

mba.com Registrants Survey

2008 Comprehensive Data Report

The mba.com Registrants 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 4,000 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.

Table of Contents

INTRODUCTION	5
Key Findings	5
REGIONAL ANALYSIS.....	7
Prospective Student Profile	7
Gender.....	7
Age	7
Education.....	7
Work Experience	7
Important Aspects of Life	8
The B-School Pipeline.....	11
Current Status.....	11
Graduate Programs Considered.....	12
Reasons for Postponing Graduate Business School.....	13
The Decision to Pursue a Graduate Business Degree.....	13
Motivations to Pursue a Graduate Business Degree	13
Reservations about Pursuing a Graduate Business Degree	15
Areas of Human Capital Improvement Desired	16
Sources Consulted in the Decision to Pursue.....	17
The Decision to Apply to a Graduate Business Program	18
The GMAT® Exam Experience	18
Reservations about Applying to Graduate Business Programs.....	20
Graduate Business Programs Considered	21
School Selection Criteria.....	23
The Decision to Enroll in a Graduate Business Program.....	24
Program Type Enrolled	24
Extracurricular Activities	26
Method of Financing.....	26
ASIA, CENTRAL ASIA, AND THE PACIFIC ISLANDS	28
Prospective Student Profile	28
Gender.....	28
Age	28
Education.....	28
Work Experience	29
Important Aspects of Life	29

The B-School Pipeline.....	33
Current Status.....	33
Graduate Programs Considered.....	34
Reasons for Postponing Graduate Business School.....	35
The Decision to Pursue a Graduate Business Degree.....	36
Motivations to Pursue a Graduate Business Degree.....	36
Reservations about Pursuing a Graduate Business Degree.....	39
Areas of Human Capital Improvement Desired.....	41
Sources Consulted in the Decision to Pursue.....	43
The Decision to Apply to a Graduate Business Program.....	46
The GMAT® Exam Experience.....	46
Reservations about Applying to Graduate Business Programs.....	49
Graduate Business Programs Considered.....	50
School Selection Criteria.....	55
The Decision to Enroll in a Graduate Business Program.....	58
Program Type Enrolled.....	58
Extracurricular Activities.....	59
Method of Financing.....	61
EUROPE.....	64
Prospective Student Profile.....	64
Gender.....	64
Age.....	64
Education.....	64
Work Experience.....	64
Important Aspects of Life.....	65
The B-School Pipeline.....	68
Current Status.....	68
Graduate Programs Considered.....	69
The Decision to Pursue a Graduate Business Degree.....	70
Motivations to Pursue a Graduate Business Degree.....	70
Reservations about Pursuing a Graduate Business Degree.....	72
Areas of Human Capital Improvement Desired.....	73
Sources Consulted in the Decision to Pursue.....	74
The Decision to Apply to a Graduate Business Program.....	76
The GMAT® Exam Experience.....	76
Reservations about Applying to Graduate Business Programs.....	78
Graduate Business Programs Considered.....	78
School Selection Criteria.....	81

The Decision to Enroll in a Graduate Business Program.....	83
Program Type Enrolled	83
Extracurricular Activities	84
Method of Financing.....	85
NORTH, CENTRAL, AND SOUTH AMERICA.....	87
Prospective Student Profile	87
Gender.....	87
Age	87
Education	87
Work Experience	87
Important Aspects of Life	88
The B-School Pipeline.....	92
Current Status.....	92
Graduate Programs Considered.....	92
The Decision to Pursue a Graduate Business Degree.....	94
Motivations to Pursue a Graduate Business Degree	94
Reservations about Pursuing a Graduate Business Degree	96
Areas of Human Capital Improvement Desired	98
Sources Consulted in the Decision to Pursue.....	100
The Decision to Apply to a Graduate Business Program.....	102
The GMAT® Exam Experience	102
Reservations about Applying to Graduate Business Programs.....	104
Graduate Business Programs Considered.....	105
School Selection Criteria.....	108
The Decision to Enroll in a Graduate Business Program.....	111
Program Type Enrolled	111
Extracurricular Activities	112
Method of Financing.....	113
AFRICA AND THE MIDDLE EAST.....	116
Prospective Student Profile	116
Gender.....	116
Age	116
Education	116
Work Experience	116
Important Aspects of Life	117
The B-School Pipeline.....	120
Current Status.....	120
Graduate Programs Considered.....	121

The Decision to Pursue a Graduate Business Degree.....	122
Motivations to Pursue a Graduate Business Degree	122
Reservations about Pursuing a Graduate Business Degree	124
Areas of Human Capital Improvement Desired	125
Sources Consulted in the Decision to Pursue.....	126
The Decision to Apply to a Graduate Business Program.....	127
The GMAT® Exam Experience	128
Reservations about Applying to Graduate Business Programs.....	128
Graduate Business Programs Considered	129
School Selection Criteria.....	132
The Decision to Enroll in a Graduate Business Program.....	133
Program Type Enrolled	134
Extracurricular Activities	134
Method of Financing.....	134
METHODOLOGY	136
Sample Selection and Response	136
World Regions Defined.....	137
Online Questionnaire Administration.....	139
Data Analysis	140

Introduction

Each year nearly a quarter of a million people register to take the Graduate Management Admission Test[®] (GMAT[®]). In order to learn more about the decisions that lead some people to seek graduate management education and others to choose alternative educational and career paths, the Graduate Management Admission Council[®] conducted a worldwide study of registrants to the GMAC[®] Web site for prospective business students, www.mba.com.

The 2007 mba.com Registrants study included individuals who registered on mba.com between September 1, 2006, and August 31, 2007. This report is organized into five sections. The first section provides an overview of the four main world regions. Each subsequent section corresponds to a particular world region—Asia, Central Asia, and the Pacific Islands; Europe; North, Central, and South America; and Africa and the Middle East. The emphasis in this report is on similarities and differences within each world region.

The objectives of this study were to:

- develop regional profiles of prospective applicants to graduate business programs,
- determine what factors cause prospective students globally and within each region to either apply or decide not to apply, and
- define the characteristics of the schools that prospective students within each region apply to and attend.

In each section of the report, a summary of the information is presented followed by data tables. In cases where the number of respondents is fewer than 100, the data is not displayed. Refer to the *Methodology* section for response rates, sample characteristics, and the list of countries included in each world region.

Key Findings

- Prospective graduate business students from around the world have many similarities, yet there are some prominent differences that create diversity and a need for graduate business schools to consider the individual when attempting to recruit them to their school.
- Career and family are among the most important aspects of life for respondents around the world. A greater percentage of respondents from India and Other Central Asian countries consider career extremely important compared to the percentage who consider family extremely important. However, a greater percentage of respondents from all other regions of the world consider family extremely important compared with the percentage who consider career extremely important.
- Education—the desire to develop knowledge, skills, and abilities—is the primary motivation when considering a graduate business degree. Yet, other motivations to pursue the degree vary among respondents of the various world regions. Fewer than half of the respondents from the United States and Canada are motivated to pursue a graduate business degree to expand their international employment opportunities, whereas more than half of the respondents from all other regions of the world consider this a motivating factor.

- The ability to manage the decision-making process and the ability to manage strategy and innovation are the top areas respondents hope to improve during a graduate business program.
- Although quality and reputation of the college is important to all respondents, accreditation status of the program only makes the top five list of important selection criteria for respondents from Europe, United States, Central and South America, Other Asian and Pacific Island countries, and Africa. All other respondents rank accreditation status lower.

Regional Analysis

This section reports on all 5,637 individuals who responded to the survey. It presents a detailed account that includes a demographic profile, the decision to pursue a graduate business degree, and the decision to apply to and enroll in a graduate business school. The account provides information useful in preparing marketing, recruitment, and program-management activities. As such, the data presented in this section segments the respondents into four regions: Africa & the Middle East; Asia, Central Asia, and Pacific Islands; Europe; and North, Central, and South America. Refer to the *World Regions Defined* section of the *Methodology* for a complete list of countries represented in each region. Summaries of significant findings are presented below, followed by detailed data tables.

Prospective Student Profile

Gender

Nearly half (46%) of the respondents from North, Central, and South America is female, which is a significantly greater proportion compared with respondents of all other world regions.

Age

Respondents from Asia, Central Asia, and the Pacific Islands are significantly more likely than respondents from all other regions to be 24 and younger. In all regions of the world except North, Central, and South America, females tend to be younger than the males.

Education

Considering that a greater percentage of respondents from Asia, Central Asia, and the Pacific Islands were younger than those from all other regions, it is not surprisingly that they are the least likely of the respondents to have graduated from their first-degree program.

Respondents from Asia, Central Asia, and the Pacific Islands are more likely than all other respondents to have majored in the sciences and less likely than all other respondents to have majored in the social sciences. Respondents from Africa and the Middle East, and North, Central, and South America are more likely than other respondents to have majored in business.

European respondents are the most likely of the respondents to report a GPA of 4.0.

Work Experience

Among the respondents who have completed their first degree, respondents from Asia, Central Asia, and the Pacific Islands are less likely than all other respondents to have six years or more work experience.

Among all respondents, those from Asia, Central Asia, and the Pacific Islands and from Europe are more likely than other respondents to not be working at the time of the survey.

Respondents from Asia, Central Asia, and the Pacific Islands are more likely than all other respondents to be working in the technology industry. Additionally, European respondents are more likely than respondents from North, Central, and South America to be working in technology. European respondents are more likely than respondents from Asia, Central Asia, and the Pacific Islands to be working in consulting.

Respondents from Africa and the Middle East are more likely than respondents in Asia, Central Asia, and the Pacific Islands to be working in healthcare, energy/utilities, and the nonprofit/government industries. Also, respondents from Africa and the Middle East are more likely than respondents from North, Central, and South America to work in energy/utilities, and they are more likely than European respondents to work in nonprofit/government industry.

Respondents from North, Central, and South America are more likely than those from Asia, Central Asia, and the Pacific Islands to work in healthcare and nonprofit/government, and they are more likely than European respondents to work in the nonprofit/government industry.

Important Aspects of Life

Respondents are provided a list of 14 aspects of life and asked to indicate the importance of each. Family and children is the top aspect of life rated extremely important among respondents in all regions. In Africa and the Middle East; Asia, Central Asia, and the Pacific Islands; and Europe, career and work is rated second most important. But respondents from North, Central, and South America rate financial security second most important, with career and work fourth behind relatives.

Gender, by World Region				
<i>Gender*</i>	Africa & Middle East <i>n</i> = 447	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,365	Europe <i>n</i> = 403	North, Central, & South America <i>n</i> = 1,096
Male	32%	34%	35%	46%
Female	68%	66%	65%	54%
Total	100%	100%	100%	100%
* χ^2 statistic is significant at the .05 level.				

Age, by World Region				
<i>Age Groups*</i>	Africa & Middle East <i>n</i> = 447	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,365	Europe <i>n</i> = 403	North, Central, & South America <i>n</i> = 1,096
24 and younger	21%	53%	27%	25%
25 to 30	43%	34%	44%	41%
31 and older	36%	13%	29%	33%
Total	100%	100%	100%	100%
Average Age**	29.5	25.4	28.1	30.0
Average Age: Men	29.9	26.0	28.6	30.4
Average Age: Women	28.6	24.3	27.3	29.7
* χ^2 statistic is significant at the .05 level.				
**Comparison of means with Bonferroni corrections, $p \leq .05$.				

Education, by World Region				
<i>Education*</i>	Africa & Middle East <i>n</i> = 447	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,365	Europe <i>n</i> = 403	North, Central, & South America <i>n</i> = 1,096
Percentage who had completed first degree at time of survey	92%	81%	91%	90%
<i>Primary Field of Study among Graduates*</i>	<i>n</i> = 413	<i>n</i> = 2,724	<i>n</i> = 368	<i>n</i> = 986
Science	32%	54%	33%	22%
Business and commerce	45%	34%	40%	47%
Humanities	5%	6%	6%	10%
Social science	18%	7%	21%	20%
Total	100%	100%	100%	100%
<i>GPA among Graduates*</i>	<i>n</i> = 413	<i>n</i> = 2,724	<i>n</i> = 368	<i>n</i> = 986
4.0	7%	7%	26%	5%
3.0-3.9	54%	55%	54%	72%
2.0-2.9	34%	30%	18%	23%
Less than 2.0	6%	8%	2%	0%
Total	100%	100%	100%	100%
* χ^2 statistic is significant at the .05 level.				

Work Experience, by World Region				
<i>Years of Work Experience since Completing First Degree*</i>	Africa & Middle East <i>n</i> = 413	Asia, Central Asia, & Pacific Islands <i>n</i> = 2,724	Europe <i>n</i> = 368	North, Central, & South America <i>n</i> = 986
Have not worked	8%	10%	10%	5%
Less than 1 year	12%	10%	12%	11%
1 year, but less than 3 years	22%	32%	19%	22%
3 years, but less than 6 years	23%	27%	27%	27%
6 years or longer	35%	21%	32%	36%
Total	100%	100%	100%	100%
<i>Current Employment Status*</i>	<i>n</i> = 447	<i>n</i> = 3,365	<i>n</i> = 403	<i>n</i> = 1,096
Working full-time	71%	62%	66%	74%
Working part-time	13%	8%	9%	13%
Not working	15%	30%	25%	13%
Total	100%	100%	100%	100%

* χ^2 statistic is significant at the .05 level.

Industry of Employment, by World Region				
<i>Industry of Most Recent Employment*</i>	Africa & Middle East <i>n</i> = 416	Asia, Central Asia, & Pacific Islands <i>n</i> = 2,643	Europe <i>n</i> = 361	North, Central, & South America <i>n</i> = 1,040
Consulting	13%	15%	14%	11%
Finance/Accounting	17%	13%	20%	15%
Products/Services	24%	26%	30%	30%
Manufacturing	3%	5%	6%	6%
Technology	13%	28%	15%	10%
Healthcare	6%	3%	4%	7%
Energy/Utilities	6%	3%	3%	3%
Nonprofit/Government	17%	7%	8%	19%
Other	1%	0%	0%	1%
Total	100%	100%	100%	100%

* χ^2 statistic is significant at the .05 level.

Importance of Various Aspects of Life, by World Region (Percentage Extremely Important)				
Aspects of Life	Africa & Middle East n = 447	Asia, Central Asia, & Pacific Islands n = 3,365	Europe n = 403	North, Central, & South America n = 1,096
Family and children*	65%	59%	56%	60%
Career and work*	59%	57%	41%	36%
Free time and relaxation*	18%	19%	16%	28%
Friends and acquaintances*	19%	28%	33%	35%
Financial security*	57%	43%	39%	54%
Relatives*	26%	17%	34%	41%
Religion*	43%	9%	6%	22%
Politics and public life*	7%	6%	7%	5%
Wealth*	29%	26%	31%	19%
The environment*	28%	29%	22%	19%
Community*	20%	12%	12%	14%
Volunteer work*	12%	11%	5%	8%
Travel*	16%	11%	23%	20%
Entertainment*	7%	10%	7%	9%

* χ^2 statistic is significant at the .05 level.

The B-School Pipeline

Current Status

At participation time, survey respondents may be at any one of multiple points along the graduate business school pipeline. For instance, they might be enrolled in a graduate business program, they might be applying to graduate business programs, or they might be engaged in the process of deciding whether to pursue a graduate business degree.

Respondents from Africa and the Middle East; Europe; and North, Central, and South America are more likely than respondents from Asia, Central Asia, and the Pacific Islands to be enrolled in a graduate business program. On the other hand, respondents from North, Central, and South America are more likely than respondents from Asia, Central Asia, and the Pacific Islands to have decided not to attend a graduate business program.

Current Status in the B-School Pipeline, by World Region				
<i>B-School Pipeline Status*</i>	Africa & Middle East <i>n</i> = 447	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,365	Europe <i>n</i> = 403	North, Central, & South America <i>n</i> = 1,096
Student in a graduate business program	17%	8%	21%	25%
Admitted to a b-school, but not yet enrolled	6%	2%	5%	5%
Applying to b-school	25%	22%	12%	24%
Planning to apply to b-school	38%	55%	44%	30%
Deciding whether to apply to b-school	9%	9%	12%	12%
Decided to postpone b-school	5%	4%	3%	3%
Do not plan to attend b-school	1%	1%	1%	2%
Total	100%	100%	100%	100%

* χ^2 statistic is significant at the .05 level.

Graduate Programs Considered

All those surveyed considered attending graduate business school at some point in time, and respondents are asked to indicate which graduate programs they considered attending when they *first* thought about acquiring an advanced degree.

Respondents from North, Central, and South America are more likely than all other respondents to have considered law, education, social science, and joint degree programs. Medicine and public administration is considered by more respondents from Africa and the Middle East and North, Central, and South America than all other respondents.

Graduate Programs Considered, by World Region				
<i>Graduate Programs Considered</i>	Africa & Middle East <i>n</i> = 447	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,365	Europe <i>n</i> = 403	North, Central, & South America <i>n</i> = 1,096
Business	94%	96%	97%	96%
Law*	6%	4%	4%	21%
Medicine*	4%	1%	1%	4%
Education*	2%	3%	3%	7%
Public Administration*	11%	6%	8%	10%
Science and Engineering*	15%	15%	12%	12%
Social Science*	7%	5%	6%	9%
Humanities	4%	4%	4%	4%
Joint-degree programs*	4%	2%	2%	9%
Other*	6%	3%	4%	5%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

Reasons for Postponing Graduate Business School

Due to the limited sample sizes, the reasons for postponement among respondents are presented here in the aggregate. Money and time constraints are the chief reasons given by respondents for delaying a graduate business education. Additionally, 17% of respondents who plan to postpone their education report being too unsure about their future to make the commitment and another 16% cite family reasons for postponing their education.

Reasons for Postponing Graduate Business School	
<i>Graduate Programs Considered</i>	All Respondents <i>n</i> = 187
It would require more money than I am willing to invest right now.	47%
I need more time to prepare for the application process.	30%
It would require more time than I am willing to invest right now.	18%
I am not sure enough about my future to make a commitment.	17%
Family reasons	16%
My employment situation changed.	15%
It would require more energy than I am willing to invest right now.	14%
I am not ready to make a dramatic change in my current job/life situation.	12%
I was not admitted to the school of my choice.	11%
I would have to postpone other personal plans, such as marriage, or having a child.	11%
My career plans have changed.	11%
Job prospects are too uncertain to make a commitment.	10%
I plan to move to a new area.	7%
Health reasons	3%
Military obligations	1%
Responses add to more than 100% because of multiple responses.	

The Decision to Pursue a Graduate Business Degree

This section of the report presents data about the decision to pursue a graduate business degree. Respondent motivations for—and possible reservations about—pursuing the degree, as well as the knowledge, skills, and abilities they hope will improve by attending graduate business programs are examined. The sources influencing a respondent's decision-making processes are also explored.

Motivations to Pursue a Graduate Business Degree

Respondents are presented with a series of statements representing possible reasons to pursue a graduate business degree. From that series, respondents are asked to select all statements they consider primary reasons to complete a graduate business education.

Respondents from Africa and the Middle East are more likely than all other respondents to be motivated to manage their own business and solve some of the world's problems.

Respondents from Asia, Central Asia, and the Pacific Islands are more likely than all other respondents to be motivated to develop confidence.

Respondents from North, Central, and South America are more likely than all other respondents to be motivated by the potential to:

- switch industries;
- switch occupations;
- advance careers;
- acquire better jobs;
- cease an opportunity for learning;
- gain respect;
- make more money; and
- improve long-term income and financial stability.

Additionally, respondents from North, Central, and South America and Africa and the Middle East are more likely than other respondents to cite professional credentials as a motivating factor. Respondents from North, Central, and South America are also less likely than all other respondents to indicate international employment opportunities as a motivating factor.

Motivations to Pursue a Graduate Business Degree, by World Region				
<i>I believe that pursuing a graduate management education will...</i>	Africa & Middle East n = 441	Asia, Central Asia, & Pacific Islands n = 3,348	Europe n = 397	North, Central, & South America n = 1,027
help me switch industries of employment.*	25%	25%	25%	33%
help me switch occupations or job functions.*	35%	30%	31%	41%
help me manage my own business.*	44%	31%	28%	33%
expand my international employment opportunities.*	61%	59%	62%	40%
help me advance my career or obtain promotions.*	57%	48%	51%	69%
help me get a better job.*	48%	48%	44%	64%
provide opportunities for more challenging and interesting work.*	69%	65%	66%	71%
provide opportunities to contribute to solving some of the world's problems.*	47%	37%	26%	36%
be a part of my planned career development.*	62%	59%	52%	57%
provide me with professional credentials or credibility.*	62%	51%	48%	69%
help me develop my knowledge, skills, and abilities.*	80%	76%	79%	83%

Motivations to Pursue a Graduate Business Degree, by World Region				
<i>I believe that pursuing a graduate management education will...</i>	Africa & Middle East <i>n</i> = 441	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,348	Europe <i>n</i> = 397	North, Central, & South America <i>n</i> = 1,027
be an opportunity for learning.*	56%	58%	57%	71%
provide mentors to help me achieve my goals.*	35%	33%	22%	32%
give me a sense of personal satisfaction and achievement.*	68%	55%	52%	70%
help me gain respect.*	26%	29%	19%	34%
help me gain recognition.*	32%	35%	26%	36%
help me develop confidence.*	42%	43%	32%	38%
allow me to remain marketable or competitive.*	64%	52%	46%	70%
help me make more money.*	43%	45%	43%	67%
improve my long-term income and financial stability.*	57%	56%	60%	75%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.				

Reservations about Pursuing a Graduate Business Degree

While prospective students have motivations that drive them to pursue an advanced education, they also tend to have reservations about attending graduate business school. Respondents are asked to indicate their reservations, selecting from a list of potential concerns.

European respondents are the most likely to report that they do not have reservations about pursuing a graduate business degree.

Respondents from North, Central, and South America are more likely than other respondents to indicate the following reservations: demands of graduate business school on my time and energy may be too great, it might severely limit the time I have for people who are important to me, it might require me to take on large financial debts, and it is too intimidating.

Respondents from Africa and the Middle East and Asia, Central Asia, and the Pacific Islands are more likely than other respondents to cite it may require more money than I have available. Additionally, respondents from Asia, Central Asia, and the Pacific Islands are more likely than other respondents to cite that the economy/job prospects are too uncertain.

Reservations about Pursuing a Graduate Business Degree, by World Region				
<i>Reservations</i>	Africa & Middle East <i>n</i> = 440	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,347	Europe <i>n</i> = 397	North, Central, & South America <i>n</i> = 1,065
The demands of graduate business school on my time and energy may be too great.*	23%	18%	16%	35%
It may require me to postpone marriage, having a child, or other personal plans.	24%	25%	23%	25%
It would severely limit the time I have for people who are important to me.*	23%	20%	27%	35%
It may require more money than I have available.*	61%	56%	48%	52%
The economy/job prospects are too uncertain.*	10%	18%	10%	13%
It may require me to take on large financial debts.*	44%	48%	40%	58%
I may not receive the same benefits others will.	9%	9%	8%	9%
It may require me to delay accepting attractive job opportunities.	19%	20%	21%	19%
It is too intimidating.*	5%	4%	3%	9%
I have no reservations.*	15%	15%	19%	12%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.				

Areas of Human Capital Improvement Desired

The desire to develop knowledge, skills, and abilities is the most common motivating factor reported among respondents from all regions. Those surveyed are asked to indicate the proficiencies they hope to improve by attending a graduate business program.

Respondents from North, Central, and South America are more likely than other respondents to indicate a desire to improve the following areas.

- Managing human capital
- Managing tools and technology
- Knowledge of technology, design, and production
- Foundation skills

Respondents from Asia, Central Asia, and the Pacific Islands are more likely than other respondents to indicate a desire to improve the following areas.

- Managing administrative activities
- Managing the task environment

- Knowledge of media communications and delivery
- Interpersonal skills

Areas of Human Capital Improvement Desired among Asian and Pacific Island Respondents				
<i>Knowledge, Skills, and Abilities</i>	Africa & Middle East <i>n</i> = 441	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,348	Europe <i>n</i> = 397	North, Central, & South America <i>n</i> = 1,072
Managing human capital*	54%	49%	51%	56%
Managing tools and technology*	40%	43%	36%	45%
Managing decision-making processes	77%	74%	74%	75%
Managing administrative activities*	53%	52%	43%	46%
Managing strategy and innovation*	74%	70%	76%	74%
Managing the task environment*	37%	42%	34%	40%
Knowledge of technology, design, and production*	34%	33%	20%	38%
Knowledge of human behavior and society	45%	46%	37%	45%
Knowledge of general business functions	66%	63%	62%	67%
Knowledge of media communications and delivery	24%	30%	21%	28%
Interpersonal skills*	58%	66%	60%	53%
Operations skills*	50%	50%	40%	47%
Strategic and systems skills*	70%	64%	68%	65%
Foundation skills*	27%	38%	21%	42%
Generative thinking*	54%	55%	51%	49%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

Sources Consulted in the Decision to Pursue

Individuals consult a variety of sources to gather information and opinions about graduate management education while deciding to pursue a graduate business degree. Respondents are asked to indicate the sources they consulted when they were deciding whether a graduate business degree is right for them. The following are the top five sources most commonly consulted by respondents in each region:

- Africa and the Middle East: family and friends; graduate business school-related Web sites; GMAC Web site; school Web sites; job and career Web sites.
- Asia, Central Asia, and Pacific Islands: family and friends; graduate business school-related Web sites; GMAC Web site; published rankings; business magazine and newspaper Web sites.
- Europe: published rankings; friends and family; graduate business school-related Web sites; GMAC Web site; school Web sites.
- North, Central, and South America: friends and family; school Web sites; graduate business school-related Web sites; GMAC Web site; published rankings.

Sources Consulted, by World Region

Source	Africa & Middle East n = 447	Asia, Central Asia, & Pacific Islands n = 3,364	Europe n = 403	North, Central, & South America n = 1,096
Friends/Family*	49%	55%	50%	59%
Coworkers/peers*	19%	25%	24%	36%
Employer/supervisor	21%	20%	16%	28%
Career/school advisors*	20%	23%	16%	22%
College professors*	18%	23%	20%	28%
Mentors*	24%	21%	16%	26%
Alumni*	15%	27%	25%	25%
Current students*	23%	30%	27%	37%
School admissions professionals*	12%	19%	15%	23%
School brochures/publications*	30%	26%	39%	38%
Graduate business school-related guides/ publications	30%	32%	34%	35%
Business magazines/newspapers*	27%	40%	41%	33%
School Web sites*	37%	37%	46%	49%
Business magazine/newspaper Web sites*	31%	41%	43%	31%
Published rankings*	30%	45%	51%	41%
GMAC® Web site (www.mba.com)	39%	45%	47%	45%
Graduate business school-related Web sites	47%	49%	50%	47%
Job/career Web sites*	32%	26%	34%	29%
Chat rooms/threaded discussions/blogs*	5%	16%	11%	6%
Self-assessment tools*	25%	29%	20%	20%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

The Decision to Apply to a Graduate Business Program

This section of the report presents data regarding the decision to apply to a graduate business program. The GMAT® exam experience and reservations about applying to graduate business programs are examined. The types of graduate business programs considered and school selection criteria are also explored.

The GMAT® Exam Experience

Many graduate business programs require or accept the GMAT® exam as a part of their admission process. Respondents are asked to indicate whether they have taken, plan to take, or do not plan to take the GMAT exam.

Respondents from Africa and the Middle East are the least likely of the respondents to have sat for the exam at the time of the survey. They are the most likely to report that they have registered for

the exam, however. Statistically, there are no differences in the number of times respondents sat for the exam by region.

Respondents from Asia, Central Asia, and the Pacific Islands report studying longer hours for the exam compared with respondents from all other world region.

The GMAT® Exam Status, by World Region				
<i>GMAT exam status*</i>	Africa & Middle East <i>n</i> = 447	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,365	Europe <i>n</i> = 403	North, Central, & South America <i>n</i> = 1,096
Registered for and have taken the exam	33%	42%	40%	57%
Registered for but have not yet taken the exam	12%	21%	7%	7%
Have not registered for the exam but plan to do so	51%	36%	48%	32%
No plans to take the GMAT exam	4%	2%	4%	4%
Total	100%	100%	100%	100%
<i>Respondents who took the exam</i>	<i>n</i> = 147	<i>n</i> = 1,403	<i>n</i> = 162	<i>n</i> = 620
Average number of times GMAT exam taken**	1.2	1.3	1.2	1.2
* χ^2 statistic is significant at the .05 level. **Comparison of means with Bonferroni corrections, $p \leq .05$.				

The GMAT® Exam Preparation, by World Region				
<i>GMAT exam preparation*</i>	Africa & Middle East <i>n</i> = 148	Asia, Central Asia, & Pacific Islands <i>n</i> = 1,406	Europe <i>n</i> = 163	North, Central, & South America <i>n</i> = 620
Did not prepare in advance	5%	3%	2%	5%
Less than one week	15%	4%	9%	6%
One to three weeks	29%	18%	21%	20%
Four to six weeks	19%	28%	31%	25%
Seven to nine weeks	15%	23%	17%	20%
Ten weeks or more	18%	25%	20%	25%
Total	100%	100%	100%	100%
<i>Respondents who took the exam</i>	<i>n</i> = 141	<i>n</i> = 1,365	<i>n</i> = 159	<i>n</i> = 591
Average number of hours spent preparing for the GMAT exam**	111.2	157.4	96.8	84.7
* χ^2 statistic is significant at the .05 level. **Comparison of means with Bonferroni corrections, $p \leq .05$.				

Average Self-Reported GMAT® Scores, by World Region				
Self-reported GMAT exam scores	Africa & Middle East	Asia, Central Asia, & Pacific Islands	Europe	North, Central, & South America
Total GMAT exam score	<i>n</i> = 113	<i>n</i> = 1,242	<i>n</i> = 136	<i>n</i> = 492
	515	623	602	591
Quantitative score	<i>n</i> = 58	<i>n</i> = 886	<i>n</i> = 67	<i>n</i> = 169
	—	47.4	—	40.7
Verbal score	<i>n</i> = 49	<i>n</i> = 826	<i>n</i> = 63	<i>n</i> = 166
	—	30.7	—	36.7
AWA score	<i>n</i> = 54	<i>n</i> = 912	<i>n</i> = 80	<i>n</i> = 266
	—	4.6	—	5.2
— Data not displayed, <i>n</i> < 100.				

Reservations about Applying to Graduate Business Programs

Many respondents previously identified specific reservations they had about pursuing a graduate business degree, which included financial and time concerns. Once an individual has made the decision to pursue a degree, however, he or she may also face reservations about the business school application process. From a list of such potential reservations, respondents are asked to indicate each concern that they find personally relevant.

Respondents from Asia, Central Asia, and the Pacific Islands are the least likely of the respondents to indicate that they do not have reservations about applying to graduate business programs. They are more likely than all other respondents to indicate the following reservations: undergraduate academic record, employment history, recommendations, essays, and interviews.

Respondents from North, Central, and South America are more likely than other respondents to indicate reservations about their admission test scores.

Reservations about Applying to Graduate Business Programs, by World Region				
Reservations	Africa & Middle East <i>n</i> = 440	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,332	Europe <i>n</i> = 395	North, Central, & South America <i>n</i> = 1,070
My undergraduate academic record may be a barrier for me.*	21%	27%	16%	26%
My employment history may be a barrier for me.*	12%	21%	16%	15%
My scores on admission tests may be a barrier for me.*	31%	31%	26%	35%
The recommendations I need to get may be a barrier for me.*	11%	13%	11%	9%
The essays I have to write may be a barrier for me.*	15%	17%	14%	12%
The required interviews may be a barrier for me.*	9%	12%	9%	5%
I have no reservations.*	45%	32%	44%	40%
* χ^2 statistic is significant at the .05 level.				

Graduate Business Programs Considered

Respondents are asked to indicate the types of programs they considered when applying to graduate business school. Respondents are also asked to specify the number of applications that they either submitted or plan to submit for each type of program considered. Respondents are asked to indicate the location of the programs where they applied or plan to apply, as well.

Respondents from Asia, Central Asia, and the Pacific Islands are more likely than all other respondents to consider a full-time traditional MBA and an MSc in business. Respondents from Asia, Central Asia, and the Pacific Islands and Europe are more likely than other respondents to consider a full-time accelerated MBA. Respondents from Asia, Central Asia, and the Pacific Islands are the least likely to consider a part-time MBA.

European respondents are more likely than other respondents to consider an executive MBA program.

Respondents from Africa and the Middle East and North, Central, and South America are more likely than other respondents to consider an online/distance learning MBA program. Respondents from North, Central, and South America are more likely than all other respondents to consider a joint degree program. Respondents from Africa and the Middle East are more likely than all other respondents to consider a PhD in business program.

Respondents from Asia, Central Asia, and the Pacific Islands tend submit significantly more application to each type of program compared with respondents from all other world regions.

Respondents from Asia, Central Asia, and the Pacific Islands and North, Central, and South America are more likely than other respondents to have a preferred school. Respondents from Asia, Central Asia, and the Pacific Islands are more likely than European respondents to have a safety school. Additionally, respondents from Asia, Central Asia, and the Pacific Islands are more likely than African and the Middle Eastern respondents to have a stretch school.

Respondents from North, Central, and South America are the most likely of the respondents to submit an application to a local and regional program. Respondents from North, Central, and South America and Asia, Central Asia, and the Pacific Islands are more likely than other respondents to submit an application to a national program. Respondents from North, Central, and South America are the least likely of the respondents to submit an application to an international program.

Graduate Business Programs Considered, by World Region

<i>Program type</i>	Africa & Middle East <i>n</i> = 441	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,348	Europe <i>n</i> = 397	North, Central, & South America <i>n</i> = 1,072
Full-Time MBA, two-year traditional*	50%	67%	53%	55%
Full-Time MBA, one-year accelerated*	34%	41%	51%	26%
Part-Time MBA*	29%	10%	23%	45%
Executive MBA*	15%	14%	20%	16%

Graduate Business Programs Considered, by World Region				
<i>Program type</i>	Africa & Middle East <i>n</i> = 441	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,348	Europe <i>n</i> = 397	North, Central, & South America <i>n</i> = 1,072
Online/Distance learning MBA*	17%	5%	11%	19%
MSc in business*	12%	20%	14%	6%
Specialized Master's degree	12%	11%	8%	10%
Joint-degree program*	2%	2%	1%	8%
PhD in business/DBA*	11%	8%	7%	6%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

Average Number of Applications Submitted/Plan to Submit to Various Graduate Business Degree Programs, by World Region				
<i>Program type</i>	Africa & Middle East	Asia, Central Asia, & Pacific Islands	Europe	North, Central, & South America
Full-Time MBA, two-year traditional*	2.7	4.0	3.1	3.1
Full-Time MBA, one-year accelerated*	2.1	2.8	2.3	1.6
Part-Time MBA	1.6	1.7	1.6	1.4
Executive MBA*	1.8	2.3	1.8	1.0
Online/Distance learning MBA	1.9	1.5	1.1	1.4
MSc in business*	1.6	2.9	2.2	1.4
Specialized Master's degree*	1.5	4.4	1.8	2.0
Joint-degree program	2.7	2.5	2.2	1.7
PhD in business/DBA	3.2	3.2	1.8	2.3
Total number of applications*	3.8	5.7	4.1	3.7

*Comparison of means with Bonferroni corrections, $p \leq .05$.

Types of Schools Applied among Respondents Who Submitted Multiple Applications, by World Region				
<i>Program type</i>	Africa & Middle East <i>n</i> = 267	Asia, Central Asia, & Pacific Islands <i>n</i> = 2,394	Europe <i>n</i> = 234	North, Central, & South America <i>n</i> = 618
Preferred school*	82%	90%	90%	93%
"Safety" school*	63%	68%	56%	64%
"Stretch" school*	53%	66%	61%	64%

* χ^2 statistic is significant at the .05 level.

Location of the Graduate Business Programs, by World Region				
<i>Location of programs to which respondents submitted applications</i>	Africa & Middle East <i>n</i> = 379	Asia, Central Asia, & Pacific Islands <i>n</i> = 2,925	Europe <i>n</i> = 332	North, Central, & South America <i>n</i> = 917
Local*	39%	16%	33%	68%
Regional*	13%	11%	12%	27%
National*	15%	31%	15%	32%
International*	68%	84%	72%	20%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

School Selection Criteria

Respondents are presented with a list of various criteria and asked to indicate the importance of each item in considering graduate business programs to which they will apply. Following, in order of importance, are the respondents' top five selection criteria by sub-region:

- Africa and the Middle East: an accredited program; quality/reputation of the college or university; quality/reputation of the faculty; career options available to graduates; improved chances for an international career.
- Asia, Central Asia, and Pacific Islands: quality/reputation of the college or university; the schools reputation in placing graduates in jobs; career options available to graduates; prestige or global recognition of the college or university; quality/reputation of the faculty.
- Europe: quality/reputation of the college or university; career options available to graduates; an accredited program; quality/reputation of the faculty; prestige or global recognition of the college or university.
- North, Central, and South America: an accredited program; quality/reputation of the college or university; career options available to graduates; school offers the specific curriculum I want; quality/reputation of the faculty.

School Selection Criteria, by World Region (Percentage Extremely Important)				
<i>Selection criteria</i>	Africa & Middle East <i>n</i> = 441	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,348	Europe <i>n</i> = 397	North, Central, & South America <i>n</i> = 1,072
The college or university is close to home or work	10%	7%	6%	30%
The college or university is in an appealing location*	20%	13%	11%	28%
Convenient class schedules	27%	13%	10%	32%
School offers the specific curriculum I want*	44%	32%	28%	40%
School offers a practice-oriented education*	44%	36%	30%	23%

School Selection Criteria, by World Region (Percentage Extremely Important)				
<i>Selection criteria</i>	Africa & Middle East <i>n</i> = 441	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,348	Europe <i>n</i> = 397	North, Central, & South America <i>n</i> = 1,072
Published rankings of its graduate management program*	33%	26%	25%	23%
Prestige or global recognition of the college or university*	48%	46%	44%	31%
It is an accredited program*	63%	40%	46%	67%
Quality/reputation of the college or university*	61%	53%	52%	45%
Quality/reputation of the faculty*	53%	44%	45%	38%
Financial cost of the school*	42%	35%	27%	32%
Cost of living is affordable*	39%	30%	19%	22%
Availability of scholarships, grants, or other financial aid*	49%	41%	29%	35%
My employer will pay for my education at this school*	16%	10%	12%	21%
There are people like me at this college or university*	12%	11%	9%	16%
The students and faculty have diverse backgrounds and experience*	33%	25%	25%	23%
Personal experience as an undergraduate*	18%	14%	9%	15%
Reputation of alumni*	29%	25%	20%	22%
Career options available to graduates*	51%	50%	47%	43%
Improved chances for an international career*	49%	42%	40%	19%
The school's reputation in placing graduates in jobs*	46%	51%	37%	38%

* χ^2 statistic is significant at the .05 level.

The Decision to Enroll in a Graduate Business Program

This section of the report presents data concerning the decision to enroll in a graduate business degree program. The extracurricular activities respondents seek and the graduate business programs in which they enrolled are examined. Respondents' planned methods for financing their education are also explored.

Program Type Enrolled

Overall, at the time of the survey, 17% of respondents from Africa and the Middle East; 8% of respondents from Asia, Central Asia, and the Pacific Islands; 21% of European respondents; and 25% of respondents from North, Central, and South America were enrolled in a graduate business program.

Respondents from Asia, Central Asia, and the Pacific Islands are more likely than respondents from North, Central, and South America to enroll in a full-time traditional MBA and MSc in business program.

Respondents from North, Central, and South America are more likely than respondents from Asia, Central Asia, and the Pacific Islands to enroll in a part-time MBA and joint degree program.

Respondents from Asia, Central Asia, and the Pacific Islands are more likely than respondents from North, Central, and South America to enroll in an international program. On the other hand, respondents from North, Central, and South America are more likely than respondents from Asia, Central Asia, and the Pacific Islands to enroll in a local or regional program. There is no statistically significant difference in the percentage of respondents who enroll in a national program.

Graduate Business Program Type in Which Respondents Enrolled, by World Region		
<i>Program type*</i>	Asia, Central Asia, & Pacific Islands <i>n</i> = 274	North, Central, & South America <i>n</i> = 274
Full-Time MBA, two-year traditional	45%	23%
Full-Time MBA, one-year accelerated	11%	13%
Part-Time MBA	12%	32%
Executive MBA	5%	7%
Online/Distance learning MBA	2%	5%
MSc in business	11%	3%
Specialized Master's degree	8%	11%
Joint-degree program	1%	4%
PhD in business/DBA	3%	1%
Other	3%	2%
Total	100%	100%
* χ^2 statistic is significant at the .05 level. Data for Africa and the Middle East and Europe are not displayed, <i>n</i> < 100.		

Location of Graduate Business Program in Which Respondents Enrolled, by World Region		
<i>Program type*</i>	Asia, Central Asia, & Pacific Islands <i>n</i> = 274	North, Central, & South America <i>n</i> = 274
Local	24%	71%
Regional	4%	12%
National	10%	11%
International	61%	5%
Total	100%	100%
* χ^2 statistic is significant at the .05 level. Data for Africa and the Middle East and Europe are not displayed, <i>n</i> < 100.		

Extracurricular Activities

Respondents are asked to indicate the types of extracurricular activities they intend to participate in while pursuing their graduate business degree. A majority of respondents from all regions intend to participate in internships and work projects. The following is a list of the statistically significant differences in the percentage of respondents who intend to participate in various activities while pursuing their degree.

Respondents from Asia, Central Asia, and the Pacific Islands are the least likely to report that they will not participate in extracurricular activities. Consequently, they are more likely than all other respondents to participate in each of the extracurricular activities, except full-time employment. Respondents from North, Central, and South America and Africa and the Middle East are more likely than other respondents to report they will work full-time during their program.

Extracurricular Activities, by World Region				
Activity	Africa & Middle East n = 441	Asia, Central Asia, & Pacific Islands n = 3,348	Europe n = 397	North, Central, & South America n = 1,072
Internship*	51%	76%	50%	48%
Work project*	53%	66%	52%	35%
Study-abroad program*	37%	51%	39%	31%
Student clubs*	43%	55%	44%	47%
Case competitions*	28%	54%	38%	28%
Independent study*	26%	37%	25%	21%
Full-time employment*	32%	21%	26%	47%
Part-time employment*	51%	56%	36%	32%
None*	3%	1%	5%	3%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

Method of Financing

Respondents are presented with a series of potential funding sources and asked to specify the percentage of their education they intend to finance with each. In every region, respondents plan on using a different mix of resources to finance their degree.

Respondents from Africa and the Middle East and Asia, Central Asia, and the Pacific Islands are more likely than other respondents to finance a greater proportion of their education with grants, fellowships, scholarships or government benefits. Respondents from Africa and the Middle East are the least likely to plan to finance their education with loans.

Respondents from Asia, Central Asia, and the Pacific Islands are less likely than other respondents to plan to finance their education with personal earnings, personal savings, and employer reimbursement programs. They are more likely than all other respondents to plan to finance their education with the support of their parents, however.

Method of Financing a Graduate Business Degree among Asian and Pacific Island Respondents				
<i>Method</i>	Africa & Middle East <i>n</i> = 418	Asia, Central Asia, & Pacific Islands <i>n</i> = 3,226	Europe <i>n</i> = 382	North, Central, & South America <i>n</i> = 1,043
Grants, fellowships, scholarships, or government benefits (not loans)	32%	27%	22%	19%
Loans	13%	26%	22%	33%
Personal earnings	17%	11%	14%	11%
Spouses' (partners') earnings	3%	2%	2%	2%
Personal savings	13%	10%	16%	9%
Employer reimbursement/sponsorship	11%	4%	9%	19%
Support from parents	11%	20%	15%	7%
Other	1%	1%	1%	1%
Total	100%	100%	100	100
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.				

Asia, Central Asia, and the Pacific Islands

This section reports on the 3,365 individuals from Asia, Central Asia, and the Pacific Islands who responded to the survey. It presents a detailed account that includes a demographic profile, the decision to pursue a graduate business degree, and the decision to apply to and enroll in a graduate business school. The account provides information useful in preparing marketing, recruitment, and program-management activities. As such, the data presented in this section segments the respondents into four sub-regions: China, Other Asian and Pacific Island countries, India, and Other Central Asian countries. Refer to the *World Regions Defined* section of the *Methodology* for a complete list of countries represented in each sub-region. Summaries of significant findings are presented below, followed by detailed data tables.

Prospective Student Profile

Gender

Chinese respondents are significantly more likely to be female compared with all other respondents in this region. Respondents from Other Asian and Pacific Island countries are more likely than respondents from India and Other Central Asian countries to be female.

Age

Chinese respondents tend to be younger than the other respondents in this region. Incidentally, with the exception of participants from Other Central Asian countries, women respondents in this region tend to be younger than the men. Therefore, it is not surprising that Chinese respondents tend to be younger than all other respondents in this region—considering that Chinese respondents are more likely to be female.

Education

Regarding differences by gender and age, Chinese respondents are less likely to have graduated from their first university program by the time of this survey, compared with other respondents in this region.

There are differences in the major area of study among respondents in this region who have graduated from their first university degree program. For example, Indian respondents are more likely to have studied science and are less likely to have studied business and commerce, and the social sciences compared with all other respondents in this region.

Indian respondents are more likely than Chinese respondents to report an undergraduate grade point average (GPA) of 4.0. Of all respondents in this region, Indian respondents are more likely to have a GPA less than 3.0.

Work Experience

Among graduates from first degree programs, Chinese respondents are more likely to report that, since graduation, they have either not worked full-time or have worked for less than one year, compared with respondents from Other Asian and Pacific Island countries and India. Respondents from India are more likely to have worked between one and six years than other respondents in the region. Additionally, respondents from Other Asian and Pacific Island countries are more likely than Chinese and Indian respondents to have gained six or more years of work experience.

All respondents are asked to indicate their current employment status, and whether they have graduated from their first degree program. Among all others in this region, Chinese respondents are least likely to be working full-time. On the other hand, they are more likely to be working part-time than respondents from Other Asian and Pacific Island countries, and India. Furthermore, Chinese respondents are more likely to have *not* been working at the time of the survey, compared with all other respondents in this region—hardly surprising considering that 40% of Chinese respondents are still in their first university program.

Respondents are asked to indicate their most recent industry of employment. Indian respondents are least likely to have worked in the finance/accounting and nonprofit/government industries, but they are most likely to have worked in the technology industry compared with all other respondents in this region. Indian respondents are also less likely to have worked in products and services than respondents either from China or from Other Asian and Pacific Island countries.

Important Aspects of Life

Respondents are provided a list of 14 aspects of life and asked to indicate the importance of each. Career and family are the top two aspects considered extremely important among all respondents in this region. These aspects are ranked differently by sub-region, however. Family holds the top rank among respondents from China and Other Asian and Pacific Island countries; career ranks at the top among respondents from India and Other Central Asian countries.

Other differences that exist among respondents from this region are:

- Friends, acquaintances, and relatives are more important to Chinese respondents compared with respondents from India and Other Central Asian countries.
- Financial security and religion are less important to Chinese respondents than to all other respondents in this region.
- The environment is more important to respondents from India and Other Central Asian countries than to Chinese respondents.
- Volunteer work and entertainment are more important to Indian respondents than to Chinese respondents.

There are differences by gender within each sub-region, as well:

- Men compared with women from China are more likely to consider that politics and public life, wealth, community, and entertainment are more important.

- Men compared with women from Other Asian and Pacific Island countries are more likely to consider community and entertainment important.
- Men compared with women from India are more likely to consider wealth more important.
- Men compared with women from Other Central Asian countries are more likely to regard family as important.

There are differences by age within each sub-region:

- Younger compared with older Chinese respondents are more likely to consider that friends and acquaintances are important.
- Younger compared with older respondents from Other Asian and Pacific Island countries are more likely to consider that friends and acquaintances, and relatives are more important.
- Older compared with younger respondents from Other Asian and Pacific Island countries are more likely to consider that religion is more important.
- Older compared with younger respondents from India consider that family is more important.
- Indian respondents ages 24 and younger consider that friends and acquaintances, religion, career, the environment, volunteer work, and travel is more important compared with older Indian respondents.

Gender of Asian and Pacific Island Respondents				
<i>Gender*</i>	China <i>n</i> = 1,181	Other Asian and Pacific Islands <i>n</i> = 319	India <i>n</i> = 1,736	Other Central Asian <i>n</i> = 129
Male	39%	56%	85%	87%
Female	61%	44%	15%	13%
Total	100%	100%	100%	100%
* χ^2 statistic is significant at the .05 level.				

Age of Asian and Pacific Island Respondents				
<i>Age Groups*</i>	China <i>n</i> = 1,181	Other Asian and Pacific Islands <i>n</i> = 319	India <i>n</i> = 1,736	Other Central Asian <i>n</i> = 129
24 and younger	69%	23%	47%	52%
25 to 30	24%	46%	39%	35%
31 and older	7%	31%	13%	13%
Total	100%	100%	100%	100%
<i>Average Age**</i>	23.9	28.3	25.9	25.6
Average Age: Men	24.7	28.9	26.1	25.8
Average Age: Women	23.4	27.6	24.8	24.6
* χ^2 statistic is significant at the .05 level. **Comparison of means with Bonferroni corrections, $p \leq .05$.				

Education of Asian and Pacific Island Respondents				
<i>Education*</i>	China <i>n</i> = 1,181	Other Asian and Pacific Islands <i>n</i> = 319	India <i>n</i> = 1,736	Other Central Asian <i>n</i> = 129
Percentage who had completed first degree at time of survey	60%	93%	93%	86%
<i>Primary Field of Study among Graduates*</i>	<i>n</i> = 708	<i>n</i> = 297	<i>n</i> = 1,608	<i>n</i> = 111
Science	27%	29%	72%	25%
Business and commerce	48%	48%	23%	65%
Humanities	13%	8%	2%	2%
Social science	12%	14%	2%	8%
Total	100%	100%	100%	100%
<i>GPA among Graduates*</i>	<i>n</i> = 708	<i>n</i> = 297	<i>n</i> = 1,608	<i>n</i> = 111
4.0	5%	5%	9%	7%
3.0-3.9	76%	65%	43%	67%
2.0-2.9	19%	27%	36%	22%
Less than 2.0	<1%	3%	13%	5%
Total	100%	100%	100%	100%

* χ^2 statistic is significant at the .05 level.

Work Experience of Asian and Pacific Island Respondents				
<i>Years of Work Experience since Completing First Degree*</i>	China <i>n</i> = 708	Other Asian and Pacific Islands <i>n</i> = 297	India <i>n</i> = 1,608	Other Central Asian <i>n</i> = 111
Have not worked	22%	8%	6%	14%
Less than 1 year	16%	6%	7%	22%
1 year, but less than 3 years	26%	23%	36%	27%
3 years, but less than 6 years	20%	33%	30%	17%
6 years or longer	17%	30%	21%	21%
Total	100%	100%	100%	100%
<i>Current Employment Status*</i>	<i>n</i> = 1,181	<i>n</i> = 319	<i>n</i> = 1,736	<i>n</i> = 129
Working full-time	34%	65%	80%	60%
Working part-time	16%	5%	4%	12%
Not working	50%	30%	16%	29%
Total	100%	100%	100%	100%

* χ^2 statistic is significant at the .05 level.

Industry of Employment among Asian and Pacific Island Respondents				
<i>Industry of Most Recent Employment*</i>	China <i>n</i> = 692	Other Asian and Pacific Islands <i>n</i> = 284	India <i>n</i> = 1,562	Other Central Asian <i>n</i> = 105
Consulting	15%	14%	15%	10%
Finance/Accounting	19%	20%	9%	22%
Products/Services	31%	31%	22%	26%
Manufacturing	4%	4%	6%	3%
Technology	15%	17%	37%	11%
Healthcare	3%	<1%	3%	3%
Energy/Utilities	2%	4%	3%	6%
Nonprofit/Government	10%	10%	5%	19%
Other	1%	<1%	<1%	0%
Total	100%	100%	100%	100%

* χ^2 statistic is significant at the .05 level.

Importance of Various Aspects of Life among Asian and Pacific Island Respondents (Percentage Extremely Important)				
<i>Aspects of Life</i>	China <i>n</i> = 1,181	Other Asian and Pacific Islands <i>n</i> = 319	India <i>n</i> = 1,736	Other Central Asian <i>n</i> = 129
Family and children	60%	59%	59%	57%
Career and work*	44%	45%	68%	59%
Free time and relaxation	20%	18%	20%	16%
Friends and acquaintances*	34%	28%	24%	21%
Financial security*	30%	40%	52%	45%
Relatives*	26%	18%	11%	16%
Religion*	6%	12%	10%	27%
Politics and public life*	6%	6%	5%	9%
Wealth*	23%	26%	28%	24%
The environment*	20%	21%	35%	31%
Community	10%	13%	13%	14%
Volunteer work*	7%	8%	14%	12%
Travel*	11%	16%	10%	12%
Entertainment*	8%	8%	12%	11%

* χ^2 statistic is significant at the .05 level.

The B-School Pipeline

Current Status

At participation time, survey respondents may be at any one of multiple points along the graduate business school pipeline. For instance, they might already be enrolled in a graduate business program, they might be applying to graduate business programs, or they might be engaged in the process of deciding whether to pursue a graduate business degree.

Compared with all other respondents in this region: Indian respondents are less likely to currently be enrolled in a graduate business program; and respondents from Other Asian and Pacific Island countries are more likely to have been admitted to—but have not yet enrolled in—a school.

Chinese respondents age 31 and older are more than twice as likely as younger Chinese respondents to currently be enrolled in a business school. Likewise, Indian respondents age 31 and older are more likely than Indian respondents ages 25 to 30 to be currently enrolled in a business school.

Indian respondents who majored in business and commerce are more likely to be currently enrolled than Indian respondents who majored in science. Indian respondents majoring in the humanities or the social sciences are more likely to drop out of the business school pipeline compared with Indian respondents majoring in science.

Chinese respondents with less than one year of work experience are more likely to be currently enrolled compared with other Chinese respondents. Yet, Chinese respondents with one year but less than six years of work experience are more likely to be applying to graduate business school compared with Chinese respondents with less than one year of work experience. The same is true for Indian respondents.

Statistically, there are no differences by gender in respondents' current business school pipeline status.

Current Status in the B-School Pipeline among Asian and Pacific Island Respondents

<i>B-School Pipeline Status*</i>	China <i>n</i> = 1,181	Other Asian and Pacific Islands <i>n</i> = 319	India <i>n</i> = 1,736	Other Central Asian <i>n</i> = 129
Student in a graduate business program	10%	13%	5%	20%
Admitted to a b-school, but not yet enrolled	2%	5%	2%	2%
Applying to b-school	22%	20%	23%	16%
Planning to apply to b-school	53%	50%	57%	50%
Deciding whether to apply to b-school	9%	8%	9%	8%
Decided to postpone b-school	3%	3%	4%	3%
Do not plan to attend b-school	1%	1%	<1%	2%
Total	100%	100%	100%	100%

* χ^2 statistic is significant at the .05 level.

Graduate Programs Considered

Although at some point in time, all those surveyed considered attending graduate business school, respondents are asked to indicate which graduate programs they considered attending when they *first* thought about acquiring an advanced degree. The vast majority of respondents in this region considered business school when they first thought about going to graduate school. Significantly more Indian respondents report *not* considering graduate business school when first thinking about going to graduate school compared with respondents from China, however.

There are no significant differences by sub-region in the percentage of Chinese (66%), Other Asian and Pacific Islanders (71%), Indian (70%), and Other Central Asian countries (66%) respondents who only considered graduate business school.

- Respondents from China, Other Asian and Pacific Island countries, and India who majored in business and commerce during their first degree program are more likely to have only considered graduate business school compared with those who did not major in business and commerce.
- Indian compared with Chinese and Other Asian and Pacific Island country respondents are more likely to have considered enrolling in science and engineering programs, which is not surprising in view of the greater propensity among Indian respondents to have completed a science and engineering first degree.
- Chinese respondents are more likely than Indian respondents to have considered law, education, social science, and the humanities.
- Chinese respondents, as well as respondents from Other Central Asian countries, are more likely to have considered public administration compared with Indian respondents.

Graduate Programs Considered among Asian and Pacific Island Respondents				
Graduate Programs Considered	China n = 1,181	Other Asian and Pacific Islands n = 319	India n = 1,736	Other Central Asian n = 129
Business*	97%	97%	94%	98%
Law*	6%	5%	1%	5%
Medicine	2%	1%	1%	2%
Education*	6%	3%	1%	4%
Public Administration*	8%	5%	4%	12%
Science and Engineering*	8%	9%	21%	12%
Social Science	9%	7%	2%	5%
Humanities	7%	4%	2%	2%
Joint-degree programs	1%	3%	2%	5%
Other	3%	4%	3%	3%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

The following is a list of the statistically significant differences by gender in the percentage of respondents who considered various graduate programs:

- Women compared with men from Other Central Asian countries are more likely to have considered only business school.
- Women compared with men from China and Other Asian and Pacific Island countries are more likely to have considered education.
- Men compared with women from China, Other Asian and Pacific Island countries, and India are more likely to have considered science and engineering.
- Women compared with men from China, Other Asian and Pacific Island countries, and India are more likely to have considered the humanities, on the other hand.
- Women compared with men from India are more likely to have considered the social sciences.

The following is a list of the statistically significant differences by age in the percentage of respondents who considered various graduate programs:

- Indian respondents ages 25 to 30 are more likely to have only considered graduate business school compared with younger Indian respondents.
- Younger compared with older respondents from China are more likely to have initially considered graduate business school.
- Older compared with younger Chinese respondents are more likely to have considered science and engineering.
- Older compared with younger respondents from India are more likely to have considered education.
- Respondents age 31 and older from China are more likely than younger Chinese respondents to have considered a joint-degree program.

Reasons for Postponing Graduate Business School

As reported previously, 3% each of respondents from China, Other Asian and Pacific Island countries, and Other Central Asian countries, and 4% of Indian respondents report they are postponing graduate business school. Due to the limited sample size, the reasons for postponement among respondents are presented here in the aggregate.

Money and time constraints are the chief reasons given by respondents for delaying a graduate business education. Additionally, about one in five respondents who plan to postpone their education report being too unsure about their future to make the commitment, and another 19% cite family reasons for postponing their education.

There are too few cases to analyze the data by gender and age.

Reasons for Postponing Graduate Business School among Chinese and Indian Respondents	
<i>Reasons</i>	Asia, Central Asia, and the Pacific Islands <i>n</i> = 122
It would require more money than I am willing to invest right now.	45%
I need more time to prepare for the application process.	35%
I am not sure enough about my future to make a commitment.	21%
Family reasons	19%
It would require more energy than I am willing to invest right now.	16%
It would require more time than I am willing to invest right now.*	15%
I'm not ready to make a dramatic change in my current job/life situation.	15%
I would have to postpone other personal plans, such as marriage, or having a child.	14%
My career plans have changed.	14%
I was not admitted to the school of my choice.	11%
My employment situation changed.	11%
Job prospects are too uncertain to make a commitment.	9%
I plan to move to a new area.	9%
Health reasons	3%
Military obligations	0%
Responses add to more than 100% because of multiple responses.	

The Decision to Pursue a Graduate Business Degree

This section of the report presents data about the decision to pursue a graduate business degree. Respondents' motivations for—and possible reservations about—pursuing the degree, as well as the knowledge, skills, and abilities they hope will improve by attending graduate business programs are examined. The sources influencing a respondent's decision-making processes are also explored.

Motivations to Pursue a Graduate Business Degree

Respondents are presented with a series of statements representing possible reasons to pursue a graduate business degree. From that series, respondents are asked to select all statements they consider are primary reasons to complete a graduate business education.

The desire to develop knowledge, skills, and abilities is the primary motivator among respondents from each of sub-region. The top five motivations by sub-regions are:

- China: develop knowledge, skills, and abilities; opportunities for more challenging and interesting work; opportunities for learning; expand international employment opportunities; and help to get a better job.
- Other Asian and Pacific Island countries: develop knowledge, skills, and abilities; expand international employment opportunities; provide opportunities for more challenging and interesting work; part of planned career development; and provide professional credentials or credibility.

- India: develop knowledge, skills, and abilities; provide opportunities for more challenging and interesting work; give a sense of personal satisfaction and achievement; part of planned career development; and opportunity for learning.
- Other Central Asian countries: develop knowledge, skills, and abilities; provide opportunities for more challenging and interesting work; improve long-term income and financial stability; expand international employment opportunities; and part of planned career development.

The following is a list of the statistically significant differences in the percentage of respondents who indicated each of motivational factor:

- Chinese respondents and respondents from Other Central Asian countries are less likely to be motivated by a desire to switch industries compared with other respondents in this region.
- Chinese respondents are slightly less likely than all other respondents in this region to want to manage their own business.
- Chinese respondents are more likely than other respondents in this region to be motivated by the opportunity for learning.
- Chinese compared with Indian respondents are more likely to be motivated by the desire to get better jobs, remain marketable, make more money, and have mentors to help them achieve their goals.
- Indian compared with Chinese respondents are more likely to report being motivated by a desire to solve some of the world's problems, and to achieve personal satisfaction and a sense of accomplishment.
- Indian respondents are slightly less likely to be motivated by a desire to develop confidence compared with other respondents in the region.
- Indian respondents are slightly more likely to indicate a desire for more challenging and interesting work compared with other respondents in the region.
- Respondents from Other Asian and Pacific Island countries are more likely than all other respondents in this region to indicate a desire to switch occupations.
- Respondents from Other Asian and Pacific Island countries are more likely to indicate a desire to expand their international employment opportunities and to advance their career compared with Indian respondents.
- Respondents from Other Asian and Pacific Island countries are slightly more likely to pursue a graduate business degree to obtain professional credentials compared with Chinese respondents.

Motivations to Pursue a Graduate Business Degree among Asian and Pacific Island Respondents				
<i>I believe that pursuing a graduate management education will...</i>	China <i>n</i> = 1,173	Other Asian and Pacific Islands <i>n</i> = 317	India <i>n</i> = 1,731	Other Central Asian <i>n</i> = 127
help me switch industries of employment.*	22%	28%	27%	20%
help me switch occupations or job functions.*	30%	40%	29%	24%
help me manage my own business.*	28%	32%	32%	37%
expand my international employment opportunities.*	62%	67%	54%	62%
help me advance my career or obtain promotions.*	51%	57%	45%	44%
help me get a better job.*	61%	55%	38%	48%
provide opportunities for more challenging and interesting work.*	64%	58%	67%	64%
provide opportunities to contribute to solving some of the world's problems.*	33%	34%	40%	38%
be a part of my planned career development.	60%	58%	58%	61%
provide me with professional credentials or credibility.*	48%	57%	52%	55%
help me develop my knowledge, skills, and abilities.	77%	81%	75%	73%
be an opportunity for learning.*	63%	57%	55%	58%
provide mentors to help me achieve my goals.*	42%	36%	27%	30%
give me a sense of personal satisfaction and achievement.*	49%	55%	59%	56%
help me gain respect.	29%	26%	29%	30%
help me gain recognition.	36%	32%	36%	31%
help me develop confidence.*	44%	48%	40%	50%
allow me to remain marketable or competitive.*	58%	57%	48%	56%
help me make more money.*	50%	48%	42%	41%
improve my long-term income and financial stability.	58%	56%	55%	62%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

The following is a list of the statistically significant differences by gender in the percentage of respondents who indicated each of the motivational factors:

- Chinese and Indian men compared with women from both countries are more likely to want to change industries.
- Men compared with women from China are more likely to want to change occupations and to gain respect.

- Women compared with men from China are slightly more likely to want to develop confidence, as well as their knowledge, skills, and abilities, and to view business school as an opportunity for learning.
- Men compared with women from India are more likely to want to manage their own business and expand their international employment opportunities.
- Women compared with men from India are more likely to be motivated by personal satisfaction and achievement.
- Women compared with men from China, India, and Other Asian and Pacific Island countries are more likely to be motivated by a desire for more challenging and interesting work.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated each of the motivational factors:

- Older compared with younger respondents from China, India, and Other Asian and Pacific Island countries are more likely to want to switch industries and occupations.
- Younger compared with older Indian respondents are more likely to express a desire to manage their own business and to develop confidence.
- Younger compared with older respondents from China and Other Asian and Pacific Island countries are more likely to want to get a better job.
- Older Chinese respondents are more likely than younger Chinese respondents to indicate a desire to remain marketable.
- Younger compared with older respondents from Other Asian and Pacific Island countries are more likely to want to make more money.

Reservations about Pursuing a Graduate Business Degree

While prospective students have motivations that drive them to pursue an advanced education, they also tend to have reservations about attending graduate business school. Respondents are asked to indicate their reservations, selecting from a list of potential concerns. Overall, respondents from China (9%), Other Asian or Pacific Island countries (10%), India (19%), and Other Central Asian countries (17%) report they have no reservations about pursuing a graduate business degree. Indian respondents are more likely to lack such reservations compared with respondents from China and Other Asian and Pacific Island countries.

For respondents who do have concerns, the top two reservations are financial in nature; the cost of a graduate business degree may both exceed the money they have available, and require that they take on large debt.

The following is a list of the statistically significant differences in the percentage of respondents who indicated each of the reservations:

- Compared with other respondents in their region, those from China and Other Asian and Pacific Island countries are more likely to feel that graduate business school may demand too much of their time and energy, and would severely limit their available time to interact with people who are important to them.

- Respondents from India and Other Asian countries are slightly more likely to feel that the cost of a graduate business degree may exceed their available funds compared with other respondents from this region.
- Indian respondents are more likely to feel such education may require large financial debt compared with all other respondents from this region.
- Chinese compared with Indian respondents are more likely to feel that the economy and job prospects are too uncertain, that pursuing a graduate business degree may require them to delay accepting attractive job offers, and that they may not receive the same benefits as others.

Reservations about Pursuing a Graduate Business Degree among Asian and Pacific Island Respondents				
<i>Reservations</i>	China <i>n</i> = 1,173	Other Asian and Pacific Islands <i>n</i> = 317	India <i>n</i> = 1,731	Other Central Asian <i>n</i> = 127
The demands of graduate business school on my time and energy may be too great.*	23%	30%	12%	15%
It may require me to postpone marriage, having a child, or other personal plans.	27%	23%	25%	24%
It would severely limit the time I have for people who are important to me.*	25%	28%	16%	16%
It may require more money than I have available.*	54%	54%	58%	64%
The economy/job prospects are too uncertain.*	29%	18%	10%	15%
It may require me to take on large financial debts.*	41%	41%	55%	38%
I may not receive the same benefits others will.*	13%	9%	6%	9%
It may require me to delay accepting attractive job opportunities.*	34%	17%	12%	22%
It is too intimidating.	3%	6%	3%	4%
I have no reservations.*	9%	10%	19%	17%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.				

The following is a list of the statistically significant differences by gender in the percentage of respondents who indicated each of the reservations:

- Men compared with women from China are more likely to state that pursuing a graduate business degree would severely limit the time they have for people who are important to them.
- Women compared with men from China are more likely to indicate that a graduate business degree may require more money than they have available.
- Men compared with women from India are more likely to feel that they may not receive the same benefits as others.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated each of the reservations.

- Chinese and Indian respondents ages 25 to 30 are more likely to report that pursuing a graduate business degree may require them to postpone marriage, having a child, or other personal plans compared with other respondents in these countries.
- Chinese, Indian, and Other Asian and Pacific Island respondents age 31 and older are more likely to report that graduate study would severely limit their availability to spend time with people who are important to them compared with their younger counterparts.
- Indian respondents ages 25 to 30 are more likely than other Indian respondents to report that an advanced degree may require more money than they have available.
- Chinese, Indian, and Other Asian and Pacific Island respondents ages 25 to 30 are more likely than other respondents from these sub-regions to report that graduate study may require a large financial debt.
- Chinese respondents age 24 and younger are more likely to report that advanced schooling may require them to delay accepting attractive job opportunities compared with older Chinese respondents.
- Indian respondents age 24 and younger are more likely than older Indian respondents to report they have no reservations about pursuing a graduate business degree.

Areas of Human Capital Improvement Desired

The desire to develop knowledge, skills, and abilities is the most common motivating factor reported among respondents from this region. Those surveyed are asked to indicate the proficiencies they hope to improve by attending a graduate business program. Sub-regionally, respondents in this part of the world hope to improve the same top five knowledge, skills, and abilities areas—except in differing orders.

The following is a list by sub-region of the top five areas targeted for improvement:

- China: interpersonal skills, managing decision-making processes, managing strategy and innovation, strategic and systems skills, and knowledge of general business functions.
- Other Asian and Pacific Island countries: managing decision-making processes, managing strategy and innovation, strategic and systems skills, knowledge of general business functions, and interpersonal skills.
- India: managing decision-making processes, managing strategy and innovation, knowledge of general business functions, interpersonal skills, and strategic and systems skills.
- Other Central Asian countries: managing decision-making processes, managing strategy and innovation, interpersonal skills, strategic and systems skills, and knowledge of general business functions.

The following is a list of the statistically significant differences in the percentage of respondents who indicated a desire to improve knowledge, skills, or abilities:

- Indian respondents are more likely to report they want to improve their ability to manage human capital, and to increase their knowledge of technology, production, and design compared with respondents from China and Other Asian and Pacific Island countries.
- Indian respondents are more likely than Chinese respondents to indicate they want to improve their ability to manage decision-making processes and their knowledge of general business functions.
- Indian respondents are more likely to indicate they want to improve their ability to manage administrative activities and the task environment compared with respondents from Other Asian and Pacific Island countries.
- Indian respondents are slightly more likely to report they want to improve their generative thinking abilities compared with other respondents in this region.
- Chinese respondents compared with other respondents from this region are the least likely to indicate a desire to improve their ability to manage strategy and innovation.
- Respondents from Other Asian and Pacific Island countries are less likely to indicate a desire to improve their operations skills compared with all other respondents from this region.

Areas of Human Capital Improvement Desired among Asian and Pacific Island Respondents

<i>Knowledge, Skills, and Abilities</i>	China <i>n</i> = 1,181	Other Asian and Pacific Islands <i>n</i> = 319	India <i>n</i> = 1,735	Other Central Asian <i>n</i> = 129
Managing human capital*	45%	41%	52%	54%
Managing tools and technology	45%	42%	42%	42%
Managing decision-making processes*	66%	74%	79%	74%
Managing administrative activities*	50%	42%	56%	56%
Managing strategy and innovation*	65%	71%	73%	65%
Managing the task environment*	40%	33%	45%	40%
Knowledge of technology, design, and production*	29%	27%	37%	42%
Knowledge of human behavior and society	47%	39%	47%	42%
Knowledge of general business functions*	57%	62%	68%	60%
Knowledge of media communications and delivery	29%	26%	32%	28%
Interpersonal skills	67%	60%	67%	65%
Operations skills*	50%	38%	52%	49%
Strategic and systems skills	61%	64%	65%	62%
Foundation skills*	40%	34%	38%	28%
Generative thinking*	52%	51%	57%	48%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.				

The following is the only statistically significant difference by gender in the percentage of respondents who indicated they want to improve knowledge, skills, or abilities:

- Women compared with men from China are more likely to want to improve their ability to manage administrative activities, the task environment, and generative thinking skills.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated they want to improve knowledge, skills, or abilities:

- Younger compared with older Indian respondents are more likely to report they want to increase both their abilities to manage tools and technology, and their knowledge of technology, design, and production.
- Younger compared with older Indian respondents are more likely to report they want to improve their ability to manage the task environment and their operation and foundation skills, and to increase their knowledge of media communications and delivery, and their skills in generative thinking.
- Younger respondents from China, India, and Other Central Asian countries are more likely than older respondents from these sub-regions to want to improve their abilities to manage administrative activities.
- Younger respondents from India and Other Asian and Pacific Island countries are more likely than older respondents from these sub-regions to want to improve their interpersonal skills.

Sources Consulted in the Decision to Pursue

Individuals consult a variety of sources to gather information and opinions about graduate management education while they are deciding to pursue a graduate business degree. Respondents are asked to indicate the sources they consulted when they were deciding whether a graduate business degree is right for them. The following are the top five sources most commonly consulted by respondents in each sub-region:

- China: friends/family, graduate business school-related Web sites, school Web sites, published rankings of graduate business programs, and business magazine/newspaper Web sites.
- Other Asian and Pacific Island countries: friends/family, published rankings of graduate business programs, graduate business school-related Web sites, school Web sites, and business magazine/newspaper Web sites.
- India: friends/family, GMAC[®] Web site (www.mba.com), graduate business school-related Web sites, business magazines/newspapers, and business magazine/newspaper Web sites.
- Other Central Asian countries: GMAC Web site (www.mba.com), friends/family; graduate business school-related Web sites, self-assessment tools, business magazine/newspaper Web sites.

The following is a list of the statistically significant differences in the percentage of respondents who indicated a specific source that they consulted when deciding whether a graduate business degree is right for them:

- Indian respondents are slightly more likely than respondents from Other Central Asian countries to consult their friends and family.

- Indian compared with Chinese respondents are more likely to consult their coworkers and peers, mentors, and business-related magazine and newspaper Web sites.
- Indian respondents are more likely than all other respondents in this region to consult business-related magazines and newspapers, the GMAC Web site, and graduate business school-related Web sites.
- Indian and Chinese respondents are more likely than other respondents from this region to consult chat rooms, threaded discussions, and blogs.
- Chinese respondents are more likely than all other respondents in this region to consult their career or school advisor, or school admissions professionals.
- Chinese respondents are more likely than Indian respondents to consult their college professors.
- Chinese respondents and respondents from Other Asian and Pacific Island countries are more likely than all other respondents in this region to consult a school's Web site.
- Respondents from Other Central Asian countries are less likely than all other respondents in this region to consult alumni.
- Respondents from Other Asian and Pacific Island countries are less likely than all other respondents in this region to consult current students.
- Respondents from Other Asian and Pacific Island countries are more likely than all other respondents in this region to consult school brochures and school publications.

Sources Consulted among Asian and Pacific Island Respondents				
<i>Source</i>	China <i>n</i> = 1,181	Other Asian and Pacific Islands <i>n</i> = 317	India <i>n</i> = 1,731	Other Central Asian <i>n</i> = 127
Friends/Family*	54%	52%	58%	43%
Coworkers/peers*	20%	28%	29%	22%
Employer/supervisor	20%	23%	19%	20%
Career/school advisors*	27%	19%	22%	16%
College professors*	31%	21%	18%	24%
Mentors*	16%	18%	25%	15%
Alumni*	29%	24%	28%	11%
Current students*	33%	21%	31%	24%
School admissions professionals*	28%	19%	15%	10%
School brochures/publications*	26%	34%	25%	23%
Graduate business school-related guides/ publications	32%	34%	32%	29%
Business magazines/newspapers*	31%	33%	47%	33%
School Web sites*	47%	44%	30%	32%
Business magazine/newspaper Web sites*	34%	41%	46%	40%
Published rankings	46%	49%	43%	40%
GMAC® Web site (www.mba.com)*	29%	33%	57%	47%

Sources Consulted among Asian and Pacific Island Respondents				
<i>Source</i>	China <i>n</i> = 1,181	Other Asian and Pacific Islands <i>n</i> = 317	India <i>n</i> = 1,731	Other Central Asian <i>n</i> = 127
Graduate business school-related Web sites*	48%	45%	52%	43%
Job/career Web sites	26%	22%	27%	27%
Chat rooms/threaded discussions/blogs*	17%	11%	17%	3%
Self-assessment tools*	20%	25%	36%	43%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.				

The following is a list of the statistically significant differences by gender in the percentage of respondents who consulted a specific source.

- Women compared with men from India are more likely to consult with family and friends.
- Men compared with women from India are more likely to consult with college professors, and business-related magazines and newspapers.
- Men compared with women from India and China are more likely to consult with alumni.
- Women compared with men from China and Other Asian and Pacific Island countries are more likely to consult with graduate business school-related Web sites, chat rooms, threaded discussions, and blogs.

The following is a list of the statistically significant differences by age in the percentage of respondents who consulted a specific source.

- Younger compared with older respondents in all sub-regions are more likely to consult with their friends and family, career and school advisors, college professors, and current students.
- Younger compared with older respondents from China and India are more likely to consult with coworkers and peers.
- Older compared with younger respondents from China and India are more likely to consult with mentors.
- Chinese respondents ages 25 to 30 are more likely than other Chinese respondents to consult with their employer or supervisor.
- Younger compared with older respondents from China, Other Asian and Pacific Island countries, and Other Central Asian countries are more likely to consult school admissions professionals.
- Younger compared with older respondents from India are more likely to consult graduate business school-related publications, and self-assessment tools.
- Indian respondents ages 25 to 30 are more likely than other Indian respondents to consult school Web sites and published rankings.
- Younger compared with older respondents from China, Other Asian and Pacific Island countries, and India are more likely to consult chat rooms, threaded discussions, and blogs.

The Decision to Apply to a Graduate Business Program

This section of the report presents data regarding the decision to apply to a graduate business program. The GMAT[®] exam experience and reservations about applying to graduate business programs are examined. The types of graduate business programs considered and school selection criteria are also explored.

The GMAT[®] Exam Experience

Many graduate business programs require or accept the GMAT[®] exam as a part of their admission process. Respondents are asked to indicate whether they have taken, plan to take, or do not plan to take the GMAT exam.

More than one-half of respondents from China and Other Asian and Pacific Island countries have taken the exam at least once—a significantly greater percentage compared with respondents from India and Other Central Asian countries. Respondents from China and India are more likely to have registered to take the exam compared with other respondents from this region. Respondents from India, Other Asian and Pacific Island countries, and Other Central Asian countries have plans to take the exam but have not yet registered. Additionally, respondents from Other Asian and Pacific Island countries have taken the GMAT exam significantly more times compared with other respondents in this region.

Among respondents who sat for the GMAT exam at least once, those from Other Asian and Pacific Island countries are more likely than Chinese and Indian respondents to have studied for 10 or more weeks in advance. Indian respondents are more likely than respondents from China and Other Asian and Pacific Island countries to have studied for seven to nine weeks. On average, however, Chinese respondents spent more hours studying for the exam compared with respondents from India and Other Central Asian countries. Respondents from Other Asian and Pacific Island countries spent more hours studying for the exam than Indian respondents did.

Chinese respondents report both higher overall GMAT exam and quantitative scores than those reported by all other respondents in this region. Indian respondents report higher overall GMAT exam and verbal scores than those reported by respondents from Other Asian and Pacific Island, and Other Central Asian countries. Chinese and Indian respondents report higher verbal scores compared with those reported by respondents from Other Asian and Pacific Island and Other Central Asian countries respondents. Indian respondents also report higher Analytical Writing Assessment (AWA) scores compared with respondents from China and Other Asian and Pacific Island countries.

The GMAT® Exam Status among Asian and Pacific Island Respondents				
<i>GMAT exam status*</i>	China <i>n</i> = 1,181	Other Asian and Pacific Islands <i>n</i> = 317	India <i>n</i> = 1,731	Other Central Asian <i>n</i> = 127
Registered for and have taken the exam	50%	63%	33%	27%
Registered for but have not yet taken the exam	33%	8%	15%	11%
Have not registered for the exam but plan to do so	16%	26%	49%	59%
No plans to take the GMAT exam	1%	3%	2%	3%
Total	100%	100%	100%	100%
<i>Respondents who took the exam</i>	<i>n</i> = 588	<i>n</i> = 200	<i>n</i> = 580	<i>n</i> = 35
Average number of times GMAT exam taken**	1.2	1.6	1.2	—
<p>*χ^2 statistic is significant at the .05 level. — Data not displayed, <i>n</i> < 100. **Comparison of means with Bonferroni corrections, $p \leq .05$.</p>				

The GMAT® Exam Preparation among Asian and Pacific Island Respondents				
<i>GMAT exam preparation*</i>	China <i>n</i> = 591	Other Asian and Pacific Islands <i>n</i> = 195	India <i>n</i> = 565	Other Central Asian <i>n</i> = 34
Did not prepare in advance	3%	3%	3%	—
Less than one week	4%	6%	5%	—
One to three weeks	18%	15%	17%	—
Four to six weeks	30%	24%	27%	—
Seven to nine weeks	21%	16%	28%	—
Ten weeks or more	25%	39%	20%	—
Total	100%	100%	100%	—
<i>Respondents who took the exam</i>	<i>n</i> = 576	<i>n</i> = 195	<i>n</i> = 565	<i>n</i> = 34
Average number of hours spent preparing for the GMAT exam**	201	170	119	—
<p>*χ^2 statistic is significant at the .05 level. — Data not displayed, <i>n</i> < 100. **Comparison of means with Bonferroni corrections, $p \leq .05$.</p>				

Average Self-Reported GMAT® Scores among Asian and Pacific Island Respondents				
<i>Self-reported GMAT exam scores</i>	China	Other Asian and Pacific Islands	India	Other Central Asian
Total GMAT exam score	<i>n</i> = 502	<i>n</i> = 172	<i>n</i> = 540	<i>n</i> = 28
	648	589	617	—
Quantitative score	<i>n</i> = 384	<i>n</i> = 116	<i>n</i> = 374	<i>n</i> = 12
	49	46	47	—
Verbal score	<i>n</i> = 339	<i>n</i> = 111	<i>n</i> = 363	<i>n</i> = 13
	31	27	32	—
AWA score	<i>n</i> = 380	<i>n</i> = 122	<i>n</i> = 396	<i>n</i> = 14
	4.5	4.4	4.9	—
— Data not displayed, <i>n</i> < 100.				

Statistically, there are no significant differences by gender in either the GMAT status or the average number of GMAT tests taken in this region.

- On average, Chinese women (214 hours) studied significantly more hours compared with Chinese men (179 hours).

Statistically, there are no significant differences by gender in the average overall GMAT exam and quantitative score among respondents in this region.

- Chinese men report significantly higher scores than Chinese women for the verbal section of the GMAT exam.
- Indian women report a significantly higher score than Indian men for the verbal section and AWA portion of the GMAT exam.

The following is a list of the statistically significant differences by age in the GMAT exam experience:

- Older compared with younger respondents from China, Other Asian and Pacific Island countries, and India have taken the GMAT exam significantly more times.
- Indian respondents ages 25 to 30 are more likely than other Indian respondents to report studying for the exam 10 or more weeks in advance. Yet, there is no statistically significant difference by age in the average number of hours Indian respondents spent preparing for the exam.
- Younger compared with older Indian respondents report a significantly higher score on the quantitative section of the exam.

Reservations about Applying to Graduate Business Programs

Many respondents previously identified specific reservations they had about pursuing a graduate business degree, which included financial and time concerns. Once an individual has made the decision to pursue a degree, however, he or she may also face reservations about the business school application process. From a list of such potential reservations, respondents are asked to indicate each concern that they find personally relevant.

- Indian respondents are more than twice as likely as Chinese and Other Asian and Pacific Island countries respondents to report having no reservations about applying to graduate business programs. As such, respondents from India are less likely than other respondents in this region to indicate having had each of the reservations on the questionnaire list.
- Chinese respondents are more likely than all other respondents from this region to feel that their employment history may be a barrier—not surprising considering that one-fifth of Chinese respondents have had no full-time work experience since completing their first university degree.
- Chinese respondents are more likely than all other respondents from this region to feel that the recommendations they need may be a barrier.
- Respondents from China and Other Asian and Pacific Island countries are more likely than other respondents from this region to indicate that the essays they have to write may be a barrier—a response consistent with their lower scores on the AWA section of the GMAT® exam.
- Respondents from China and Other Asian and Pacific Island countries are more likely than other respondents from this region to indicate that the required interviews may be a barrier.

Reservations about Applying to Graduate Business Programs among Asian and Pacific Island Respondents				
<i>Reservations</i>	China <i>n</i> = 1,172	Other Asian and Pacific Islands <i>n</i> = 317	India <i>n</i> = 1,717	Other Central Asian <i>n</i> = 126
My undergraduate academic record may be a barrier for me.*	32%	30%	23%	26%
My employment history may be a barrier for me.*	36%	17%	13%	15%
My scores on admission tests may be a barrier for me.*	34%	52%	26%	35%
The recommendations I need to get may be a barrier for me.*	16%	10%	13%	10%
The essays I have to write may be a barrier for me.*	21%	23%	14%	12%
The required interviews may be a barrier for me.*	17%	18%	7%	12%
I have no reservations.*	18%	21%	43%	39%
* χ^2 statistic is significant at the .05 level.				

The following is a list of the statistically significant differences by gender in the percentage of respondents who have particular reservations about applying to graduate business programs:

- Men compared with women from China are more likely to report having no reservations about applying to graduate business programs.
- Chinese men are slightly more likely than Chinese women to report that their undergraduate academic record may be a barrier, though.
- Chinese women are slightly more likely than Chinese men to feel their employment history may be a barrier.

The following is a list of the statistically significant differences by age in the percentage of respondents who have particular reservations about applying to graduate business programs:

- Older Chinese respondents are more likely than Chinese respondents age 24 and younger to report having no reservations about applying to graduate business programs.
- Older compared with younger Chinese respondents are more likely to feel their undergraduate academic record may be a barrier, however.
- Chinese respondents ages 25 to 30 are more likely than other Chinese respondents to feel their scores on admissions tests may be a barrier. This reservation may be unfounded, however, because as previously shown, there are no statistically significant differences for GMAT scores among Chinese respondents.
- Younger compared with older respondents from China, Other Asian and Pacific Island countries, and India are more likely to feel that their employment history may be a barrier.
- Respondents age 31 and older from Other Asian and Pacific Island countries are more likely than younger respondents from this sub-region to indicate they have no reservations about applying to graduate business programs.
- Younger respondents from Other Asian and Pacific Island countries are slightly more likely than older respondents from this sub-region to feel the essays they have to write may be a barrier.
- Younger respondents compared with older respondents from India and Other Asian and Pacific Island countries are more likely to indicate that the required interviews may be a barrier.

Graduate Business Programs Considered

Respondents are asked to indicate the types of programs they considered when applying to graduate business school. Respondents are also asked to specify the number of applications for each type of program considered that they either submitted or plan to submit. Respondents are asked to indicate the location of the programs where they applied or plan to apply, as well.

A majority of this region's respondents considered attending a full-time two-year traditional MBA program. Following are the statistically significant differences in the types of graduate business programs considered:

- Indian respondents are significantly more likely than Chinese respondents to consider a full-time two-year traditional MBA, and an online/distance learning program.

- Indian respondents are significantly more likely than all other respondents in this region to consider a full-time one-year accelerated MBA, and an executive MBA program.
- Respondents from Other Asian and Pacific Island countries are more likely than Chinese respondents to consider a part-time MBA program.
- Chinese respondents are more likely than respondents from India and Other Asian and Pacific Island countries to consider an MSc in business.
- Chinese respondents are more likely than Indian respondents to consider a specialized master's degree, such as a master in accounting.
- Respondents from China and Other Central Asian countries are more likely than Indian respondents to consider a PhD in business or a DBA.

On average, respondents from this region submit five to six business school program applications. The following are statistically significant differences in the average number of applications submitted:

- Respondents from India and Other Asian and Pacific Island countries submit significantly more applications to full-time two-year MBA programs compared with respondents from Other Central Asian countries.
- Respondents from Other Central Asian countries submit significantly more applications to executive MBA and online/distance learning MBA programs compared with other respondents in this region, however.
- Chinese respondents submit significantly more applications to master of business and specialized master's degree programs compared with Indian respondents.
- Chinese respondents, overall, submit more applications than respondents from Other Asian and Pacific Island countries do.

Respondents who submitted multiple applications to graduate business programs are asked to indicate whether they had—and applied to—a preferred, a “safety,” and a “stretch” school.

- Chinese respondents who applied to multiple programs are more likely to indicate that they both had and applied to a preferred, a “safety,” and a “stretch” school compared with similar Indian respondents.
- Chinese respondents who applied to multiple programs are also more likely to indicate that they both had and applied to a “stretch” school compared with respondents from Other Central Asian countries.
- Respondents from Other Asian and Pacific Island countries are more likely than Indian respondents to indicate both having and applying to a preferred and a “stretch” school.
- Respondents from Other Asian and Pacific Island countries are more likely than respondents from Other Central Asian countries to indicate both having and applying to a preferred school.

About four-fifths of this region's respondents submitted applications to international graduate business schools. The following are statistically significant differences in the location of graduate business schools where respondents submitted applications:

- Respondents from Other Asian and Pacific Island countries and Other Central Asian countries are more likely to send applications to local programs compared with other respondents in this region.
- Indian respondents are more likely than all other respondents in this region to send applications to regional and national programs.
- Chinese respondents are slightly more likely than all other respondents in this region to send applications to international programs.

Graduate Business Programs Considered among Asian and Pacific Island Respondents				
<i>Program type</i>	China <i>n</i> = 1,173	Other Asian and Pacific Islands <i>n</i> = 317	India <i>n</i> = 1,731	Other Central Asian <i>n</i> = 127
Full-Time MBA, two-year traditional*	60%	68%	72%	68%
Full-Time MBA, one-year accelerated*	24%	38%	55%	30%
Part-Time MBA*	9%	18%	10%	13%
Executive MBA*	5%	7%	22%	10%
Online/Distance learning MBA*	2%	6%	6%	7%
MSc in business*	32%	15%	12%	24%
Specialized Master's degree*	20%	10%	5%	13%
Joint-degree program	2%	2%	2%	4%
PhD in business/DBA*	13%	7%	4%	13%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

Average Number of Applications Submitted/Plan to Submit to Various Graduate Business Degree Programs among Asian and Pacific Island Respondents				
<i>Program type</i>	China	Other Asian and Pacific Islands	India	Other Central Asian
Full-Time MBA, two-year traditional*	3.9	4.0	4.1	2.8
Full-Time MBA, one-year accelerated	2.5	2.3	2.9	2.5
Part-Time MBA	1.6	1.4	2.0	1.4
Executive MBA*	1.8	1.1	2.3	4.8
Online/Distance learning MBA*	1.2	1.2	1.4	4.3
MSc in business*	3.4	2.7	1.9	2.3
Specialized Master's degree*	5.2	3.1	2.5	2.6
Joint-degree program	1.5	4.0	2.1	7.2
PhD in business/DBA	3.6	3.5	2.1	3.7
Total number of applications*	5.9	4.9	5.8	5.4

*Comparison of means with Bonferroni corrections, $p \leq .05$.

Types of Schools Applied among Asian and Pacific Island Respondents Who Submitted Multiple Applications				
	China <i>n</i> = 829	Other Asian and Pacific Islands <i>n</i> = 214	India <i>n</i> = 1,270	Other Central Asian <i>n</i> = 81
Preferred school*	93%	95%	88%	—
“Safety” school*	71%	72%	65%	—
“Stretch” school*	75%	75%	59%	—
* χ^2 statistic is significant at the .05 level. — Data not displayed, <i>n</i> < 100.				

Location of the Graduate Business Programs among Asian and Pacific Island Respondents				
<i>Location of programs to which respondents submitted applications</i>	China <i>n</i> = 1,027	Other Asian and Pacific Islands <i>n</i> = 281	India <i>n</i> = 1,504	Other Central Asian <i>n</i> = 113
Local*	14%	22%	16%	30%
Regional*	9%	7%	13%	14%
National*	16%	8%	47%	17%
International*	89%	80%	82%	79%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.				

The following is a list of the statistically significant differences by gender in the programs considered, number of applications submitted, and the location of graduate business programs:

- Men compared with women from China and Other Asian and Pacific Island countries are more likely to consider a full-time two-year MBA program.
- Men compared with women from China are more likely to consider a part-time MBA program.
- Women compared with men from China and Other Asian and Pacific Island countries are more likely to consider an MSc in business.
- Women compared with men from China, Other Asian and Pacific Island countries, and India are more likely to consider a specialized master’s degree.
- Men compared with women from India submit significantly more applications to executive MBA programs, although there is no difference by gender in the percentage of Indian respondents considering an executive MBA program.
- Women compared with men from Other Asian and Pacific Island countries are more likely to have applied to a “safety” and “stretch” school.
- Chinese men are slightly more likely than Chinese women to apply to a local program.
- Women compared with the men from Other Asian and Pacific Island countries are more likely to apply to a national program.

The following is a list of the statistically significant differences by age in the programs considered, number of applications submitted, and the location of graduate business programs:

- Chinese respondents ages 25 to 30 are more likely than other Chinese respondents to consider a full-time two-year MBA program.
- Younger compared with older Indian respondents are more likely to consider a full-time two-year MBA program.
- Older compared with younger Chinese and Indian respondents are more likely to consider a full-time one-year MBA program, a part-time MBA program, and an online/distance learning program.
- Younger compared with older Chinese and Indian respondents are more likely to consider a specialized master's degree.
- Respondents from Other Asian and Pacific Island countries ages 25 to 30 compared with other respondents from this sub-region are more likely to consider a full-time one-year MBA program.
- Older compared with younger Indian respondents are more likely to consider an executive MBA program.
- Younger compared with older respondents from China, Other Asian and Pacific Island countries, and India are more likely to consider an MSc in business.
- Older compared with younger respondents from India and Other Central Asian countries are more likely to consider a PhD in business or a DBA.
- Chinese respondents age 24 and younger submit a greater number of applications in total compared with older Chinese respondents.
- Indian respondents age 30 and younger submit a greater number of applications in total compared with older Indian respondents.
- Indian respondents age 30 and younger submit a greater number of applications to full-time two-year MBA programs compared with older Indian respondents.
- Chinese and Indian respondents age 30 and younger are more likely than older Chinese and Indian respondents to have applied to a "stretch" school.
- Older compared with younger Chinese and Indian respondents are more likely to submit an application to a local program.
- Chinese respondents ages 25 to 30 are more likely than other Chinese respondents to submit an application to a national program.
- Indian respondents age 25 and older are more likely than younger Indian respondents to submit an application to a national program.
- Younger compared with older Chinese and Indian respondents are more likely to submit an application to an international program.

School Selection Criteria

Respondents are presented with a list of various criteria and asked to indicate the importance of each item in considering to which graduate business programs to apply. Following, in order of importance, are the respondents' top five selection criteria by sub-region:

- China: quality/reputation of the college or university, the school's reputation in placing graduates in jobs, career options available to graduates, prestige or global recognition of the college or university, and improved chances for an international career.
- Other Asian and Pacific Island countries: quality/reputation of the college or university, improved chances for an international career, prestige or global recognition of the college or university, career options available to graduates, and it is an accredited program.
- India: quality/reputation of the college or university; the school's reputation in placing graduates in jobs; career options available to graduates; prestige or global recognition of the college or university; and quality and reputation of the faculty.
- Other Central Asian countries: availability of scholarships, grants, or other financial aid; career options available to graduates; financial cost of the school; quality/reputation of the college or university; and quality/reputation of the faculty.

The following is a list of the statistically significant differences in the percentage of respondents who specified that a specific school selection criterion is extremely important.

- Chinese compared with Indian respondents are more likely to consider that whether the college or university has an appealing location is extremely important.
- Chinese respondents are less likely than all other respondents to consider that published rankings are extremely important.
- Respondents from India and Other Central Asian countries are more likely than other respondents to consider that the financial cost of the school; the cost of living; and the availability of scholarships, grants, and other financial aid are extremely important.
- Indian compared with Chinese respondents are more likely to consider that whether the school offers a specific curriculum, whether the school offers a practice-oriented education, the prestige or global recognition of the college or university, the accreditation of the program, the quality and reputation of the program, the quality and reputation of the faculty, whether there are people like them at the college or university, the diversity of the students and faculty, and the reputation of alumni are extremely important.
- Indian respondents are more likely than respondents from Other Asian and Pacific Island countries to consider that their personal experience as an undergraduate is extremely important.
- Indian respondents are more likely than respondents from China and Other Asian and Pacific Island countries to consider that the career options available to graduates are extremely important.
- Indian respondents are more likely than all other respondents in the region to consider that the school's reputation in placing graduates is extremely important.

School Selection Criteria among Asian and Pacific Island Respondents (Percentage Extremely Important)				
<i>Selection criteria</i>	China <i>n</i> = 1,020	Other Asian and Pacific Islands <i>n</i> = 272	India <i>n</i> = 1,611	Other Central Asian <i>n</i> = 116
The college or university is close to home or work	7%	8%	7%	9%
The college or university is in an appealing location*	18%	18%	12%	10%
Convenient class schedules	13%	16%	14%	14%
School offers the specific curriculum I want*	27%	38%	41%	30%
School offers a practice-oriented education*	35%	35%	43%	43%
Published rankings of its graduate management program*	27%	32%	30%	34%
Prestige or global recognition of the college or university*	46%	48%	55%	44%
It is an accredited program*	34%	46%	50%	47%
Quality/reputation of the college or university*	54%	57%	63%	54%
Quality/reputation of the faculty*	45%	44%	52%	52%
Financial cost of the school*	30%	36%	43%	55%
Cost of living is affordable*	29%	30%	36%	52%
Availability of scholarships, grants, or other financial aid*	36%	33%	52%	68%
My employer will pay for my education at this school*	10%	16%	11%	10%
There are people like me at this college or university*	10%	13%	13%	12%
The students and faculty have diverse backgrounds and experience*	20%	26%	33%	25%
Personal experience as an undergraduate*	14%	11%	17%	20%
Reputation of alumni*	24%	26%	31%	25%
Career options available to graduates*	50%	47%	61%	56%
Improved chances for an international career*	45%	49%	48%	48%
The school's reputation in placing graduates in jobs*	51%	46%	62%	41%

* χ^2 statistic is significant at the .05 level.

The following is a list of the statistically significant differences by gender in the percentage of respondents who specified that a specific school selection criterion is extremely important:

- Men compared with women from China are more likely to consider that whether the college or university is close to home, and whether there are people like them at the college are extremely important.
- Women compared with men from Other Asian and Pacific Island countries are more likely to consider that convenient class schedules and the school's reputation in placing graduates in jobs are extremely important.
- Men compared with women from China and India are more likely to consider that a practice-oriented education and the career options available to graduates are extremely important.
- Indian women are slightly more likely than Indian men to consider that published rankings; the accreditation status; the financial costs; and the availability of scholarships, grants, and other financial aid are extremely important.
- Women compared with men from China are more likely to consider that the improved chances for an international career are extremely important.

The following is a list of the statistically significant differences by age in the percentage of respondents who specified that a specific school selection criterion is extremely important:

- Older compared with younger Indian respondents are more likely to consider that whether the college or university is close to home is extremely important.
- Indian respondents age 31 and older are more likely than younger Indian respondents to consider that the quality and reputation of the faculty is extremely important.
- Indian respondents age 31 and older are less likely than younger Indian respondents to consider that the availability of scholarships, grants, and other financial aid is extremely important.
- Respondents from Other Asian and Pacific Island countries age 24 and younger compared with older respondents from this sub-region are more likely to consider that the prestige or global recognition of the school is extremely important.
- Respondents from Other Asian and Pacific Island countries age 31 and older compared with younger respondents from this sub-region are more likely to consider that whether their employer will pay for the education is extremely important.
- Respondents from Other Asian and Pacific Island countries ages 24 and younger are less likely than older respondents from this sub-region to consider that the reputation of alumni is extremely important.
- Chinese respondents age 24 and younger are more likely than older Chinese respondents to consider that their improved chances for an international career is extremely important.

The Decision to Enroll in a Graduate Business Program

This section of the report presents data concerning the decision to enroll in a graduate business degree program. The extracurricular activities respondents seek and the graduate business programs in which they enrolled are examined. Respondents' planned methods for financing their education are also explored.

Program Type Enrolled

Overall, at the time of the survey, 10% of Chinese respondents, 13% of respondents from Other Asian and Pacific Island countries, 5% of Indian respondents, and 20% of respondents from Other Central Asian countries were enrolled in a graduate business program.

Respondents from India and Other Central Asian countries are more likely than Chinese, Other Asian, and Pacific Island respondents to have enrolled in an executive MBA program. On the other hand, Chinese, Other Asian, and Pacific Island respondents are more likely than Indian and Other Central Asian respondents to have enrolled in an MSc in business and specialized master's degree program.

Chinese, Other Asian, and Pacific Island respondents are more likely than respondents from India and Other Central Asian countries to have enrolled in an international program. Indian and Other Central Asian respondents are more likely than Chinese, Other Asian, and Pacific Island respondents to have enrolled in a national program.

The following is a list of the top locations where respondents who enrolled in an international program are attending school:

- China: United States (56%), United Kingdom(12%), Canada (7%), France (7%), and Hong Kong (5%).
- Other Asian and Pacific Island countries: United States (67%), United Kingdom (15%), Netherlands (7%), France (4%), Singapore (4%), and Taiwan (4%).
- India: United States (68%), United Kingdom (9%), and Singapore (5%).

There are too few cases for analysis by gender or age.

Graduate Business Program Type in Which Respondents Enrolled among Asian and Pacific Island Respondents		
<i>Program type*</i>	China, Other Asian and Pacific Islands <i>n</i> = 196	India, and Other Central Asian <i>n</i> = 143
Full-Time MBA, two-year traditional	40%	50%
Full-Time MBA, one-year accelerated	11%	16%
Part-Time MBA	9%	12%
Executive MBA	2%	8%
Online/Distance learning MBA	2%	4%
MSc in business	19%	1%
Specialized Master's degree	11%	3%
Joint-degree program	1%	1%
PhD in business/DBA	4%	1%
Other	2%	3%
Total	100%	100%

* χ^2 statistic is significant at the .05 level.

Location of Graduate Business Program in Which Respondents Enrolled among Asian and Pacific Island Respondents		
<i>Program type*</i>	China, Other Asian and Pacific Islands <i>n</i> = 196	India, and Other Central Asian <i>n</i> = 143
Local	21%	26%
Regional	2%	6%
National	6%	15%
International	70%	53%
Total	100%	100%

* χ^2 statistic is significant at the .05 level.

Extracurricular Activities

Respondents are asked to indicate the types of extracurricular activities they intend to participate in while pursuing their graduate business degree. A majority of respondents from this region intend to participate in internships and work projects. The following is a list of the statistically significant differences in the percentage of respondents who intend to participate in various activities while pursuing their degree.

- Chinese respondents are more likely than Indian respondents to indicate they intend to participate in a study-abroad program, as well as independent studies.
- Indian respondents are more likely than other respondents in this region to intend participation in case competitions.

- Respondents from Other Central Asian countries are less likely than all other respondents from this region to intend participation in student clubs.
- Respondents from Other Asian and Pacific Island countries and Other Central Asian countries are more likely than Indian and Chinese respondents to intend to work full-time while attending graduate business school.
- Respondents from Other Asian and Pacific Island countries are less likely than all other respondents from this region to report they intend to work part-time while attending graduate business school.
- Respondents from Other Asian and Pacific Island countries are more likely than Chinese respondents to report they will not participate in any extracurricular activities.

Extracurricular Activities among Asian and Pacific Island Respondents

<i>Activity</i>	China <i>n</i> = 1,173	Other Asian and Pacific Islands <i>n</i> = 317	India <i>n</i> = 1,731	Other Central Asian <i>n</i> = 127
Internship*	80%	62%	76%	65%
Work project*	63%	56%	70%	65%
Study-abroad program*	58%	47%	47%	45%
Student clubs*	54%	48%	57%	43%
Case competitions*	52%	39%	58%	43%
Independent study*	44%	33%	33%	39%
Full-time employment*	20%	26%	20%	28%
Part-time employment*	60%	37%	57%	62%
None*	< 1%	3%	2%	2%

* χ^2 statistic is significant at the .05 level.

Responses add to more than 100% because of multiple responses.

The following is a list of the statistically significant differences by gender in the percentage of respondents who intend to participate in various activities while pursuing their degree:

- Chinese women compared with Chinese men are slightly more likely to report they intend to participate in work projects and to work part-time.
- Men compared with women from Other Asian and Pacific Island countries are more likely to report they intend to participate in case competitions.
- Men compared with women from China and Other Central Asian countries are more likely to report they intend to work full-time while attending graduate business school.

The following is a list of the statistically significant differences by age in the percentage of respondents who intend to participate in various activities while pursuing their degree:

- Younger respondents from this world region are more likely than older respondents to report they intend to participate in an internship.
- Indian respondents age 31 and older are less likely than younger Indian respondents to report they intend to participate in a work project and case competitions.

- Older compared with younger Chinese respondents are more likely to report they intend to work full-time.
- Younger compared with older respondents from China, Other Asian and Pacific Island countries, and India are more likely to report they intend to work part-time.
- Respondents from India and Other Asian and Pacific Island countries age 31 and older are less likely than younger respondents to intend participation in student clubs.
- Respondents ages 25 to 30 from Other Asian and Pacific Island countries are more likely than others from this region to intend participation in a work project.
- Respondents age 31 and older compared with younger respondents from China, Other Asian and Pacific Island countries, and India are more likely to indicate they will not participate in extracurricular activities.

Method of Financing

Respondents are presented with a series of potential funding sources and asked to specify the percentage of their education they intend to finance with each. In every sub-region, respondents plan on using a different mix of resources to finance their degree. The following is a list of the statistically significant differences in the resource mix used to finance a graduate business degree:

- Respondents from Other Central Asian countries are more likely than other respondents in this region to finance a greater proportion of their education with grants, fellowships, scholarships, or other governmental benefits.
- Indian respondents are more likely than other respondents in this region to finance a greater proportion of their education with loans.
- Respondents from China and Other Asian and Pacific Island countries are more likely than Indian respondents to finance a greater proportion of their education with personal earnings.
- Respondents from China are more likely than Indian respondents to finance a greater proportion of their education with their spouses' or partners' earnings, and their personal savings.
- Respondents from Other Asian and Pacific Island countries are more likely than all other respondents in this region to finance a greater proportion of their degree with personal savings and employer reimbursements.
- Chinese respondents are more likely than all other respondents in this region to finance a greater proportion of their degree with support from their parents.
- Respondents from Other Asian and Pacific Island countries and Other Central Asian countries are more likely than Indian respondents to finance a greater proportion of their degree with support from their parents.

Method of Financing a Graduate Business Degree among Asian and Pacific Island Respondents				
<i>Method</i>	China <i>n</i> = 1,135	Other Asian and Pacific Islands <i>n</i> = 308	India <i>n</i> = 1,660	Other Central Asian <i>n</i> = 123
Grants, fellowships, scholarships, or government benefits (not loans)	26%	22%	26%	46%
Loans	11%	14%	40%	10%
Personal earnings	12%	13%	10%	12%
Spouses' (partners') earnings	4%	3%	1%	2%
Personal savings	11%	16%	9%	9%
Employer reimbursement/sponsorship	3%	11%	3%	3%
Support from parents	31%	21%	11%	18%
Other	2%	0%	1%	1%
Total	100%	100%	100	100
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.				

The following is a list of the statistically significant differences by gender in the mix of resources used to finance a graduate business degree:

- Chinese men are more likely than Chinese women to finance a greater proportion of their education with loans, personal earnings, and personal savings.
- Chinese women are more likely than Chinese men to finance a greater proportion of their education with grants, fellowships, scholarships, or other governmental benefits, and with the support from their parents.
- Men compared with women from Other Asian and Pacific Island countries are more likely to report they plan to finance a greater proportion of their education with employer reimbursements.
- Women compared with men from Other Asian and Pacific Island countries are more likely to report they intend to finance a greater proportion of their education with support from their parents.
- Indian women are more likely than Indian men to finance a greater proportion of their education with their spouses' or partners' earnings.

The following is a list of the statistically significant differences by age in the mix of resources used to finance a graduate business degree:

- Older compared with younger Chinese respondents are more likely to plan on financing a greater proportion of their education with personal earnings and personal savings.
- Chinese respondents age 25 and older are more likely than younger Chinese respondents to finance a greater proportion of their education with loans.
- Younger Chinese respondents are more likely than older Chinese respondents to plan on financing a greater proportion of their education with support from their parents.

- Respondents age 25 to 30 compared with other respondents from Other Asian and Pacific Island countries are more likely to finance a greater proportion of their education with loans.
- Respondents age 25 and older compared with younger respondents from Other Asian and Pacific Island countries are more likely to finance a greater proportion of their education with personal savings.
- Respondents age 31 and older compared with younger respondents from Other Asian and Pacific Island countries are more likely to finance a greater proportion of their education with employer reimbursements.
- Younger compared with older respondents from Other Asian and Pacific Island countries are more likely to finance a greater proportion of their education with support from their parents.
- Indian respondents age 30 and younger are more likely than older Indian respondents to finance a greater proportion of their education with grants, fellowships, scholarships, or other governmental benefits.
- Indian respondents age 25 and older are more likely than younger Indian respondents to finance a greater proportion of their education with loans.
- Indian respondents age 31 and older are more likely than younger Indian respondents to finance a greater proportion of their education with personal earnings.
- Indian respondents age 31 and older are more likely than Indian respondents age 24 and younger to finance a greater proportion of their education with their spouses' or partners' earnings.
- Older compared with younger Indian respondents are more likely to finance a greater proportion of their education with personal savings.
- Younger compared with older Indian respondents are more likely to finance a greater proportion of their education with help from their parents.
- Respondents age 24 and younger from Other Central Asian countries are more likely than respondents age 31 and older to finance a greater proportion of their education with help from their parents.

Europe

This section reports on the 403 individuals from Europe who responded to the survey. A detailed account that includes a demographic profile, the decision to pursue a graduate business degree, and the decision to apply and enroll in a graduate business school is presented to provide information useful in preparing marketing, recruitment, and program-management activities. As such, the data presented in this section segments the respondents into two sub-regions: Western and Eastern Europe. Refer to the *World Regions Defined* section of the *Methodology* for a complete list of countries represented in each sub-region. Summaries of significant findings are presented, followed by detailed data tables.

Prospective Student Profile

Gender

Respondents from Eastern Europe are more likely to be female compared with those from Western Europe. In fact, Eastern European respondents are twice as likely to be female.

Age

Western European respondents are slightly, yet significantly, older than Eastern European respondents. On average, Western European respondents are 29 years old and Eastern European respondents are 28 years old. There are no differences by gender in the ages of European respondents.

Education

At the time of the survey, the vast majority of Western European and Eastern European respondents had graduated from their first university program. There are statistically significant differences in the major area of study among Europeans, however. Western European respondents are more likely to have majored in science compared with Eastern European respondents, while Eastern European respondents are more likely to have majored in the humanities. One-quarter of Western European respondents reported a GPA between 2.0 and 2.9—a significantly greater percentage of respondents compared with those from Eastern Europe (9%) having the same GPA range.

Work Experience

There are no statistically significant differences in the number of years of full-time work experience among European respondents who graduated from their first degree program.

All respondents, regardless of undergraduate status, are asked to indicate their current employment status. At the time of the survey, Western European respondents are nearly twice as likely to be *not* working compared with Eastern European respondents.

Respondents are also asked to indicate the industry in which they were most recently employed. By comparison, Western European respondents are more likely to work in the consulting and manufacturing industries and Eastern European respondents are more likely to work in the products and services industry.

Important Aspects of Life

Respondents are presented with a list of 14 aspects of life and asked to rate the importance of each. Family and children, and career and work are the top two aspects considered extremely important among all European respondents.

The top five aspects considered important by sub-region are:

- Western European countries: family and children, career and work, friends and acquaintances, relatives, and financial security.
- Eastern European countries: family and children, career and work, financial security, wealth, and relatives.

Friends and acquaintances is the only response that generated a statistically significant difference in the percentage of those surveyed who indicated that a particular life aspect is extremely important. Western compared with Eastern European respondents are more likely to indicate that friends and acquaintances are extremely important.

Statistically, there are no differences by gender in the percentage of respondents within each sub-region who indicate a particular aspect of life is extremely important.

However, there are differences by age within each sub-region.

- Western European respondents age 31 and older are more likely to consider that family and children are extremely important compared with this sub-region's 25- to 30-year-old respondents.
- Western European respondents ages 25 to 30 are less likely than other Western European respondents to consider that financial security is extremely important.
- Eastern European respondents age 31 and older are more likely to consider that family and children are extremely important compared with their younger counterparts.
- Eastern European respondents age 24 and younger are more likely to consider that entertainment is extremely important compared with Eastern European respondents ages 25 to 30.

Gender of European Respondents		
<i>Gender*</i>	Western Europe <i>n</i> = 224	Eastern Europe <i>n</i> = 179
Male	77%	50%
Female	23%	50%
Total	100%	100%
* χ^2 statistic is significant at the .05 level.		

Age of European Respondents		
<i>Age Groups</i>	Western Europe <i>n</i> = 224	Eastern Europe <i>n</i> = 179
24 and younger	24%	31%
25 to 30	46%	43%
31 and older	31%	26%
Total	100%	100%
Average Age*	28.6	27.5
*Comparison of means with Bonferroni corrections, $p \leq .05$.		

Education of European Respondents		
<i>Education</i>	Western Europe <i>n</i> = 224	Eastern Europe <i>n</i> = 179
Percentage who had completed first degree at time of survey	92%	90%
<i>Primary Field of Study among Graduates*</i>	<i>n</i> = 207	<i>n</i> = 161
Science	42%	23%
Business and commerce	37%	43%
Humanities	3%	9%
Social science	18%	25%
Total	100%	100%
<i>GPA among graduates*</i>	<i>n</i> = 207	<i>n</i> = 161
4.0	22%	30%
3.0-3.9	51%	58%
2.0-2.9	25%	9%
Less than 2.0	2%	2%
Total	100%	100%
* χ^2 statistic is significant at the .05 level.		

Work Experience of European Respondents		
<i>Years of Work Experience since Completing First Degree</i>	Western Europe <i>n</i> = 207	Eastern Europe <i>n</i> = 161
Have not worked	12%	7%
Less than 1 year	14%	9%
1 year, but less than 3 years	18%	20%
3 years, but less than 6 years	27%	27%
6 years or longer	29%	37%
Total	100%	100%
<i>Current Employment Status*</i>	<i>n</i> = 224	<i>n</i> = 179
Working full-time	62%	70%
Working part-time	8%	12%
Not working	30%	18%
Total	100%	100%
* χ^2 statistic is significant at the .05 level.		

Industry of Employment among European Respondents		
<i>Industry of Most Recent Employment*</i>	Western Europe <i>n</i> = 197	Eastern Europe <i>n</i> = 164
Consulting	18%	9%
Finance/Accounting	18%	22%
Products/Services	23%	38%
Manufacturing	9%	2%
Technology	17%	13%
Healthcare	4%	3%
Energy/Utilities	4%	2%
Nonprofit/Government	6%	10%
Other	1%	0%
Total	100%	100%
* χ^2 statistic is significant at the .05 level.		

Importance of Various Aspects of Life among European Respondents (Percentage Extremely Important)		
<i>Aspects of Life</i>	Western Europe <i>n</i> = 224	Eastern Europe <i>n</i> = 179
Family and children	56%	56%
Career and work	38%	45%
Free time and relaxation	16%	17%
Friends and acquaintances*	38%	27%
Financial security	37%	42%
Relatives	38%	31%
Religion	7%	6%
Politics and public life	9%	6%
Wealth	29%	32%
The environment	23%	20%
Community	12%	12%
Volunteer work	5%	5%
Travel	24%	23%
Entertainment	8%	7%
* χ^2 statistic is significant at the .05 level.		

The B-School Pipeline

Current Status

Survey respondents may occupy any one of multiple points along the graduate business school pipeline. A respondent might already be enrolled in a graduate business program. On the other hand, he or she might either be engaged in the process of applying to business school or of deciding whether to pursue a graduate business degree. At the time of the survey, Western European respondents are more likely to be attending graduate business school compared with Eastern European respondents. Eastern European respondents are more likely than Western European respondents to be planning to apply, however.

There are no statistically significant differences in business school pipeline status by gender or age among European respondents.

Western European respondents who majored in the humanities are more likely than all other Western European respondents to report they plan to postpone graduate business school.

Current Status in the B-School Pipeline among European Respondents		
<i>B-School Pipeline Status*</i>	Western Europe <i>n</i> = 224	Eastern Europe <i>n</i> = 179
Student in a graduate business program	26%	15%
Admitted to a b-school, but not yet enrolled	6%	3%
Applying to b-school	14%	10%
Planning to apply to b-school	36%	55%
Deciding whether to apply to b-school	13%	12%
Decided to postpone b-school	3%	4%
Do not plan to attend b-school	2%	1%
Total	100%	100%
* χ^2 statistic is significant at the .05 level.		

Graduate Programs Considered

At some point in time, all respondents in this survey considered attending graduate business school. Even so, respondents are asked to indicate which graduate programs they considered when they *first* thought about going to graduate school. Respondents from Eastern European countries are more likely than respondents from Western European countries to have considered a joint-degree program—overall, the only statistically significant difference overall among the programs European respondents considered when they first thought about attending graduate business school.

Although there are no significant differences by sub-region, 71% of Western European respondents and 64% of Eastern European respondents considered only graduate business school.

- Respondents from Western European countries who majored in business and commerce during their first degree program are more likely to have only considered graduate business school compared with those who majored in the social sciences.
- Respondents from Eastern European countries who majored in business and commerce during their first degree program are more likely to have only considered graduate business school compared with those who majored in the sciences.

There are no statistically significant differences by gender or age in the percentage of respondents who only considered graduate business school.

Graduate Programs Considered among European Respondents		
<i>Graduate Programs Considered</i>	Western Europe <i>n</i> = 224	Eastern Europe <i>n</i> = 179
Business	97%	97%
Law	3%	5%
Medicine	1%	1%
Education	3%	2%
Public Administration	6%	10%
Science and Engineering	13%	10%
Social Science	5%	8%
Humanities	3%	5%
Joint-degree programs*	1%	4%
Other	3%	6%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

The following is a list of the statistically significant differences by gender in the percentage of respondents who considered various graduate programs.

- Men compared with women from Eastern European countries are more likely to consider science and engineering.
- Women compared with men from Western European countries are more likely to consider the humanities.

There are no statistical differences by age in the graduate programs considered among European respondents. In addition, data concerning reasons for delaying school cannot be effectively analyzed because too few European respondents report they plan to postpone their graduate business education.

The Decision to Pursue a Graduate Business Degree

This section of the report presents data about the decision to pursue a graduate business degree. Respondents' motivations for attending school; the skills, knowledge, and abilities they hope to improve; and their possible reservations about degree pursuit are all examined. Sources influencing respondents' decision-making processes are also explored.

Motivations to Pursue a Graduate Business Degree

Respondents are presented with a series of statements relating to possible reasons why they plan to pursue a graduate business degree. From that series, respondents are asked to select all statements they consider are primary reasons for attending graduate business school.

Primary among the top five motivations among Western and Eastern European respondents alike is their desire to improve knowledge, skills, and abilities. The greater percentage of respondents from both European sub-regions also share the same remaining four motivations in common.

The top five motivations among European respondents are—

- develop knowledge, skills, and abilities;
- opportunities for more challenging and interesting work;
- expand international employment opportunities;
- improve long-term income and financial stability; and
- an opportunity for learning.

The following is a list of the statistically significant differences in the percentage of respondents who indicated each of the motivational factors:

- Western compared with Eastern European respondents are more likely to want to switch industries and occupations.
- Eastern compared with Western European respondents are more likely to be motivated by opportunities to contribute to solving some of the world's problems.

Motivations to Pursue a Graduate Business Degree among European Respondents		
<i>I believe that pursuing a graduate management education will...</i>	Western Europe <i>n</i> = 219	Eastern Europe <i>n</i> = 178
help me switch industries of employment.*	31%	18%
help me switch occupations or job functions.*	36%	25%
help me manage my own business.	26%	31%
expand my international employment opportunities.	60%	65%
help me advance my career or obtain promotions.	53%	48%
help me get a better job.	40%	49%
provide opportunities for more challenging and interesting work.	63%	71%
provide opportunities to contribute to solving some of the world's problems.*	22%	32%
be a part of my planned career development.	50%	54%
provide me with professional credentials or credibility.	46%	51%
help me develop my knowledge, skills, and abilities.	77%	83%
be an opportunity for learning.	57%	57%
provide mentors to help me achieve my goals.	20%	25%
give me a sense of personal satisfaction and achievement.	51%	54%
help me gain respect.	16%	22%
help me gain recognition.	27%	24%
help me develop confidence.	31%	33%
allow me to remain marketable or competitive.	46%	46%
help me make more money.	40%	47%
improve my long-term income and financial stability.	59%	62%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

The following is a list of the statistically significant differences by gender in the percentage of respondents who indicated each of the motivational factors:

- Eastern European men compared with women are more likely to want to switch industries and get a better job.
- Western European women compared with men are more likely to want to develop their knowledge, skills, and abilities.
- Western European men compared with women are more likely to want to make more money.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated each of the motivational factors:

- Older compared with younger respondents from Eastern and Western Europe are more likely to want to switch industries.
- Older compared with younger respondents from Western Europe are more likely to want to switch occupations.
- Western European respondents age 30 and younger are twice as likely to want to manage their own business compared with older Western European respondents.
- Western European respondents ages 25 to 30 are slightly more likely to indicate they want to contribute to solving some of the world's problems compared with other Western European respondents.
- Western European respondents age 25 and older are slightly more likely to indicate they want to learn compared with younger Western European respondents.

Reservations about Pursuing a Graduate Business Degree

While prospective students have motivations that drive them to pursue an advanced education, they also tend to have reservations about attending graduate business school. Respondents are asked to indicate their reservations and, overall, 17% of Western European respondents and 21% of Eastern European respondents report they have no reservations about pursuing a graduate business degree.

For those who report concerns, however, the top two reservations are financial in nature. They feel that the cost of obtaining a graduate business degree may both exceed the money they have available and require them to assume large financial debts.

Statistically, there are no differences among European respondents in the types of reservations they have about pursuing a degree.

Reservations about Pursuing a Graduate Business Degree among European Respondents		
<i>Reservations</i>	Western Europe <i>n</i> = 219	Eastern Europe <i>n</i> = 178
The demands of graduate business school on my time and energy may be too great.	17%	13%
It may require me to postpone marriage, having a child, or other personal plans.	22%	25%
It would severely limit the time I have for people who are important to me.	29%	24%
It may require more money than I have available.	46%	50%
The economy/job prospects are too uncertain.	12%	8%
It may require me to take on large financial debts.	40%	40%
I may not receive the same benefits others will.	9%	7%
It may require me to delay accepting attractive job opportunities.	18%	24%
It is too intimidating.	3%	3%
I have no reservations.	17%	21%
Responses add to more than 100% because of multiple responses.		

Also, there are no statistical differences by gender in the types of reservations European respondents have about pursuing a graduate business degree.

Older compared with younger respondents from Western European countries are more likely to feel that graduate business school may demand too much time and energy.

Areas of Human Capital Improvement Desired

The most common motivating factor reported among European respondents is the desire to develop knowledge, skills, and abilities. Those surveyed are asked to indicate the proficiencies they hope to improve by attending a graduate business program. Both Western and Eastern European respondents hope to improve the same top five knowledge, skills, and abilities areas—except in differing orders. Those areas are:

- managing strategy and innovation,
- managing the decision-making processes,
- strategic and system skills,
- knowledge of general business functions, and
- interpersonal skills.

Respondents from Eastern European countries are more likely than those from Western European countries to report they want to improve their ability to manage administrative activities—the only statistically significant difference among European respondents.

Areas of Human Capital Improvement Desired among European Respondents		
<i>Knowledge, Skills, and Abilities</i>	Western Europe <i>n</i> = 219	Eastern Europe <i>n</i> = 178
Managing human capital	53%	48%
Managing tools and technology	34%	38%
Managing decision-making processes	74%	73%
Managing administrative activities*	37%	49%
Managing strategy and innovation	78%	74%
Managing the task environment	30%	38%
Knowledge of technology, design, and production	19%	21%
Knowledge of human behavior and society	37%	37%
Knowledge of general business functions	63%	60%
Knowledge of media communications and delivery	18%	25%
Interpersonal skills	62%	59%
Operations skills	39%	41%
Strategic and systems skills	68%	67%
Foundation skills	21%	21%
Generative thinking	47%	54%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

The following two list items represent the only statistically significant differences by gender in the percentage of European respondents who report a desire to improve knowledge, skills, or abilities.

- Western compared with Eastern European men are more likely to want to improve their ability to manage tools and technology.
- Eastern European men are more likely than Eastern European women to indicate they want to increase their knowledge of technology, design, and production; interpersonal skills; and foundation skills.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated a desire to improve knowledge, skills, or abilities.

- Respondents age 31 and older from Eastern European countries are more likely than younger Eastern European respondents to report they want to improve their ability to manage tools and technology.
- Respondents age 24 and younger from Western European countries are more likely than older Western European respondents to indicate they want to increase their knowledge of technology, design, and production.

Sources Consulted in the Decision to Pursue

While deciding to pursue a graduate business degree, individuals consult various sources to gather information and opinions about graduate management education. Respondents are asked to indicate the sources that they consulted when deciding whether a graduate business degree is right for them. The following are the top five most commonly consulted sources by sub-region:

- Western European countries: friends and family; published rankings; graduate business school-related Web sites; school Web sites; and the GMAC® Web site (www.mba.com).
- Eastern European countries: graduate business school-related Web sites; the GMAC Web site (www.mba.com); published rankings; school Web sites; and business magazine and business newspaper Web sites.

The following is a list of the statistically significant differences in the percentage of respondents who indicated that they consulted a specific source when deciding whether a graduate business degree is right for them.

- Western compared with Eastern European respondents are more likely to consult the following sources: friends and family, current students, and school admissions professionals.
- Eastern compared with Western European respondents are more likely to consult self-assessment tools.

Sources Consulted among European Respondents		
<i>Source</i>	Western Europe <i>n</i> = 224	Eastern Europe <i>n</i> = 179
Friends/Family*	54%	44%
Coworkers/peers	27%	20%
Employer/supervisor	18%	12%
Career/school advisors	18%	14%
College professors	22%	18%
Mentors	17%	14%
Alumni	28%	21%
Current students*	31%	21%
School admissions professionals*	18%	11%
School brochures/publications	41%	37%
Graduate business school-related guides/publications	38%	30%
Business magazines/newspapers	38%	44%
School Web sites	45%	48%
Business magazine/newspaper Web sites	40%	47%
Published rankings of graduate business programs	52%	50%
GMAC® Web site (www.mba.com)	44%	50%
Graduate business school-related Web sites	50%	51%
Job/career Web sites	36%	31%
Chat rooms/threaded discussions/Blogs	8%	14%
Self-assessment tools*	15%	27%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

Eastern European men are more likely than Eastern European women to consult coworkers and peers—the only statistically significant difference by gender.

The following is a list of the statistically significant differences by age in the percentage of respondents who consulted a specific source.

- Eastern European respondents age 25 and older are more likely than younger Eastern European respondents to consult coworkers and peers.
- Younger compared with older Western European respondents are more likely to consult with college professors.
- Older compared with younger Western European respondents are more likely to consult the GMAC Web site (www.mba.com).
- Western European respondents ages 25 to 30 are less likely than other Western European respondents to consult a school's Web site.
- Western European respondents age 25 and older are more likely than younger Western European respondents to consult graduate business-school related Web sites.

The Decision to Apply to a Graduate Business Program

This section of the report presents data regarding the decision to apply to a graduate business program. The GMAT exam experience and reservations about applying to graduate business programs are examined, and the types of graduate business programs considered along with the school selection criteria are explored, as well.

The GMAT® Exam Experience

Many graduate business programs require or accept the GMAT exam as a part of their admission process. Respondents are asked to indicate whether they have already taken, plan to take, or do not plan to take the GMAT exam.

Respondents from Western compared with Eastern European countries are more likely to have already registered for and taken the exam.

Respondents from Eastern compared with Western European countries are both more likely to begin preparing for the exam 10 or more weeks before testing day, and to report studying for more hours.

The GMAT® Exam Status among European Respondents		
<i>GMAT exam status*</i>	Western Europe <i>n</i> = 224	Eastern Europe <i>n</i> = 179
Registered for and have taken the exam	47%	31%
Registered for but have not yet taken the exam	9%	5%
Have not registered for the exam but plan to do so	38%	60%
No plans to take the GMAT exam	5%	3%
Total	100%	100%
<i>Respondents who took the exam</i>	<i>n</i> = 106	<i>n</i> = 56
Average number of times GMAT exam taken	1.2	—
* χ^2 statistic is significant at the .05 level. — Data not displayed, <i>n</i> < 100.		

The GMAT® Exam Preparation among European Respondents		
<i>GMAT exam preparation*</i>	Western Europe <i>n</i> = 107	Eastern Europe <i>n</i> = 56
Did not prepare in advance	1%	5%
Less than one week	12%	2%
One to three weeks	23%	18%
Four to six weeks	32%	29%
Seven to nine weeks	18%	16%
Ten weeks or more	14%	30%
Total	100%	100%
<i>Respondents who took the exam</i>	<i>n</i> = 106	<i>n</i> = 53
Average number of hours spent preparing for the GMAT exam**	79	132
* χ^2 statistic is significant at the .05 level. **Comparison of means with Bonferroni corrections, <i>p</i> ≤ .05.		

Statistically, there are no significant differences by gender in the GMAT status of European respondents. Men from Eastern European countries report taking the exam more times compared with women from Eastern European countries, however.

Statistically, there are no significant differences by gender in the amount of exam preparation among European respondents. Additionally, there are no significant differences by gender in the scores reported among European respondents.

Statistically, there are no differences by age in the GMAT experience among European respondents.

Reservations about Applying to Graduate Business Programs

Many respondents previously identified specific reservations they had about pursuing a graduate business degree, which included financial and time concerns. Once an individual has made the decision to pursue a degree, however, he or she may also face reservations about the business school application process. From a list of potential reservations, respondents are asked to indicate each concern they find personally relevant.

- Overall, 47% of Western European respondents and 40% of Eastern European respondents have no reservations about applying to graduate business programs.
- Eastern European respondents are slightly more likely than Western European respondents to consider that the essays they have to write are a barrier—the only statistically significant difference among European respondents.

Reservations about Applying to Graduate Business Programs among European Respondents		
Reservations	Western Europe <i>n</i> = 218	Eastern Europe <i>n</i> = 177
My undergraduate academic record may be a barrier for me.	15%	16%
My employment history may be a barrier for me.	13%	19%
My scores on admission tests may be a barrier for me.	24%	29%
The recommendations I need to get may be a barrier for me.	12%	10%
The essays I have to write may be a barrier for me.*	11%	19%
The required interviews may be a barrier for me.	7%	12%
I have no reservations.	47%	40%

* χ^2 statistic is significant at the .05 level.

Statistically, there are no differences by gender in European respondents' reservations about applying to graduate business programs.

The following is a list of the statistically significant differences by age in the percentage of respondents who have particular reservations about applying to graduate business programs:

- Eastern European respondents age 24 and younger are more likely than older Eastern European respondents to have reservations about their employment history.
- Eastern European respondents age 31 and older are more likely than younger Eastern European respondents to report having no reservations about applying to graduate business programs.

Graduate Business Programs Considered

Respondents are asked to indicate the types of graduate business programs they considered when applying to graduate business school. Respondents are also asked to specify the number of applications for each type of program considered that they either submitted or plan to submit. In addition, respondents are asked to indicate the location of programs where they applied or plan to apply.

- A majority of Eastern European respondents considered a full-time two-year MBA program. Statistically, Eastern compared with Western European respondents are more likely to consider a full-time two-year MBA program.
- A majority of Western European respondents considered a full-time one-year MBA program. Statistically, Western compared with Eastern European respondents are more likely to consider a full-time one-year MBA program.
- There are no other statistically significant differences in the types of graduate business programs considered among European respondents.

On average, respondents from Europe submit four to five graduate business program applications. The following list represents the statistically significant differences in the average number of applications submitted by European respondents:

- Eastern compared with Western European respondents reported submitting a significantly greater number of applications overall.
- Eastern compared with Western European respondents submitted a greater number of applications to PhD programs.

Respondents who submitted multiple applications to graduate business programs are asked to indicate whether they had—and applied to—a preferred, a “safety,” and a “stretch” school. The vast majority of European respondents both had and applied to a preferred school; more than half had a “stretch” and “safety” school. There are no statistically significant differences in the percentage of European respondents who applied to preferred, “stretch,” and “safety” schools, however.

A majority of European respondents submitted an application to an international school. Statistically, Eastern European respondents are more likely than Western European respondents to have submitted an application to an international school.

Graduate Business Programs Considered among European Respondents		
<i>Program type</i>	Western Europe <i>n</i> = 219	Eastern Europe <i>n</i> = 178
Full-Time MBA, two-year traditional*	47%	60%
Full-Time MBA, one-year accelerated*	58%	44%
Part-Time MBA	22%	23%
Executive MBA	22%	17%
Online/Distance learning MBA	10%	12%
MSc in business	11%	17%
Specialized Master's degree	9%	6%
Joint-degree program	1%	2%
PhD in business/DBA	6%	7%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

Average Number of Applications Submitted/Plan to Submit to Various Graduate Business Degree Programs among European Respondents		
<i>Program type</i>	Western Europe	Eastern Europe
Full-Time MBA, two-year traditional	2.7	3.4
Full-Time MBA, one-year accelerated	2.1	2.6
Part-Time MBA	1.2	2.3
Executive MBA	1.3	2.5
Online/Distance learning MBA	0.8	1.4
MSc in business	2.3	2.1
Specialized Master's degree	2.2	1.2
Joint-degree program	1.5	2.7
PhD in business/DBA*	0.8	3.1
Total number of applications	3.6	4.7

*Comparison of means with Bonferroni corrections, $p \leq .05$.

Types of Schools Applied among European Respondents Who Submitted Multiple Applications		
	Western Europe <i>n</i> = 130	Eastern Europe <i>n</i> = 104
Preferred school	91%	88%
"Safety" school	56%	55%
"Stretch" school	59%	63%

Location of the Graduate Business Programs among European Respondents		
<i>Location of programs to which respondents submitted applications</i>	Western Europe <i>n</i> = 184	Eastern Europe <i>n</i> = 148
Local	36%	28%
Regional	14%	11%
National	16%	14%
International*	67%	78%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

The following is a list of the statistically significant differences by gender in the programs considered, number of applications submitted, and the location of graduate business programs:

- Eastern European men are more likely than Eastern European women to have applied to a full-time one-year MBA program.
- Statistically, there are no differences by gender in the number of applications submitted to each type of graduate business program.

- Western European women are more likely than Western European men to have applied to a “safety” school.
- Eastern European women are nearly four times as likely as Eastern European men to have submitted an application to a national program.

The following is a list of the statistically significant differences by age in the programs considered, number of applications submitted, and the location of graduate business programs:

- Western European respondents age 30 and younger are more likely than older Western European respondents to have applied to a full-time two-year MBA program.
- Western European respondents age 25 and older are more likely than younger Western European respondents to have applied to a part-time MBA program.
- Western European respondents age 31 and older are more likely than younger Western European respondents to have applied to an executive MBA and online/distance learning MBA program.
- Eastern and Western European respondents age 24 and younger are more likely than older European respondents to have applied to an MSc in business program.
- Eastern European respondents age 24 and younger submitted, on average, five applications to full-time two-year MBA programs—significantly greater than the three applications submitted, on average, by Eastern European respondents ages 25 to 30.
- Eastern European respondents age 31 and older submitted more applications to full-time one-year MBA programs compared with Eastern European respondents ages 25 to 30.

School Selection Criteria

Respondents are presented with a list of various criteria and asked to indicate the importance of each item in considering to which graduate business program to apply. The following, in order of importance, are the top five selection criteria by sub-region among European respondents:

- Western European respondents: quality/reputation of the college or university, it is an accredited program, career options available to graduates, quality/reputation of the faculty, and improved chances for an international career.
- Eastern European respondents: quality/reputation of the college or university, it is an accredited program, career options available to graduates, quality/reputation of the faculty, and improved chances for an international career.

The following is a list of the statistically significant differences in the percentage of respondents who specified that a specific school selection criterion is extremely important:

- Eastern compared with Western European respondents are more likely to consider that a practice-oriented education is extremely important.
- Eastern compared with Western European respondents are more likely to consider that the financial cost of the school; the cost of living; and the availability of scholarships, grants, and financial aid are significantly more important.

School Selection Criteria among European Respondents (Percentage Extremely Important)		
<i>Selection criteria</i>	Western Europe <i>n</i> = 219	Eastern Europe <i>n</i> = 178
The college or university is close to home or work	6%	6%
The college or university is in an appealing location	12%	10%
Convenient class schedules	9%	11%
School offers the specific curriculum I want	29%	28%
School offers a practice-oriented education*	24%	38%
Published rankings of its graduate management program	24%	26%
Prestige or global recognition of the college or university	24%	26%
It is an accredited program	47%	44%
Quality/reputation of the college or university	53%	50%
Quality/reputation of the faculty	45%	46%
Financial cost of the school*	18%	37%
Cost of living is affordable*	13%	27%
Availability of scholarships, grants, or other financial aid*	18%	37%
My employer will pay for my education at this school	11%	15%
There are people like me at this college or university	10%	8%
The students and faculty have diverse backgrounds and experience	28%	21%
Personal experience as an undergraduate	11%	8%
Reputation of alumni	22%	19%
Career options available to graduates	47%	47%
Improved chances for an international career	40%	40%
The schools reputation in placing graduates in jobs	38%	37%
* χ^2 statistic is significant at the .05 level.		

The following is a list of the statistically significant differences by gender in the percentage of respondents who specified that a specific school selection criterion is extremely important:

- Eastern European women are more likely than Eastern European men to consider that the availability of scholarships, grants, and other financial aid is extremely important.
- Western European women are more likely than Western European men to consider having other people like them at the college or university is extremely important.

The following is a list of the statistically significant differences by age in the percentage of respondents who specified that a specific school selection criterion is extremely important:

- Eastern European respondents age 24 and younger are more likely than older Eastern European respondents to consider that the financial cost of the school is extremely important.
- Younger compared with older Western European respondents are more likely to consider that whether having other people like them at the college or university, the career options available to graduates, and the school's reputation in placing graduates in jobs are extremely important.
- Younger compared with older European respondents are more likely to consider that their personal experience as an undergraduate is extremely important.

The Decision to Enroll in a Graduate Business Program

This section of the report presents data concerning the decision to enroll in a graduate business school. Both the graduate business programs in which respondents enrolled and the extracurricular activities they seek are examined here. Respondents' planned methods for financing their education are also explored.

Program Type Enrolled

Overall, at the time of the survey, 26% of Western European respondents and 15% of Eastern European respondents were enrolled in a graduate business program.

Nearly one-third of European respondents were enrolled in a full-time two-year MBA program and about one-fifth of European respondents were enrolled in a full-time one-year MBA program.

About two-fifths of European respondents enrolled in a local graduate business program. Additionally, about two-fifths of European respondents enrolled in an international program.

The following is a list of the top locations where respondents who are enrolled in an international program are attending:

- Western European respondents: Spain (26%), United States (17%), United Kingdom (17%), France (9%), and Switzerland (9%).
- Eastern European respondents: United Kingdom (33%), United States (17%), Netherlands (17%), Canada (8%), Israel (8%), Monaco (8%), and Norway (8%).

There are too few cases for analysis by gender or age.

Graduate Business Program Type in Which Respondents Enrolled among European Respondents	
<i>Program type</i>	Europe <i>n</i> = 105
Full-Time MBA, two-year traditional	27%
Full-Time MBA, one-year accelerated	30%
Part-Time MBA	14%
Executive MBA	10%
Online/Distance learning MBA	2%
MSc in business	8%
Specialized Master's degree	6%
Joint-degree program	0%
PhD in business/DBA	2%
Other	2%
Total	100%

Location of Graduate Business Program in Which Respondents Enrolled among European Respondents	
<i>Program type</i>	Europe <i>n</i> = 105
Local	40%
Regional	10%
National	9%
International	42%
Total	100%

Extracurricular Activities

Respondents are asked to indicate the types of extracurricular activities they intend to participate in while pursuing their graduate business degree. The following is a list of the statistically significant differences in the percentage of respondents who intend to participate in various activities while pursuing their degree:

- A majority of Eastern European respondents intend to participate in internships and work projects, which is a significantly higher percentage compared with Western European respondents who indicate they intend to participate in these activities.
- Eastern compared with Western European respondents are more likely to report they want to participate in case competitions and independent studies.
- Eastern compared with Western European respondents are also more likely to consider working part-time.

Extracurricular Activities among European Respondents		
<i>Activity</i>	Western Europe <i>n</i> = 219	Eastern Europe <i>n</i> = 178
Internship*	44%	57%
Work project*	48%	58%
Study-abroad program	35%	44%
Student clubs	42%	47%
Case competitions*	32%	46%
Independent study*	20%	33%
Full-time employment	23%	30%
Part-time employment*	26%	49%
None*	7%	2%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

The following is the only statistically significant difference by gender in the percentage of respondents who intend to participate in various activities while pursuing their degree:

- Western European men are more likely than Western European women to report they want to participate in a work project and student clubs.

The following is a list of the statistically significant differences by age in the percentage of respondents who intend to participate in various activities while pursuing their degree:

- Younger compared with older Western European respondents are more likely to indicate they want to participate in an internship.
- Western European respondents ages 25 to 30 are more likely than other Western European respondents to indicate they want to participate in student clubs.
- Older compared with younger Western European respondents are more likely to indicate they want to work full-time during their graduate business program.
- Younger compared with older Western European respondents are more likely to indicate they want to work part-time during their program.

Method of Financing

Respondents are presented with a series of potential funding sources and asked to specify the percentage of their education they intend to finance with each. In both sub-regions, European respondents plan on using a different mix of resources to finance their degree. The following is a list of the statistically significant differences in the mix of resources used:

- Eastern European respondents are more likely than Western European respondents to finance their degree with grants, fellowships, scholarships, and other governmental benefits, as well as with their spouses' or partners' earnings.
- Western European respondents are more likely than Eastern European respondents to finance their degree with personal savings, employer reimbursements, and support from their parents.

Method of Financing a Graduate Business Degree among European Respondents		
<i>Method</i>	Western Europe <i>n</i> = 212	Eastern Europe <i>n</i> = 170
Grants, fellowships, scholarships, or government benefits (not loans)*	13%	32%
Loans	22%	22%
Personal earnings	13%	16%
Spouses' (partners') earnings*	1%	3%
Personal savings*	19%	12%
Employer reimbursement/sponsorship*	12%	5%
Support from parents*	19%	9%
Other	1%	2%
Total	100%	100%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

Statistically, there are no differences by gender in the planned methods for financing a graduate business degree.

The following is a list of the statistically significant differences by age in the mix of resources used to finance a graduate business degree:

- Older compared with younger Western European respondents are more likely to finance their degree with loans.
- Younger compared with older Western European respondents are more likely to finance their degree with support from their parents.
- Western European respondents ages 25 to 30 are more likely than younger Western European respondents to finance their degree with personal savings.

North, Central, and South America

This section reports on the 1,096 individuals from North, Central, and South America who responded to the survey. It offers a demographic profile, and an examination of respondents' decisions to pursue, apply to, and enroll in graduate business school in order to provide information useful in preparing marketing, recruitment, and program-management activities. The data presented in this section segments the respondents into three sub-regions: the United States, Canada, and Central and South America. Refer to the *World Regions Defined* section of the *Methodology* for a complete list of countries represented in each sub-region. Summaries of significant findings are presented, followed by detailed data tables.

Prospective Student Profile

Gender

Although more than one-half of the respondents from North, Central, and South America are men, Central and South American respondents are significantly more likely to be male compared with respondents from the United States and Canada.

Age

Respondents from the United States and Canada compared with those from Central and South America are more likely to be 24 years of age or younger. Statistically, however, there are no differences in the average age of the respondents.

Education

At the time of the survey, the vast majority of respondents from North, Central, and South America had graduated from their first university program. Statistically significant differences in the major area of study exist among respondents from the Americas, though. Respondents from Canada, Central, and South America are more likely to have majored in science compared with those from the United States. Respondents from the United States are more likely than respondents from Canada to have majored in business and commerce. Additionally, respondents from the United States and Canada are more likely than Central and South American respondents to have majored in the humanities. Central and South American respondents are, however, three times more likely to have attained a GPA of 4.0 compared with respondents from the United States.

Work Experience

There are no statistically significant differences in the number of years of full-time work experience among respondents from this region who graduated from their first degree program.

All respondents are asked to indicate their current employment status, regardless of their undergraduate status. At the time of the survey, respondents from Central and South America are more likely than Canadian respondents to be working full-time.

Respondents are asked to indicate the employment industry they most recently worked in.. Respondents from Central and South America are also more likely to be working in the energy/utility industry compared with respondents from the United States.

Important Aspects of Life

Respondents are presented with a list of 14 aspects of life and asked to indicate the importance of each item. Family and children, and career and work are the top two aspects considered extremely important among all the respondents in this region. The following are the top five aspects considered important by sub-region:

- United States: family and children, financial security, relatives, friends and acquaintances, and career and work.
- Canada: family and children, financial security, friends and acquaintances, career and work, and relatives.
- Central and South America: family and children, career and work, financial security, relatives, and wealth.

The following is a list of the statistically significant differences in the percentage of respondents reporting a specific life aspect is extremely important:

- Respondents from Central and South America are more likely than other respondents from the Western Hemisphere to specify that career and work are extremely important.
- Respondents from the United States are more likely than respondents from Central and South America to indicate that friends and acquaintances are extremely important.
- Respondents from the United States are more likely than Canadian respondents to indicate that financial security, relatives, and religion are extremely important.
- Respondents from Central and South America are more likely than respondents from the United States to consider wealth and the environment are extremely important.

The following is a list of the statistically significant differences by gender in the percentage of respondents specifying a specific life aspect is extremely important:

- Women compared with men from the United States are more likely than to consider that friends and acquaintances, relatives, and travel are extremely important.
- Women compared with men from Canada are more likely to indicate that free time and relaxation, and financial security are extremely important.

The following is a list of the statistically significant differences by age in the percentage of respondents specifying a specific life aspect is extremely important:

- U.S. respondents age 31 and older are more likely to consider that family and children are more important compared with younger respondents from the United States.
- U.S. respondents age 30 and younger are more likely to consider that entertainment is more important compared with older respondents from the United States.
- U.S. respondents age 24 and younger are more likely to consider that friends and acquaintances are extremely important compared with U.S. respondents ages 31 and older.

- U.S. respondents age 31 and older are more likely to consider that the environment is extremely important compared with U.S. respondents ages 24 and younger.
- U.S. respondents age 31 and older are more likely to consider that religion is extremely important compared with U.S. respondents ages 25 to 30.
- Canadian respondents ages 25 to 30 are more likely to consider that free time and relaxation, and friends and acquaintances are extremely important compared with Canadian respondents age 31 and older.
- Canadian respondents age 24 and younger are more likely to consider that religion is extremely important compared with Canadian respondents ages 25 to 30.
- Central and South American respondents age 31 and older are more likely to consider that family and children, and community are extremely important compared with Central and South American respondents ages 25 to 30.

Gender of Respondents from the Western Hemisphere			
<i>Gender*</i>	United States <i>n</i> = 846	Canada <i>n</i> = 101	Central & South America <i>n</i> = 149
Male	52%	55%	65%
Female	48%	45%	35%
Total	100%	100%	100%
* χ^2 statistic is significant at the .05 level.			

Age of Respondents from the Western Hemisphere			
<i>Age Groups*</i>	United States <i>n</i> = 846	Canada <i>n</i> = 101	Central & South America <i>n</i> = 149
24 and younger	28%	23%	11%
25 to 30	39%	50%	47%
31 and older	33%	27%	42%
Total	100%	100%	100%
Average Age	30.2	29.0	30.0
*Comparison of means with Bonferroni corrections, $p \leq .05$.			

Education of Respondents from the Western Hemisphere			
<i>Education</i>	United States <i>n</i> = 846	Canada <i>n</i> = 101	Central & South America <i>n</i> = 149
Percentage who had completed first degree at time of survey	89%	93%	95%
<i>Primary Field of Study among Graduates*</i>	<i>n</i> = 751	<i>n</i> = 94	<i>n</i> = 141
Science	17%	40%	39%
Business and commerce	49%	34%	44%
Humanities	12%	9%	1%
Social science	21%	17%	16%
Total	100%	100%	100%
<i>GPA among graduates*</i>	<i>n</i> = 751	<i>n</i> = 94	<i>n</i> = 141
4.0	4%	3%	12%
3.0-3.9	74%	67%	65%
2.0-2.9	23%	29%	21%
Less than 2.0	0%	1%	1%
Total	100%	100%	100%

* χ^2 statistic is significant at the .05 level.

Work Experience of Respondents from the Western Hemisphere			
<i>Years of Work Experience since Completing First Degree</i>	United States <i>n</i> = 751	Canada <i>n</i> = 94	Central & South America <i>n</i> = 141
Have not worked	5%	—	1%
Less than 1 year	12%	—	6%
1 year, but less than 3 years	22%	—	18%
3 years, but less than 6 years	26%	—	30%
6 years or longer	35%	—	44%
Total	100%	—	100%
<i>Current Employment Status*</i>	<i>n</i> = 846	<i>n</i> = 101	<i>n</i> = 149
Working full-time	75%	64%	79%
Working part-time	13%	16%	7%
Not working	12%	20%	13%
Total	100%	100%	100%

* χ^2 statistic is significant at the .05 level.
— Data not display, *n* < 100.

Industry of Employment among Respondents from the Western Hemisphere		
<i>Industry of Most Recent Employment*</i>	United States <i>n</i> = 799	Central & South America <i>n</i> = 148
Consulting	11%	17%
Finance/Accounting	14%	18%
Products/Services	31%	30%
Manufacturing	6%	6%
Technology	9%	8%
Healthcare	7%	4%
Energy/Utilities	2%	6%
Nonprofit/Government	19%	11%
Other	1%	0%
Total	100%	100%
* χ^2 statistic is significant at the .05 level. Data not displayed for Canada, <i>n</i> < 100		

Importance of Various Aspects of Life among Respondents from the Western Hemisphere (Percentage Extremely Important)			
<i>Aspects of Life</i>	United States <i>n</i> = 846	Canada <i>n</i> = 101	Central & South America <i>n</i> = 149
Family and children	61%	55%	61%
Career and work*	34%	31%	50%
Free time and relaxation	28%	22%	26%
Friends and acquaintances*	37%	32%	25%
Financial security*	57%	35%	48%
Relatives*	43%	24%	38%
Religion*	24%	13%	20%
Politics and public life	5%	4%	5%
Wealth*	17%	19%	29%
The environment*	17%	16%	29%
Community	14%	10%	15%
Volunteer work	8%	5%	9%
Travel	20%	19%	22%
Entertainment	9%	7%	11%
* χ^2 statistic is significant at the .05 level.			

The B-School Pipeline

Current Status

Respondents to this survey may be at any one of multiple points along the graduate business school pipeline. They might be enrolled in—or applying to—graduate business programs, or they are engaged, perhaps, in the process of deciding whether to pursue a graduate business degree. At the time of the survey, respondents from the United States are more likely than all other respondents in the Americas to be enrolled in a graduate business program. Respondents from Central and South America are more likely than other respondents to be planning to apply to graduate business school, however.

There are no statistically significant differences by gender among respondents from the Western Hemisphere regarding current pipeline status. U.S. respondents ages 25 to 30 are less likely to be enrolled in a graduate business program compared with other U.S. respondents. U.S. respondents age 30 and younger are more likely to be planning to apply compared with older U.S. respondents.

Respondents from the United States who majored in the humanities are more likely than respondents from the United States who majored in business and commerce to have dropped out of the business school pipeline.

Current Status in the B-School Pipeline among Respondents from the Western Hemisphere			
<i>B-School Pipeline Status*</i>	United States <i>n</i> = 846	Canada <i>n</i> = 101	Central & South America <i>n</i> = 149
Student in a graduate business program	28%	23%	12%
Admitted to a b-school, but not yet enrolled	5%	4%	2%
Applying to b-school	25%	21%	25%
Planning to apply to b-school	27%	30%	46%
Deciding whether to apply to b-school	11%	18%	11%
Decided to postpone b-school	2%	4%	2%
Do not plan to attend b-school	2%	1%	1%
Total	100%	100%	100%
* χ^2 statistic is significant at the .05 level.			

Graduate Programs Considered

Although at some point in time all respondents in this survey considered attending graduate business school, those surveyed are asked to indicate which graduate programs they considered when *first thinking* about pursuing a graduate education. The following are the statistically significant differences in the types of graduate programs considered:

- Respondents from the United States and Canada are four times more likely than respondents from Central and South America to have considered law school.

- Respondents from the United States and Canada are more likely than respondents from Central and South America to have considered medicine and the social sciences.
- Respondents from the United States are more likely than respondents from Central and South America to have considered education.
- Canadian respondents are more likely than respondents from the United States to have considered science and engineering.

Overall, 65% of respondents from Central and South America only considered graduate business school, which is a significantly higher percentage compared with the respondents from the United States (47%) and Canada (43%).

- Respondents from the United States who majored in business and commerce during their first degree program are more likely than those who majored in the other subjects to have only considered graduate business school.
- There are no statistically significant differences by gender or age in the percentage of respondents who only considered graduate business school.

Graduate Programs Considered among Respondents from the Western Hemisphere			
<i>Graduate Programs Considered</i>	United States <i>n</i> = 846	Canada <i>n</i> = 101	Central & South America <i>n</i> = 149
Business	95%	95%	99%
Law*	23%	23%	5%
Medicine*	4%	8%	1%
Education*	8%	5%	3%
Public Administration	10%	15%	7%
Science and Engineering*	10%	21%	15%
Social Science*	9%	13%	3%
Humanities	4%	6%	5%
Joint-degree programs	10%	10%	5%
Other*	6%	0%	2%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.			

The following is a list of the statistically significant differences by gender in the percentage of respondents who considered various graduate programs:

- Women compared with men from the United States are nearly twice as likely to have considered education and public administration.
- Women compared with men from the United States are more likely to have considered a joint-degree program.
- Men compared with women from the United States are nearly three times as likely to have considered science and engineering.

- Women compared with men from the United States and Central and South America are more likely to have considered the social sciences.
- Women compared with men from Central and South America are more likely to have considered the humanities.

The following is a list of the statistically significant differences by age in the percentage of respondents who considered various graduate programs:

- U.S. respondents age 31 and older are twice as likely to have considered education compared with younger U.S. respondents.
- U.S. respondents age 25 and older are nearly twice as likely to have considered public administration compared with younger U.S. respondents.
- Central and South American respondents age 24 and younger are more likely to have considered the humanities compared with older Central and South American respondents.

Data concerning reasons for delaying—or deciding against attending—school cannot be effectively analyzed because too few respondents from the Americas have either dropped out of the pipeline or indicate that they plan to postpone their graduate business education.

The Decision to Pursue a Graduate Business Degree

This section of the report presents data about the decision to pursue a graduate business degree. Respondents' motivations for pursuing the degree, the proficiencies they hope to improve upon by doing so, and their possible reservations about obtaining a graduate education are all examined. The sources that influence a respondent's decision-making process are also explored.

Motivations to Pursue a Graduate Business Degree

Respondents are presented with a series of statements relating to possible reasons why they plan to pursue a graduate business degree. From that series, respondents are asked to select all statements they consider are primary reasons to pursue a graduate business degree.

The primary motivation among respondents from each Western Hemisphere sub-region is the desire to develop knowledge, skills, and abilities. The following is a list of the top five motivations by sub-region:

- United States: help me develop my knowledge, skills, and abilities; improve my long-term income and financial stability; allow me to remain marketable or competitive; be an opportunity for learning; and provide opportunities for more challenging and interesting work.
- Canada: help me develop my knowledge, skills, and abilities; be an opportunity for learning; improve my long-term income and financial stability; help me advance my career or obtain promotions; and provide me with professional credentials or credibility.
- Central and South America: help me develop my knowledge, skills, and abilities; expand my international employment opportunities; provide opportunities for more challenging and interesting work; improve my long-term income and financial stability; and be an opportunity for learning.

The following is a list of the statistically significant differences in the percentage of respondents who indicated having each of the motivational factors:

- U.S. and Canadian respondents are more likely to want to switch occupations, advance their career, get a better job, provide professional credentials, gain respect, and improve long-term income and financial stability compared with Central and South American respondents.
- Central and South American respondents are more likely to want to manage their own business, expand their international employment opportunities, provide opportunities to contribute to solving some of the world's problems, and view the advanced degrees as an opportunity for learning compared with U.S. and Canadian respondents.
- U.S. respondents are more likely to want to have mentors to help them achieve their goals, gain a sense of personal satisfaction and achievement, gain confidence, remain marketable, and make more money compared with Canadian and Central and South American respondents.

Motivations to Pursue a Graduate Business Degree among Respondents from the Western Hemisphere			
<i>I believe that pursuing a graduate management education will...</i>	United States <i>n</i> = 825	Canada <i>n</i> = 100	Central & South America <i>n</i> = 147
help me switch industries of employment.	34%	38%	27%
help me switch occupations or job functions.*	43%	43%	28%
help me manage my own business.*	33%	27%	42%
expand my international employment opportunities.*	34%	48%	71%
help me advance my career or obtain promotions.*	71%	71%	52%
help me get a better job.*	66%	63%	52%
provide opportunities for more challenging and interesting work.	73%	67%	65%
provide opportunities to contribute to solving some of the world's problems.*	35%	28%	46%
be a part of my planned career development.	57%	60%	56%
provide me with professional credentials or credibility.*	72%	70%	52%
help me develop my knowledge, skills, and abilities.*	85%	78%	78%
be an opportunity for learning.*	73%	72%	62%
provide mentors to help me achieve my goals.*	34%	26%	24%
give me a sense of personal satisfaction and achievement.*	73%	68%	59%
help me gain respect.*	38%	31%	13%
help me gain recognition.	37%	38%	29%
help me develop confidence.*	43%	29%	22%
allow me to remain marketable or competitive.*	73%	58%	60%
help me make more money.*	71%	59%	52%
improve my long-term income and financial stability.*	77%	71%	64%
* χ^2 statistic is significant at the .05 level.			
Responses add to more than 100% because of multiple responses.			

The following is a list of the statistically significant differences by gender in the percentage of respondents who indicated each of the motivational factors:

- Men compared with women from Canada are more likely to want to change occupations.
- Men compared with women from the United States and Canada are more likely to indicate that a graduate business degree was part of their planned career development and that the degree will help them receive recognition.
- Women compared with men from the United States are more likely to be motivated by professional credentials.
- Women compared with men from the United States and Central and South America are more likely to consider that a sense of personal satisfaction and achievement and the ability to remain marketable are motivators.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated each of the motivational factors:

- U.S. respondents age 25 and older are more likely to want to change industries and occupations compared with younger U.S. respondents.
- U.S. respondents age 30 and younger are more likely to want to expand international employment opportunities, have mentors to help achieve their goals, and to make more money compared with older U.S. respondents.
- Younger compared with older U.S. respondents are more likely to report they want to get a better job.
- U.S. respondents ages 25 to 30 are more likely to indicate that a graduate business degree was part of their planned career development compared with other U.S. respondents.
- Younger compared with older respondents from the United States and Central and South America are more likely to want to gain respect.

Reservations about Pursuing a Graduate Business Degree

Prospective students do not only have motivations that drive them to pursue an advanced education, they also tend to have reservations about pursuing an advanced education. Respondents are asked to indicate their reservations about pursuing a graduate business degree. Overall, 12% of U.S. respondents, 11% of Canadian respondents, and 11% of Central and South American respondents report having no reservations about pursuing a graduate business degree.

Respondents' top two reservations about pursuing a graduate business degree are financial in nature. Survey participants report that the costs involved may both exceed their available funds and require them to assume large financial debt.

The following is a list of the statistically significant differences in the percentage of respondents who indicated reservations about pursuing a graduate business degree:

- U.S. and Canadian respondents are nearly three times as likely to indicate that graduate business school might demand too much time and energy, and would severely limit their time available for people important to them compared with Central and South American respondents.

- Canadian respondents are more likely than U.S. respondents to indicate that degree pursuit may require postponement of marriage, having a child, or other personal plans.
- Central and South American respondents are more likely to indicate that the cost of graduate business school would exceed their available funds compared with U.S. and Canadian respondents.

Reservations about Pursuing a Graduate Business Degree among Respondents from the Western Hemisphere			
<i>Reservations</i>	United States <i>n</i> = 818	Canada <i>n</i> = 100	Central & South America <i>n</i> = 147
The demands of graduate business school on my time and energy may be too great.	39%	37%	14%
It may require me to postpone marriage, having a child, or other personal plans.	23%	35%	26%
It would severely limit the time I have for people who are important to me.	37%	43%	20%
It may require more money than I have available.	49%	54%	66%
The economy/job prospects are too uncertain.	12%	14%	17%
It may require me to take on large financial debts.	58%	56%	60%
I may not receive the same benefits others will.	10%	8%	6%
It may require me to delay accepting attractive job opportunities.	18%	27%	18%
It is too intimidating.	10%	7%	4%
I have no reservations.	12%	11%	11%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.			

The following is a list of the statistically significant differences by gender in the percentage of respondents who indicated reservations about pursuing a graduate business degree:

- Men compared with women from the United States are slightly more likely to indicate that degree pursuit would severely limit the time they have available for people important to them.
- Men compared with women from the United States are more likely to indicate that the economy or job prospects are too uncertain and that degree pursuit may require them to delay accepting attractive job opportunities.
- Women compared with men from the United States are more likely to indicate that pursuing the degree may be too intimidating.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated reservations about pursuing a graduate business degree:

- U.S. and Central and South American respondents age 31 and older are more likely to indicate that graduate business school demands on their time and energy may be too great compared with younger respondents from these sub-regions.

- U.S. respondents ages 25 to 30 are more likely to indicate that degree pursuit may require them to postpone marriage, having a child or other personal plans compared with U.S. respondents age 31 and older.
- U.S. respondents age 31 and older are more likely to indicate degree pursuit would severely limit the time they have available for people important to them compared with U.S. respondents age 24 and younger.
- U.S. respondents age 24 and younger are more likely to indicate that degree pursuit may require that they delay accepting attractive job opportunities and that it is too intimidating, compared with U.S. respondents age 31 and older.
- U.S. respondents ages 25 to 30 are more likely to indicate that the economy or job prospects are too uncertain compared with other U.S. respondents.

Areas of Human Capital Improvement Desired

The most common motivating factor reported among Western Hemisphere respondents is the desire to improve upon their knowledge, skills, and abilities. Those surveyed are asked to indicate which proficiencies they hope will be improved by attending a graduate business program. Respondents in each sub-region hope to improve in the same top five knowledge, skills, and abilities areas—except in differing orders. The following is the list of the top five knowledge, skills, and abilities areas targeted by respondents:

- United States: managing decision-making processes, managing strategy and innovation, knowledge of general business functions, strategic and systems skills, and managing human capital.
- Canada: managing strategy and innovation, strategic and systems skills, knowledge of general business functions, managing decision-making processes, and managing human capital.
- Central and South America: managing decision-making processes, managing strategy and innovation, strategic and systems skills, knowledge of general business functions, and managing human capital.

The following is a list of the statistically significant differences in the percentage of respondents who indicated they want to increase proficiency in a particular knowledge, skills, and abilities area as a result of attending a graduate business program:

- U.S. respondents are slightly more likely than other respondents in this region to hope to increase their knowledge of media communications and delivery.
- Central and South American respondents are slightly less likely than other respondents in this region to hope their operations skills improve.
- Canadian and Central and South American respondents are more likely than U.S. respondents to hope their strategic and systems skills improve.
- U.S. respondents are more likely than Central and South American respondents to hope their foundation skills improve.

Areas of Human Capital Improvement Desired among Respondents from the Western Hemisphere			
<i>Knowledge, Skills, and Abilities</i>	United States <i>n</i> = 825	Canada <i>n</i> = 100	Central & South America <i>n</i> = 147
Managing human capital	56%	55%	57%
Managing tools and technology	45%	43%	49%
Managing decision-making processes	75%	69%	80%
Managing administrative activities	46%	44%	51%
Managing strategy and innovation	73%	78%	73%
Managing the task environment	41%	42%	33%
Knowledge of technology, design, and production	40%	37%	30%
Knowledge of human behavior and society	46%	45%	39%
Knowledge of general business functions	68%	72%	62%
Knowledge of media communications and delivery*	30%	23%	21%
Interpersonal skills	53%	50%	57%
Operations skills*	50%	46%	33%
Strategic and systems skills*	62%	74%	71%
Foundation skills*	44%	40%	28%
Generative thinking	48%	44%	52%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

The following are the only statistically significant differences by gender in the percentage of respondents who indicated they want to improve knowledge, skills, or abilities areas:

- Men compared with women from the United States are more likely to indicate they want to improve both their abilities to manage tools and technology, and their abilities at strategy and innovation.
- Men compared with women from the United States are also more likely to want to increase their knowledge of technology, design, and production.
- Men compared with women from the United States are, in addition, more likely to want to improve their strategic and systems skills.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated they want to improve their knowledge, skills, or abilities:

- Younger compared with older respondents from Canada and Central and South America are more likely to want to improve their abilities to manage human capital.
- U.S. respondents ages 25 to 30 are less likely than other U.S. respondents to want to improve their abilities to manage administrative activities.
- U.S. respondents age 25 and older are more likely than younger U.S. respondents to want to improve their operations skills, and strategic and systems skills.

- Central and South American respondents age 24 and younger are more likely than older Central and South American respondents to want to improve their abilities to manage the task environment and to increase their knowledge of technology, design, and production.

Sources Consulted in the Decision to Pursue

While deciding to pursue a graduate business degree, individuals consult various sources to gather information and opinions about graduate management education. Respondents are asked to indicate the sources they consulted when deciding whether a graduate business degree is right for them. The following are the top five most commonly consulted sources by sub-region:

- United States: friends/family, school Web sites, graduate business school-related Web sites, GMAC[®] Web site (www.mba.com), and published rankings.
- Canada: friends/family, school Web sites, GMAC Web site (www.mba.com), school Web sites, and business magazines/newspapers.
- Central and South America: published rankings, friends/family, graduate business school-related Web sites, school Web sites, and business magazine/newspaper Web sites.

The following is a list of the statistically significant differences in the percentage of respondents who indicated that they consulted a specific source when deciding whether a graduate business degree is right for them:

- Central and South American respondents are less likely than other Western Hemisphere respondents to consult with coworkers or peers, and their employer or supervisors.
- Central and South American respondents are more likely than other respondents from this region to consult with published rankings.
- U.S. respondents are more likely than other respondents from this region to consult with their college professors and mentors.
- Canadian and Central and South American respondents are more likely than U.S. respondents to consult with both business magazines and newspapers, and business magazine and newspaper Web sites.

Sources Consulted among Respondents from the Western Hemisphere			
<i>Source</i>	United States <i>n</i> = 846	Canada <i>n</i> = 101	Central & South America <i>n</i> = 149
Friends/Family	60%	57%	52%
Coworkers/peers*	37%	40%	26%
Employer/supervisor*	29%	30%	19%
Career/school advisors	23%	19%	19%
College professors*	31%	20%	18%
Mentors*	28%	19%	19%
Alumni	25%	23%	22%
Current students	38%	40%	30%

Sources Consulted among Respondents from the Western Hemisphere			
<i>Source</i>	United States <i>n</i> = 846	Canada <i>n</i> = 101	Central & South America <i>n</i> = 149
School admissions professionals	23%	27%	21%
School brochures/publications	37%	37%	42%
Graduate business school-related guides/publications	34%	34%	40%
Business magazines/newspapers*	30%	44%	42%
School Web sites	49%	48%	50%
Business magazine/newspaper Web sites*	27%	38%	48%
Published rankings of graduate business programs*	39%	33%	52%
GMAC® Web site (www.mba.com)	46%	49%	41%
Graduate business school-related Web sites	46%	50%	50%
Job/career Web sites	29%	36%	28%
Chat rooms/threaded discussions/Blogs	6%	11%	6%
Self-assessment tools	19%	24%	23%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.			

The following is a list of the statistically significant differences by gender in the percentage of respondents who consulted a specific source:

- Men compared with women from Central and South America are more likely to consult with mentors.
- Canadian men are more likely than Canadian women to consult with alumni.
- Men compared with women from the United States and Central and South America are more likely to consult with business magazines and business newspapers.
- Men compared with women from the United States and Canada are more likely to consult with business magazine and business newspaper Web sites.
- Men compared with women from the United States are more likely to consult with chat rooms, threaded discussions, and blogs.

The following is a list of the statistically significant differences by age in the percentage of respondents who consulted a specific source:

- Younger compared with older U.S. respondents are more likely to consult with family and friends.
- U.S. respondents ages 25 to 30 are more likely than other respondents from the United States to consult with coworkers, peers, alumni, business magazines and business newspapers, business magazine and business newspaper Web sites, published rankings, chat rooms, threaded discussions, and blogs.
- Younger respondents from the United States are more likely than U.S. respondents age 31 and older to consult with their employers and supervisors, mentors, and current students.

- Older compared with younger respondents from the United States are more likely to consult with graduate business school-related guides and publications, and self-assessment tools.
- Younger compared with older U.S. and Canadian respondents are more likely to consult with career and school advisors, and college professors.

The Decision to Apply to a Graduate Business Program

This section of the report presents data regarding the decision to apply to a graduate business program. The GMAT[®] exam experience and reservations about applying to graduate business programs are examined. Additionally, the types of graduate business programs considered and the school selection criteria are explored.

The GMAT[®] Exam Experience

Many graduate business programs require or accept the GMAT[®] exam as a part of their admission process. Respondents are asked to indicate whether they have taken, plan to take, or do not plan to take the GMAT exam.

U.S. respondents compared with other respondents from this region are more likely to have already registered for and taken the exam. Central and South American respondents have sat for the test significantly more times compared with other respondents from this region who have taken the exam.

The GMAT[®] Exam Status among Respondents from the Western Hemisphere			
<i>GMAT exam status*</i>	United States <i>n</i> = 846	Canada <i>n</i> = 101	Central & South America <i>n</i> = 149
Registered for and have taken the exam	60%	49%	45%
Registered for but have not yet taken the exam	7%	9%	8%
Have not registered for the exam but plan to do so	29%	39%	43%
No plans to take the GMAT exam	4%	4%	4%
Total	100%	100%	100%
<i>Respondents who took the exam</i>	<i>n</i> = 504	<i>n</i> = 49	<i>n</i> = 67
Average number of times GMAT exam taken**	1.2	—	—
* χ^2 statistic is significant at the .05 level.			
**Comparison of means with Bonferroni corrections, $p \leq .05$.			
— Data not displayed, $n < 100$			

The GMAT® Exam Preparation among Respondents from the Western Hemisphere	
<i>GMAT exam preparation*</i>	United States <i>n</i> = 504
Did not prepare in advance	5%
Less than one-week	6%
One to three weeks	20%
Four to six weeks	26%
Seven to nine weeks	21%
Ten weeks or more	22%
Total	100%
<i>Respondents who took the exam</i>	<i>n</i> = 478
Average number of hours spent preparing for the GMAT exam**	74.8
* χ^2 statistic is significant at the .05 level. **Comparison of means with Bonferroni corrections, $p \leq .05$. Data not displayed for Canada and Central & South America, $n < 100$.	

Average Self-Reported GMAT® Scores among Respondents from the Western Hemisphere	
<i>Self-reported GMAT exam scores</i>	United States
Total GMAT exam score*	<i>n</i> = 393
	592
Quantitative score	<i>n</i> = 125
	40
Verbal score*	<i>n</i> = 123
	38
AWA score*	<i>n</i> = 204
	5.3
*Comparison of means with Bonferroni corrections, $p \leq .05$. Data not displayed for Canada and Central & South America, $n < 100$.	

At the time of the survey, men compared with women from the United States are more likely to have already taken the GMAT exam. Statistically, there are no significant differences by gender in the amount of respondents' exam preparation time. Among respondents from the United States, men report a significantly higher quantitative score compared with that reported by women.

U.S. respondents age 31 and older compared with younger U.S. respondents are more likely to report they have no plans to take the GMAT exam. Among U.S. respondents who sat for the exam, those ages 25 to 30 report studying for significantly more hours compared with other U.S. respondents. U.S. respondents ages 25 to 30 report significantly higher overall GMAT scores

compared with the scores reported by other U.S. respondents; they also report significantly higher quantitative and verbal scores compared with U.S. respondents age 31 and older.

Reservations about Applying to Graduate Business Programs

Many respondents previously identified their specific reservations about pursuing a graduate business degree, which included financial and time concerns. Once an individual has made the decision to pursue a degree, however, he or she may also face reservations about applying to graduate business programs. From a list of potential reservations provided, respondents are asked to indicate each concern they find personally relevant.

- Overall, 40% of U.S. respondents, 33% of Canadian respondents, and 44% of Central and South American respondents have no reservations about applying to graduate business programs.

Reservations about Applying to Graduate Business Programs among Respondents from the Western Hemisphere		
<i>Reservations</i>	United States <i>n</i> = 824	Central & South America <i>n</i> = 147
My undergraduate academic record may be a barrier for me.	26%	24%
My employment history may be a barrier for me.*	14%	13%
My scores on admission tests may be a barrier for me.	37%	30%
The recommendations I need to get may be a barrier for me.	8%	8%
The essays I have to write may be a barrier for me.	12%	10%
The required interviews may be a barrier for me.	4%	7%
I have no reservations.	40%	44%
* χ^2 statistic is significant at the .05 level. Data not displayed for Canada, <i>N</i> < 100.		

The following is a list of the statistically significant differences by gender in the percentage of respondents who have specific reservations about applying to graduate business programs:

- Women compared with men from the United States are more likely to feel their scores on admission tests may be a barrier.
- Women compared with men from the United States and Central and South America are more likely to feel that the required interviews may be a barrier.

The following is a list of the statistically significant differences by age in the percentage of respondents who have particular reservations about applying:

- U.S. respondents ages 25 to 30 are more likely than other U.S. respondents to consider that their undergraduate academic record and the essays they have to write are barriers.
- U.S. respondents age 24 and younger are more likely to feel their employment history may be a barrier compared with U.S. respondents age 31 and older.

- Central and South American respondents age 24 and younger are more likely than older Central and South American respondents to feel their employment history will be a barrier.
- U.S. respondents age 31 and older are more likely than younger U.S. respondents to report they have no reservations about applying to graduate business school.

Graduate Business Programs Considered

Respondents are asked to indicate the graduate business programs they considered when applying to graduate business school. Respondents are also asked to specify the number of applications to each type of program that they either submitted or plan to submit. In addition, respondents are asked to indicate the location of programs where they applied or plan to apply.

- Central and South American respondents are more likely than other respondents from this region to have considered a full-time one-year MBA program, an MSc in business program, and a PhD in business program.
- U.S. respondents are more likely than Central and South American respondents to have considered a part-time MBA program.
- U.S. and Canadian respondents are more likely than Central and South American respondents to have considered a joint-degree program.

On average, respondents from this world region submit a total of four to five applications to graduate business programs. The following are the statistically significant differences in the average number of applications submitted:

- Central and South American compared with U.S. respondents report submitting significantly more applications to full-time two-year MBA programs, full-time one-year MBA programs, and specialized master's programs.
- Central and South American compared with U.S. respondents also report submitting significantly more applications in total.

Respondents who submitted multiple applications to graduate business programs are asked to indicate whether they both had—and applied to— a preferred, a “safety,” and a “stretch” school. U.S. respondents are more likely than other respondents in this region to have applied to a “safety” school. U.S. respondents are also more likely than Central and South American respondents to have submitted an application to a “stretch” school.

U.S. respondents are more likely than Central and South American respondents to have submitted an application to a local, a regional, or a national program. Central and South American respondents are more likely than U.S. respondents to have submitted an application to an international school.

Graduate Business Programs Considered among Respondents from the Western Hemisphere			
<i>Program type</i>	United States <i>n</i> = 825	Canada <i>n</i> = 100	Central & South America <i>n</i> = 147
Full-Time MBA, two-year traditional	55%	52%	60%
Full-Time MBA, one-year accelerated*	22%	34%	44%
Part-Time MBA*	49%	45%	20%
Executive MBA	16%	16%	16%
Online/Distance learning MBA	20%	21%	12%
MSc in business*	5%	5%	12%
Specialized Master's degree	10%	6%	13%
Joint-degree program*	9%	9%	1%
PhD in business/DBA*	4%	3%	13%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

Average Number of Applications Submitted/Plan to Submit to Various Graduate Business Degree Programs among Respondents from the Western Hemisphere			
<i>Program type</i>	United States	Canada	Central & South America
Full-Time MBA, two-year traditional*	3.0	2.7	3.8
Full-Time MBA, one-year accelerated*	1.2	1.9	2.3
Part-Time MBA	1.4	1.5	1.7
Executive MBA	0.9	1.3	1.0
Online/Distance learning MBA	1.3	1.1	2.7
MSc in business	1.3	3.0	1.2
Specialized Master's degree*	1.7	3.0	3.6
Joint-degree program	1.8	1.0	N/A
PhD in business/DBA	2.5	8.0	1.5
Total number of applications*	3.5	3.8	4.9

*Comparison of means with Bonferroni corrections, $p \leq .05$.

Types of Schools Applied to among Respondents from the Western Hemisphere Who Submitted Multiple Applications		
	United States <i>n</i> = 457	Central & South America <i>n</i> = 102
Preferred school	92%	93%
"Safety" school*	68%	50%
"Stretch" school*	68%	52%

* χ^2 statistic is significant at the .05 level.
Data not displayed for Canada, $n < 100$.

Location of the Graduate Business Programs among Respondents from the Western Hemisphere		
<i>Location of programs to which respondents submitted applications</i>	United States <i>n</i> = 712	Central & South America <i>n</i> = 127
Local*	76%	20%
Regional*	30%	9%
National*	37%	6%
International*	8%	82%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

The following is a list of the statistically significant differences by gender in the programs considered, number of applications submitted, and the location of graduate business programs:

- Women compared with men from the United States are more likely to have considered a specialized master's degree program.
- Women compared with men from Canada are more likely to have considered a joint-degree program.
- Men compared with women from the United States report submitting significantly more applications overall.
- Men compared with women from Central and South America report submitting significantly more applications to full-time two-year MBA programs and part-time MBA programs.
- Women compared with men from the United States are slightly more likely to have a preferred school.
- Men compared with women from the United States are more likely to have submitted an application to a regional, a national, or an international program.

The following is a list of the statistically significant differences by age in the programs considered, number of applications submitted, and the location of graduate business programs:

- Younger compared with older respondents from the Americas are more likely to have considered a full-time two-year MBA program.
- Younger compared with older respondents from the United States and Central and South America are more likely to have considered a full-time one-year MBA program.
- Older compared with younger respondents from the United States are more likely to have considered a part-time MBA program.
- U.S. respondents age 31 and older are more likely to have considered an executive MBA program, an online/distance learning MBA program, and a PhD in business compared with younger U.S. respondents.
- U.S. respondents age 24 and younger are more likely to have considered an MSc in business compared with older U.S. respondents.

- U.S. respondents age 24 and younger are also more likely to have considered a specialized master's degree compared with U.S. respondents ages 25 to 30.
- U.S. respondents age 30 and younger submitted significantly more applications both in total and to full-time two-year MBA programs compared with older U.S. respondents.
- U.S. respondents ages 25 to 30 submitted significantly more applications to part-time MBA programs compared with older U.S. respondents.
- U.S. respondents age 24 and younger are more likely to have applied to a “safety” school compared with U.S. respondents age 31 and older.
- U.S. respondents age 30 and younger are more likely to have applied to a “stretch” school compared with U.S. respondents age 31 and older.
- U.S. respondents age 31 and older are more likely to have applied to a local program compared with younger U.S. respondents.
- U.S. respondents age 24 and younger are more likely to have applied to a regional program compared with older U.S. respondents.
- U.S. respondents ages 25 to 30 are more likely to have applied to a national or international program compared with older U.S. respondents.

School Selection Criteria

Respondents are presented with a list of various criteria and asked to indicate the importance of each item in considering to which graduate business program to apply. The following, in order of importance, are the top five selection criteria among respondents by sub-regions:

- United States: it is an accredited program, quality/reputation of the college or university, career options available to graduates, school offers the specific curriculum I want, and quality/reputation of the faculty.
- Canada: it is an accredited program, career options available to graduates, quality/reputation of the college or university, school offers the specific curriculum I want, and the school's reputation in placing graduates in jobs.
- Central and South America: it is an accredited program; quality/reputation of the college or university; availability of scholarships, grants, or other financial aid; the school's reputation in placing graduates in jobs; and prestige or global recognition of the college or university.

The following is a list of the statistically significant differences in the percentage of respondents who specified that a specific school selection criterion is extremely important:

- U.S. respondents are more likely than other respondents in this region to consider that whether the college or university is close to home or work, its location is appealing, it has convenient class schedules, it is an accredited program, and their employer will pay for the education are extremely important.
- Central and South American respondents are more likely than other respondents in this region to feel that a practice-oriented education, the prestige or global recognition of the college or university, the quality and reputation of the college or university, the quality and reputation of the faculty, and the reputation of alumni are extremely important.

- Central and South American respondents are also more likely than other respondents in this region to consider that the financial costs of the school; the cost of living; and the availability of scholarships, grants, or other financial aid are extremely important.
- Central and South American respondents are more likely than other respondents in this region to consider that their improved chances for an international career and the school's reputation for placing graduates in jobs are extremely important, as well.

School Selection Criteria among Respondents from the Western Hemisphere (Percentage Extremely Important)			
<i>Selection criteria</i>	United States <i>n</i> = 825	Canada <i>n</i> = 100	Central & South America <i>n</i> = 147
The college or university is close to home or work*	35%	19%	12%
The college or university is in an appealing location*	31%	21%	19%
Convenient class schedules*	35%	25%	23%
School offers the specific curriculum I want	41%	40%	40%
School offers a practice-oriented education*	20%	23%	37%
Published rankings of its graduate management program	23%	24%	26%
Prestige or global recognition of the college or university*	27%	33%	50%
It is an accredited program*	70%	52%	60%
Quality/reputation of the college or university*	43%	40%	58%
Quality/reputation of the faculty*	37%	30%	50%
Financial cost of the school*	32%	21%	43%
Cost of living is affordable*	21%	19%	32%
Availability of scholarships, grants, or other financial aid*	33%	26%	52%
My employer will pay for my education at this school*	24%	13%	13%
There are people like me at this college or university	17%	12%	12%
The students and faculty have diverse backgrounds and experience	22%	21%	30%
Personal experience as an undergraduate	15%	14%	16%
Reputation of alumni*	21%	20%	31%
Career options available to graduates	43%	42%	44%
Improved chances for an international career*	15%	19%	44%
The schools reputation in placing graduates in jobs*	37%	33%	50%
* χ^2 statistic is significant at the .05 level.			

The following is a list of the statistically significant differences by gender in the percentage of respondents who specified that a specific school selection criterion is extremely important:

- Women compared with men from the United States and Central and South America are more likely to consider that the career options available to graduates, and whether the college or university is in an appealing location, has a convenient class schedule, offers the curriculum they want, and is an accredited program, are extremely important.
- Women compared with men from the United States and Central and South America are also more likely to consider that the financial cost of the school, the cost of living, and the availability of scholarships, grants, and other financial aid are extremely important.
- Women compared with men from the United States and Central and South America are more likely to consider that whether there are people like them at the college or university and their personal experience as an undergraduate are extremely important, as well.
- Women compared with men from Central and South America are more likely to consider that a practice-oriented education, the school's published rankings, and the improved chances for an international career are extremely important.
- Women compared with men from the United States are more likely to consider that the quality and reputation of the faculty, and whether the students and faculty have diverse backgrounds are extremely important.

The following is a list of the statistically significant differences by age in the percentage of respondents who specified that a specific school selection criterion is extremely important:

- United States and Central and South American respondents age 31 and older are more likely than the younger respondents from these regions to consider that whether the college or university is close to home or work are extremely important.
- U.S. respondents age 31 and older are more likely to consider that convenient class schedules, whether the program is accredited and whether their employer will pay for the education are extremely important compared with younger U.S. respondents.
- U.S. respondents ages 25 to 30 are more likely than other respondents from the United States to consider that the prestige or global recognition of the college or university is extremely important.
- U.S. respondents age 31 and older are more likely to consider that the financial cost of the school is extremely important compared with U.S. respondents ages 25 to 30.
- U.S. respondents ages 25 to 30 are less likely than other respondents from the United States to consider that the availability of scholarships, grants, and other financial aid are extremely important.
- U.S. respondents age 30 and younger are slightly more likely than older respondents from the United States to consider that the career options available to graduates and the improved chances for an international career are extremely important.
- Canadian respondents age 24 and younger are more likely than older Canadian respondents to consider it extremely important that there are people like them at the college or university.

- Canadian and U.S. respondents age 24 and younger are more likely than the older respondents from these regions to consider that their personal experience as an undergraduate is extremely important.

The Decision to Enroll in a Graduate Business Program

This section of the report presents data concerning the decision to enroll in a graduate business school. Both the graduate business programs in which respondents enrolled and the extracurricular activities they seek are examined here. Respondents' planned methods for financing their education are also explored.

Program Type Enrolled

Overall, at the time of the survey, 28% of U.S. respondents, 23% of Canadian respondents, and 12% of Central and South American respondents were enrolled in a graduate business program. About one-third of U.S. respondents attending graduate business school are enrolled in part-time MBA programs and nearly one-quarter are enrolled in full-time two-year programs. Three-quarters of enrolled respondents from the United States are pursuing their degree at a local program.

There are too few cases for analysis by gender or age.

Graduate Business Program Type in Which Respondents Enrolled among Respondents from the Western Hemisphere	
<i>Program type</i>	United States <i>n</i> = 233
Full-Time MBA, two-year traditional	24%
Full-Time MBA, one-year accelerated	9%
Part-Time MBA	35%
Executive MBA	6%
Online/Distance learning MBA	6%
MSc in business	3%
Specialized Master's degree	11%
Joint-degree program	4%
PhD in business/DBA	1%
Other	1%
Total	100%
Data not displayed for Canada, and Central & South America, <i>n</i> < 100.	

Location of Graduate Business Program in Which Respondents Enrolled among Respondents from the Western Hemisphere	
<i>Program type</i>	United States <i>n</i> = 233
Local	76%
Regional	12%
National	11%
International	1%
Total	100%

Extracurricular Activities

Respondents are asked to indicate the types of extracurricular activities they intend to participate in while pursuing their graduate business degree. The following is a list of the statistically significant differences in the percentage of respondents who intend to participate in various activities while pursuing their degree.

- Central and South American respondents are more likely than other respondents in this region to report they intend to participate in an internship and to work part-time.
- Central and South American respondents are more likely than respondents from the United States to plan to participate in a work project and case competitions.
- U.S. respondents are more likely than other respondents in this region to plan to work full-time.

Extracurricular Activities among Respondents from the Western Hemisphere			
<i>Activity</i>	United States <i>n</i> = 825	Canada <i>n</i> = 100	Central & South America <i>n</i> = 147
Internship*	45%	49%	59%
Work project*	31%	40%	52%
Study-abroad program	29%	31%	39%
Student clubs	47%	43%	50%
Case competitions*	26%	30%	37%
Independent study	20%	26%	22%
Full-time employment*	53%	38%	20%
Part-time employment*	30%	31%	42%
None	3%	3%	4%

* χ^2 statistic is significant at the .05 level.
Responses add to more than 100% because of multiple responses.

The following is a list of the statistically significant differences by gender in the percentage of respondents who intend to participate in various activities while pursuing their degree:

- Men compared with women from the United States are more likely to want to participate in a work project.
- Women compared with men from the United States are more likely to want to participate in a study-abroad program.

The following is a list of the statistically significant differences by age in the percentage of respondents who intend to participate in various activities while pursuing their degree:

- Younger compared with older United States and Central and South American respondents are more likely to plan to participate in an internship and student clubs.
- Younger compared with older U.S. respondents are more likely to plan to participate in a work project and a study-abroad program.
- U.S. respondents ages 25 to 30 are more likely than other respondents from the United States to plan to participate in case competitions.
- Older compared with younger U.S. and Canadian respondents are more likely to plan to work full-time.
- U.S. respondents age 24 and younger are more likely than older respondents from the United States to plan to work part-time.

Method of Financing

Respondents are presented with a series of funding sources and asked to specify the percentage of their education they intend to finance with each. Respondents in each sub-region intend to use a different mix of resources to finance their graduate business degree. The following is a list of the statistically significant differences in the mix of resources used:

- Central and South American respondents are more likely than other respondents in this region to finance a greater proportion of their education with grants, fellowships, scholarships, and other government benefits.
- U.S. respondents compared with Central and South American respondents are more likely to finance a greater proportion of their education with loans.
- Central and South American compared with U.S. respondents are more likely to finance a greater proportion of their education with personal savings.
- U.S. respondents compared with other respondents in this region are more likely to finance a greater proportion of their education with employer reimbursements.

Method of Financing a Graduate Business Degree among Respondents from the Western Hemisphere		
<i>Method</i>	United States <i>n</i> = 803	Central & South America <i>n</i> = 144
Grants, fellowships, scholarships, or government benefits (not loans)	17%	32%
Loans	36%	25%
Personal earnings	10%	12%
Spouses' (partners') earnings	1%	2%
Personal savings*	7%	13%
Employer reimbursement/sponsorship	21%	10%
Support from parents	6%	7%
Other	1%	0%
Total	100%	100%
χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses. Data for Canada not displayed, <i>n</i> < 100		

The following is a list of the statistically significant differences by gender in the mix of resources used to finance a graduate business degree:

- Women compared with men from the United States are more likely to finance a greater proportion of their education with grants, fellowships, scholarships, and other government benefits, and their spouses' or partners' earnings.
- Men compared with women from the United States are more likely to finance a greater proportion of their education with personal savings and employer reimbursements.
- Women compared with men from Central and South America are more likely to finance a greater proportion of their education with their spouses' or partners' earnings and with support from their parents.
- Men compared with women from Central and South America are more likely to finance a greater proportion of their education with personal savings.

The following is a list of the statistically significant differences by age in the mix of resources used to finance a graduate business degree:

- U.S. respondents age 24 and younger are more likely than older respondents from the United States to finance a greater proportion of their education with grants, fellowships, scholarships, and other government benefits.
- U.S. respondents ages 25 to 30 are more likely than other respondents from the United States to finance a greater proportion of their education with loans.
- U.S. respondents age 31 and older are more likely than younger respondents from the United States to finance a greater proportion of their education with personal earnings.

- Respondents age 31 and older from the United States, and Central and South America are more likely to finance a greater proportion of their education with employer reimbursements compared with respondents age 24 and younger from the Western Hemisphere.
- Younger compared with older respondents from the United States, and Central and South America are more likely than older respondents to finance a greater proportion of their education with support from their parents.

Africa and the Middle East

This section reports on the 447 survey respondents from Africa and the Middle East. A detailed account, that includes a demographic profile, the decision to pursue a graduate business degree, and the decision to apply and enroll in a graduate business school is presented to provide information useful in preparing marketing, recruitment, and program-management activities. As such, the data in this section segments respondents into two sub-regions, including Africa and the Middle East. Refer to the *World Regions Defined* section of the *Methodology* for a complete list of countries represented in each sub-region. Summaries of significant findings are presented, followed by detailed data tables.

Prospective Student Profile

Gender

Two-thirds of respondents from Africa and the Middle East are men. Statistically, there is no difference in the gender composition among these respondents.

Age

Respondents from the Middle East are significantly more likely than African respondents to be 24 years old or younger. On the other hand, African respondents are more likely than Middle Eastern respondents to be 31 years old and older. The average age of African respondents is significantly greater than the average age of Middle Eastern respondents, as well.

Education

At the time of the survey, the vast majority of African and Middle Eastern respondents had graduated from their first university program. Statistically, there are no differences in the major area of study among respondents from Africa and the Middle East; about two-fifths majored in business and commerce, and about one-third majored in science. Additionally, there is no statistically significant difference in the GPA among respondents from Africa and the Middle East.

Work Experience

Among respondents who graduated from their first degree program, those from Africa are more likely to have worked for six years or longer compared with Middle Eastern respondents. Considering the age differences, it is not surprising that Middle Eastern respondents are more likely than African respondents to have worked less than one year.

All respondents, regardless of their undergraduate status, are asked to indicate their current employment status. Statistically, there is no difference in the current employment status among the respondents. At the time of the survey, the majority of respondents from Africa and the Middle East were working full-time.

Middle Eastern compared with African respondents are more likely to be employed in the technology industry. On the other hand, African respondents are more likely to be employed in the energy/utility industry compared with Middle Eastern respondents.

Important Aspects of Life

Respondents are presented with a series of 14 life aspects and asked to indicate the importance of each. Family and children, and career and work are ranked by African and Middle Eastern respondents as the top two among the top five aspects that are extremely important to them; financial security ranks among the top three. The two remaining aspects in the top five are different by sub-region, however, and include:

- African countries: religion and relatives.
- Middle Eastern countries: wealth and the environment.

The following are the statistically significant differences in the aspects of life considered extremely important among this region's respondents:

- Middle Eastern compared with African respondents are more likely to indicate that free time and relaxation are extremely important.
- African compared with Middle Eastern respondents are more likely to indicate that financial security, relatives, and religion are extremely important.

The following are the statistically significant differences by gender in the aspects of life considered extremely important among this region's respondents:

- Men compared with women from Africa are more likely to consider that career and work are extremely important.
- Men compared with women from the Middle East are more likely to consider that the environment is extremely important.

The following are the statistically significant differences by age in the aspects of life considered extremely important among this region's respondents:

- African respondents age 31 and older are more likely than younger African respondents to consider that family and children are extremely important.
- African respondents age 31 and older are more likely than African respondents age 24 and younger to consider that financial security is extremely important.
- Middle Eastern respondents age 25 and older are more likely than younger respondents from the Middle East to consider that family and children are extremely important.

Gender of African and Middle Eastern Respondents		
<i>Gender</i>	Africa <i>n</i> = 322	Middle East <i>n</i> = 125
Male	69%	67%
Female	31%	33%
Total	100%	100%

Age of African and Middle Eastern Respondents		
<i>Age Groups*</i>	Africa <i>n</i> = 322	Middle East <i>n</i> = 125
24 and younger	15%	37%
25 to 30	44%	40%
31 and older	41%	23%
Total	100%	100%
Average Age**	30.3	27.6
* χ^2 statistic is significant at the .05 level.		
**Comparison of means with Bonferroni corrections, $p \leq .05$.		

Education of African and Middle Eastern Respondents		
<i>Education</i>	Africa <i>n</i> = 322	Middle East <i>n</i> = 125
Percentage who had completed first degree at time of survey	92%	94%
<i>Primary Field of Study among Graduates</i>	<i>n</i> = 295	<i>n</i> = 118
Science	30%	38%
Business and commerce	46%	40%
Humanities	6%	3%
Social science	18%	19%
Total	100%	100%
<i>GPA among graduates</i>	<i>n</i> = 295	<i>n</i> = 118
4.0	6%	9%
3.0-3.9	53%	56%
2.0-2.9	36%	28%
Less than 2.0	5%	7%
Total	100%	100%

Work Experience of African and Middle Eastern Respondents		
<i>Years of Work Experience since Completing First Degree*</i>	Africa <i>n</i> = 295	Middle East <i>n</i> = 118
Have not worked	6%	13%
Less than 1 year	10%	19%
1 year, but less than 3 years	21%	24%
3 years, but less than 6 years	24%	21%
6 years or longer	39%	24%
Total	100%	100%
<i>Current Employment Status</i>	<i>n</i> = 322	<i>n</i> = 125
Working full-time	74%	65%
Working part-time	12%	17%
Not working	14%	18%
Total	100%	100%
* χ^2 statistic is significant at the .05 level.		

Industry of Employment among African and Middle Eastern Respondents		
<i>Industry of Most Recent Employment*</i>	Africa <i>n</i> = 303	Middle East <i>n</i> = 113
Consulting	13%	12%
Finance/Accounting	16%	22%
Products/Services	24%	24%
Manufacturing	4%	0%
Technology	11%	19%
Healthcare	5%	6%
Energy/Utilities	8%	2%
Nonprofit/Government	18%	12%
Other	1%	3%
Total	100%	100%
* χ^2 statistic is significant at the .05 level.		

Importance of Various Aspects of Life among African and Middle Eastern Respondents (Percentage Extremely Important)		
<i>Aspects of Life</i>	Africa <i>n</i> = 322	Middle East <i>n</i> = 125
Family and children	68%	58%
Career and work	61%	54%
Free time and relaxation*	15%	25%
Friends and acquaintances	17%	24%
Financial security*	61%	47%
Relatives*	29%	18%
Religion*	50%	23%
Politics and public life	7%	6%
Wealth	29%	31%
The environment	29%	26%
Community	20%	18%
Volunteer work	13%	11%
Travel	14%	20%
Entertainment	6%	9%

* χ^2 statistic is significant at the .05 level.

The B-School Pipeline

Current Status

At the time of the survey, respondents might be at any one of multiple points along the graduate business school pipeline. A respondent may already be enrolled in a graduate business program. Alternatively, he or she may be engaged in either the process of applying to business school or of deciding whether to pursue a graduate business degree. Middle Eastern respondents are more likely than African respondents to be enrolled in a graduate business program.

Current Status in the B-School Pipeline among African and Middle Eastern Respondents		
<i>B-School Pipeline Status*</i>	Africa <i>n</i> = 322	Middle East <i>n</i> = 125
Student in a graduate business program	14%	25%
Admitted to a b-school, but not yet enrolled	7%	3%
Applying to b-school	27%	19%
Planning to apply to b-school	38%	37%
Deciding whether to apply to b-school	7%	11%
Decided to postpone b-school	6%	4%
Do not plan to attend b-school	2%	1%
Total	100%	100%

* χ^2 statistic is significant at the .05 level.

There are no statistically significant differences among respondents in this region by gender, age, undergraduate major, or work experience regarding their current status in the pipeline.

Graduate Programs Considered

At some point in time, all respondents in this survey considered attending graduate business school. Even so, respondents are asked to indicate which graduate programs they considered when they *first* thought about going to graduate school.

Although there are no significant differences by sub-region, 56% of African respondents and 59% of Middle Eastern respondents only considered graduate business school.

- African respondents who majored in business and commerce during their first degree program are more likely than other Africa respondents to have only considered graduate business school.
- Men compared with women from the Middle East are more likely to have only considered graduate business school.
- There are no statistically significant differences by age in the percentage of respondents who only considered graduate business school.

Graduate Programs Considered among African and Middle Eastern Respondents		
<i>Graduate Programs Considered</i>	Africa <i>n</i> = 322	Middle East <i>n</i> = 125
Business	93%	95%
Law	7%	5%
Medicine	3%	4%
Education	1%	2%
Public Administration	12%	9%
Science and Engineering	15%	17%
Social Science	7%	7%
Humanities	4%	4%
Joint-degree programs	4%	3%
Other	6%	5%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

The following is a list of the statistically significant differences by gender in the percentage of respondents who considered various graduate programs:

- Men compared with women from Africa are more likely to have considered science and engineering.
- Women compared with men from Africa are more likely to have considered the social sciences.

Statistically, there are no differences by age in the graduate programs considered among this region's respondents. There were too few respondents from this region who indicated they plan to postpone graduate business school to analyze data about the reasons for postponement.

The Decision to Pursue a Graduate Business Degree

This section of the report presents data about the decision to pursue a graduate business degree. Respondents' motivations for attending school; the knowledge, skills, and abilities they hope will improve by attending; and their possible reservations about degree pursuit are examined in this section. The sources that influence respondents' decision-making processes are also explored.

Motivations to Pursue a Graduate Business Degree

Respondents are presented with a series of statements relating to possible reasons why they plan to pursue a graduate business degree. From that series, respondents are asked to select all statements they consider are primary reasons to attend a graduate business school.

The primary motivation among both African and Middle Eastern respondents is the desire to improve their knowledge, skills, and abilities. The following is a list of the top five motivations by sub-region:

- Africa: help me develop my knowledge, skills, and abilities; provide opportunities for more challenging and interesting work; give me a sense of personal satisfaction and achievement; allow me to remain marketable or competitive; and provide me with professional credentials or credibility.
- Middle East: help me develop my knowledge, skills, and abilities; give me a sense of personal satisfaction and achievement; provide opportunities for more challenging and interesting work; improve my long-term income and financial stability; and help me advance my career or obtain promotions.

The following is a list of the statistically significant differences in the percentage of respondents who indicated each of the motivational factors:

- African respondents are more likely than Middle Eastern respondents to report that a graduate business degree will help them manage their own business, expand international employment opportunities, contribute to solving some of the world's problems, and remain marketable.
- African compared with Middle Eastern respondents are more likely to report that a graduate business degree is a part of their planned career development, and will help them to obtain professional credentials, and develop confidence.

Motivations to Pursue a Graduate Business Degree among African and Middle Eastern Respondents		
<i>I believe that pursuing a graduate management education will...</i>	Africa n = 317	Middle East n = 124
help me switch industries of employment.	26%	23%
help me switch occupations or job functions.	35%	35%
help me manage my own business.*	47%	34%
expand my international employment opportunities.*	64%	54%
help me advance my career or obtain promotions.	57%	56%
help me get a better job.	47%	49%
provide opportunities for more challenging and interesting work.	71%	62%
provide opportunities to contribute to solving some of the world's problems.*	54%	30%
be a part of my planned career development.*	66%	53%
provide me with professional credentials or credibility.*	67%	48%
help me develop my knowledge, skills, and abilities.	80%	81%
be an opportunity for learning.	56%	56%
provide mentors to help me achieve my goals.	33%	38%
give me a sense of personal satisfaction and achievement.	70%	64%
help me gain respect.	26%	28%
help me gain recognition.	32%	30%
help me develop confidence.*	46%	32%
allow me to remain marketable or competitive.*	69%	52%
help me make more money.	41%	48%
improve my long-term income and financial stability.	56%	60%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

The following is a list of the statistically significant differences by gender in the percentage of respondents who indicated each of the motivational factors:

- Men compared with women from Africa are more likely to indicate they want to manage their own business and to gain recognition.
- Men compared with women from Africa are more likely to indicate that a graduate business degree will help them get a better job and make more money.
- Women compared with men from the Middle East are more likely to indicate that a graduate business degree will provide opportunities for more challenging and interesting work and that it is a part of their planned career development.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated each of the motivational factors:

- Younger compared with older African respondents are more likely to indicate a desire to have mentors to help them achieve their goals.

Reservations about Pursuing a Graduate Business Degree

Prospective students do not only have motivations that drive them to pursue an advanced education, they also tend to have reservations about pursuing a graduate business degree. Respondents are asked to indicate their reservations and, overall, 15% of African respondents and 17% of Middle Eastern respondents report having no reservations about pursuing a graduate business degree.

Those with such concerns, however, report the same top two reservations—both financial in nature: the cost of financing a graduate business degree may exceed available funds and may require taking on large financial debts. That said, African respondents are more likely to report these two concerns compared with Middle Eastern respondents.

<i>Reservations</i>	Africa <i>n</i> = 316	Middle East <i>n</i> = 124
The demands of graduate business school on my time and energy may be too great.	22%	27%
It may require me to postpone marriage, having a child, or other personal plans.	26%	19%
It would severely limit the time I have for people who are important to me.	22%	26%
It may require more money than I have available.*	66%	48%
The economy/job prospects are too uncertain.	9%	10%
It may require me to take on large financial debts.*	47%	35%
I may not receive the same benefits others will.	8%	11%
It may require me to delay accepting attractive job opportunities.	17%	23%
It is too intimidating.	6%	5%
I have no reservations.	15%	17%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

African men are more likely than African women to feel that they may not receive the same benefits others will as a result of obtaining a graduate business degree.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated each of the reservations:

- Middle Eastern respondents age 31 and older are more likely to feel that graduate business school demands on their time and energy may be too great compared with younger Middle Eastern respondents.
- Middle Eastern respondents age 31 and older are more likely to feel that graduate business school may require them to delay accepting attractive job opportunities compared with Middle Eastern respondents ages 25 to 30.

- African respondents age 31 and older are more likely to feel that graduate business school would severely limit the time they have for people who are important to them compared with younger African respondents.
- African respondents age 24 and younger are more likely to indicate that graduate business school is too intimidating compared with older African respondents

Areas of Human Capital Improvement Desired

The most common motivating factor reported among respondents from this region is the desire to develop their knowledge, skills, and abilities. Respondents are asked to indicate the areas they hope will improve by attending a graduate business program. The top five knowledge, skills, and abilities that respondents hope to improve are the same for each sub-region. They are—

- managing decision-making processes,
- managing strategy and innovation,
- strategic and systems skills,
- knowledge of general business functions, and
- interpersonal skills.

Respondents from Africa are more likely than respondents from the Middle East to indicate they want to increase their knowledge of technology, design, and production, and human behavior and society.

Areas of Human Capital Improvement Desired among African and Middle Eastern Respondents		
<i>Knowledge, Skills, and Abilities</i>	Africa <i>n</i> = 317	Middle East <i>n</i> = 124
Managing human capital	56%	48%
Managing tools and technology	43%	33%
Managing decision-making processes	79%	74%
Managing administrative activities	55%	48%
Managing strategy and innovation	75%	72%
Managing the task environment	37%	37%
Knowledge of technology, design, and production*	37%	25%
Knowledge of human behavior and society*	48%	36%
Knowledge of general business functions	67%	65%
Knowledge of media communications and delivery	26%	21%
Interpersonal skills	59%	55%
Operations skills	50%	48%
Strategic and systems skills	72%	65%
Foundation skills	29%	23%
Generative thinking	55%	53%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

The following are the only statistically significant differences by gender in the percentage of respondents who indicated a desire to improve knowledge, skills, or abilities:

- Men compared with women from Africa and the Middle East are more likely to report they want to improve their ability to manage tools and technology.
- Women compared with men from the Middle East are more likely to want to increase their knowledge of general business functions.

The following is a list of the statistically significant differences by age in the percentage of respondents who indicated a desire to improve knowledge, skills, or abilities:

- Younger compared with older African respondents are more likely to want to improve their ability to manage the task environment and to improve their interpersonal skills.
- Middle Eastern respondents age 25 and older are more likely than younger respondents from the Middle East to want to improve their strategic and systems skills.

Sources Consulted in the Decision to Pursue

Individuals consult a variety of sources to gather information and opinions about graduate management education while they are deciding to pursue a graduate business degree. Respondents are asked to indicate the sources they consulted when they were deciding whether a graduate business degree is right for them. The following are the top five most commonly consulted sources by respondents in each of the sub-regions:

- Africa: graduate business school-related Web sites, friends/family, GMAC[®] Web site (www.mba.com), job/career Web sites, and school Web sites.
- Middle East: friends/family, school Web sites, graduate business school-related Web sites, published rankings, and GMAC Web site (www.mba.com).

The following is a list of the statistically significant differences in the percentage of respondents who indicated that they consulted a specific source when deciding whether a graduate business degree is right for them:

- Middle Eastern respondents are more likely than African respondents to have consulted their college professors, alumni, and school admissions professionals.
- African respondents are more likely than Middle Eastern respondents to have consulted their mentors, the GMAC Web site, and job and career Web sites.

Sources Consulted among African and Middle Eastern Respondents		
<i>Source</i>	Africa <i>n</i> = 322	Middle East <i>n</i> = 125
Friends/Family	46%	56%
Coworkers/peers	21%	14%
Employer/supervisor	19%	26%
Career/school advisors	19%	22%
College professors*	16%	24%

Sources Consulted among African and Middle Eastern Respondents		
<i>Source</i>	Africa <i>n</i> = 322	Middle East <i>n</i> = 125
Mentors*	28%	15%
Alumni*	12%	22%
Current students	21%	27%
School admissions professionals*	10%	18%
School brochures/publications	32%	26%
Graduate business school-related guides/publications	33%	24%
Business magazines/newspapers	28%	26%
School Web sites	34%	43%
Business magazine/newspaper Web sites	32%	29%
Published rankings of graduate business programs	29%	32%
GMAC Web site (www.mba.com)*	42%	31%
Graduate business school-related Web sites	50%	41%
Job/career Web sites*	35%	25%
Chat rooms/threaded discussions/Blogs	4%	7%
Self-assessment tools	25%	26%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

There are no statistically significant differences by gender in the sources respondents consulted when deciding whether a graduate business degree is right for them.

The following is a list of the statistically significant differences by age in the percentage of respondents who consulted a specific source:

- African respondents age 24 and younger are more likely than older African respondents to have consulted with family and friends.
- Younger compared with older African respondents are more likely to have consulted self-assessment tools.
- African and Middle Eastern respondents age 24 and younger are more likely than older respondents to have consulted with career and school advisors, and college professors.

The Decision to Apply to a Graduate Business Program

This section of the report presents data regarding the decision to apply to a graduate business program. The GMAT[®] exam experience and reservations about applying to graduate business programs are examined. The types of graduate business programs considered and the school selection criteria are explored, as well.

The GMAT® Exam Experience

Many graduate business programs require or accept the GMAT® exam as a part of their admission process. Respondents are asked to indicate whether they have already taken, plan to take, or do not plan to take the GMAT exam. By the time of the survey, respondents from the Middle East are more likely than respondents from Africa to have taken the GMAT exam.

<i>GMAT exam status*</i>	Africa <i>n</i> = 322	Middle East <i>n</i> = 125
Registered for and have taken the exam	28%	45%
Registered for but have not yet taken the exam	11%	14%
Have not registered for the exam but plan to do so	56%	38%
No plans to take the GMAT exam	5%	3%
Total	100%	100%
* χ^2 statistic is significant at the .05 level. **Comparison of means with Bonferroni corrections, $p \leq .05$.		

Reservations about Applying to Graduate Business Programs

Many respondents previously identified specific reservations they had about pursuing a graduate business degree, which included financial and time concerns. Once an individual has made the decision to pursue a degree; however, he or she may also face reservations about the business school application process. From a list of potential reservations, respondents are asked to indicate each concern they find personally relevant.

- Overall, 45% of African respondents and 44% of Middle Eastern respondents have no reservations about applying to graduate business programs.
- Statistically, there are no differences among this region's respondents in their reservations about applying to graduate business school.

<i>Reservations</i>	Africa <i>n</i> = 317	Middle East <i>n</i> = 123
My undergraduate academic record may be a barrier for me.	21%	21%
My employment history may be a barrier for me.	12%	11%
My scores on admission tests may be a barrier for me.	30%	33%
The recommendations I need to get may be a barrier for me.	12%	9%
The essays I have to write may be a barrier for me.	13%	18%
The required interviews may be a barrier for me.	10%	7%
I have no reservations.	45%	44%
* χ^2 statistic is significant at the .05 level.		

Statistically, there are no differences by gender in the reservations this region's respondents have about applying to graduate business programs.

The following is the only statistically significant difference by age in the percentage of this region's respondents who have particular reservations about applying to graduate business programs:

- African respondents age 24 and younger are more likely than older African respondents to have reservations about their employment history.

Graduate Business Programs Considered

Respondents are asked to indicate the types of graduate business programs they considered when applying to graduate business school. Respondents are also asked to specify the number of applications they either submitted or plan to submit to each type of program they considered. Respondents are asked to indicate the location of the programs where they applied or plan to apply, as well.

- Middle Eastern respondents are more likely than African respondents to have considered a full-time two-year MBA program and a PhD program in business.
- African respondents are more likely than Middle Eastern respondents to have considered a part-time MBA program and an online/distance learning program.

On average, this region's respondents submit a total of four applications to graduate business programs. The following is the only statistically significant difference in the average number of applications submitted to graduate business programs in this region of the world:

- Middle Eastern respondents reported submitting significantly more applications to MSc in business and specialized master's degree programs compared with African respondents.

A majority of respondents from both Africa and the Middle East applied to an international school. There are no statistically significant differences by location of schools where applications were submitted.

Graduate Business Programs Considered among African and Middle Eastern Respondents		
<i>Program type</i>	Africa <i>n</i> = 317	Middle East <i>n</i> = 124
Full-Time MBA, two-year traditional*	47%	58%
Full-Time MBA, one-year accelerated	35%	31%
Part-Time MBA*	33%	17%
Executive MBA	16%	14%
Online/Distance learning MBA*	20%	10%
MSc in business	12%	10%
Specialized Master's degree	13%	9%
Joint-degree program	2%	2%
PhD in business/DBA*	9%	16%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

Average Number of Applications Submitted/Plan to Submit to Various Graduate Business Degree Programs among African and Middle Eastern Respondents		
<i>Program type</i>	Africa	Middle East
Full-Time MBA, two-year traditional	2.6	2.7
Full-Time MBA, one-year accelerated	2.0	2.5
Part-Time MBA	1.6	1.6
Executive MBA	1.8	1.8
Online/Distance learning MBA	2.0	1.1
MSc in business*	1.3	2.6
Specialized Master's degree*	1.3	2.1
Joint-degree program	2.8	2.0
PhD in business/DBA	2.3	4.6
Total number of applications	3.7	4.1
*Comparison of means with Bonferroni corrections, $p \leq .05$.		

Types of Schools Applied among African Respondents Who Submitted Multiple Applications	
	Africa <i>n</i> = 198
Preferred school	79%
“Safety” school	64%
“Stretch” school*	48%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses. Data for the Middle East not display, <i>n</i> < 100	

Location of the Graduate Business Programs among African and Middle Eastern Respondents		
<i>Location of programs to which respondents submitted applications</i>	Africa <i>n</i> = 274	Middle East <i>n</i> = 105
Local	39%	38%
Regional	14%	9%
National	16%	11%
International	69%	65%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

There are no statistically significant differences by gender in the programs considered, number of applications submitted, and the location of graduate business programs.

The following is a list of the statistically significant differences by age in the programs considered, number of applications submitted, and the location of graduate business programs:

- Older compared with younger African respondents are more likely to have considered an executive and online/distance learning MBA programs.
- Younger compared with older African respondents are more likely to have considered an MSc in business.
- Older compared with younger respondents from the Middle East are more likely to have considered a PhD in business.
- Statistically, there are no differences by age in the number of applications submitted to the various programs.
- There are no statistically significant differences by age in the kind of school to which respondents applied, including preferred, “safety,” and “stretch” schools.
- Older compared with younger respondents from the Middle East are more likely to have applied to a local school.

School Selection Criteria

Respondents are presented with a list of various criteria and asked to indicate the importance of each item in considering which graduate business programs to apply to. The following, in order of importance, are the top five selection criteria among respondents in each sub-region:

- Africa: it is an accredited program; quality/reputation of the college or university; quality/reputation of the faculty; improved chances for an international career; and availability of scholarships, grants, or other financial aid.
- Middle East: quality/reputation of the college or university, career options available to graduates, it is an accredited program, quality/reputation of the faculty, and prestige or global recognition of the college or university.

The following is a list of the statistically significant differences in the percentage of respondents who specified that a specific school selection criterion is extremely important. African respondents are more likely than respondents from the Middle East to indicate the following criteria are extremely important:

- convenient class schedules;
- the school offered the curriculum wanted;
- school offers a practice-oriented education;
- published rankings, it is an accredited program;
- the quality and reputation of the faculty;
- the financial costs of the school;
- the cost of living;
- availability of scholarships, grants, and other financial aid;
- the students and faculty have diverse backgrounds;
- the reputation of alumni; and
- improved chances for an international career.

School Selection Criteria among African and Middle Eastern Respondents (Percentage Extremely Important)		
<i>Selection criteria</i>	Africa <i>n</i> = 246	Middle East <i>n</i> = 106
The college or university is close to home or work	9%	11%
The college or university is in an appealing location	22%	15%
Convenient class schedules*	31%	15%
School offers the specific curriculum I want*	51%	27%
School offers a practice-oriented education*	50%	27%
Published rankings of its graduate management program*	36%	26%
Prestige or global recognition of the college or university	50%	42%
It is an accredited program*	70%	44%
Quality/reputation of the college or university	62%	56%
Quality/reputation of the faculty*	57%	42%

School Selection Criteria among African and Middle Eastern Respondents (Percentage Extremely Important)		
<i>Selection criteria</i>	Africa <i>n</i> = 246	Middle East <i>n</i> = 106
Financial cost of the school*	47%	31%
Cost of living is affordable*	43%	28%
Availability of scholarships, grants, or other financial aid*	53%	38%
My employer will pay for my education at this school	15%	20%
There are people like me at this college or university	13%	10%
The students and faculty have diverse backgrounds and experience*	37%	24%
Personal experience as an undergraduate	20%	15%
Reputation of alumni*	32%	22%
Career options available to graduates	52%	50%
Improved chances for an international career*	54%	36%
The schools reputation in placing graduates in jobs	48%	40%

* χ^2 statistic is significant at the .05 level.

The following is the only statistically significant difference by gender in the percentage of respondents who specified that a specific school selection criterion is extremely important:

- African women are more likely than African men to indicate that whether their employer will pay for the education is extremely important.

The following is a list of the statistically significant differences by age in the percentage of respondents who specified that a specific school selection criterion is extremely important:

- Older compared with younger respondents from the Middle East are more likely to indicate that convenient class schedules are extremely important.
- Older compared with younger respondents from Africa are more likely to indicate that the prestige and global recognition of the college or university are extremely important.
- African respondents ages 25 to 30 are slightly more likely than other African respondents to indicate that the availability of scholarships, grants, and other financial aid is extremely important.
- Middle Eastern respondents ages 25 to 30 are slightly less likely than other respondents from the Middle East to indicate that whether their employer will pay for the education is extremely important.

The Decision to Enroll in a Graduate Business Program

This section of the report presents data concerning the decision to enroll in a graduate business school. The graduate business programs in which respondents enrolled and the extracurricular activities they seek are examined. Respondents' planned methods for financing their education are explored, as well.

Program Type Enrolled

Overall, at the time of the survey, 14% of African respondents and 25% of Middle Eastern respondents were enrolled in a graduate business program. However, there are too few respondents from Africa and the Middle East to display the data for this section of the report.

Extracurricular Activities

Respondents are asked to indicate the types of extracurricular activities they intend to participate in while pursuing their graduate business degree. Statistically, there are no differences among African and Middle Eastern respondents regarding the types of extracurricular activities they plan to pursue while in graduate business school.

Extracurricular Activities among African and Middle Eastern Respondents		
<i>Activity</i>	Africa <i>n</i> = 317	Middle East <i>n</i> = 124
Internship	52%	47%
Work project	53%	52%
Study-abroad program	38%	35%
Student clubs	42%	44%
Case competitions	29%	24%
Independent study	27%	23%
Full-time employment	32%	30%
Part-time employment	50%	52%
None	3%	4%
Responses add to more than 100% because of multiple responses.		

The following is the only statistically significant difference by gender in the percentage of respondents who intend to participate in various activities while pursuing their degree:

- Men compared with women from Africa are more likely to consider participating in both a study-abroad program and in case competitions.

The following is a list of the statistically significant differences by age in the percentage of respondents who intend to participate in various activities while pursuing their degree:

- Younger compared with older African respondents are more likely to consider participating in student clubs.
- Older compared with younger African respondents are more likely to plan to work full-time.
- Younger compared with older African respondents are more likely to plan to work part-time.

Method of Financing

Respondents are presented with a series of potential funding sources and asked to specify the percentage of their education they intend to finance with each. Both African and Middle Eastern

respondents intend on using a different mix of resources to finance their degree. The following is a list of the statistically significant differences in the mix of resources used:

- African respondents are more likely than Middle Eastern respondents to plan on financing a greater proportion of their education with employer reimbursements.
- Middle Eastern respondents are more likely than African respondents to plan on financing a greater proportion of their education with the support from their parents.

Method of Financing a Graduate Business Degree among African and Middle Eastern Respondents		
<i>Method</i>	Africa <i>n</i> = 299	Middle East <i>n</i> = 119
Grants, fellowships, scholarships, or government benefits (not loans)	33%	29%
Loans	13%	14%
Personal earnings	16%	20%
Spouses' (partners') earnings	2%	4%
Personal savings	14%	11%
Employer reimbursement/sponsorship*	13%	6%
Support from parents*	9%	15%
Other	1%	1%
Total	100%	100%
* χ^2 statistic is significant at the .05 level. Responses add to more than 100% because of multiple responses.		

The following is a list of the statistically significant differences by gender in the mix of resources used to finance a graduate business degree:

- Women compared with men from Africa are more likely to plan on financing a greater proportion of their education with their spouses' or partners' earnings.
- Women compared with men from the Middle East are more likely to plan on financing a greater proportion of their education with support from their parents.

The following is a list of the statistically significant differences by age in the mix of resources used to finance a graduate business degree:

- Younger compared with older respondents from African and the Middle East are more likely to plan on financing a greater proportion of their education with support from their parents.
- African respondents age 31 and older are more likely to plan on financing a greater proportion of their education with personal earnings compared with African respondents age 24 and younger.
- African respondents age 31 and older are more likely to plan on financing a greater proportion of their education with their spouses' or partners' earnings compared with African respondents ages 25 to 30.

Methodology

This section presents the methodology behind the mba.com Registrants Survey. Sample selection and response, methods of data analysis, and the demographic characteristics of the respondents are included in this section of the report.

Sample Selection and Response

The survey sample frame consists of those persons registered at the Graduate Management Admission Council® Web site, www.mba.com, between September 1, 2006, and August 31, 2007, who explicitly opted to participate in GMAC® research and surveys. In total, 55,934 registrants opted to participate, representing 15% of all mba.com registrants (367,349) during the September 2006 through August 2007 period.

On October 3, 2007, the 55,934 sample members received an e-mail invitation to participate in the survey. A link to the online questionnaire was included in this e-mail. Invitees were offered the opportunity to participate in a drawing for one of four \$500 prizes as an incentive to take part in the survey. In all, 3,531 (6%) of the 55,934 sample members had invalid e-mail addresses. An e-mail reminder was sent on October 15 to respondents who had not yet completed—or who had only partially completed—the survey. The questionnaire was available at the online survey site from October 3 to October 31, 2007. By survey's close, a total of 5,637 people had completed the online questionnaire. This is a survey response rate of 11%.

Response Rate	
Sample Frame	55,934
Valid e-mail addresses	52,403
Number of respondents	5,637
Response rate	11%

World Regions Defined

Below is a list of countries that represent each of the world regions used in this report.

Asia, Central Asia, and the Pacific Islands			
China	Other Asia and Pacific Islands	India	Other Central Asian
China, People's Republic of (<i>n</i> = 1,158)	Indonesia (<i>n</i> = 22)	India (<i>n</i> = 1,736)	Bangladesh (<i>n</i> = 19)
	Japan (<i>n</i> = 20)		Bhutan (<i>n</i> = 2)
	Korea (ROK) (<i>n</i> = 52)		Kyrgyzstan (<i>n</i> = 3)
	Malaysia (<i>n</i> = 17)		Nepal (<i>n</i> = 29)
	Mongolia (<i>n</i> = 1)		Pakistan (<i>n</i> = 55)
	Myanmar (Burma) (<i>n</i> = 4)		Tajikistan (<i>n</i> = 2)
	Singapore (<i>n</i> = 23)		Turkmenistan (<i>n</i> = 1)
	Sri Lanka (<i>n</i> = 3)		Uzbekistan (<i>n</i> = 11)
	Taiwan (<i>n</i> = 89)		
	Thailand (<i>n</i> = 24)		
	Vietnam (<i>n</i> = 27)		
	Australia (<i>n</i> = 17)		
	New Zealand (<i>n</i> = 5)		
	Philippines (<i>n</i> = 14)		
	Solomon Islands (<i>n</i> = 1)		

Europe	
Western Europe	Eastern Europe
Austria (<i>n</i> = 2)	Albania (<i>n</i> = 4)
Belgium (<i>n</i> = 4)	Armenia (<i>n</i> = 8)
Cyprus (<i>n</i> = 1)	Azerbaijan (<i>n</i> = 6)
Denmark (<i>n</i> = 3)	Belarus (<i>n</i> = 4)
France (<i>n</i> = 24)	Bosnia and Herzegovina (<i>n</i> = 2)
Germany (<i>n</i> = 26)	Bulgaria (<i>n</i> = 10)
Greece (<i>n</i> = 32)	Croatia (<i>n</i> = 3)
Iceland (<i>n</i> = 3)	Czech Republic (<i>n</i> = 2)
Ireland (<i>n</i> = 3)	Georgia (<i>n</i> = 9)
Italy (<i>n</i> = 41)	Hungary (<i>n</i> = 2)
Netherlands (<i>n</i> = 5)	Latvia (<i>n</i> = 1)
Norway (<i>n</i> = 2)	Macedonia, Former Yugoslav Republic of (<i>n</i> = 2)
Portugal (<i>n</i> = 35)	Moldova (<i>n</i> = 5)
Spain (<i>n</i> = 13)	Poland (<i>n</i> = 11)
Sweden (<i>n</i> = 2)	Romania (<i>n</i> = 29)
Switzerland (<i>n</i> = 4)	Russia (<i>n</i> = 52)
United Kingdom (<i>n</i> = 24)	Slovakia (<i>n</i> = 4)
	Slovenia (<i>n</i> = 1)
	Ukraine (<i>n</i> = 17)
	Yugoslavia (<i>n</i> = 7)

North, Central, and South America		
United States of America	Canada	Central and South America
United States of America (<i>n</i> = 846)	Canada (<i>n</i> = 101)	Argentina (<i>n</i> = 10)
		Barbados (<i>n</i> = 1)
		Bolivia (<i>n</i> = 3)
		Brazil (<i>n</i> = 34)
		Chile (<i>n</i> = 6)
		Colombia (<i>n</i> = 19)
		Costa Rica (<i>n</i> = 1)
		Dominican Republic (<i>n</i> = 1)
		Ecuador (<i>n</i> = 3)
		El Salvador (<i>n</i> = 1)
		Guatemala (<i>n</i> = 1)
		Guyana (<i>n</i> = 3)
		Haiti (<i>n</i> = 1)
		Honduras (<i>n</i> = 3)
		Jamaica (<i>n</i> = 11)
		Mexico (<i>n</i> = 24)
		Nicaragua (<i>n</i> = 1)
		Peru (<i>n</i> = 9)
		St. Lucia (<i>n</i> = 1)
		Trinidad and Tobago (<i>n</i> = 4)
		Uruguay (<i>n</i> = 3)
		Venezuela (<i>n</i> = 9)

Africa and the Middle East	
Africa	Middle East
Algeria (<i>n</i> = 2)	Bahrain (<i>n</i> = 2)
Botswana (<i>n</i> = 3)	Iran (<i>n</i> = 21)
Burkina Faso (<i>n</i> = 1)	Iraq (<i>n</i> = 2)
Cameroon (<i>n</i> = 14)	Israel (<i>n</i> = 26)
Congo-DRC (Formerly Zaire) (<i>n</i> = 3)	Jordan (<i>n</i> = 7)
Cote d'Ivoire (Ivory Coast) (<i>n</i> = 13)	Kuwait (<i>n</i> = 2)
Egypt (<i>n</i> = 36)	Lebanon (<i>n</i> = 23)
Ethiopia (<i>n</i> = 13)	Qatar (<i>n</i> = 1)
Ghana (<i>n</i> = 30)	Saudi Arabia (<i>n</i> = 6)
Guinea (<i>n</i> = 1)	Syria (<i>n</i> = 3)
Kenya (<i>n</i> = 29)	Turkey (<i>n</i> = 28)
Lesotho (<i>n</i> = 3)	United Arab Emirates (<i>n</i> = 3)
Liberia (<i>n</i> = 1)	West Bank (<i>n</i> = 1)
Libya (<i>n</i> = 1)	
Malawi (<i>n</i> = 4)	
Mauritius (<i>n</i> = 3)	
Morocco (<i>n</i> = 7)	
Mozambique (<i>n</i> = 1)	
Namibia (<i>n</i> = 5)	
Nigeria (<i>n</i> = 63)	
Senegal (<i>n</i> = 2)	
Sierra Leone (<i>n</i> = 1)	
South Africa (<i>n</i> = 40)	
Swaziland (<i>n</i> = 3)	
Tanzania (<i>n</i> = 10)	
Tunisia (<i>n</i> = 4)	
Uganda (<i>n</i> = 9)	
Zambia (<i>n</i> = 6)	
Zimbabwe (<i>n</i> = 14)	

Online Questionnaire Administration

Administration of the questionnaire online offered several advantages over paper-and-pencil administration. First, responses went automatically into a database and were available for analysis at all times. This allowed monitoring of the survey progress and eliminated the time and cost associated with data entry. Second, the questionnaire was programmed to ensure a given respondent completed each question accurately before proceeding to the next—thus eliminating the typical problems associated with item non-response. Third, skip patterns allowed respondents to move quickly and appropriately through the questionnaire. Respondents never saw questions that did not pertain to them, such as race/ethnicity for non-U.S. citizens.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences, version 12 (SPSS). A preliminary analysis of the data was conducted two weeks before the completion of data collection. Frequency distributions were examined for both topical questions and classification questions. Based on this examination, response categories for some questions were collapsed in order to make the final analysis more robust. In this preliminary analysis, variations to all topical questions were cross tabulated with each classification question. This made it possible to determine which classification questions offered the most promise in the interpretation of survey responses. In the final analysis, most topical questions were cross tabulated with the following classification items: gender, race/ethnicity (for U.S. citizens), and citizenship. A Chi-square analysis was used to evaluate the statistical significance in cross-classification tables ($p < .05$). (A relationship between a topical item and a classification item was considered statistically significant only when it could have been produced by chance less than 5% of the time.) T-tests, analysis of variance, and nonparametric tests were used whenever appropriate. Due to rounding, percentages in charts and tables might not always total 100%.

As discussed above, tests of statistical significance are used throughout the report to evaluate whether an average or a percentage indicates a real difference in the given population, or likely results purely from chance (the sampling process).

A difference that is statistically significant may or may not be managerially significant—it is open for consideration. Because the sample sizes in many comparisons are large, the reader may find that some comparisons reach statistical significance before they reach managerial significance. Occasionally in the report, a difference is referred to as “marginally” significant. This means it comes close to the 5% criterion for significance but does not quite make the cut.

Some results are identified as marginally significant to ensure that potentially useful findings are not lost because a statistical criterion was applied too stringently. In addition, solely because of response consistency, findings are sometimes discussed when sample sizes are small, even when differences are not statistically significant.

Statistical significance depends on two factors: sample sizes and variability of responses within the groups being compared (subgroups or time periods). Because these factors may differ in separate comparisons, the same absolute difference in a value or percentage may be significant in one case, but not in another. In large samples, a small percentage difference may be statistically significant; in a smaller sample, even a seemingly great percentage difference may not be statistically significant.

Contact Information

For questions or comments regarding the study findings, methodology, or data, please contact the Graduate Management Admission Council® (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 the drafting/revising of the manuscript for intellectual content:

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