GMAC

Corporate Recruiters Survey

2026 Report

The results of the 2026 Corporate Recruiters Survey reveal the resilient value of graduate management education during times of change. Employer expectations for AI and technology skills continue to rise, but increasingly in service of better strategic thinking, decision-making, and problem solving-capabilities. Business schools are preparing graduates for a profoundly different business environment, yet with durable skills that have long helped leaders innovate with new technologies, manage intergenerational workforces, and navigate economic and geopolitical uncertainty.

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Introduction

Since 2002, the Corporate Recruiters Survey from GMAC™ has provided the world's graduate business schools and employers with data and insights to understand current trends in skill demand, hiring, compensation, and perceptions of MBA and business master's graduates.

GMAC, together with survey partners European Foundation for Management Development (EFMD) and the Career Services and Employer Alliance (CSEA), conducted the survey from January to May of 2026, in association with the career services offices at participating graduate business schools worldwide. GMAC also worked with a market research firm to recruit additional participants to make the overall sample more globally representative.

In total, 621 corporate recruiters and hiring managers from staffing firms around the world participated in GMAC's 2026 Corporate Recruiters Survey. Respondents came from 39 countries, providing adequate sample sizes to report details for Canada, Central and South Asia, East and Southeast Asia, Latin America, the Middle East, United States, and Western Europe. Global results are weighted by the percentage gross domestic product (GDP) of each world region to adjust for the regional employment opportunity potential. Additional information on the report's methods is available in the methodology section.

The first section of this report identifies the skills that employers value in business school graduates today and in the coming years. It then examines why employers remain confident in graduate management education (GME) before evaluating how their confidence translates to real and projected hiring and compensation trends.

2026 sample stats

621
survey respondents[1]

39
countries represented

53%
from Global Fortune 500

1. To determine region-level target sample sizes, we calculated power analyses based on observed effects from last year's Corporate Recruiters Survey. Of the key effects that were chosen, the lowest effect size had a Cohen's d of 0.46. Using G*Power, we simulated required sample sizes given d = 0.46 using t-tests and 80% power with the target of having unequal sample sizes at ratio of 2.5. For a target effect size of 0.46, a sample size of 53 is required for the smaller group and 131 for the larger group to achieve 80% power to observe effects. For our regional targets, we increased the larger group to 150 to increase power.

Executive summary

The 2026 Corporate Recruiter Survey results suggest that the integration of artificial intelligence (AI) into the workforce has reshaped employer expectations and behaviors. Unsurprisingly, the demand for AI-related skills grew faster than any other capability surveyed this year. When asked which skills will be most important to their hiring decisions in five years, skills using AI tools topped the list for the second year in row. But when asked how capable today's graduates are to leverage AI tools in their organizations, most global employers thought they were just somewhat prepared, not very prepared, or unprepared—a new but critical gap in employer expectations of AI integration into the classroom.

However, AI's impact is not necessarily most recognizable in how employers expect GME graduates to use specific tools and technologies. Instead, its impact is perhaps most profound in the growth of employer expectations for complementary skills like data analysis and adaptability. AI has become so ubiquitous that it has boosted the need for employees who can analyze its output, change direction based on the new information, and effectively communicate a path forward.

At the same time, one in three employers reported already replacing at least some entry-level roles with AI—a signal that the technology is reshaping not just what skills are valued, but which opportunities are available to new graduates. This challenge to entry-level roles comes as employers also express less confidence in today's GME graduates' "professionalism," such as their reliability, respectfulness, accountability, or professional appearance.

Though the impact of AI is undeniable, it is not the only factor reshaping employer expectations of GME. Attitudes toward how and where a degree is earned continue to evolve, with 61 percent of employers now valuing online and in-person programs equally—up from 55 percent two years ago. The picture on micro-credentials (such as professional certificates) is more nuanced. While global employers still broadly favor GME degree holders over those with micro-credentials alone, U.S. employers have grown incrementally more open to alternative credentials, a trend worth monitoring for schools considering how to diversify their program offerings.

As international students flock to programs in Western Europe and Asia, it appears employers in those regions are more than willing to hire the influx of talent from abroad. U.S. employers, by contrast, have grown less open to sponsoring international hires in the past five years, with some companies redirecting international hiring to their offices abroad in response to changes in U.S. government policy

Through all of these shifts, the fundamental value of a graduate business degree remains intact. MBA graduates are still expected to out-earn direct industry hires, and business master's graduates continue to command a premium over bachelor's degree holders. Employer confidence in GME is universal, and hiring intentions are up across degree types. For business schools, the challenge—and the opportunity—is to build on that strong foundation while adapting quickly to suit the needs of organizations undergoing fundamental shifts in how they work.

Key findings

Skill demand in the AI era

- Technology, AI, and data analysis skills grew the most in importance compared to last year as communication skills and adaptability surged to top spots.
- More than half of employers said candidates are very well or adequately prepared to demonstrate most of the surveyed skills in their organizations—except for AI skills, grit, managing human capital, and emotional intelligence.
- Two-thirds of AI-concerned employers want GME graduates to use AI tools to automate tasks, and half of communications-concerned employers prioritized graduates' presentation and verbal communication skills.

Employer confidence in GME

- One hundred percent of employers express confidence in GME; however, there was a meaningful decline in the share of employers who think today's GME graduates are as professional as they were in previous years.
- Across most industries, more employers viewed online and in-person programs equally in 2026 compared to 2024. Consulting employers are still the least likely to value the modalities equally compared to recruiters in other sectors, though they demonstrated the most growth over the past two years.
- As in past years, employers from Asia were especially likely to agree that employees with GME degrees tend to be more successful in their organizations than those with micro-credentials alone, while U.S. employers were the least likely to agree.

Hiring and compensation trends

- One-third of global employers reported replacing at least some entry-level jobs with artificial intelligence.
- Compared to five years ago, employers in Western Europe and East and Southeast Asia are more likely to hire talent who require additional legal documentation. U.S. employers have grown less likely to sponsor international hires in recent years, though one-third of U.S. employers planned to hire international talent to their offices abroad in 2026.
- U.S. MBA graduates are still expected to out-earn direct-from-industry hires, and business master's graduates still get a starting salary premium compared to bachelor's applicants.

Skill demand in the AI era

As AI and other technologies reshape how organizations operate, understanding precisely what employers value in new hires has never been more critical. This section explores the skills employers prioritize today, how they assess current graduate readiness, and which capabilities they expect to matter most in five years. The results offer a practical benchmark for schools looking to keep their programs and career preparation strategies ahead of employer expectations.

Program and career services takeaways

- **Adaptability and data analysis are the meta-skills of the AI era:** Employers are placing growing value on adaptability and data interpretation as AI disrupts workflows, so career services teams should help students articulate specific examples of navigating change and interpreting output from different sources.
- **Demand for AI proficiency is rising fast, but some employers are worried GME graduates are unprepared:** Skills using AI tools saw the largest year-over-year growth in employer demand, yet it remains one of the skills graduates are seen as least prepared to demonstrate—making it an urgent curricular gap for programs to continue to address.
- **Communication skills remain the foundation:** Even as AI transforms the workplace, employers still rank communication at the top of their hiring criteria. Program and career services teams should continue to prioritize presentation, verbal communication, and active listening coaching without letting newer priorities crowd them out.

Technology, AI, and data analysis skills grew the most in importance compared to last year as communication skills and adaptability surged to top spots.

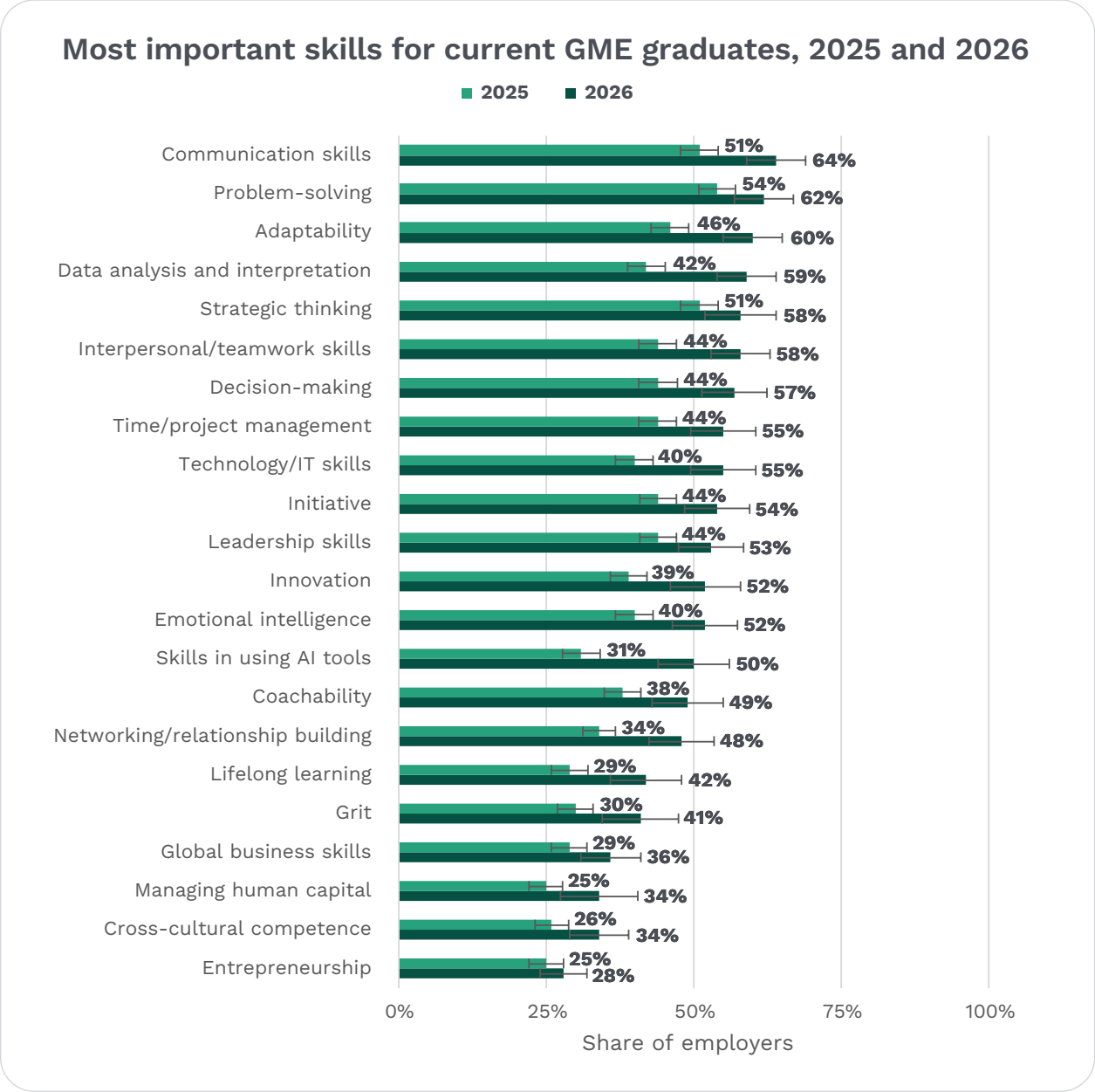
Last year, employers considered problem-solving, communication skills, and strategic thinking most often in their hiring process (Figure 1). In 2026, communication skills and problem-solving still top the list of most-valued skills, with adaptability jumping to the third spot. Altogether, the evolving valuation of skills that employers use in their hiring processes signal workplaces profoundly disrupted by AI.

Across the board, employers in the 2026 survey sample valued each skill more than last year. Even in a year when employers placed more value in skills generally, there was especially large growth in the share of employers who valued data analysis and interpretation. Data analysis skills surged the most in employer value over the past year, moving from the 10th position to employers' fourth-most valued skill and surpassing even strategic thinking. With the rise of generative AI usage across workplaces, organizations may need their employees to have even sharper capabilities to review the output and understand technology-enhanced data analysis.

Despite the surging popularity of AI skills, which grew the most of all the skills surveyed year-over-year, it still ranked lower than one might expect. In 2025, skills using AI tools was the 16th most valued skill among employers. In 2026, it was still only the 14th most valued capability. The more general category of technology and IT skills also gained popularity among employers, moving from the 11th to the ninth position. These rankings suggest that, at least for now, AI is an increasingly valued but still supportive capability rather than the defining skill employers seek. And more important than skills using AI tools themselves are the ability to analyze the output, adapt based on the new information, and effectively communicate a new approach.

Figure 1: Data analysis and interpretation, skills using AI tools, and other technology/IT skills grew the most in value in the last year.

Adaptability is now the third most important skill employers value in their hiring decisions.



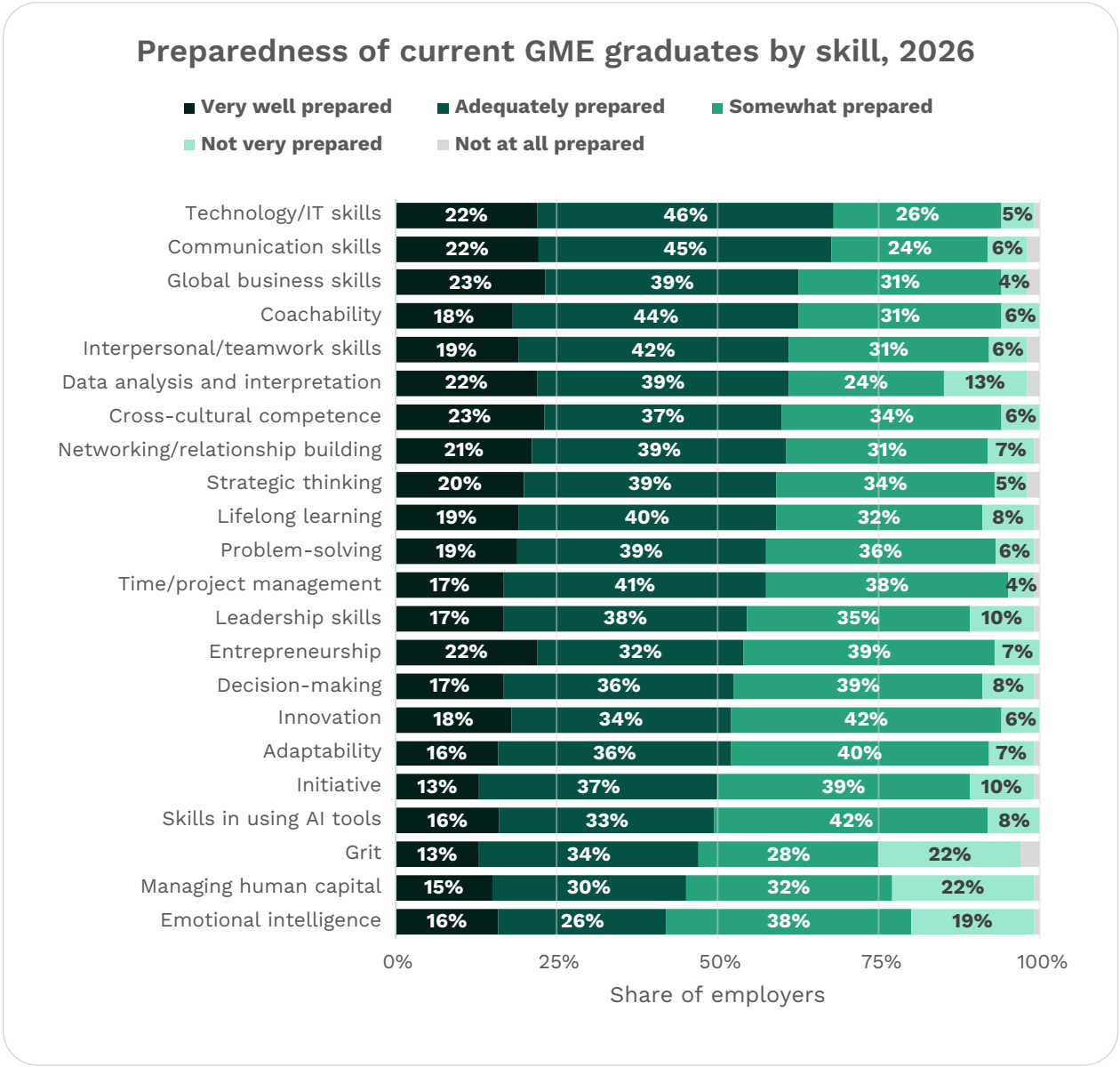
Note: Skills are defined in the appendix.

In addition to better understanding which business school skills employers value most, the survey also asked employers how prepared they believe current graduates are to leverage these capabilities in their organizations. Half or more of responding employers viewed candidates as very well or adequately prepared across nearly the full list of skills, with the exceptions of

emotional intelligence, human capital management, grit, and skills using AI tools (Figure 2). In fact, roughly one-in-five employers viewed current GME graduates as not very or not at all prepared to manage human capital, demonstrate grit, or exercise emotional intelligence—indicative of the growing relevance of human skills in an AI-affected world.

Figure 2: Most employers said candidates are very well or adequately prepared to demonstrate most skills in their organizations excluding AI skills, grit, managing human capital, and emotional intelligence.

Employers were most confident in candidates' preparedness related to technology and communication skills.



Emotional intelligence, defined as the ability to recognize, understand, manage, and effectively use one's own emotions and the emotions of others in various social and interpersonal situations, was a common concern regardless of an employers' region or industry. Fewer than half of employers in Canada, East and Southeast Asia, the United States, and Western Europe reported that current GME graduates are very well or adequately prepared to leverage emotional intelligence in the workplace. Likewise, fewer than half of employers hiring for positions in consulting, finance/accounting, manufacturing, and products/services thought current GME graduates can operate with an appropriate level of emotional intelligence. Yet for the skills that employers value most—communication skills and problem-solving—most employers viewed graduates to be very well or adequately prepared regardless of their region or industry.

With an understanding of which skills employers value most—and how prepared they believe current GME graduates are to leverage those capabilities in their organizations—we asked employers which skills they think will be most influential to their hiring decisions five years from now. Like last year, skills using artificial intelligence topped the list of future skills, followed by strategic thinking and other technology/IT skills (Figure 3). Also like last year, problem-solving was still a top future skill, though communication skills dropped six positions. While it is striking that a portion of respondents said communication skills are important today but not tomorrow, the share of employers reporting the future importance of communication skills is only eight points shy of the top spot—a difference that is within the margin of error, meaning it could be a reflection of the sample rather than a true reflection of the employer population.

Figure 3: Employers anticipated skills using AI tools will grow the most in importance in the next five years.

More than half of employers thought strategic thinking is important now and five years from now.

By region, there are several commonalities in which skills were most valued by employers—as well as some exceptions. Communication was a top two current skill among employers across regions—with the exception of Latin America, where it was not even in the top five (Figure 4). Like last year, U.S. employers were especially concerned about today's GME graduates' socio-emotional skills compared to other employers, with adaptability, interpersonal/teamwork, and coachability skills included in their top five. Problem-solving was a top current skill among employers in all regions, and a top future skill among employers in the Americas and Western Europe. Strategic thinking similarly featured in most regions' top current and future skills. Skills using AI tools were especially important to at least half of Canadian and Western European employers' hiring of today's GME graduates, and a top five future skill among employers across all regions.

Figure 4: Problem-solving, communication skills, and strategic thinking were among the most valued current skills among GME employers across regions.

Skills using AI tools and strategic thinking were the most valued future skills among GME employers across regions.

	Top current skills	Top future skills
Canada	1. Communication skills (56%) 1. Decision-making (56%) 1. Interpersonal/teamwork skills (56%) 1. Problem-solving (56%) 5. Adaptability (52%) 5. Skills in using AI tools (52%) 5. Strategic thinking (52%) 5. Technology/IT skills (52%) 5. Time management/project management (52%)	1. Skills in using AI tools (46%) 1. Strategic thinking (46%) 3. Communication skills (35%) 3. Data analysis and interpretation (35%) 3. Problem-solving (35%)
Central and South Asia	1. Technology/IT skills (81%) 2. Communication skills (75%) 3. Skills in using AI tools (71%) 4. Time management/project management (69%) 5. Decision-making (67%) 5. Problem-solving (67%) 5. Strategic thinking (67%)	1. Decision-making (73%) 2. Skills in using AI tools (60%) 2. Technology/IT skills (60%) 4. Communication skills (52%) 5. Innovation (50%) 5. Strategic thinking (50%)
East and Southeast Asia	1. Communication skills (54%) 2. Data analysis and interpretation (53%) 3. Adaptability (51%) 3. Problem-solving (51%) 5. Technology/IT skills (50%)	1. Skills in using AI tools (51%) 2. Strategic thinking (49%) 2. Technology/IT skills (49%) 4. Decision-making (46%) 5. Data analysis and interpretation (43%)
Latin America	1. Strategic thinking (59%) 2. Decision-making (55%) 2. Technology/IT skills (55%) 4. Interpersonal/teamwork skills (48%) 5. Initiative (45%) 5. Problem-solving (45%)	1. Technology/IT skills (45%) 2. Lifelong learning (39%) 3. Data analysis and interpretation (36%) 4. Decision-making (34%) 5. Innovation (32%) 5. Problem-solving (32%) 5. Skills in using AI tools (32%) 5. Strategic thinking (32%)
Middle East	1. Problem-solving (55%) 2. Communication skills (52%) 3. Technology/IT skills (48%) 4. Lifelong learning (45%) 5. Data analysis and interpretation (43%) 5. Networking/relationship building (43%) 5. Strategic thinking (43%) 5. Time management/project management (43%)	1. Strategic thinking (48%) 2. Technology/IT skills (41%) 3. Communication skills (36%) 3. Skills in using AI tools (36%) 5. Data analysis and interpretation (34%)
United States	1. Communication skills (93%) 2. Problem-solving (91%) 3. Interpersonal/teamwork skills (90%) 4. Adaptability (89%) 4. Coachability (89%)	1. Strategic thinking (68%) 2. Communication skills (63%) 3. Adaptability (62%) 4. Problem-solving (61%) 4. Skills in using AI tools (61%)
Western Europe	1. Decision-making (52%) 2. Communication skills (51%) 2. Problem-solving (51%) 2. Strategic thinking (51%) 5. Skills in using AI tools (50%) 5. Time management/project management (50%)	1. Skills in using AI tools (45%) 2. Decision-making (41%) 3. Problem-solving (38%) 4. Technology/IT skills (37%) 5. Emotional intelligence (34%)

Top current and future skills also varied by an employers' industry. Communication skills featured in the top current skills of employers across sectors (with the exception of technology recruiters, though nearly two-thirds of these employers still value communication skills in today's hiring decisions) (Figure 5). Strategic thinking or problem-solving also featured in the top five current and future skills of employers in nearly every industry. Skills using AI tools were in the top five future skills of employers in each sector—with the notable exception of consulting, though more than half (54 percent) of the employers in the industry still believed it will be an important skill considered in hiring decisions five years from now.

Figure 5: Communication, problem-solving, and strategic thinking skills were among the most valued current skills among GME employers across industries.

With the exception of consulting employers, using AI tools was a top five future skill among employers across sectors.

	Top current skills	Top future skills
Consulting	1. Communication skills (88%) 2. Problem-solving (81%) 3. Adaptability (76%) 3. Interpersonal/teamwork skills (76%) 5. Initiative (74%)	1. Networking/relationship building (61%) 2. Problem-solving (60%) 3. Data analysis and interpretation (57%) 4. Communication skills (56%) 4. Grit (56%)
Finance/ Accounting	1. Problem-solving (75%) 2. Communication skills (73%) 2. Interpersonal/teamwork skills (73%) 4. Strategic thinking (70%) 5. Initiative (67%)	1. Skills in using AI tools (60%) 2. Networking/relationship building (54%) 3. Adaptability (53%) 3. Decision-making (53%) 5. Strategic thinking (51%)
Health Care/ Pharmaceutical	1. Leadership skills (76%) 2. Data analysis and interpretation (74%) 3. Adaptability (71%) 4. Communication skills (69%) 5. Interpersonal/teamwork skills (68%)	1. Strategic thinking (63%) 2. Decision-making (60%) 3. Skills in using AI tools (47%) 4. Data analysis and interpretation (46%) 4. Problem-solving (46%)
Manufacturing	1. Interpersonal/teamwork skills (70%) 2. Data analysis and interpretation (66%) 2. Problem-solving (66%) 4. Strategic thinking (65%) 5. Communication skills (61%)	1. Skills in using AI tools (52%) 2. Technology/IT skills (50%) 3. Adaptability (49%) 3. Strategic thinking (49%) 5. Innovation (47%)
Products/ Services	1. Adaptability (74%) 2. Decision-making (72%) 2. Problem-solving (72%) 4. Strategic thinking (70%) 5. Communication skills (68%) 5. Data analysis and interpretation (68%)	1. Skills in using AI tools (60%) 2. Leadership skills (59%) 3. Communication skills (58%) 4. Adaptability (57%) 5. Decision-making (56%)
Technology	1. Strategic thinking (70%) 2. Adaptability (69%) 3. Problem-solving (67%) 3. Technology/IT skills (67%) 5. Data analysis and interpretation (65%)	1. Technology/IT skills (59%) 2. Skills in using AI tools (57%) 2. Strategic thinking (57%) 4. Decision-making (52%) 5. Adaptability (46%)

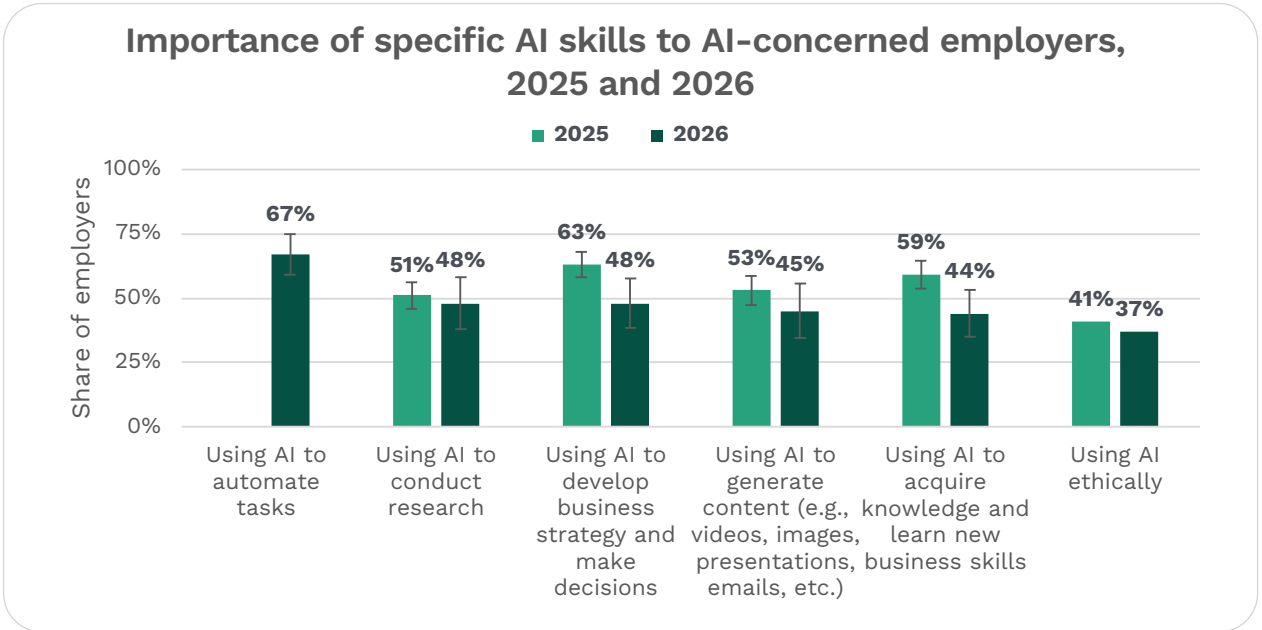
Employers are expecting candidates to use AI to automate tasks while reinforcing the value of in-person communications.

Because broad skill categories can mean different things to different employers, each skill in the survey came with a clear definition (all of which are available in the appendix). To go a step further, employers who identified AI, technology, or communication skills as priorities were asked to select from a list of more specific abilities, giving us a clearer picture of what those skills actually look like in practice.

This year, we added a new option about automating tasks to the list of AI-related sub-skills, and "using AI to automate tasks" became the most common way AI-concerned employers expected GME graduates to be able to leverage AI in their organizations (Figure 6). Compared to last year, these employers value the other AI-related skills more equally, though the year-over-year differences are within the margin of error. Just under half of AI-concerned employers want GME graduates who can use AI to conduct research, develop business strategies, generate content, and acquire new knowledge and skills. They were least concerned with graduates' ability to use AI ethically, which is not necessarily an indication that this is not important for business schools to teach, but rather not as likely to be used in recruiters' hiring decisions.

Figure 6: Two-thirds of AI-concerned employers wanted GME graduates to use AI tools to automate tasks.

Roughly half of these employers wanted candidates to be able to conduct research, develop business strategies, and make decisions with the help of AI tools.

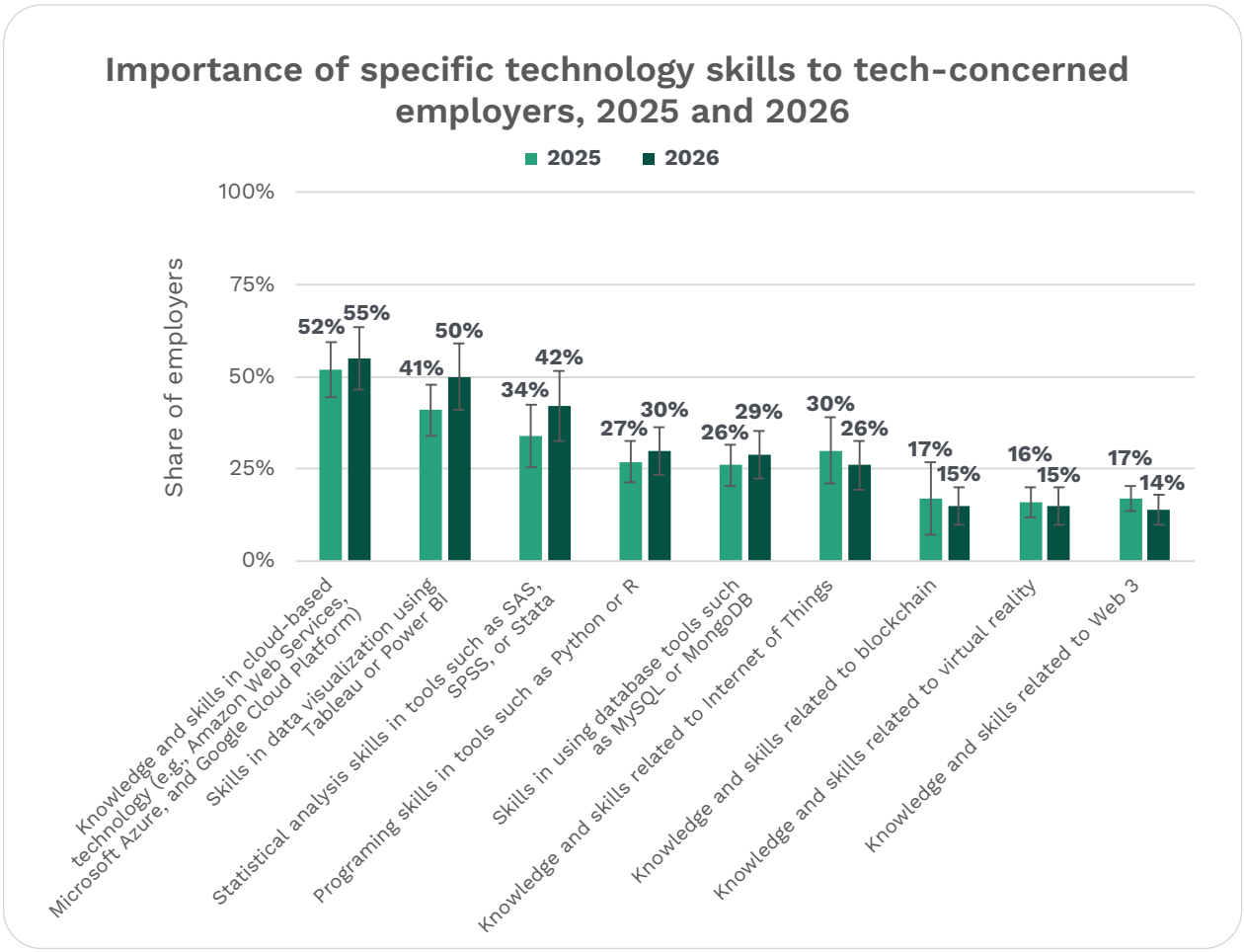


Note: "Using AI to automate tasks" was a new option added in 2026.

Of course, generative AI is not the only technology that is important to the future employers of business school graduates. Employers who indicated technology/IT skills are important in their current hiring processes demonstrated interest in the same specific technology skills as last year, with more than half of these employers seeking knowledge and skills related to cloud-based technology and data visualization (Figure 7).

Figure 7: The top specific technology skills according to tech-concerned employers relate to cloud-based technology and data visualization.

Employers prioritized a similar set of technology sub-skills in both 2025 and 2026.

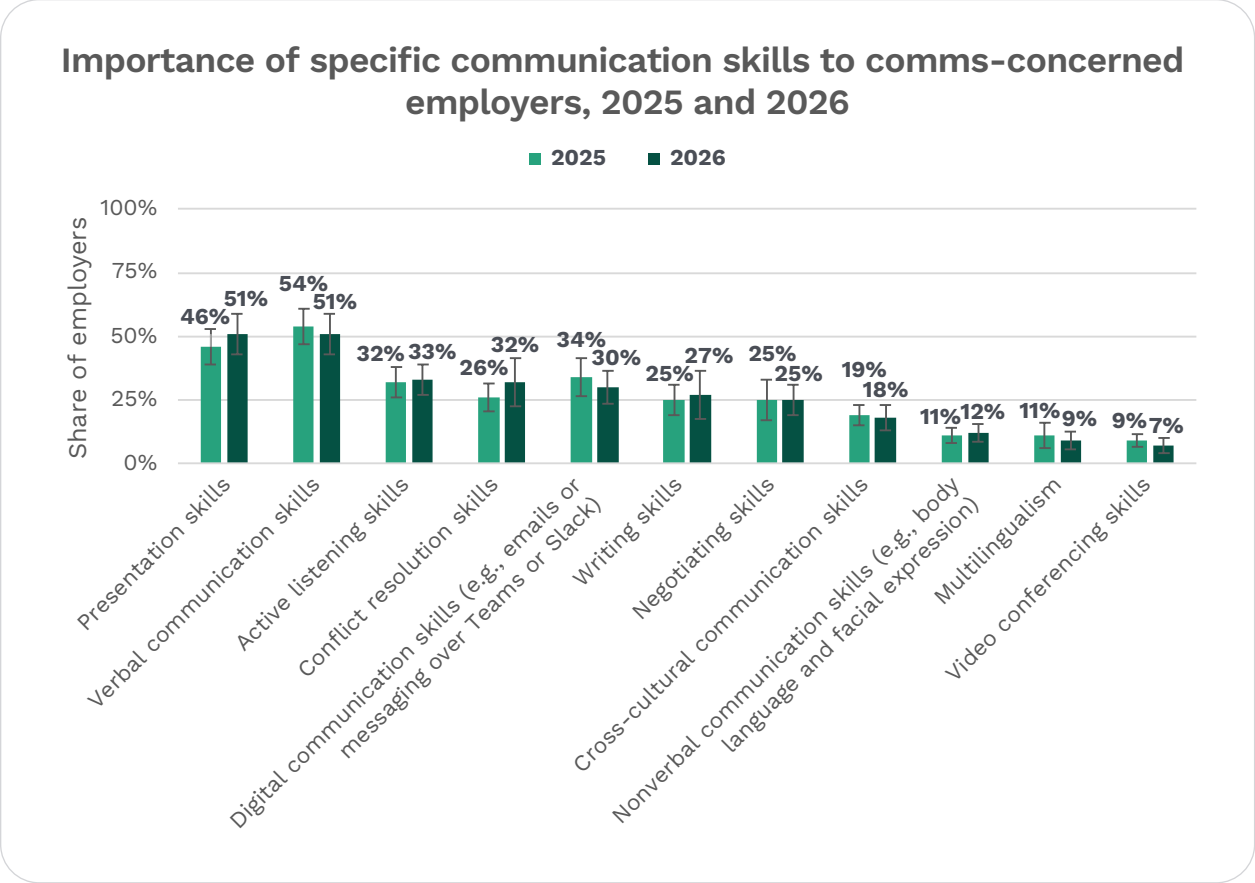


Like with the specific technology skills, employers who indicated communication skills were important in their hiring of today's GME graduates prioritized the sub-skills at similar levels as last year (Figure 8). Presentation and verbal communication skills were favored by about half of communications-concerned employers in 2026, while about one-third of these employers valued active listening and conflict resolution. As "return to office" policies solidify and new technologies continue to facilitate both in-person and digital communications, communicating effectively continues to be a core expectation among employers.[2]

2. De Smet, Aaron, Brooke Weddle, and Bryan Hancock, with Marino Mugayar-Baldocchi and Taylor Lauricella. "Returning to the office? Focus more on practices and less on the policy." McKinsey & Company, February 14, 2025. https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/returning-to-the-office-focus-more-on-practices-and-less-on-the-policy.

Figure 8: Like last year, communications-concerned employers' most important sub-skills were presentation and verbal communication skills.

These employers were least concerned with video conferencing.



In an era when AI can generate content, analyze data, and automate routine tasks, the distinctly human capabilities of communication, adaptability, and emotional intelligence have become harder to replicate—and, therefore, more valuable. For business schools, the most pressing implication is not simply that programs should teach AI skills (though that gap is real and growing). It is that schools must prepare graduates to operate with confidence at the intersection of technological fluency and human judgment.

Employer confidence in GME

The value of a graduate business degree has never been more scrutinized—or more reaffirmed. As organizations navigate technological disruption, shifting work models, and an increasingly complex global environment, employers continue to look to graduate management education to supply the talent they need. And by the numbers, their confidence remains strong. This section examines how global corporate recruiters perceive GME today: what drives their confidence in business school graduates, how they view the relevance of the degree in a rapidly changing workplace, and where they see room for improvement.

Program and career services takeaways

- **Professionalism is becoming a quiet but serious concern:** There was a statistically significant year-over-year decline in employers who felt today's graduates demonstrate the same level of professionalism as previous cohorts. Programs should consider how they are setting and reinforcing expectations around workplace etiquette, accountability, and professional presence.
- **Online degrees are gaining ground, but consulting remains a holdout:** Acceptance of online degrees has grown meaningfully across industries, with 61 percent of employers now valuing them equally to in-person programs. Career advisors working with online students pursuing consulting roles should prepare them to proactively address lingering skepticism in that sector.
- **U.S. employers are warming to micro-credentials:** U.S. recruiters are increasingly open to candidates with micro-credentials as an alternative or complement to a full GME degree. Business schools that develop or expand micro-credential offerings may find a more receptive audience among U.S. employers.

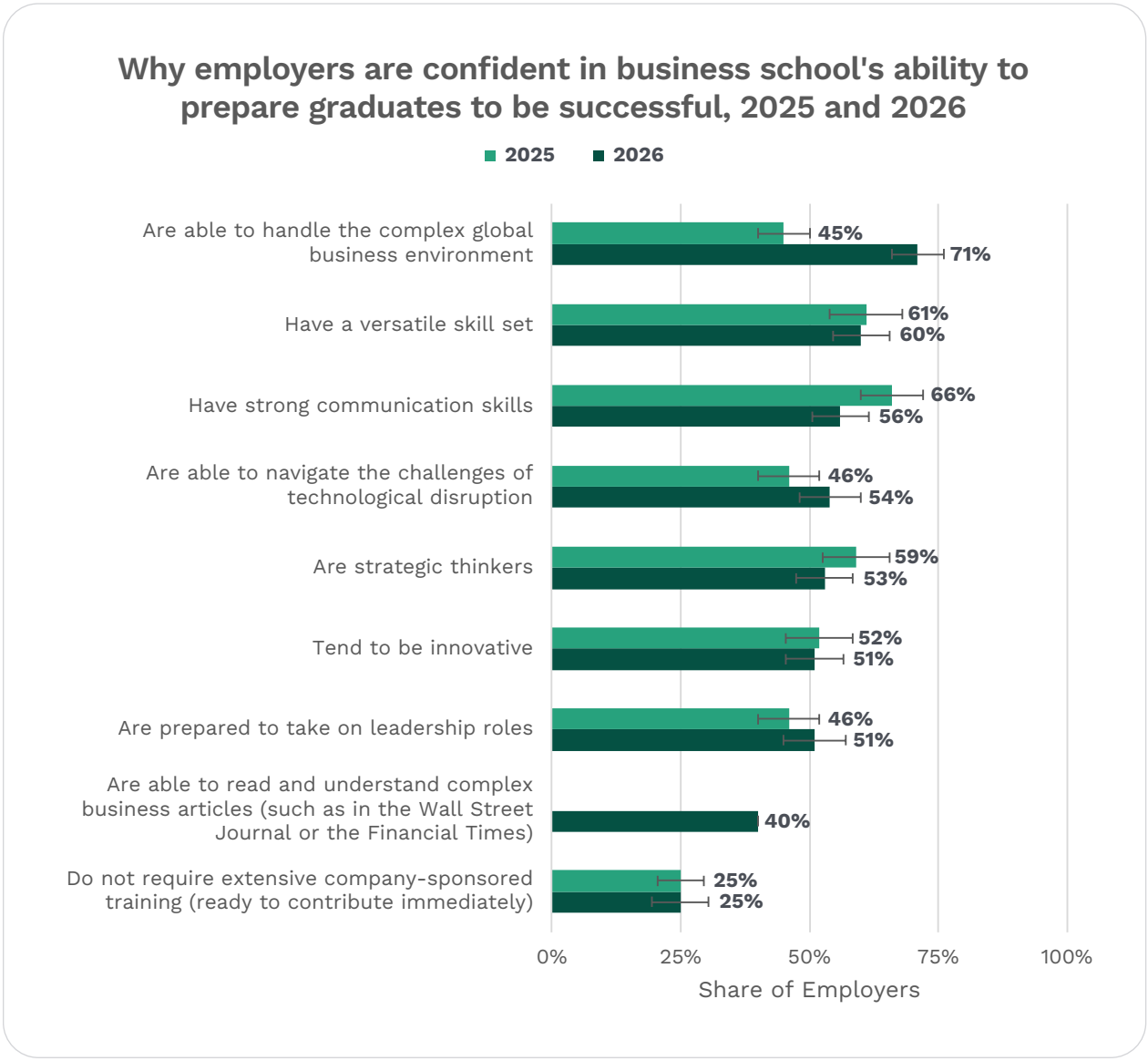
One hundred percent of employers express confidence in GME—but some are growing wary of graduates' professionalism.

In 2025, 99 percent of employers expressed at least some degree of confidence in GME's ability to prepare graduates to be successful in their organizations. In 2026, not one respondent indicated they have no confidence, revealing the enduring value that employers believe GME provides to industry.

When asked why they are confident in GME graduates, employers were much more likely to cite the ability to handle the complex global business environment (Figure 9). In fact, this grew from the seventh to the most common reason employers selected, with nearly three-quarters of respondents appreciating GME graduates' capacity to thrive amid global complexity in 2026. The sizeable year-over-year growth was true regardless of an employer's region or industry. Though the capability to handle complex global environments was the only statistically significant change, there were some small declines in confidence attributed to several of the core business school skills discussed previously, such as communication and strategic thinking skills.

Figure 9: In 2026, employers are especially confident in GME graduates' ability to handle complex global business environments.

Though within the margin of error, there was a decline in employers who reported their confidence in GME was driven by graduates' communication and strategic thinking skills.



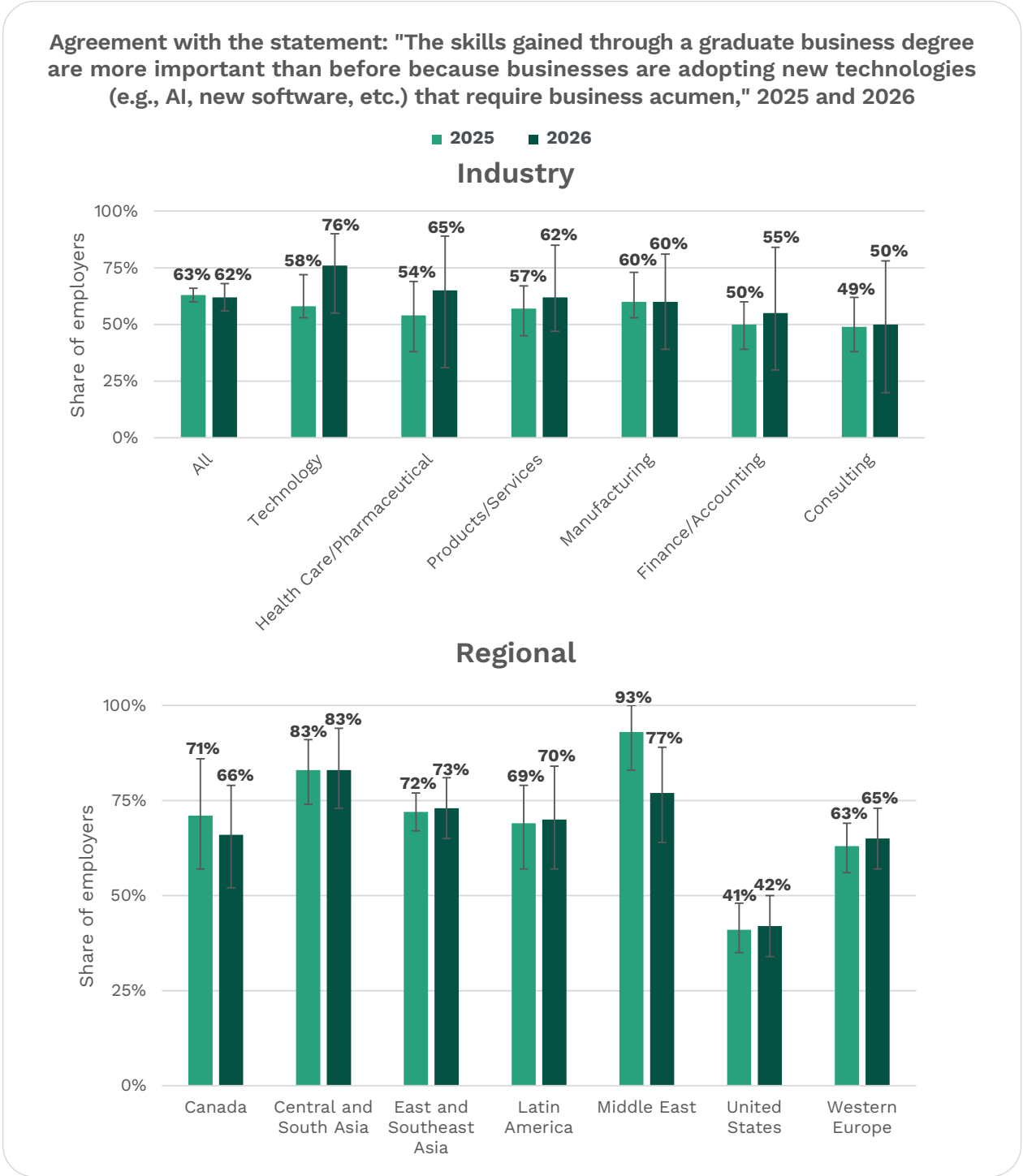
Note: "Able to read and understand complex business articles..." was a new option added in 2026.

In last year's Corporate Recruiters Survey report, respondents were especially likely to recognize the growing value of GME amid the disruption brought on by new technologies. This is seen in Figure 9 with the growth in employer confidence attributed to graduates' ability to navigate the challenges of technological disruptions. Figure 10 also shows that across industries and most regions, the majority of employers agreed that the skills gained through a business education are more important as businesses adopt new technologies. There has been little year-to-year change,

and none outside the margin of error. Like last year, U.S. recruiters were an outlier in their less favorable view of the value of business school skills in this new technology environment, though 40 percent of U.S. employers still agreed with the sentiment in 2026, with another 40 percent who were neutral.

Figure 10: Across industries, more than half of employers agreed or strongly agreed that a graduate business degree is more important than ever as businesses adopt new technologies.

Regionally, U.S. employers were least likely to agree.



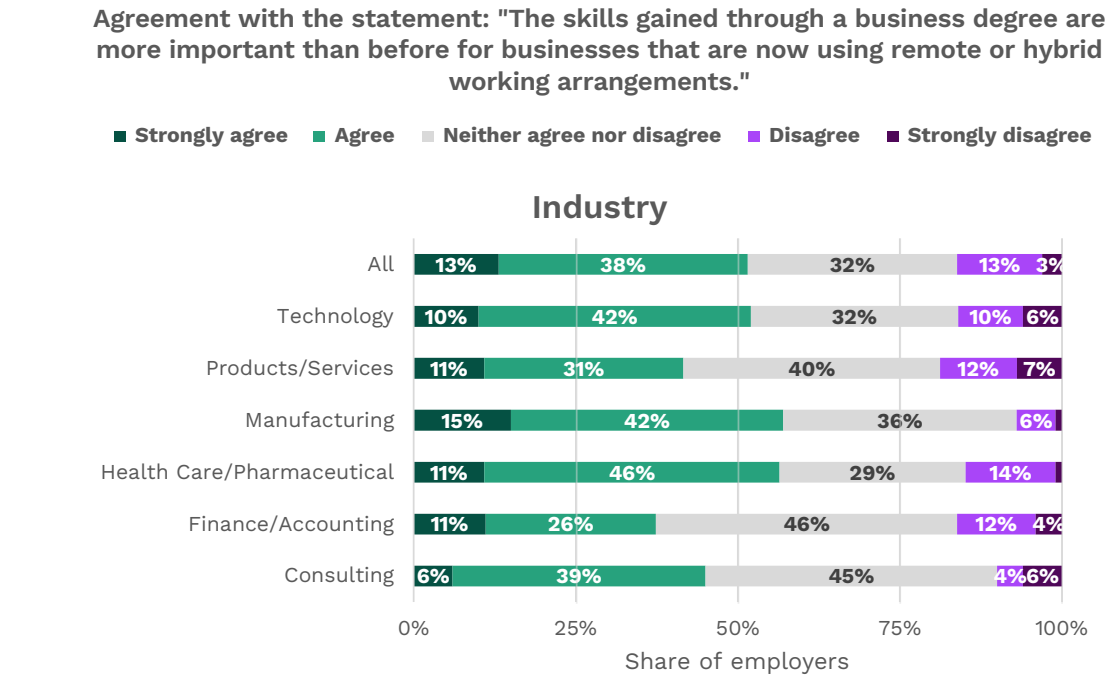
Another factor explored in last year's report focused on employers' growing confidence in GME as more businesses returned regularly to the office and adopted hybrid working arrangements. Again, there was little change in the regional or industry sentiment in just the past year, and similar patterns persisted. More than half of global employers agreed that the skills gained through a business degree are more important than before for businesses that are now using remote or hybrid work, particularly in the technology, manufacturing, and health care/pharmaceutical industries (Figure 11). Regionally, U.S. employers were the least likely to indicate greater value of business school skills in the context of remote and hybrid work. This is perhaps in part because remote and hybrid work is a more established practice in the United States compared to Asia or the Middle East, so there is less disruption to manage in U.S. offices.[3] Likewise, return-to-office mandates are further challenging nascent flexible work arrangements in places like China, India, and South Korea, exacerbating the need for leaders who can manage the changes in ways of working.[4]

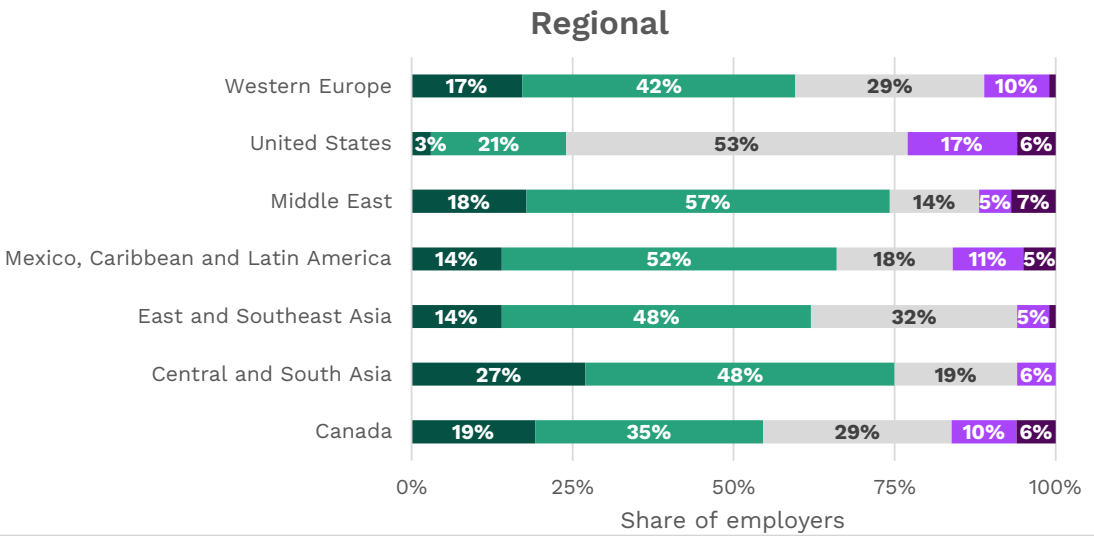
3. Aksoy, Cevat Giray, Jose Maria Barrero, Nicholas Bloom, Steven J. Davis, Mathias Dolls, Pablo Zarate. "Working from Home in 2025: Five Key Facts." Stanford Institute for Economic Policy Research, April 14, 2025. https://siepr.stanford.edu/publications/essay/working-home-2025-five-key-facts.

4. Shuvasish, Sharma. "The return-to-office paradox, and other trends in jobs and skills this month." World Economic Forum, August 6, 2025. https://www.weforum.org/stories/2025/08/return-to-office-flexibility-remote-work/.

Figure 11: Most global employers agreed business school skills are more important in today's remote and hybrid work environments.

Employers in the United States and working in the finance/accounting industry were the least likely to agree.





Even as employer confidence in GME remains strong overall, one area of concern has grown harder to ignore: professionalism. Employers were asked whether today's GME graduates demonstrate the same level of professionalism (defined in the survey as reliability, respectfulness, accountability, and professional appearance) as graduates from previous years, and the results point to a meaningful shift in perception.

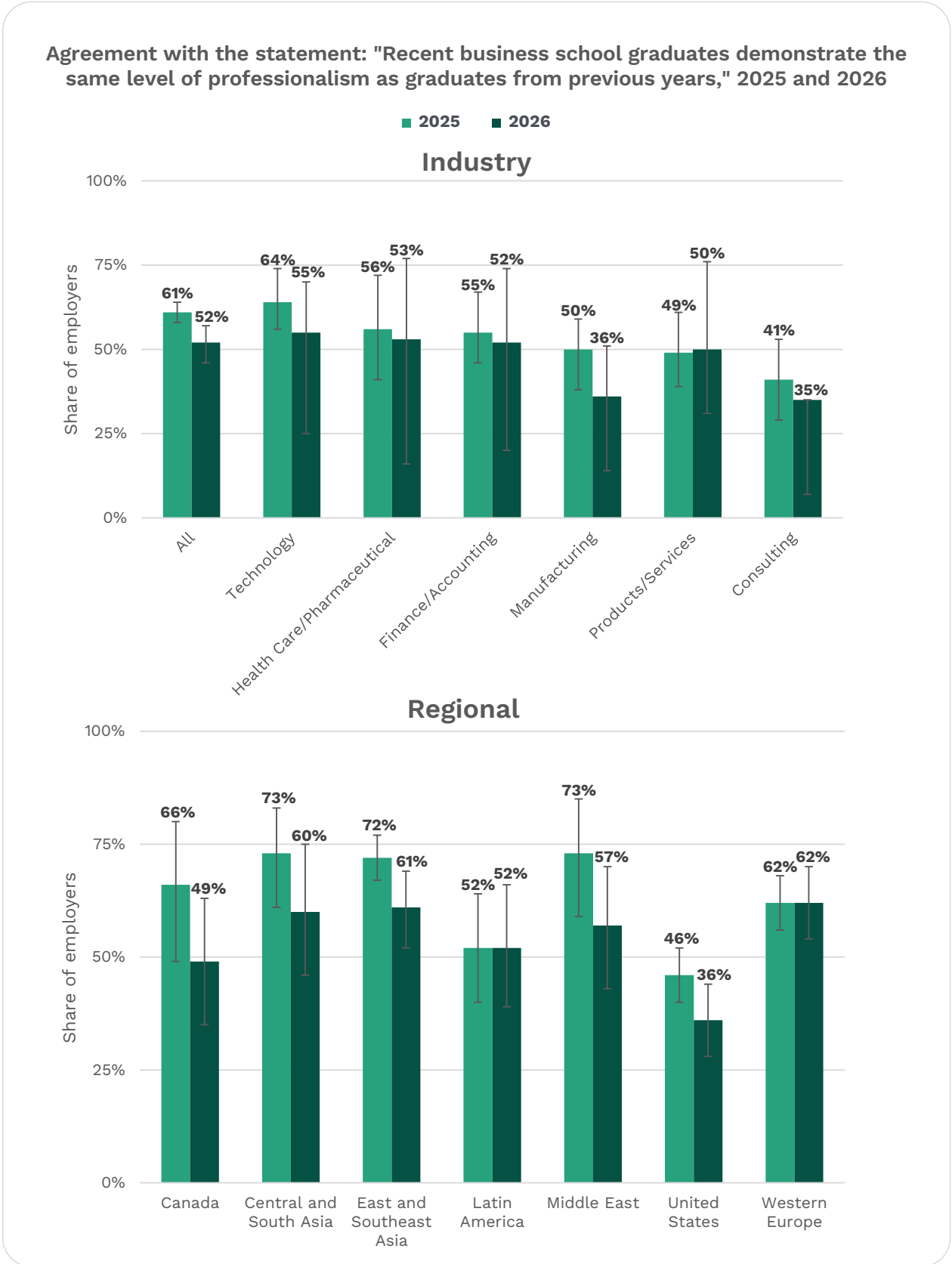
Among all respondents, there was a statistically significant decline in the number of employers who thought today's GME graduates demonstrated the same level of professionalism as graduates from previous years (Figure 12). Though the year-over-year differences by industry and region are within the margin of error, the decline was seen across sectors (excluding products/services), with technology employers still the most satisfied with today's graduates' workplace etiquette and consulting and manufacturing employers the least satisfied.

Almost two-thirds of employers at Fortune 500 companies agreed that today's graduates demonstrate the same level of professionalism as before, but that compares to 43 percent of employers at non-Fortune 500 companies. While the most sought-after employers are perhaps still able to capture the most "professional" talent, not every GME graduate is seeking an opportunity at Fortune 500 companies. Graduates seeking roles at private, nonprofit, or government organizations might encounter more professionalism-related concerns among recruiters—and more opportunities to stand out from their peers.

Regionally, employers in Asia remained among the most convinced of the next generation's professionalism, though now at levels closer to those of Western Europe. Meanwhile, employers in the Americas were still the least satisfied with today's GME graduates' level of professionalism. As employers increasingly evaluate candidates on the full picture of their workplace readiness, professional formation deserves intentional attention.

Figure 12: Most employers agreed recent business school graduates were as professional as before—but at lower levels than last year.

North American, consulting, and manufacturing employers were the least likely to agree.

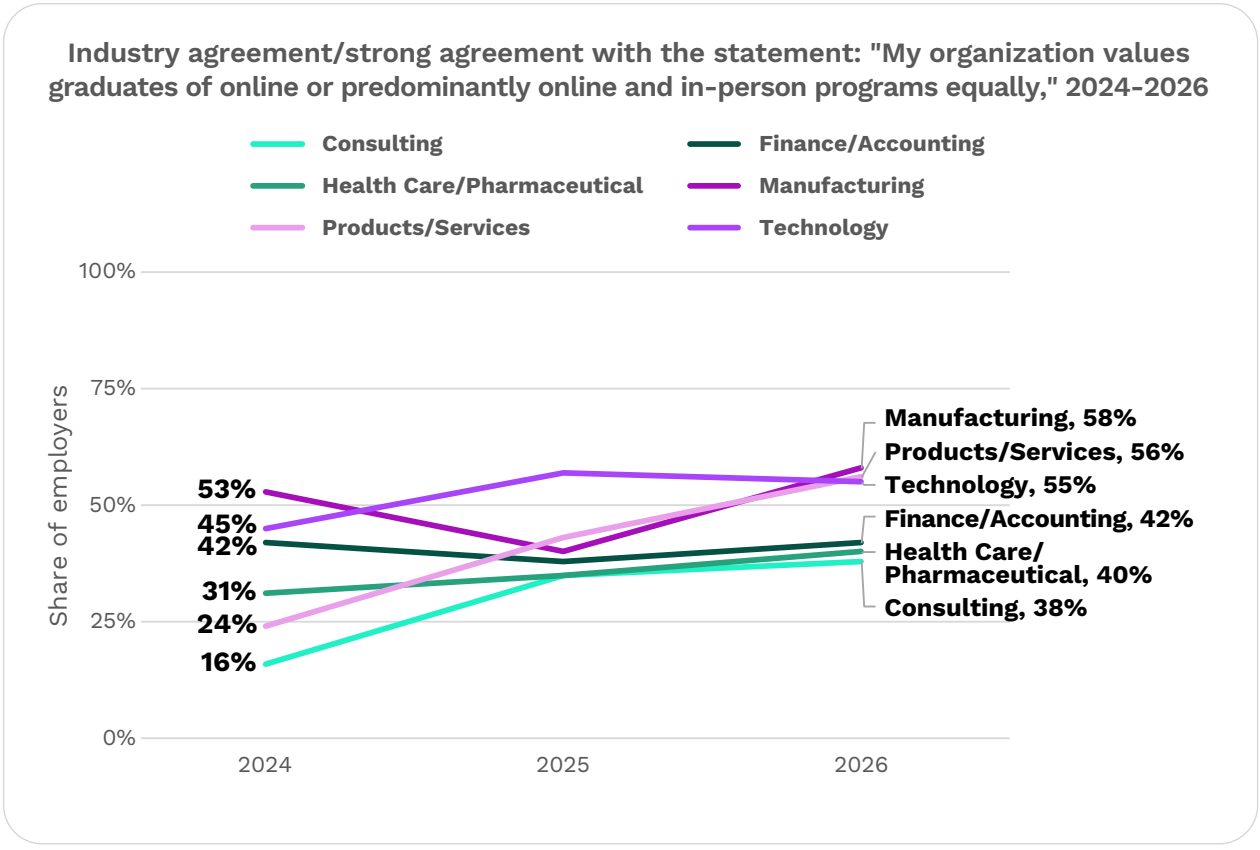


More employers across regions and industries value online and in-person degrees equally.

In 2026, 61 percent of employers agreed or strongly agreed that their organization valued online and in-person degrees equally—up from 55 percent in both 2024 and 2025. This growth in employer appreciation of online degrees is seen across most industries (Figure 13). For example, the share of consulting employers expressing equal confidence in graduates of online and in-person degrees more than doubled over the past two years—though recruiters in the consulting industry still remain the most wary of online degrees compared to employers from other sectors. The share of employers in products and services who viewed online and in-person degrees equally also more than doubled from 2024 to 2026, with more than half of products/services as well as technology and manufacturing employers now viewing online and in-person degrees equally.

Figure 13: Across most industries, more employers viewed online and in-person programs equally in 2026 compared to 2024.

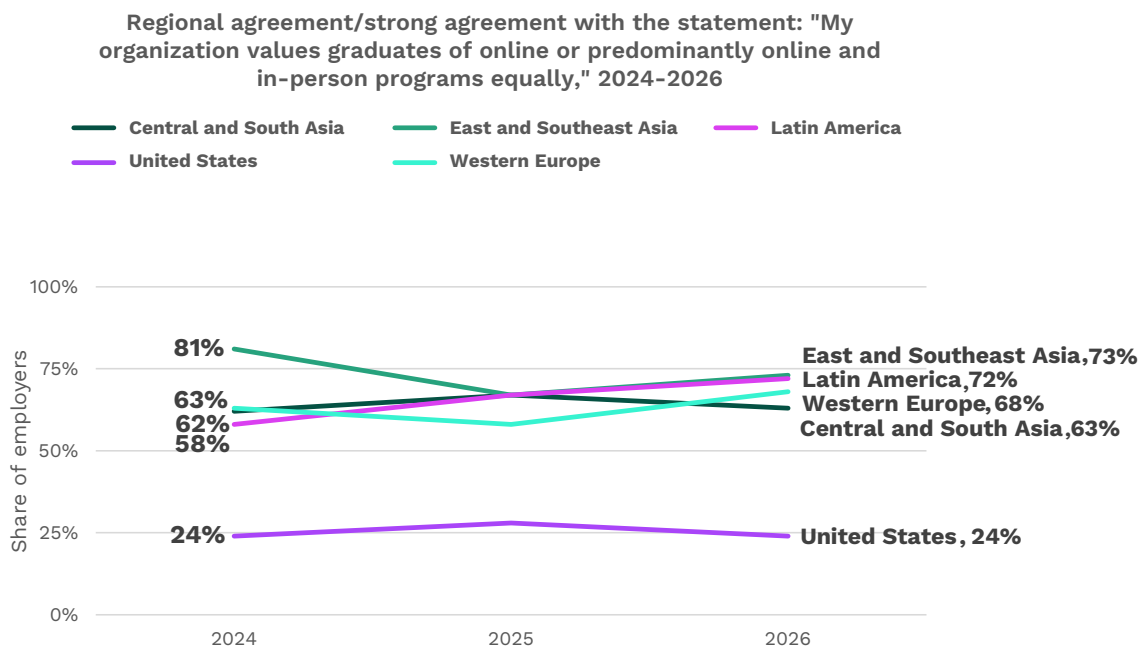
Consulting employers are still the least likely to value the modalities equally, though they have demonstrated the most growth over the past couple of years.



Other organizational characteristics also impacted recruiters' views on online degrees. For example, 82 percent of startups agreed that online and in-person degrees were of equal value compared to 54 percent of non-startups. Two-thirds of employers at Fortune 500 companies agreed that their organization values graduates of online and in-person programs equally compared to 59 percent of those outside the Fortune 500—a difference that is within the margin of error, but still indicates that online GME degrees make candidates as competitive for jobs at prestigious organizations as those graduating from in-person programs. Geographically, employers outside of the United States remain the most open to online degrees (Figure 14).

Figure 14: More employers in Latin America, Western Europe, and the United States valued online and in-person programs equally in 2026 compared to 2024.

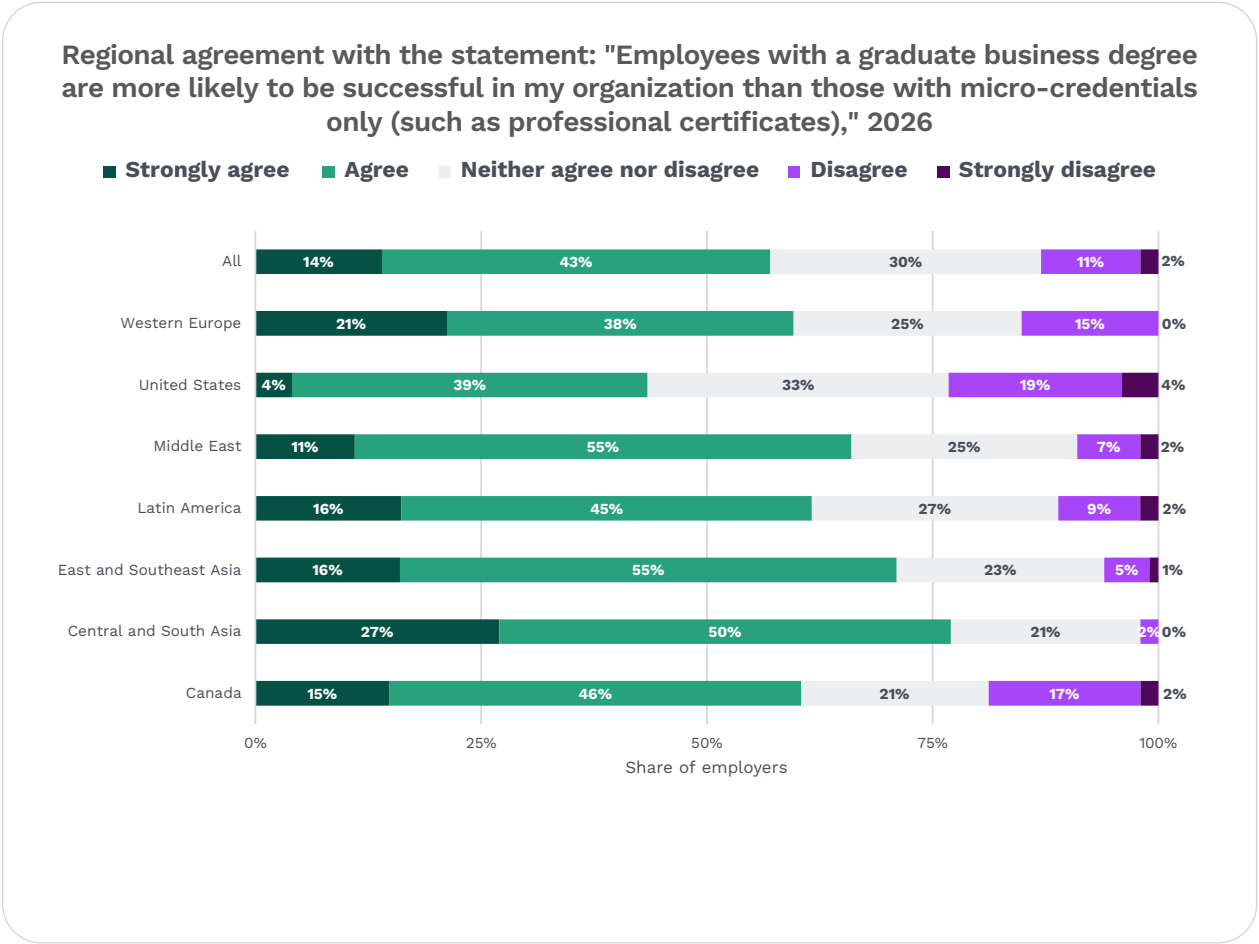
U.S. employers are still the least likely to value online programs equally to in-person programs.



While U.S. employers are still less likely to value online programs compared to their counterparts in other regions, they have typically shown more openness toward the value of micro-credentials (such as professional certificates). When asked if employees with GME degrees will be more successful than those with micro-credentials only, U.S. employers were the most likely to disagree (Figure 15). While just under half of U.S. employers still agree that GME graduates will be more successful than those with micro-credentials only, that compares to nearly three-quarters of employers in Asia—and signals a greater openness among U.S. employers toward the value of micro-credentials.

Figure 15: More than half of global employers agree employees with GME degrees tend to be more successful than those with micro-credentials only.

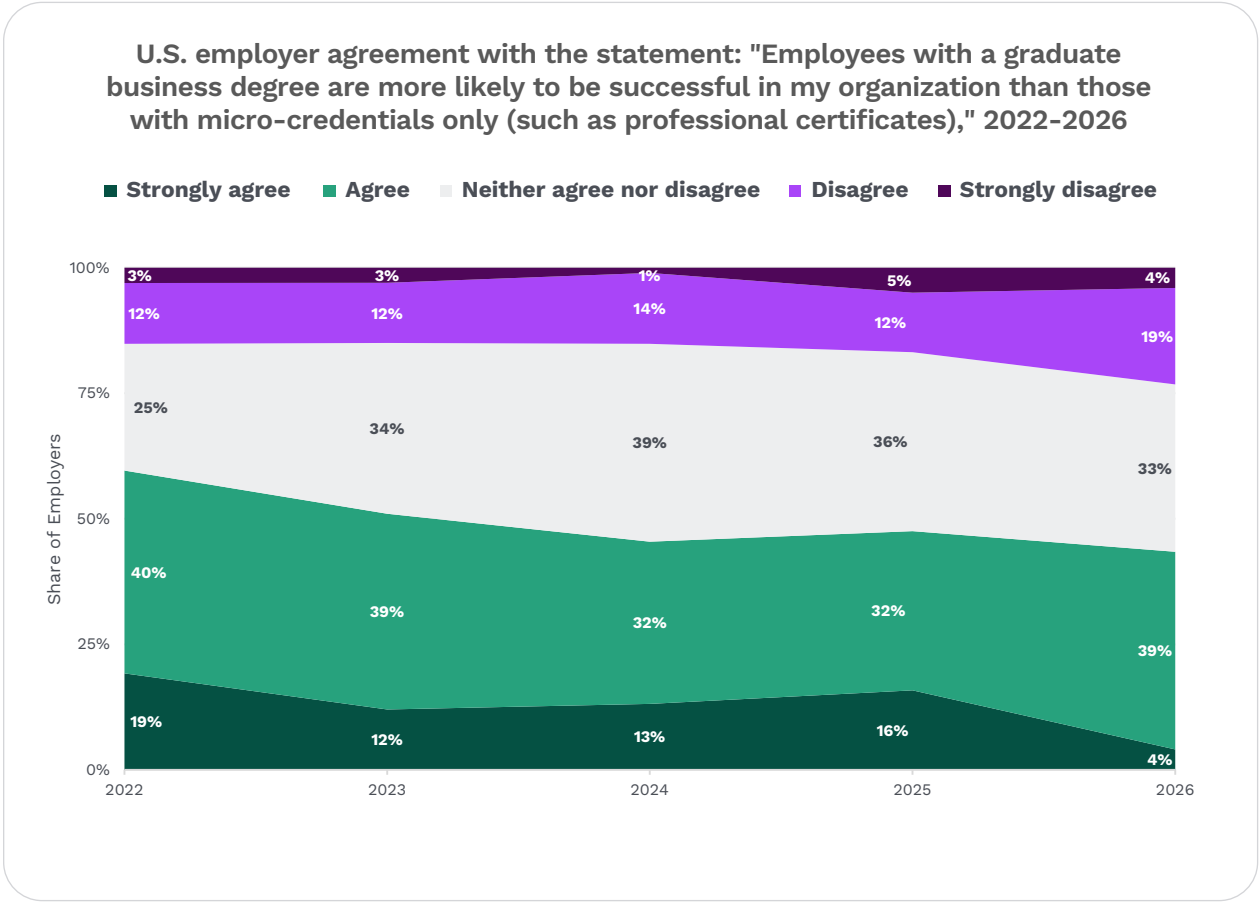
As in past years, employers from Asia were especially likely to value employees with GME degrees over those with micro-credentials alone, and U.S. employers were the least likely to agree.



As discussed in last year's Corporate Recruiters Survey report, U.S. employers have increasingly softened their position on micro-credentials over the past several years, with some subtle changes in 2026 as well (Figure 16). Compared to last year—and certainly when compared to five years ago—fewer U.S. employers strongly agreed with the sentiment that GME graduates necessarily will be more successful in their organizations than those with micro-credentials only, alongside increases in how many disagreed outright. This is not to say that U.S. employers value micro-credentials more than GME degrees; rather, it can be taken as an indicator that business schools offering micro-credentials may be met more favorably by U.S. employers than those outside of the United States.

Figure 16: U.S. openness to micro-credentials continued to soften somewhat in 2026, with more employers disagreeing that GME graduates will be more successful than those with micro-credentials only.

The share of U.S. employers who strongly agreed that GME graduates will be more successful in their organizations than those with micro-credentials only also declined.



Ultimately, employers' universal confidence in GME reflects decades of investment by business schools in academic rigor, global perspective, and practical preparation. But the data make clear that this confidence is not unconditional. For program and career services leaders, the imperative is to protect what is working while closing the gaps that are emerging. That means doubling down on the global, adaptive, and technology-forward dimensions of the GME experience, while paying closer attention to the professional formation of students.

Hiring and compensation trends

For business school leaders and career services professionals, few data points carry more weight than what employers are actually doing—and planning to do—when it comes to hiring and paying graduate business talent. This section examines hiring projections, the external factors shaping recruiting decisions, how AI is beginning to restructure the entry-level job market, and what employers expect to pay U.S. GME graduates in 2026. For program and career services leaders looking to set realistic expectations and position their students effectively, the data offer a timely and grounded view of where the market stands in the first half of 2026.

Program and career services takeaways

- **AI is beginning to replace entry-level roles:** One-in-three employers reported replacing at least some entry-level positions with AI. Career services teams should help students position their value around the judgment, communication, and management skills that AI cannot replicate.
- **In-person campus recruitment is declining globally:** Employer participation in on-campus events and job fairs has fallen over the past five years, while digital recruitment channels have held steady. Career services offices should continue to invest in strengthening their digital presence and employer engagement strategies beyond traditional on-campus programming.
- **International students face a more complex hiring landscape depending on where they study:** Western European and Asian employers have grown more willing to hire international talent, while U.S. employer openness is shifting at least in part to offices abroad. Advisors working with international students should ensure they have a clear-eyed view of regional hiring realities early in their program.

Employers report optimistic hiring projections as their concern for macro conditions decline—but AI-related disruptions threaten entry-level roles.

Despite persistent fears of economic downturn—with a global economy marked by slowed growth, trade tensions, and cost-of-living concerns—global employers were still relatively optimistic in their hiring predictions for 2026.[5] Compared to actual 2025 outcomes, more employers predicted hiring GME talent from across degree types in 2026 (Figure 17). This includes roughly one-third of global employers predicting expanded growth in MBA and direct-from-industry hires.

5. United Nations. “World Economic Situation and Prospects 2026." UN Trade & development, January 8, 2026. https://unctad.org/publication/world-economic-situation-and-prospects-2026.

Figure 17: More than one-third of global employers expected to expand hiring of MBA talent in 2026.

Across degree types, more employers planned to hire GME graduates in 2026 than they did in 2025.

While employers' optimistic hiring projections are encouraging, several years of data reveal that their projections are often slightly higher than the actual outcomes. For example, 80 percent of employers predicted they would hire graduates of Master of Data Analytics programs in the 2025 Corporate Recruiters Survey (Figure 18). When we asked employers what actually happened in this year's survey, just 70 percent of respondents shared that they hired data analytics graduates—10 percentage points less than their prediction one year earlier. While employers' projected hiring of business master's graduates has often been particularly optimistic, employers' estimates for MBA, bachelor's, and direct-from-industry hiring have historically been more accurate.

Figure 18: Employers' hiring projections are generally more optimistic than actual outcomes, especially for business master's programs.

MBA, bachelor's, and industry predictions tend to be closer to actual employment outcomes.

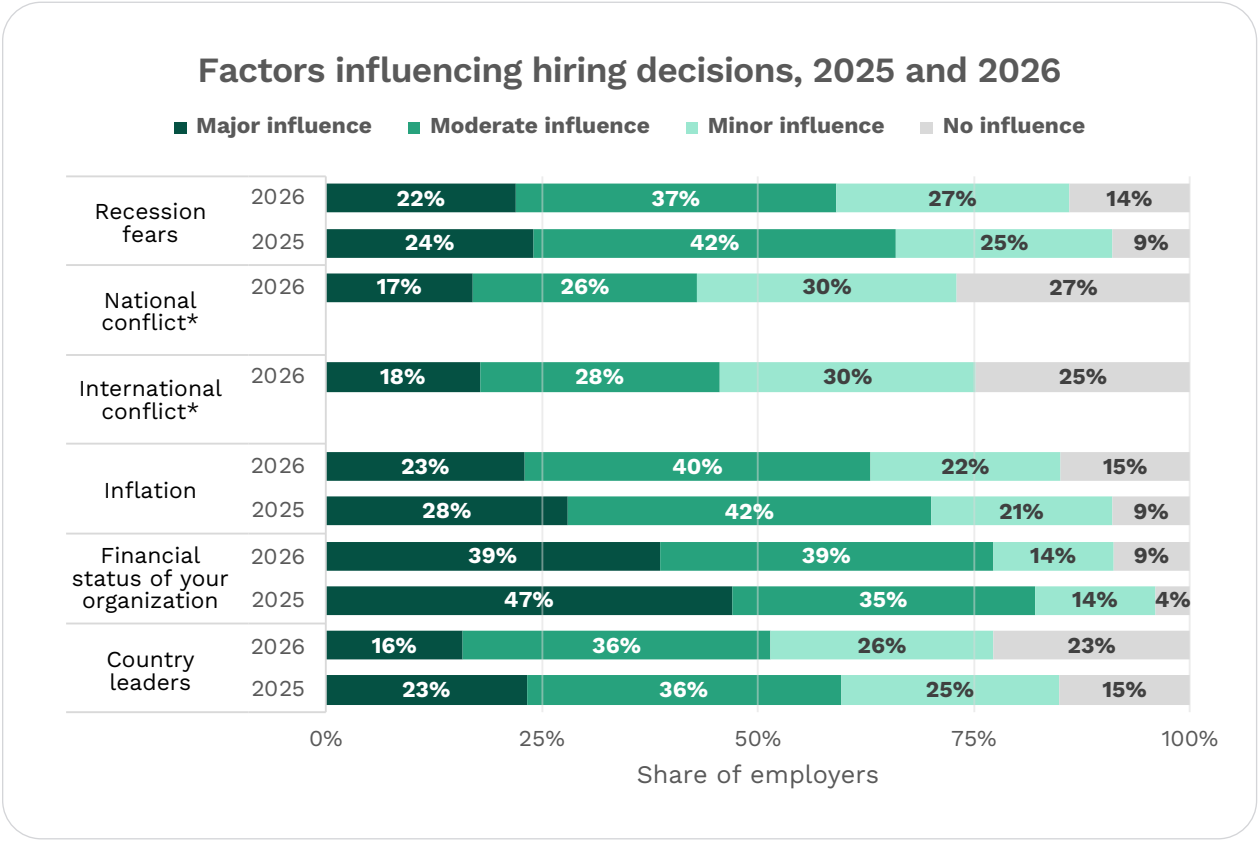
Note: Figure 18 combines all types of hiring (e.g., hired more, hired less, or hired the same), reducing the nuance in hiring growth or contraction but making clear if organizations did not hire GME talent at all.

In addition, employers were less influenced by external factors in their hiring decisions in 2026 compared to the year prior. Across the topics posed in Figure 19, there was a slightly smaller share of employers reporting major or moderate influence of each on their hiring decisions. That said, more than half of employers reported major or moderate concern about four of the six factors, suggesting that the macro hiring environment is still shaped by much more than individual business school offerings or graduate job-seeking efforts.

Regional contexts also shaped employer mindsets. For example, 82 percent of Canadian and 80 percent Latin American respondents reported major or moderate influence of inflation on their hiring decisions compared to 45 percent of U.S. employers, with similar patterns of concern about recession fears. Critically, the financial status of each respondents' organization was the top factor influencing their hiring decisions. Amid the economic uncertainty and geopolitical pressures in the world, this finding reveals that the micro-conditions of each employer's specific organization are compounded by the complexity of the macroeconomic context.

Figure 19: Employers were less likely to attribute their hiring decisions to external factors in 2026 compared to 2025.

The financial status of their organization was most likely to have major influence on their hiring decisions, followed by inflation.



Note: In 2025, "national conflict" and "international conflict" appeared as one category, so the 2026 results are not directly comparable.

One critical environmental factor shaping hiring decisions is the rise of generative AI. There is no shortage of experts considering how AI will impact the labor market. BCG projects that about half of U.S. jobs will be reshaped by AI in the next two to three years, and Goldman Sachs estimates 300 million jobs globally are exposed to AI-related automation in the next 10 years.[6] Anthropic predicts that occupations exposed by AI (e.g., computer programmers, customer service representatives, or market research analysts) will grow at slower rates in the coming years, with early evidence that these professions are already slowing the hiring of younger workers.[7]

Our Corporate Recruiters Survey found that one-third of global employers have replaced entry-level roles with artificial intelligence (Figure 20). These role eliminations were most prominent in the technology and manufacturing sectors. When asked what types of work AI is replacing, recruiters' free responses commonly mentioned coding, data entry, and customer service tasks. Our Corporate Recruiters Survey results are not nearly as severe as the 80 percent of AI-related workforce reductions reported in a Gartner survey of 350 global business executives who have deployed AI agents or automation at companies exceeding one billion dollars in revenue.[8] Notably, the report concludes that AI-related layoffs bring, at best, short-term gains, but that autonomous business will become a job ***creator*** in the next two to three years, driven by new forms of work related to running, governing, and scaling autonomous businesses. Taken together with the results of our Corporate Recruiters Survey—including the growing importance of AI skills and the need for business talent to manage technological change—generative AI may stand to create new and more pathways for GME talent, even amidst short-term disruptions.

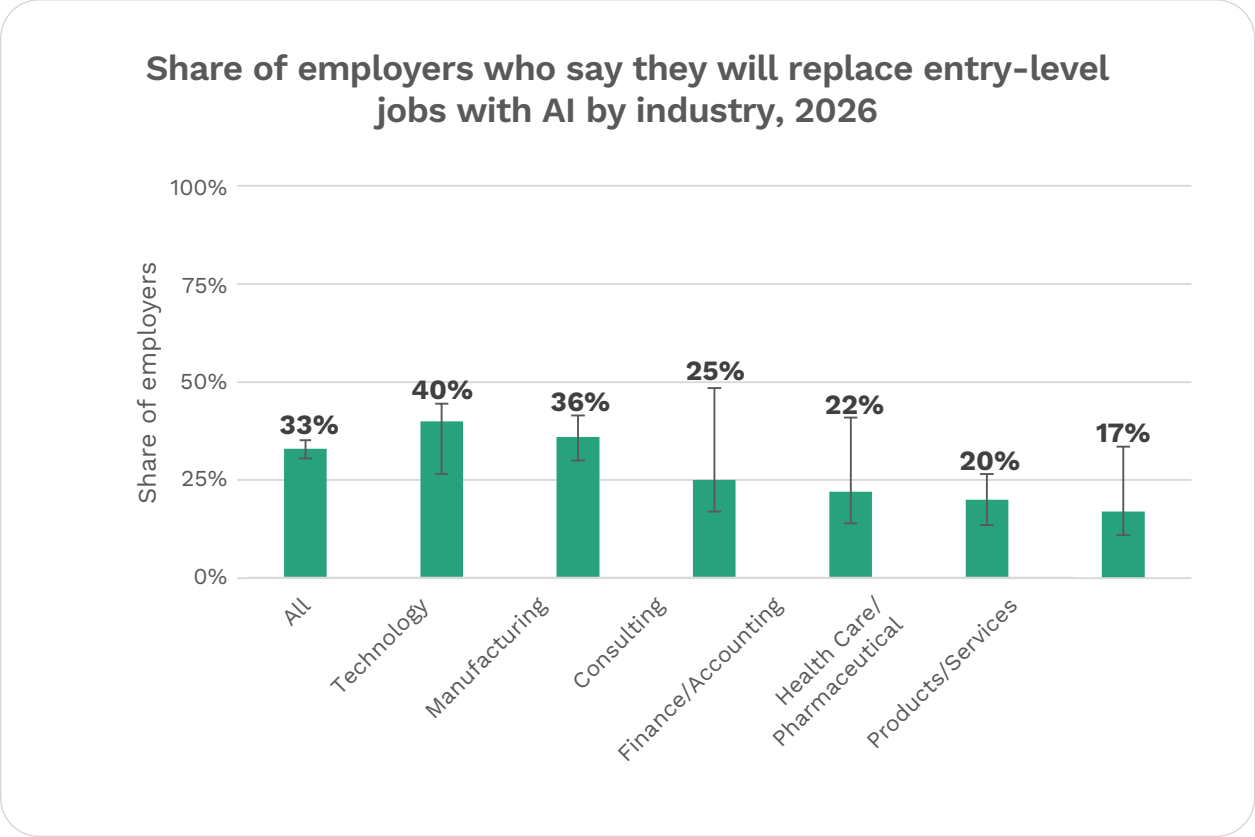
6. Emerson, Greg, Matthew Kropp, Julie Bedard, Lisa Krayer, Viacheslav Romanov, Megan Hsu, Luis Sanchez Boedo, and Diya Mohnot. "AI Will Reshape More Jobs Than It Replaces." BCG, April 3, 2026. https://www.bcg.com/publications/2026/ai-will-reshape-more-jobs-than-it-replaces.
"How Will AI Affect the US Labor Market?" Goldman Sachs, March 18, 2026. https://www.goldmansachs.com/insights/articles/how-will-ai-affect-the-us-labor-market.

7. Massenkoff, Maxim, and Peter McCrory. "Labor market impacts of AI: A new measure and early evidence." Anthropic, March 5, 2026. https://www.anthropic.com/research/labor-market-impacts.

8. "Gartner Says Autonomous Business and AI Layoffs May Create Budget Room, but Do Not Deliver Returns." Gartner, May 5, 2026. https://www.gartner.com/en/newsroom/press-releases/2026-05-05-gartner-says-autonomous-business-and-artificial-intelligence-layoffs-may-create-budget-room-but-do-not-deliver-returns.

Figure 20: Roughly one-third of global employers reported replacing at least some entry-level jobs with artificial intelligence.

The technology and manufacturing sectors were the most likely to replace their entry level jobs.

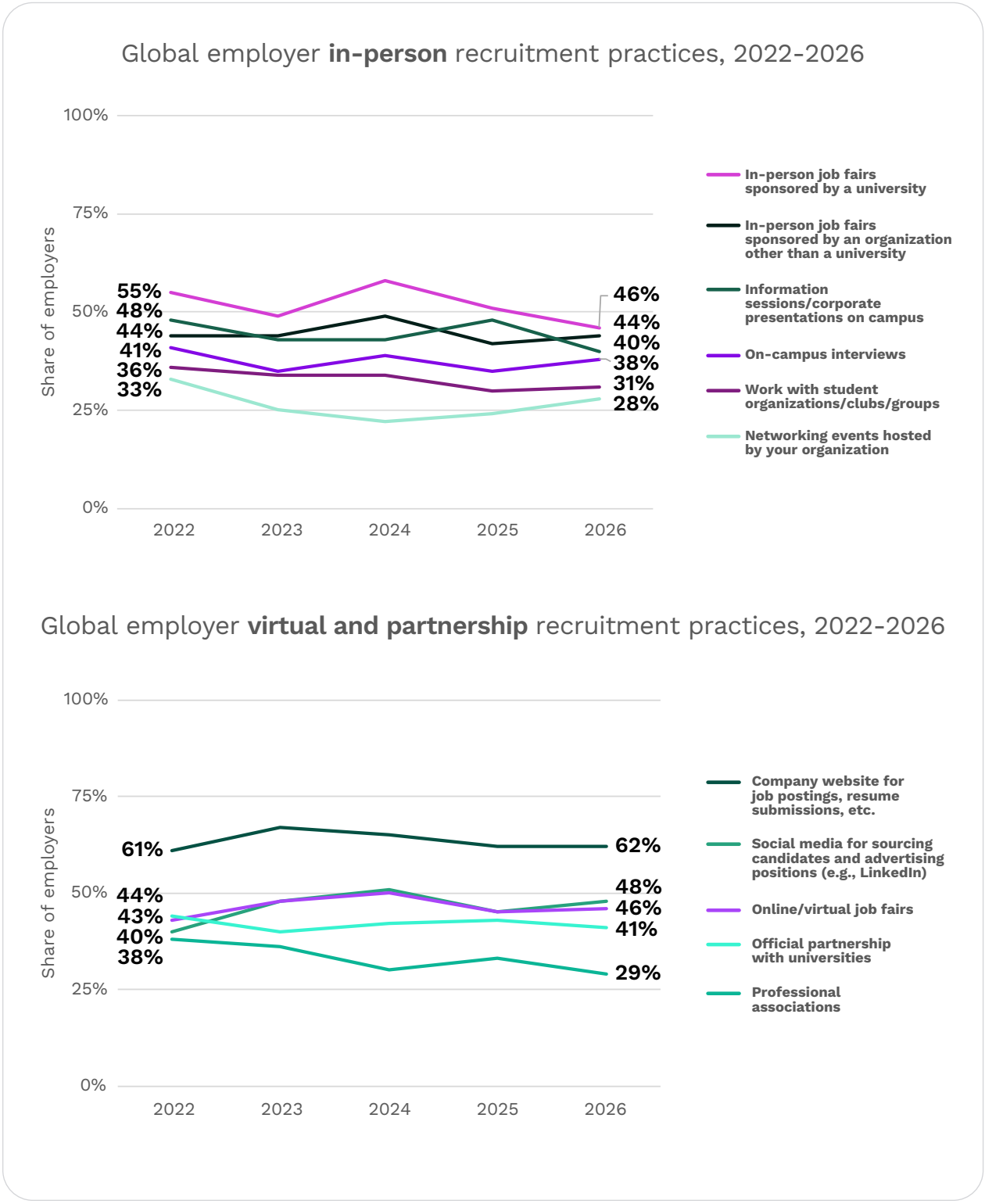


Employers' recruitment practices are also changing. In the past five years, global corporate recruiters have reduced their participation in in-person recruitment events like job fairs and on-campus information sessions (Figure 21). Meanwhile, digital forms of recruitment have remained more stable, including leveraging their company's website and social media channels to recruit talent.

Regionally, there was a discernable drop in the share of employers in Western Europe, East and Southeast Asia, and Central in South Asia participating in in-person job fairs sponsored by a university. Compared to five years ago, employers in Western Europe also appear to be conducting fewer on-campus information sessions. U.S. employers reported relatively more participation in in-person recruitment events since 2022, along with increasing reliance on their websites and employee referrals over the past five years.

Figure 21: In the past five years, global recruiters have grown less likely to leverage in-person recruitment events like university job fairs and on-campus information sessions.

With the exception of professional associations, virtual and partnership-oriented recruitment practices have been steadier.



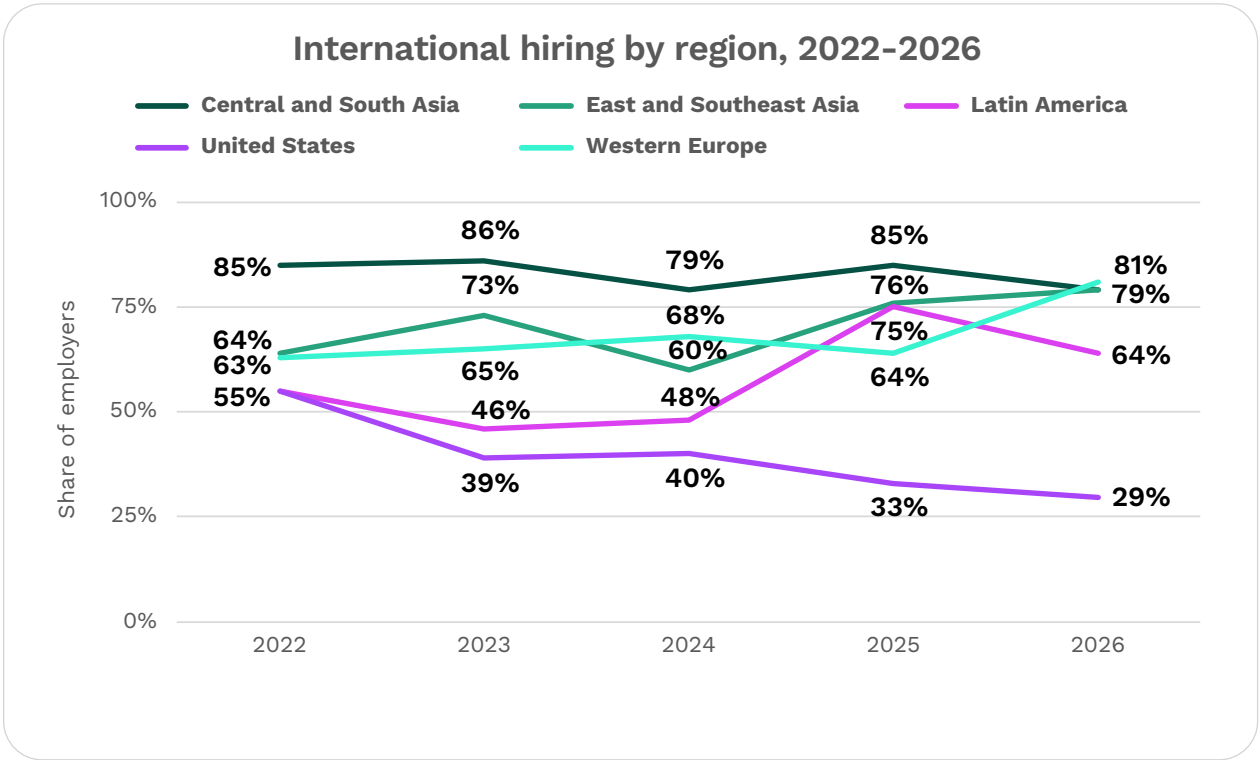
Western Europe is meeting its influx of international students with expanded hiring plans, while some U.S. employers shift international hiring to their offices abroad.

Across GMAC surveys and external data sources, evidence points to international business school candidates demonstrating declining interest in GME in North America and growing consideration of programs in Western Europe and Asia. Around the world, business school programs attribute this re-routing of international candidates to macro factors such as economic changes, new visa policies, and geopolitics. But are new GME hotspots ready to handle the influx of international talent expecting to get jobs where they have been living and studying?

The Corporate Recruiters Survey results indicate yes. Four-of-five employers in Western Europe and Asia were willing to hire GME graduates who require additional legal documentation—a 17-point increase among Western European employers compared to 2025 (Figure 22). Meanwhile, just under one-third of U.S. employers were open to hiring international talent in 2026—roughly the same as last year, but 26 percentage points shy of 2022.

Figure 22: Compared to five years ago, employers in Western Europe and East and Southeast Asia are more likely to hire talent who require additional legal documentation.

U.S. employers have grown less likely to sponsor international hires in recent years.



9. Walker, Andrew. "The Great Re-Routing of Global Business Talent." GMAC, February 2026. https://www.gmac.com/market-intelligence-and-research/research-library/admissions-and-application-trends/2026-international-geographic-mobility.

When it comes to 2026 plans for international hiring, U.S. employers were still the least likely to plan to hire GME graduates who require additional legal documentation compared to employers in other regions (Figure 23). Among U.S. employers who want to hire international graduates, half planned to hire for full-time roles, 23 percent for CPT-eligible internships, and 23 percent for Standard OPT—with 39 percent willing to extend OPT-based employment.[10] Meanwhile, Western European, Latin American, and Middle Eastern employers demonstrated the most willingness to hire international talent, while employers in East and Southeast Asia and Central and South Asia had the most definitive plans. As regional hubs of technology, trade, and finance are even more deeply ingrained in cities likely Dubai, Singapore, and Panama City, multinational corporations are expanding their global reach—and their need for globally minded GME graduates.[11]

Figure 23: As in past years, U.S. employers were the least likely to plan to hire talent who require additional legal documentation.

Employers in Asia were the most likely to have definitive plans for hiring international talent.

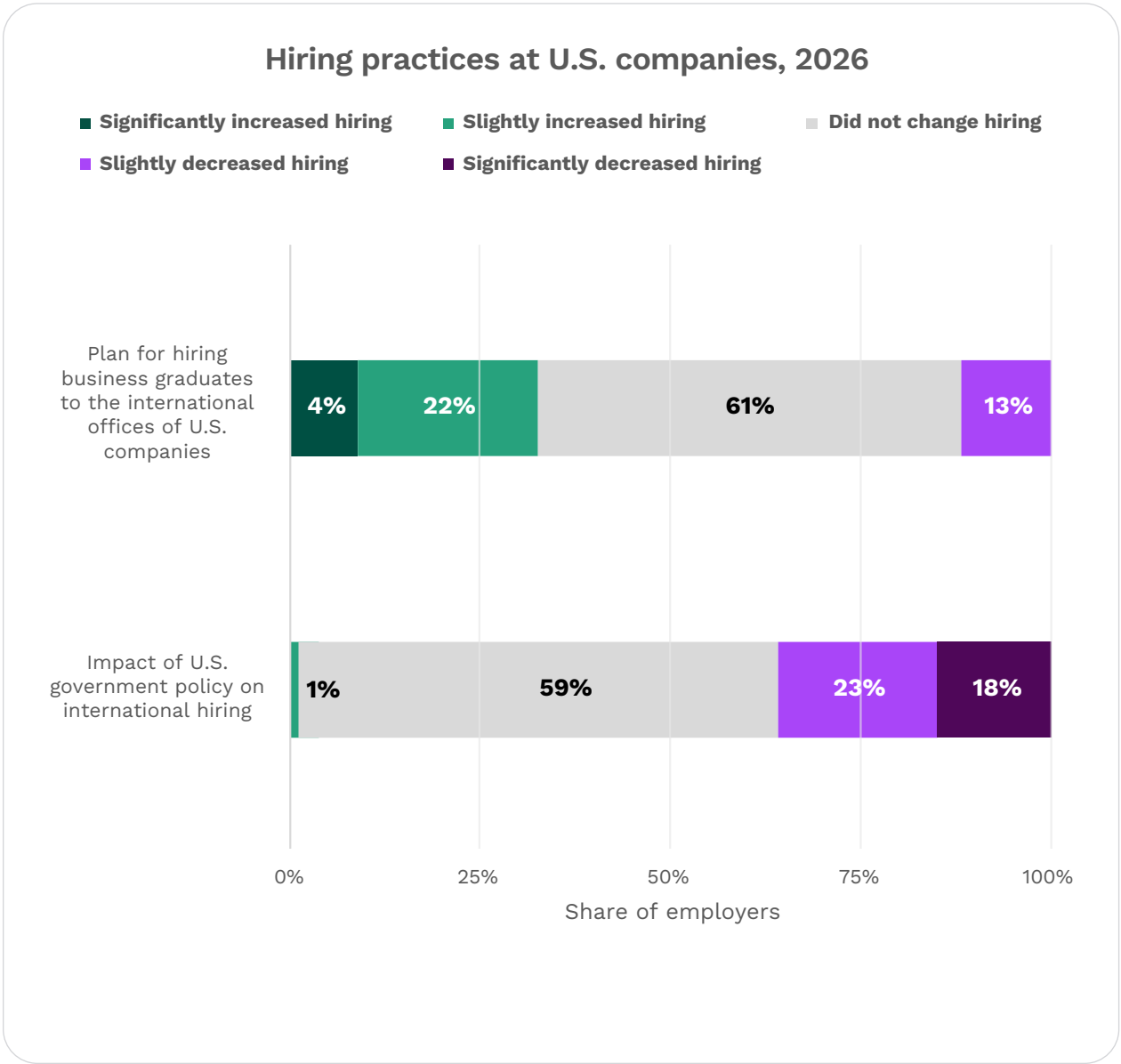
10. "Practical Training." U.S. Immigration and Customs Enforcement. https://www.ice.gov/sevis/practical-training.

11. Bardinelli, Tommaso. "Why Dubai is a compelling location for regional headquarters." Hawksford, March 21, 2025. https://www.hawksford.com/insights-and-guides/dubai-regional-headquarters.
"Why Singapore is a hub in Asia for AI and tech innovation." EDB Singapore, January 7, 2026. https://www.edb.gov.sg/en/business-insights/insights/why-singapore-is-a-hub-in-asia-for-ai-and-tech-innovation.html.
"Panama Country Commercial Guide." International Trade Administration, March 27, 2026. https://www.trade.gov/country-commercial-guides/panama-market-overview.

In fact, a subset of U.S. companies with offices abroad are increasing their hiring plans for their international offices rather than U.S.-based headquarters (Figure 24). That expansion of hiring international talent to offices abroad is perhaps at least partially in response to new constraints on hiring international talent directly to U.S. offices. About four-in-ten of U.S. employers attributed their decreased stateside hiring of international students specifically to current U.S. government policy. As new student, work, and other visa policies and practices have been introduced, some U.S. employers appear to be repositioning how they hire international talent. For international students studying in the United States, that might still mean working for a U.S. firm after graduation but perhaps based closer to home.

Figure 24: One-quarter of employers at U.S. companies planned to expand their hiring of business school graduates to offices outside of the United States.

About four-in-ten U.S. employers expected to decrease their hiring of international GME graduates due to the impact of U.S. government policies.



U.S. MBA graduates are still expected to out-earn direct-from-industry hires, and business master's graduates still get a starting salary premium compared to bachelor's applicants.

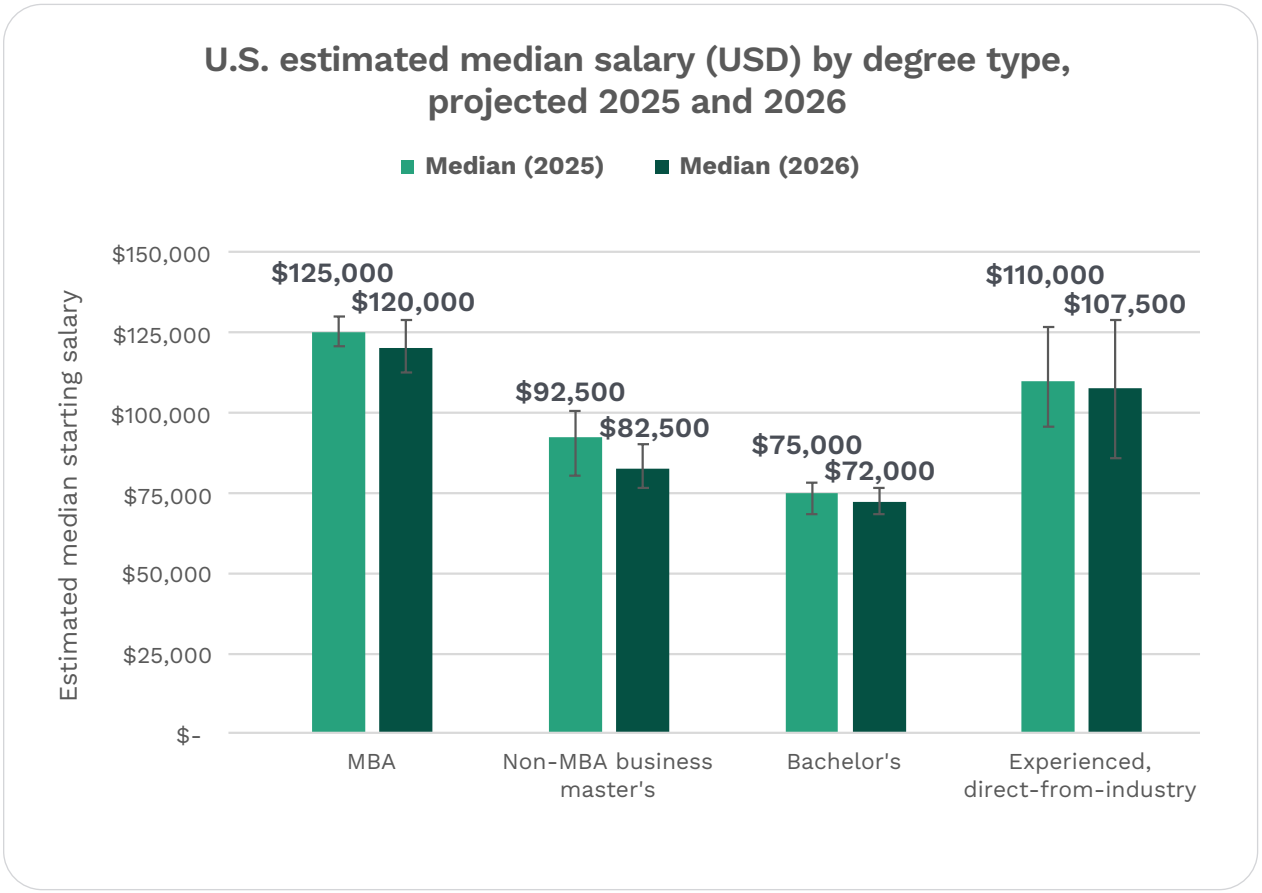
Though employers report less concern about external factors on their hiring decisions, the broader economic context may be impacting their salary projections. Salaries for U.S. MBA, business master's, bachelor's, and industry candidates are projected to be less in 2026 than in 2025 (Figure 25). In real terms, the salary changes are more pronounced once inflation is taken into account. Critically, the year-over-year changes across degree types are not statistically significant, which means the difference could be attributed to the different samples rather than reflecting a true change in the population.

Among the estimates in Figure 25, there are several trends in starting salaries that persist. For example, U.S. MBA graduates are still expected to outearn employees hired directly from other organizations, and business master's graduates are expected to outearn new bachelor's grads. These declining starting salary estimates also come at a time when real wages across the U.S. economy are growing slower than the rate of inflation, a critical backdrop to organizations' salary decisions.[12] Yet insofar as starting salaries are an indicator of business school ROI, GME degree holders are still expected to earn more than those without them.

12. Cerullo, Megan. "Pay for American workers is lagging inflation – again." CBS News, May 18, 2026. https://www.cbsnews.com/news/inflation-worker-wages-growth-economy/.

Figure 25: The year-over-year change in projected U.S. salary starting salary is within the margin of error, though estimated to decrease across degree types—including bachelor's and industry candidates.

U.S. MBA graduates are still expected to out-earn industry candidates.



Note: 2025 salary figures have been recalculated to match the 2026 analytical approach and may not match previously published data.

Importantly, starting salary is just one indicator of the financial return on graduates' investment in a GME degree. Georgetown University's Center on Education and the Workforce's "The College Payoff" study consistently shows that each level of higher education yields greater median lifetime earnings, especially in the field of business.[13] GMAC research also consistently shows that candidates considering business school are weighing more than the financial factors. Though increasing income and building wealth are certainly still critical to candidates' decision to pursue GME, today's business school candidates are also considering how GME fits into their lifestyle, and how business school can be a path to professional and financial stability, social impact, and personal fulfillment.[14]

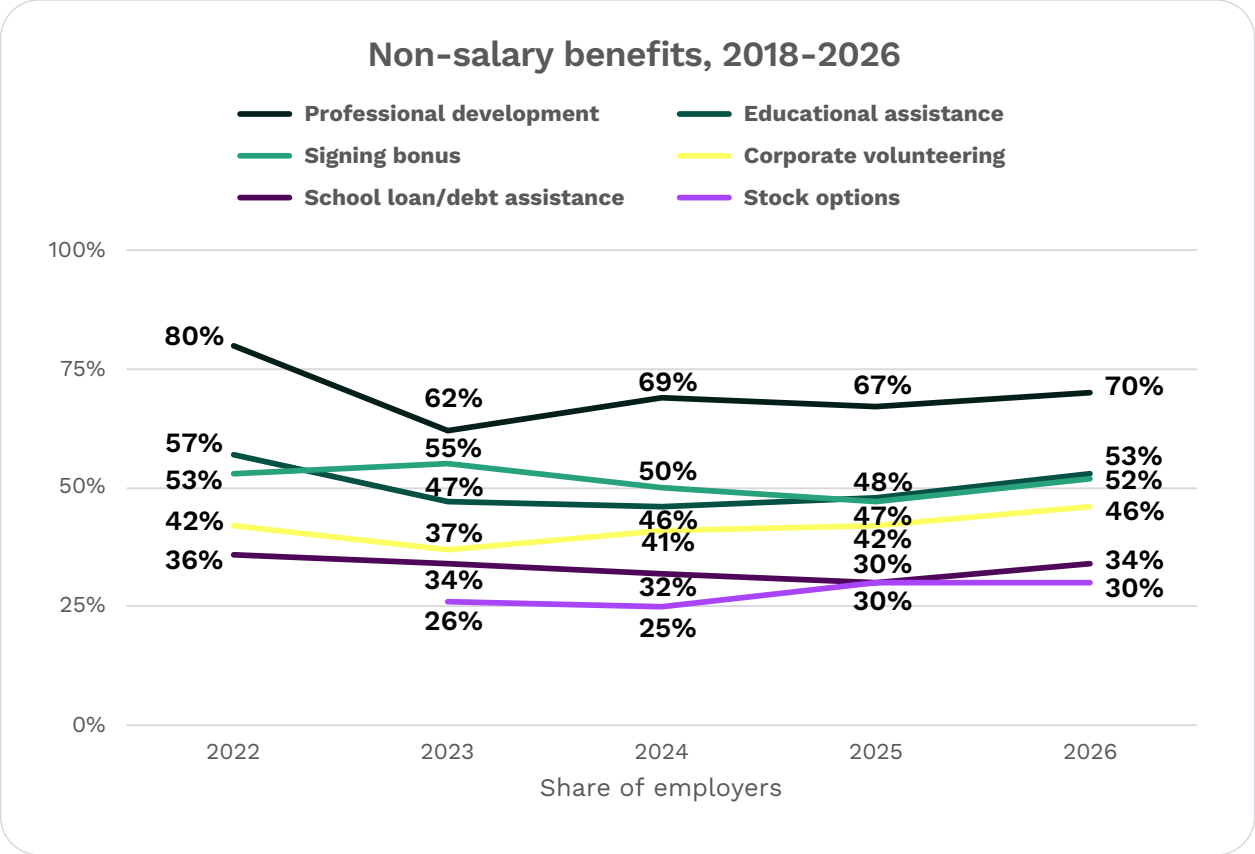
13. Carnevale, Anthony P., Ban Cheah, Emma Wenzinger. "The College Payoff: More Education Doesn't Always Mean More Earnings." Georgetown University Center on Education and the Workforce, 2021. https://cew.georgetown.edu/cew-reports/collegepayoff2021/.

14. Walker, Andrew, "Prospective Students Survey – 2026 Report." GMAC, March 2026. https://www.gmac.com/market-intelligence-and-research/market-research/gmac-prospective-students-survey.

Employers also compensate employees with a variety of non-salary benefits (Figure 26). As in past years, professional development opportunities remain global employers' top additional way to compensate employees, continuing to rebound from a dip in 2023. Roughly half of employers also offer educational assistance, and about one-third offer school loan assistance. There is regional variation in these benefits. For example, corporate volunteering is most common in the United States, where there was also a jump in the share of employers offering educational assistance—from 39 percent in 2025 to 51 percent in 2026. Notably, professional development is the top non-salary benefit offered across geographies.

Figure 26: Professional development is the most common non-salary benefit, followed by signing bonuses and educational assistance.

The share of employers offering each non-salary benefit has been largely stable in the past five years, with the most pronounced dips occurring with professional development benefits.



These hiring and compensation data tell the story of a labor market that continues to value graduate business education—even as the conditions shaping that market evolve in meaningful ways. Employer hiring intentions are still optimistic, salary premiums for GME graduates persist, and the fundamental demand for business talent remains intact. For business schools, that is a strong foundation to build on. At the same time, the displacement of entry-level roles by AI, the decline of traditional campus recruitment, and the growing complexity of international hiring are already reshaping how and where GME graduates find opportunities. Schools that help students navigate these changes proactively, rather than reactively, will be the ones best serving their graduates.

Conclusion

This year's survey results indicate that the GME value proposition remains strong but requires active stewardship. Employer confidence in GME is universal, demand for business talent is growing, and the degree continues to deliver a meaningful return on investment for graduates. Yet AI is reshaping the skills organizations need, the roles they are hiring for, and the way they think about talent development. International hiring patterns are shifting. The line between online and in-person education is blurring. And, employer expectations around professionalism, emotional intelligence, and adaptability are rising in ways that go beyond what any syllabus alone can address.

For business schools, responding to these shifts requires attention to both what is taught and how students are prepared to apply it. Employers are not looking for graduates who can use AI tools in isolation; they are looking for people who can communicate the insights those tools surface, adapt when strategies need to change, and lead others through uncertainty. Student professional development—the habits, presence, and interpersonal skills that employers increasingly flag as falling short—deserves more intentional attention alongside academic preparation. That includes helping students translate these capabilities into language that resonates with recruiters and ensuring that in-demand but harder-to-demonstrate qualities like grit and emotional intelligence are not lost in a resume or overlooked in an interview.

For graduates, the data affirm that a business degree remains a powerful credential, but that the most successful candidates will be those who pair that credential with the human capabilities that no technology can replace. And for employers, continued investment in the GME pipeline—through recruitment, professional development, and close partnership with schools—remains one of the most reliable ways to build the adaptive, globally minded talent their organizations need.

Methodology

The findings in this report are based on results of the Corporate Recruiters Survey 2026, GMAC's annual survey of employers who recruit from and hire MBA and other business master's graduates of business schools around the world. GMAC conducted this survey in partnership with CSEA and EFMD between January and May 2026. GMAC also worked with a market research firm to recruit additional participants to make the overall sample more globally representative.

In total, 621 recruiters from 39 countries worldwide responded to this survey. Among them, 53 percent hire talent for Global Fortune 100 or 500 companies. Global results are weighted by the gross domestic product (GDP) of each world region to adjust for the regional employment opportunity potential. Regional results are not weighted.

Different statistics derived from the recruiter sample are reported. Some variables, such as skill demand and employers' confidence in GME, are presented as percentages, reflecting the estimated share of the population with a given response. For salary, the median value is reported. The median is the midpoint of the distribution, meaning that an estimated 50 percent of the population falls at or above this level and 50 percent falls at or below it.

Data from samples can provide only an approximation of the true or actual value. This uncertainty is reflected as the margin of error of an estimate. Throughout this report, margins of error are calculated at the 95 percent confidence level.

Group differences that are statistically significant at the 95 percent confidence level are highlighted throughout this report. Differences that are not statistically significant but may suggest meaningful trends are also noted where relevant.

Respondent profile

	Africa	Canada	Central and South Asia	East and Southeast Asia	Eastern Europe	Latin America	Middle East	United States	Western Europe	Total
Fortune list status										
Fortune 100	1	2	9	16	0	8	10	30	13	**89**
Fortune 500	0	18	23	53	0	9	17	57	63	**240**
Neither	3	27	16	41	1	25	14	80	62	**269**
Company type										
For-profit, Private	3	32	35	63	0	29	22	87	101	**372**
For-profit, Public	0	11	9	41	0	8	11	60	30	**170**
Government	1	5	1	3	1	1	7	8	5	**32**
Non-profit	0	0	3	5	0	4	3	14	7	**36**
Other	1	0	0	0	0	2	0	1	1	**5**
Company size										
Fewer than 50	0	6	0	6	0	5	1	15	9	**42**
50-99	0	3	0	3	0	9	1	7	6	**29**
100-499	0	10	4	15	1	3	2	24	14	**73**
500-999	1	6	1	8	0	5	4	10	9	**44**
1,000-4,999	2	7	3	15	0	3	5	16	12	**63**
5,000-9,999	0	5	6	4	0	3	0	11	4	**33**
10,000 or more	1	0	6	13	0	2	1	70	22	**115**
Industry										
Consulting	0	2	0	4	0	5	0	24	8	**43**
Energy/Utilities	0	5	0	2	0	4	2	3	5	**21**
Finance/Accounting	0	3	1	4	0	4	0	22	12	**46**
Health Care/Pharmaceutical	0	4	3	2	0	2	1	16	7	**35**
Manufacturing	1	8	6	17	0	4	1	16	14	**67**
Products/Services	1	6	1	16	0	5	1	22	10	**62**
Technology	1	3	7	13	0	4	4	21	13	**66**
Other	1	3	1	1	0	2	3	14	2	**27**
Total	**5**	**48**	**48**	**114**	**1**	**44**	**44**	**173**	**144**	**621**

Appendix

Defining 'business school skills'

- **Adaptability:** capacity and willingness to adjust, evolve, or thrive in response to changing circumstances
- **Coachability:** ability to learn new things and be open to criticism and suggestions for improvement
- **Communication skills:** ability to convey information effectively and efficiently through verbal, written, or non-verbal means
- **Cross-cultural competence:** ability to understand people from different cultures and engage with them effectively
- **Data analysis and interpretation:** ability to interpret and synthesize data to extract insights and meaning
- **Decision-making:** using effective processes to consider options and make smart decisions in the time required
- **Emotional intelligence:** ability to recognize, understand, manage, and effectively use one's own emotions and the emotions of others in various social and interpersonal situations
- **Entrepreneurship:** taking the initiative to create and manage a business venture, assuming the associated financial, managerial, and operational risks
- **Global business skills:** understanding international business contexts and being skilled at putting this knowledge to use
- **Grit:** a combination of passion, perseverance, resilience, and determination towards achieving long-term goals
- **Initiative:** ability and willingness to act proactively and independently without being prompted or directed by others
- **Innovation:** ability to generate ideas or ways of doing things that are both new and useful
- **Interpersonal/teamwork skills:** ability to work with others to achieve a common goal
- **Leadership skills:** ability to guide, influence, and inspire others to achieve common goals
- **Lifelong learning:** the ongoing, voluntary, and self-motivated pursuit of knowledge, skills, and personal development throughout one's entire life
- **Managing human capital:** ability to oversee and optimize the contributions, capabilities, and well-being of an organization's workforce
- **Networking/relationship-building:** building and maintaining professional relationships
- **Problem-solving:** ability to analyze, identify, and implement effective solutions to solve problems
- **Skills in using AI tools:** the ability to effectively leverage AI technologies and platforms to analyze data, make predictions, and automate processes
- **Strategic thinking:** ability to analyze complex situations, envision future possibilities, and formulate effective plans to achieve long-term goals
- **Technology/IT skills:** ability to effectively use and navigate various tools, software, and devices to solve problems and achieve goals
- **Time management/project management:** ability to plan, organize, and prioritize tasks to make the most efficient use of resources to achieve goals

Contributors

The following individuals made significant contributions to the research and analysis reflected in this report:

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