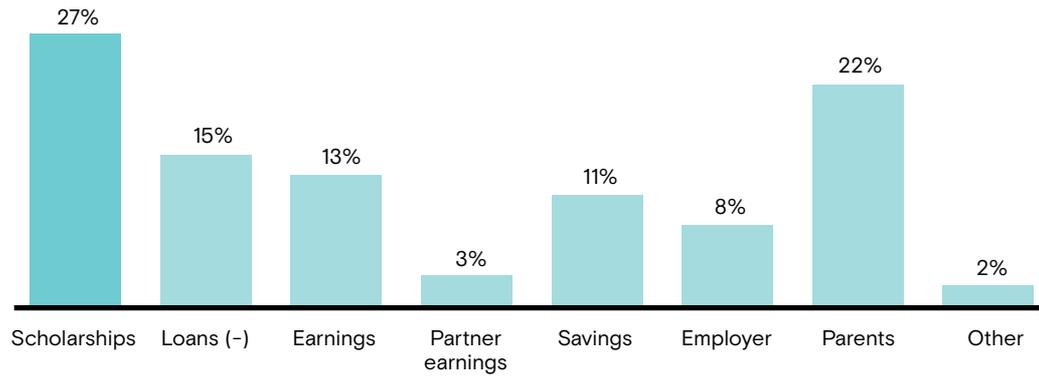
38%

Requires
financial debt (-)

Financial Sources (% Expected to Use)

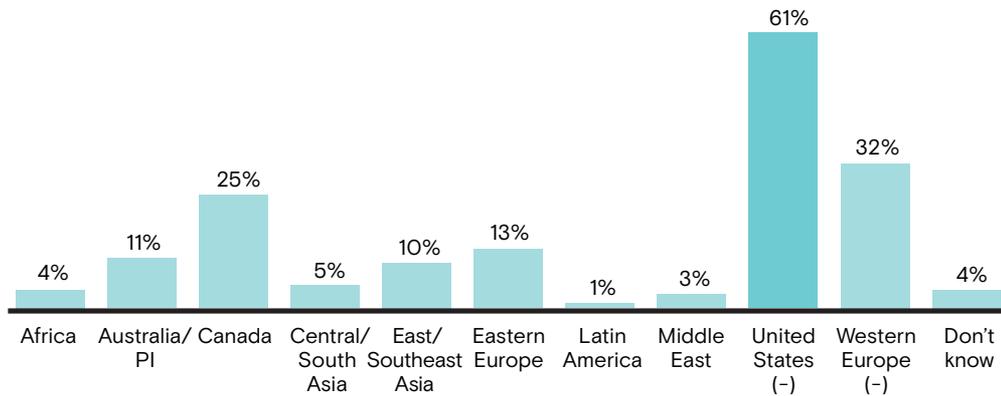


Financial Mix (% of Costs)

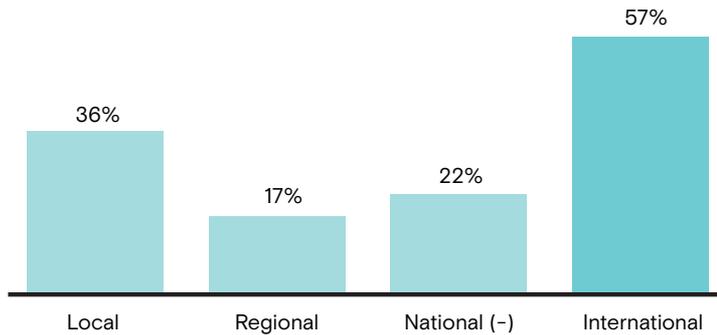


Place

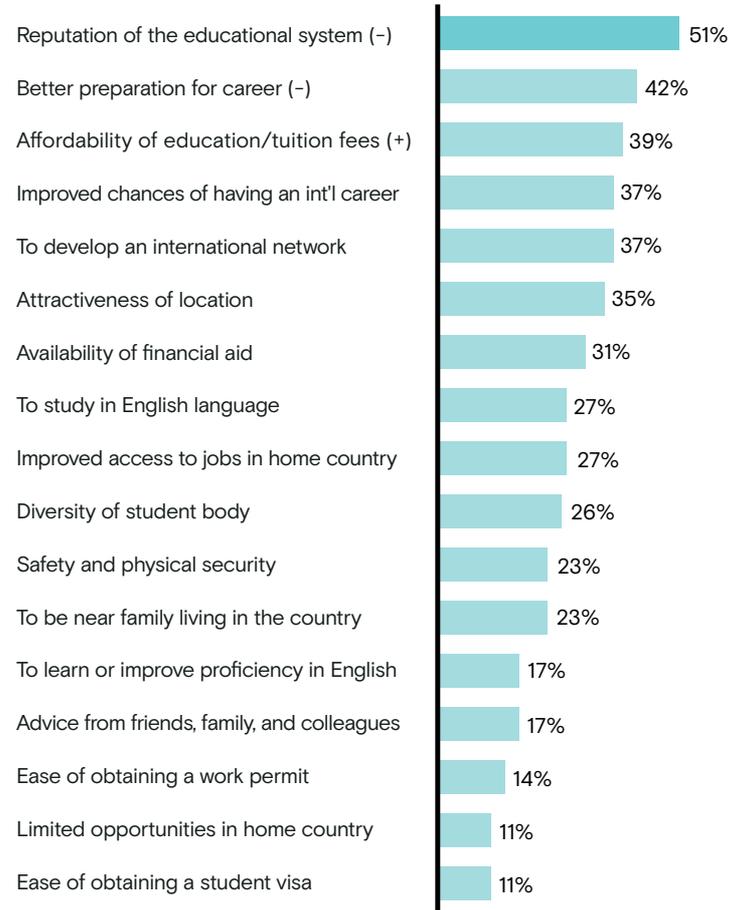
Expected Region for Application Submission



Expected Distance for Application Submission

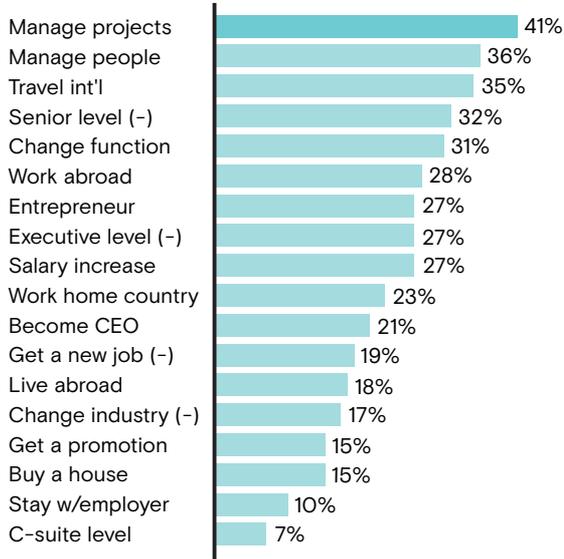


Destination Selection Criteria

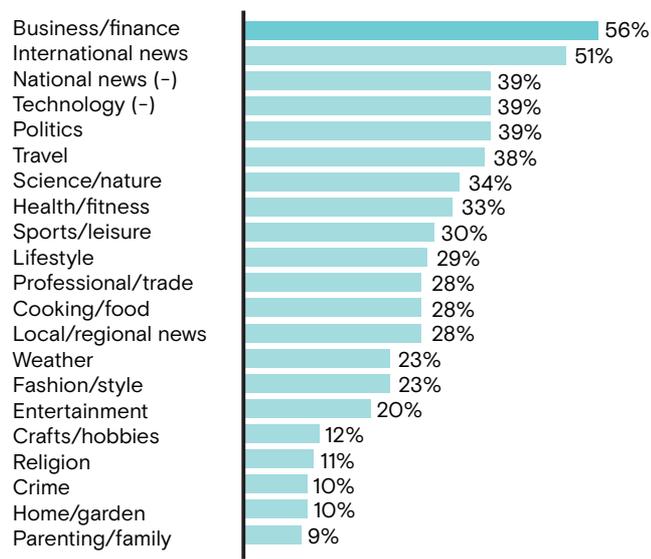


Promotion

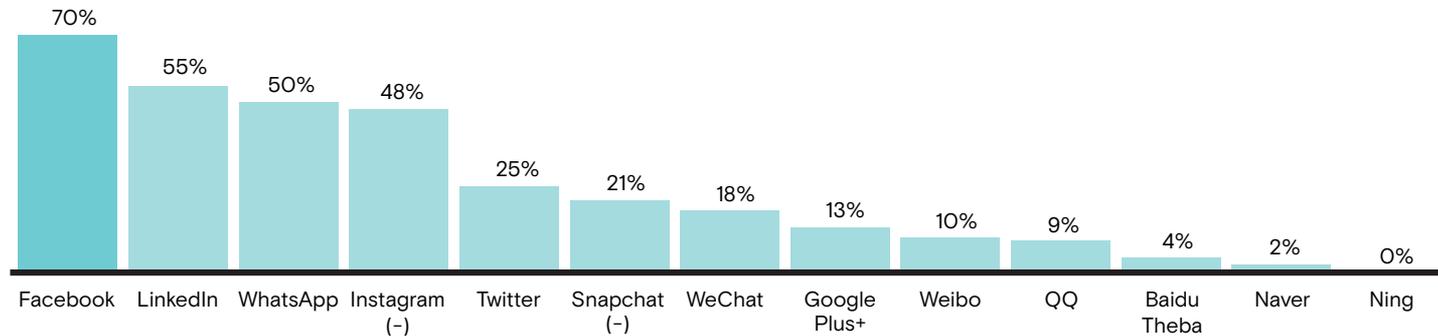
Career Goals



Media Content of Interest



Social Media Use



Impactful Innovators

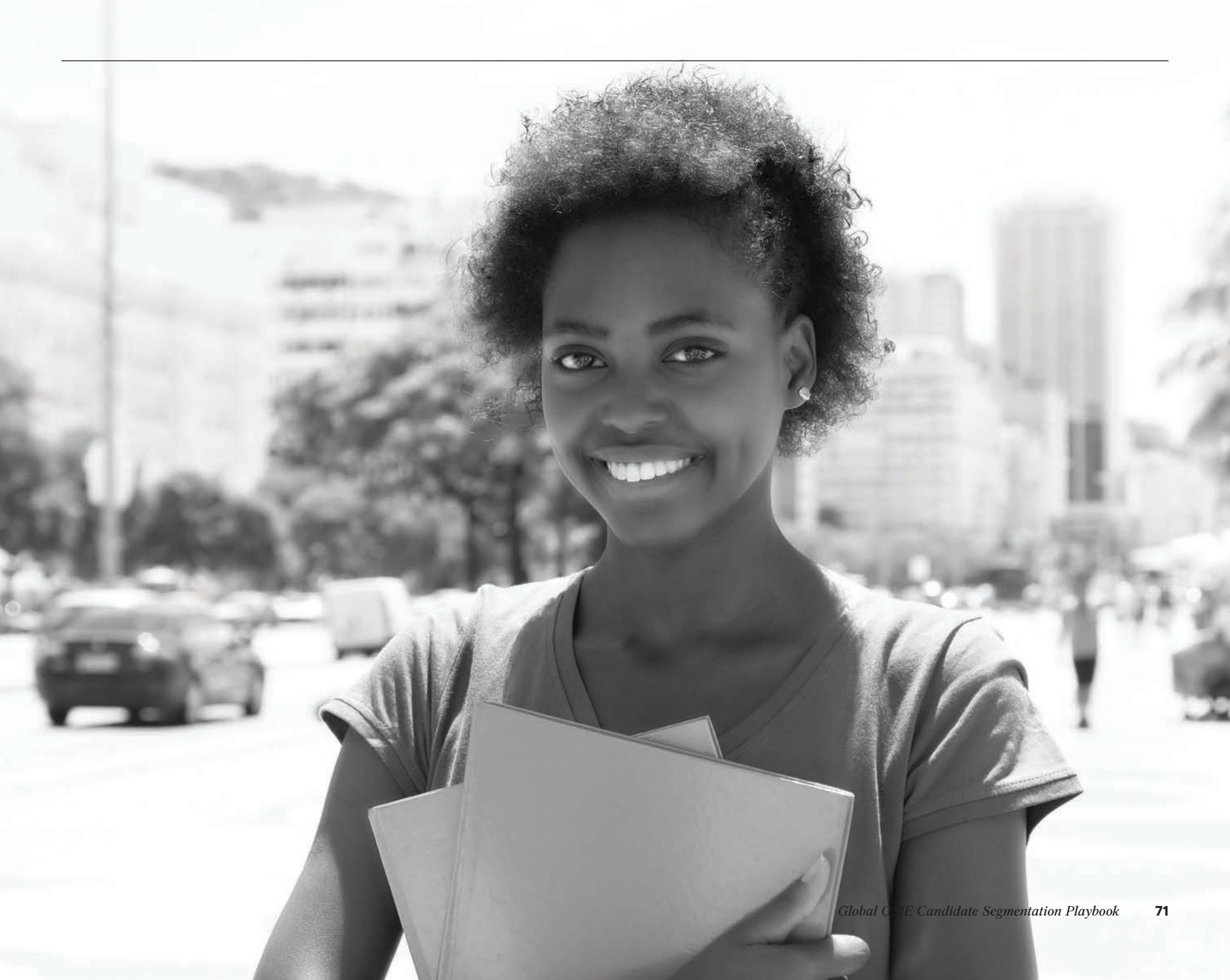
Impactful Innovators seek to develop their skills so they can start their own business. Among the segments, they are the most likely to currently be self-employed and have a curious, entrepreneurial spirit. They are more likely to be motivated by a desire to have a positive social impact versus earning more money.

Impactful Innovators gravitate toward full-time MBA programs, though they are more likely than any other segment to consider Master in Entrepreneurship programs. Their ideal curriculum emphasizes entrepreneurship and innovation, strategy, leadership, and change management, and they are interested in student clubs and work project opportunities. More than the average candidate, they plan on using grants, fellowships, scholarships, or government benefits to help cover the

cost of their degree. Impactful Innovators seek to develop their opportunities for managing people and projects, in addition to being self-employed as an entrepreneur. Most follow business and international news, and they follow technology, science and nature, and professional and trade content more than the average candidate.

Your Go-To Play

Communications should illustrate how the leadership and managerial skills developed in your program translate to effectively launching and operating a new business. Networking events with alumni who have gone on to pursue their own entrepreneurial ventures could help convey the value that a degree from your program offers entrepreneurs.

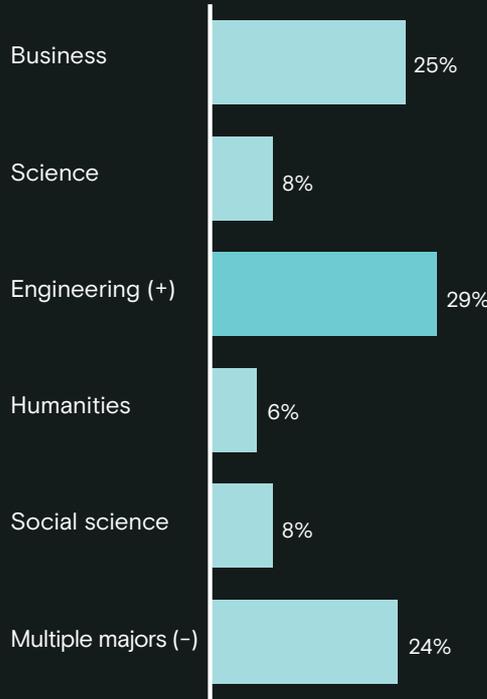


Demographics

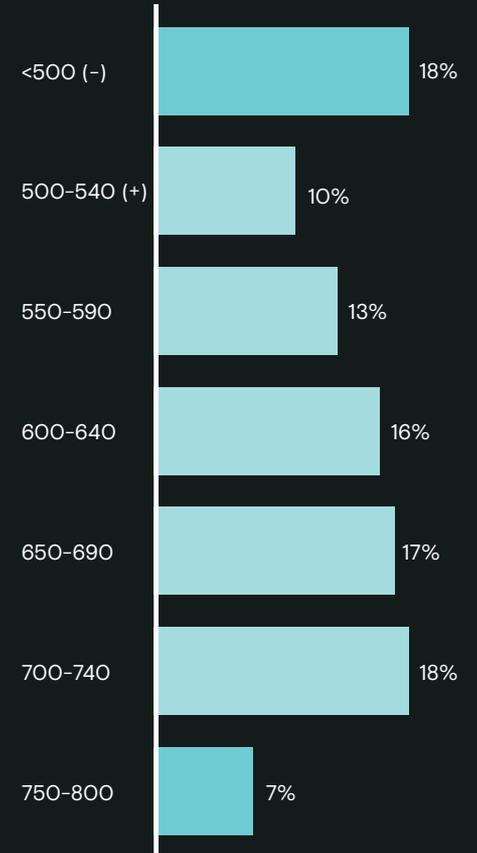
Employment Status



Undergraduate Major



Self-Reported GMAT® Score

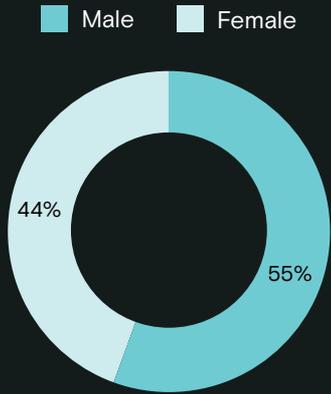


Top 5 Current Industries & Job Functions

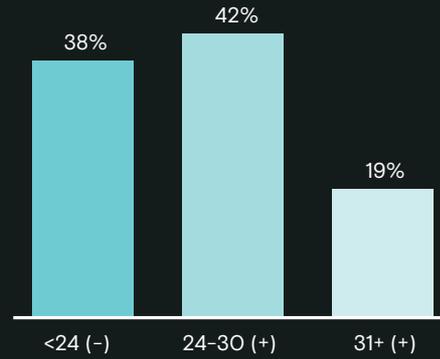
Industry	Function
1 Manufacturing	Engineering
2 Engineering	Accounting/auditing
3 Information technology	General mgmt
4 Consulting services (-)	Operations
5 Banking, commercial	Sales

(+) Indicates this segment is notably over indexed on this variable compared with the average candidate.
 (-) Indicates this segment is notably under indexed on this variable compared with the average candidate.

Gender

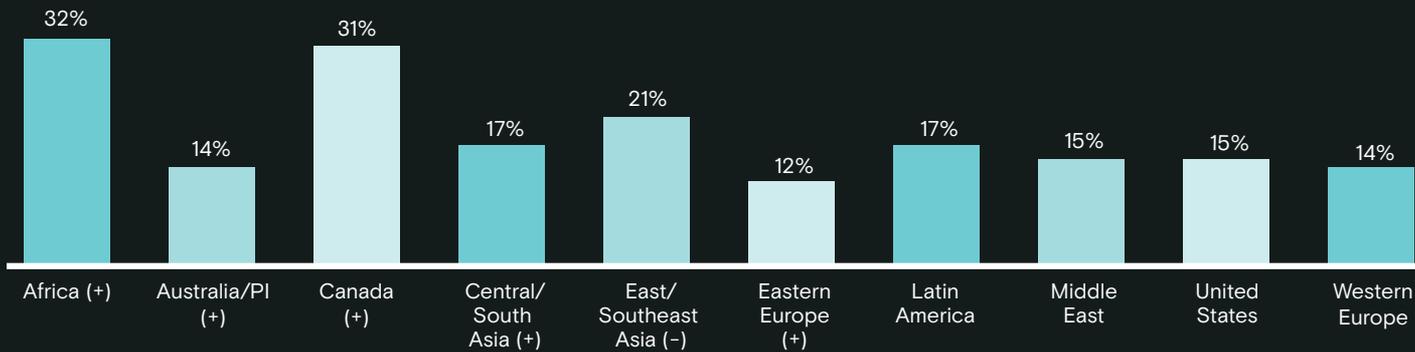


Age



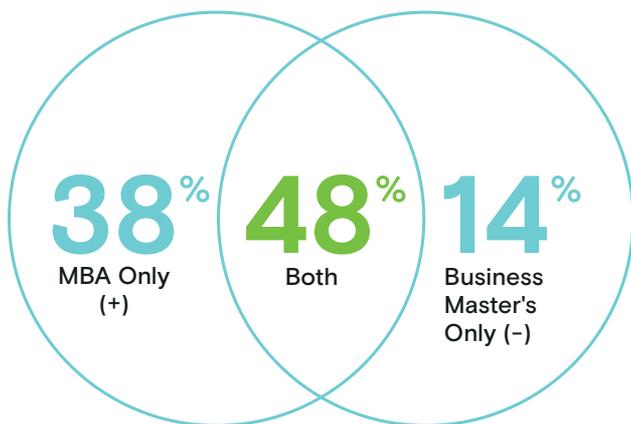
27.6
Average Age

Percentage Impactful Innovators, by Citizenship

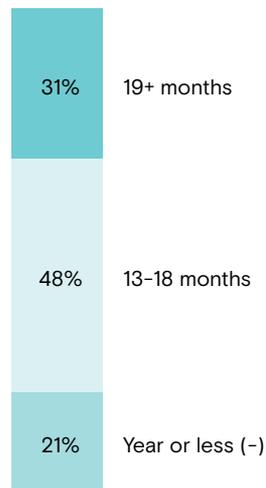


Product

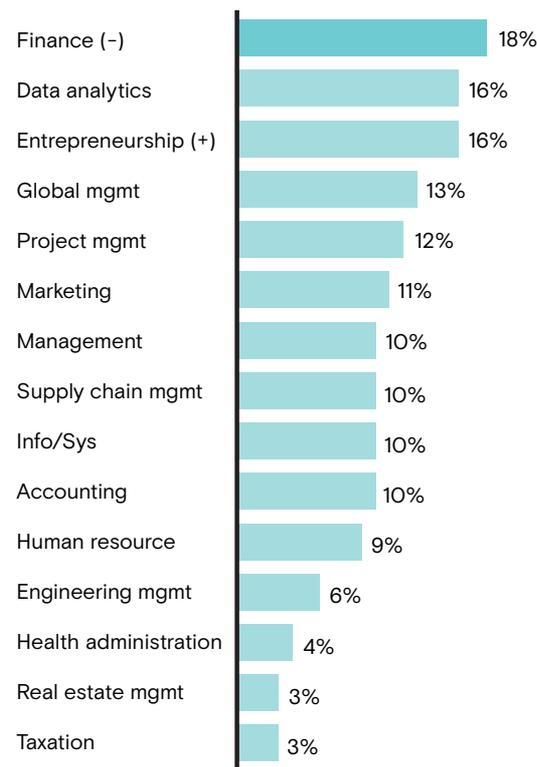
Degree Consideration



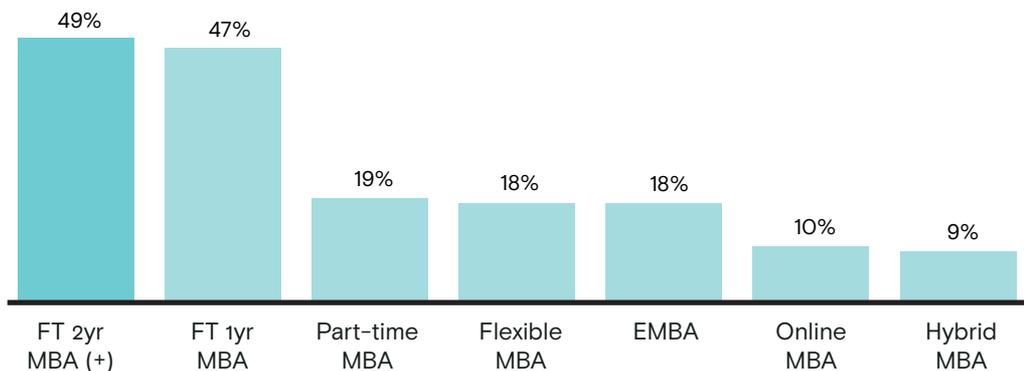
Ideal Duration



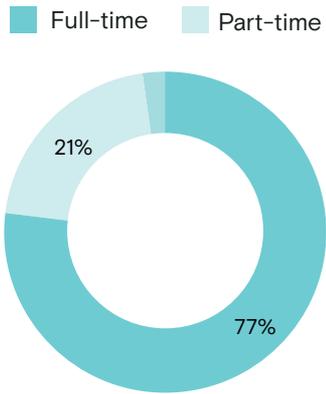
Business Master's Program Types Considered



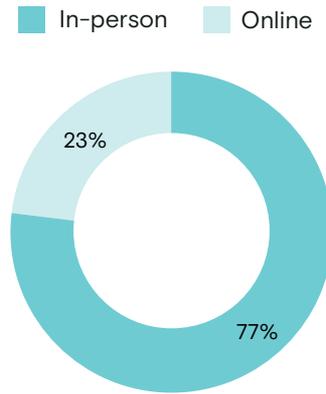
MBA Program Types Considered



Ideal Pace



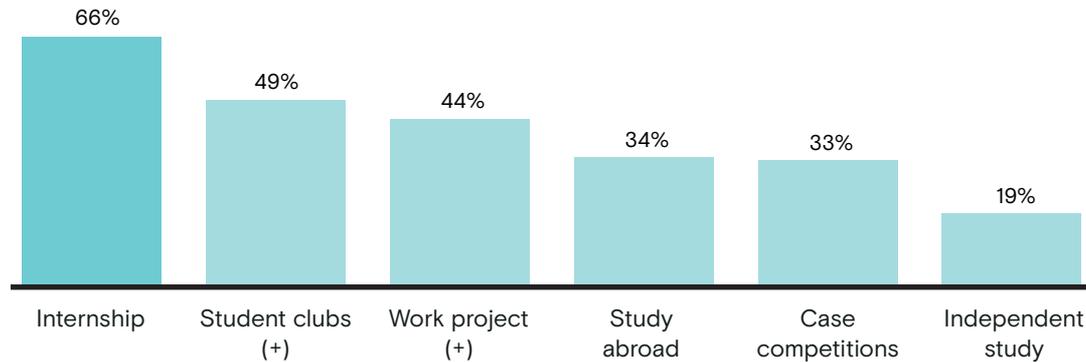
Delivery Method Distribution



Ideal Curriculum (Top 10)

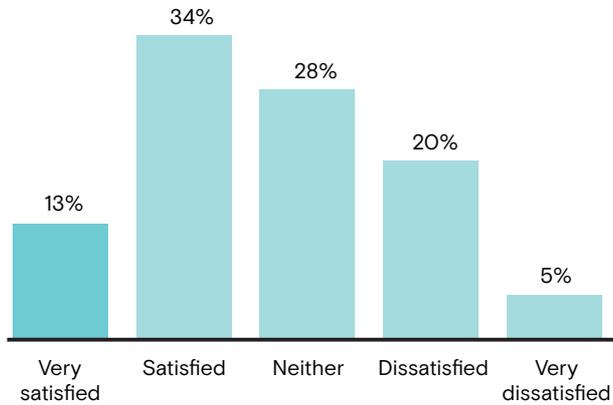


Co-Curricular Activities

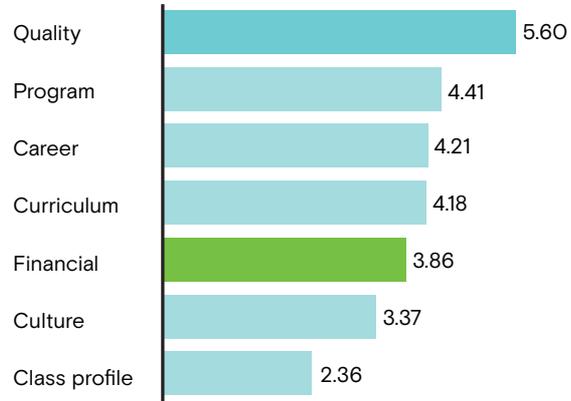


Price

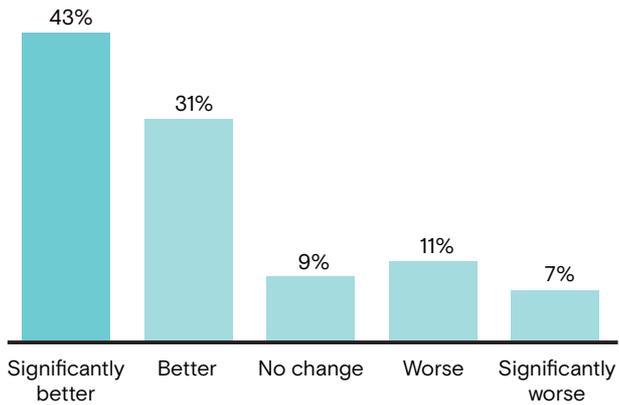
Satisfaction With Personal Financial Situation



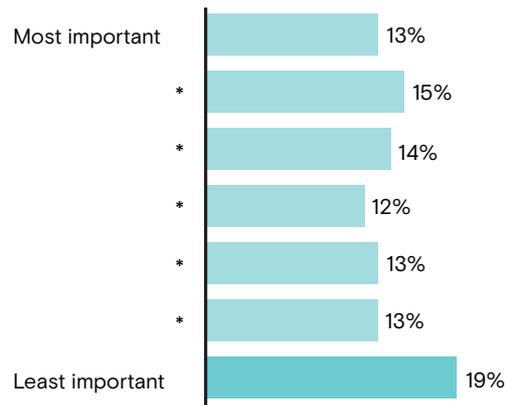
Relative Importance in School Selection (Avg. Rank out of 7)



Expected GME Impact on Personal Financial Situation



Importance of Financing in School Selection



Financial Reservations

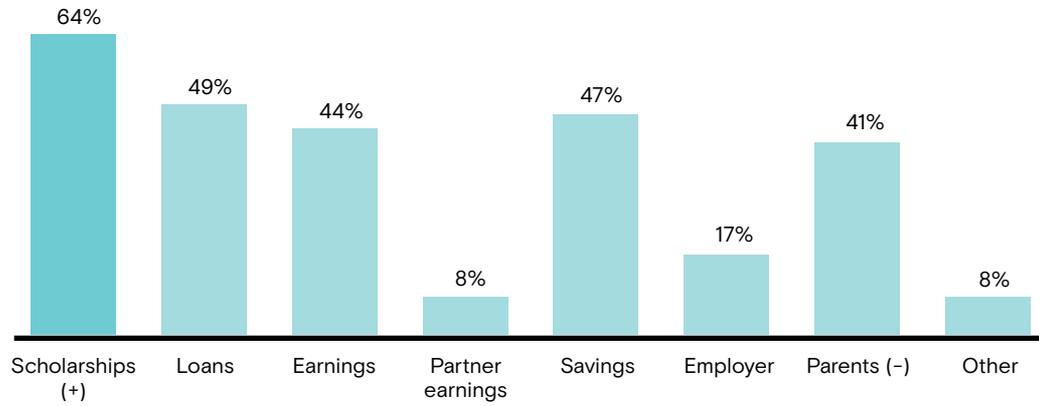
48%

Requires more
money than
available

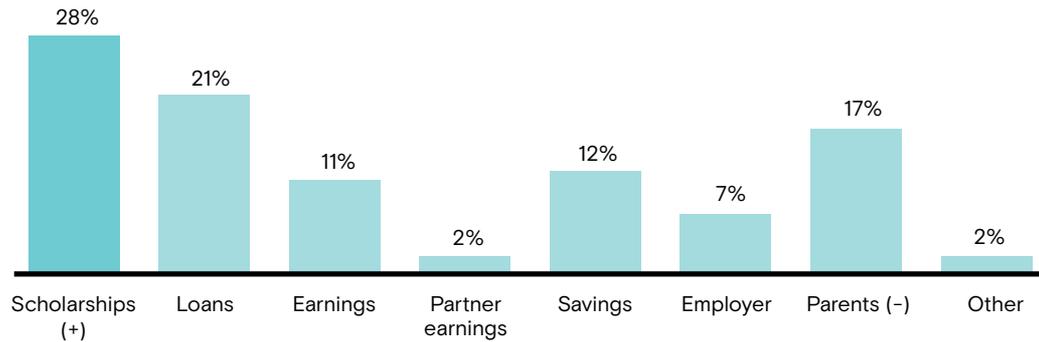
42%

Requires
financial debt (-)

Financial Sources (% Expected to Use)

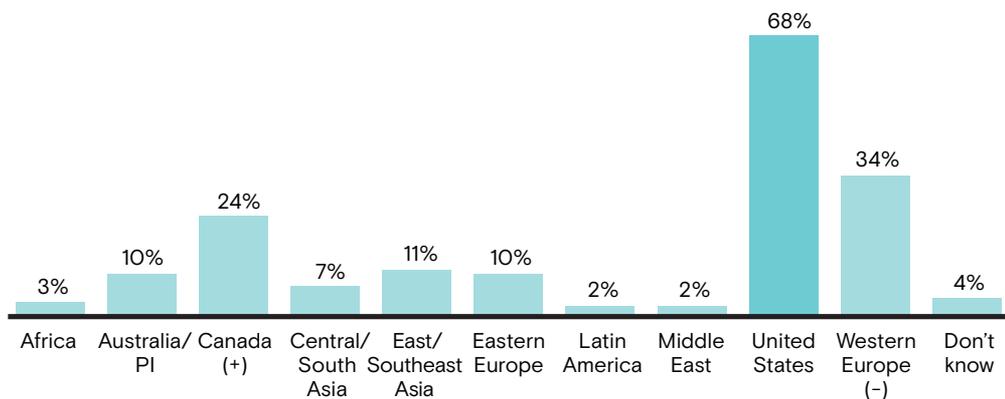


Financial Mix (% of Costs)

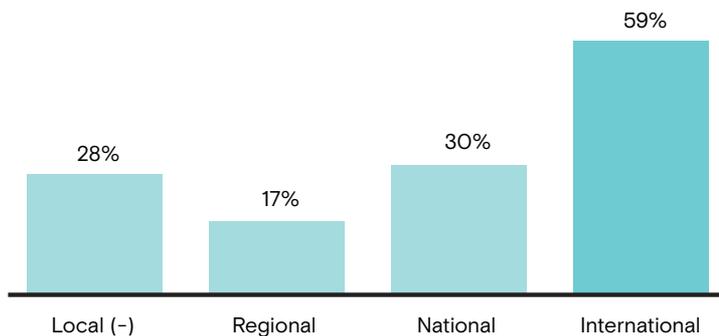


Place

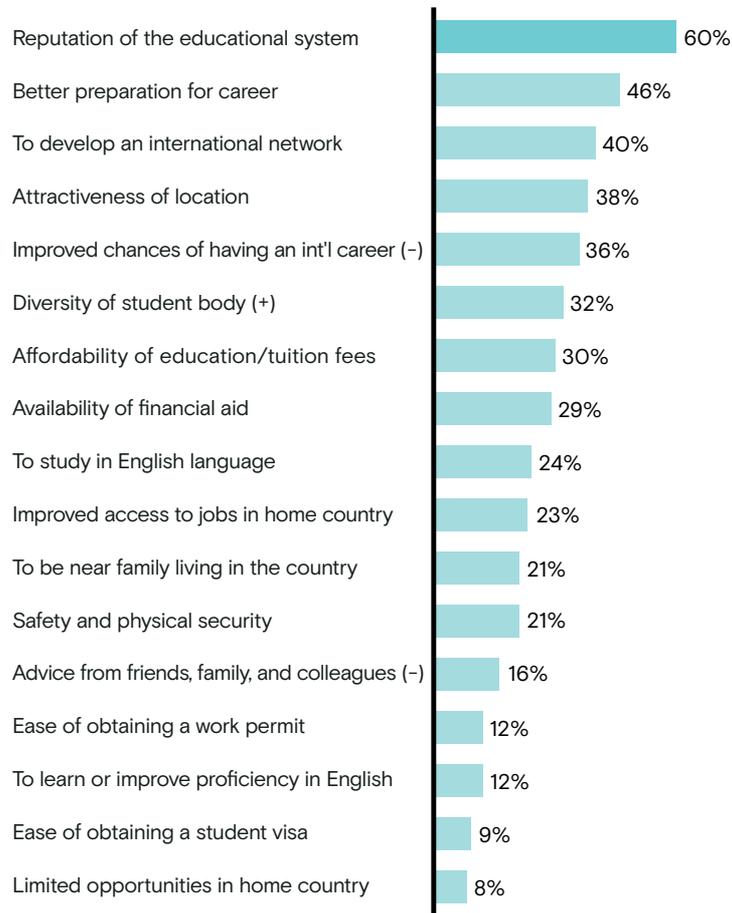
Expected Region for Application Submission



Expected Distance for Application Submission

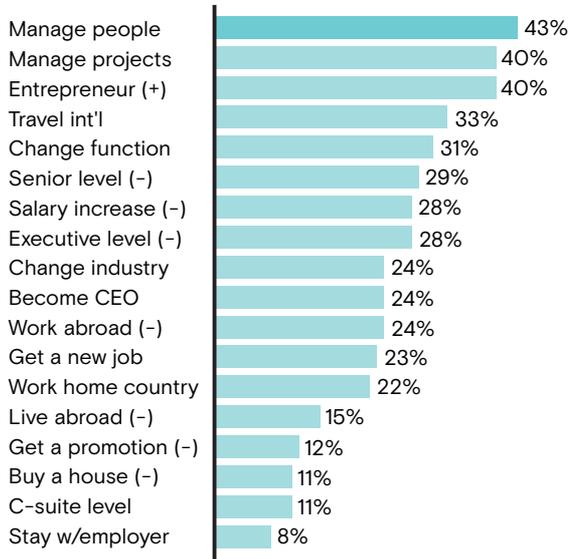


Destination Selection Criteria

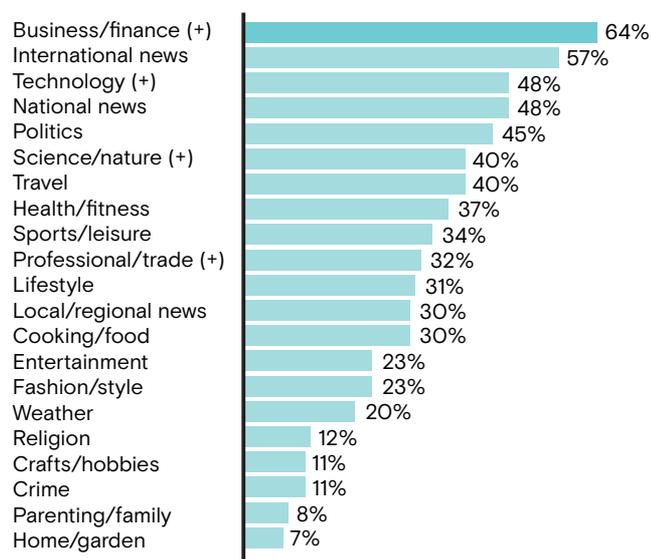


Promotion

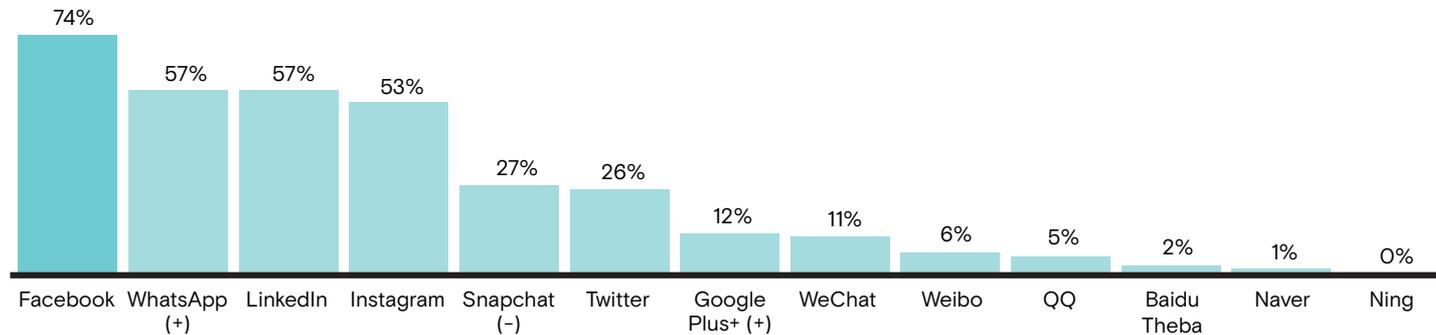
Career Goals



Media Content of Interest



Social Media Use



Contact Information



To inquire about partnering with GMAC to use the Segmentation Tool, which allows you to identify the segments in your current classes, please contact your GMAC representative.

For questions or comments regarding the data or analysis presented in this paper, please contact the GMAC Research team at research@gmac.com.



Contributors

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Senior Manager

Gregg Schoenfeld, Senior Director, Research

Analysis and Review

The following individuals at the Graduate Management Admission Council made significant contributions to the preparation of this report: **Rhonda Daniel**, Survey Research Manager, survey management; **Tania Hernandez-Andersen**, Senior Director, Corporate Brand, manuscript review; **Betty Su**, Chief Marketing Officer, manuscript review.

Acknowledgements

Many thanks to other individuals at the Graduate Management Admission Council for providing additional analytical support and peer review.



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