

Global MBA™ 2000 Survey OVERALL REPORT

School Choice

Overall

Respondents were asked to select from a list the three factors most important in their choice of the school in which they pursued their MBA. “School reputation” emerged as the most important factor, with 25% of the total selections they made. “School location” and “formal ranking by a major publication” were in second place, at 20% and 19%, respectively. “Cost of tuition” was selected 11% of the time, followed by “campus visit” and “friend who attended the MBA program,” each at 7%. Other factors (as shown in the table) also influenced their school-choice decisions, but to a lesser extent.

Program Type

Graduates from full- and part-time programs agreed in substance on the ordering of major factors influencing their school choice—school reputation, formal ranking by a major publication, school location, and cost of tuition. But they differed significantly in the extent to which they selected each of these factors as a most important, top-3 school-choice factor. That is, while school reputation was selected more than anything else as the most important reason for school choice in both programs, it was even more important in part-time programs than in full-time programs (83% compared with 73%). Likewise, formal ranking by a major publication was selected by 58% of full-time graduates, compared with 52% of part-time graduates. Part-time graduates placed their emphasis on school location, with 86% placing this in their top-3, compared with 54% of full-time graduates who placed it there. And cost of tuition was a significantly more important factor to those in full-time programs (34%) than to those in part-time programs (26%).

Graduates from the two types of programs differed widely in the importance of a campus visit. One-fourth of the graduates from full-time programs named a campus visit as a top-3 choice factor, but only 7% of those from part-time programs did so.

Correspondence from the school, while low in overall importance as a selection factor, was nevertheless significantly more important to full-time graduates than it was to part-time graduates. So, too, were a school brochure, an alumni interview, and housing and other non-tuition costs.

Gender

Male and female graduates agreed on the ordering of major factors influencing their school choice—school reputation, formal ranking by a major publication, school location, and cost of tuition. But within this subset, different patterns emerged in the relative importance of factors. Males used school reputation and formal ranking by major publications significantly more than females in choosing a school. And females used cost of tuition significantly more than males. Males and females agreed on the importance of school location.

Males and females also agreed on the relative importance of all of the other factors; there were no significant differences between the two groups on any of them.

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Race/Ethnicity

Whites and minorities tend to choose their schools in the same way; that is, there are no significant differences between the two groups on 8 of the 10 school-choice factors. School location—one of the top three factors to graduates overall—is named significantly more by whites as a top-3 choice factor (67%) than it is by minorities (58%). And correspondence from the school—while it is low in overall relative importance—is significantly more important to minorities (14%) than it is to whites (8%).

In general, graduates from schools in different regions of the United States agree on the three most important school choice factors: school reputation, school location, and formal ranking by a major publication. But there are significant differences across regions in the relative importance of these factors, as indicated by the percentage of graduates from each region placing the factor in their top-3.

As the table shows, graduates from the Middle States and Northcentral regions named school reputation more than did those from any other region (79% and 78%, respectively), while graduates from the Southcentral region named it the least (63%). Those from the Southcentral region named school location more than did graduates from any other region (69%), while those from the Middle States named it least (49%).

Formal ranking by a major publication was placed in the top-3 more often by graduates from the Middle States and Northeast (63%) and least by graduates from New England (39%).

Graduates from the various U.S. regions also differed significantly in the importance of cost of tuition. Those from the Southcentral states named it as a top-3 factor 52% of the time, while those from New England and the Middle States named it at less than half that rate (21% and 20%, respectively).

There also significant differences across the regions in the importance of a campus visit, a friend who attended the MBA program, correspondence from the school, and housing and other non-tuition costs. There were no significant differences in the importance of an alumni interview or school brochure.

World Regions

In general, graduates who are citizens of different regions of the world agree on the most important school-choice factor—school reputation. As might be expected, they disagree on the importance of school location. A much higher percentage of North Americans name school location as a top-3 factor (65%) than do those from other regions.

Formal ranking by a major publication also differs significantly across world regions. Citizens of the Pacific Islands, Eastern Mediterranean, and Southeast Asia use this criterion more than do those from any of the other regions, while citizens of Western Europe use it the least. All of the other factors also differ significantly across the world regions in their relative importance, although, as noted above, generalizations about some regions are limited due to small sample sizes.

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Decision to Pursue an MBA

Overall

Asked to indicate the three factors most important in their decision to pursue an MBA, graduates indicated a desire “to increase their career options” more than anything else. Fully 25% of the choices they made reflected this motivation. “Development of management knowledge/technical skills” and “to increase earning power” were distant seconds at 18% and 17%, respectively, followed closely by the opportunity to improve themselves personally, at 14% of their choices. As the table shows, “preparation to get a good job in the business world,” “opportunity for quicker advancement,” and “getting desired credentials” fill out the list of factors with relatively lower shares of choices made.

Program Type

Graduates from both programs agreed on the four most important factors in their decision to pursue an MBA: to increase their career options, to develop their management knowledge/technical skills, to increase their earning power, and the opportunity the MBA offered them to improve themselves personally.

They differed significantly in the importance of the MBA in preparing them to get a good job in the business world: 29% of graduates in full-time programs named this as a top-3 factor, compared with 16% of those in part-time programs. They also differed significantly in the importance to them of the opportunity the MBA provided for quicker advancement, with 31% of part-time graduates naming this as a top-3 factor, compared with 24% of full-time graduates. Graduates in part-time programs placed more importance on getting desired credentials than did those in full-time programs, with 28% of the former placing this factor in the top 3, compared with 23% of the latter.

Gender

Of the seven factors listed for deciding to pursue an MBA, males and females did not differ significantly on the importance of six. Males decided to pursue an MBA slightly (but significantly) more than females in order to develop their management knowledge and technical skills: 54% of the males selected this as a top-3 decision factor, compared with 49% of the females.

Race/Ethnicity

Whites and minorities are motivated by the same factors in their decisions to pursue an MBA. Of the seven factors listed for deciding to pursue an MBA, there are no significant differences between the groups on the ordering of the factors *or* in the relative importance of each factor.

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U.S. School Location/Region

Graduates from different U.S. regions agreed on the importance of two of the top-3 factors influencing their decision to pursue an MBA: to increase career options and to improve management knowledge/technical skills. That is, there were no significant differences across the regions in the extent to which these items were named as a top-3 decision factor. However, there were significant differences on the third factor: to increase earning power. Graduates from the Southeast named this factor more than those from any other region, followed closely by those from the Northeast and Northcentral regions; while graduates from New England named it least. Those from New England placed the opportunity to improve themselves personally in the top-3 more than did those from any other region.

There are also significant differences across the regions in the importance of each of the other factors influencing their decision to pursue an MBA.

World Regions

Graduates from different world regions differ significantly on the relative importance of the top five factors influencing their decision to pursue an MBA. While increasing career options is important to all, it is relatively more important to those from Western Europe and North America. Development of management knowledge/technical skills is relatively less important to citizens of North America and relatively more important to those from Western Europe. And an increase in earning power is relatively more important to those from North America than it is to those from other regions. The opportunity to improve themselves personally is relatively more important among citizens of Western Europe and Central and South America.

Getting desired credentials, although low in importance among all decision factors, is relatively more important to citizens of Southwest Asia. There are no significant differences across the world regions in the importance of the opportunity for quicker advancement.

Satisfaction with MBA

Overall

Are they satisfied that the MBA gave them what they came for? Responses to a question on the three areas in which they are most satisfied indicate a resounding “yes.” Most of their choices of factors (23%) indicated that the MBA had increased their career options, developed their management knowledge/technical skills (21%), given them the opportunity to improve themselves personally (16%), and increased their earning power (15%).

Program Type

Graduates from the two programs agreed on their satisfaction with the MBA in the following areas: the increase it gave them in their career options, and the opportunities it provided them to develop their management knowledge/technical skills and “to improve yourself personally.”

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Graduates of the two programs differed significantly in the level of their satisfaction with the MBA to increase their earning power: 45% of those in full-time programs named this as a top-3 area of satisfaction, compared with 37% of those in part-time programs. Graduates in full-time programs were also significantly more satisfied with the MBA in preparing them to get a good job in the business world, named by 30% of the full-time graduates as a top-3 area of satisfaction, compared with 17% of the part-time graduates. Part-time graduates, on the other hand, named getting desired credentials as a top-3 factor significantly more than full-time graduates—31%, compared with 24%. This difference placed this area of satisfaction as fifth most important to part-time graduates, while it ranked sixth for full-time graduates.

Full-time and part-time graduates agreed on their satisfaction with the MBA in providing them with an opportunity for quicker advancement: 18% of each group named this as a top-3 factor.

Gender

Males and females agreed on their level of satisfaction with the MBA in the two areas of greatest satisfaction: the increase it gave them in their career options and in the opportunities it provided them to develop their management knowledge/technical skills. They also indicated similar levels of satisfaction with the MBA in helping them to increase their earning power. And while both groups indicated high levels of satisfaction with the opportunities the degree provided them to improve themselves personally, females were slightly (but significantly) more satisfied on this point than males.

There were no significant differences between males and females in any of the other areas of satisfaction listed.

Race/Ethnicity

Whites and minorities are also satisfied with their MBAs to the same extent and in the same ways. Of the seven areas listed from which they chose the three with which they were *most satisfied*, there were no significant differences in any area.

U.S. School Location/Region

While they differed considerably in the importance of factors influencing their decision to pursue an MBA, graduates from different regions did not differ significantly on six of the seven areas of satisfaction with the degree. Significant differences did emerge, however, for the most important area of satisfaction: to increase career options. Graduates from New England, West, and Northcentral regions named this as a top-3 area of satisfaction more than those from any other region (79%, 73%, and 72%, respectively).

World Regions

Graduates from different world regions differed significantly in their satisfaction with the MBA as regards its effect on increasing their career options. Those from Europe (Western and Eastern) and North America named this as a top-3 factor more than did those from any other region, while those from Southwest Asia named it relatively less.

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There were no significant differences across world regions in satisfaction with the MBA as regards the development of management knowledge/technical skills.

There were significant differences across regions in the satisfaction of graduates with the opportunity the MBA provided them to improve themselves personally. Again, although the sample sizes are small, it is notable that citizens of the Pacific Islands named this as a top-3 area of satisfaction more than those from any other region, while citizens of Eastern Mediterranean countries named it least. Citizens of Eastern Mediterranean countries named an increase in earning power as a top-3 area of satisfaction more than did those from any other region.

Although preparation to get a good job in the business world was less important overall than any of the other factors discussed thus far, there were significant differences among world regions in its relative importance. Citizens of Eastern Mediterranean countries and Eastern Europe named this as a top-3 factor the most, while those from North, Central, and South America named it the least.

There were no significant differences across world regions in satisfaction with the MBA degree in allowing graduates to get desired credentials.

Skills and Abilities

Asked how much their MBA education had improved their skills/abilities in a number of areas (compared with before they entered the MBA program), graduates reported the greatest improvement in their “ability to think strategically,” with 85% reporting a great deal or a good amount of improvement (see table). More than three-fourths (76%) reported the same amount of improvement in their “ability to integrate information from a wide variety of sources.”

Two-thirds or more reported a great deal or a good amount of improvement in each of the following: technical skills for their specialty (72%), ability to think analytically (70%), decision-making ability (70%), and ability to function as a member of a team (67%). The areas of least improvement (relatively) were in leadership and in computer and related technological skills.

Financing an MBA

Overall

The two principal ways in which graduates financed their MBAs are private or Federal loans (36%) and savings (personal or family—35%). About half as many relied on scholarships (17%) than they did on savings, while the balance named corporate scholarships as their principal source of funding (12%).

Program Type

Graduates from full- and part-time programs differ significantly in the principal way they financed their MBAs. Private or Federal loans and savings (personal or family) are the principal ways for full-time graduates (40% and 36% respectively), while corporate

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scholarships and savings top the list for part-time graduates (52% and 31%, respectively). *Only one* part-time graduate reported a scholarship as a principal way of financing the MBA, compared with 20% of full-time graduates.

Gender

Males and females differ significantly in the principal way they financed their MBAs. Although private or Federal loans are important to both groups, they are the principal ways for females (39%), while savings are the principal way for males (and a secondary way for females). Females tend to use scholarships more than males (22%, compared with 14%), while males tend to use corporate scholarships more than females (14%, compared with 8%).

Race/Ethnicity

Whites and minorities, however, do differ significantly in the principal way they financed their MBAs. Both groups use private or Federal loans more than anything else—46% of whites and 41% of minorities. Minorities rely more on scholarships than whites (29%, compared with 13%). And whites rely more on savings than minorities (27%, compared with 20%). Whites also use corporate scholarships more frequently than minorities.

U.S. School Location/Region

Graduates from schools in the different U.S. regions used significantly different ways for financing their MBAs. Those from the West and Southeast used private or Federal loans more often than did graduates from any of the other regions. Savings were used relatively more by graduates from the Southcentral and West regions.

Relative to the other regions, graduates from New England used a scholarship the most, while those from the Northcentral region used it the least. Corporate scholarships were used relatively more by graduates from the Northcentral region.

World Regions

Citizens of different world regions financed their MBAs in significantly different ways. Those from North America used private or Federal loans much more than did those from any of the other regions. Those from Western Europe used savings more than did those from other regions. Scholarships were relatively more popular among citizens of Eastern Mediterranean countries and Eastern Europe. Corporate scholarships were used relatively more by citizens of the Pacific Islands. No one from an Eastern Mediterranean country received a corporate scholarship.

Specializations

Respondents were asked to indicate their fields of specialization from a list of alternatives. They could select as many as they wanted. It is possible, then, to calculate their selections as a percentage of total choices made or a percentage of graduates.

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Overall

Percentages in this table show the percentage of times each specialty was selected and are based on the total number of times all specialties were selected. Gender comparisons, on the other hand, use percentages based on the size of each cohort.

Gender

Finance, business economics, and economics—the most popular choice overall—was even more popular among males than females—48% of the former, compared with 31% of the latter. Females favored marketing—the second most popular choice—more than did males (35% to 24%); and they specialized in general management less.

There were no significant differences between males and females in the popularity of information technology/management information systems, international business, accounting, or non-profit management/administration. Males specialized in entrepreneurship at nearly twice the rate of females—15%, compared with 8%. While operations research and human resources were low in overall popularity, males specialized in the former significantly more than females, while females chose human resources significantly more than males.

Career Path

Salary Expectations

The typical expected base salary was \$71,000-\$80,000—26% of the graduates. Over one-half (58%) expected salaries in the \$61,000-\$90,000 range, while 18% expected salaries of \$91,000 or more. Slightly less than one-fourth (24%) expected salaries of \$60,000 or less.

Program Type

There were significant differences between graduates of full-time and part-time programs in the base salary they expect in their first job after graduation.¹ Graduates from part-time programs expect higher salaries than do those from full-time programs. Fully 29% of part-time graduates expect salaries of \$91,000 or more, compared with 17% of full-time graduates. And 27% of full-time graduates expect salaries from \$71,000 to \$80,000, compared with 17% of part-time graduates.

Gender

There were significant differences between males and females in the base salary they expect in their first job after graduation: salaries for males are higher than those for females (as shown in the salary distributions for the two groups).

As noted earlier, males and females pursue the MBA largely for the same reasons; and they are satisfied in the same areas with what it gives them. Female graduates are significantly younger than male graduates. Yet that does not explain their lower salaries.

¹ Base salary does not include signing bonuses, moving allowances, stock options, benefits packages, or other one-time compensation.

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This raises the question of whether employment acceptance factors or job function could explain lower salaries among females. Accordingly, four employment acceptance factors where there are notable and significant differences between males and females were examined for their potential in understanding these salary differences: competitive salary (valued more by males than females), positive organizational climate (valued more by females than males), location (valued more by females than males); and benefits (valued more by females than males). Two popular job functions were also examined to determine if the tendency for women to enter marketing and men to enter consulting affected the salary differences.

Among males, valuing a competitive salary makes no difference in their base salaries. Females who value competitive salaries get significantly higher salaries than females who do not. However, this mostly occurs in the \$91,000 and over category; and the differences between men and women in the percent who place this value in the top 3 (while significant) are not large.

Do women value positive organization climate more than men and thus trade off salaries for it? Analysis of the results shows no significant differences in base salaries between those who value a positive climate and those who don't (whether male or female).

Perhaps valuing location leads to lower salaries. It does, but that applies to men, as well as women, so it is not a potential explanation.

Likewise, valuing benefits might be associated with lower salaries. It is, but that applies equally to men and women.

It is true that those who go into marketing receive lower salaries than salaries overall, and a higher percentage of women go into marketing. However, if we look only at those who go into marketing, females receive lower salaries than males.

It is true that those who go into consulting receive higher salaries than salaries overall, and a lower percentage of women go into consulting. However, if we look only at those who go into consulting, women receive lower salaries than men.

Race/Ethnicity

There were no significant differences between whites and minorities in the base salary they expect in their first job after graduation.

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U.S. School Location/Region

There were significant differences across the regions in the base salary they expect in their first job after graduation. Graduates from New England, the Middle States, and the Northeast expect the highest base salaries, while those from the Southeast and Southcentral regions expect the lowest.

World Regions

There were significant differences across graduates from different world regions in the base salaries they expect in their first job after graduation. Graduates from Southwest Asia, and North, Central and South America expect the highest base salaries, while those from Southeast Asia, Eastern Europe, and the Pacific Islands expect the lowest

Comparisons with Expectations

Overall

Asked how these salaries compared with their expectations when starting the MBA, most graduates (47%) said they were about the same as expected. But more than one-fourth (29%) said the salaries were higher by 20% or more. Twelve percent said the salaries were lower than their initial expectations by 10% or more.

Asked to indicate what forms of additional compensation they expected, more than two-thirds (68%) said they expect a signing bonus. More than one-half (58%) expect a moving allowance. Nearly one-half (45%) expect stock options, while one-third expect a first-year bonus.

Program Type

While most graduates now expect to receive a base salary about the same as they expected when starting their MBA programs (46% of those in full-time programs and 55% of those in part-time programs), graduates of the two programs differ slightly (yet significantly) when comparing current expectations with earlier ones. Full-time graduates expect higher base salaries now than when they started their MBAs.

Gender

There were no significant differences between males and females in their current salary expectations compared with expectations when they started their MBAs.

Race/Ethnicity

There were no significant differences between whites and minorities in their salary expectations now compared with the levels set when they entered the MBA program.

U.S. School Location/Region

There were no significant differences across the regions in how their salary expectations now compare with those when they entered the program.

World Regions

In general, graduates from different world regions expect the same salaries now as when they entered the MBA program.

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Job Search

Nineteen percent of the graduates said they would continue to work at the same organization after receiving their MBAs (table). The other 81% were asked about where they were in the job search process.

As the tables show, among those not continuing to work in the same organization after graduating, 62% had already accepted a job or were considering an offer at the time of the survey. One-fourth were interviewing and waiting for offers; while 13% were postponing their job search.

Among those who had already accepted a job at the time of the survey, 29% obtained their positions from a summer internship.

Type of Employing Organization

More than half the graduates (52%) expect to work for organizations employing over 1,000. More than two-thirds (68%) expect to work for multinational organizations. With regard to organization function, 18% say consulting best describes the function of the organization for which they will work. Another 15% say finance, while 13% say marketing. Ten percent plan to work for organizations involved in investments and banking. Less than 10% indicated other functions, as shown in the table.

Function of Organization

Program Type

Full-time and part-time graduates differ significantly overall in the functions of the organizations in which they will work. Full-time graduates are drawn more to consulting, finance, and marketing; while part-time graduates are drawn more to information technology, production and operations, and a wide variety of other job functions not captured by those from which they could choose.

Gender

Males and females differ significantly overall in the functions of the organizations in which they will work. Marketing is much more popular among females, while investments and banking, consulting, finance, and start-up ventures are somewhat more popular among males.

Race/Ethnicity

There are no significant differences between whites and minorities in the functions of organizations in which they expect to be employed.

U.S. School Locations/Region & World Regions

These tables are included for consistency only. Sample sizes are too small for many of the region-function combinations to generalize about regional differences.

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Employment Acceptance Factors

Overall

These two tables show employment acceptance factors with percentages calculated in two ways. The first table is based on the total number of times an acceptance factor was checked as a top-3 factor and takes multiple responses into account; the second table (Acceptance Factor-Decision) shows the percentage of respondents selecting each factor.

As the second table shows, over three-fourths of the graduates named “challenging and interesting work” as a top-3 factor the use in deciding where to work. Competitive salary was a distant second—named by 50% of the graduates. Two-fifths named “opportunity for advancement” as a top-3 factor.

More than one-third of the respondents named location (36%) and positive organizational climate (35%). Twenty-nine percent named company reputation. Other factors were selected for top-3 importance to a decreasing extent, as shown in the table.

Program Type

Graduates of both programs named the same three factors as most important in deciding where they would work after graduation. But these factors differed significantly in their relative importance to the two groups. Those in full-time programs named challenging or interesting work as a top-3 factor more than those in part-time programs (78%, compared with 72%), while those in part-time programs named competitive salary significantly more than those in full-time programs (65%, compared with 47%). Opportunity for advancement was also named significantly more by part-time graduates than by full-time—51%, compared with 38%.

Positive organizational climate was valued more by those in full-time programs than it was by those in part-time programs—36% and 27%, respectively. Company reputation was placed in the top-3 by full-time graduates twice as often as it was placed there by part-time graduates; that is, by 32% of the former group, compared with 15% of the latter.

Among the less-important factors in selecting a job, the two groups shared similar low levels of interest in a stock option or ownership program, in job security, and in not having to travel in deciding where to work. Those in part-time programs, however, valued autonomy and benefits significantly more than those in full-time programs.

Gender

Males and females named the same five factors as most important in deciding where they would work after graduation. But on three of the five, they differed in the degree of importance of the factors. Significantly more males than females named competitive salary as a top-3 factor—52%, compared with 46%. Significantly more females named location—40%, compared with 34%. And significantly more females named positive organizational climate—39%, compared with 33%. There were no significant differences between the two groups in the importance of challenging or interesting work (the top factor) or of opportunity for advancement.

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Among the less-important factors overall, males and females named company reputation as a top-3 job-selection factor to the same degree—29% of each group. Males valued a stock option or ownership program and autonomy more than females; while females valued benefits and no travel more than males. The two groups shared similar low levels of interest in job security.

Race/Ethnicity

Whites and minorities named the same five factors as most important in deciding where they would work after graduation; and there were no significant differences between the two groups in the degree to which they found each factor important. Company reputation—the sixth factor in importance—was significantly more important to minorities than to whites. Thirty-three percent of minorities named it as a top-3 factor, compared with 26% of the whites.

Among the less-important factors overall, there were no differences between whites and minorities in the importance of any of them.

U.S. School Location/Region

Graduates from the different U.S. regions agreed on the most important employment acceptance factor—challenging or interesting work. There were no significant differences across the regions in the placement of this factor in the top 3. With regard to competitive salary, there were significant differences. Fifty-nine percent of the graduates from the Northeast named this as a top-3 factor, while those from the West and New England named it the least (43% and 39%, respectively).

There were no significant differences across the regions in their naming of opportunity for advancement as a top-3 factor. They did differ, however, in their naming of location. Graduates from New England named location as a top-3 factor the most (47%), while those from the Northeast and Northcentral regions named it the least (30%).

There were no significant differences across the regions in the importance of positive organizational climate, company reputation, autonomy, benefits, and job security. There were significant differences in the importance of a stock option or ownership program and no travel.²

World Regions

Graduates from the different world regions agree on the most important employment acceptance factor—challenging or interesting work. They differ, however, in the degree of importance they accord this factor. Citizens of Eastern Europe named this as a top-3 factor more than did those from any other region (84%), although citizens of a number of other world regions came close—around 80%. Those from Central & South America named the factor relatively less—at 66%.

² Note, however, that these generalizations are based on small sample sizes for some regions and some of the less-important employment acceptance factors.

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With regard to competitive salary (the second most-important employment acceptance factor overall), there were also significant differences across the world regions. Citizens of Asia (Southeast and Southwest) and Central & South America named this as a top-3 factor the most, while those from the Pacific Islands and Western Europe named it the least.

There were also significant differences in the relative importance of opportunity for advancement, with citizens of Western Europe naming it the least and those of Central and South America naming it the most. Location tended to be higher in relative importance to citizens of Eastern Europe and North America. Positive organizational climate was valued most by citizens of Western Europe and North America. Company reputation was valued most (relatively) by citizens of Central & South America.

There were no significant differences across the regions in their naming of autonomy, benefits, and no travel as a top-3 factor. They did differ, however, in their naming of job security. No one from Eastern Europe or Eastern Mediterranean countries named job security as a top-3 employment acceptance factor, but 10% of the relatively small sample of Pacific Islanders did so.

Sample Composition

More than four-fifths of the sample of 2,203 graduates (84%) are enrolled in full-time MBA programs, with the balance enrolled in part-time programs. Nearly two-thirds (66%) are male. Over half (54%) are between the ages of 28 and 34, while a fairly substantial 36% are 27 or younger.

Among U.S. citizens who were asked their race/ethnicity, 83% are white (non-Hispanic). Asian Americans make up the next largest group at 7%, followed by Black/African Americans at 4%. Another 4% are Hispanic.

Asked during the survey to give their “best estimate” of their parents’ socioeconomic status in the context of the country in which they were raised, the largest portion of graduates (40%) placed their families “in the middle 50%.” Another 30% placed their families in the “top 25%, but not the top 10%,” while slightly more than one-fourth (26%) said their families were in the “top 1%.”

Graduates come from all parts of the world, as indicated by the results of a question on their citizenship. Most (71.1%) are from North America, but the balance are distributed across Asia, Western Europe, Central & South America, the Pacific Islands, and other diverse regions of the World (as shown in the table).

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Program Type

Analysis of demographic differences between full- and part-time programs showed no significant differences with regard to gender. This was not the case for age and race/ethnicity, however. As the table shows, graduates from full-time programs are younger, with 40% who are 27 and under, compared with a relatively low 14% in this age group in part-time programs. Nearly one-fourth of the graduates from part-time programs are 35 and over, compared with 7% in this age group in full-time programs.

Full-time programs also have significantly higher proportions of minorities (18%) than part-time programs (10%).

Gender

Analysis of demographic differences between males and females showed no significant differences with regard to program, as noted earlier. This was not the case for age and race/ethnicity, however. As the table shows, female graduates are younger than their male counterparts. And while more than four-fifths of U.S. MBA graduates are white, there are significantly more minorities among females than males.

Race/Ethnicity

Analysis of demographic differences between whites and minorities show significantly higher enrollment of minorities in part-time programs (21%) compared with full-time programs (12%). Significantly higher proportions of females are also found among minorities (44%) compared with whites (36%). There are no significant differences between whites and minorities in their ages.

U.S. School Location/Region

Analyses of demographic differences across the U.S. regions show no significant differences with regard to gender. This was not the case for age and race/ethnicity, however.

As the table shows, graduates in the Southeast, Southcentral, and Northeast regions tend to be the youngest, while those in the Northcentral region tend to be the oldest.

Minorities are found in higher proportions among graduates from schools in the Middle States and West and in lower proportions in the Northcentral, Southcentral, and Southeast regions.

World Regions

Analyses of demographic differences across the regions of the world show significant differences with regard to gender and age. However, generalizations about the regions are difficult due to small sample sizes in some regions. The table does show higher concentrations of females among citizens of North America and the Pacific Islands, and the highest concentration of males among citizens of Central & South America. Graduates from North America also tend to be older.