



SURVEY REPORT

2005–2006

MBA Alumni Perspectives Survey

**Graduate
Management
Admission
Council®**

Creating Access to Graduate Business Education®

The MBA Alumni Perspectives Survey

is a product of the Graduate Management Admission Council® (GMAC®), a global not-for-profit education organization of leading graduate business schools and the owner of the Graduate Management Admission Test® (GMAT®). The GMAT® exam is an important part of the admissions process for more than 3,700 graduate management programs around the world. GMAC® is dedicated to creating access to and disseminating information about graduate management education; these schools and others rely on the Council as the premier provider of reliable data about the graduate management education industry.

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The MBA Alumni Perspectives Survey is a longitudinal study of those who have responded to the GMAC® Global MBA® Surveys in the graduating classes of 2000 through 2005 and, as part of that effort, have agreed to take part in further surveys. Those alumni are now in the job market, using the skills that they gained as they earned their MBA degrees. Findings from the 2005 survey suggest that recent improvements in the economy have positively affected post-graduation job offers, starting salaries, and raises for MBA alumni. Those who entered the job market during the less prosperous years of 2001 and 2002 now appear to be making the greatest gains.

The research objectives of this study are to document first and/or current job characteristics; to track changes in responsibility, promotions, and salary over time; to assess the performance of graduate management education; and to monitor the educational needs of alumni.

Key findings:

- Regarding their first job after graduation, 82% of the class of 2005 state that “I could not have obtained this job without my graduate management school training.”
- The on-the-job skills most often used by respondents are interpersonal skills, the ability to integrate information, oral communication skills, and analytical thinking abilities.
- The skill set associated with recruiting, managing, and maintaining staff is a predictor of higher salaries among respondents. However, the MBA alumni who rely on those skills are more likely to wish they had received additional training than are those who do not use these skills regularly.

Methodology

The September 2005 MBA Alumni Perspectives Survey had 3,113 respondents, a 22% response rate, from the initial 14,999 contacted. The survey sample includes respondents who agreed to further follow up in the Global MBA® Graduate Surveys administered among the MBA classes of 2000, 2001, 2002, 2003, 2004, and 2005. Demographic characteristics of respondents to the 2005 MBA Alumni Perspective Survey are similar to the aggregated demographic characteristics of respondents to the Global MBA® Graduate Surveys from 2000 to 2005, which have been found to match closely with the graduating MBA student population at the participating schools. However, citizens of Asia are underrepresented in the alumni surveys (11%, compared to 17% in the student surveys).

This report often presents 2005 data reported by MBA class year. Differences reflect a host of characteristics, including changes in the economy and class demographics. For many analyses, the most important difference is time since graduation. Thus, the data often show what can be expected as alumni gain post-MBA work experience.

First Job after Graduation

Finding the right job and the right company often takes time and effort. When searching for that job, individuals take many factors into consideration, including location, salary, benefits, and organizational culture. Knowing their wants and needs when searching for a job assists them in creating a strategic career plan and finding the right job.

Each year, alumni are asked whether their first job was the kind of job they wanted when they graduated, and each year, with the exception of those who graduated in 2002, more than half of the respondents indicate that their first job was definitely the kind of job they wanted. The class of 2002, on the other hand, is statistically the least likely to state that the job is definitely the kind they wanted and the most likely to state that it is somewhat or not the kind of job they wanted.

However, aside from any strategic career plans they may have, MBA graduates have

little control over the economic conditions at the time they graduate. The class of 2002, unfortunately, entered the job market at a time when many identified the economy as weak. Even before the terrorist attacks in 2001, the U.S. economy was on a downward trend; some even claim it was heading for recession¹. In fact, 99% of the recruiters surveyed as part of the GMAC[®] Corporate Recruiters Survey in 2002 indicated that the economy was weak, and 69% of those recruiters indicated that the economy was constraining their recruiting plans at that time. Graduates of the class of 2002 may have been presented with fewer options as a result, which may account for lower satisfaction that their first job was the kind of job they wanted. Yet, despite the economic conditions, 45% of the class of 2002 state that they definitely took the kind of job they wanted, which may illustrate the resilience of the MBA degree and the value it provides to those who hold it.

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Graduating MBA students are satisfied that their education offered the opportunity for personal improvement, increased their career options, gave them desired credentials, helped them to remain marketable, and instilled management knowledge and technical skills.
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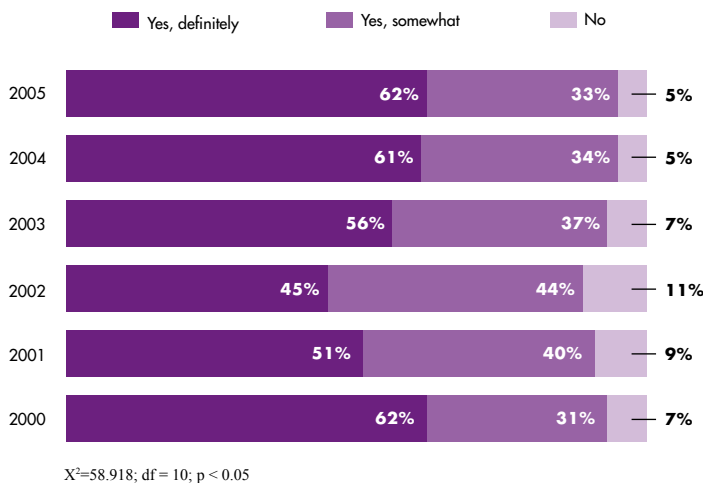


Figure 1. Was the First Job the Kind of Job Wanted, by Graduation Year

¹ CNNMoney (2001). "U.S. Economy Shrinks." CNNMoney. Retrieved on November 18, 2005, from money.cnn.com/2001/10/31/economy

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A majority of MBA alumni surveyed—ranging from 59% to 82%, depending on year of graduation—responded that they could not have obtained their jobs without the MBA. Those who hold this belief are also statistically more likely to have accepted their desired jobs.
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MBA Degree Needed for Job

The top five benefits graduating MBA students cite they are most satisfied their graduate management education provided are:

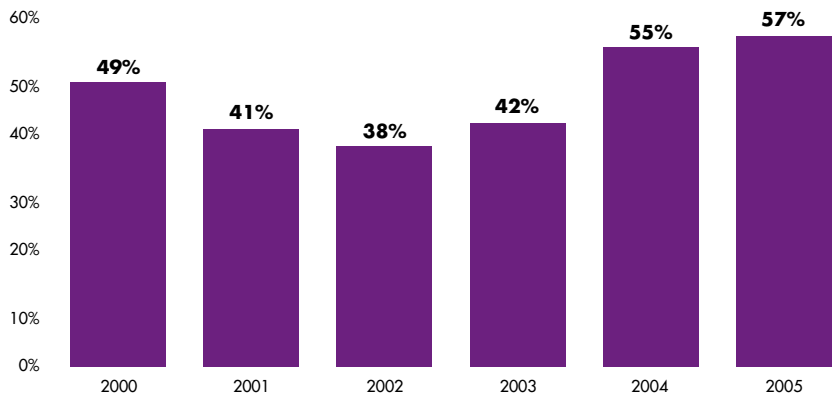
- 1) the opportunity to improve personally;
- 2) an increase in career options;
- 3) the credentials desired;
- 4) an education to remain marketable; and
- 5) development of management knowledge and technical skills².

Each of the top benefits cited is fundamentally an acknowledgement of a basic tenet of the requirement of work in society, with one caveat. Rather than accepting their current positions with limited potential for advancement, many graduating MBA students appear to recognize the value of their professional degree as a mechanism to improve and advance in the employment world in general.

After graduation, alumni were asked to indicate whether they could have obtained their first post-MBA job without their MBA education. As shown in the chart below, there are statistically signifi-

cant differences by graduation year in the percentage who strongly agree that they could not have obtained their first job after graduation without their MBA education; the classes of 2001, 2002, and 2003 are significantly less likely than the classes of 2004 and 2005 to have strongly agreed with this statement. Rather, the classes of 2001 (18%), 2002 (19%), and 2003 (17%) were the most likely to have strongly disagreed with the statement compared with the classes of 2004 (7%) and 2005 (5%).

Although there are differences by graduation year, which will be explored further, the data indicate that the MBA degree is an important aspect in obtaining the first job after graduation. When combining the responses “strongly” and “somewhat agree,” more than half (59% to 82%) of each graduation year responded that they could not have obtained their job without the MBA degree. Additionally, there is a statistically significant correlation ($r = 0.307$; $p \leq 0.05$; $n = 3,558$) between respondents who indicated that the job they took was the kind they were looking for and that they could not have obtained



$\chi^2=161.163$; $df = 20$; $p < 0.05$

Figure 2. Percentage Who Strongly Agree That They Could Not Have Obtained Their First Job After Graduation Without Their MBA Education, by Graduation Year

²Schoenfeld, G. (2005) Global MBA® Graduate Survey 2005 Report. Graduate Management Admission Council®.

their job without the MBA degree. (The correlation exists even when controlling for graduation year.)

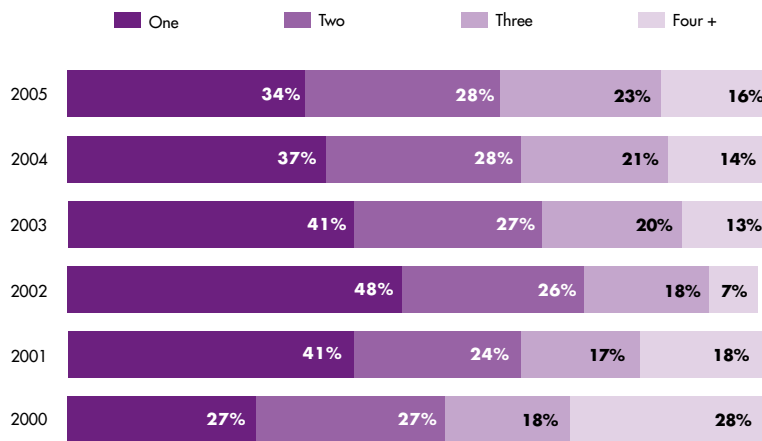
Though there are graduates who feel their MBA degree did not provide the benefit of helping them obtain their first job after graduation, not all students are seeking immediate career improvements. A third (33%) of prospective MBA students state they will assess the value of the MBA by whether they achieve their long-term goals, regardless of the short-term outcomes³. For some, that first job after graduation is not the ultimate indication of their future careers, but a mere step toward a successful future.

It is important to note, however, that economic factors may also influence whether the job a respondent takes requires the MBA degree. Data indicate that, as the economy was weakening in 2001 and 2002, the jobs accepted by MBA graduates were less likely to require the degree, and as the economy began to improve, so did the percentage of respondents taking jobs

that did require an MBA degree. Other factors, such as well-publicized ethics scandals in the United States, may have also had an impact on the MBA job market. “On January 9, 2002, the United States Department Of Justice announced it was going to pursue a criminal investigation of Enron and Congressional hearings began on January 24⁴,” which was when the class of 2002 was searching for their first post-MBA jobs.

Job Offers

In 2002, economic issues in combination with ethics scandals made for an inopportune time to search for a job in business. Findings indicating that the number of job offers statistically differs between graduation years further illustrate this coalescence of unfortunate incidents. Nearly half (48%) of the class of 2002 received only one job offer, whereas between two-thirds and three-fifths of the other classes received multiple job offers.



X²=105.952; df = 15; p < 0.05

Figure 3.
Number of Job Offers, by Graduation Year

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Factors external to graduate management education—the health of the economy and the corporate climate, among others—often influence job offers for MBAs.

For example, nearly half the class of 2002 received only one job offer. Between two-thirds and three-fifths of classes in the other years had multiple job offers.

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³Edgington, R. and Schoenfeld, G. (2004). mba.com Registrants Follow-Up Survey Comprehensive Report November 2004. Graduate Management Admission Council®.
⁴Wikipedia (2005) Enron® Corporation. Wikipedia, the Free Encyclopedia. Retrieved on November 18, 2005, from <http://en.wikipedia.org/wiki/Enron>.

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 One-third of respondents assess their investment in an MBA degree by whether they achieve their long-term career goals, regardless of the short-term outcomes.
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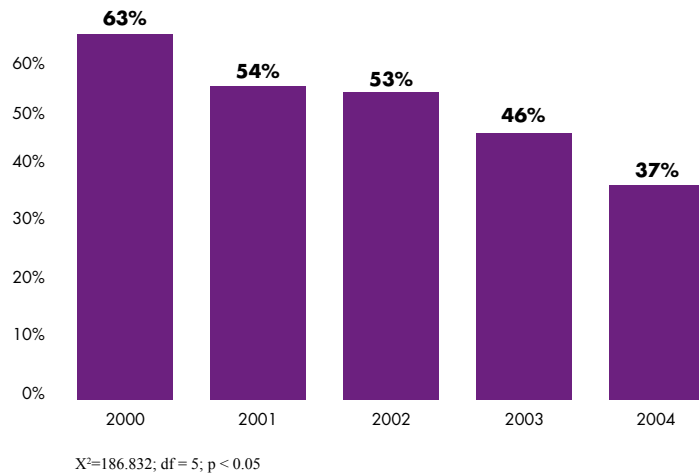


Figure 4.
 Percent Who Have Received Promotions, by Graduation Year

Promotions

In light of the knowledge that one-third of prospective students will assess their investment in an MBA degree by whether they achieve their long-term career goals, it is important to measure their progress towards these goals. As such, respondents were asked whether they received a promotion on their job since completing the MBA degree. The findings suggest that those who listed advancement in their employment position as a long-term goal appear to have made a sound investment in an MBA.

Nearly two-thirds (63%) of alumni in the class of 2000 and more than half of the alumni in the classes of 2001 (54%) and 2002 (53%) have received a promotion since completing their MBA degree. Alumni in these classes are statistically more likely compared to the class of 2005 (37%) to have received a promotion. However, alumni expectations may need to be adjusted to account for events outside one’s control, such as slowdowns in the economy or the eruption of corporate scandals. For instance, the class of 2002 expressed initial unhappiness, but, three years later, 96% of the class of 2002 state they made the right decision in pursuing the MBA degree.

Salary

As with job offers, it appears that annual salary has also tracked with the changes in the economy and corporate scandals. Alumni were asked to indicate their starting annual salary and current annual salary. The class of 2000 had significantly higher starting and current annual salaries compared with the classes of 2002, 2003, and 2004. These numbers follow closely with economic data gathered by the International Monetary Fund that records changes in Gross Domestic Product for the advanced economies (including the United States, the advanced economies of the European Union⁵, and Japan) at 3.5% growth in 1999, 3.8% in 2000, and only 1.2% in 2001, 1.6% in 2002, 2.0% in 2003, and back to 3.4% in 2004.⁶ Graduates in 2000 started their post-MBA careers with the advantage of a more promising economic

outlook in 1999 and 2000. Unfortunately for subsequent classes of MBA graduates, world events created a downward shift that is only now starting to recover.

Other factors, such as length of time on the job, also affect current salary—the graph in Figure 5 controls for this difference. As the figure illustrates, among respondents who have been in their current jobs for a year or less, the salary increase among the class of 2005 is statistically lower than for the classes of 2000, 2002, 2003, and 2004. Respondents in the class of 2002 who have been employed for five or more years have increased their salary significantly more than those in the classes of 2000, 2004, and 2005. Additionally, among respondents who have been employed for five or more years, members of the class of 2001 have seen a significantly greater increase in their salaries compared with the classes of 2000 and 2005.

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⁵The advanced economies of the European Union, in alphabetical order, are Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, and Spain.

⁶International Monetary Fund. (2005, April). World Economic Outlook: Globalization & External Imbalances. Washington, DC: The Fund. Available at www.imf.org/external/pubs/ft/weo/2005/01/index.htm.

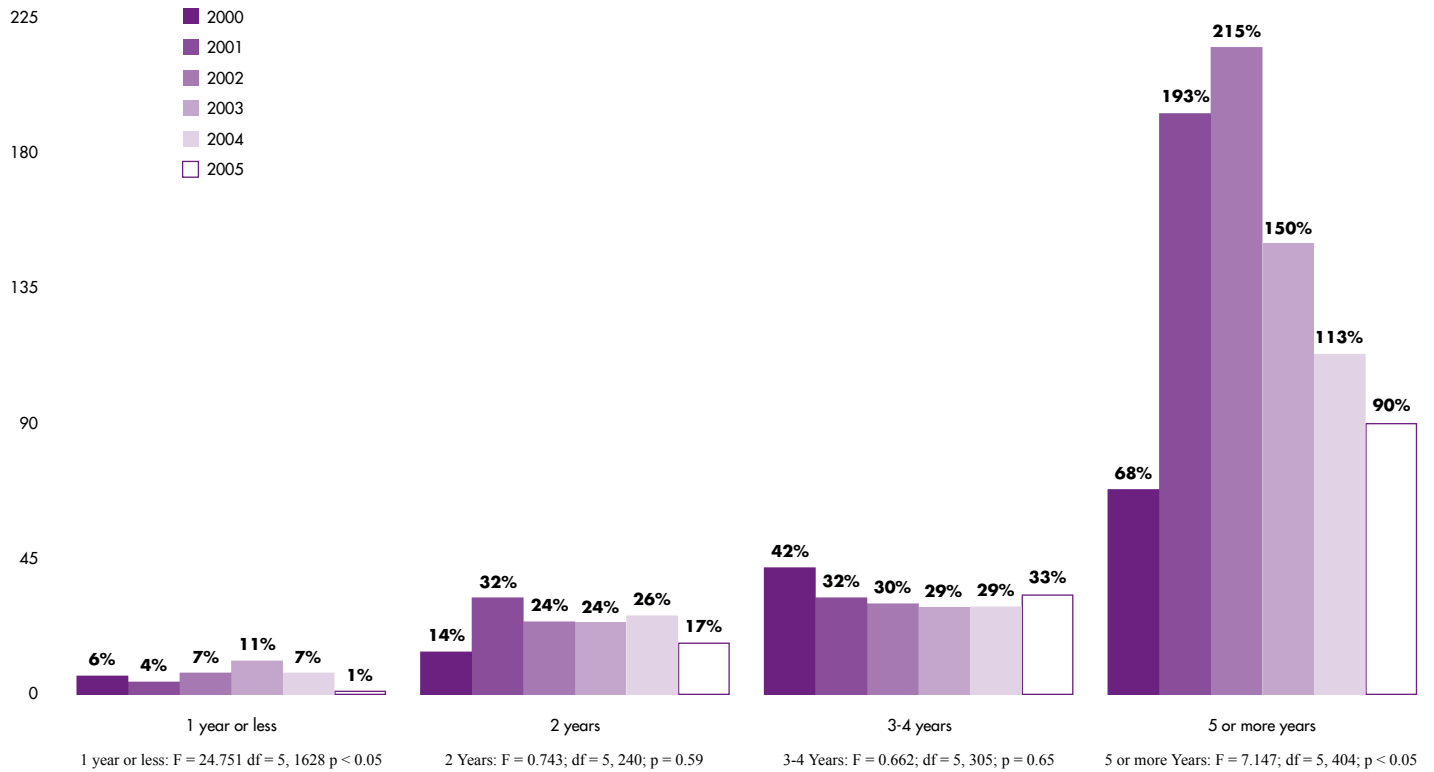


Figure 5. Percent of Salary Increase (Starting Salary to Current Salary), by Time in Job and Graduation Year

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Many alumni respondents have received promotions and salary increases since their graduations, which may be a direct result of the added career potential associated with the MBA degree.
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Considering that the respondents from the classes of 2001 and 2002 who have been employed for five or more years would have been hired by their employers prior to 2000, there may be a combination of factors contributing to their greater salary increases. For instance, these graduates were hired before completing their degree and likely started at a lower earnings bracket as a result. Lower starting pay combined with a weak economic climate may have resulted in slower initial raises. Once improvements in the economy were confirmed, it is conceivable that employers

offered greater raises to bring these graduates more in line with their company's typical pay scale. In general, these data suggest that, although the slump in the economy and the corporate scandals affected the world of business, holding firm through challenging times pays its dividends.

Although movement in one's career may be hampered by the economy and other unforeseen events, MBA alumni continue to make noticeable advancements. As shown, many alumni respondents have received promotions and salary increases as time has passed since graduation, which may be a direct result of the added career potential associated with the MBA degree. However, in assessing the overall value of the MBA degree, one must account for the return on investment.

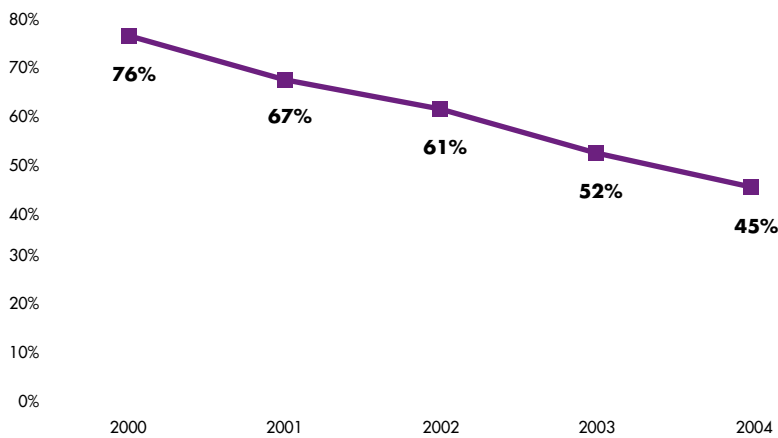


Figure 6.

Percent of Investment in the MBA Recouped, by Graduation Year

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Only 17% of the ROI variance can be explained by factors such as promotions and graduation year. Thus, 83% of the return on investment is attributable to other variables—most likely including items that are not easily quantifiable, such as skill development, increased confidence, and expanded networks.

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Return on Investment (ROI) for MBA Degree

In the April 2005 survey, respondents were asked to specify the percentage of their educational investments they had recouped at the time of the survey. Overall, respondents indicated that they recouped 55% of their investments at the time of the survey⁷.

It is understandable that respondents factor in their satisfaction with earnings and advancement opportunities when evaluating the overall value of the MBA degree, as earnings are the easiest quantifiable benefits to insert in the general equation for return on investment,

$$ROI = \frac{\sum (\text{benefits}) - \sum (\text{costs})}{\sum (\text{costs})}$$

Promotions are also easy to quantify, as 92% of the respondents who received a promotion received a pay raise as part of that promotion. Other benefits, which are harder to quantify, include such things as skill development and an increase in one's professional network. Costs associated with the ROI of an MBA include items such as tuition, books, supplies, and opportunity costs, including lost wages.

Time, however, is not considered in the general ROI equation but does have an impact on the rate of return—the more time between the year of graduation and the survey, the higher the percentage of investment recouped ($r = 0.316$; $n = 962$; $p \leq 0.05$). On average, respondents have recouped 75% of the investment five years after graduation, whereas respondents who graduated just one year before the survey, in 2004, have recouped 45% of the investment.

As predicted, there are modest positive relationships between the percentage of investment recouped, earnings ($r = 0.301$; $n = 824$; $p \leq 0.05$), and whether the respondent received a promotion ($r = 0.209$; $n = 849$; $p \leq 0.05$). When earnings, promotions, and graduation year are entered into a regression model, only 17% of the variance is explained, which means 83% of the variance in ROI is explained by other variables—most likely including items that are not easily quantifiable, such as skill development, increased confidence, and developed networks. As such, the value of the MBA degree is defined by a complex set of indicators that reflect diverse outcomes from obtaining the degree.

⁷In the full sample of respondents to the April 2005 survey, respondents state that they recouped 56% of their investment. A t-test of the means was conducted ($t = -0.936$; $df = 961$; $p = 0.349$) and showed that the subsample does not significantly differ from the full sample.

Though the rate of return for the overall sample is quite impressive, European alumni appear to be recouping their investment at a faster pace.

European MBA graduates, on average, have recouped 63% of their investment in the MBA degree—a statistically greater percentage compared with the overall MBA alumni respondents (55%). The following graph shows the ROI among European alumni by graduation year.

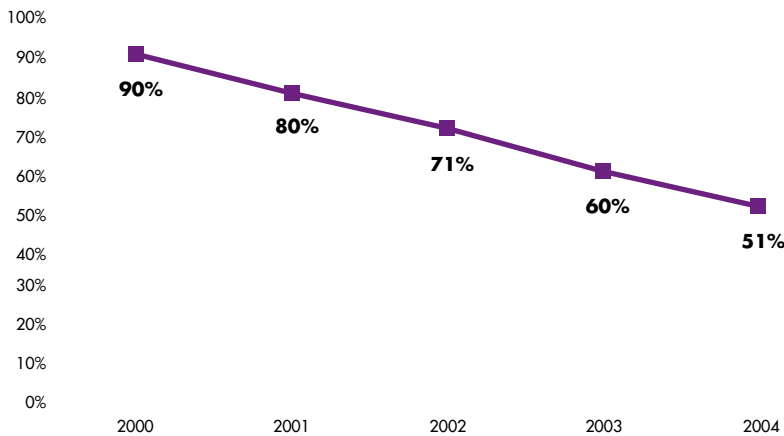


Figure 7. Percent of Investment in the MBA Recouped, by Graduation Year (European Respondents)

It is possible that the higher ROI for European respondents is linked to different career choices and outcomes from the MBA degree compared to other respondents. Europeans are more likely to indicate that the ability to obtain international assignments and their personal development will be used in assessing their investment compared to respondents in all other world regions.

European respondents are also more likely to be working for a multinational organization (81%) compared to U.S. respondents (62%), and multinational organizations have historically been linked to higher salaries. Additionally, about two-fifths (44%) work outside their country of citizenship, which is a statistically higher percentage than for U.S. respondents (4%). The data suggest that Europeans are achieving their ROI by pursuing and achieving their stated goal of obtaining international assignments.

As mentioned previously, advancement in one's career is one key to the ROI. A vast majority of employed European respondents (83%) agreed that they could not have obtained their job without the MBA degree. The MBA degree is thus assisting in their career advancement.

Also, European respondents (18%) are the most likely to be working in the consulting industry compared to respondents from other world regions. This field is often associated with risk—when the economy is down, consulting is usually one of the first industries to suffer—yet it is also the industry that has the greatest potential for rewards. Individuals working in the consulting industry tend to have the highest salaries among MBA alumni, and as mentioned previously, salary is a great indicator of ROI. It is no wonder that with their interest in both multinational organizations and consulting, European respondents, on average, have the highest annual salary among all the respondents.

The high ROI among European alumni may also be linked to the skills improvement they received as part of their MBA educations. Data from the Global MBA[®] Graduate Survey of 2005 show that MBA graduates have statistically improved in every skill and ability as a result of graduate management education, which may be directly connected with goals of European alumni to assist in their personal development.

Of the skills and abilities linked with the MBA degree, European respondents use the following most often in their current job:

- 1) interpersonal skills,
- 2) the ability to integrate information,
- 3) oral communication skills,
- 4) analytical thinking abilities,
- 5) written communication skills, and
- 6) creative problem-solving skills.

These skills relate specifically to the consulting industry, as respondents in the consulting industry use the ability to integrate information, oral communication skills, analytical thinking, written communication skills, and creative problem-solving skills more often than those in other industries.

Based on these findings, it is not surprising that three-fifths of European MBA alumni rate the value of the MBA degree as outstanding or excellent. With the increase in skills and abilities, the achieved outcomes, such as obtaining international employment, and high salaries, European ROI is relatively high compared to other world regions.



European MBA graduates, on average, had recouped 63% of their investment in the MBA degree at the time of the survey, compared to 55% for respondents in the survey overall.

European MBAs are more likely to work in multinational organizations and have jobs in the consulting industry — perhaps explaining the fact that they have the highest average annual salary among all respondents.



Career management in general, like the specifics of salary and promotion rate, plays a large part in the overall assessment of value by alumni. The importance of career management is well recognized, as seen from the 2005 Global MBA® Graduate Survey, in which the quality of a graduate business school's career services is one of the top five drivers of overall MBA value. In the current survey, more than a third (36%) of alumni state that they wish they had received more education/training in managing their careers. This sentiment appears to be perpetual; 37% of alumni indicated this need in the September 2004 MBA Alumni Perspectives Survey.

The data suggest that graduate business schools should focus resources on this issue, particularly considering that three of the top five reasons prospective students consider pursuing the MBA degree relate to careers—to remain marketable, improve long-term income, and provide the professional credentials needed for advancement⁸. Recognizing that a focus on careers is a priority of prospective MBA students, MBA students, and MBA alumni, graduate business schools have an opportunity to use this knowledge to differentiate themselves by providing effective career services to their students and alumni.

Although it is almost universal for full-time programs to have a career services center for their students, this service is generally not available for part-time and executive MBA students. Yet an even greater percentage of part-time (44%) and executive (44%) MBA alumni compared to full-time (34%) MBA alumni wish they had received additional training and education in managing their careers.



More than a third of alumni express a wish to have received more education/training in managing their careers. This sentiment appears to be perpetual; 37% of alumni indicated this need in the September 2004 MBA Alumni Perspectives Survey. And it is even stronger among part-time and executive program alumni, where 44% desire additional career management skills.



⁸Edgington, R. (2003). mba.com Registrants Survey Comprehensive Data Report. Graduate Management Admission Council®.

Though it may seem reasonable to limit career services to full-time students since many part-time and executive students work while completing their degree and nearly half finance their education through employer reimbursement/sponsorship programs, career services do more than provide students with the opportunity to obtain a job. Career services encompass how to manage one's career within an organization, including how to network, prepare a resume, and interview in order to move up within the organization. Graduate business programs that provide access to these services for part-time and executive MBA students in addition to full-time students can add value to their programs and potentially carve out a niche that yields a competitive advantage. By teaching students the best ways to position themselves in order to land a new or better job, how to negotiate salary increases, or how to stay current in their field, career services can become an integral component of the MBA education.

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Career services do more than provide students with the opportunity to obtain a job. They advise on how to manage one's career inside an organization, including how to network, prepare a resume, and interview in order to move up within the organization.

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Those in the finance/accounting industries are most likely to read national newspapers and attend in-house training to stay current, while utility/energy industry respondents are mostly likely to attend executive education programs.

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MBA graduates recognize the need for ongoing education to stay current in their fields or business practices. Overall, only 2% of respondents state that they do nothing to stay current. The top three resources respondents use to stay current in their fields or business practices are the Internet, industry magazines, and national newspapers.

Method	Percent
Internet	82%
Industry magazines	71%
National newspapers	67%
Industry newsletters	40%
In-house training	38%
Professional associations	32%
Professional development seminars	31%
Academic journals	23%
Executive education programs	10%

Table 1.
Methods of Staying Current in Field/Business Practice

There are some differences among industries in the methods respondents use to stay current in their fields or business practices. For instance, respondents to the survey indicate the following:

- Finance/accounting industry respondents are the most likely to read national newspapers compared to respondents in all other industries.
- Finance/accounting industry respondents are the most likely to attend in-house training, whereas respondents in the products/services industry are the least likely compared to respondents in all other industries.
- Products/services industry respondents are the least likely to read academic journals compared to respondents in all other industries.
- Healthcare/pharmaceutical and nonprofit/government industry respondents are the most likely to attend professional development seminars compared to respondents in all other industries.
- Utilities/energy industry respondents are the most likely to attend executive education programs compared to respondents in all other industries.
- Nonprofit/government industry respondents are the least likely to read industry newsletters compared to respondents in all other industries.

A regression model to determine which methods of staying current in one's field or business practice influence salary found that these variables account for very little of the variance explained ($R^2 = 0.03$).

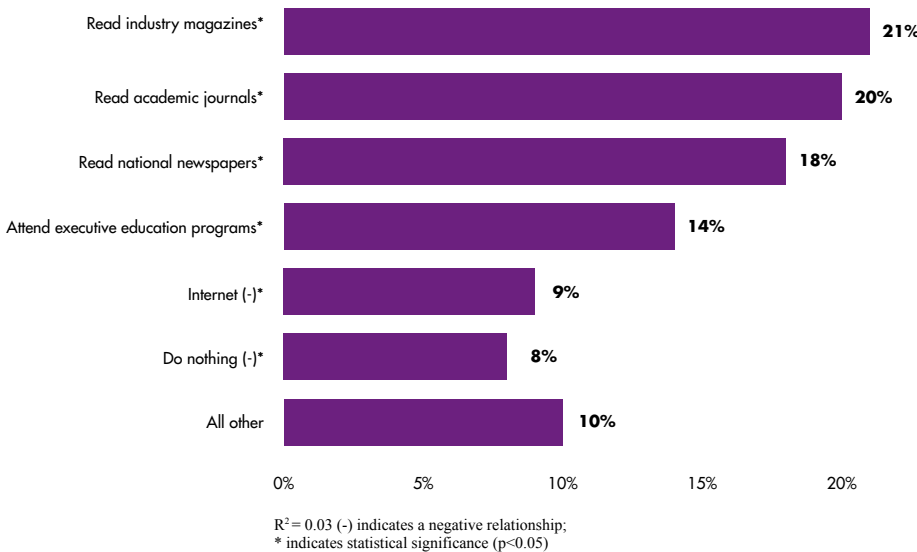


Figure 8. Methods of Staying Current in Field/Business Practice Influencing Salary (Pratt Index)

Another measure of overall satisfaction with employment is determined by the ability to balance work with life. In the April 2005 MBA Alumni Perspectives Survey, employed respondents were asked to rate six questions on work-life balance. These questions were combined to form a work-life balance scale, where 15% of respondents had a high level of imbalance, 59% had a moderate level of imbalance, and 27% had a low level of imbalance. Job satisfaction and the perception of achieving work-life balance are correlated ($r = 0.255$; $n = 2087$; $p \leq 0.05$)—higher job satisfaction and having achieved a semblance of work-life balance go hand-in-hand.

The following characteristics appear to affect work-life balance:

- Women have statistically better work-life balance scores than men. Work-life issues were once considered primarily a woman’s issue, but today more men are confronted with work-life conflict⁹, which may be a possible explanation for the difference—women have had more time to develop balancing mechanisms compared with men.
- Respondents who work in their country of citizenship have a higher work-life balance score compared to respondents who work outside their country of citizenship—a statistically significant difference.
- Citizens of the United States consider themselves to have more balance in their work and life compared to Asians, Europeans, and respondents from Latin America. These findings are understandable considering Asians, Europeans, and respondents from Latin America are statistically more likely to be working outside their country of citizenship.

In addition, respondents were asked to indicate the types of work-life programs their employer sponsors. As shown in the chart, two-thirds (67%) of employers sponsor education and training, half provide flexible scheduling/flextime, and 46% allow their employees to work from home occasionally.

Of the programs offered, it is interesting to note which employer programs most influence an employee’s work-life balance. Flexible career paths and flextime provide the greatest explanatory value in understanding individual work-life balance scores. Additionally, employer-sponsored education/training contributes to the work-life balance model.

Program	Percent
Company-sponsored education/training	67%
Flexible scheduling/flextime	50%
Work from home occasionally	46%
Flexible career paths	43%
Maternity leave with pay	38%
Paternity leave with pay	28%
Work from home regularly	11%
None of the above	9%

Table 2.
Employer-Sponsored
Work-Life Balance Programs

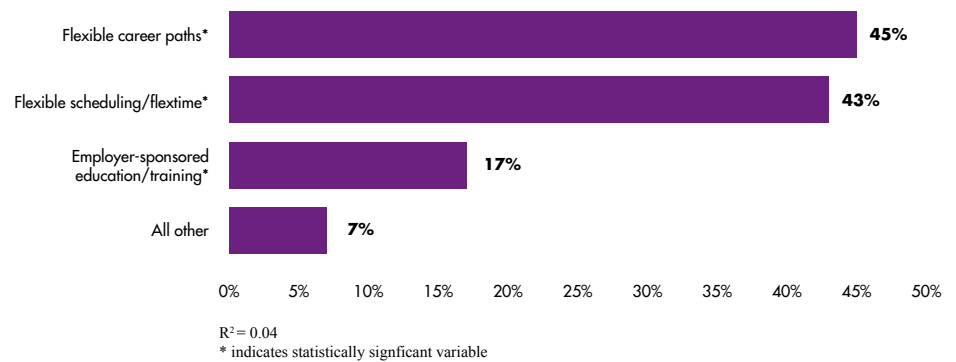


Figure 9. Employer-Sponsored Work-Life Balance Programs Influence on Employee Work-Life Balance

⁹Roberts, S. (2005). "Work/Life no longer a 'woman's issue.'" Business Insurance, Vol. 39 Iss. 32, pp. 3-4.

Findings in this report are based on further analysis of data found in the Comprehensive Data Report. The Comprehensive Data Report provides in-depth tables and analysis of the survey.

Contact Information

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

Authorship

The following individual(s) made significant contributions to the concept and design or analysis and interpretation of data, and drafting/ revising of the manuscript for intellectual content:

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Rachel Edgington, Director, Market Research and Analysis, GMAC[®], survey questionnaire development and manuscript review and approval; Larry Rudner, Vice President, Research and Development, GMAC[®], manuscript review; Grady Bruce, Contractor/Professor Emeritus, California State University, Fullerton, survey questionnaire development; Veronica Garcia, Research Writer/Editor, GMAC[®], writing and editorial services.



Women believe themselves to have a better work-life balance than men and alumni who work in their countries of citizenship enjoy a better balance, as do U.S. citizens. Flexible career paths and flextime offer the greatest explanatory value in understanding individual work-life balance issues.



The **MBA Alumni Perspectives Survey** is one in a series of five annual or biannual surveys produced by the Graduate Management Admission Council®. The surveys are designed to explore relevant issues, offering data at various depths, depending on the desire of the user and the participation of the school. Survey reports provide an overview of the data in addition to giving context for and implications of the research. They are frequently used to help drive strategic decision-making processes in graduate business schools. All survey reports are available on the Web (www.gmac.com/surveys). Print copies (while supplies last) are free upon request from the GMAC® Research and Development department at research@gmac.com.

Other surveys include—

MBA.com Registrants Survey

Who is in the pipeline for a degree? What makes them decide to apply now or wait? Launched in 2003, this annual survey tells who prospective students are (including detailed profiles), how and why they move through the pipeline, and what motivates them and gets their attention.

Application Trends Survey

How does a school's application volume compare with that of other schools? Since 1999, this annual survey has gathered comparative application data for the current and previous year from business school programs worldwide.

Global MBA® Graduate Survey

What do students think about the MBA experience as they prepare to graduate? Launched in 2000, this annual survey is conducted every February to provide a comprehensive picture of who MBAs are and where they are headed after they graduate, as well as how they chose their schools and how satisfied they are with their MBA education.

Corporate Recruiters Survey

Who hires MBAs and why? What are the hiring plans in various industries? How do companies decide where to recruit? Launched in 2001–2002, this annual survey helps schools better understand the job market, clarify employer expectations, and benchmark their career services practices. Employers use the survey results to benchmark the MBA recruitment activities of their companies.

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