

Career enhancements and exposure to new professional and business opportunities topped the list of desired graduate business school outcomes among prospective students. Future employment success, however, depends on many factors, including regional variations in employer demand for different types of business degree candidates.

This report explores the early job search success for 5,331 graduating students in the class of 2013 from 159 business schools located in 33 countries worldwide.

Key Findings

- Employment Offers:** A majority (60%) of job seekers in the business school class of 2013 reported receiving an offer of employment at the time of the survey, a finding comparable with last year's graduating class (62%) and improved from the rates of job offers secured five years ago. Various characteristics impact job searches and the ability to obtain an offer of employment, however. For instance, job offers received by graduating students in various program types differ—43 percent of job seekers from Master of Finance programs had an offer compared with 83 percent of job seekers from one-year PGP programmes.
- Preferred Industries:** Industries preferred by business and management graduating students in the class of 2013 were products and services (23%), finance and accounting (22%), and consulting (18%). These are historically the market sectors most favored by business school graduates and comparable to industry preferences for the graduating class of 2012. Yet, high rates of job offers were seen among those who searched in less popular industries, including technology (71% of job seekers with offers), manufacturing (71%), and health care (67%). Regardless of industry, the job *functions* most often preferred by graduates were finance and accounting (27%), followed by marketing and sales (20%), consulting (16%), general management (14%).
- Salary Premium:** A business school education and previous work experience can be a lucrative combination. Two out of five (42%) students in the class of 2013 had more than six years of work experience. That group, which traditionally has the highest pre-degree salary, expected to see a 57 percent increase in earnings compared with their pre-degree salary. Graduates with three to six years of prior work experience expected an 83 percent increase in earnings, and those with less than three years of work experience expected an average salary increase of more than double their pre-degree salary.
- International Employment Prospects:** A majority of class of 2013 business school graduating students surveyed intend to work in their country of citizenship; 9 percent planned to work elsewhere. Business school cohorts are often internationally diverse, and landing a job offer varies depending on the location where they study and process of an international job search. Graduates who conducted an international job search often had to do more leg work but those who received job offers to work outside their home country tended to see a *greater* percentage change between their pre- and post-degree salary compared with domestic candidates.

Career Confidence: Class of 2013 MBA and Other Business Master's Students

85% reported their graduate management education gave them a competitive advantage in the job market.

81% were empowered to be in control of their employment outcomes.

77% felt their education introduced them to new career opportunities.

This 2013 report is one of several summary briefs based on the 5,331 responses to the GMAC Global Management Education Graduate Survey conducted in February and March 2013 among students in their final year of graduate business school. The survey methodology and demographic profile of survey respondents can be found online at gmac.com/globalgrads.

The following report addresses graduating students’ job search efforts, trends in the types of industries searched, methods used to obtain a job offer, and compensation statistics for the class of 2013. The experience of graduates who plan to continue working for their current employer and those embarking on entrepreneurial pursuits are also highlighted. This year, GMAC’s findings from the annual student exit survey include statistical analysis for more program types, including online/distance MBA (ODL MBA), Master of Accounting (MAcc), Master of Finance (MFin), and Master in Management (MiM) programs around the world, as well as two-year and one-year postgraduate degree programmes in India (PGP2YR and PGP1YR). (Note: PGP programmes are available around the world, but are most prevalent in India. All data for PGP programmes in this report were submitted by students at Indian schools.) For the first time, this report also includes data analysis for schools located in China and India separate from other countries in the Asia-Pacific Islands regions.

Schools can use the report findings as they guide current and future students in career placement services; students can use this analysis to gauge the demand for graduate management talent and gain insight into job search strategies that were most successful in securing job offers prior to graduation.

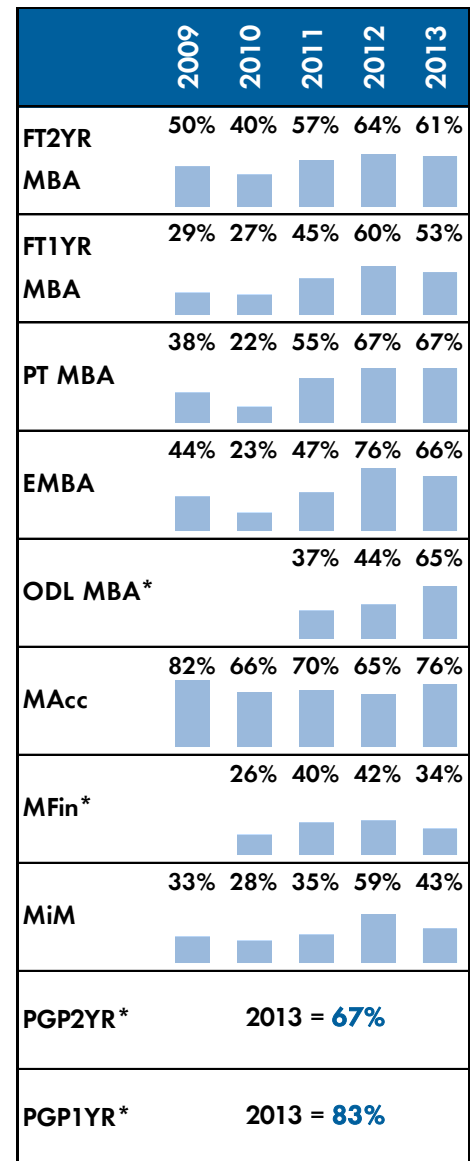
Employment Profile

A majority (60%) of job seekers in the class of 2013 from graduate business and management programs reported receiving an offer of employment at the time of the survey, a finding comparable with last year’s graduating class (62%). Figure 1 shows that the majority of job seekers across all program types had higher job offer rates compared with graduates five years ago. Although just a small proportion of graduates from part-time, executive and online MBA programs were seeking new jobs, those who did were more likely to have job offers than full-time MBAs.

Around the world, the percentage of students with jobs before graduation varied by school location:

- **China:** 75 percent of job-seeking students at full-time two-year MBA programs received an offer of employment before graduation.
- **India:** Two-thirds of students at full-time one-year (67%) and full-time two-year (70%) MBA programs received job offers prior to graduation, as did 68 percent of job-seeking students at two-year PGP programmes. One-year PGP graduates fared the best with 83 percent of job-seeking students securing an offer of employment before graduation.
- **Europe:** While economic conditions affected job seekers the hardest in Europe, a majority (55%) of full-time one-year MBA students in Europe seeking jobs received employment offers before graduating.

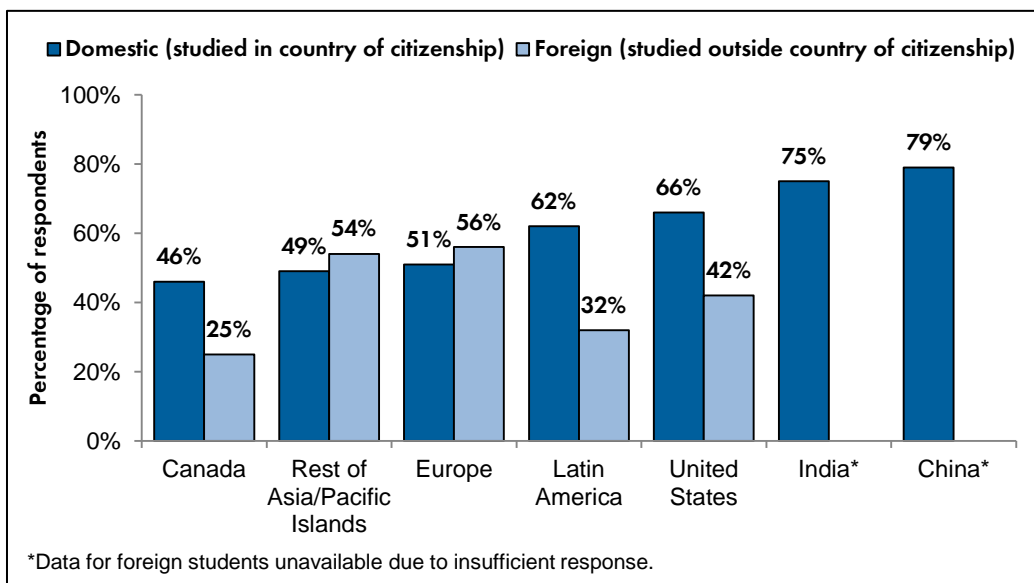
Figure 1. Percentage of Job Seekers With a Job Offer, by Program Type and Graduation Year



*Data not available for prior years.

A greater percentage of domestic students attending business schools in India and China received job offers prior to graduation (75% and 79%, respectively) than those from any other world regions (Figure 2). Domestic students graduating from US programs (66%) and domestic students earning degrees from Latin American programs (62%) were equally well positioned in job offer status compared with their counterparts attending school elsewhere. Foreign students, who often require special work permits and visas, were less likely to have job offers before graduation, particularly in Canada, Latin America, and the United States.¹

Figure 2. Percentage of Job Seekers With Job Offer, by School Location and Citizenship



Past findings show that students who engage in co-curricular activities during their programs increase their chances of finding a job. This year, 68 percent of class of 2013 graduates who participated in leadership programs and 67 percent of those involved in academic competitions had a job offer at the time of the survey. There also is a positive relationship between level of engagement in co-curricular activities and success in the job search, which suggests that students who are engaged in activities outside the classroom have a greater likelihood of successfully navigating the job search.

With 9 out of 10 employers seeking to hire business school graduates who can demonstrate complex problem-solving and integrated reasoning (IR) skills,² it follows that students enrolled in programs that incorporate IR skills into the curriculum gain a competitive advantage over their peers in terms of their eventual job search success. Students were asked to estimate the extent to which their program incorporated IR skills in the curriculum. Results indicate that job seekers in programs that incorporate IR skills were more likely than graduates at programs that do not readily incorporate IR skills to have received a job offer prior to graduation (62% versus 52%).

¹ In the regional analysis shown, foreign and domestic are country-specific terms. For example, a citizen of China studying at a school in Singapore would be considered a foreign student.

² GMAC. Corporate Recruiters Survey Report, 2012.

Industry Trends

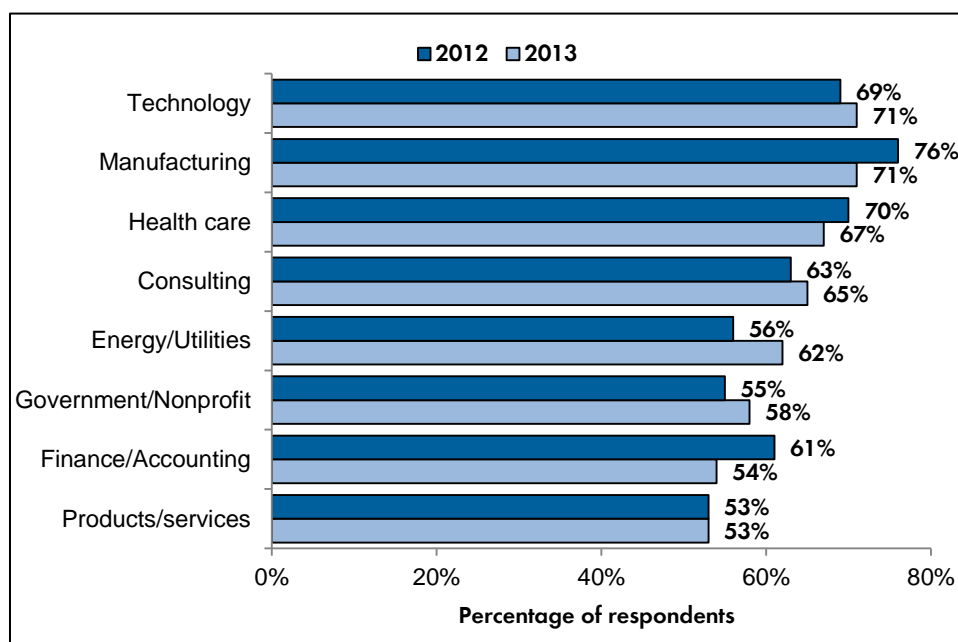
Top industries preferred by the class of 2013 include products and services (23%), finance and accounting (22%), and consulting (18%), historically the market sectors most favored by business school graduates and comparable to industry preferences for last year’s graduating class. Table 1 shows the overall industry preferences worldwide among the class of 2013 graduates, as well as industry preferences based on the regional location where they intend to work after graduation.

Table 1. Percentage of Respondents in Preferred Industry of Employment, by Work Location

Industry	Work Location							
	Worldwide	Asia-Pacific Islands	Central Asia	Europe	Latin America	Canada	United States	Middle East/Africa
Products/services	23%	20%	19%	20%	34%	21%	25%	20%
Finance/accounting	22%	29%	20%	19%	16%	21%	22%	21%
Consulting	17%	14%	27%	23%	15%	21%	15%	26%
Technology	13%	11%	19%	13%	10%	13%	12%	13%
Nonprofit/government	7%	9%	3%	5%	8%	10%	8%	10%
Health care	7%	5%	4%	6%	5%	4%	8%	4%
Manufacturing	6%	8%	4%	5%	8%	4%	6%	1%
Energy/utilities	4%	3%	3%	10%	4%	5%	4%	5%

The most popular industries for this year’s job seekers were also the most competitive. Class of 2013 graduates who searched for jobs in less popular industries, including technology (71% of job seekers with offers), manufacturing (71%), and health care (67%; Figure 3), reported higher percentages with job offers. This trend is consistent with findings seen in prior surveys.

Figure 3. Percentage of Job Seekers With a Job Offer, by Industry and Graduation Year



Job Function

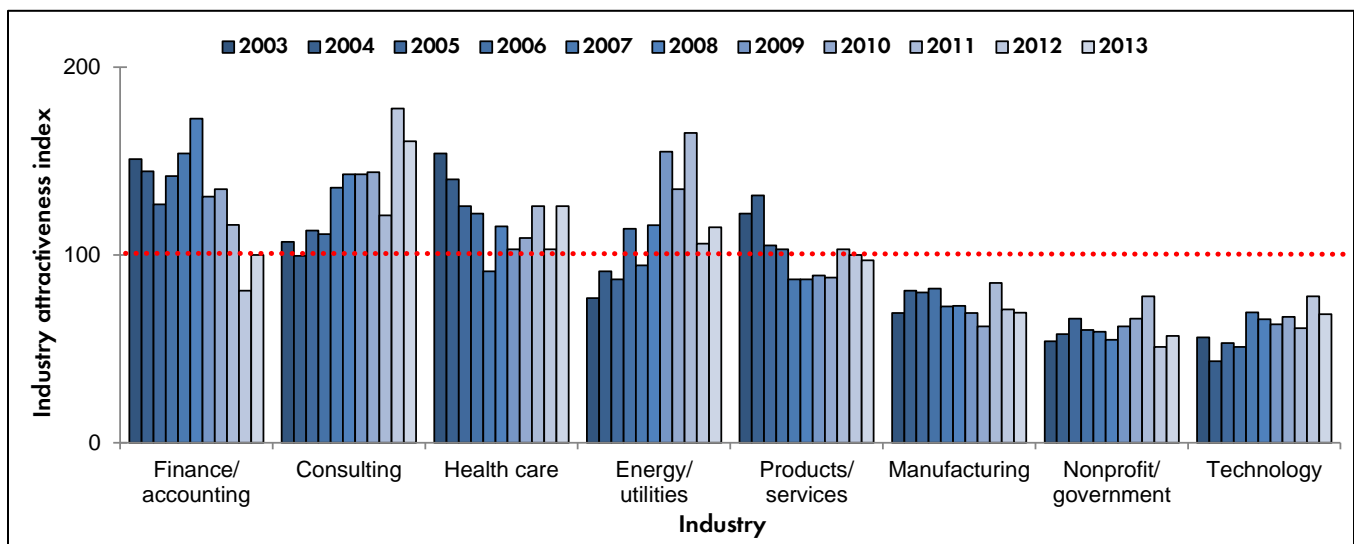
Finance and accounting (27%) is still the dominant job function preferred by graduates, followed by marketing and sales (20%), consulting (16%), general management (14%), operations and logistics (12%), information technology (6%), and human resources (3%) positions. There are regional differences in preferred job functions among this year’s graduates based on the locations where they plan to work. In Central Asia, graduates showed the greatest interest in consulting and marketing positions (at 23% equally), as did graduates intending to work in Europe, where consulting positions were the most preferred (24% of respondents). Graduates planning to work in Central Asia also showed twice as much interest in pursuing technology jobs than those planning to work in any other world region. Finance and accounting were the predominant industry *and* job function among graduates planning to work in Canada (30%), the United States (29%), and the Middle East/Africa (30%).

Career Switchers

Overall, 36 percent of graduating students who had careers before enrolling in business school are planning to switch industries after graduation, similar to the 38 percent of class of 2012 graduates who also intended to switch careers. Of the graduating students who expressed plans to change industries, the greatest percentages were noted among those working in entry-level (40%) or mid-level (38%) positions prior to enrolling in their program. Only a quarter (25%) of those who held senior or executive-level positions prior to enrolling in business school intended to change industry after graduation.

Figure 4 displays an industry attractiveness index spanning the past 11 years that scores various industries based on the percentage of survey respondents who either planned to switch into or out of a particular industry group.

Figure 4. Industry Attractiveness Index³ for Career Switchers, by Graduation Year*



*Scale for industry attractiveness has 0 as no one added, 100 as even (one in and one out), and 200 where two people enter for every one person leaving.

Source: Data for 2003–2012 are from GMAC Global Management Education Graduate surveys conducted in those years.

³ The attractiveness index is calculated by dividing the percentage of respondents switching into an industry group by the percentage of those changing out and multiplying the results by 100. An index score greater than 100 indicates more respondents are changing into an industry than are changing out of it. A score less than 100 indicates that more respondents are moving out of a given industry than are switching into that industry.

Consistent across survey years, more business school graduates are leaving the technology and manufacturing industries than entering these sectors, despite the higher rate of job offers obtained in that industry, as shown in Figure 4. On the other hand, the health care sector is seeing an increase this year in graduates interested in entering this field compared with the class of 2012. After a drop below the threshold where more graduates switching careers were leaving the finance/accounting industry than entering in 2012, the appeal of this sector is fairing better in 2013, with an equal number of class of 2013 graduates intending to switch into it than leave it. Although still maintaining a high level of appeal among career switchers for the past few years, the consulting industry is experiencing a slight decline in its attractiveness among class of 2013 graduates. The third-most preferred industry, products and services has declined slightly in appeal over the past two years, and now has more career switchers leaving the sector than entering it for the first time since 2010.

Staying With Employer or Seeking New Opportunities?

- A third of graduates will continue to work for their current employer and...
 - 2 in 5 (39%) of them intend to stay.
 - 56 percent are exploring other opportunities in the job market.
 - 6 percent are considering entrepreneurial opportunities.
- Graduates who plan to remain with their current employer and stay tend to have higher job satisfaction (85% very satisfied/satisfied) compared with those seeking other opportunities (56% very satisfied/satisfied).

Career Development

Two-thirds (66%) of class of 2013 business school students were in the job search while in school, and a third (33%) of the graduates planned to remain with their current employer after earning their degrees. Not surprisingly, students graduating from programs oriented to working professionals, such as part-time MBA (73%), executive MBA (72%), and online MBA (79%), represented the greatest share of students who planned to continue working for their current employer (Table 2).

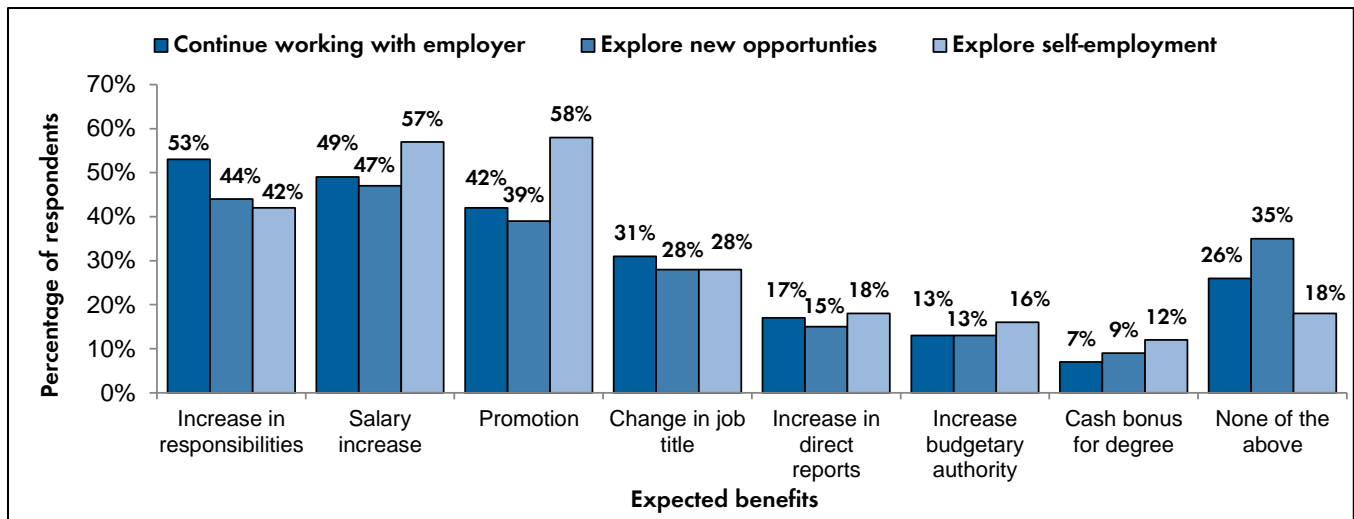
Job level seems to be a determining factor in the decisions of those who plan to stay with their employer. More class of 2013 graduates who intend to continue working for their current employer are employed in mid-level, senior, and executive-level positions compared with those currently employed but exploring other opportunities, on average. Those in senior and executive-level positions with the greatest levels of job satisfaction, were graduates who were staying with their employer but also considering self-employment.

Table 2. Percentage of Respondents with Prior Work Experience and Continuing Employment, by Program Type

Program Type	Percentage of graduates with prior work experience	Average years of work experience	Percentage of graduates continuing employment
Full-time two-year MBA	85%	4.5	9%
Full-time one-year MBA	89%	5.2	13%
Part-time MBA	97%	7.6	73%
Executive MBA	99%	14.1	72%
Online/distance learning MBA	99%	11.9	79%
One-year post graduate programme (PGP)	99%	6.6	6%
Two-year post graduate programme (PGP)	31%	1.4	5%
Master of Accounting	29%	1.7	15%
Master of Finance	48%	2.4	20%
Master in Management	44%	2.8	17%

The decision to remain with a current employer or to seek other work opportunities may also be moderated by the benefits students expect to receive from their current employer after they graduate (Figure 5). Graduates planning to stay with their employer were more likely to expect an increase in job responsibilities (53%) as well as a change in job title (31%). More than one-third (36%) of those who are exploring other opportunities do not expect any additional benefits from their current employer, compared with a quarter (26%) of those who intend to remain.

Figure 5. Expected Post-Graduation Benefits Among Those Remaining with Their Current Employer, by Exploration of Opportunities



Job Search Methods

Although graduates do use online tools and social media to extend their job searches, more traditional methods yielded better results for the class of 2013. The methods yielding the most job offers overall were internship/work projects that led to a job offer and the business school career services office (Table 3).

More than half of recent graduates used online job search sites before graduation (53% in class of 2013 compared with 54% in 2012), a percentage which mirrors recent results from the Pew Research Center on Internet usage for job searches in the United States.⁴ For class of 2013 graduates, online search methods were most effective for respondents in Canada, China, and Latin America. Meanwhile, the use of social media sites for job hunting has declined substantially from last year (32% compared with 58% in 2012), and just 12 percent of graduates using social media obtained a job through this method in 2013, compared with 17 percent in 2012.

⁴ Pew Internet and American Life Project (2012). *Tracking Surveys*; Pew Research Center. Accessed April 29, 2013: [http://pewinternet.org/Trend-Data-\(Adults\)/Online-Activities-Total.aspx](http://pewinternet.org/Trend-Data-(Adults)/Online-Activities-Total.aspx)

Table 3. Ranking of Most Successful* Job Search Methods Used, by School Location **

Rank	Global	China	India	Rest of APAC	Europe	Latin America	Canada	United States
1 st	Career services 64%	Internship/ work project 58%	Career services 94%	Internship/ work project 76%	Internship/ work project 61%	Network w/friends/ family 64%	Network w/ classmates 33%	Internship/ work project 70%
2 nd	Internship/ work project 64%	Professional meetings 57%	Job boards on- campus 73%	Career services 56%	Career services 58%	Online job search sites 54%	Network w/friends/ family 33%	Career services 54%
3 rd	Job boards on- campus 47%	Online job search sites 57%	Career coach 40%	Job boards on- campus 44%	Network w/friends/ family 45%	Professional meetings 48%	Social media 33%	Job boards on- campus 42%
4 th	Network w/ classmates 36%	Network w/friends/ family 49%	Internship/ work project 39%	Network w/friends/ family 40%	Network w/ classmates 43%	Internship/ work project 44%	Apply to companies 28%	Network w/ classmates 37%
5 th	Network w/friends/ family 34%	Career services 46%	Professional meetings 36%	Apply to companies 37%	Apply to companies 38%	Career coach 44%	Professional meetings 26%	Job fairs 37%

*Success rate was calculated by dividing the percentage of method used by the percentage of job offers received.

**Table includes the top five methods for each region out of the 13 methods shown in the questionnaire.

Class of 2013 students who acquired a job had to work slightly harder to obtain a job offer than last year’s class did. Overall, job seekers in the class of 2013 submitted a median number of 10 resumes and went on three job interviews for a return of two job offers, compared with job seekers in the class of 2012, who submitted a median number of three resumes and went on two job interviews to secure two job offers. Table 4 shows the median numbers of resume submissions, interviews, and job offers by school location for 2012 compared with 2013.

Table 4. Median Number of Resumes, Interviews, and Job Offers, by School Location

School Location	Number of Resumes	Number of Interviews	Number of Job Offers
China	12	5	2
Rest of Asia/Pacific Islands	10	3	2
Europe	10	3	2
United States	10	3	2
Canada	9	2	1
India	7	4	1
Latin America	5	2	2

Two specific job search methods examined were online job search sites and social media. Students who used those methods in their job search strategy (62%) submitted twice the median number of resumes (20) of their fellow graduates yet still received the same number of job offers (2) as an end result. Although the ease of technology means that sending more resumes might require just an extra click of a button, the greater outreach might not necessarily yield greater returns. Students need to be careful about their resumes and make sure they are not too generic. Sixty-six percent of employers surveyed by GMAC in 2013 considered the first impression from a resume important when selecting students to interview.⁵

⁵ GMAC (2013) Corporate Recruiters Survey: Hiring Report.

Respondents who received a job offer via social media sites primarily used social media as a networking platform, for example, to establish connections with alumni via social networking sites such as LinkedIn®. LinkedIn was used by an overwhelming 92 percent of job seekers who conducted their job search on social media sites. Furthermore, 85 percent of students who used LinkedIn succeeded in landing a job offer through the site.

The extent and nature of job search efforts partially depended on school location, citizenship, and students' intended work location. Overall, nine percent plan to work outside their home country, with three percent of students seeking permanent residency or citizenship in the country where they attended school, and six percent planning to work outside their home country before returning home. On average, students who planned to work outside their country of citizenship submitted more resumes than did students seeking domestic job placement. For example, domestic students attending schools in Asia/Pacific as well as in China and India, but seeking work outside their home country, disbursed their resumes in greater numbers than those who searched domestically. Within Europe, domestic students who sought employment in their home country submitted a median of 17 resumes, while Europeans who sought jobs in Europe but not in their home country submitted a median of 20 resumes. Europeans who planned to work outside of Europe submitted even more—a median of 37. Regardless of planned job location and number of resumes, the median number of interviews for Europeans was four, accompanied by two job offers.

Survey respondents who were not actively searching for employment (8%) stated that their main reasons included a desire to search closer to graduation (36%), an intent to continue their education (17%), family reasons (8%), a move to a new area (8%), and a desire to return to their country of citizenship (8%). The top two reasons were cited most frequently by full-time one-year MBA graduates.

Changes in Compensation

Prospective students pursue graduate management education, in part, to reap greater salaries. Postgraduate compensation is moderated by many factors, including a graduate's career objectives, intended work location, and prior year's work experience. Intended work location and work experience, in particular, tend to have a major impact on expected postgraduate salary increases. Students with more years of work experience entering a program tend to have greater salaries. Accordingly, a post-degree salary increase for these high earners would calculate to a smaller percentage rise than a similar salary increase for students with lower pre-degree salary levels:

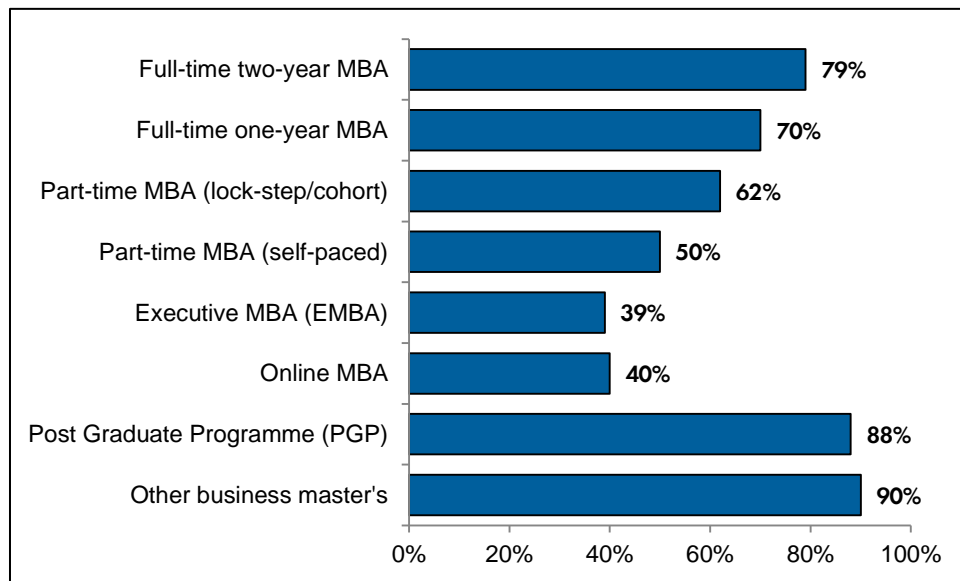
- About a quarter (26%) of class of 2013 graduates had *less than three years* of work experience entering their programs. They experienced an average salary increase of 107 percent over their pre-degree salary.
- A third (32%) of the class of 2013 reported *three to six years* of prior job experience before entering graduate business school. They received an 83 percent increase over their pre-degree earnings.
- Two out of 5 students (42%) who entered graduate business school with *six or more years* of prior work experience expect to earn a 57 percent salary premium compared with their pre-degree salary.

Women Around the World (Class of 2013)

- **Europe:** Job-seeking women with 3–6 years of work experience who attended school in Europe received a slightly higher post-degree salary boost (71%) compared with men with the same level of prior work experience (67%).
- **India:** Male and female graduates with job offers saw equal percentage changes in post-degree salaries (100%) when job experience prior to enrollment was between 3 and 6 years.
- **United States:** Women graduates with less than three years' work experience received a greater salary premium (107%) compared with men (95%).

Figure 6 shows the percentage change in salary by program type. Change in salary remains higher for the full-time MBA program graduates, who typically have less prior work experience (5 years, on average), than for those who work while enrolled in business school. Working professionals, such as part-time MBA graduates, executive MBAs, and online MBAs, who have between seven and 14 years of work experience, are most likely continuing their current employment, and those who continue working for their employer report receiving smaller changes in annual salary (38%) compared with graduates accepting new jobs (72%).

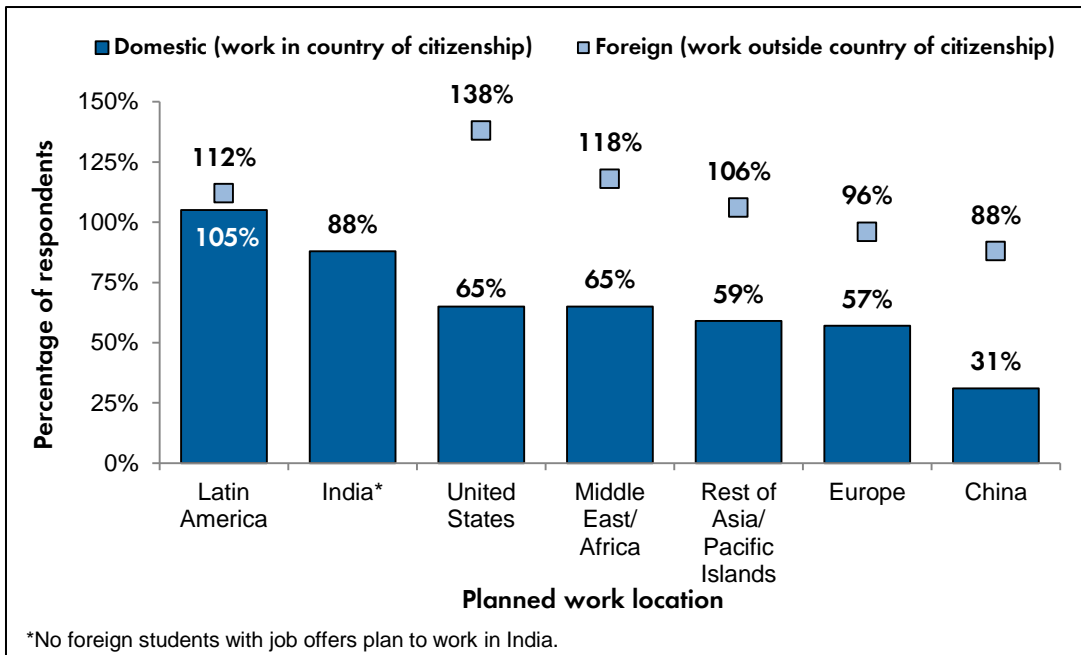
Figure 6. Percentage Change in Annual Base Salary, by Program Type



Prior job experience also moderated the reported percentage change in salary based on gender. Women in the class of 2013, having three to six years of work experience earned a premium of 88 percent pre-to-post salary increase compared to their male counterparts (82%) with the same experience. This is higher than the salary boost seen by the women in the class of 2012 with the same work experience who saw an increase in earnings of 71 percent compared to 78 percent increase for men. In addition, female graduates in 2013 with fewer than three years work experience also saw this salary boost compared to men, which was greater than observed in the class of 2012. However, a gap in earnings continues to be seen between men and women with six or more year of work experience. Men earned 15 percent more than the salary increases received by women with similar work histories (60% versus 45%, respectively).

Changes in post-degree annual salary also vary greatly based on a graduating student’s geographic mobility and citizenship. Figure 7 displays the percentage annual salary increases for graduates with job offers by citizenship and planned regional work location. Graduates with job offers to work outside their country of citizenship saw a greater percentage change between their pre-and post-degree salary than domestic candidates who receive job offers within their country of citizenship. For instance, Middle Eastern/African citizens who plan to work outside their country of citizenship but within the region, received a much higher increase in salary (118%) compared to those who planned to work within their country of citizenship (65%).

Figure 7. Percentage Change in Annual Base Salary for Graduates With Job Offers, by Planned Work Location and Citizenship



Another factor when considering salary change among graduates is the relative level of income from their home region versus where they intend to seek employment. Using the World Bank classifications for low, middle, and high income regions, which are based on per capita calculations, we see notable differences related to movement between economic groupings. Graduates who stay within their own income region⁶ (for example those who are from a middle income region and find employment in a similar middle income region) report a 92 percent increase in pre-to-post annual salary. Whereas those that are able to secure jobs in a higher income area see a larger jump in salary (156%; Table 5).

Table 5. Percentage Change in Annual Base Salary for Graduates With Job Offers by Income Region Mobility

Citizenship (From)	Work Location (To)	
	Middle Income	High Income
Middle Income	92%	156%
High Income	55%	62%

⁶ Low income, lower middle income and upper middle income classes were combined due to n size; World Bank Classifications. Accessed April 12, 2013 <http://data.worldbank.org/about/country-classifications>.

Self-Employment

Overall, four percent of the graduating class of 2013 are either already self-employed or have plans to be entrepreneurs. Graduates of executive MBA programs (12%) in 2013 were the most likely to be self-employed/entrepreneurs. The following is the percentage of the class of 2013 who are entrepreneurs as shown by program type:

- Full-time two-year MBA: 5%
- Full-time one-year MBA: 7%
- Part-time MBA: 3%
- Executive MBA: 12%
- Online/distance learning MBA: 6%
- One-year PGP: 4%
- Two-year PGP: 3%
- Master of accounting: 0%
- Master of finance: 2%
- Master in management: 4%

Thirty-eight percent of self-employed graduating students owned a business before entering business school (Table 6). Of the remaining 62 percent of self-employed graduates in 2013, 25 percent began their business while in school and 37 percent plan to launch one after graduation. The percentages were consistent across world regions with the exception of Latin American citizens, who have a higher percentage of entrepreneurs, and specifically owning a business before enrolling in business school (51%).

Compared with the overall total, a higher proportion of citizens of Asia and the Pacific Islands, India, and Latin America owned a business prior to entering business school. Indian (26 years old) and Latin American (32 years old) citizens who owned a business prior to school were younger compared with US citizens (43 years old), on average. The majority of Indian citizens plan to start their business after graduation, while US citizens were the most likely to begin a business while in school.

Table 6. Percentage of Class of 2013 Graduates Self-Employed, by Citizenship

	Worldwide	Asia/ Pacific Islands*	India	Latin America	United States
Percentage self-employed	4%	3%	3%	8%	3%
Owned business before school	38%	44%	41%	51%	35%
Began business during school	25%	25%	7%	17%	34%
Plan to start business after graduation	37%	31%	52%	31%	30%

* Includes China, Hong Kong, and Macau.

The cohort of graduates who either began their business projects while enrolled in school or planned to build their enterprise after schools, indicated that their graduate management education was an important part of the decision to become self-employed. A majority of these innovative entrepreneurs were building the skills they needed to develop their idea (79%) and write their business plan (73%) while in school.

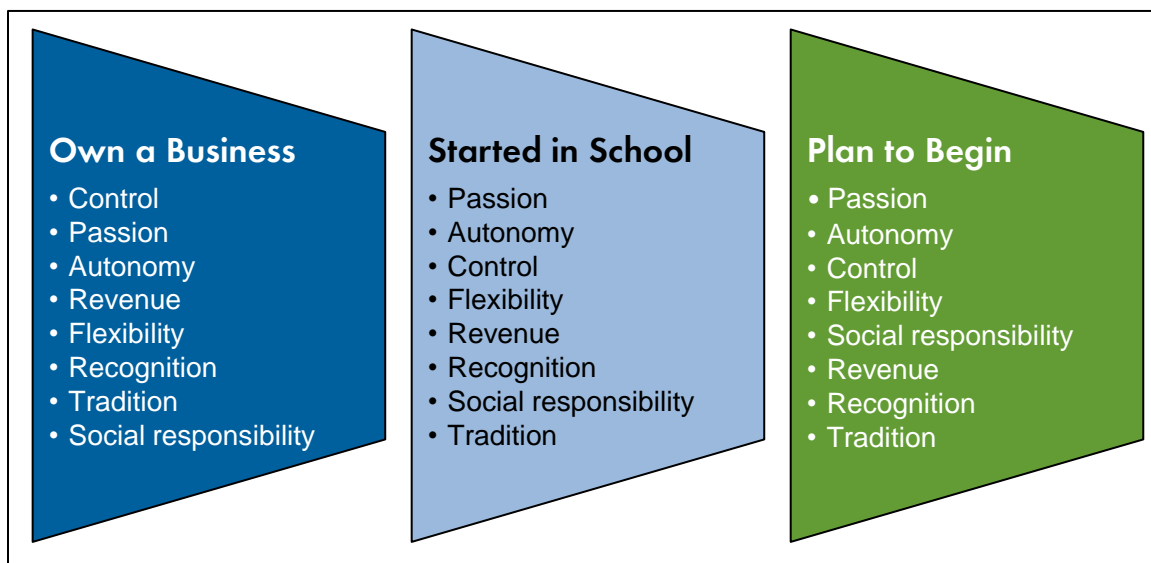
The top industries for self-employed graduates or those who planned to start a business were products and services (37%), technology (17%), and consulting (16%; Table 7).

Table 7. Top 5 Industries of Self-Employment by Country/Region of Citizenship

Worldwide	Asia/Pacific Islands	India	Latin America	United States
Products/Services (37%)	Technology (25%)	Products/Services (37%)	Products/Services (46%)	Products/Services (44%)
Technology (17%)	Products/services (25%)	Health care (15%)	Consulting (14%)	Consulting (20%)
Consulting (16%)	Finance/Accounting (16%)	Technology (15%)	Finance/Accounting (9%)	Finance/Accounting (11%)
Finance/Accounting 9%	Government/Nonprofit (13%)	Government/Nonprofit (11%)	Energy/Utilities (9%)	Technology (11%)
Health care/ Pharmaceutical 7%	Consulting (9%)	Consulting (7%)/ Manufacturing (7%)	Technology (9%)	Health care (7%)

Entrepreneurial motivations differed by a graduate’s career or business status (Figure 8). The desires to be in control of one’s future and be the primary decision maker were drivers for class of 2013 graduates who owned a business prior to entering school. Among *new* entrepreneurs, those just starting out on a self-employment path, passion for doing something they enjoy was their top motivator for becoming an entrepreneur. The capacity to generate income is more important to those who already have businesses running, whereas flexibility, or working a schedule that fits one’s needs, and social responsibility are of greater importance.

Figure 8. Motivations for Self-Employment, Ranked by Importance, by Entrepreneurial Status



Conclusions

Class of 2013 graduates entered school well prepared, equipped with years of work experience and specific future aspirations in mind. More than half of job seekers had received job offers at the time of the survey. Knowing the job search methods that have the greatest success rate and the ways students can maximize their educational experience to secure timely job offers and boost their salary potential after graduation may help schools more effectively advise and guide students in reaching their career goals.

Respondent School Location

Data reported in the 2013 GMAC Global Management Education Graduate Survey reports include responses from students in their final year of study at programs in the following locations:

Australia	Germany	Singapore
Belgium	India	South Africa
Brazil	Ireland	South Korea
Canada	Italy	Spain
China	Kenya	Taiwan
Colombia	Lebanon	Thailand
Costa Rica	Malaysia	Ukraine
Ecuador	Mexico	United Kingdom
Egypt	Philippines	United States
France	Portugal	Venezuela

Get More Data From Employers and Alumni



Expand your view of the 2013 job market with the latest hiring projections and employer feedback from the **Corporate Recruiters Survey**, available now at gmac.com/corporaterecruiters.

And be sure to sign up for the **(New!) Alumni Perspectives Survey** at gmac.com/surveysignup.

This year the Alumni Perspectives Survey will be facilitated with school cooperation to give you more detailed alumni success statistics at the individual program level. Schools that participate will get detailed reports and interactive tools for analysis by program type and other variables, as well as individual benchmark statistics.

More information about class of 2013 graduating students' employment goals, job search trends, industry preferences, school evaluation, and career choices is available through a series of Statistical Briefs that summarize the Global Management Education Graduate Survey data by region and citizenship. These briefs allow users to delve deeper into the survey findings. Use of the Statistical Briefs is exclusive to schools that participated in this year's study. In addition to receiving individual summary reports and the Statistical Briefs, participating schools have access to an online tool they can use to create individualized benchmark reports to compare aggregated responses from their students with those from their peer schools.

Detailed survey methodology, including the respondent profile, is available on our website at gmac.com/globalgrads.

For question or comments regarding the study findings, methodology, or data, please contact the GMAC Research and Development Department at research@gmac.com.

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