global MBA

GLOBAL MBA®
GRADUATE SURVEY
2004

GENERAL REPORT

Graduate
Management
Admission
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Creating Access to Graduate Business Education℠

GLOBAL MBA® GRADUATE SURVEY 2004
GENERAL REPORT

School Selection Criteria

Respondents rated on a 5-point scale the importance of 17 different criteria in their decision to enroll in the graduate management school they currently attend. Results are shown in the following table, and the criteria are ranked in terms of mean importance to respondents.

As the table shows, the school's accreditation status is more important than any other selection criterion: 50% of respondents rate this criterion *extremely* important. Other criteria notably high in importance are the quality/reputation of the faculty, location of the college or university, and prestige or global recognition of the college or university.

IMPORTANCE OF SCHOOL SELECTION CRITERIA		
		n = 6,223
It was an accredited program	**Extremely important**	**50%**
	Very important	29%
	Somewhat important	12%
	Not very important	5%
	Not at all important	5%
	Total	100%
	Mean	**4.1**
Location of the college or university	**Extremely important**	**39%**
	Very important	33%
	Somewhat important	17%
	Not very important	7%
	Not at all important	4%
	Total	100%
	Mean	**4.0**
Quality/reputation of the faculty	**Extremely important**	**30%**
	Very important	44%
	Somewhat important	19%
	Not very important	4%
	Not at all important	2%
	Total	100%
	Mean	**4.0**
Prestige or global recognition of the college or university	**Extremely important**	**33%**
	Very important	37%
	Somewhat important	21%
	Not very important	6%
	Not at all important	2%
	Total	100%
	Mean	**3.9**
Career options available to graduates	**Extremely important**	**29%**
	Very important	40%
	Somewhat important	21%
	Not very important	7%
	Not at all important	3%
	Total	100%
	Mean	**3.9**

GLOBAL MBA® GRADUATE SURVEY 2004
GENERAL REPORT

IMPORTANCE OF SCHOOL SELECTION CRITERIA		
School offered the specific curriculum I wanted	**Extremely important**	**26%**
	Very important	40%
	Somewhat important	25%
	Not very important	7%
	Not at all important	3%
	Total	100%
	Mean	**3.8**
Published rankings of its graduate management program	**Extremely important**	**27%**
	Very important	38%
	Somewhat important	23%
	Not very important	8%
	Not at all important	4%
	Total	100%
	Mean	**3.8**
Local respect	**Extremely important**	**26%**
	Very important	37%
	Somewhat important	22%
	Not very important	8%
	Not at all important	6%
	Total	100%
	Mean	**3.7**
The school's reputation in placing graduates	**Extremely important**	**23%**
	Very important	36%
	Somewhat important	26%
	Not very important	10%
	Not at all important	5%
	Total	100%
	Mean	**3.6**
The students and faculty had diverse backgrounds and experience	**Extremely important**	**21%**
	Very important	35%
	Somewhat important	27%
	Not very important	11%
	Not at all important	6%
	Total	100%
	Mean	**3.5**
Reputation of alumni	**Extremely important**	**18%**
	Very important	34%
	Somewhat important	28%
	Not very important	13%
	Not at all important	7%
	Total	100%
	Mean	**3.4**
Financial cost of school	**Extremely important**	**18%**
	Very important	28%
	Somewhat important	29%
	Not very important	15%
	Not at all important	9%
	Total	100%
	Mean	**3.3**

IMPORTANCE OF SCHOOL SELECTION CRITERIA		
There were people like me at this college or university	**Extremely important**	**13%**
	Very important	24%
	Somewhat important	29%
	Not very important	19%
	Not at all important	15%
	Total	100%
	Mean	**3.0**
Convenient class schedules	**Extremely important**	**17%**
	Very important	22%
	Somewhat important	21%
	Not very important	20%
	Not at all important	20%
	Total	100%
	Mean	**3.0**
Availability of scholarships, grants, or other financial aid	**Extremely important**	**15%**
	Very important	15%
	Somewhat important	21%
	Not very important	22%
	Not at all important	26%
	Total	100%
	Mean	**2.7**
Personal experience as an undergraduate	**Extremely important**	**7%**
	Very important	14%
	Somewhat important	18%
	Not very important	17%
	Not at all important	44%
	Total	100%
	Mean	**2.2**
My employer paid for my education at this school	**Extremely important**	**9%**
	Very important	6%
	Somewhat important	8%
	Not very important	10%
	Not at all important	67%
	Total	100%
	Mean	**1.8**

Statistical factor analysis[1] shows that school selection criteria fall into four major categories. The criteria within each of these categories are listed below in descending order of importance in defining the category.

Locality

- Location of the college or university
- Local respect
- It was an accredited program

[1] See Methodology for an explanation of statistical factor analysis.

Personal fit

- Convenient class schedules
- My employer paid for my education at this school
- Personal experience as an undergraduate
- The school offered the specific curriculum I wanted
- There were people like me at this college or university
- The students and faculty had diverse backgrounds and experience

Quality and reputation

- Prestige or global recognition of the college/university
- The school's reputation in placing graduates
- Published rankings of the graduate management program
- Reputation of alumni
- Quality/reputation of the faculty
- Career options available to graduates
- The students and faculty had diverse backgrounds and experience
- It was an accredited program

Financial cost

- Financial cost of school
- Availability of scholarships, grants, or other financial aid

The factor analysis has two primary implications. First, even though students rated 17 different criteria, there are only four underlying dimensions in their school-selection decision making process:

- The quality and reputation of the school
- Personal fit
- Financial cost
- Locality

Second, two criteria are multidimensional, defining more than one category. The school's accreditation status is an aspect of quality and reputation and locality. And, the diverse background of students and faculty is an aspect of quality and reputation and personal fit.

Ways an MBA Increases Career Options

Quality and reputation is a major aspect of school selection criteria because prospective students base their decision in part on the extent they believe the school can deliver the expected benefits of pursuing a degree in graduate management education (mba.com Registrants Survey).

These expectations can be understood in part by looking at how students think the MBA degree will increase their career options. Students who were extremely or very satisfied with the ability of the MBA to increase their career options were asked to indicate *how* it does so.

They were given a list of potential ways the MBA may increase career options and asked to select the three *most important*. As the following table shows, students say the number one way their MBA degree will increase their career options is by increasing their long-term potential through the development of management knowledge and technical skills.

WAYS THE MBA INCREASES CAREER OPTIONS	
	n = 4,757
Increase your long-term potential through the development of management knowledge/ technical skills	63%
Allow you to remain marketable (competitive)	46%
Allow you to make a career transition—use the MBA to change from your current occupational area to a specific new one	42%
Allow you to switch industries/diversify the types of organizations with which you can seek employment	37%
Allow you to expand the number of organizations with which you can seek employment	31%
Prepare you to pursue the goal of starting your own business	25%
Allow you to make a transition from a nonbusiness undergraduate degree	18%
Prepare you to seek international employment	16%
Increase the chances of promotion where you currently work	15%
Other	1%

A statistical factor analysis of the nine ways the MBA may increase career options reveals five underlying ways:

- Career enhancement—increasing their chances of promotion where they currently work and allowing them to remain marketable (competitive)
- Career switching—using the MBA to change from their current occupational area to a specific new one
- By preparing them to pursue the goal of starting their own business
- By allowing them to make a transition from a nonbusiness undergraduate degree
- By preparing them to seek international employment

Students were asked to identify the specific industry in which they worked prior to pursuing their MBAs, as well as whether they plan to continue to work in this specific industry in their post-MBA employment. Their answers show that 54% of students are career switchers and 46% are career enhancers.

International Students

Whereas the majority of respondents (72%) selected a graduate business school located in their country of citizenship, more than one-fourth (28%) did not. Their reasons for selecting a school outside their country of citizenship reflected the following: [They felt]

- it would offer a better quality education than that which was available in their own country
- it would provide better career opportunities
- it would broaden their international experience/exposure
- it would expose them to different cultures/ways
- the school had an international recognition/reputation
- the school quality would add value to their education and to their degree

Or, they already lived in the country for other reasons and selected a school accordingly.

Areas of Specialization

Ninety percent of the respondents indicate that the specific curriculum the school offered was important in their school selection criteria, so it makes since to look at their areas of specializations. Respondents were asked to select one or two areas in which they specialized or concentrated after completing their core courses. Respondents could either check "did not specialize" or select from 36 specific areas. As the following table shows, finance and marketing are the leading concentrations (38% and 24% of respondents, respectively). Sixteen percent of respondents did not specialize.

Area of Specialization	*n = 6,223*
Finance	38%
Marketing	24%
Did not specialize	*16%*
General management	9%
Strategy	9%
Entrepreneurship	8%
International business	6%
Accounting	6%
Operations management	5%
Management information systems (MIS)	3%
Supply chain management	3%
Consulting	3%
Business development	2%
Human resource management	2%
Real estate	2%
Leadership	2%
Technology	2%
E-commerce	1%
Organizational behavior	1%
Health care administration	1%
Risk management	1%
Economics	1%
Portfolio management	1%
Manufacturing and technology management	<1%
Statistics and operations research	<1%
Sports business	<1%
Tax	<1%
Joint program	<1%
Arts administration	<1%
Nonprofit management/administration	<1%
Industrial management	<1%
Public policy	<1%
Transportation	<1%
Public administration	<1%
Insurance	<1%
Hotel administration	<1%
Actuarial science	<1%

Financing the MBA

According to respondents in the mba.com Registrants Survey, the primary reservation or concern to pursuing a graduate management degree is their ability to finance their education. More than one-third of the Global MBA® Graduate Survey respondents financed their MBA education with loans (36%). Three other sources are distant seconds: employer reimbursement or sponsorship (16%); personal savings (14%); and grants, fellowships, scholarships, or government benefits (13%). Ten percent of the respondents name support from parents as their principal way of financing the MBA. These and other sources are shown in the following table.

PRINCIPAL WAY OF FINANCING MBA	
	n = 6,223
Loans	36%
Employer	16%
Personal savings	14%
Grants, fellowships, scholarships, or government benefits	13%
Support from parents	10%
Personal earnings	8%
Spouse's (partner's) earnings	2%
Other	1%
Total	100%

School Recruitment and Communication Activities

From a list of 13 school recruitment/communication activities, respondents were asked to select the three activities that *most influenced* their decision to enroll in their graduate management program. The following table shows the percentages of respondents selecting each activity, with activities ranked in descending order of importance.

As the table shows, more than one-fourth of respondents say the following school/recruitment communication activities are the most influential: school Web site, school publications, interaction with admissions or MBA program personnel, campus visit, and interaction with current students. Other activities are cited as most influential by one-fifth or fewer respondents.

MOST INFLUENTIAL SCHOOL RECRUITMENT/COMMUNICATION ACTIVITIES[2]	
	n = 6,223
School Web site	34%
School brochure, pamphlet, and/or catalogs	32%
Interaction with admissions or MBA program personnel	31%
Campus visit	31%
Interaction with current student(s)	26%
Admissions interview	17%
Receptions/open houses	16%
Interaction with school alumni	16%
School alumni	13%
MBA forums/fairs	13%
Personal school correspondence	12%
Informational interview	8%
Alumni interview	4%

[2] Percentages do not add to 100% due to multiple responses.

A statistical factor analysis[3] of school/recruitment communication activities shows that activities fall into five categories. Below, items are listed in each category in descending order of their importance in defining the category. Like before, some items fall into more than one category because they are multidimensional in nature. A negative item within a category correlates with the factor (category) in the opposite direction from other items in the category. For example, the major reason the first factor is named "personal contact with school" is because the two items that best define it are negative and distinctly impersonal. And the three positive items are personal.

Personal contact with school
School Web site (negative correlation)
School brochure, pamphlet, and/or catalog (negative correlation)
Informational interview
Interaction with admissions or MBA program personnel
Campus visit

Personal interaction with alumni
Interaction with school alumni
Alumni interview
Interaction with admissions or MBA program personnel (negative correlation)

Interaction with program personnel
Personal school correspondence
Interaction with admissions or MBA program personnel

Formal interaction
Admissions interview
Receptions/open houses (negative correlation)

Information channels
MBA forums/fairs
Informational interview
Interaction with current student(s) (negative correlation)
Campus visit (negative correlation)

Even though respondents rated 13 separate recruitment/communication activities, the factor analysis shows that these can be reduced to five underlying (independent) factors—four that relate to direct interaction with the school, and one that relates to information channels. The factor analysis offers insight into how prospective students compartmentalize school communications. Respondents clearly distinguish between personal and impersonal school communications. Second, the influence of alumni is clearly distinct from the influence of admissions and MBA program personnel. Third, the formal nature of the admissions interview is clearly distinguished from other informal interactions (with admissions or MBA program personnel or in the form of receptions/open houses). Finally, respondents make a distinction between external channels used to gather information and school-based channels.

[3] See Methodology for an explanation of statistical factor analysis.

VALUE AND SATISFACTION

Quality of MBA Program

Respondents were asked to rate the quality of certain aspects of their programs on the basis of their entire educational experience as a graduate business school student. They could also select "Not Applicable." Respondents who identified a program aspect as applicable were asked to rate its quality on a 5-point scale (5 = outstanding, 1 = poor). The following table shows the percentage distributions of ratings for each aspect and the mean rating of each on the 5-point scale. Program aspects are sorted from high to low based on the mean rating.

QUALITY OF PROGRAM ASPECTS[4]		
		n = 6,213
Faculty	*Applicability*	*100%*
	Outstanding	25%
	Excellent	45%
	Good	25%
	Fair	5%
	Poor	1%
	Total	100%
	Mean	**3.9**
Fellow students		*n* = 6,190
	Applicability	*99%*
	Outstanding	29%
	Excellent	39%
	Good	24%
	Fair	6%
	Poor	1%
	Total	100%
	Mean	**3.9**
Curriculum		*n* = 6,196
	Applicability	*100%*
	Outstanding	19%
	Excellent	43%
	Good	30%
	Fair	6%
	Poor	1%
	Total	100%
	Mean	**3.7**
Admissions		*n* = 6,139
	Applicability	*99%*
	Outstanding	18%
	Excellent	37%
	Good	34%
	Fair	9%
	Poor	2%
	Total	100%
	Mean	**3.6**

[4] Percentages in tables may not always add exactly to 100% due to rounding.

QUALITY OF PROGRAM ASPECTS[4]		
Program management (mission, standards, continuous improvement, etc.)		*n* = 6,092
	Applicability	*98%*
	Outstanding	20%
	Excellent	35%
	Good	31%
	Fair	10%
	Poor	3%
	Total	100%
	Mean	**3.6**
Student services		*n* = 5,888
	Applicability	*95%*
	Outstanding	16%
	Excellent	31%
	Good	34%
	Fair	13%
	Poor	5%
	Total	100%
	Mean	**3.4**
Career services		*n* = 5,566
	Applicability	*89%*
	Outstanding	10%
	Excellent	21%
	Good	31%
	Fair	21%
	Poor	17%
	Total	100%
	Mean	**2.9**

As the table shows, students rate fellow students and faculty the highest and student services and career services the lowest.

A supplementary analysis shows the relationship between students' stage in the job search process and their rating of career services. Ratings of career services are significantly higher for those who have received or accepted a job offer than for those waiting for offers, as the following table shows. Even among those who have received or accepted offers, however, the mean rating of 3.3 is low compared with other program aspects reported in the table above.

	Phase of the job search process (collapsed)		
	Not interviewing	Waiting for offers	Offers received/accepted
	Mean	Mean	Mean
Career services rating	2.8	2.7	3.3

Satisfaction with the MBA

Students were asked to rate how satisfied they are that the MBA will give them nine potential benefits. They rated each benefit on a 5-point scale from *extremely satisfied* to *not at all satisfied.* The following table shows the percentage distributions of students' satisfaction ratings for each of the potential benefits and the mean rating of each on the 5-point scale. Potential benefits are ranked from high to low based on mean satisfaction ratings.

SATISFACTION WITH THE MBA[5]		
		n = 6,223
Opportunity to improve yourself personally	Extremely satisfied	47%
	Very satisfied	41%
	Somewhat satisfied	10%
	Not very/not at all satisfied	1%
	Total	100%
	Mean	**4.3**
Development of your management knowledge/technical skills	Extremely satisfied	35%
	Very satisfied	48%
	Somewhat satisfied	15%
	Not very/not at all satisfied	2%
	Total	100%
	Mean	**4.2**
Credentials you desired	Extremely satisfied	33%
	Very satisfied	48%
	Somewhat satisfied	16%
	Not very/not at all satisfied	2%
	Total	100%
	Mean	**4.1**
An increase in your career options	Extremely satisfied	34%
	Very satisfied	43%
	Somewhat satisfied	19%
	Not very/not at all satisfied	5%
	Total	100%
	Mean	**4.0**
Opportunity to network and to form relationships with long-term value	Extremely satisfied	31%
	Very satisfied	36%
	Somewhat satisfied	25%
	Not very/not at all satisfied	7%
	Total	100%
	Mean	**3.9**
Preparation to get a good job in the business world	Extremely satisfied	25%
	Very satisfied	45%
	Somewhat satisfied	24%
	Not very/not at all satisfied	6%
	Total	100%
	Mean	**3.9**

[5] Percentages in tables may not always add exactly to 100% due to rounding.

SATISFACTION WITH THE MBA[5]		
Opportunity for quicker advancement	Extremely satisfied	25%
	Very satisfied	44%
	Somewhat satisfied	25%
	Not very/not at all satisfied	6%
	Total	100%
	Mean	**3.9**
An increase in earning power	Extremely satisfied	23%
	Very satisfied	39%
	Somewhat satisfied	30%
	Not very/not at all satisfied	9%
	Total	100%
	Mean	**3.7**
Job security	Extremely satisfied	12%
	Very satisfied	34%
	Somewhat satisfied	40%
	Not very/not at all satisfied	14%
	Total	100%
	Mean	**3.4**

As the table shows, students are most satisfied that the MBA is giving them the opportunity to improve themselves personally, develop their management knowledge/technical skills, and attain the credentials they desire. They are least satisfied (relatively) that the MBA is giving them job security, an increase in earning power, and the opportunity for quicker advancement. For the top-ranked benefit—opportunity to improve yourself personally—88% of respondents are either extremely or very satisfied. For the bottom-ranked benefit—job security—46% of respondents are either extremely or very satisfied.

How satisfied (or dissatisfied) students are is determined by their expectations and the MBA's ability to meet them.

Overall Value of the MBA

Members of the graduating MBA class of 2004 were asked to rate the overall value of their MBA education as they approached graduation by comparing the total monetary cost of their MBA degree with the quality of the education they received. Fifty-eight percent of the students feel the value of their MBA is outstanding or excellent. The mean rating on a 5-point scale is 3.7 (where 5 = outstanding and 1 = poor).

OVERALL VALUE OF THE MBA	
	n = 6,223
Outstanding	23%
Excellent	35%
Good	30%
Fair	10%
Poor	3%
Total	100%
Mean	**3.7**

What drives ratings of the value of the MBA degree?
A stepwise multiple regression[6] was used to discover potential drivers in the ratings of overall value. Twelve potential drivers emerge as statistically significant and explain 48% of the variance in ratings. In this discussion, "driver" refers to the potential for affecting overall value, not a known cause-and-effect relationship.

Five of the drivers come from a list of seven aspects of the MBA program that respondents were asked to rate—faculty, curriculum, program management, career services, and admissions.

Five other drivers come from a list of nine potential benefits of the MBA about which respondents were asked to rate their satisfaction. These drivers are an increase in earning power, preparation to get a good job in the business world, opportunity to improve personally, development of management knowledge/technical skills, and satisfaction that the degree is giving the desired credentials.

Two drivers come from a list of 17 school selection factors for which respondents rated importance in their decision to enroll in the school: financial cost of the school and published rankings of its graduate management program.

Each of these drivers, displayed in the following table, makes its own *independent* contribution to the explanation of differences in the respondents' ratings of the overall value of the MBA. The table below shows a power index for each driver. The power index is a measure of the relative importance of the driver in the prediction of variations in respondents' ratings of overall value. The higher the absolute value of the index (ignoring the sign), the more powerful the driver in the prediction. Average power = 100.

Driver Category	Driver (Questionnaire Item)	Power Index
Quality of program aspect	Faculty	188
Quality of program aspect	Curriculum	161
School selection factor	Financial cost of school	152
Degree satisfaction	An increase in earning power	128
Degree satisfaction	Preparation to get a good job in the business world	114
Quality of program aspect	Program management (mission, standards, continuous improvement, etc.)	112
Degree satisfaction	Opportunity to improve yourself personally	101
Degree satisfaction	Credentials you desired	91
Degree satisfaction	Development of your management knowledge/technical skills	88
School selection factor	Published rankings of its graduate management program	-85
Quality of program aspect	Career services	83
Quality of program aspect	Admissions	68

Implications
The regression analysis has several implications. First, it is important to note that questionnaire items related to quality of the program, satisfaction with the potential benefits of the MBA, and school selection are significant in predicting the overall value of the MBA.

[6] See Methodology for an explanation of stepwise regression analysis.

Second, with regard to aspects of the MBA program, it is clear that students recognize and value the independent contributions of faculty, program management, career services, and admissions.

Third, students have clear opinions about their ratings of curriculum content that are independent of their ratings of faculty.

Fourth, students recognize and value *instrumental benefits* (an increase in earning power and preparation to get a good job in the business world), *personal benefits* (opportunity to improve yourself personally), and *intellectual benefits* (development of management knowledge/technical skills). Each of these makes its own independent contribution to the prediction of overall value of the degree.

Fifth, faculty, curriculum, and the importance of financial cost of the school as a selection factor are the most powerful drivers.

Sixth, regarding the school selection factors in the model, one predictor—importance of financial cost—has a positive impact on overall value. The other predictor—the importance of published rankings—has a negative impact. The more important financial cost is in selecting the school, the higher the overall value of the MBA. But the more important published rankings are, the lower the rating of the overall value of the MBA. It appears that students who may have had to sacrifice to pursue their MBAs value the degree more. It should also be noted that the positive power of financial cost is nearly twice as important as the negative power of published rankings in the overall model.

Finally, it is also important to consider those drivers that were tested but that did not emerge with any power in explaining the overall value of the degree: type of MBA program, gender, marital status, age, stage in the job search process, work experience, post-MBA salary, the percent change from pre-MBA to post-MBA salary, perception of a glass ceiling in business or professions overall, and school prestige. Compared with the drivers that did have predictive power, these possible drivers have none.

School Recommendation

Asked if they would recommend their school to someone who is considering pursuing an MBA, 62% of respondents said "definitely yes," as shown in the following table. The mean rating on the 5-point scale is 4.4 (in which 5 = "definitely yes" and 1 = "definitely no").

SCHOOL RECOMMENDATION	
	n = 6,223
Definitely yes	62%
Probably yes	32%
Probably no	5%
Definitely no	1%
Total	100%
Mean	**4.4**

What drives students' willingness to recommend their schools?
Although more than three-fifths of the respondents would *definitely* recommend their schools, the rest are less positive. As with the overall value of the MBA, it is possible to explore drivers of variations in students' willingness to recommend their schools. Results of a stepwise regression analysis[7] to that end are shown in the following table. As in the analysis of the drivers of overall value, a power index is computed that shows the relative importance of the driver in the prediction of respondents' willingness to recommend their schools.

Six of the drivers come from a list of seven aspects of the MBA program that respondents were asked to rate. They are program management, curriculum, fellow students, faculty, student services, and career services.

Four drivers come from the nine potential benefits of the MBA about which respondents were asked to rate their satisfaction. One driver relates to the type of MBA program in which the respondent is enrolled.

Driver Category	Driver (Questionnaire Item)	Power Index
Quality of program aspect	Program management (mission, standards, continuous improvement, etc.)	172
Quality of program aspect	Curriculum	157
Quality of program aspect	Fellow students	129
Quality of program aspect	Faculty	105
Degree satisfaction	Preparation to get a good job in the business world	93
Program type	Part-time/Executive program	81
Degree satisfaction	Credentials you desired	77
Quality of program aspect	Student services	76
Quality of program aspect	Career services	75
Degree satisfaction	Development of your management knowledge/technical skills	69
Degree satisfaction	Opportunity to improve yourself personally	66

Implications
There are several implications to this analysis. First, it is important to note the sensitivity of students to the perceived quality of their school's program management (defined on the questionnaire as consisting of mission, standards, and continuous improvement). Indeed, program management is the most powerful driver in the model. Second, perceived quality of the curriculum is also a key driver—a close second to program management.

Third, the perceived quality of their fellow students emerges with the third largest power index. Indeed, the power index for fellow students is higher than it is for faculty. This result should be of interest to admissions directors who seek to assemble classes in which the students contribute significantly to each other's learning.

Fourth, satisfaction with *instrumental benefits* (preparation to get a good job in the business world), *intellectual benefits* (development of management knowledge/technical skills), and *personal benefits* (opportunity to improve yourself personally) are drivers of the willingness to recommend one's school. But they have less power in this model than in the model for the overall value of the MBA.

[7] See Methodology for an explanation of stepwise regression analysis.

Fifth, the perceived quality of the school's student services and career services are also key drivers. Even though their power does not match that of program management, curriculum, and fellow students, student services and career services clearly make their own independent contributions to students' willingness to recommend their schools.

Sixth, enrollment in a part-time or executive MBA program contributes positively to recommendations of a school. Those enrolled in part-time or executive MBA programs tend to be career enhancers rather than career switchers. They tend to place more value on the way the MBA increases the chances of promotion where they currently work. And, those in part-time programs place more value on how the MBA program allows them to remain marketable (competitive). The combination of these factors—along with the underlying career-enhancing motives of those in part-time and executive programs—appears to be behind the enhanced prediction of a school recommendation from those in part-time and executive programs

Seventh, it is also important to consider the drivers that were tested but do not emerge with any power in explaining the likelihood of a school recommendation: gender, marital status, age, stage in the job search process, work experience, post-MBA salary, the percent change from pre-MBA to post-MBA salary, perception of a glass ceiling in business or professions overall, and school prestige. Compared with the drivers that do have predictive power, these possible drivers have none.

Finally, these 11 drivers explain 46% of the variance in respondents' willingness to recommend their schools—close to the same amount of variance explained in the model for the overall value of the MBA. The models go a long way toward increasing our understanding of what drives the outcomes that are so important to schools. But they only go half way. More than 50% of the variance in the outcomes is left unexplained. There are clearly many other potential drivers that need to be explored to fully understand these important and complex outcomes.

JOB SEARCH AND SELECTION

Stage in Job Search

All respondents were asked about their stage in the job search process. If searching, they could indicate whether they are interviewing (with no offers received yet) or if they are receiving and considering offers. If not searching, they could select one of the following:

- Accepted offer from current/previous employing organization
- Accepted offer from new employing organization
- Staying with the current/previous employing organization
- Postponing job search until later
- Plan to start or manage my own business

As the following table shows, at the time of the survey, 38% of respondents were interviewing and waiting for offers. Twenty-eight percent had received or accepted offers; and slightly more than one-third (34%) were not conducting a job search.

PHASE OF JOB SEARCH PROCESS		
		n = 6,223
Phase of the job search process	Interviewing—no offers received yet	38%
	Staying with the current/previous employing organization	15%
	Accepted offer from new employing organization	15%
	Postponing job search until later	14%
	Receiving and considering offers	10%
	Plan to start or manage my own business	4%
	Accepted offer from current/previous employing organization	4%
	Total	100%
Phase of the job search process (collapsed)	Waiting for offers	38%
	Not interviewing	34%
	Offers received/accepted	28%
	Total	100%

Reasons for Postponing Job Search

As the above table shows, 14% of respondents are postponing their job search until later. Asked their primary reasons for doing so, nearly one-half (46%) say they plan to search closer to graduation. At the time of the survey (March 2003), 84% of the respondents planned to graduate by June, another 9% planned to graduate by September, and 7% planned to graduate by the end of December.

REASONS FOR POSTPONING JOB SEARCH		
		n = 872
Primary reason for postponing job search	Plan to search closer to graduation	46%
	Plan to move to a new area	10%
	To continue my education (beyond my MBA)	7%
	Need to fulfill contractual obligation with current employer	6%
	Family reasons	6%
	Plan to return to my country of citizenship	6%

REASONS FOR POSTPONING JOB SEARCH		
	Currently involved in internship or work project	4%
	My career plans have changed	3%
	My employment situation changed	2%
	Health reasons	1%
	Military obligations	0%
	Other	9%
	Total	100%

Sources of Offers Received

Respondents who had received an offer were asked the source(s). As the following table shows, more than two-fifths say they received offers either from an on-campus recruiter (47%) or from an organization where they had an internship or work project (41%). And more than one-third (34%) say they received an offer from an organization contacted in an off-campus job search.

SOURCES OF OFFERS RECEIVED	
	n = 1,747
An on-campus recruiter	47%
An organization where you had an internship or work project	41%
An organization contacted in an off-campus job search	34%
Current or previous employing organization	25%
An alumnus from your school	14%
Other	8%

Source of Accepted Offer

Those who had accepted a job offer at the time of the survey were asked the source of that offer. Respondents indicate on-campus recruiting as the biggest source of accepted offers, followed by the organization where respondents had an internship or work project.

SOURCE OF OFFER ACCEPTED	
	n = 899
An on-campus recruiter	41%
An organization where you had an internship or work project	30%
An organization contacted in an off-campus job search	18%
An alumnus from your school	4%
Other	6%
Total	100%

Employment Acceptance Factors

All respondents searching for a job were asked the factors they deem most important in deciding where to work after graduation. Challenging and/or interesting work is the factor selected most, followed by competitive salary and opportunity for advancement. An analysis of the significance of differences shows that challenging and/or interesting work is significantly more important to respondents than competitive salary; and both of these factors are significantly more important than opportunity for advancement.

EMPLOYMENT ACCEPTANCE FACTORS	
	n = 4,137
Challenging and/or interesting work	56%
Competitive salary	47%
Opportunity for advancement	38%
Location	33%
Company image and reputation	21%
Opportunity to use your skills to the maximum	20%
Opportunity to learn new things	19%
Positive organizational climate	17%
Achieving something that you personally value	14%
Job security	7%
Benefits package	7%
High ethical standards of the company	5%
Opportunity for travel	4%
Job autonomy	4%
Opinions of spouse/significant other	4%
Stock option or ownership program	1%
Opinions of peers	1%
Other	2%

Preferences for Organization Culture

In addition to the employment acceptance factors listed above, there is every reason to believe that candidates are also considering their preferences for organization culture and that those preferences are influencing their evaluations. The Corporate Recruiters' Survey 2003–04 reports that company fit is an important criterion among recruiters in the selection of candidates; indeed, 46% said it is *extremely* important. For this reason, respondents were asked to review nine pairs of items describing organization culture and select the item in each pair that best describes their preference.[8] Results are shown in the following table.

PREFERENCES FOR ORGANIZATION CULTURE		
		n = 6,223
Competition-cooperation	Internal competition	8%
	Cooperative atmosphere	**92%**
	Total	100%
Career path	Well-defined career path	16%
	Flexible career opportunities	**84%**
	Total	100%
Atmosphere	Formal atmosphere	18%
	Informal atmosphere	**82%**
	Total	100%
Decision making	Centralized decision making	20%
	Decentralized decision making	**80%**
	Total	100%

[8] Recruiters also reported descriptions of the culture in their organizations in Corporate Recruiters Survey 2003–04 using the same nine pairs of items. See the survey report for comparisons and contrasts between the descriptions of recruiters and the preferences of students.

PREFERENCES FOR ORGANIZATION CULTURE		
Goals	Clear, well-communicated vision	**77%**
	Flexible, adaptable corporate goals	23%
	Total	100%
Focus	Focus on company success	**71%**
	Focus on public good	29%
	Total	100%
Rewards	Individual performance-based reward	**62%**
	Team-based reward	38%
	Total	100%
Procedures	Formalized procedures	**59%**
	Loosely defined procedures	41%
	Total	100%
Responsibilities	Clearly defined responsibilities	49%
	Varied/fluid responsibilities	**51%**
	Total	100%

As the table shows, there is a great deal of agreement in the preference for a cooperative atmosphere as opposed to internal competition and although they are by no means unanimous even in this regard, respondents tend to prefer flexible career opportunities, an informal atmosphere, and decentralized decision making over the alternatives. Respondents differ the most in their preferences in rewards, procedures, and responsibilities. Whereas 62% prefer individual performance-based rewards, 38% prefer team-based rewards. And whereas 59% prefer formalized procedures, 41% prefer loosely defined procedures. Finally, there is nearly a 50-50 split between the preferences for varied/fluid responsibilities and clearly defined responsibilities.

Annual Base Salary

Respondents were asked their pre-MBA and expected post-MBA annual base salary. The average respondent made U.S. $56,499 before receiving his or her MBA degree and expects to receive U.S. $76,147 after graduation—a 35% increase in annual salary.

SALARIES IN U.S. DOLLARS (ALL RESPONDENTS)	
	Mean
Annual base salary earned before starting the MBA	$56,499
Annual base salary expected in first job after graduation	$76,147

The average MBA graduate who has accepted a job offer expects a higher post-MBA annual salary than students overall. Some possible explanations for these findings are that the students who have accepted offers may be at the top of their MBA classes and would therefore be better compensated upon graduation; the students could have accepted job offers because of the high salaries they would provide; or, students could be seeking employment in industries or companies that typically recruit on as needed basis and also offer lower salaries, such as companies in the nonprofit/government industry, smaller companies, or companies located outside the U.S. and Europe.[9]

[9] Corporate Recruiters Survey 2003–04.

SALARIES IN U.S. DOLLARS (RESPONDENTS WHO HAVE ACCEPTED OFFERS)	
	Mean
Annual base salary earned before starting the MBA (accepted offer)	$56,190
Annual base salary expected in first job after graduation (accepted offer)	$78,608

The mean salaries in the above two tables are based on the sample of respondents supplying data and, therefore, contain a margin of error, like all sample data do. What would the range of average salaries have been if *all students* in the population had been contacted, instead of just a sample? We can answer this question by constructing a confidence interval using the margin of error. Results are shown in the following table.

	95% Confidence Interval		
	Lower	Mean	Upper
Annual base salary expectation (all respondents)	$75,317	$76,147	$76,977
Annual base salary (accepted offer)	$76,995	$78,608	$80,221

Signing Bonuses

Respondents were asked whether they expect to receive a signing bonus and, if so, the amount they expect to receive. Fifty percent of all students expect to receive a signing bonus. Of that percentage, the average student expects to receive U.S. $12,421, and the students who have accepted a job offer already expect to receive U.S. $14,801.

AMOUNT OF SIGNING BONUS EXPECTED (IN U.S. DOLLARS)	
Expects a signing bonus	*50%*
Amount of signing bonus expected	Mean
All respondents	$12,421
Respondents who have an accepted offer	$14,801

The above table also shows average signing bonuses. As with salaries, these means have a margin of error, and a confidence interval is required to estimate the lower and upper average signing bonuses that would have been encountered if the entire population had been surveyed. These are shown in the following table.

	95% Confidence Interval		
	Lower	Mean	Upper
Signing bonus (expectation)	$12,033	$12,421	$12,809
Signing bonus (accepted offer)	$14,101	$14,801	$15,500

Salaries and Work Experience

To fully understand the salaries expected and received by students, it is necessary to explore their work experience. The Corporate Recruiters Survey 2003–04 showed that recruiters view work experience in two separate ways—what it shows about the candidate's past responsibility and performance, and what it says about the relevance of the candidate's experience to industry, company, and job requirements. Regarding past responsibility and performance, 93% of recruiters say that a proven ability to perform is extremely or very important in the selection of new MBA hires. It is logical, then, to expect a relationship between work experience and salaries.

Only 4% of this year's survey respondents had no work experience. Once this group is removed from the calculations, the work experience of students is as shown in the lower part of the following table. Nearly equal portions had three, but less than six, years of experience (40%) or six or more years of experience (41%). Only 18% of respondents had less than three years of experience.

WORK EXPERIENCE		
		n = 6,223
Years of full-time work experience	None	4%
	Less than six months	1%
	Six months, but less than a year	2%
	1 year, but less than 2 years	3%
	2 years, but less than 3 years	9%
	3 years, but less than 4 years	13%
	4 years, but less than 6 years	28%
	6 years, but less than 8 years	17%
	8 years, but less than 10 years	10%
	10 years or more	13%
	Total	100%
Years of full-time work experience (collapsed)	Less than 3 years	18%
	3 years, but less than 6 years	40%
	6 years or more	41%
	Total	100%

When the pre-MBA salaries and post-MBA salary and signing bonus expectations are compared across the three work-experience categories, the expectations differ significantly. As work experience increases, expected salaries and signing bonuses increase.

SALARIES AND SIGNING BONUSES FOR ALL RESPONDENTS, BY WORK EXPERIENCE (IN U.S. DOLLARS)			
	Years of full-time work experience (collapsed)		
	Less than 3 years	3 years, but less than 6 years	6 years or more
	Mean	Mean	Mean
Annual base salary earned before starting the MBA	$37,887	$51,407	$66,937
Annual base salary expected in first job after graduation	$59,882	$74,083	$85,409
Amount of signing bonus expected	$9,261	$12,490	$13,962

When the analysis shifts to respondents who have accepted job offers, the effect of work experience changes. For pre-MBA salaries, there are still significant differences across the three levels of work experience. But for post-MBA salaries and signing bonuses, the differences between those with less than three years of work experience and those with three, but less than six, years of work experience are statistically significant. The differences between those with three, but less than six years of work experience and those with six or more years of experience, however, are *not* statistically significant.

The following table suggests a salary threshold level beyond six years of work experience.

SALARIES AND SIGNING BONUSES FOR RESPONDENTS WHO HAVE ACCEPTED OFFERS, BY WORK EXPERIENCE (IN U.S. DOLLARS)			
	Years of full-time work experience (collapsed)		
	Less than 3 years	3 years, but less than 6 years	6 years or more
	Mean	Mean	Mean
Annual base salary earned before starting the MBA	$39,267	$54,415	$65,259
Annual base salary expected in first job after graduation (accepted offer)	$62,822	$80,810	$83,680
Pre- and post-MBA difference	$23,555	$26,395	$18,421
Amount of signing bonus expected (those who have accepted offer)	$10,553	$15,702	$15,423

EMPLOYER

Location of Work

All respondents indicated where they plan to work after graduation, choosing among the following: 1) in their country of citizenship; 2) outside their country of citizenship with plans to seek residency or citizenship; or 3) outside their country of citizenship with plans to return to their country of citizenship. Their responses show that 5% do not yet have plans for their work location. Once these respondents are removed from the calculations, more than three-fourths (76%) plan to work in their country of citizenship or work-authorized location. Ten percent plan to work outside their country of citizenship and seek residency or citizenship; and 12% plan to work outside their country of citizenship and then return to their country.

LOCATION OF WORK		
Location of work		*n* = 6,223
	In country of citizenship or work-authorized area	72%
	Outside and then seek residency or citizenship	10%
	Outside and then return to country of citizenship	11%
	Other	2%
	Don't know	5%
	Total	100%
Location of work ("don't know" removed)		*n* = 5,910
	In country of citizenship or work-authorized area	76%
	Outside and then seek residency or citizenship	10%
	Outside and then return to country of citizenship	12%
	Other	3%
	Total	100%

Respondents who are attending school outside their country of citizenship are significantly more likely to plan to work outside their country of citizenship and then either seek residency or citizenship or return to their country of citizenship.

LOCATION OF WORK, BY LOCATION OF SCHOOL		
Location of work*	Graduate business school is located in country of citizenship	
	Yes	No
	n = 4,280	*n* = 1,482
In country of citizenship—or work-authorized area	92%	35%
Outside and then seek residency or citizenship	2%	34%
Outside and then return to country of citizenship	5%	31%
Total	100%	100%

Organization Size

Respondents plan to work for organizations that vary widely in size. Nearly two-fifths plan to work in organizations with 1,000 or fewer employees, whereas nearly one-third plan to work in organizations with over 15,000 employees.

ORGANIZATION SIZE		
Number of employees (collapsed)		*n* = 4,230
	1,000 or less	38%
	1,000 to 15,000	30%
	Over 15,000	32%
	Total	100%

Employing Industry

The School Selection section of the report discusses whether MBA students plan to use the degree to enhance their careers in the same industry or to switch industries. As reported earlier, 46% of this year's graduates are career enhancers, and 54% are career switchers. To make this examination possible, all respondents with pre-MBA work experience were asked to select from a list of specific industries the one in which they worked prior to pursuing their MBA. Respondents also indicated the post-MBA industry in which they expect to work. The comparison was calculated for the specific industries and industry group levels.

Specific Industries

The following table shows the net effects of respondents' choices of their specific pre- and post-MBA industries.

Industry	Pre-MBA Industry	Post-MBA Industry	Difference	Percent
	n = 6,000	*n* = 6,000	Percentage Points[10]	Change
Accounting	4.0%	2.6%	-1.5%	-37%
Advertising	1.2%	0.5%	-0.7%	-59%
Aerospace and defense	1.3%	1.1%	-0.1%	-11%
Architecture	0.4%	0.2%	-0.2%	-55%
Arts and entertainment	0.9%	1.0%	0.0%	5%
Automotive	1.5%	1.2%	-0.3%	-17%
Aviation and airlines	0.6%	0.5%	-0.1%	-11%
Banking	6.1%	6.8%	0.8%	12%
Biotechnology	0.9%	1.0%	0.1%	15%
Construction and installation	1.0%	0.5%	-0.5%	-51%
Consulting services	7.2%	7.3%	0.1%	1%
Consumer goods	2.3%	5.1%	2.7%	116%
Customer services	0.3%	0.3%	-0.1%	-20%
Education or educational services	2.3%	1.1%	-1.3%	-54%
Energy and utilities	1.9%	1.9%	0.0%	1%
Engineering	5.4%	2.2%	-3.3%	-60%
Finance and Insurance	7.5%	11.0%	3.5%	47%
Food, beverage, and tobacco	1.1%	1.3%	0.2%	22%
Government (non-military)	1.8%	1.3%	-0.5%	-28%
Health care	2.6%	2.9%	0.4%	14%

[10] The percentage point and percent changes may differ slightly from those calculable with the pre- and post-MBA percents displayed because of rounding.

Industry	Pre-MBA Industry	Post-MBA Industry	Difference	Percent
	n = 6,000	*n* = 6,000	Percentage Points[10]	Change
Health care consulting	0.3%	0.4%	0.1%	38%
Health insurance	0.2%	0.2%	-0.1%	-31%
Health managed care (provider)	0.1%	0.0%	-0.1%	-80%
Hotel, gaming, leisure, and travel	0.9%	0.6%	-0.3%	-37%
Human resource services	0.8%	0.9%	0.1%	17%
Information technology consulting	2.7%	1.2%	-1.5%	-54%
Information technology or services	6.8%	4.8%	-2.0%	-29%
Insurance	1.3%	0.8%	-0.5%	-39%
Internet and/or e-commerce	2.4%	1.3%	-1.1%	-45%
Investment banking or management	3.0%	4.8%	1.8%	59%
Management consulting	0.7%	1.9%	1.1%	158%
Marketing services	2.5%	5.7%	3.3%	132%
Military	1.4%	0.4%	-1.0%	-71%
Mining	0.3%	0.2%	-0.2%	-45%
Pharmaceutical	1.5%	2.3%	0.8%	57%
Professional, scientific, and technical services	0.7%	0.5%	-0.2%	-28%
Real estate and rental and/or leasing	1.2%	2.2%	1.0%	80%
Restaurant and food services	0.4%	0.2%	-0.1%	-33%
Retail/wholesale	2.9%	2.3%	-0.6%	-21%
Science and research	0.7%	0.4%	-0.4%	-49%
Sports and recreation	0.6%	0.7%	0.1%	8%
Telecommunications	4.9%	3.3%	-1.6%	-32%
Utilities	0.3%	0.3%	-0.1%	-20%
Venture capital	0.4%	0.6%	0.2%	46%
Other consulting	0.7%	0.6%	-0.1%	-10%
Other energy and utilities	0.2%	0.3%	0.1%	25%
Other finance	0.9%	1.4%	0.5%	60%
Other health care or pharmaceutical	0.4%	0.4%	0.0%	5%
Other manufacturing	3.6%	3.0%	-0.6%	-15%
Other products and services	1.3%	1.3%	0.0%	-1%
Other technology	1.9%	2.0%	0.1%	7%
Other industry	4.1%	5.7%	1.6%	39%
Total	100.0%	100.0%		

There are some advantages and limitations with these comparisons. The principal advantage is that changes can be known at a micro level. The principal limitation is that sample sizes (and percentages) are low for many industries, simply because there are so many industries represented.

The table shows both the change in percentage points between pre- and post-MBA industry and the change expressed as a percentage of the pre-MBA base. For example, there is a decrease in accounting of 1.5 percentage points; this is a decrease of 37% from the pre-MBA level. The higher the pre-MBA percent on which these changes are based, the more reliable they are.

For example, in the case of accounting, there appears to be a real shift in respondents' choices. In the case of architecture, the shift is less likely to be significant, as the -55% change that is shown is based on a sample of 24 graduates (.4% * 6,000 = 24).

Industry Groups
The specific industries in the preceding table were combined into eight industry groups and a similar analysis was conduced to examine the net effects of students' post-MBA employment choices. Results are shown in the following table. The collapsing of specific industries into industry groups increases sample sizes and makes the pre-/post-MBA comparison more reliable.

As the table indicates, the net career switching of respondents is producing substantial effects for some industry groups. High technology and nonprofit or government organizations are seeing the greatest decreases. Products or services, health care, and finance are seeing substantial increases.

industry group	Pre-MBA industry group	Post-MBA industry group	Difference	Percent
	n = 5,754	*n* = 5,657[11]	Percentage Points[12]	Change
Consulting	12.8%	13.0%	0.1%	1%
Energy/utilities	2.9%	2.8%	-0.1%	-4%
Finance	24.2%	29.7%	5.5%	23%
Health care	5.8%	7.1%	1.4%	24%
High technology	23.7%	15.3%	-8.4%	-35%
Manufacturing	6.6%	5.7%	-0.9%	-13%
Nonprofit or government	5.7%	2.9%	-2.8%	-49%
Products or services	18.3%	23.6%	5.2%	29%
Total	100.0%	100.0%		

Career Switching and Industry Attractiveness

Earlier we reported that 46% of graduates are career enhancers, whereas 54% are career switchers. These findings are based on respondents' answers to a question about whether they would continue to work in the same specific industry in their post-MBA jobs. In some cases, however, respondents may switch specific industries within an industry group, but not switch across industry groups. In these cases, a respondent can be a career switcher at the level of specific industries, but a career enhancer at the level of the industry group. If the data are corrected for this difference, it is possible to discover the nature of career enhancement and career switching at the industry group level. This is done in the following table.

CAREER SWITCHING AT THE INDUSTRY GROUP LEVEL		
		n = 6,000
Pre-/post-MBA industry	Career enhancers	56%
	Career switchers	44%
Total		100%

[11] The sample sizes differ between pre- and post-MBA groups because respondents could check "Other industry" as a specific industry choice and the number doing this differed between the pre-MBA and post-MBA industry question. These respondents could not be classified into an industry group.
[12] As with the earlier table, the percentage point and percent changes may differ slightly from those calculable with the pre-MBA and post-MBA percents displayed because of rounding.

At the industry group level, the majority of respondents are career enhancers. But, as reported earlier, at the level of specific industries, the majority of respondents are career switchers. Knowing which respondents are switching at the level of industry groups is the first step in determining the relative attractiveness of industry groups. Taking into account the movements of career switchers in the class of 2004, we can create an "attractiveness index" that tells us which industries they found most and least attractive. To do this, we divide the percentage switching into an industry group by the percentage switching out and multiply the result by 100. This is the same process that was used to discover the relative attractiveness of industry groups in the class of 2003.[13] The following table shows how the class of 2004 compares with the class of 2003 in the attractiveness of each industry group.

industry group	Attractiveness Index	
	2003	2004
Finance	151	145
Health care	154	140
Products or services	122	132
Consulting	107	99
Energy/utilities	77	91
Manufacturing	69	81
Nonprofit or government	54	58
High technology	56	43

The three industry groups most attractive to graduates in 2003 continue in their attractiveness in 2004. Finance and health care, although still the top two in attractiveness, have slipped slightly, whereas the attractiveness of products or services has increased slightly. Consulting comes in fourth in attractiveness in 2004—the same relative position it had in 2003—but with a slight dip in its absolute attractiveness.

The four other industries in the eight-industry lineup have more out-switching than in-switching, as reflected in attractiveness indexes below 100. Three of the four, however, have increased their relative attractiveness in 2004: energy/utilities, manufacturing, and nonprofit or government. High technology is low in absolute and relative attractiveness in 2003 and 2004.

Job Function

Respondents were asked to anticipate the function they will have in their post-MBA place of work. More than half plan to be working in finance or marketing/sales. Nearly equal shares of students plan to work in consulting or general management.

JOB FUNCTION	
	n = 5,680
Finance	31%
Marketing/sales	24%
Consulting	13%
General management	12%
Operations/logistics	9%
Information technology/MIS	7%

[13] See Grady D. Bruce, Rachel Edgington, and Jacqueline M. Olkin, "Apply & Demand: How the Economy Affects Graduates' Career Choices," *Selections*, vol. 3, issue 1 (Spring 2003), 5–11.

JOB FUNCTION	
Other organization function	3%
Human resources	2%
Total	100%

Industry Groups and MBA Specializations

In the School Selection section of the report we discussed areas of specialization of respondents, as well as the percent that did not specialize at all in their MBA programs. Respondents could select one or two areas in which they specialized from a list of 36 specific areas. In the following table, we examine the post-MBA industry groups in which respondents with different specializations will be working. Only those specializations selected by 2% or more of respondents are included in the table.

Specialization	Post-MBA industry group (all respondents)							
	Consulting	Energy/ utilities	Finance	Health care	High Tech	Manu-facturing	Nonprofit/ government	Products/ services
	n = 765	*n* = 158	*n* = 1,731	*n* = 424	*n* = 888	*n* = 324	*n* = 170	*n* = 1,397
Did not specialize	**21%**	**23%**	10%	18%	19%	18%	16%	14%
Accounting	3%	6%	**14%**	2%	2%	2%	4%	2%
Business Development	3%	4%	1%	3%	3%	2%	1%	3%
Consulting	**10%**	0%	1%	1%	2%	2%	1%	1%
Entrepreneurship	8%	8%	5%	8%	**10%**	6%	6%	8%
Finance	29%	**45%**	**72%**	25%	26%	34%	21%	19%
General Management	10%	8%	6%	**11%**	10%	**13%**	**11%**	10%
International Business	6%	3%	6%	3%	**7%**	**7%**	**7%**	**7%**
Leadership	2%	4%	1%	3%	3%	1%	**6%**	1%
Management Information Systems (MIS)	**6%**	2%	2%	2%	**7%**	3%	5%	1%
Marketing	15%	7%	7%	**29%**	**26%**	18%	18%	**50%**
Operations Management	5%	4%	2%	4%	5%	**11%**	**8%**	4%
Real Estate	1%	1%	2%	0%	0%	0%	2%	**5%**
Strategy	**14%**	**12%**	6%	8%	9%	**11%**	9%	9%
Supply Chain Management	3%	3%	1%	3%	3%	**10%**	4%	4%
Technology	1%	1%	1%	2%	4%	2%	2%	1%

The finance industry attracts graduates most likely to specialize overall. One-fifth or more of respondents entering the consulting and energy/utilities industries did not specialize at all, but most respondents did specialize. Several things can be noted from the table:

- Higher percentages of those entering the consulting industry specialized in finance and marketing than in consulting. This could be related to a lower availability of a consulting specialty compared with finance and marketing.

- Whereas the finance industry (as might be expected) heavily attracts those who specialized in finance and accounting the industry also attracts those who specialized in many other areas (either solely or in conjunction with their finance and accounting specializations).
- Of those going into high technology, equal percentages come from specializations in finance and marketing (26%). Nearly the same situation is true for health care.
- One-half of those going into products or services specialized in marketing; but the industry attracts graduates with other specializations as well.