

Understanding the Implications of the Digital Generation on Business Education

Phase 3: Attitudes and Usage Study 2017

Quantitative Report

Commissioned by:



Prepared by:



Proprietary and Confidential

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Introduction

Objectives

Three associations that serve the business management education industry, AACSB International, the Executive MBA Council (EMBAC), and the International Consortium for Executive Education (UNICON), seek insights into the evolving expectations and experiences of the up-and-coming generations of professionals spanning “Generation Z” and “Millennials” (so-called “digital generations”). These three associations will be collectively referred to as “Commissioning Organizations” throughout this report as the sponsor of this study.

In addition to understanding the evolving demographics as they relate to business education, the Commissioning Organizations are specifically interested in opportunities that the digital generations present for business schools in both degree-based education and non-degree executive education spaces. The Commissioning Organizations seek to learn how business schools can align their education models and adopt effective strategies to meet the needs of the digital generations throughout their careers. This study was designed to explore the broad range of management learning and development alternatives that will be available to these respondents in the future, respondents’ motivations for pursuing certain management education options, and their attitudes toward available options.

This Quantitative Report summarizes Phase 3 of a multi-phase study sponsored by the Commissioning Organizations.

Methodology

- The questionnaire was developed by the Commissioning Organizations and Percept Research.
- The questionnaire was administered in five native languages (Chinese-Traditional, English, French, Portuguese, Spanish) via a web survey hosted by Percept Research and delivered through a select panel provider.
- Percept Research tabulated the data and developed the quantitative report.
- Sample quotas were proposed to provide representation among countries that have the largest populations of potential advanced management education students. The per-country quota was highest for the United States owing to the country’s market size and population diversity.

Quota by Country

Current Residence	N	% of Total	Quota	% of Quota
Australia	111	6.7%	100	111.0%
Brazil	106	6.4%	100	106.0%
China	108	6.5%	100	108.0%
France	110	6.6%	100	110.0%
India	102	6.1%	100	102.0%
Singapore	36	2.2%	30	120.0%
South Africa	78	4.7%	75	112.0%
Spain	112	6.7%	100	104.0%
UK	110	6.6%	100	110.0%
United States	792	47.6%	800	99.0%
Total	1,665	100.0%	1,605	103.7%

Fielding Overview

- Fielding Started: July 28, 2017
- Fielding Completed: August 20, 2017

How to Read this Report

Segmentation

- Male vs. Female
- 21-30 vs. 31-40 years old
- Country of Residence: Australia, Brazil, China, France, Germany, India, Singapore, South Africa, Spain, United Kingdom, United States. "Outside the United States" refers to individuals that reside in Australia, Brazil, China, France, Germany, India, Singapore, South Africa, Spain, and the United Kingdom.
- Employment Status (i.e., full-time, part-time, not employed).
- Education level (answer options categorized into three groups: No college through two-year Associate's degree; Bachelor's degree; and graduate coursework through graduate degree).
- Likelihood to pursue advanced management education in the next ten years (categorized into three groups, including respondents *Extremely or Very Likely* (Top 2 Box); those *Somewhat Likely*; and those *Not Very* and *Not at All Likely* (Bottom 2 Box).

Reading Chart Values

- Charts in this report display values to one decimal place (e.g., 4.6). For reported percentages, aggregated values may not always sum to 100.0% due to rounding. For "checkbox" questions in which respondents "Select all that apply," total reported percentages may exceed 100.0% since more than one answer choice may be selected by a single respondent.

Statistical Precision

- Significance testing (comparisons of column means and column proportions) were conducted across the segmentation above at a 95% confidence level. Significant differences are highlighted in the findings commentary.
- A 0.1 difference in means may be statistically significant given the large sample size and the amount of variance around the mean.
- The commentary within this report presents the word "significant" to identify statistical significance.

Data Cleaning

- Straight-line responses removed (i.e., respondents who entered the same value across all questions or attributes) from data set and Do Not Know/Not Applicable removed where appropriate.
- Data cleaning also included removal of responses that indicated the respondent completed the survey in half the median completion time or otherwise contributed nonsensical responses to open-ended questions.

Verbatim Responses

- Responses to open-ended and 'other specify' questions were grouped into key mentions and listed throughout this report. To view all responses in their entirety to those questions, please refer to the Verbatim Document.

Terminology

- The symbol 'N' refers to the number of respondents that provided a valid response to that particular question.
- For many of the 5-point scale questions within the study, frequency ratings are presented as 'Top 2 Box' or 'Bottom 2 Box' - this provides an intuitive approach to understand the number of respondents with a strong sentiment. A Top 2 Box is the net score of the highest two categories of a rating scale. For example, if the scale is: *Extremely Likely*, *Very Likely*, *Somewhat Likely*, *Not Very Likely*, and *Not at All Likely*, then the combined category of *Extremely Likely* and *Very Likely* is referred to as the Top 2 Box score (whereas Bottom 2 Box is the combined ratings of *Not Very Likely*, and *Not at All Likely*). Note: The Top refers to the positive/highest scale response options, not the position of the options on the questionnaire or in a table.

Executive Summary

Executive Summary

Key Findings

Career objectives can vary subtly but notably among various demographic segments.

- When considering motivations for pursuing advanced management education, female respondents issued higher ratings for *Provide increased career stability and job security* than male counterparts. Male respondents provided higher ratings for *Make it easier to start my own business*.
- Female respondents look specifically to the MBA or MA/MS in Management to *Improve my standard of living* and *Provide increased career stability and job security*; however, female respondents look to Management courses and Non-Degree Executive Education to *Gain additional respect and credibility in my current job*.
- Respondents 21 to 30 years old consider *Make it easier to start my own business* and *Obtain international exposure and access* stronger motivations for their pursuit of advanced management education compared to their older counterparts. Conversely, those between 31 and 40 years old give more credence to advanced management education to *Make it easier to change fields or organizations*.

Non-traditional education options, like certificates and digital badges, are gaining credibility and interest among respondents.

- Only one in ten respondents are *Not Very Likely* or *Not at All Likely* to pursue certificates or digital badges as an educational option.
- Certificates and digital certificates provide more attractive options for individuals employed full-time and those holding a graduate degree. In an open-ended question, respondents frequently mentioned the convenience it would provide in their attempt to juggle current employment.
- Compared to respondents working toward or holding a graduate degree, those whose highest level of education is a Bachelor's degree are more likely to see value in certificates and digital badges.
- Individuals not considering pursuing an MBA, Specialized Master's, or Business and Management courses not part of a formal program in the next ten years are more likely to find certificates and digital badges as a complement to non-degree coursework compared to those *Extremely* or *Very Likely* to pursue these options.
- Almost half of respondents overall believe certificates and digital badges are valuable as a complement to a non-degree coursework or program; over a quarter believe it can substitute for a formal degree, and another 17.4% see these as equally valuable as a substitute or complement to a formal or non-degree program.
- Over half of female respondents (53%) recognized value in certificates and digital badges compared to 44% of males.

Executive Summary

Key Findings

Although traditional Master's programs continue to carry weight as markers of credibility, prospective students express interest in flexible options they can use to customize their own course plans.

- The MBA or MA/MS in Management is considered the Most Appropriate choice across all motivations for pursuing advanced management education addressed in this study; however, substantial interest lies in other forms and formats.
- Respondents overall express strong interest in credit for life/work experience. Individuals most interested in pursuing credit for life/work experiences report being *Extremely Likely* or *Very Likely* to pursue an advanced management program in the next 10 years and are currently employed full-time.
- Those who are *Extremely* or *Very Likely* to pursue Non-degree Executive Education are respondents who are currently employed full-time, who possess a graduate degree or completed some graduate coursework, and who reside in the United States.
- Female respondents placed more significance than males to *On-the-job training*.
- In calculations of respondents' perceived value of the four education formats as Most Appropriate for motivations addressed in this study, a cumulative 41.5% of respondents selected either Non-Degree Executive Education or Management Courses. This indicates that there is a strong demand for informal and non-graduate degree education options.

Each country and culture presents unique education experiences and preferences that suggest program design and delivery be developed considering each country's demographics and distinctions.

- The top three overall motivations (*Improve my (and/or my family's) standard of living; Provide increased career stability and job security; and Improve my leadership/management skills*) received significantly higher ratings from respondents from the United States compared to residents outside the United States. *Make it easier to advance in my field or organization*, the sixth highest rated motivation, also received higher ratings in the United States. *Obtain international exposure and access* was the one motivation that received significantly higher ratings from respondents outside the United States.
- Respondents in the United States are significantly more likely to have *Completed at Least One Online or Blended Course* compared to those outside the United States.
- Residents of the United States are more likely to pursue Non-degree Executive Education than those outside the United States.
- Residents of the United States expressed greater interest in *On-the-job training* compared to respondents outside the United States.
- Residents outside the United States are driving the selection of Specialized Master's as the Most Appropriate education option for motivations studied here.

Executive Summary

Key Findings

Employees want more say in professional development planning and execution.

- Having professional development be self-directed with some input from the employer was the most selected option across the majority of audience segments within this study.
- Older respondents and those holding a Bachelor's or graduate degree selected *the Self-directed with some input from employer* option at a significantly higher rate than younger respondents and those not holding a degree.
- Respondents indicating they receive no employee reimbursement were significantly more likely to select *Self-defined/directed* as their first choice.
- Individuals with full reimbursement from their employers were more likely to select *Mostly my employer's decision, with some input from me* than those no financial support from their employer.
- *Self-defined/directed* professional development outranked "just-in-time" programs developed with employers and established programs. This is especially true for respondents 31 to 40 years old.

Preferences for delivery channel, asynchronous versus synchronous format, and institutional funding model vary among demographic segments, and will continue to shift as younger prospective students reach critical career junctures.

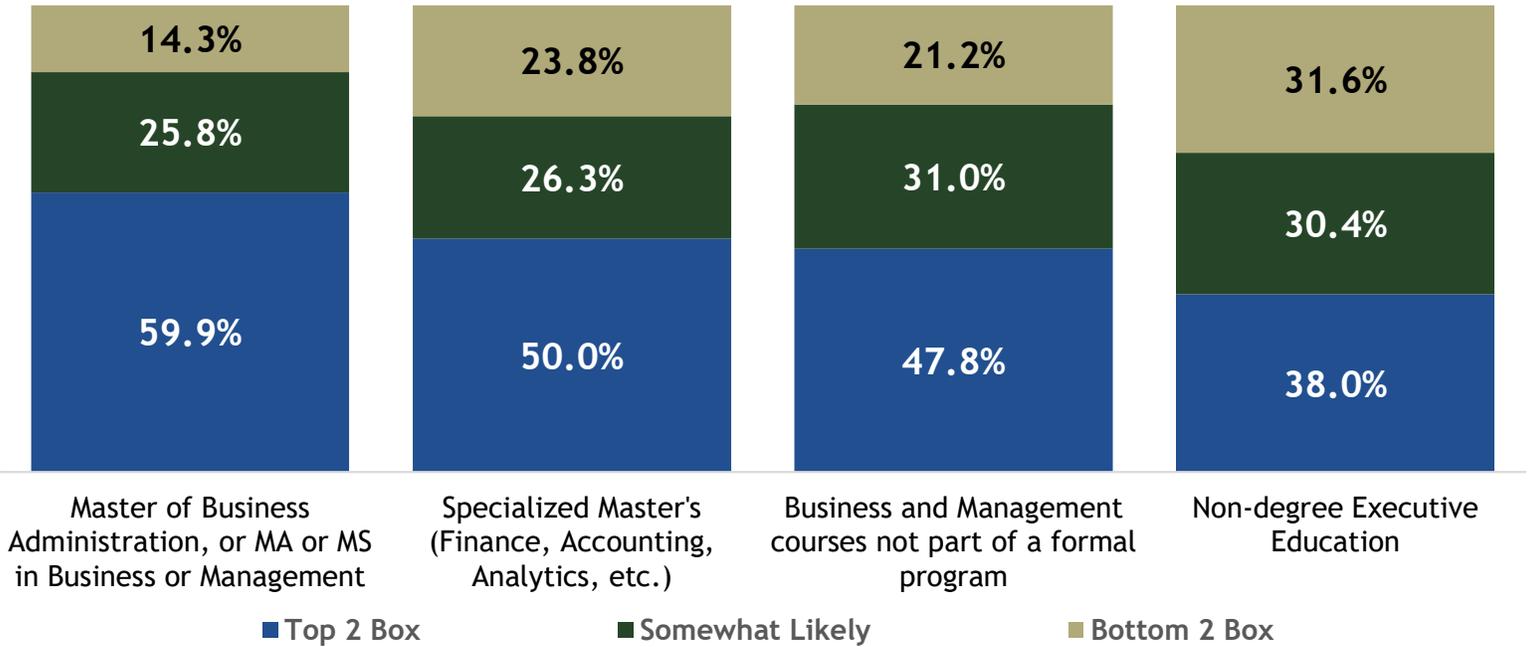
- Across all groups within this study, nearly half of respondents indicated equal preference for *For-profit or not-for-profit/state-sponsored* institutions.
- When examining the specific options, *Not-for-profit/state-sponsored* was selected at a significantly higher rate among 31- to 40-year-olds. *For-profit* institutions was selected at a significantly higher rate among respondents 21 to 30 years old.
- Female respondents expressed equal preference for *For-Profit or not-for-profit / state-sponsored* at a significantly higher rate than male respondents.
- Female respondents were more likely to have *Completed at Least One Online and Blended Course* compared to male respondents.
- Female respondents preferred *Pre-recorded* delivery at a significantly higher rate than male respondents; male respondents' preference for *Live* delivery is significantly higher than that of female respondents.
- Along with male respondents, younger respondents expressed preferences for *Live* learning options.
- Overall, respondents who have *Completed at Least One Online or Blended Course* are most likely to prefer a *Mix of Live and Pre-recorded* delivery.

Executive Summary

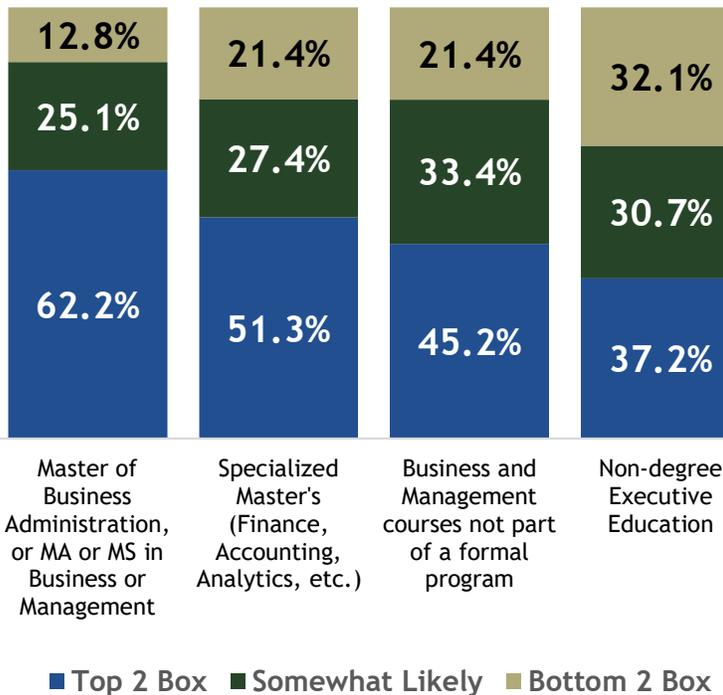
Likelihood of Enrolling in the Next 10 Years

A4. How likely is it that you will enroll in each of the following types of advanced management education programs or courses in the next 10 years?

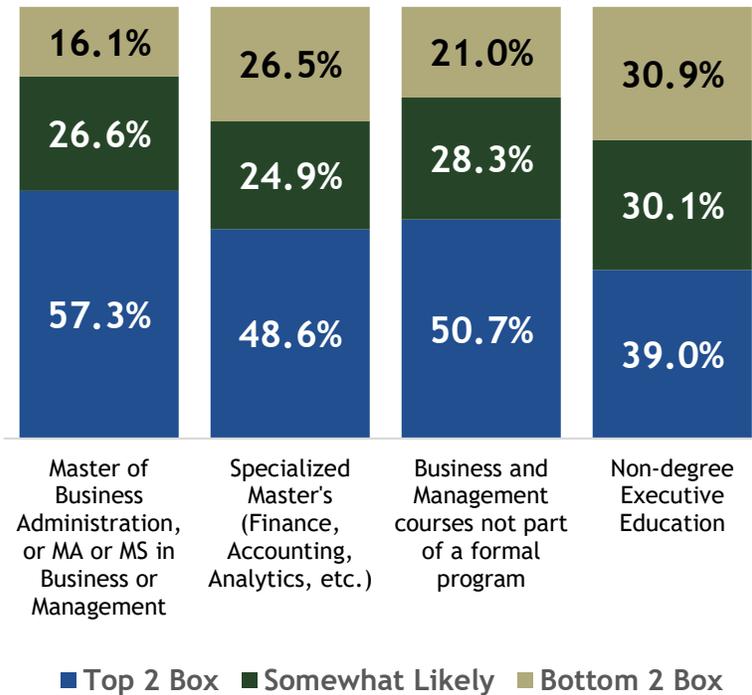
All Respondents



Respondents 21 to 30 Year Old



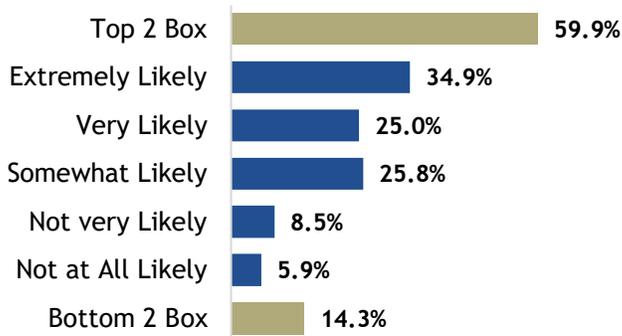
Respondents 31 to 40 Year Old



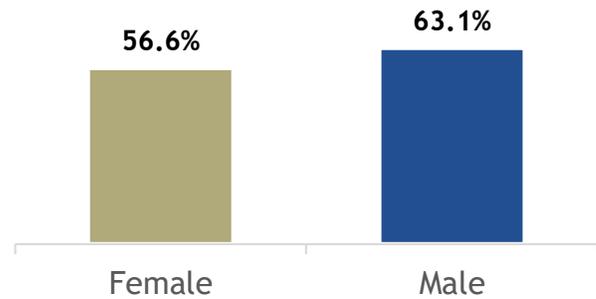
Executive Summary

Master of Business Administration, or MA or MS in Business or Management

Likelihood to Pursue in Next 10 Years



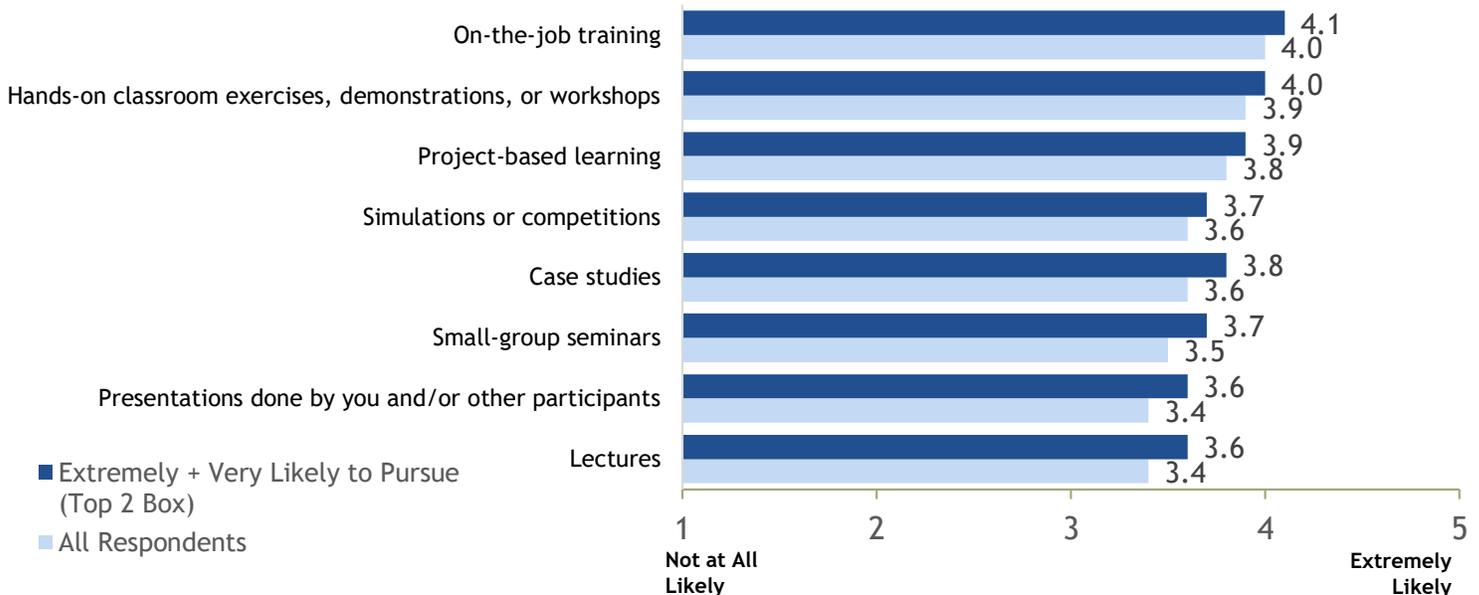
Likelihood to Pursue in Next 10 Years Top 2 Box (Extremely Likely and Very Likely) by Gender



Demographic Profile (Significant Differences):

- Males selected *Extremely Likely* to pursue at a significantly higher rate than Females (Males 39.6% versus Females 30.4%).
- Residents of the United States selected *Extremely Likely* to pursue at a significantly higher rate than those residing outside the United States (40.5% United States versus 30.0% outside United States).
- Individuals employed Full-time selected *Extremely Likely* to pursue at a significantly higher rate than those not employed Full-time (38.1% Full-time versus 23.9% not employed Full-time).
- Individuals who have either started graduate work or completed a graduate degree (grouped into one analysis category) selected *Extremely Likely* to pursue at a significantly higher rate than the two other analysis groups, namely, those who currently hold a Bachelor’s degree, and those who have not started college/started college/hold a two-year Associate’s Degree (43.2% Graduate versus 33.2% Bachelor’s versus 24.9% No college/Associate’s).
- The ratings of Effectiveness of Learning Approaches by those most likely to pursue this advanced management education program are higher compared to All Respondents. This indicates higher expectations among individuals most likely to pursue this advanced management program.

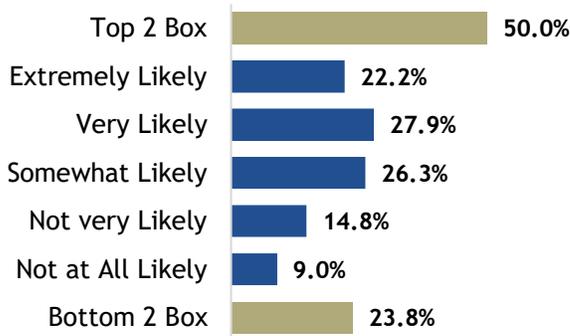
Comparison of Effectiveness of Learning Approaches:
All Versus Respondents Selecting *Extremely* or *Very Likely* to Pursue



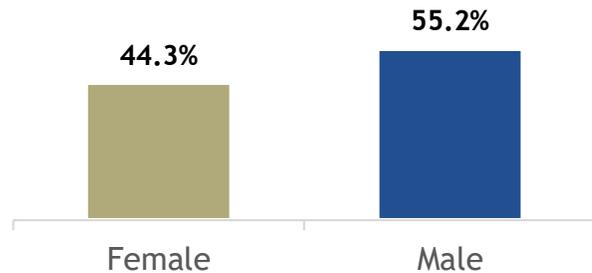
Executive Summary

Specialized Master's (Finance, Accounting, Analytics, etc.)

Likelihood to Pursue in Next 10 Years



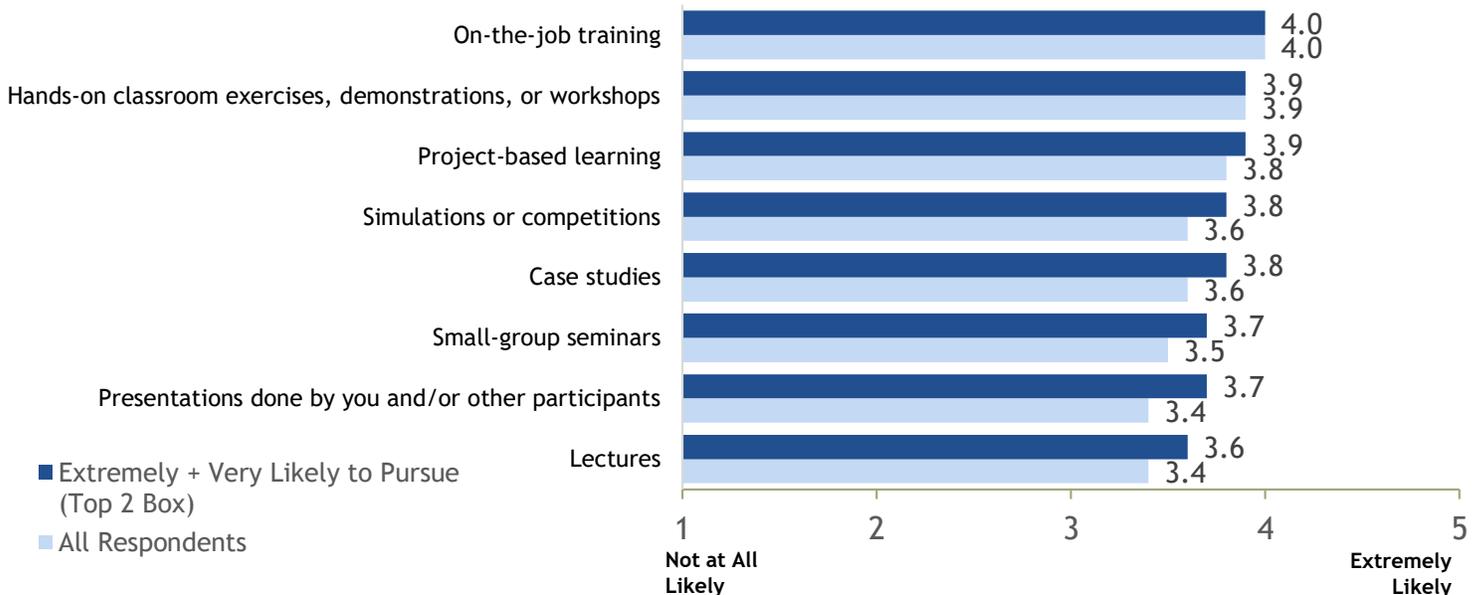
Likelihood to Pursue in Next 10 Years Top 2 Box (Extremely Likely and Very Likely) by Gender



Demographic Profile (Significant Differences):

- Males selected *Extremely Likely* and *Very Likely* to pursue a Specialized Master's at a significantly higher rate than Females (Males 24.5% and 30.7%, respectively, versus Females 19.5% and 24.8%).
- Individuals interested in an MBA or MA/MS in Business or Management selected *Extremely Likely* and *Very Likely* to pursue a Specialized Master's program at a significantly higher rate than individuals not interested in the advanced management education program (30.5% *Extremely Likely* and 35.2% *Very Likely* versus 9.2% and 16.9%, respectively).
- The ratings of Effectiveness of Learning Approaches by those most likely to pursue this advanced management education program are higher compared to All Respondents across several variables. This indicates higher expectations among individuals most likely to pursue this advanced management program.

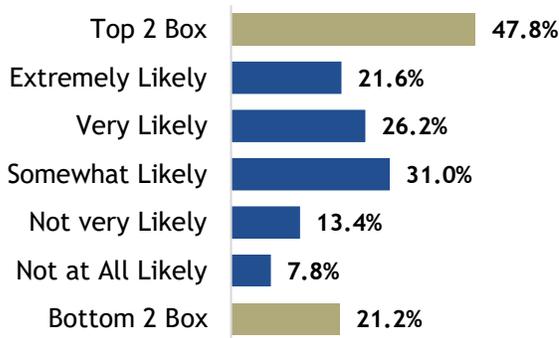
Comparison of Effectiveness of Learning Approaches:
All Versus Respondents Selecting *Extremely* or *Very Likely* to Pursue



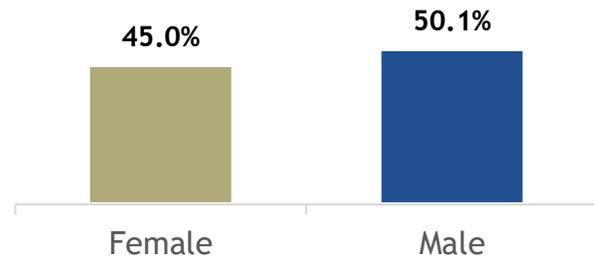
Executive Summary

Business and Management courses not part of a formal program

Likelihood to Pursue in Next 10 Years



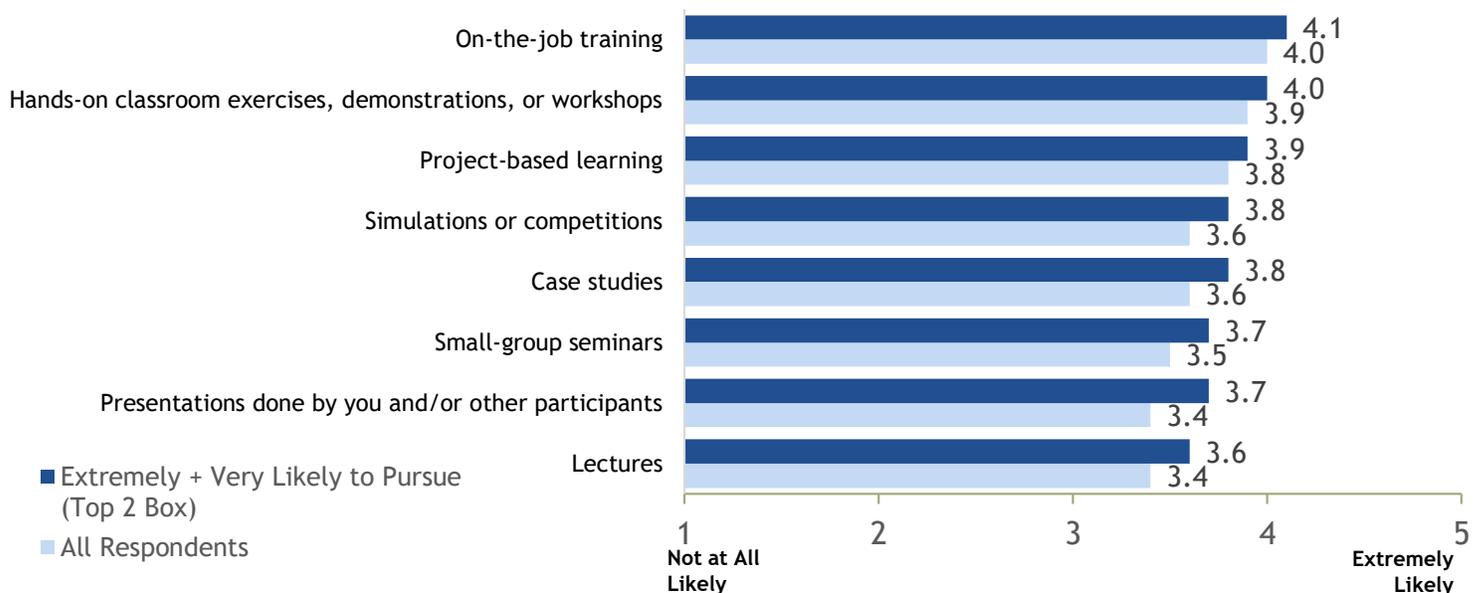
Likelihood to Pursue in Next 10 Years Top 2 Box (Extremely Likely and Very Likely) by Gender



Demographic Profile (Significant Differences):

- Individuals interested in an MBA or MA/MS in Business or Management selected *Extremely Likely* and *Very Likely* to pursue Business and Management courses not part of a formal program at a significantly higher rate than individuals not interest in the advanced management education program (27.0% *Extremely Likely* and 30.5% *Very Likely* versus 13.0% and 19.4%, respectively).
- Individuals interested in a Specialized Master’s selected *Extremely Likely* and *Very Likely* to pursue these informal options at a significantly higher rate than individuals not interested in the advanced management education program (28.8% *Extremely Likely* and 31.4% *Very Likely* versus 14.5% and 21.0%, respectively).
- Individuals who have started graduate work or completed a graduate degree (grouped into one analysis category) selected *Extremely Likely* to pursue this education option at a significantly higher rate than the two other analysis groups, namely, those who hold a Bachelor’s degree, and those who have not started college/started college/hold a 2 year Associate’s Degree (26.2% Graduate versus 19.8% Bachelor’s versus 17.9% No college/Associate’s).
- The ratings of Effectiveness of Learning Approaches by those most likely to pursue this advanced management education program are higher compared to All Respondents. This indicates higher expectations among individuals most likely to pursue this advanced management program.

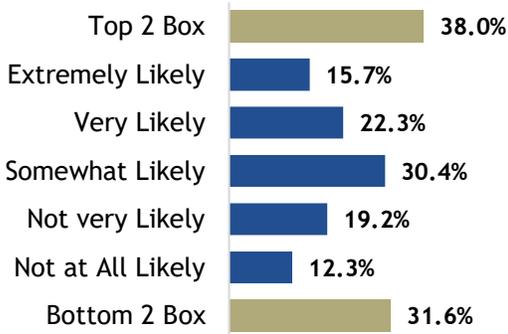
Comparison of Effectiveness of Learning Approaches:
All Versus Respondents Selecting *Extremely* or *Very Likely* to Pursue



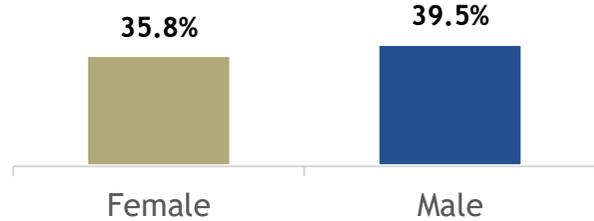
Executive Summary

Non-degree Executive Education

Likelihood to Pursue in Next 10 Years



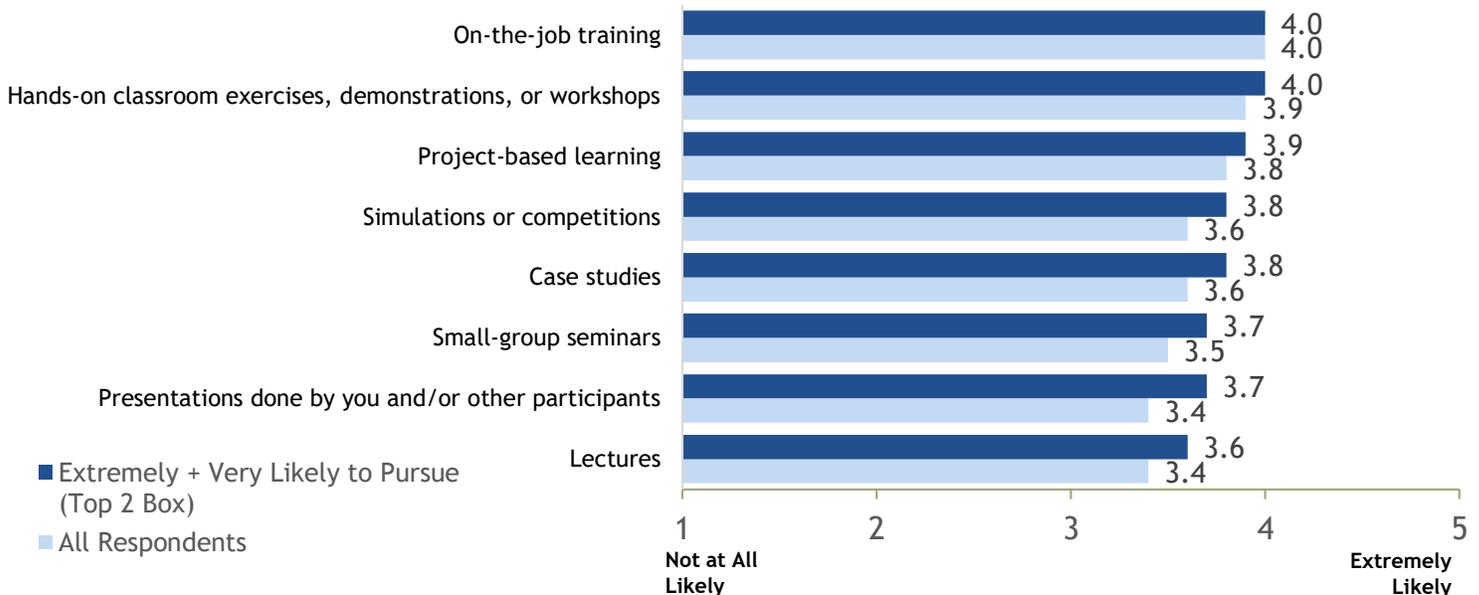
Likelihood to Pursue in Next 10 Years Top 2 Box (Extremely Likely and Very Likely) by Gender



Demographic Profile (Significant Differences):

- Residents of the United States selected *Extremely Likely* to pursue Non-degree Executive Education at a significantly higher rate than those residing outside the United States (17.7% United States versus 13.9% outside United States).
- Individuals employed Full-time selected *Extremely Likely* to pursue at a significantly higher rate than those not employed Full-time (16.9% Full-time versus 11.7% not employed Full-time).
- Individuals selecting *Extremely Likely* and *Very Likely* to pursue the other three advanced management education programs in this study are also significantly more likely to select the same likelihood for the Non-degree
- Individuals who have started graduate work or completed a graduate degree (grouped into one analysis category) selected *Extremely Likely* to pursue at a significantly higher rate than the two other analysis groups, namely, those who hold a Bachelor's degree, and those who have not started college/started college/hold a 2 year Associate's Degree (20.8% Graduate versus 12.7% Bachelor's versus 13.8% No college/Associate's).
- The ratings of Effectiveness of Learning Approaches by those most likely to pursue this advanced management education option are higher compared to All Respondents across most attributes.

Comparison of Effectiveness of Learning Approaches:
All Versus Respondents Selecting Extremely or Very Likely to Pursue



Select Insights and Commentary

Select Insights and Commentary

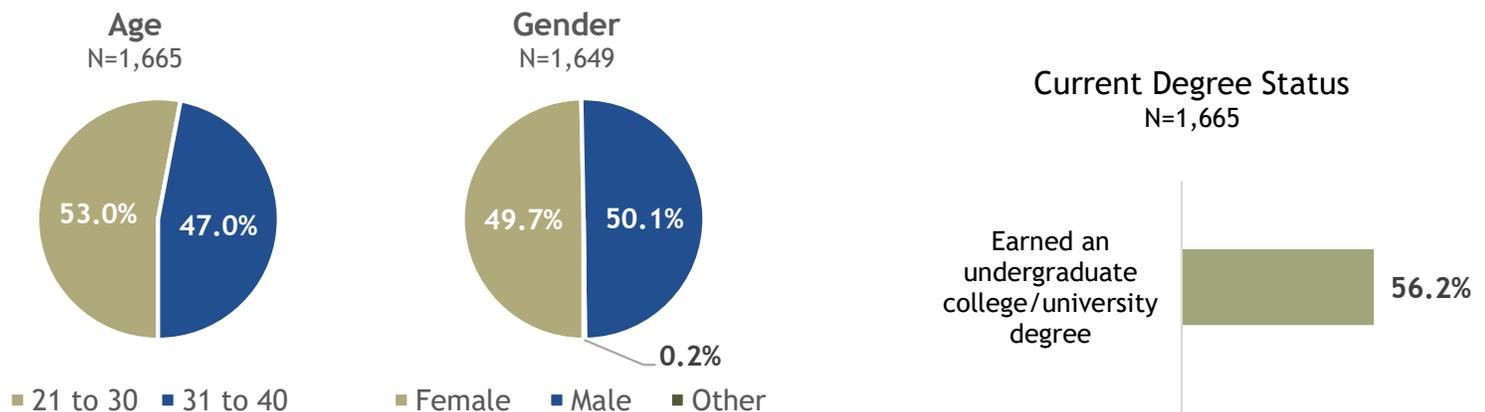
Percept Research was engaged by AACSB International, the Executive MBA Council (EMBAC), and the International Consortium for Executive Education (UNICON) to provide insight into the ‘Digital Generations’ preferences concerning the evolving landscape of management learning and development alternatives. Specifically, how business schools can tailor offerings to attract the younger generations seeking both degree and non-degree ‘executive’ education.

This study focused on individuals currently part of an undergraduate degree program and holders of an undergraduate degree or MBA/Graduate degree between the ages of 21 to 40 across 10 countries. These individuals were then qualified against their likelihood to enroll in one or more of the following:

- Master of Business Administration, or MA or MS in Business or Management
- Specialized Master’s (Finance, Accounting, Analytics, etc.)
- Business and Management courses not part of a formal program (including online options such as MOOCs or Coursera, whether or not for university credit)
- Non-degree Executive Education (University, For-Profit Company, or other Non-University)

Only respondents that selected Extremely Likely, Very Likely, or Somewhat Likely to one or more of the above options were included in this study.

Respondent Summary



Current Residence	N	% of Total
Australia	111	6.7%
Brazil	106	6.4%
China	108	6.5%
France	110	6.6%
India	102	6.1%
Singapore	36	2.2%
South Africa	78	4.7%
Spain	112	6.7%
UK	110	6.6%
United States	792	47.6%
Total	1,665	100.0%

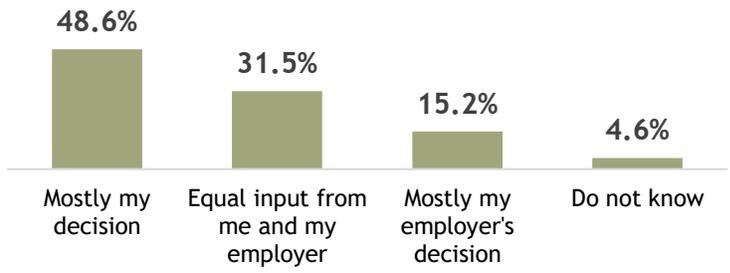
Select Insights and Commentary

Likelihood of Enrolling in the Next 10 Years	Bottom 2 Box: Not Very Likely or Not at All Likely	Top 2 Box: Extremely Likely Or Very Likely
Master of Business Administration, or MA or MS in Business or Management	14.3%	59.9%
Specialized Master's (Finance, Accounting, Analytics, etc.)	23.8%	50.0%
Business and Management courses not part of a formal program	21.2%	47.8%
Non-degree Executive Education	31.6%	38.0%

Top 3 Motivations Top 2 Box



Top Preference for Planning Professional Development



Attractiveness of Options

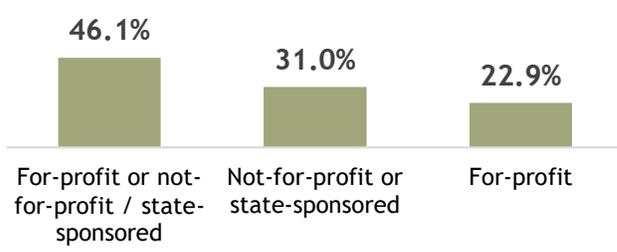
Note: Scale is reversed where lower is a more positive result



Effectiveness of Learning Approaches



Program Preferences by Type of Institution



Select Insights and Commentary

Motivations for Pursuing Advanced Management Education

Respondents were asked to rate the importance of a series of statements as it relates to motivations for pursuing an advanced management education. The results provide insights into how providers can target messaging to potential students. The table below indicates the motivations that received an above average rating (4.0 or higher) – motivations with a below average rating are not displayed (means in parentheses).



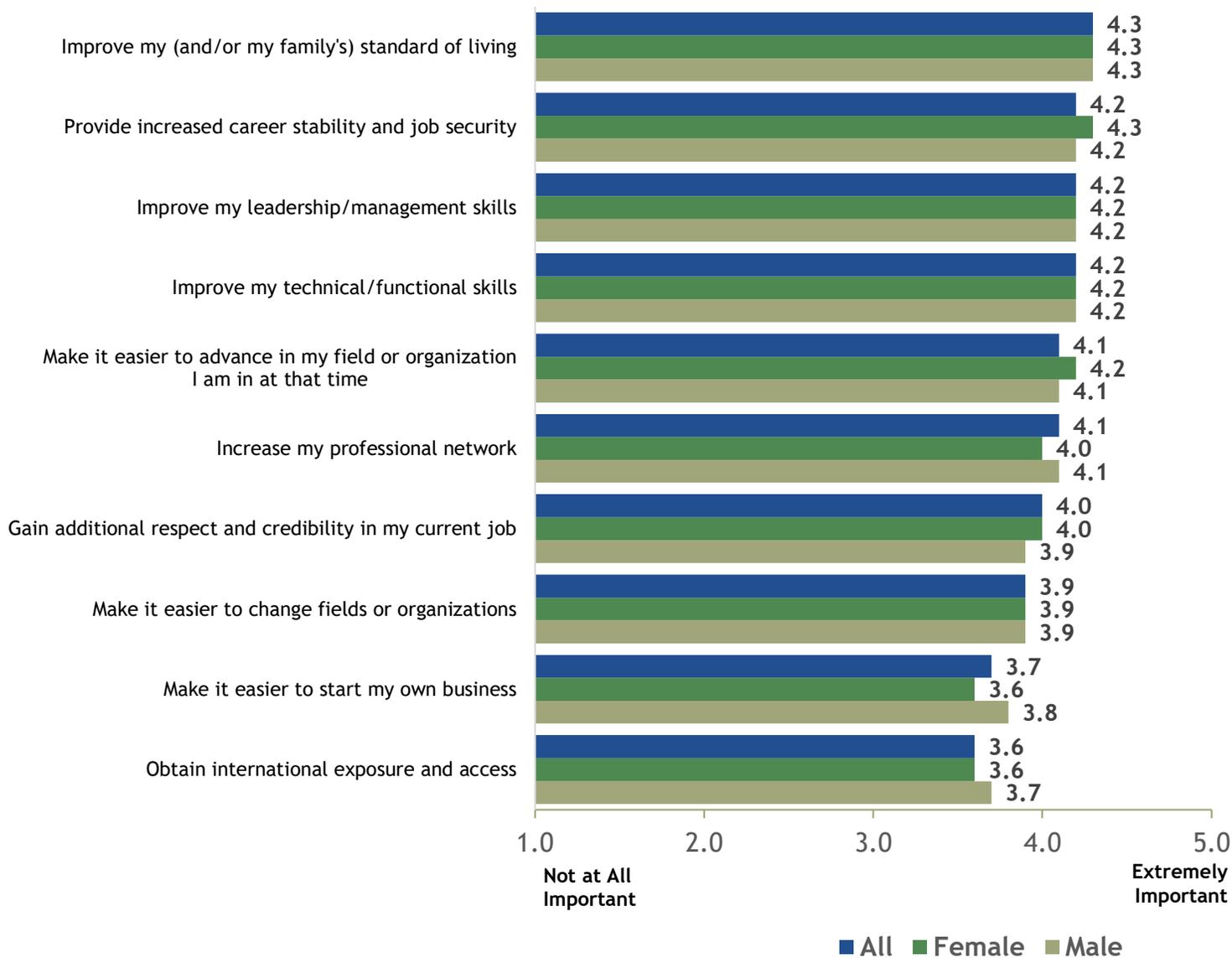
Source: B1. How important are each of the following motivations to your interest in pursuing future advanced management education? 1 to 5 scale with 1 = Not at all Important and 5 = Extremely Important. Mean across all variables is 4.0.

Improving my (and/or my family's) standard of living was the highest rated variable in terms of motivation. Over 51% of respondents rated this motivation as *Extremely Important*, making it the only motivation to receive such a high rating from over half of all respondents. *Provide increased career stability and job security* and *Improve my leadership/management skills* received the second and third highest *Extremely Likely* ratings (46.5% and 45.5%, respectively).

Select Insights and Commentary

Motivations and Gender

Gender diversity is recognized by corporations and the advanced management education industry alike as a focal point for identifying talent and fostering a diverse workforce. The 2015 Phase 2 study by Executive Core found that 80% of the corporations they interviewed had a focus on accelerating females through their development programs and into top positions.¹ Phase 3 data exhibits distinctions in motivations for advanced management education between female and male respondents. Female respondents in this study did provide statistically significant higher ratings for *Provide increased career stability and job security* than their male counterparts (4.3 versus 4.2). Male respondents, however, provided significantly higher ratings for *Make it easier to start my own business* (3.8 versus 3.6), but this was not one of the main motivations referenced on the previous page. Female respondents are looking at the MBA or MA/MS in Management to *Improve my standard of living* and *Provide increased career stability and job security*; however, female respondents look to Management courses and Non-Degree Executive Education to *Gain additional respect and credibility in my current job*.

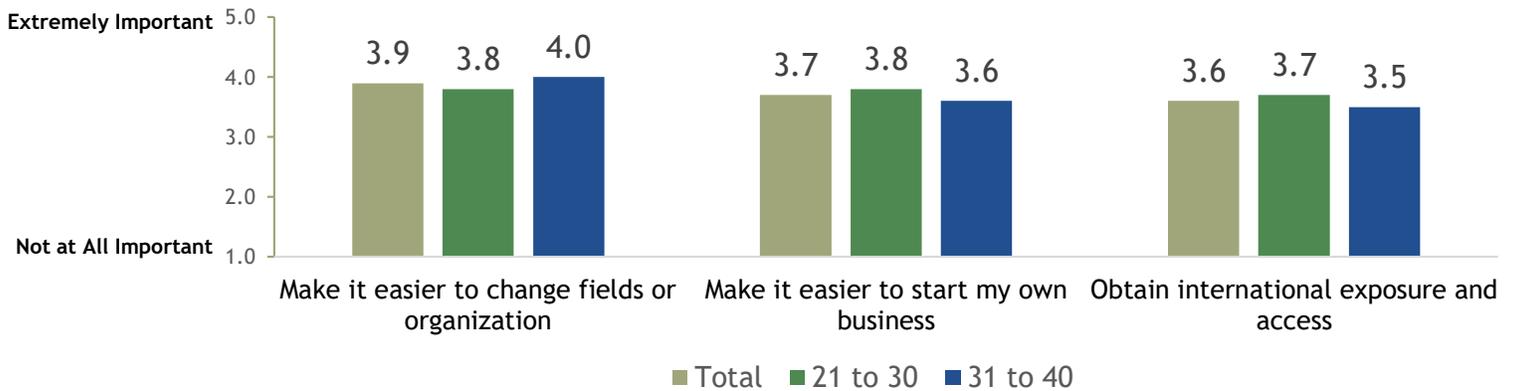


¹ Executive Core. "Future Trends in Business Education." 2015, page 3.

Select Insights and Commentary

Motivations and Age

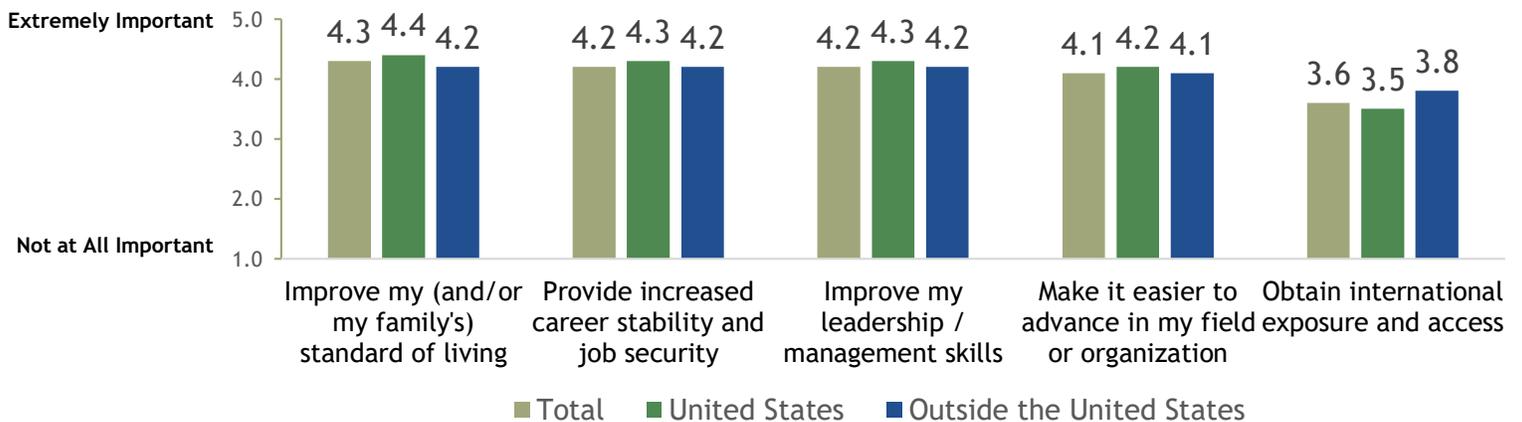
Although there are no significant differences between age and the seven top-rated motivations, there are some differences within the three motivations rated lowest overall. For example, 21- to 30-year-olds consider *Make it easier to start my own business* and *Obtain international exposure and access* more motivating than their older counterparts. Conversely, those between 31 and 40 years old give more credence to advanced management education to *Make it easier to change fields or organizations*.



Source: B1. How important are each of the following motivations to your interest in pursuing future advanced management education?

Motivations and Geography

While overall ranking is not impacted dramatically, there are significant differences in geography when comparing motivations of respondents from the United States to those of other countries. The top three overall motivations received significantly higher ratings from respondents from the United States compared to residents outside the United States. *Make it easier to advance in my field or organization*, the sixth highest rated motivation, also received higher ratings in the United States. *Obtain international exposure and access* was the one motivation that received significantly higher ratings from respondents outside the United States.



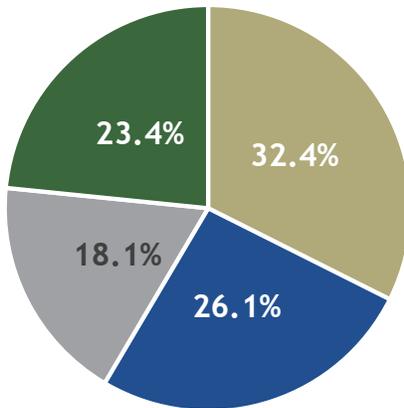
Source: B1. How important are each of the following motivations to your interest in pursuing future advanced management education?

Select Insights and Commentary

Motivations and Education Choices

Overall, the MBA or MA/MS in Management is considered the Most Appropriate choice across all motivations. This type of advanced management education received its highest ratings across two of the top three motivations - *Improve my (and/or my family's) standard of living* (36.6%) and *Provide increased career stability and job security* (35.3%).

Most Appropriate Choice
(Degree of Perceived Value, Averaged)



- MBA or MA/MS in Management
- Specialized Master's
- Non-Degree Executive Education (including online options, not a formal program)
- Management Courses

Source: B2A-J. Which type of advanced management education do you think would be the **Most Appropriate** choice for each of the following motivations? Results presented are average across all motivations.

Non-Degree Executive Education received the lowest frequency of Most Appropriate choice across all motivations except for *Improve my leadership/management skills* (18.6%) where it was the second lowest. For this education channel, younger respondents did provide significantly higher ratings than older respondents across several motivations. This includes *Gain additional respect and credibility in my current job*, *Make it easier to advance in my current field or organization*, *Make it easier to change fields or organizations*, *Improve my leadership/management skills*, *Improve my standard of living* and *Provide increased career stability and job security*. There is also a similar trend among those not holding a college degree and those bearing a two-year Associate's degree.

When examining across all four advanced management education options, it should be noted that 41.5% of respondents selected Non-Degree Executive Education or Management Courses. This indicates that there is a strong demand for informal and non-graduate degree education options. While not consistent across all variables, there is tendency for those with an two-year Associate's degree or a graduate degree to state that Informal, non-graduate degree options are the Most Appropriate choice for certain motivations, including include *Gain additional respect and credibility in my current job*, *Increase my professional network*, *Improve my leadership/management skills* and *Make it easier to change fields or organizations*.

The Specialized Master's received the second highest ratings across all motivations. When it comes to *Improve my technical/functional skills*, this type of program was the most often selected (30.9%). This program type was also selected as the Most Appropriate by close to 30% of respondents across an additional two of the top motivations - *Gain additional respect and credibility in my current job* (30.8%) and *Make it easier to advance in my field or organization I am in at the time* (29.3%). According to *Mastering the Mix*, by Tricia Bisoux, the number of specialized masters programs offered by MBA programs has increased by over 10% from 2009 to 2013.² It is apparent that business schools are reacting to this trend, and the findings in this study support that this is an opportunity for growth. Leveraging the key motivations can assist in attracting prospective students and working with corporations to partner in these programs.

Improve my leadership/management skills (30.7%) was the only motivation in which Management Courses received significant responses. Management Courses was selected as the second Most Appropriate choice for *Make it easier to start my own business* (27.4%), *Improve my technical/functional skills* (26.8%) and *Increase my professional network* (24.8%).

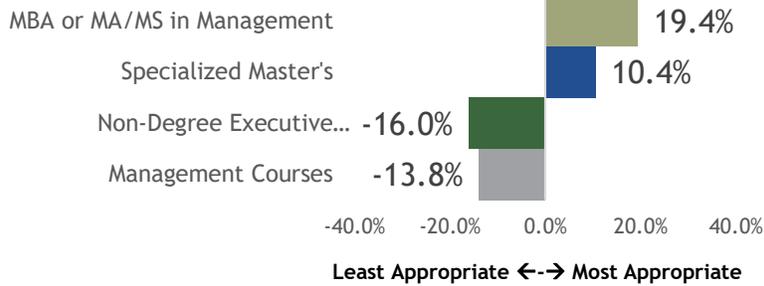
² Bisoux, Tricia. "Mastering the Mix." *Biz Ed*, September/October 2015, page 24.

Select Insights and Commentary

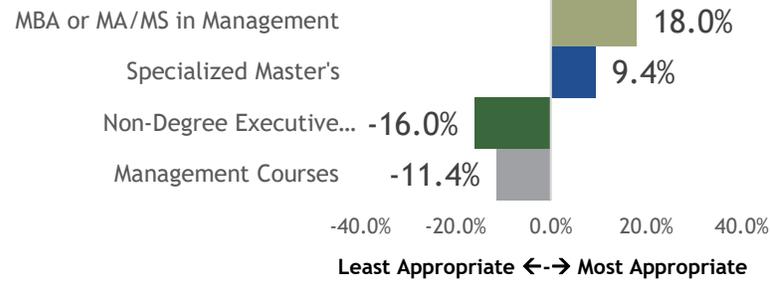
Education Options Deemed Most and Least Appropriate for Motivations

As expected, there is an inverse relationship between the selection of *Most Appropriate* and *Least Appropriate* in terms of motivations of advanced executive education. The charts below demonstrate this relationship across the top six motivations by displaying the difference between these two ratings (positive number indicates higher percentage selected as *Most Appropriate* compared to *Least Appropriate*).

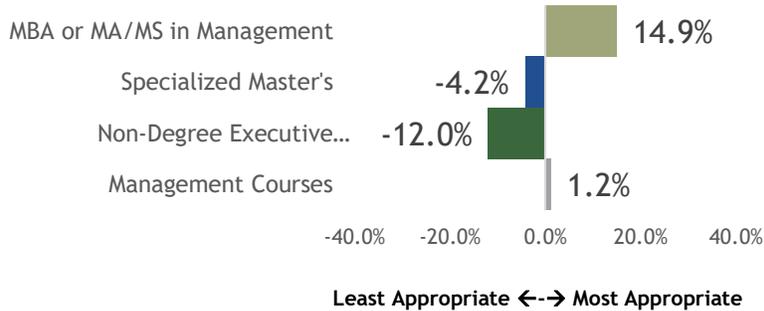
Improve my (and/or my family's) standard of living



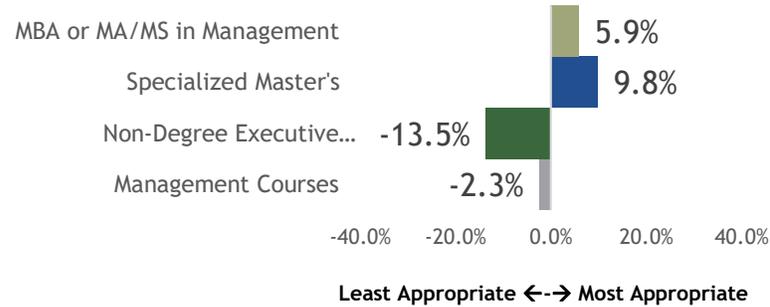
Provide increased career stability and job security



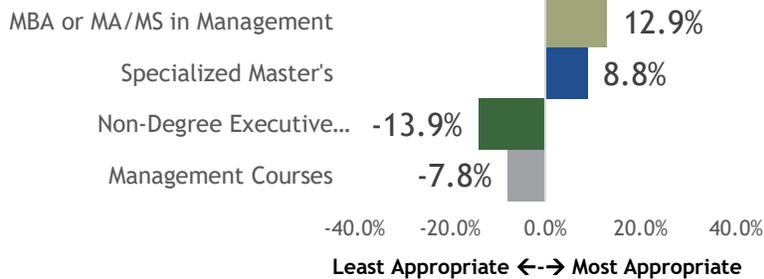
Improve my leadership/management skills



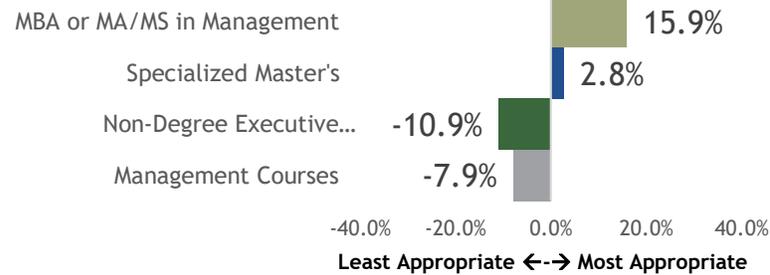
Improve my technical/functional skills



Make it easier to advance in my field or organization I am in at that time



Increase my professional network



Source: B2A-J. Which type of advanced management education do you think would be the most appropriate choice for each of the following motivations? Results presented are average across all motivations.

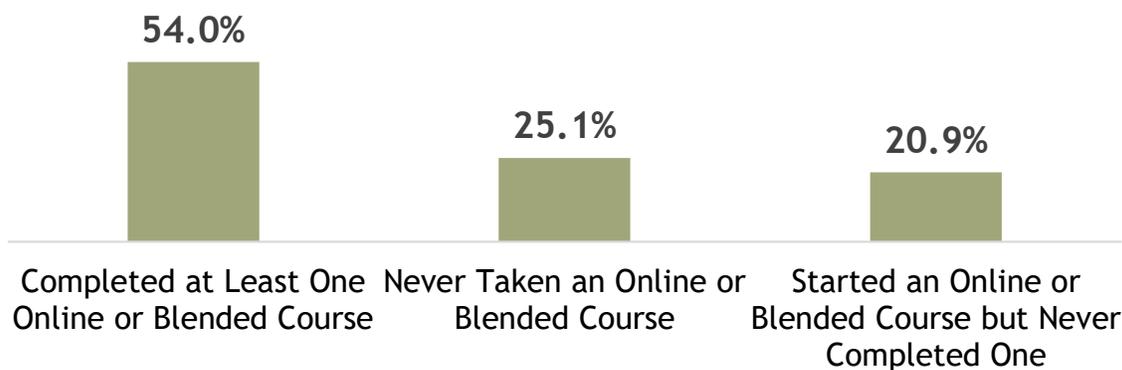
Source: B3A-J. Which type of advanced management education do you think would be the least appropriate choice for each of the following motivations? Results presented are average across all motivations.

Select Insights and Commentary

Delivery Methods

Business schools are exploring new delivery methods in an attempt to adapt to the changing requirements of the market. According to the Executive MBA Council's annual Membership Program Survey, over 46.7% of programs reported coursework was delivered through distance learning.³ Online delivery of courses, both full delivery or hybrid delivery, has been under consideration by traditional classroom-based institutions for several years. According to "Mastering the Mix," several global business schools have, or are considering, shutting down classroom-based programs in favor of hybrid approaches.⁴ The discontinuation of the face-to-face full-time MBA program at the University of Iowa Tippie College of Business is one recent example of a shift from traditional models to meet the changing demands of the market.⁵

Among the respondents to this study, 54.0% indicated they have *Completed at Least One Online or Blended Course*. This covers both undergraduate or graduate courses across any field. Conversely, 25.1% of respondents have *Never Taken an Online or Blended Course*.



Source: C1. How would you describe your own experience with online learning at the undergraduate or graduate level (in any field, not just management)?

The findings of this study suggest that while older respondents may have had more opportunity to pursue and complete Online or Blended Courses, female respondents were significantly more likely to take advantage of that delivery method compared to male respondents:

- Female respondents are significantly more likely to have *Completed at Least One Online or Blended Course* compared to male respondents (56.7% versus 51.6%).
- Respondents 31 to 40 years old are significantly more likely to have *Completed at Least One Online or Blended Course* compared to their younger counterparts (57.5% versus 50.9%). The same can be said of respondents in the United States compared to those outside the United States (60.6% versus 48.0%).
- Respondents 21-30 years old are significantly more likely to have *Started an Online or Blended Course but Never Completed One* compared to those 31-40 years old (25.0% versus 16.2%). Respondents outside the United States also follow the same trend compared to those residing in the United States (23.5% versus 18.1%).

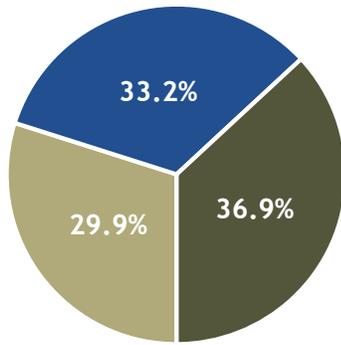
³ Executive MBA Council. "Standard Report. Industry Trends and Research Results." 2016, page 63.

⁴ Bisoux, Tricia. "Mastering the Mix." *Biz Ed*, September/October 2015, page 24.

⁵ Gardyasz, Joe. "Cost-cutting Not a Factor in Full-time MBA Phase-out, Gardial Says." *Business Record* August 20, 2017.

Select Insights and Commentary

Learning Options



■ Live ■ Pre-Recorded ■ Mix

Preference regarding learning options is relatively evenly split across all respondents with a *Mix of Live and Pre-recorded* content being the most popular choice. While female respondents stated this *Mixed* delivery is the preferred method (39.3%), they also prefer *Pre-recorded* delivery at a significantly higher rate than male respondents (36.2% versus 29.9%). Conversely, male respondents slightly prefer *Live* delivery and *Mixed* delivery at a similar rate (35.1% and 35.0% respectively). Their preference for *Live* delivery is significantly higher than female respondents (24.5%).

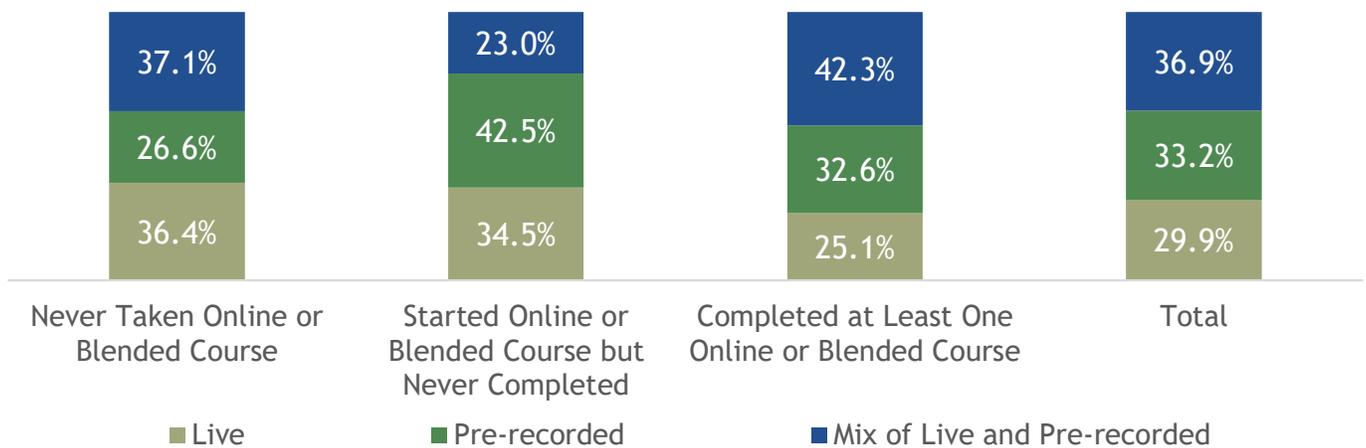
Source: C2. For subjects which are taught online, or for online components of blended courses, which of the following learning options would you prefer?

Respondents were also asked to state their previous experience with various delivery methods and delivery preferences. The graphic below demonstrates the correlation between experience with an online or blended course and propensity to prefer this mechanism for future courses.

- Individuals who have *Completed at Least One Online or Blended Course* are most likely to prefer a *Mix of Live and Pre-recorded* delivery.
- Respondents who have started but not completed an online or blended course are most likely to prefer *Pre-recorded* delivery exclusively.

From an overall market perspective, content delivered *Live* exclusively is the least preferred method. It should be noted, however, that there is a specific set of respondents that have never taken an online or blended course and still prefers live delivery. This appears to be a shrinking population.

Delivery Preference by Experience



Select Insights and Commentary

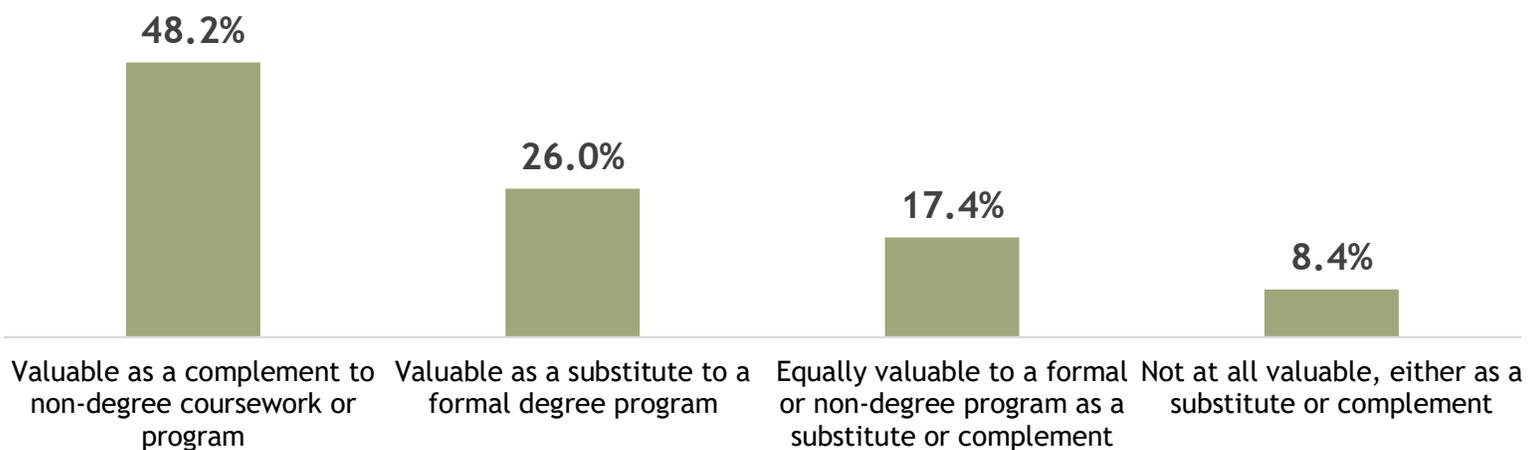
Value of Certificate or Digital Badge

This study examined the viability of several new options for advanced management education. One item presented was the concept of receiving certificates or digital badges for completing management courses. According to Jim Fong and Christin Fleming in “Navigational Generational Shifts: Understanding Today’s Student Demographics, Preferences and Expectations,” Universities should be exploring and offering multiple types of credentials.” In fact, their study found that 34% of their respondents are very interested in earning an educational, professional, or skill-based certificate or badge in the future.⁶

Within this study, almost half of the respondents believe certificates or digital badges are *Valuable as a complement to non-degree coursework or program*. This is driven by female respondents, where over half (53%) recognized value in this option compared to 44% of males. A similar trend is present among two other groups: those who work non-full-time versus full-time employment, and those holding a Bachelor’s degree versus working towards or holding a graduate degree. Individuals not considering pursuing an MBA, Specialized Master’s, or Business and Management courses not part of a formal program in the next ten years are more likely to find certificates and digital badges *Valuable as a complement to non-degree coursework* compared to those *Extremely or Very Likely* to pursue these options.

Over a quarter of the respondents believe it can be *Valuable as a substitute* to a formal degree program. While not as high as the the previously mentioned options, 17.4% of respondents did indicate these options are equally valuable to a formal or non-degree program as a substitute or complement. The sizeable percentage of respondents indicating value, combined with only 8.4% indicating it is *Not at all valuable*, supports the belief that alternatives to traditional credentials is growing in popularity.

Value of Certificate or Digital Badge



Source: D1. For your own professional development, how would you compare the value of a certificate or digital badge to a degree program in helping you reach your goals?

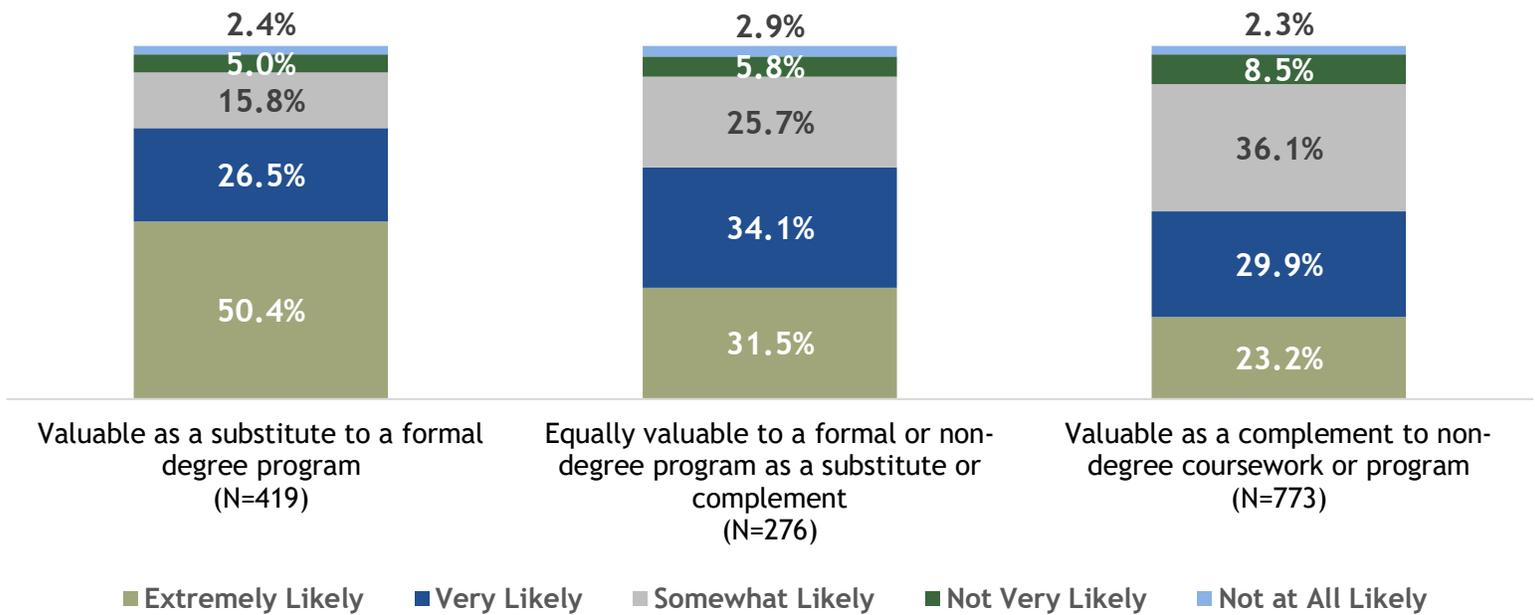
⁶ Fong, Jim and Fleming, Christina, “Navigating Generational Shifts: Understanding Today’s Student Demographics, Preferences and Expectations.” June 2017, page 8.

Select Insights and Commentary

Perceived Value of Traditional and Non-Traditional Education Credentials

Approximately 50.4% of respondents that believe certificates or digital badges are *Valuable as a substitute to a formal degree program* are *Extremely Likely* to pursue this option as a way to achieve professional or personal goals. In fact, more than 3 in 4 are *Extremely Likely* or *Very Likely* to pursue certificates or digital badges. This rate is significantly higher than those that see this option as *Valuable as a complement to non-degree coursework or program* and *Equally valuable to a formal or non-degree program as a substitute or complement*. Respondents interested in an advanced management education program are also more likely to be interested in a digital badge or certificate.

Likelihood to Pursue a Certificate or Digital Badge by Perceived Value



Source: D2. How likely would you be to pursue a certificate or digital badge to achieve your professional or personal goals?

There is a direct correlation between likelihood to pursue an advanced management education program and likelihood to pursue a certificate or digital badge. For example, regarding respondents who stated they are *Extremely Likely* or *Very Likely* to pursue a Master of Business Administration, or MA or MS in Business or Management in the next ten years, they were significantly more likely also to report they are *Extremely Likely* to pursue a certificate or digital badge to achieve their professional or personal goals (42.0% versus 15.5% of those who are *Somewhat Likely*, *Not Very Likely* or *Not at All Likely*). This trend can be seen across all four advanced management education programs within this study.

Select Insights and Commentary

Perceived Value of Traditional and Non-Traditional Education Credentials

Respondents were asked to provide additional detail on reasons that would influence how likely they would be to pursue a certificate or digital badge. Overall, respondents' most frequently mentioned items relate to the flexibility of such an option. Individuals gave numerous mentions on the convenience it would provide in their attempt to juggle their current employment while furthering their desire to gain additional knowledge. In addition, respondents perceive that certificates and digital badges would be a valuable tool in their career growth as a tangible certification would provide them additional credibility. The word cloud below highlights key themes in respondents' explanations for their interests in certificates and digital badges.

Note: Verbatim responses were examined and coded by key themes. Those themes are represented below with extraneous words removed. The larger the word, the more frequently the term was mentioned.

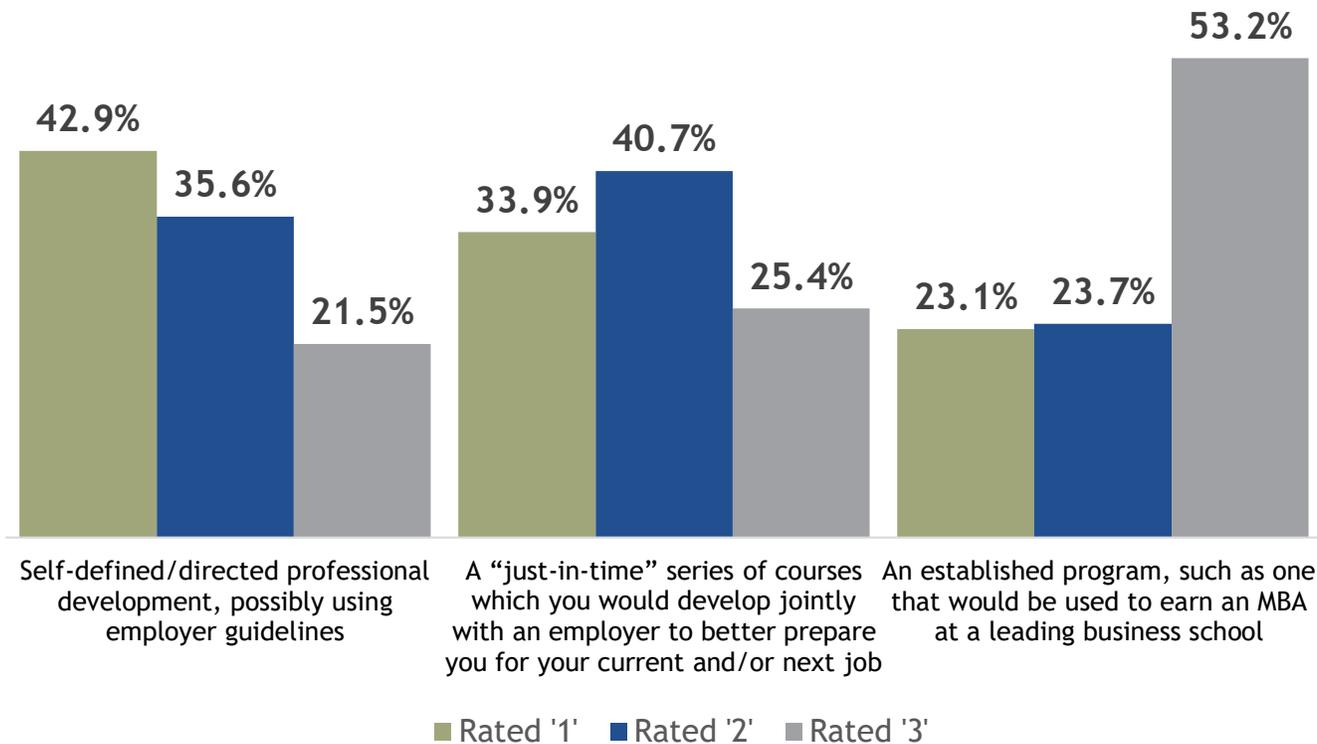


Source: D2. Please explain your answer in the previous question by telling us the reasons that influence how likely you would be to pursue a certificate or digital badge.

Select Insights and Commentary

Attractiveness of Advanced Management Education Customization

Respondents were asked to rate the attractiveness of customized advanced management education options using a three-point scale (1=Most Attractive and 3=Least Attractive). *Self-defined/directed professional development* received the most '1' mentions across all three options presented. *"Just-in-time"* courses received the second most '1' mentions with established programs a distant third. In fact, *Established programs* received more '3' ratings than *Self-directed* and *"just-in-time"* combined.



Source: D4. Please rank the following three alternatives on how attractive they are to you, with "1" as the Most Attractive and "3" as Least Attractive, as a way of achieving your goals?

Individuals 31 to 40 years old favor a *Self-defined/directed* option at a significantly higher rate than those 21 to 30 years old. Comparing the mean result, the older age group scored *Self-defined/directed* at 1.7 versus 1.8 for the younger group. Conversely, 21- to 30-year-olds gave established programs a mean score of 2.3, which is significantly lower than the 2.4 from 31- to 40-year-olds. Individuals holding a Bachelor's degree find *Self-defined/directed* options more appealing than both those holding a Graduate degree and groups with a two-year Associates degree/some college/no degree. Respondents with full-time employment believe established programs are the least attractive option at a significantly higher rate compared to respondents with part-time or not currently employed. The same trend holds true for residents of the United States compared to those residing outside the United States.

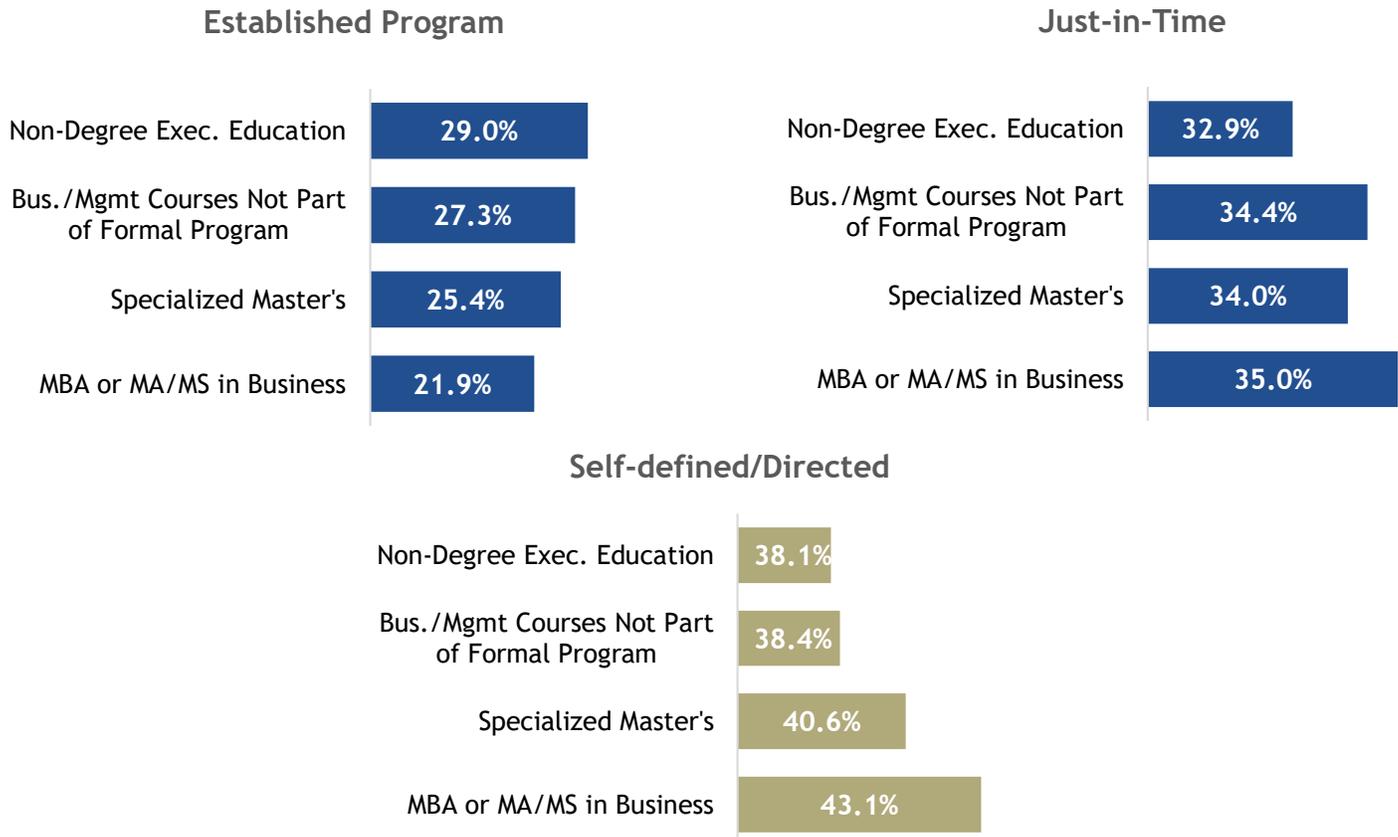
Select Insights and Commentary

Attractiveness of Customization by Intent to Pursue Advanced Management Education

Trends do emerge when examining by individuals who stated they were *Extremely Likely* to one of the four degree options presented. Individuals most likely to pursue an MBA or MA/MS in Business or Management are significantly more interested in the self-defined route. This is influenced by individuals who are currently are employed full-time and perhaps looking for more flexibility to fit their schedule. Specialized Master's, while not as closely aligned to employment status, also follows a similar trend. This is further supported by the findings from "Future Trends of Leadership Development" which stated companies are seeking customized and "just-in-time" learning that supports better alignment with their needs and market trends.⁷

Percentage of '1' Ratings By Those "Extremely Likely" To Pursue a Degree

Source: D4 by A4.



⁷ Executive Core. "Future Trends in Business Education." 2015, pages 5-6.

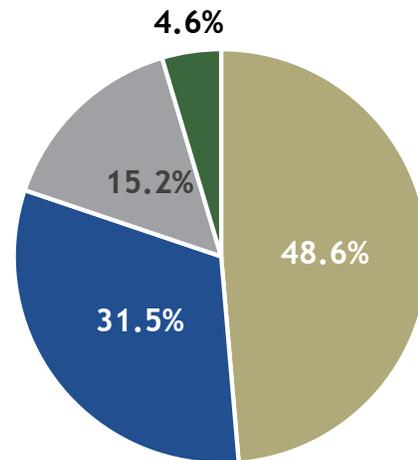
Select Insights and Commentary

Preference on Planning Professional Development

Almost half of the individuals in this study prefer to have the content, delivery and provider of their advanced management education be primarily self-directed with some input from their employer. Slightly over 30% more believe it should be based on equal input from their employer. Business schools will have to work with both employees and employers to ensure their input is taken into consideration but ensure neither group is alienated through perception of it being driven primarily by the learner or employer.

Another trend in the industry is providing credit for life/work experience. In spite of the potential downside of not having as much knowledge on the subject and lack of documentation of knowledge (i.e., course not on transcript), 89% of respondents are either *Extremely Likely*, *Very Likely*, or *Somewhat Likely* to pursue this option.

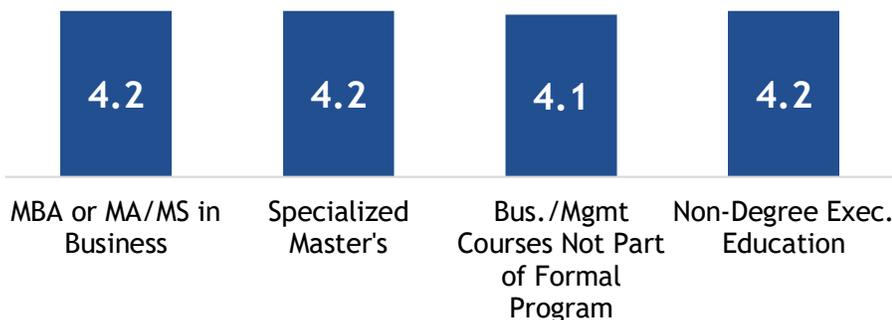
There is also a correlation between individuals *Extremely Likely* to pursue an advanced management program in the next 10 years and likelihood to pursue credit for life/work experiences. This is largely driven by individuals who are currently employed full-time.



- Mostly my decision, with some input from my employer
- Equal input from me and my employer
- Mostly my employer's decision, with some input from me
- Do not know

Source: D5. Some employers can influence the content, delivery, and provider of advanced management education for their employees. If these were not solely the employer's decision, and you were interested in advanced management education, which of the following options would you prefer when planning for your professional development?

Likelihood to Pursue Credit For Life/Work Experience Based on Specific Degree Interest



Source: D6. How likely would you be to pursue this option (credit for life/work experience) if it were available to you as part of an advanced management education program?

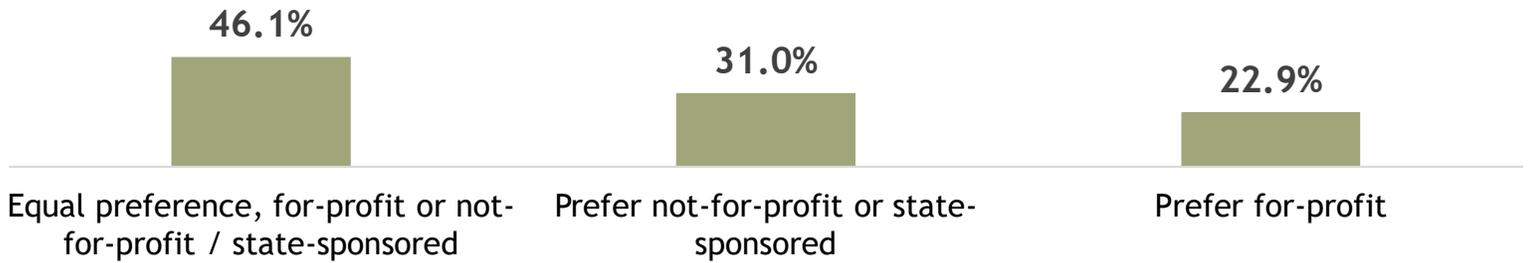
A4. How likely is it that you will enroll in each of the following types of advanced management education programs or courses in the next 10 years? Results come only from those who responded *Extremely Likely*.

Select Insights and Commentary

Type of Institutions

Comparing education providers, respondents in this study identified *For-profit* institutions as the least desirable institution type for advanced management education. Instead, *Not-for-profit or state-sponsored* institutions were selected at a higher rate. Female respondents expressed *Equal preference, for-profit or not-for-profit / state-sponsored* at a significantly higher rate than male respondents (50.5% versus 42.1%). Younger respondents were more likely to select *For-Profit institutions* than older respondents. Older respondents stated preference for *Not-for-profit or state-sponsored* at a significantly higher rate than their younger counterparts.

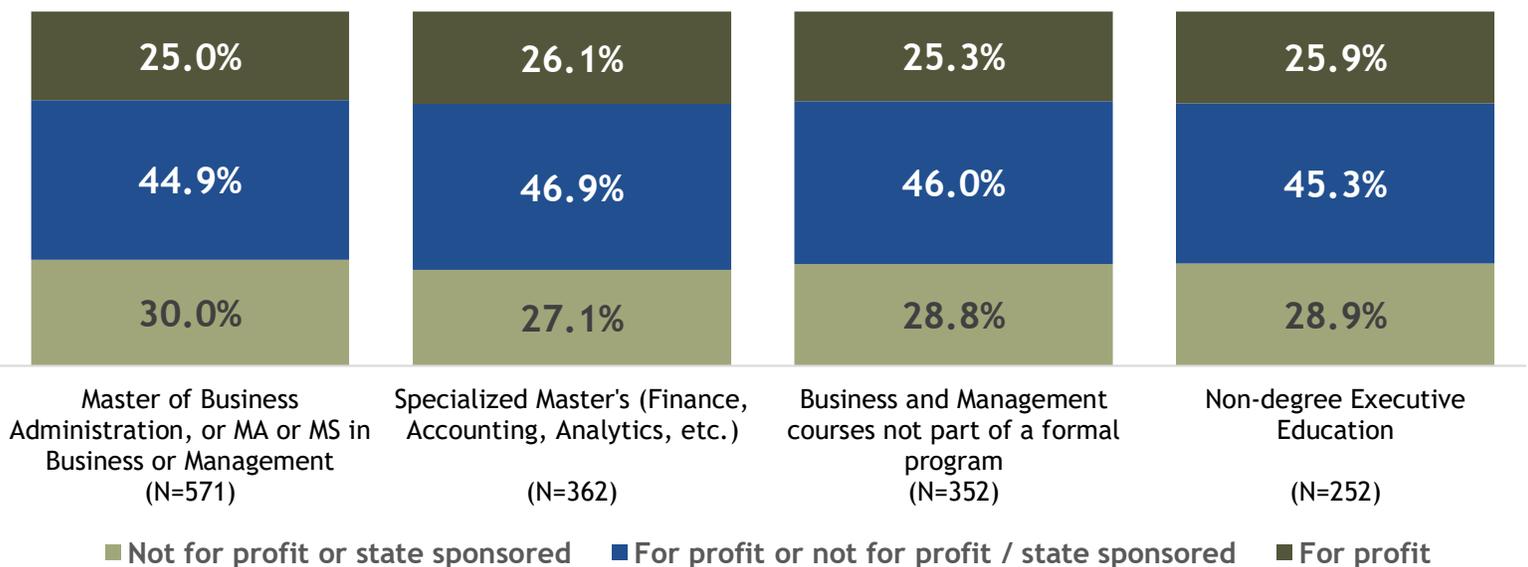
Program Preferences by Type of Institution



Source: D7. For your own professional development, would you be more likely to pursue a program offered by a for-profit institution compared to a program offered by a not-for-profit or state-sponsored college/university?

When examining the results by individuals *Extremely Likely* or *Very Likely* to pursue some type of advanced management education in the next 10 years, the preferences do not change significantly. Individuals interested in Non-degree Executive Education are the most likely to consider a *Not-for-profit or state-sponsored* institution.

Institution Preference by Those "Extremely Likely" To Pursue a Degree

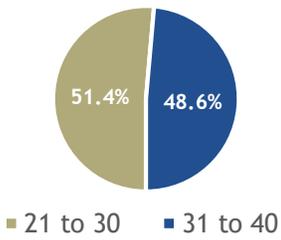


Country-Specific Infographics

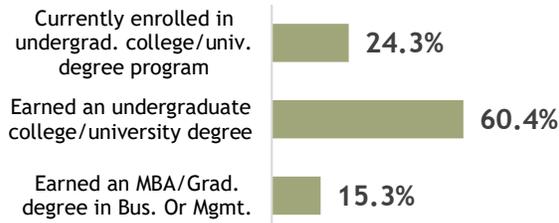
Australia

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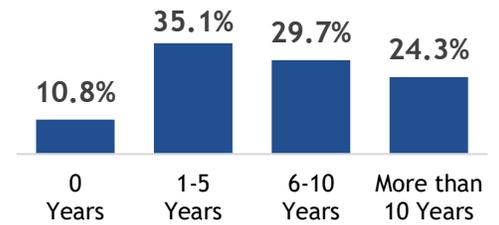
Age



Current Status



Full-Time Work Experience



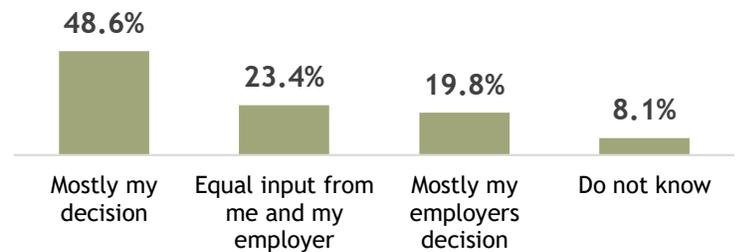
Likelihood of Enrolling in the Next 10 Years

	Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
Master of Business Administration, or MA or MS in Business or Management	8.3%	10.1%	33.9%	27.5%	20.2%
Specialized Master's (Finance, Accounting, Analytics, etc.)	10.2%	20.4%	32.4%	25.0%	12.0%
Business and Management courses not part of a formal program	7.5%	7.5%	30.8%	29.9%	14.0%
Non-degree Executive Education	10.3%	20.6%	31.8%	29.9%	7.5%

Top 3 Motivations

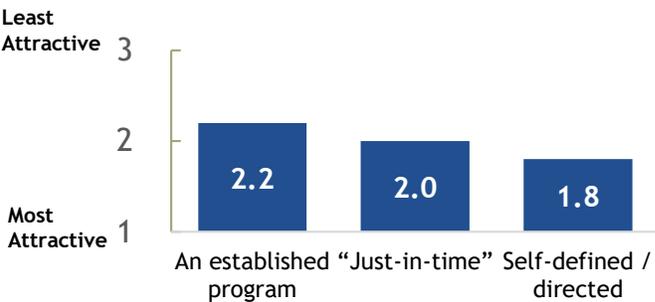


Top Preference for Planning Professional Development



Attractiveness of Options

Note: Scale is reversed where lower is a more positive result



Program Preferences by Type of Institution



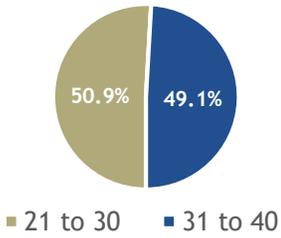
Effectiveness of Learning Approaches



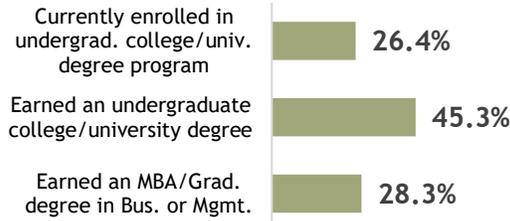
Brazil

(N=106)

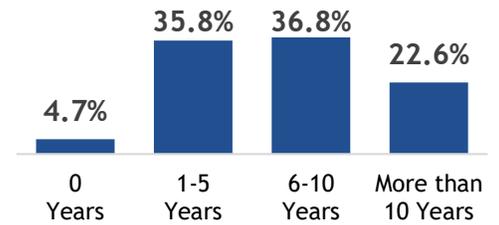
Age



Current Status



Full-Time Work Experience



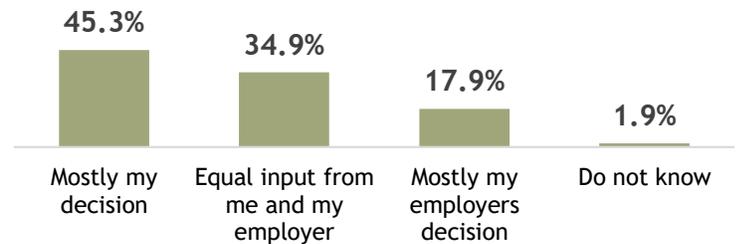
Likelihood of Enrolling in the Next 10 Years

	Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
Master of Business Administration, or MA or MS in Business or Management	7.6%	12.4%	23.8%	24.8%	31.4%
Specialized Master's (Finance, Accounting, Analytics, etc.)	7.6%	18.1%	24.8%	21.9%	27.6%
Business and Management courses not part of a formal program	3.8%	5.7%	29.5%	28.6%	32.4%
Non-degree Executive Education	7.9%	19.8%	32.7%	18.8%	20.8%

Top 3 Motivations

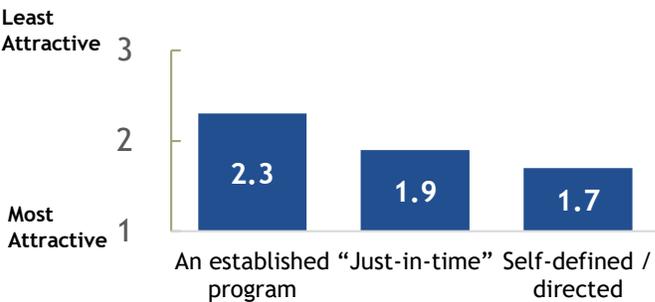


Top Preference for Planning Professional Development



Attractiveness of Options

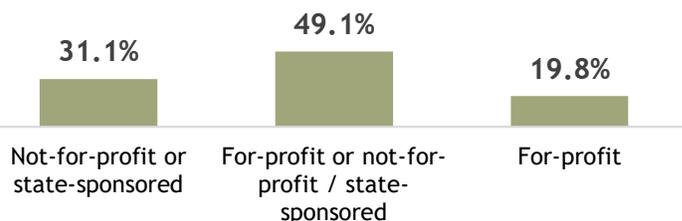
Note: Scale is reversed where lower is a more positive result



Effectiveness of Learning Approaches



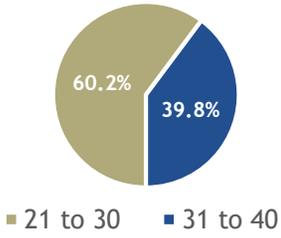
Program Preferences by Type of Institution



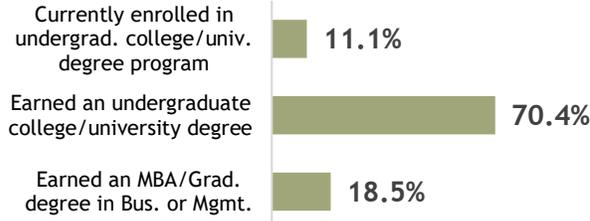
China

(N=108)

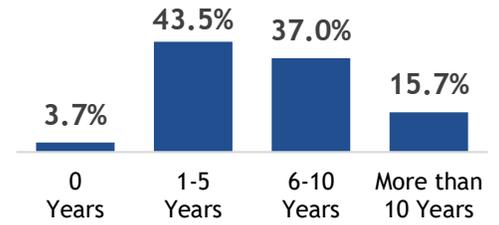
Age



Current Status



Full-Time Work Experience



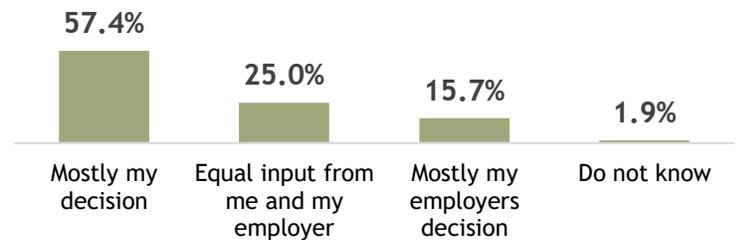
Likelihood of Enrolling in the Next 10 Years

	Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
Master of Business Administration, or MA or MS in Business or Management	0.9%	6.5%	21.5%	30.8%	40.2%
Specialized Master's (Finance, Accounting, Analytics, etc.)	1.9%	11.3%	22.6%	40.6%	23.6%
Business and Management courses not part of a formal program	3.8%	9.4%	42.5%	25.5%	18.9%
Non-degree Executive Education	0.9%	9.4%	41.5%	29.2%	18.9%

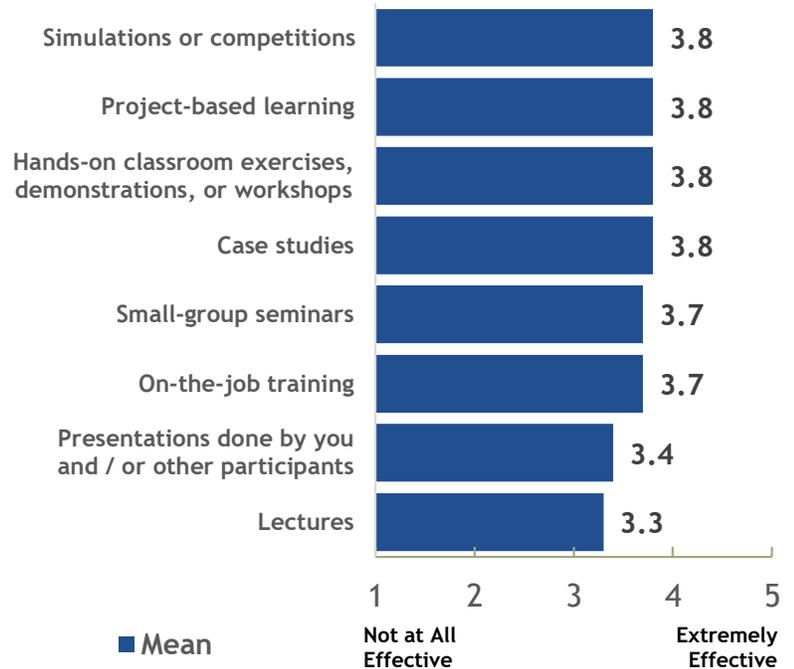
Top 3 Motivations



Top Preference for Planning Professional Development

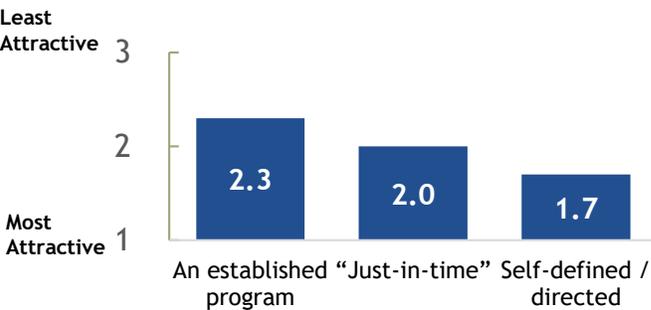


Effectiveness of Learning Approaches



Attractiveness of Options

Note: Scale is reversed where lower is a more positive result



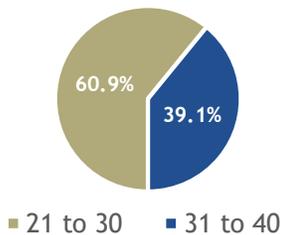
Program Preferences by Type of Institution



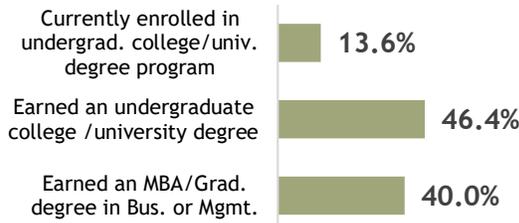
France

(N=110)

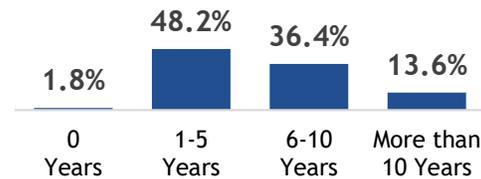
Age



Current Status



Full-Time Work Experience



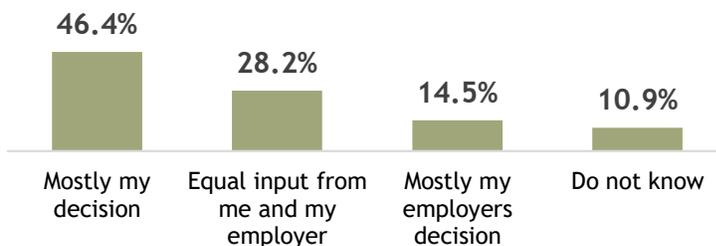
Likelihood of Enrolling in the Next 10 Years

	Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
Master of Business Administration, or MA or MS in Business or Management	9.2%	16.5%	36.7%	22.0%	15.6%
Specialized Master's (Finance, Accounting, Analytics, etc.)	15.7%	15.7%	27.8%	25.9%	14.8%
Business and Management courses not part of a formal program	13.9%	22.2%	27.8%	22.2%	13.9%
Non-degree Executive Education	8.3%	15.7%	37.0%	23.1%	15.7%

Top 3 Motivations

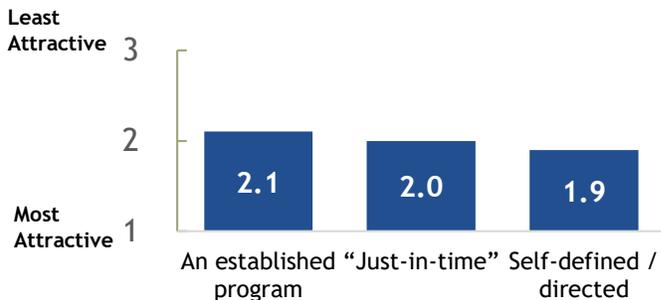


Top Preference for Planning Professional Development



Attractiveness of Options

Note: Scale is reversed where lower is a more positive result



Effectiveness of Learning Approaches



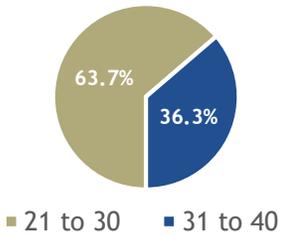
Program Preferences by Type of Institution



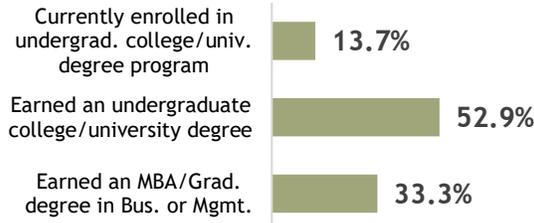
India

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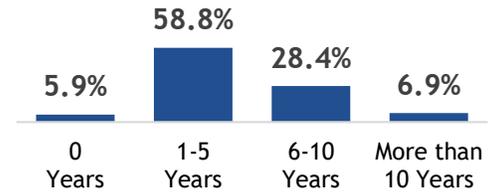
Age



Current Status



Full-Time Work Experience



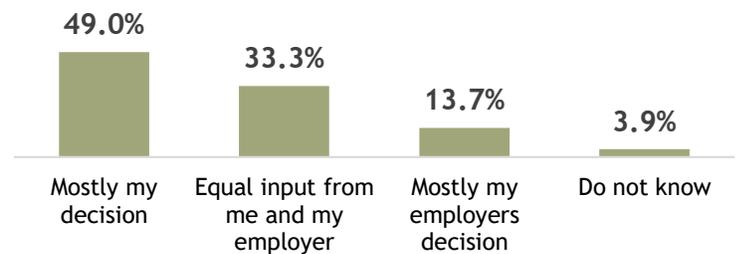
Likelihood of Enrolling in the Next 10 Years

	Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
Master of Business Administration, or MA or MS in Business or Management	2.0%	5.1%	14.1%	21.2%	57.6%
Specialized Master's (Finance, Accounting, Analytics, etc.)	4.0%	9.0%	18.0%	33.0%	36.0%
Business and Management courses not part of a formal program	9.0%	10.0%	19.0%	31.0%	31.0%
Non-degree Executive Education	5.3%	19.1%	29.8%	27.7%	18.1%

Top 3 Motivations

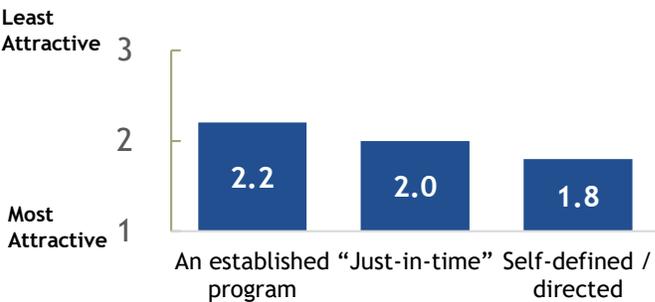


Top Preference for Planning Professional Development



Attractiveness of Options

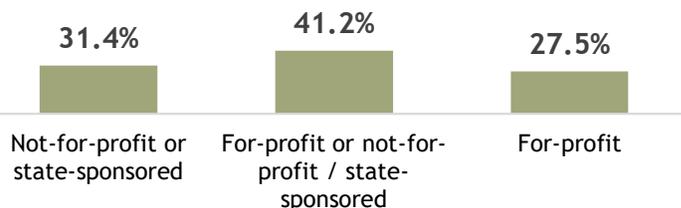
Note: Scale is reversed where lower is a more positive result



Effectiveness of Learning Approaches



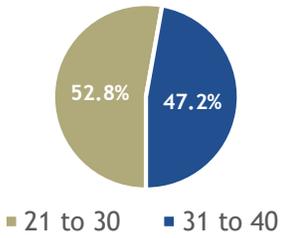
Program Preferences by Type of Institution



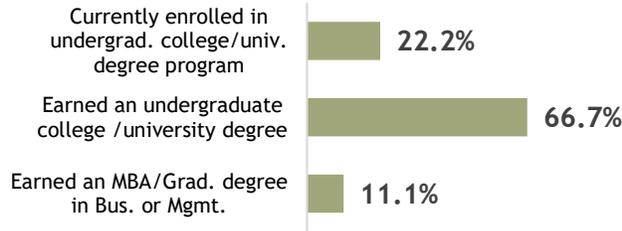
Singapore

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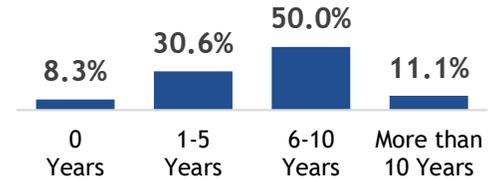
Age



Current Status



Full-Time Work Experience



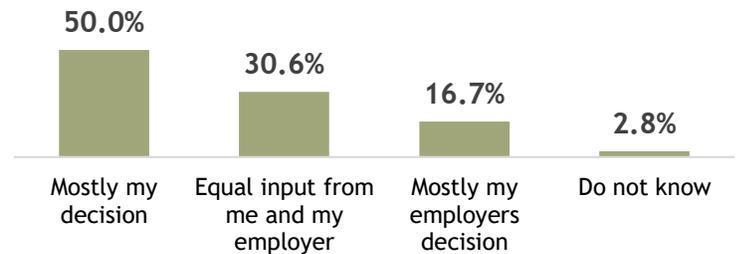
Likelihood of Enrolling in the Next 10 Years

	Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
Master of Business Administration, or MA or MS in Business or Management	5.6%	8.3%	38.9%	30.6%	16.7%
Specialized Master's (Finance, Accounting, Analytics, etc.)	5.6%	30.6%	22.2%	25.0%	16.7%
Business and Management courses not part of a formal program	2.9%	14.3%	40.0%	11.4%	31.4%
Non-degree Executive Education	2.8%	33.3%	38.9%	13.9%	11.1%

Top 3 Motivations

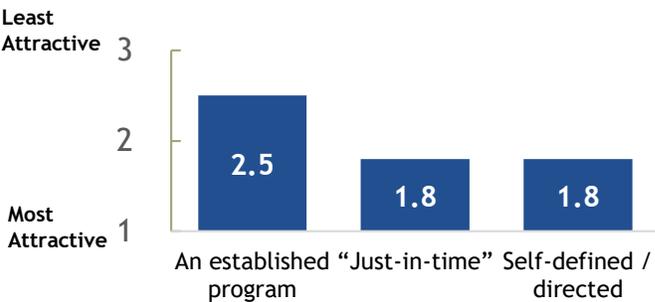


Top Preference for Planning Professional Development

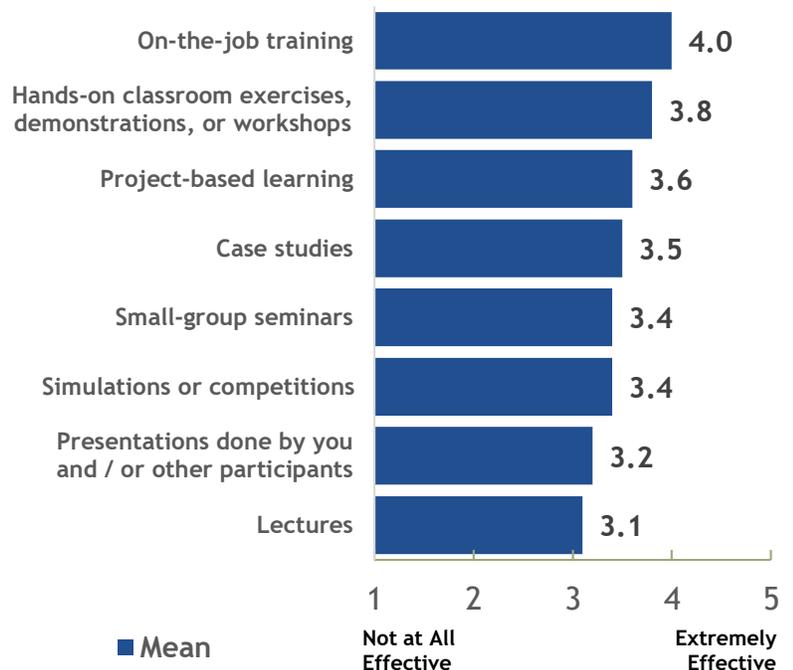


Attractiveness of Options

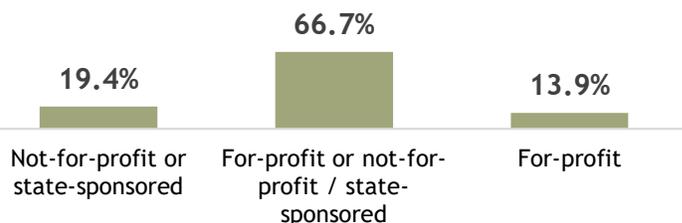
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Effectiveness of Learning Approaches



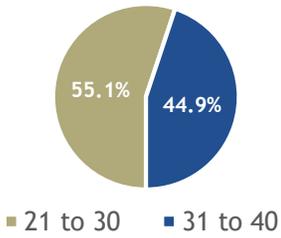
Program Preferences by Type of Institution



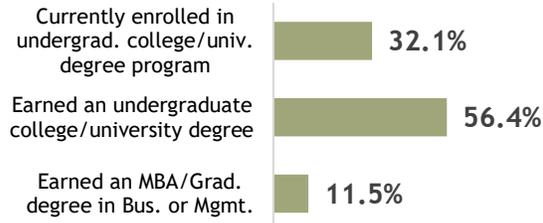
South Africa

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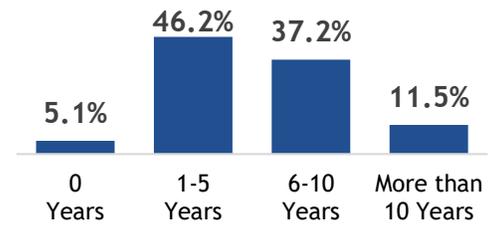
Age



Current Status



Full-Time Work Experience



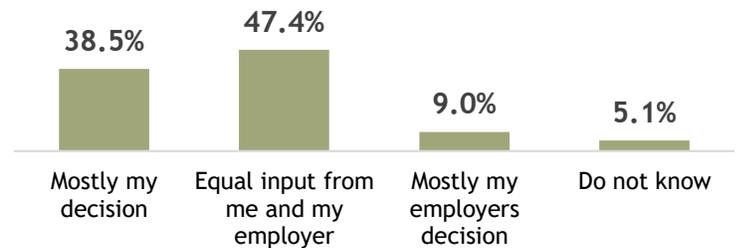
Likelihood of Enrolling in the Next 10 Years

	Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
Master of Business Administration, or MA or MS in Business or Management	2.6%	9.1%	23.4%	31.2%	33.8%
Specialized Master's (Finance, Accounting, Analytics, etc.)	7.8%	9.1%	18.2%	33.8%	31.2%
Business and Management courses not part of a formal program	6.5%	7.8%	28.6%	35.1%	22.1%
Non-degree Executive Education	14.7%	18.7%	30.7%	20.0%	16.0%

Top 3 Motivations

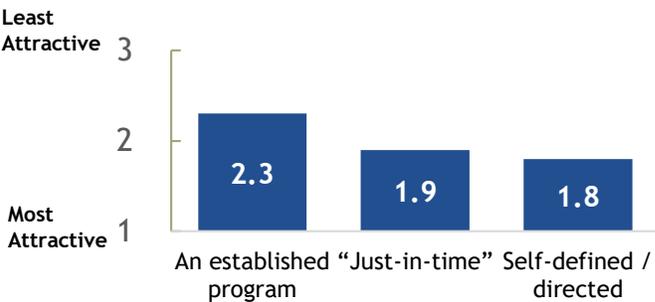


Top Preference for Planning Professional Development

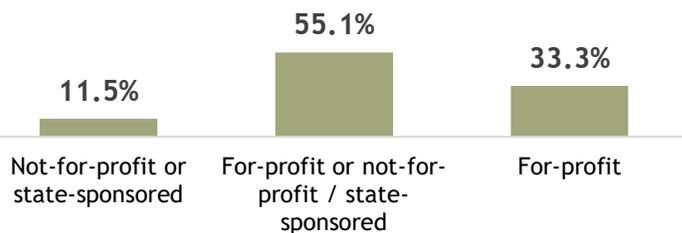


Attractiveness of Options

Note: Scale is reversed where lower is a more positive result



Program Preferences by Type of Institution



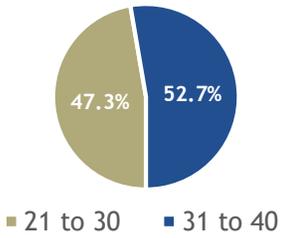
Effectiveness of Learning Approaches



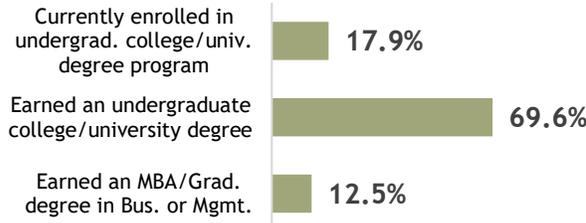
Spain

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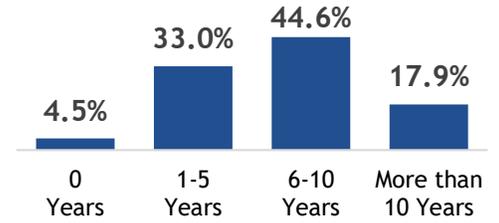
Age



Current Status



Full-Time Work Experience



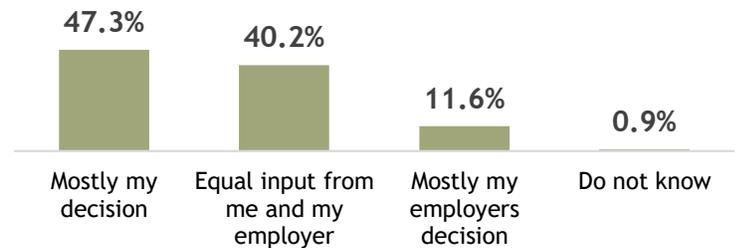
Likelihood of Enrolling in the Next 10 Years

	Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
Master of Business Administration, or MA or MS in Business or Management	2.7%	10.9%	37.3%	23.6%	25.5%
Specialized Master's (Finance, Accounting, Analytics, etc.)	5.4%	14.4%	33.3%	27.0%	19.8%
Business and Management courses not part of a formal program	5.4%	13.4%	41.1%	24.1%	16.1%
Non-degree Executive Education	7.3%	20.0%	41.8%	23.6%	7.3%

Top 3 Motivations

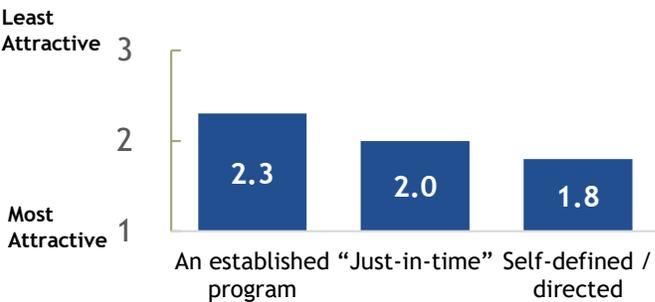


Top Preference for Planning Professional Development

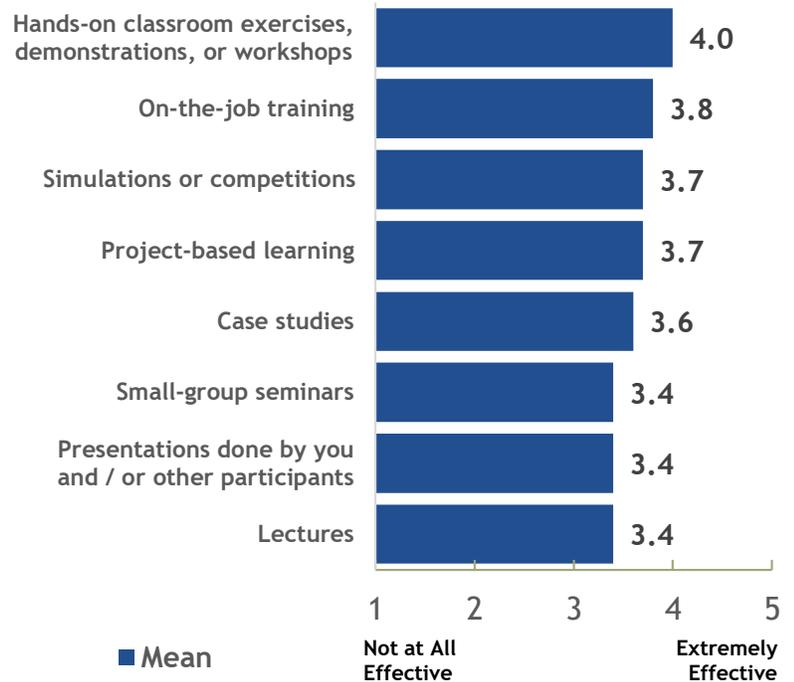


Attractiveness of Options

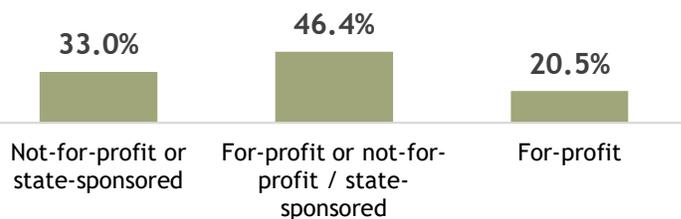
Note: Scale is reversed where lower is a more positive result



Effectiveness of Learning Approaches



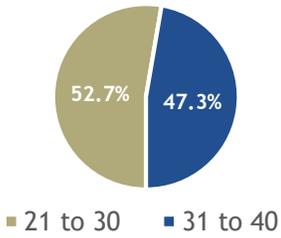
Program Preferences by Type of Institution



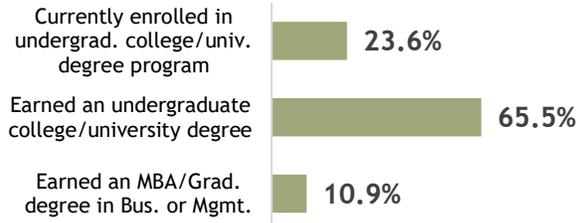
United Kingdom

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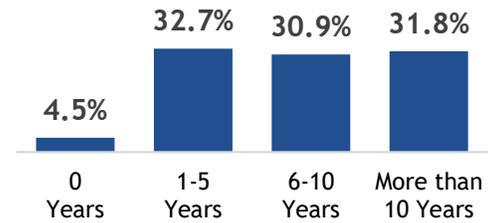
Age



Current Status



Full-Time Work Experience



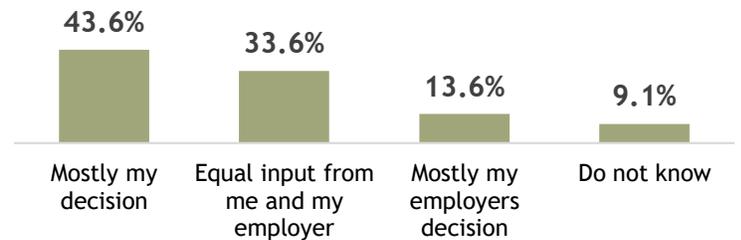
Likelihood of Enrolling in the Next 10 Years

	Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
Master of Business Administration, or MA or MS in Business or Management	10.1%	14.7%	26.6%	23.9%	24.8%
Specialized Master's (Finance, Accounting, Analytics, etc.)	11.4%	15.2%	23.8%	20.0%	29.5%
Business and Management courses not part of a formal program	10.3%	18.7%	29.0%	27.1%	15.0%
Non-degree Executive Education	10.4%	22.6%	30.2%	27.4%	9.4%

Top 3 Motivations

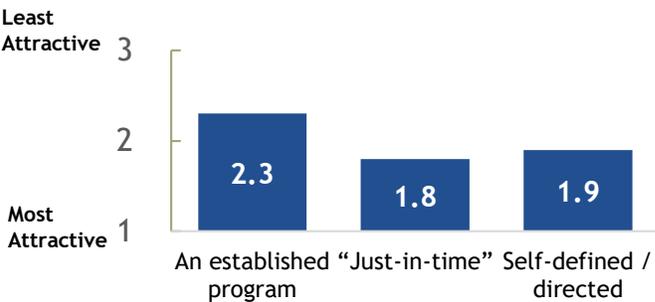


Top Preference for Planning Professional Development



Attractiveness of Options

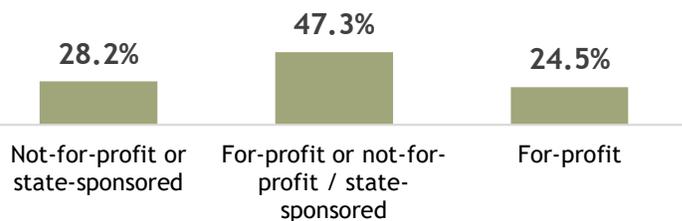
Note: Scale is reversed where lower is a more positive result



Effectiveness of Learning Approaches



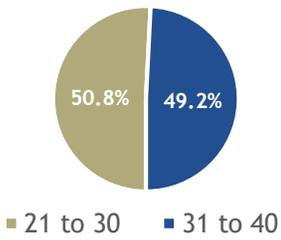
Program Preferences by Type of Institution



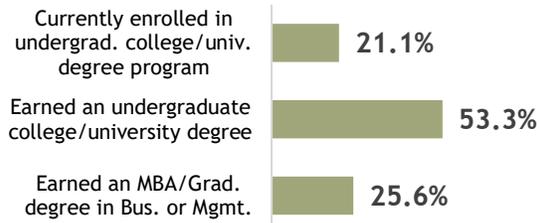
United States of America

(N=792)

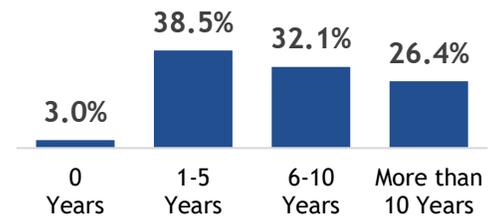
Age



Current Status



Full-Time Work Experience



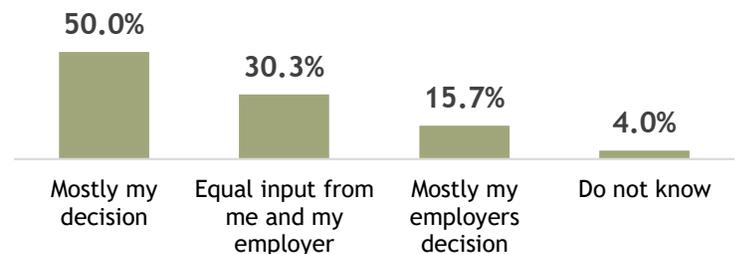
Likelihood of Enrolling in the Next 10 Years

	Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
Master of Business Administration, or MA or MS in Business or Management	6.2%	6.0%	23.3%	24.2%	40.4%
Specialized Master's (Finance, Accounting, Analytics, etc.)	10.2%	14.4%	27.2%	27.6%	20.6%
Business and Management courses not part of a formal program	8.3%	13.5%	30.3%	25.4%	22.6%
Non-degree Executive Education	17.5%	19.6%	25.5%	19.7%	17.7%

Top 3 Motivations

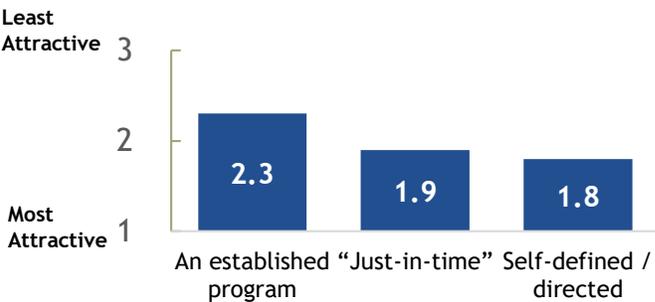


Top Preference for Planning Professional Development



Attractiveness of Options

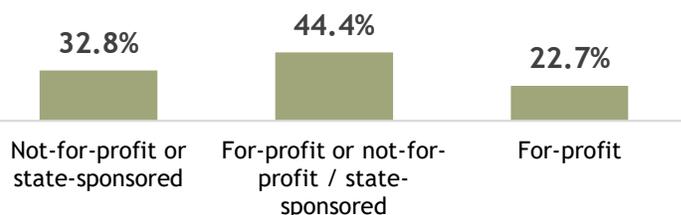
Note: Scale is reversed where lower is a more positive result



Effectiveness of Learning Approaches



Program Preferences by Type of Institution



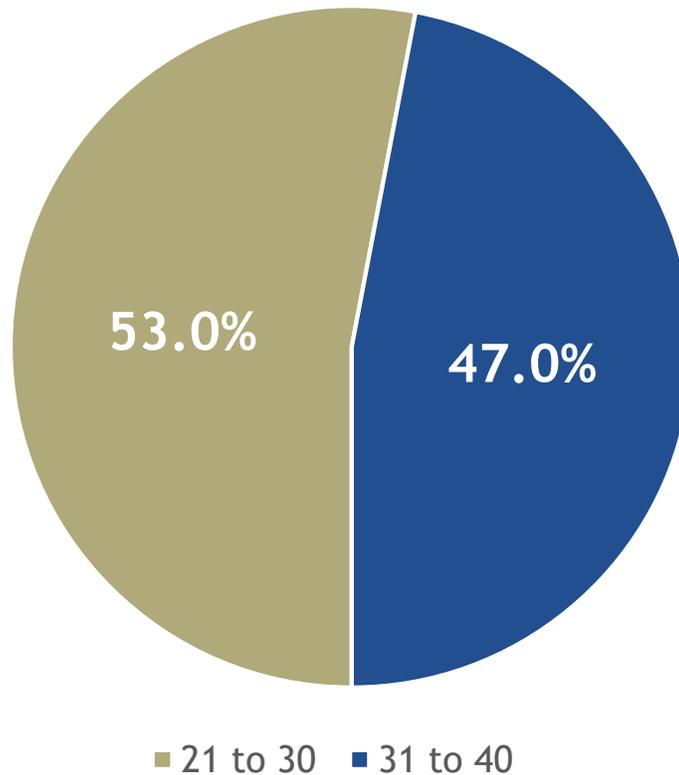
Detailed Data

Section A: Respondent Summary

Age

A1. What is your current age?

N=1,665



Age is split relatively evenly between 21- to 30-year-olds and 31- to 40-year-olds. When it comes to current employment status, 31- to 40-year-olds are significantly more likely to be employed full-time versus part-time. The inverse is true for 21- to 30-year-olds.

Section A: Respondent Summary

Current Residence

A2. In which of the following countries do you currently reside?

N=1,665

Current Residence	N	% of Total	Quota	% of Quota
Australia	111	6.7%	100	111.0%
Brazil	106	6.4%	100	106.0%
China	108	6.5%	100	108.0%
France	110	6.6%	100	110.0%
India	102	6.1%	100	102.0%
Singapore	36	2.2%	30	120.0%
South Africa	78	4.7%	75	112.0%
Spain	112	6.7%	100	104.0%
UK	110	6.6%	100	110.0%
United States	792	47.6%	800	99.0%
Total	1,665	100.0%	1,605	103.7%

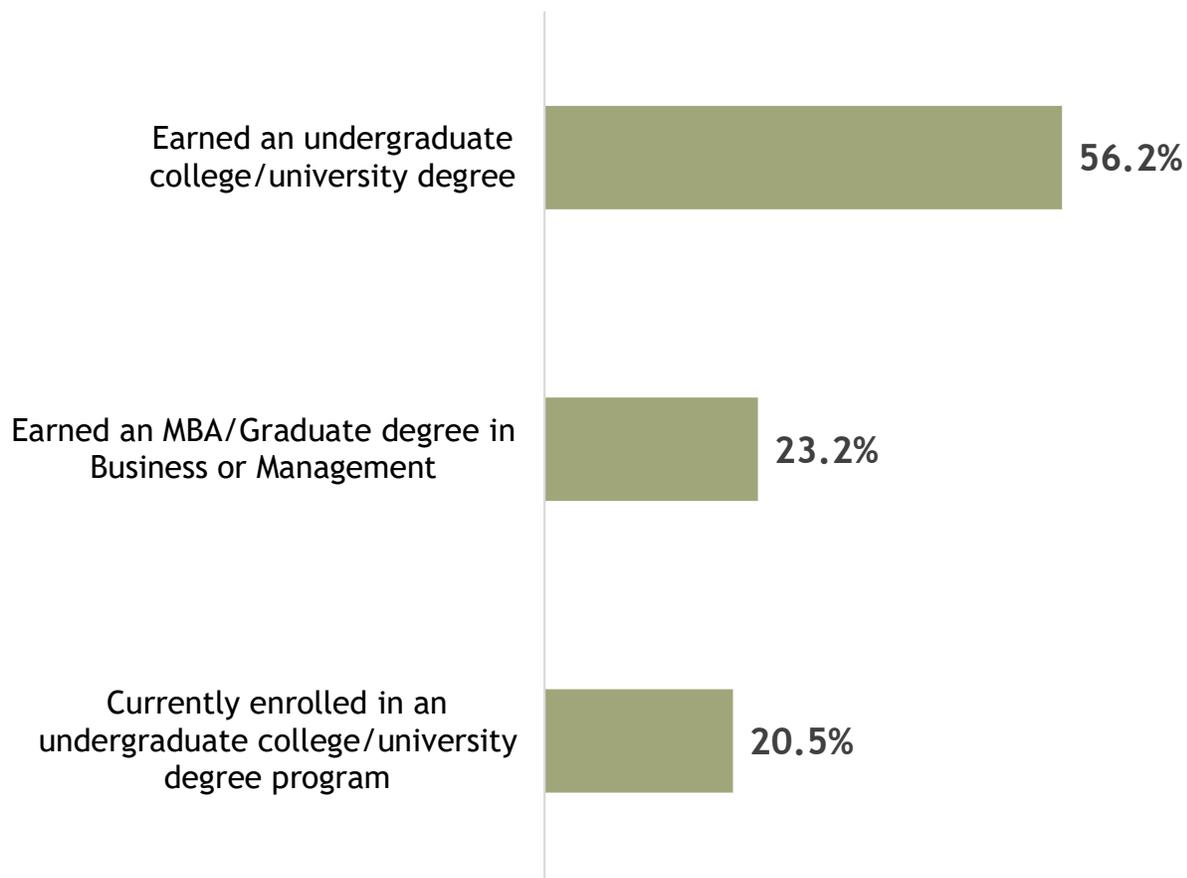
Respondents from India tend to be younger, male, and more interested in pursuing an MBA degree. Respondents from the United Kingdom are more likely to be female and not interested in pursuing an MBA degree. Respondents from the United States are more interested in pursuing non-degree executive education. Respondents from China are almost exclusively employed full-time and interested in pursuing an MBA or MS and MS in Business or Management, a Specialized Master's degree, or Non-degree Executive Education.

Section A: Respondent Summary

Current Status

A3. Which one of the following statements best describes you?

N=1,665



The overwhelming majority of respondents have earned an undergraduate degree from a college or university. As one might expect, individuals currently employed in a full-time capacity are significantly more likely to have earned an MBA or graduate degree in Business or Management than either hold an undergraduate degree or be currently enrolled in an undergraduate program. There is also a foreseeable correlation between age and current status: Younger students are more likely to be currently enrolled in a degree program while older students are significantly more likely to have earned an MBA or graduate degree.

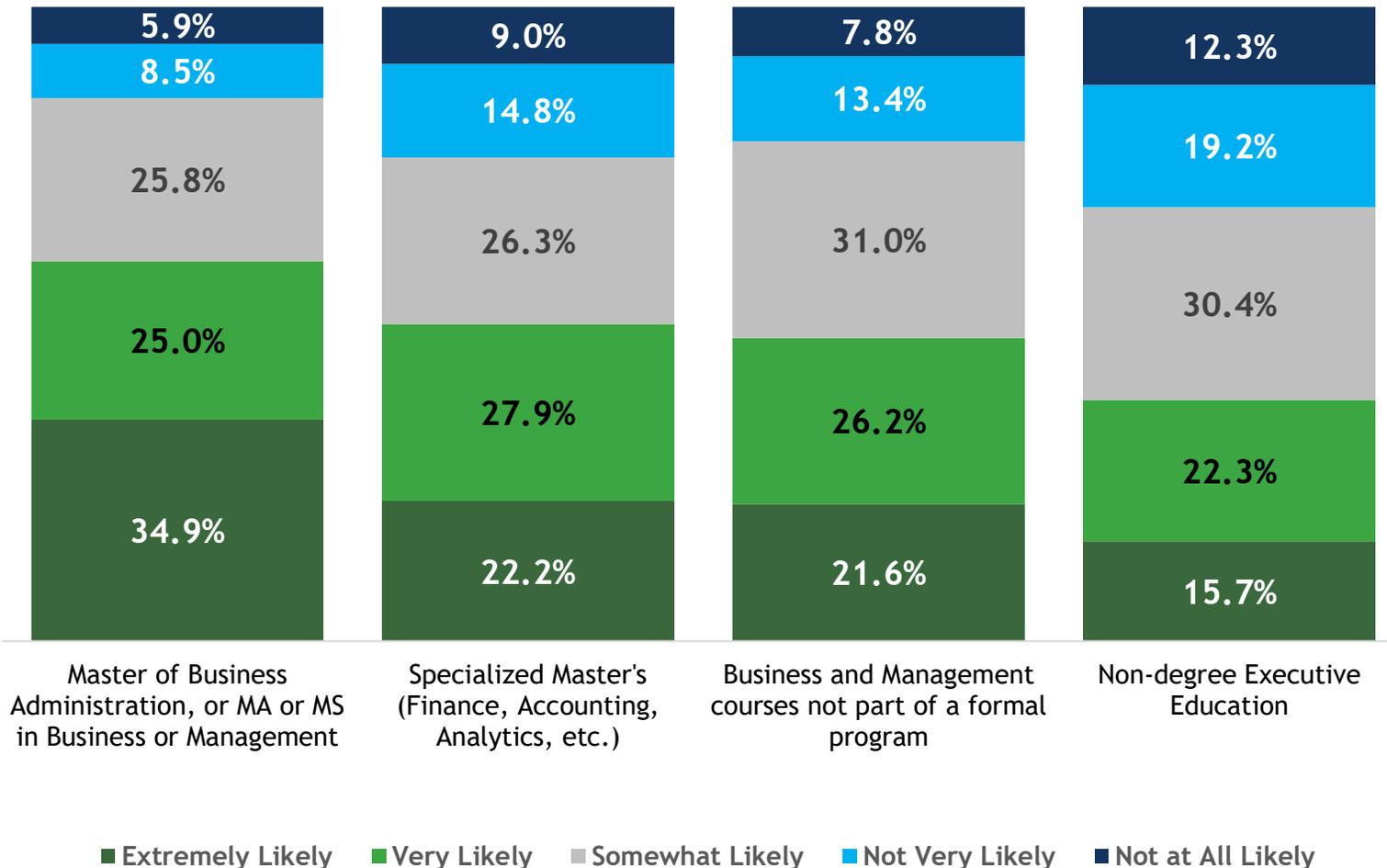
Section A: Respondent Summary

Likelihood of Enrolling in the Next 10 Years

A4. How likely is it that you will enroll in each of the following types of advanced management education programs or courses in the next 10 years?

N ranges from 1,634 to 1,604

(Note: Do Not Know/Not Applicable responses (99s) are not included in respondent count)



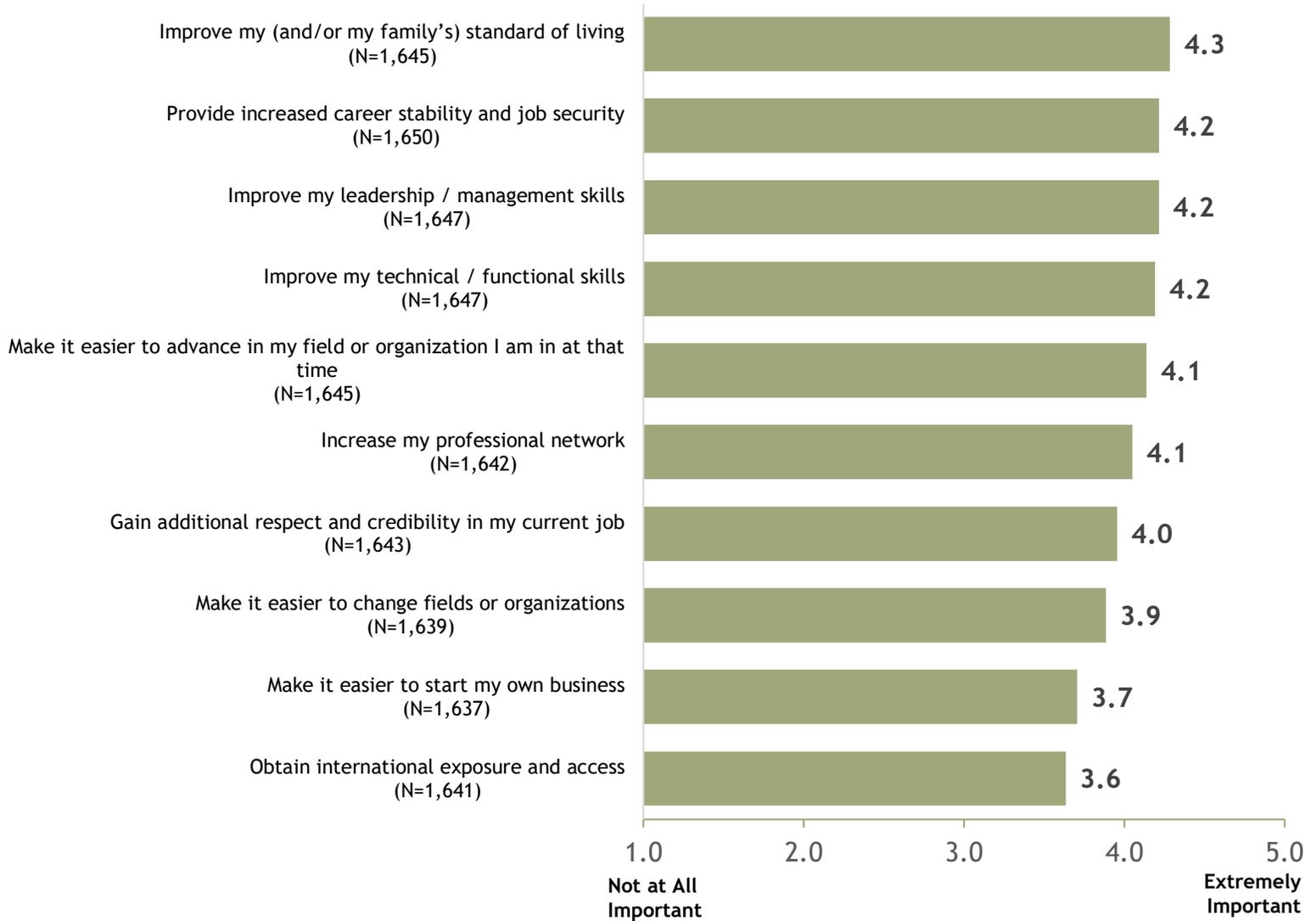
The MBA or MA/MS in Business or Management received the most interest across the respondent base with 59.9% stating they would be *Extremely* or *Very Likely* to pursue in the next 10 years. Individuals from the United States, male, or currently employed full-time are the drivers of this interest. Respondents who are *Extremely* or *Very Likely* to pursue a Specialized Master's are more likely to be male and also *Extremely* or *Very Likely* to pursue the other three advanced management education options. Those who are *Extremely* or *Very Likely* to pursue Non-degree Executive Education are currently respondents who are employed full-time, who possess a graduate degree or completed some graduate coursework, and who reside in the United States.

Section B: Advanced Management Education Motivations

Importance of Motivations in Pursuing Future Advanced Management Education

B1. How important are each of the following motivations to your interest in pursuing future advanced management education?

(Note: Do Not Know/Not Applicable responses (99s) are not included in respondent count)



Motivations are directly correlated to interest to pursue an advanced management education. The higher the interest, the higher ratings given to the series of motivations (see next page for additional data and findings).

Section B: Advanced Management Education Motivations

Importance of Motivations in Pursuing Future Advanced Management Education

B1. How important are each of the following motivations to your interest in pursuing future advanced management education?

(Note: Do Not Know/Not Applicable responses (99s) are not included in respondent count)

	Not at All Important	Not Very Important	Somewhat Important	Very Important	Extremely Important
Gain additional respect and credibility in my current job (N=1,643)	1.9%	6.3%	21.9%	33.8%	36.0%
Obtain international exposure and access (N=1,641)	4.8%	14.0%	23.5%	28.7%	29.1%
Make it easier to advance in my field or organization I am in at that time (N=1,645)	1.1%	4.6%	16.7%	34.5%	43.1%
Make it easier to change fields or organizations (N=1,639)	1.6%	7.3%	23.7%	35.8%	31.6%
Make it easier to start my own business (N=1,637)	4.5%	12.2%	22.4%	29.9%	31.0%
Improve my leadership/management skills (N=1,647)	1.0%	3.4%	14.0%	36.1%	45.5%
Improve my technical/functional skills (N=1,647)	0.9%	3.0%	16.1%	35.8%	44.2%
Improve my (and/or my family's) standard of living (N=1,645)	0.8%	3.9%	12.9%	30.8%	51.6%
Increase my professional network (N=1,642)	1.1%	5.1%	19.4%	36.5%	37.9%
Provide increased career stability and job security (N=1,650)	1.2%	3.6%	13.9%	34.8%	46.5%

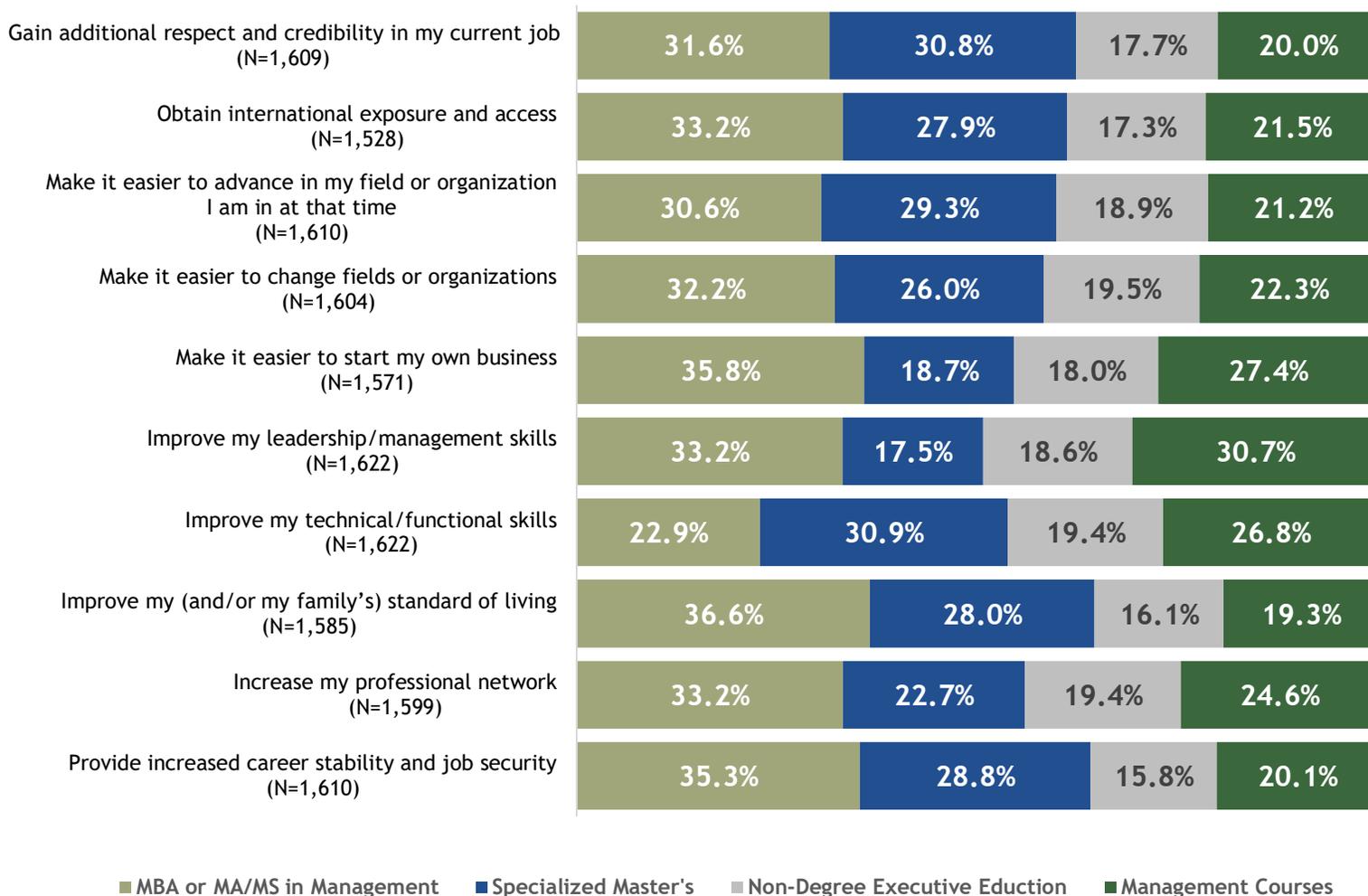
Respondents from the United States are driving the ratings for 4 of the top 5 rated motivations (not including *Improve my technical/functional skills* where both residents of the United States and residents outside the United States gave similar ratings) with significantly higher ratings than those residing outside the United States. As one might expect, individuals employed full-time provided significantly higher ratings to the top three rated motivations versus those not employed full-time. Respondents holding a Bachelor's or graduate degree give higher ratings to all motivations compared to those with no college or a two-year Associates degree. For all respondents, motivations most frequently rated *Not Very* or *Not at All Important* for pursuing advanced management education include *Obtaining international exposure and access* and *Making it easier to start my own business*.

Section B: Advanced Management Education Motivations

Most Appropriate Type of Advanced Management Education Based on motivations

B2. Which type of advanced management education do you think would be the most appropriate choice for each of the following motivations?

(Note: Do Not Know/Not Applicable responses (99s) are not included in respondent count)



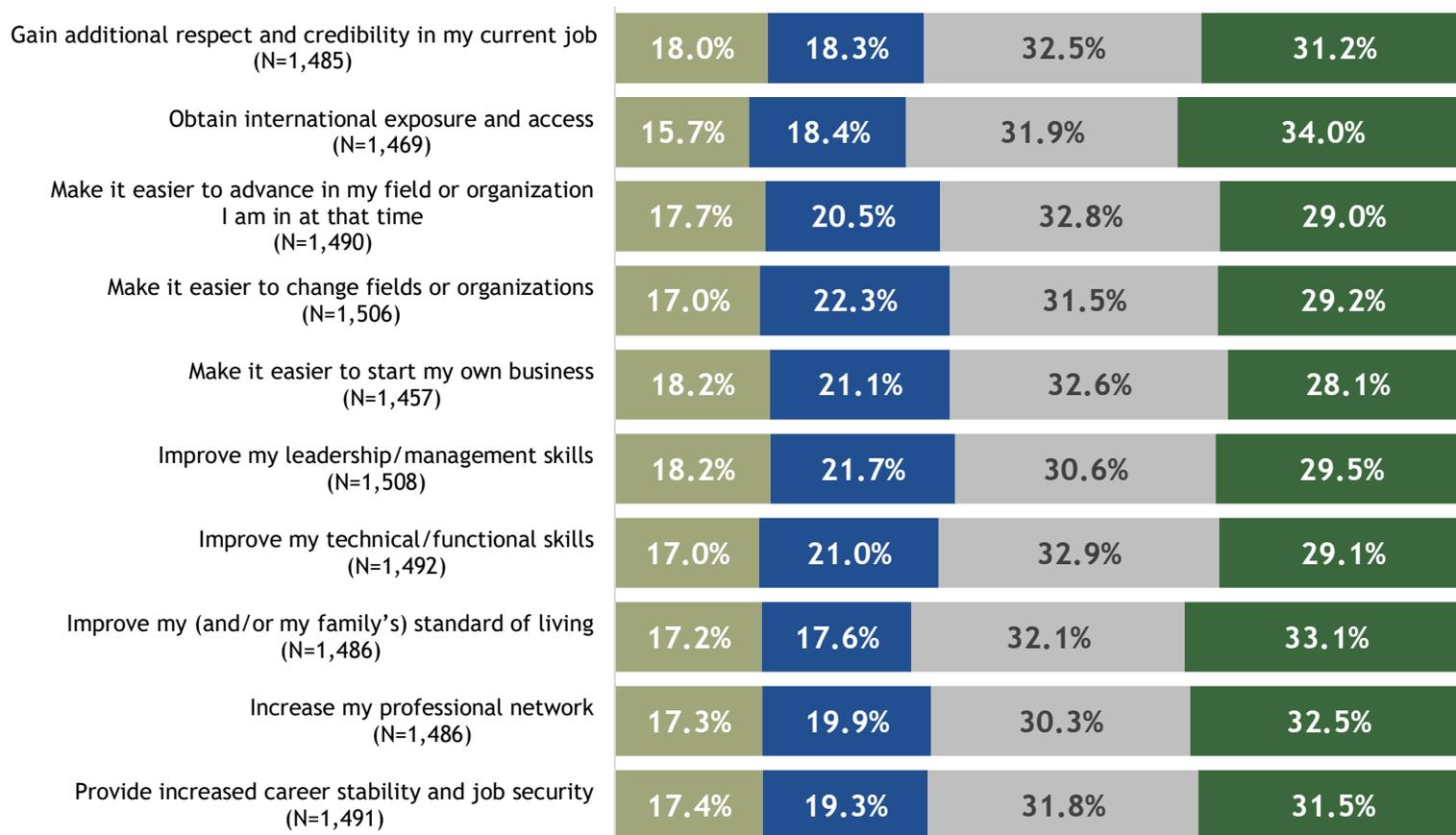
An MBA or MA/MS in Management is the Most Appropriate type of advanced management education across all motivations but one, *Improve my technical/functional skills*, where a Specialized Master's degree is the most common choice. Female respondents are looking at the MBA or MA/MS in Management to *Improve my standard of living* and *Provide increased career stability and job security*; however, female respondents look to Management courses and Non-Degree Executive Education to *Gain additional respect and credibility in my current job*. Individuals residing in the United States selected the MBA or MA/MS in Management, and at a significantly higher rate than those outside the United States, to *Make it easier to start my own business*, *Improve my standard of living*, and *Provide increased career stability and job security*. Residents from outside the United States are driving the selection of Specialized Master's as the Most Appropriate education option for the motivations studied here.

Section B: Advanced Management Education Motivations

Least Appropriate Type of Advanced Management Education Based on Motivators

B3. Which type of advanced management education do you think would be the least appropriate choice for each of the following motivations?

(Note: Do Not Know/Not Applicable responses (99s) are not included in respondent count)



■ MBA or MA/MS in Management ■ Specialized Master's ■ Non-Degree Executive Education ■ Management Courses

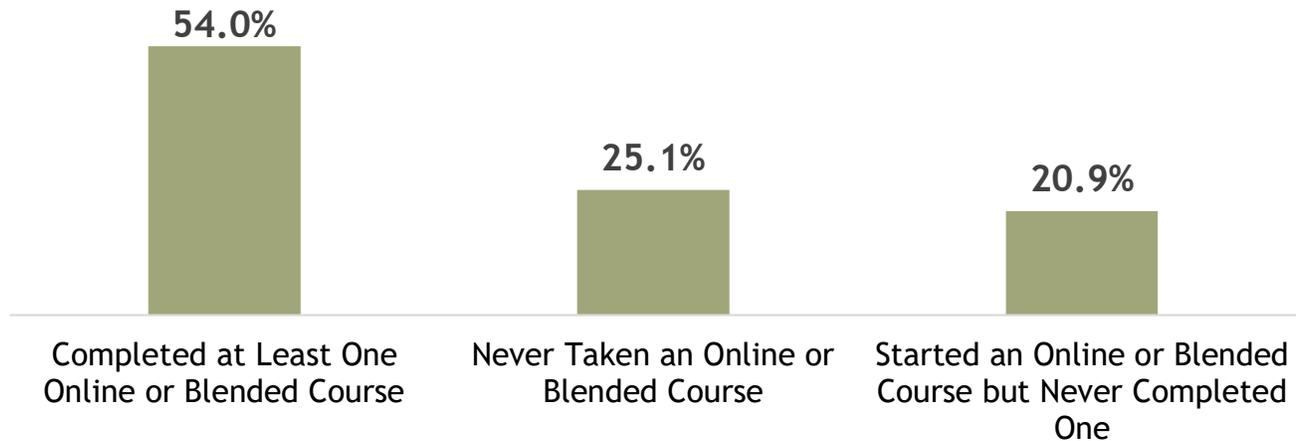
Non-degree Executive Education and Management Courses not part of a formal program are the most commonly selected as the Least Appropriate choice across all motivations.

Section C. Advanced Management Education Online Versus In-Person

Experience with Online Learning (Undergraduate or Graduate)

C1. How would you describe your own experience with online learning at the undergraduate or graduate level (in any field, not just management)?

N=1,665



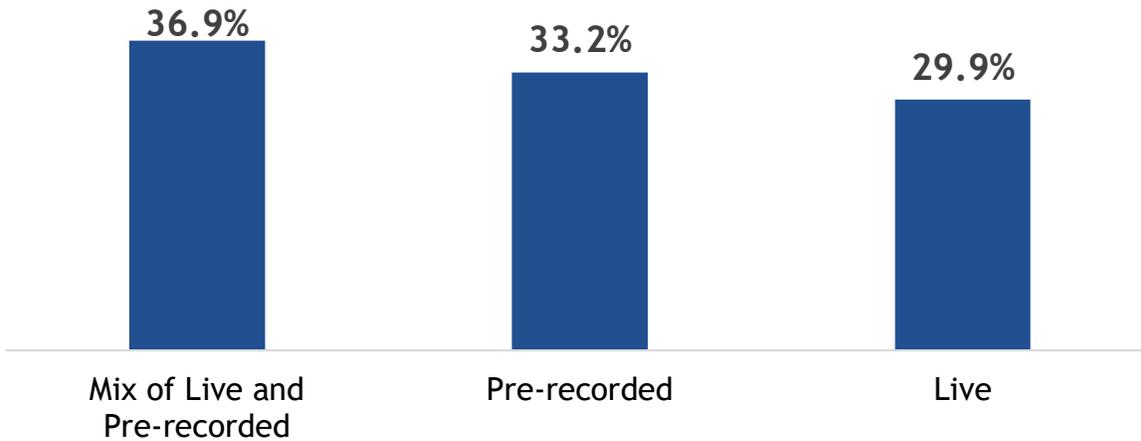
Over half of the respondents indicate they have *Completed at Least One Online or Blended Course*. Individuals between 31 to 40 years old are significantly more likely to have completed one of these courses than those between 21 to 30 years old, but it is the most selected option across both groups. The same holds true by gender: Female respondents are significantly more likely to have completed at least one online learning option. Younger respondents are significantly more likely to have *Started an Online or Blended Course but Never Completed One*. Respondents who are *Extremely* or *Very Likely* to pursue an advanced management education program in the next ten years are significantly more likely to have *Completed at Least One Online or Blended Course*. Conversely, those not expressing a high level of interest are significantly more likely to have *Never Taken an Online or Blended Course*.

Section C. Advanced Management Education Online Versus In-Person

Learning Option Preferences for Online Delivery

C2. For subjects which are taught online, or for online components of blended courses, which of the following learning options would you prefer?

N=1,665



There is a tight distribution of responses across the three learning preferences for online delivery. *Mix of Live and Pre-recorded* is driven by respondents 31 to 40 years old, residing outside the United States, and holding a Bachelor's degree. Females, residents of the United States, non-full-time employees, individuals without a Bachelor's or graduate degree, and those without interest in pursuing formal advanced management education programs (e.g., MBA, Specialized Master's) gave significantly higher ratings to the *Pre-recorded* option. The *Live* learning option received higher ratings from all respondents interested in pursuing an advanced management education program, and notably from males and younger respondents.

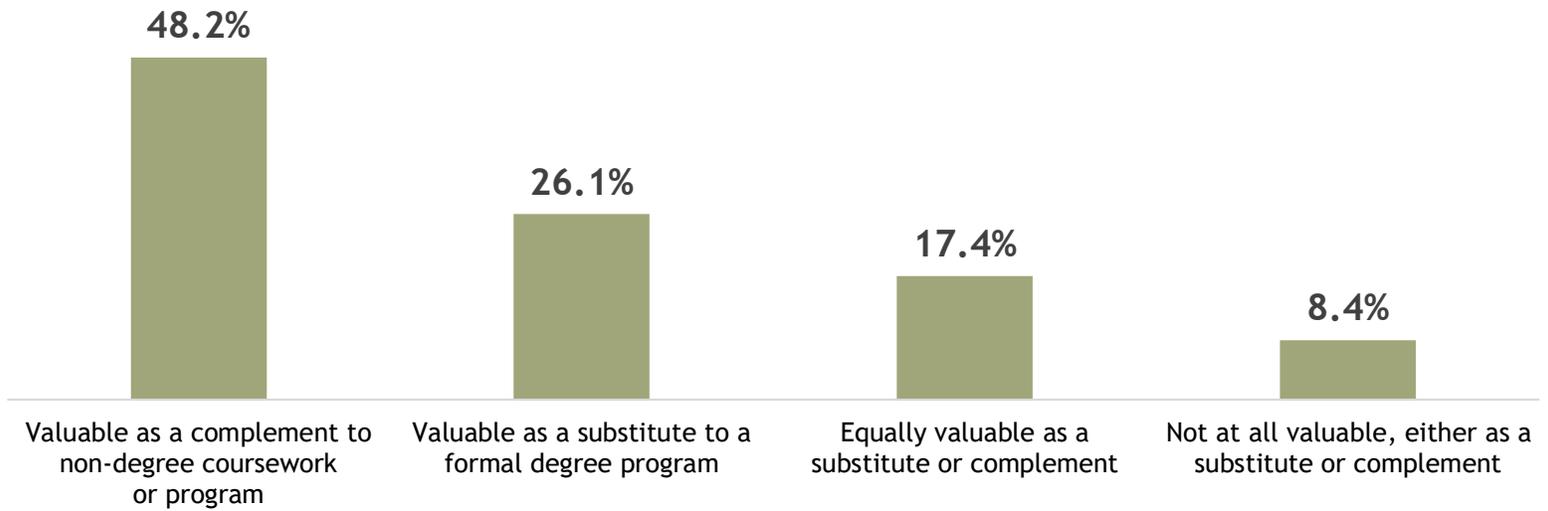
Section D. Advanced Management Education New Options

Value of Certificate or Digital Badge Compared to a Degree Program

D1. One new option is receiving certificates or “digital badges” for completing specific management-related courses. For your own professional development, how would you compare the value of a certificate or digital badge to a degree program in helping you reach your goals?

N=1,624

(Note: Do Not Know responses (5s) are not included in respondent count)



The majority of respondents believe certificates and digital badges are *Valuable as a complement to non-degree coursework or programs*. This is driven by female respondents, where over half (53%) recognized value in this option compared to 44% of males. A similar trend is present among two other groups: those who work non-full-time versus full-time employment, and those holding a Bachelor’s degree versus working toward or holding a Graduate degree. Individuals not considering pursuing an MBA, Specialized Master’s, or Business and Management courses not part of a formal program in the next ten years are more likely to consider certificates and digital badges a complement to non-degree coursework compared to those *Extremely or Very Likely* to pursue these options.

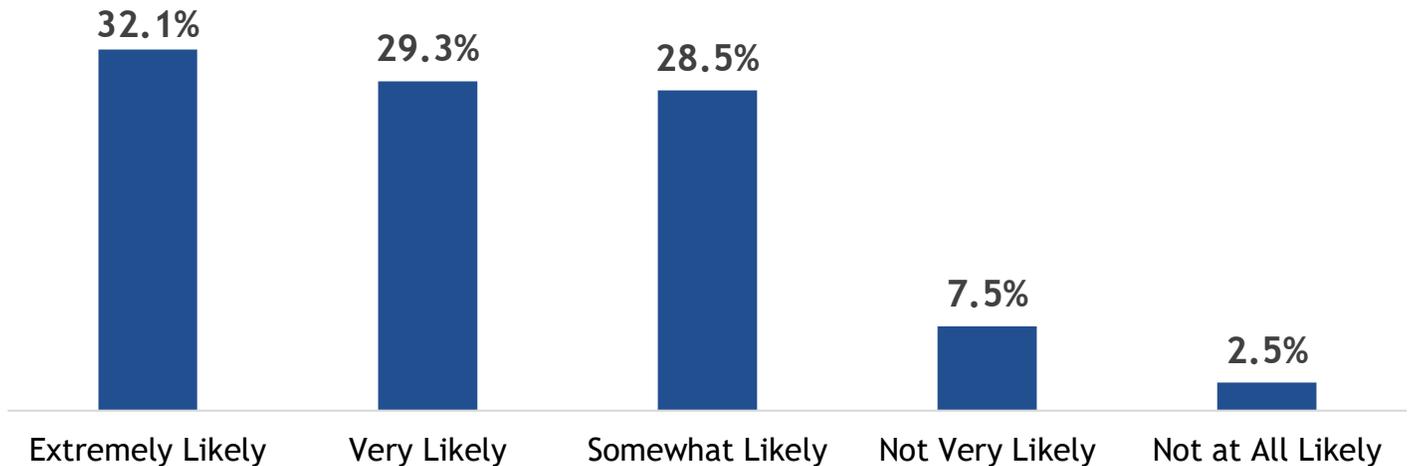
Section D. Advanced Management Education New Options

Likelihood to Pursue a Certificate or Digital Badge

D2. How likely would you be to pursue a certificate or digital badge to achieve your professional or personal goals?

N=1,503

(Note: Do Not Know/Not Applicable responses (99's) are not included in respondent count)



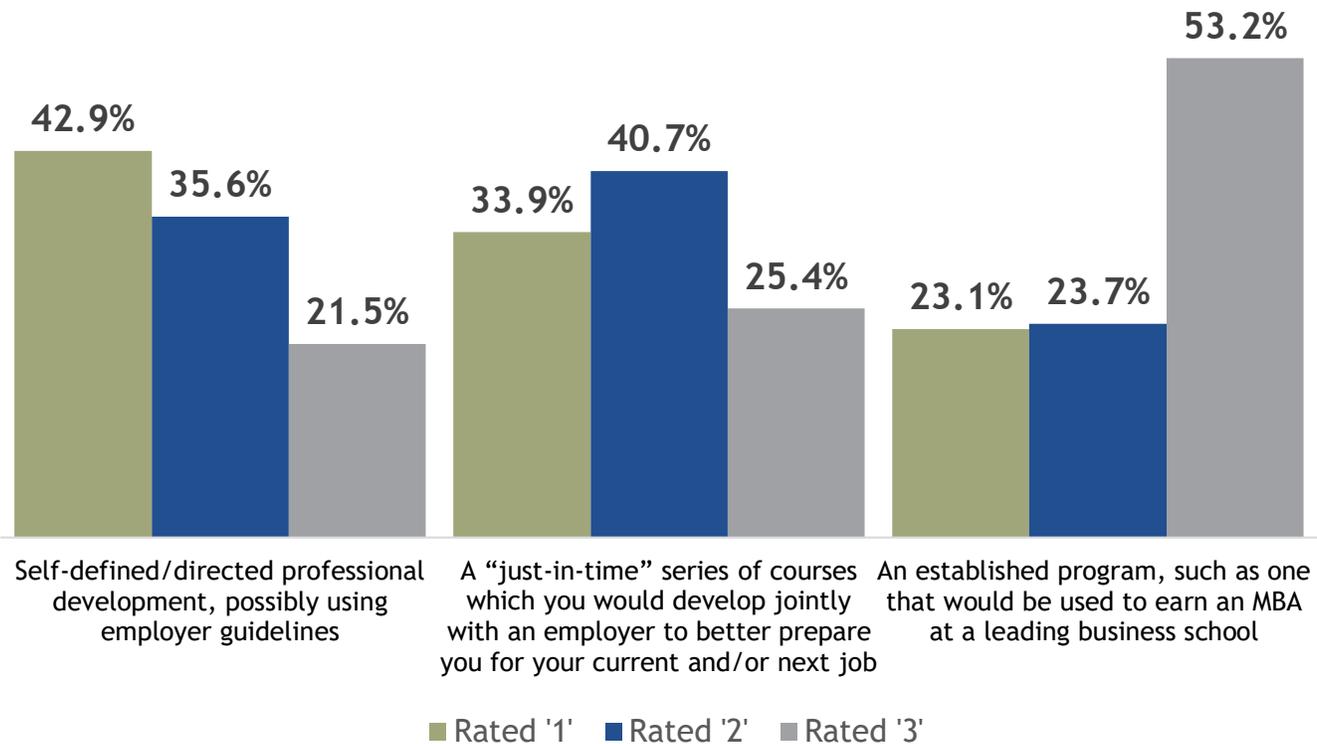
Certificates and digital badges are perceived as valued options for achieving professional or personal goals. Only one in ten respondents are not likely to pursue this option (summing *Not Very Likely* and *Not at All Likely*). Certificates and digital certificates provide more attractive options for individuals employed full-time and those holding a graduate degree. In addition, respondents *Extremely Likely* or *Very Likely* to pursue an advanced management education program are also significantly more likely to consider a certificate or digital badge.

Section D. Advanced Management Education New Options

Attractiveness of Advanced Management Education Options

D4. There has been a recent increase in the customization of advanced management education. Please rank the following three alternatives on how attractive they are to you, with “1” as the Most Attractive and “3” as Least Attractive, as a way of achieving your goals?

N=1,665



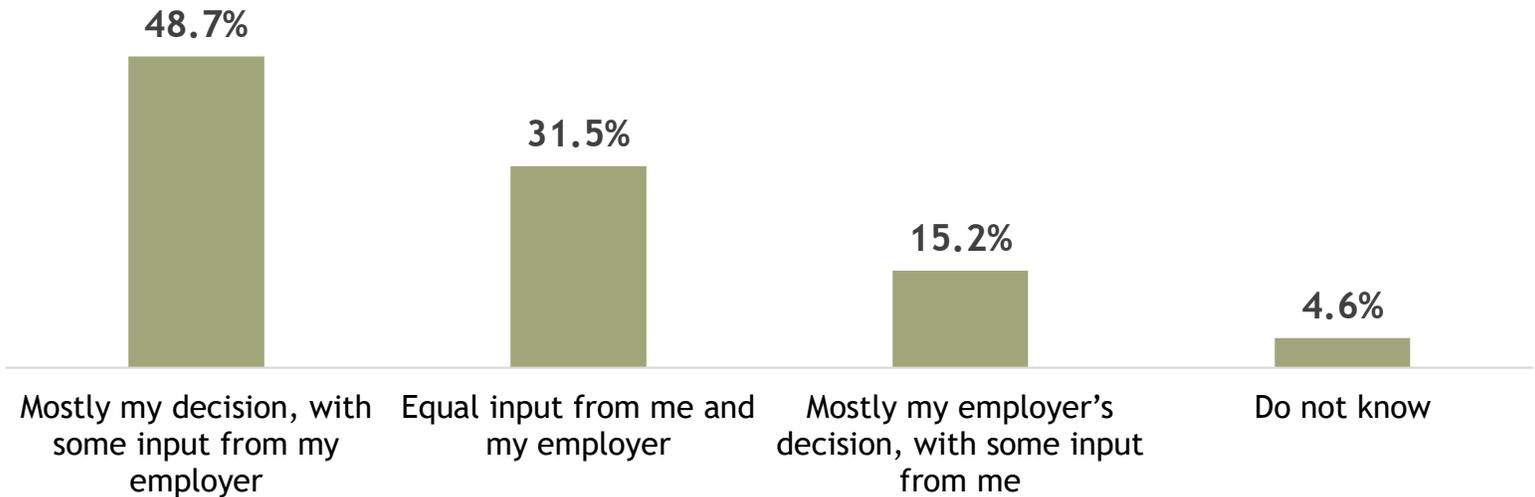
Self-defined/directed professional development received the highest percentage of '1' ratings. This was driven by individuals between 31 and 40 years old, holding a Bachelor's degree, and those considering pursuit of Non-degree Executive Education. A *“just-in-time” series of courses* received the second highest number of '1' ratings. These ratings were consistent across all of the different groups within this study. There is a correlation between attractiveness of these options and employer reimbursement. Individuals indicating they receive no employee reimbursement are significantly more likely to select *Self-defined/directed* as their first choice. Conversely, respondents with full or partial reimbursement are significantly more likely to select *Self-defined/directed* as a third choice compared to respondents without employee reimbursement.

Section D. Advanced Management Education New Options

Preference on Planning Professional Development

D5. Some employers can influence the content, delivery, and provider of advanced management education for their employees. If these were not solely the employer's decision, and you were interested in advanced management education, which of the following options would you prefer when planning for your professional development?

N=1,665



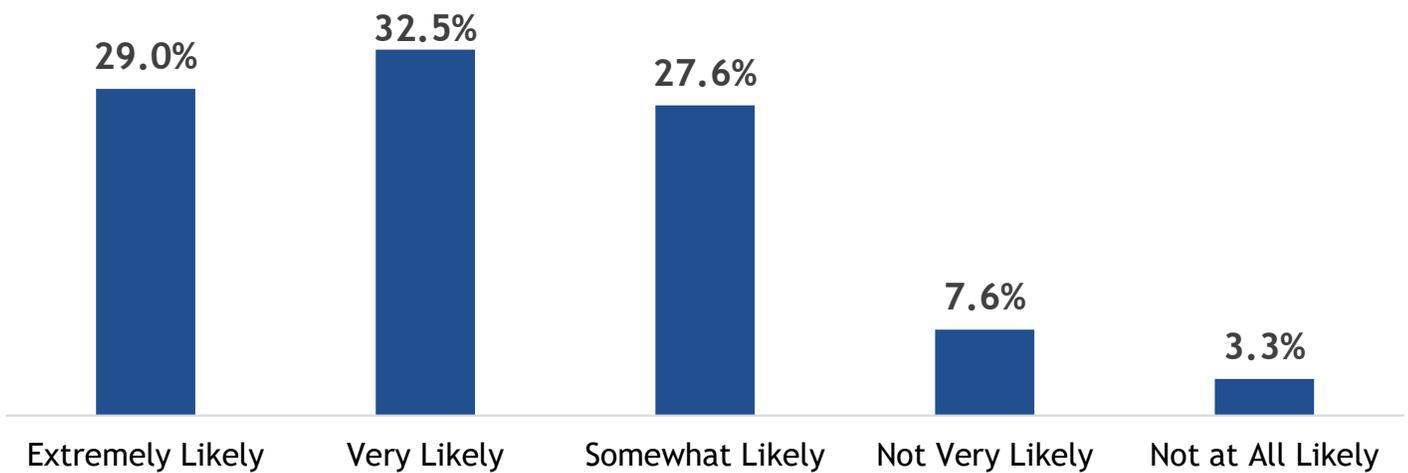
Having professional development be self-directed with some input from the employer was the most selected option across the majority of the groups within this study. Older respondents and those holding a Bachelor's or graduate degree did select this option at a significantly higher rate than younger respondents and those not holding a degree. Individuals with full reimbursement from their employers are significantly more likely to select *Mostly my employer's decision, with some input from me* than those no financial support from their employer.

Section D. Advanced Management Education New Options

Likelihood to Pursue an Advanced Management Education Program that Provides Credit for Life/Work Experience

D6. How likely would you be to pursue this option (credit for life/work experience) if it were available to you as part of an advanced management education program?

N=1,665



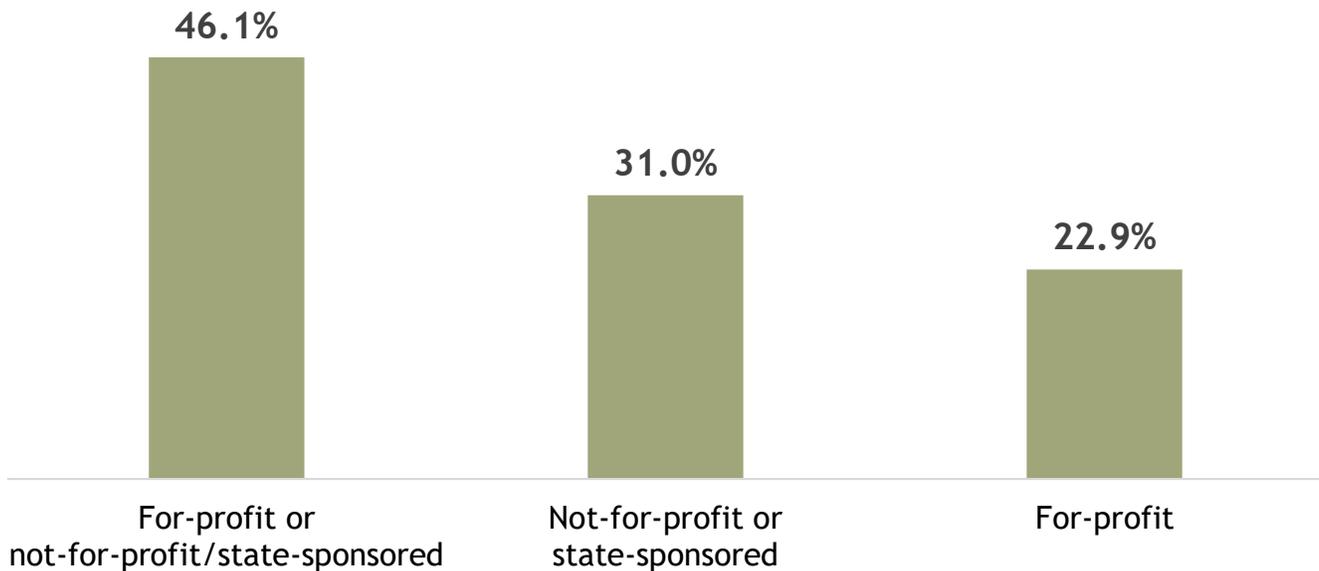
Respondents residing in the United States selected *Extremely Likely* to pursue an advanced management education program that gives credit for life/work experience more frequently than those residing outside the United States. Conversely, residents outside the United States selected *Very Likely* at a significantly higher rate. As one might expect, individuals employed full-time are more likely to pursue an advanced management education program that supports credit for life/work experience.

Section D. Advanced Management Education New Options

Program Preferences by Type of Institution

D7. The role of for-profit institutions in advanced management education is growing in many countries. For your own professional development, would you be more likely to pursue a program offered by a for-profit institution compared to a program offered by a not-for-profit or state-sponsored college/university?

N=1,665



Across all groups within this study, nearly half of respondents indicated equal preference for *For-profit or not-for-profit/state-sponsored* institutions. When examining the other options, *Not-for-profit or state-sponsored* was selected at a significantly higher rate among those 31 to 40 years old. The same holds true regarding *For-profit* institutions among respondents 21 to 30 years old. Nonetheless, *For-profit or not-for-profit/state-sponsored* was the most commonly selected option for all age groups.

Section D. Advanced Management Education New Options

Effectiveness of Learning Approaches for Advanced Management Education

D8. Recognizing that this could vary by subject or by program type, in general how effective would you personally find each of the following learning approaches for advanced management education?

N=1,665

(Sorted by % of Extremely Effective)

	Extremely Effective	Very Effective	Somewhat Effective	Not Very Effective	Not at All Effective
On-the-job training	33.0%	39.9%	20.1%	4.9%	2.0%
Hands-on classroom exercises, demonstrations, or workshops	25.5%	42.9%	24.6%	5.5%	1.5%
Project-based learning	21.3%	43.4%	27.4%	6.4%	1.6%
Simulations or competitions	18.4%	38.2%	32.4%	9.2%	1.7%
Case studies	17.3%	41.9%	30.6%	8.3%	1.9%
Presentations done by you and/or other participants	15.0%	33.0%	35.9%	13.3%	2.9%
Small-group seminars	13.2%	38.6%	37.5%	8.6%	2.2%
Lectures	12.9%	33.3%	37.2%	14.7%	1.9%

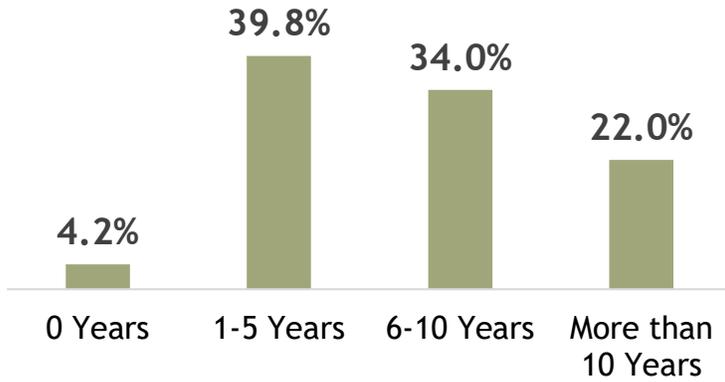
Overall, the findings above can provide insight into course design and development. Taking into account the effectiveness ratings of the various learning approaches provides insight for faculty in how to best structure their curriculum to meet the expectations of future students. While relative order of these eleven learning approaches was consistent across most groups, respondents 31 to 40 years old gave significantly higher ratings to the top three items above than their younger counterparts. Female respondents also place more significance than males to *On-the-job training*, as did residents of the United States. Individuals *Extremely Likely* or *Very Likely* to pursue any type of advanced management education in the next ten years gave significantly higher ratings across every learning option.

Section E. Employer and Employment

Full-Time Work Experience

E1. How many total years of full-time work experience do you currently have, excluding part-time work or internships?

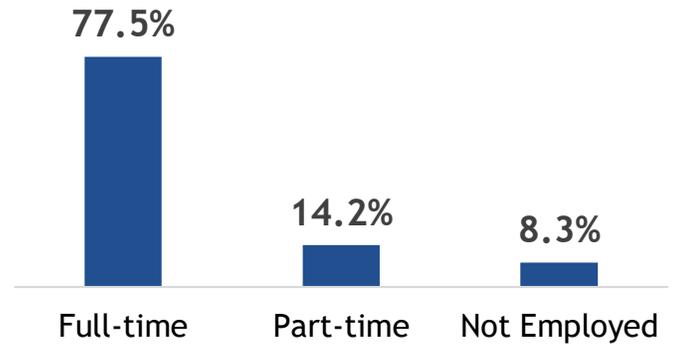
N=1,665



Current Employment Status

E2. What is your current employment status?

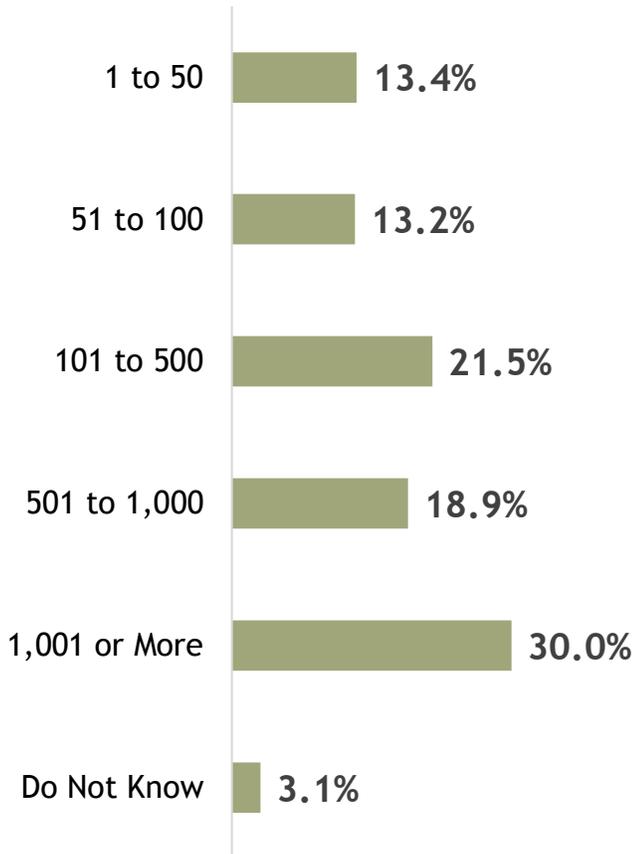
N=1,665



Employer Size

E3. How many people work for your current employer worldwide?

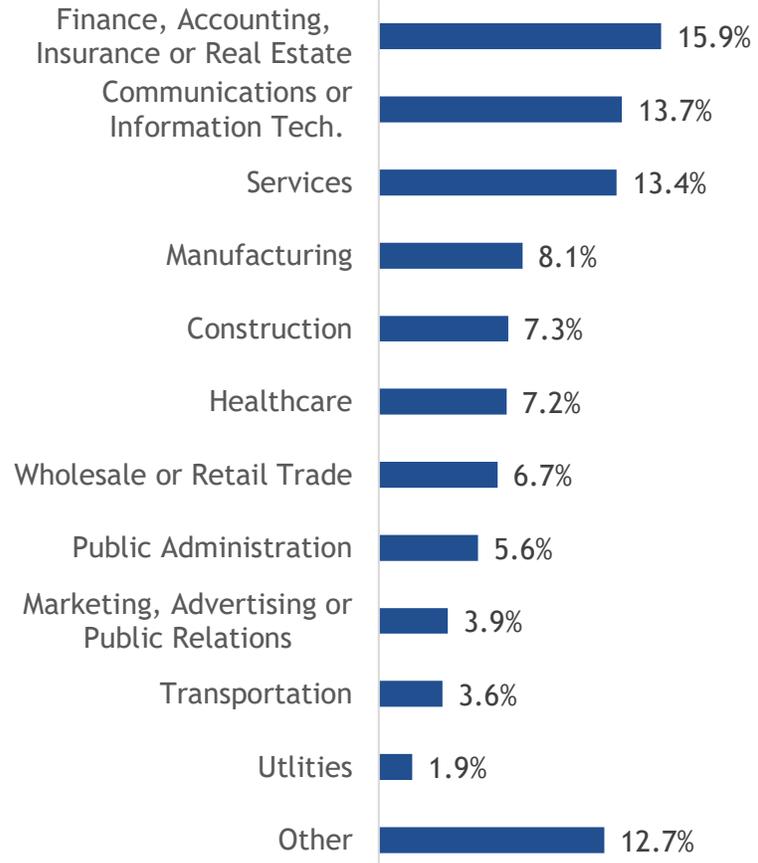
N=1,527



Employer Industry

E4. Which of the following industry categories best describes your current employer?

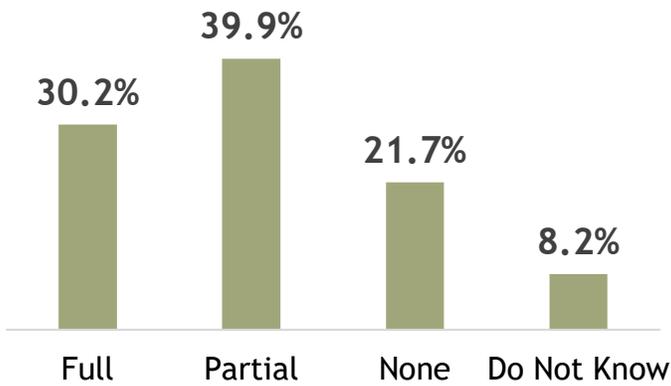
N=1,527



Section E. Employer and Employment

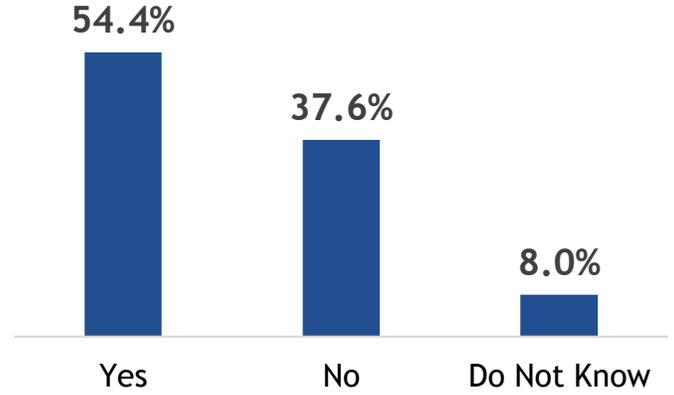
Employer Reimbursement

E5. What level of reimbursement will your current employer provide for advanced management education?
N=1,527



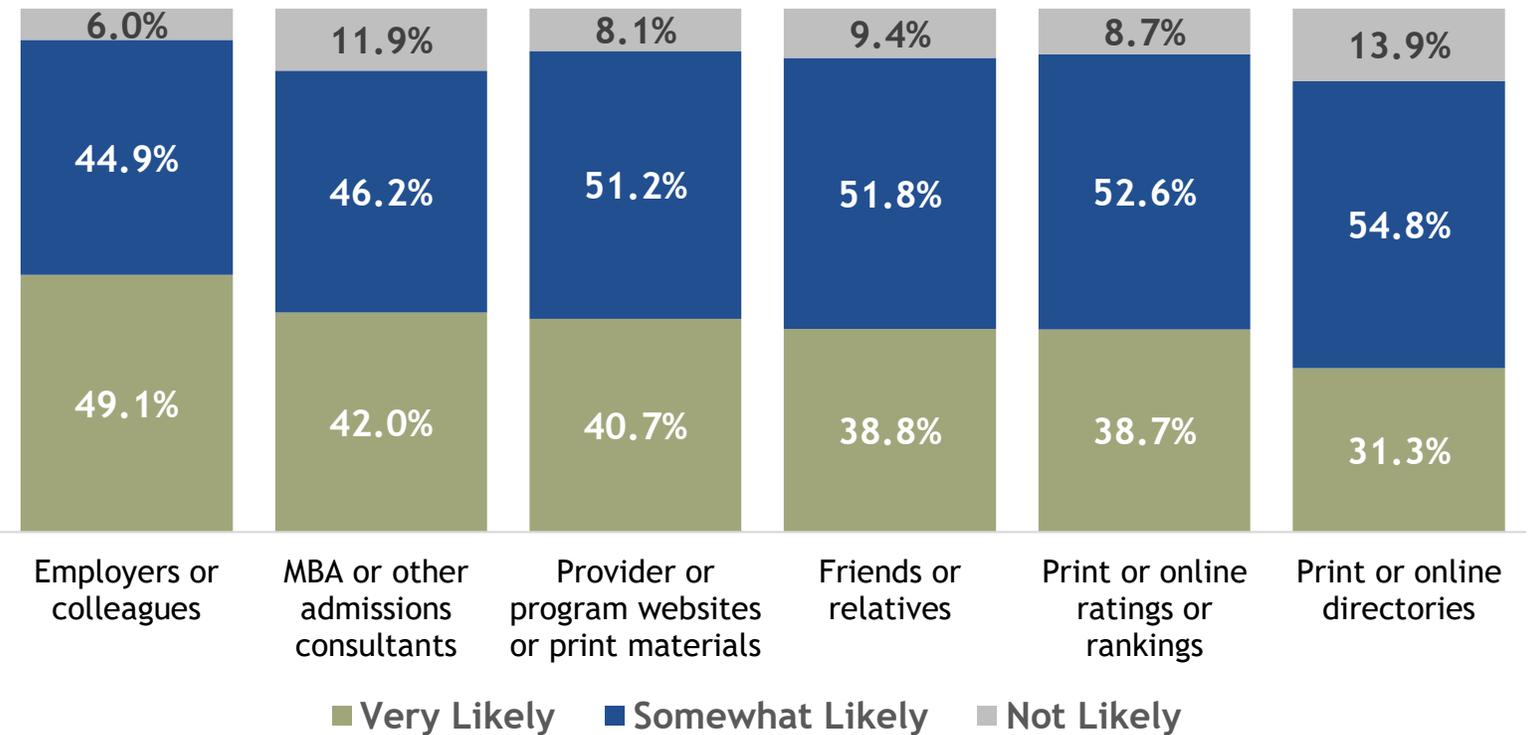
Employer Learning Platform

E6. Does your current employer have a learning platform where you can take management-related courses?
N=1,527



Likelihood of Leveraging For Advanced Management Offering

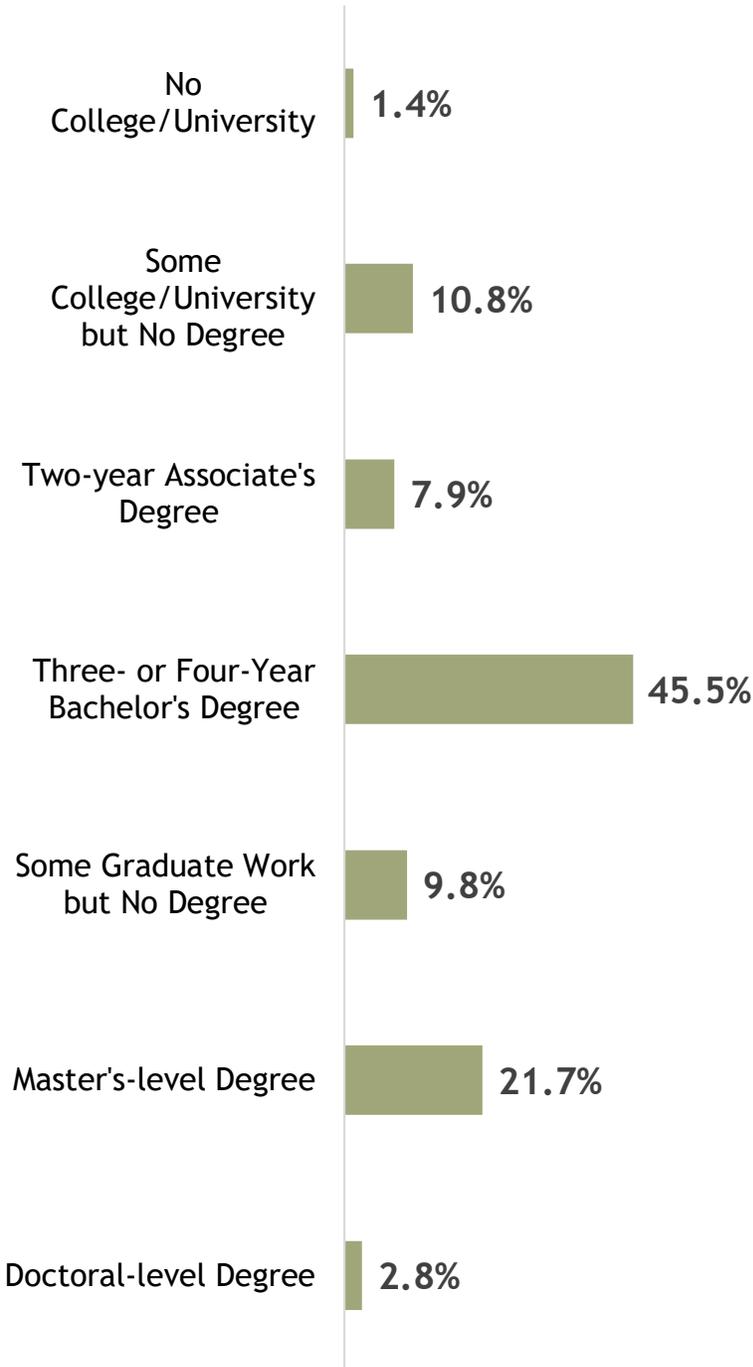
E7. How likely are you to use each of the following information sources when choosing a specific advanced management education program, offering, or provider?
N=1,527



Section F. Additional Background Information

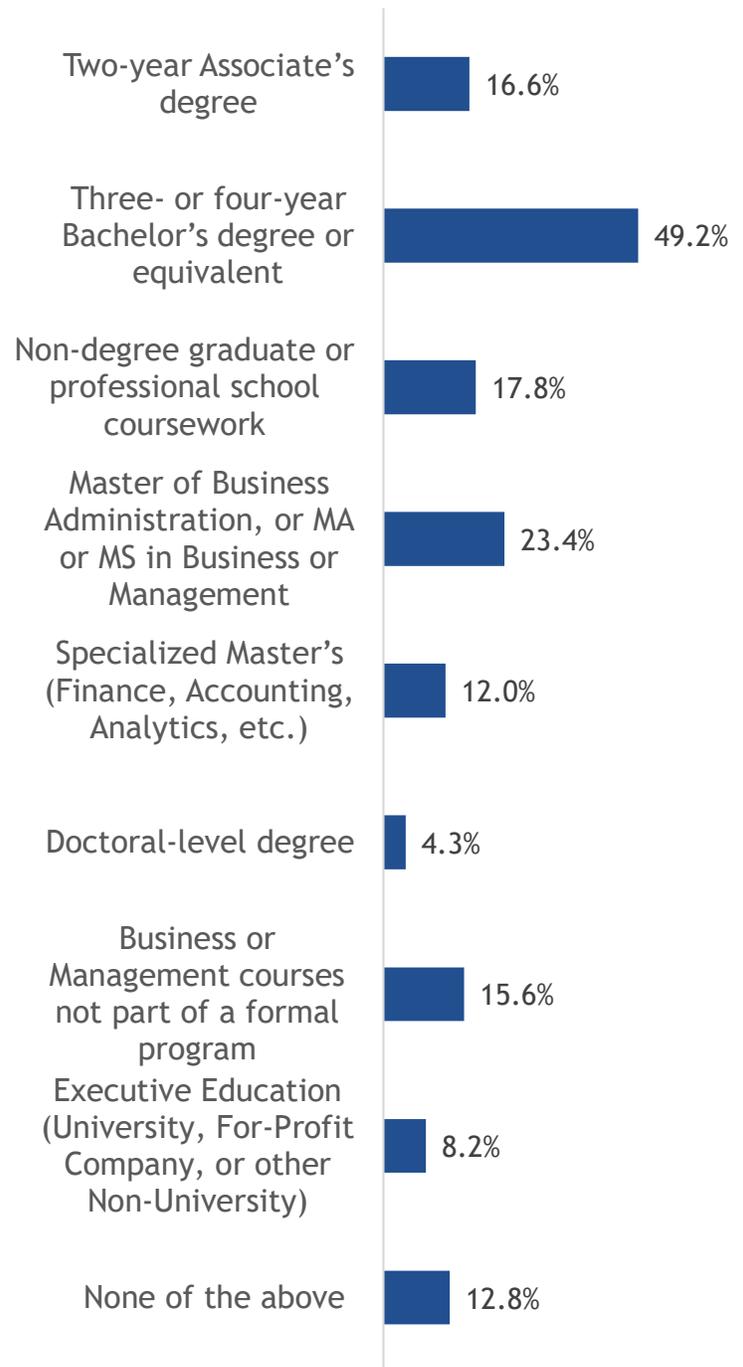
Level of Education

F1. What is the highest level of education you have completed (in any field, not just management)?
N=1,665



Management Education

F2. Which of the following types of management education have you completed? Please select all that apply.
N=1,665

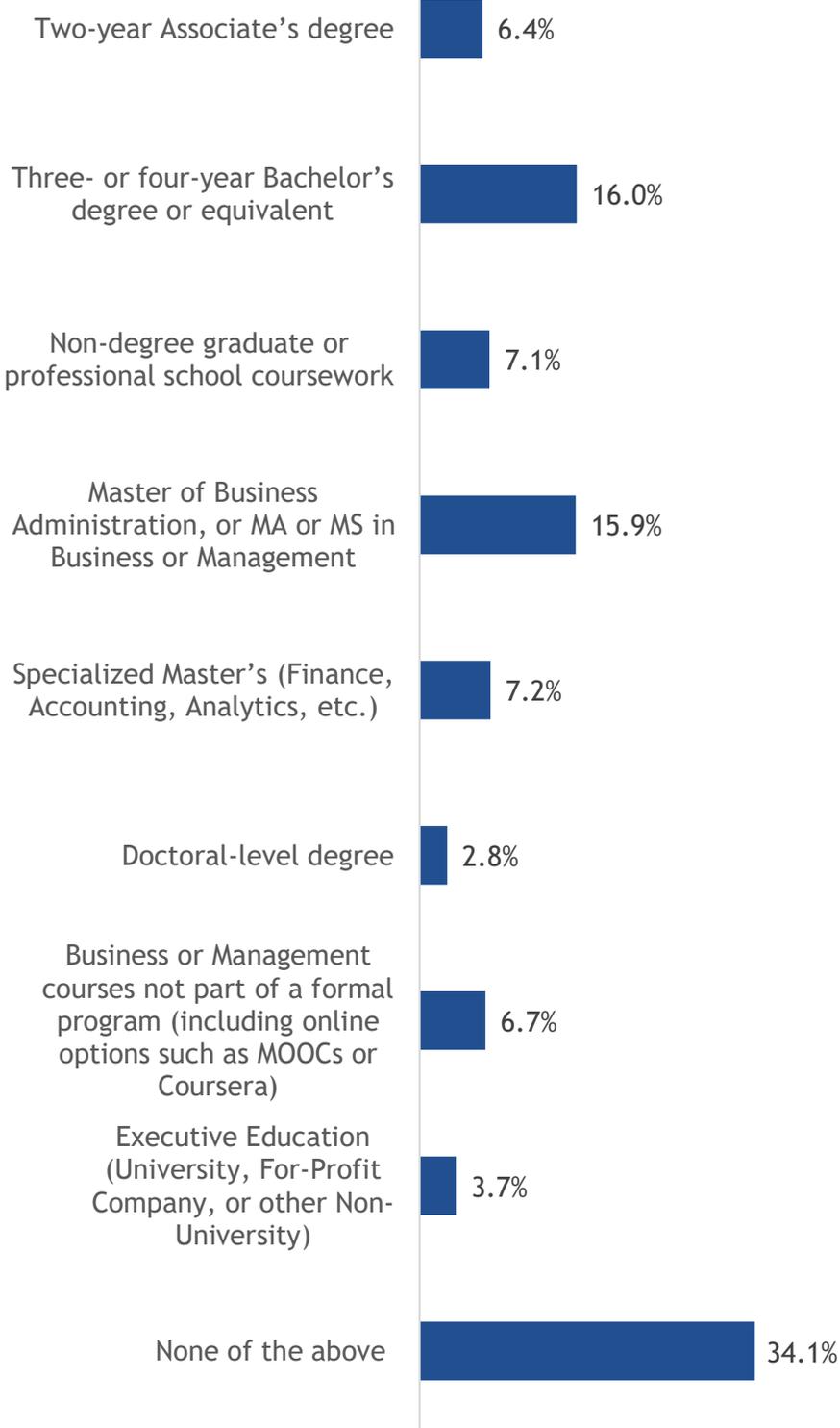


Section F. Additional Background Information

Management Education Enrolled

F3. In which of the following types of management education are you currently enrolled?

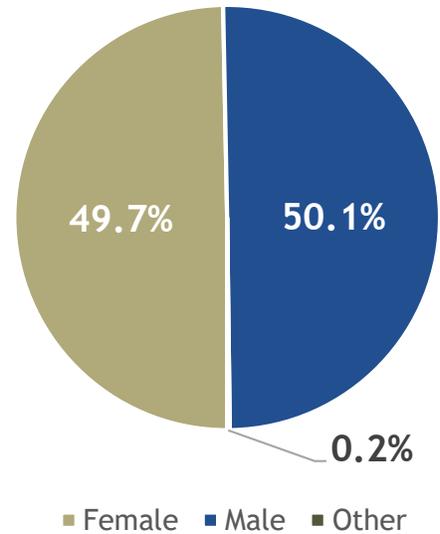
N=1,665



Gender

F4. What is your gender?

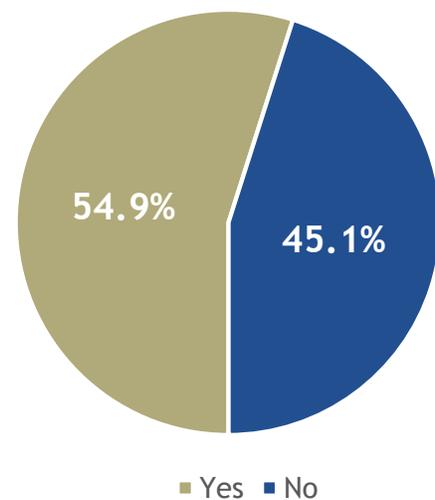
N=1,649



Impacts to Decision

F5. Do you have a spouse, partner, or child whose needs could affect your decision to pursue advanced management education?

N=1,665



Appendix

The following deliverables are available as documents separate from this report:

- Questionnaire
- Masked Data Set
- Verbatim Document
- Crosstabs Spreadsheet

The consultants on this project welcome questions:

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