Understanding the Implications of the Digital Generation on Business Education

Phase 3: Attitudes and Usage Study 2017

AACSB
Business Education. Connected.

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CONSORTIUM FOR UNIVERSITY-BASED EXECUTIVE EDUCATION

EMBAC
Global Voice of the Executive MBA Industry
Phase 1
- Future Needs in Management Development and Retention
- Literature Review
- 2013

Phase 2
- Future Trends in Business Education
- Qualitative Interviews
- 2015

Phase 3
- Attitudes and Usage Study
- Quantitative Interviews
- 2017
Methodology: Sample Frame and Fielding

- Captured 1,665 interviews
  - Fielded July 28 to August 20, 2017
- Web survey administered in 5 languages:
  - English, French, Mandarin, Portuguese, Spanish

<table>
<thead>
<tr>
<th>Current Residence</th>
<th>N</th>
<th>% of Total</th>
<th>Quota</th>
<th>% of Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>111</td>
<td>6.7%</td>
<td>100</td>
<td>111.0%</td>
</tr>
<tr>
<td>Brazil</td>
<td>106</td>
<td>6.4%</td>
<td>100</td>
<td>106.0%</td>
</tr>
<tr>
<td>China</td>
<td>108</td>
<td>6.5%</td>
<td>100</td>
<td>108.0%</td>
</tr>
<tr>
<td>France</td>
<td>110</td>
<td>6.6%</td>
<td>100</td>
<td>110.0%</td>
</tr>
<tr>
<td>India</td>
<td>102</td>
<td>6.1%</td>
<td>100</td>
<td>102.0%</td>
</tr>
<tr>
<td>Singapore</td>
<td>36</td>
<td>2.2%</td>
<td>30</td>
<td>120.0%</td>
</tr>
<tr>
<td>South Africa</td>
<td>78</td>
<td>4.7%</td>
<td>75</td>
<td>112.0%</td>
</tr>
<tr>
<td>Spain</td>
<td>112</td>
<td>6.7%</td>
<td>100</td>
<td>104.0%</td>
</tr>
<tr>
<td>UK</td>
<td>110</td>
<td>6.6%</td>
<td>100</td>
<td>110.0%</td>
</tr>
<tr>
<td>United States</td>
<td>792</td>
<td>47.6%</td>
<td>800</td>
<td>99.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,665</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>1,605</strong></td>
<td><strong>103.7%</strong></td>
</tr>
</tbody>
</table>
We screened out respondents not meeting our targeting criteria:

- 21 - 40 year olds
- In countries of interest
- Currently enrolled or at least earned undergraduate degree
- Likely to enroll in at least one type of advanced management education (AME) programs or courses in the next 10 years
Segmentation: Demographics

**Gender**
- N=1,649
- Female: 49.7%
- Male: 50.1%
- Other: 0.2%

**Age**
- N=1,665
- 21 to 30: 53.0%
- 31 to 40: 47.0%

**Current Degree Status**
- Earned an undergraduate college/university degree: 56.2%
- Earned an MBA/Graduate degree in Business or Management: 23.2%
- Currently enrolled in an undergraduate college/university degree program: 20.5%
Segmentation: AME interest

A4. “advanced management education” means any type of formal business or management education beyond the undergraduate (university) level, whether or not it leads to a degree or certificate, and whether it consists of a structured program or just individual courses/classes.

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

Non-Degree EE likely to enroll

– Males slightly stronger interest (40% vs 36%)
– No age disparity
– Grad degree holders more likely than Bachelor’s degree (46% vs 34%)
Motivations to Pursue AME

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

**Top 3 for All Respondents**

- Improve my (and/or my family's) standard of living (82.4%)
- Improve my leadership/management skills (81.6%)
- Provide increased career stability and job security (81.3%)

**Top 3 for Non-Degree EE Likely to Enroll**

- Improve my technical/functional skills (87.4%)
- Improve my (and/or my family's) standard of living (87.0%)
- Improve my leadership/management skills (86.8%)

- No age disparity
- Both genders ranked 2 of 3 motivations the same
  - Female top motivation is **Provide increased career stability and job security** (not in male top 3)
Most Attractive to Achieving Your Goals

- **31-40 age state**: An established program least attractive (57% vs 50%)
- **Females state**: Self-defined most attractive (46% vs 41%)
- **No disparity by Non-Degree EE Likely to Enroll**

Note: Scale is reversed where lower is a more positive result.
Effectiveness of Learning Approaches

- **31-40 age segment**
  - OTJ training (76% vs 70%) and Project-based learning more effective (68% vs 62%)

- **No gender disparity**

- **No disparity by Non-Degree EE Likely to Enroll**

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### Lectures
Mean: 3.4

### Presentations done by you and/or other participants
Mean: 3.4

### Small-group seminars
Mean: 3.5

### Case studies
Mean: 3.6

### Simulations or competitions
Mean: 3.6

### Project-based learning
Mean: 3.8

### Hands-on classroom exercises,...
Mean: 3.9

### On-the-job training
Mean: 4.0

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**Not at All Effective**

**Extremely Effective**

**Mean**

Percept Research

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Online Learning Experience

31-40 age segment
- significantly less likely to have started (16% vs 25%)
- more likely to have completed at least 1 online/blended (58% vs 51%)

Females
- more likely to have completed at least 1 online/blended (57% vs 52%)

No disparity by Non-Degree EE Likely to Enroll
Online/Blended Preferred Delivery Methods

- **31-40 age segment**
  - Prefer Live instruction less (26% vs 33%) and Mix instruction significantly more (42% vs 33%)

- **Females**
  - Prefer Live instruction significantly less (25% vs 35%) and Pre-recorded instruction more (36% vs 30%)

- **No disparity by Non-Degree EE Likely to Enroll**
Certificates and Badges

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?

- 48.2% Valuable as a complement to non-degree coursework or program
- 26.0% Valuable as a substitute to a formal degree program
- 17.4% Equally valuable to a formal or non-degree program as a substitute or complement
- 8.4% Not at all valuable, either as a substitute or complement

- No age disparity
- Females rate complement to non-degree coursework/program significantly higher (53% vs 44%)
- Females rate substitute to a formal degree program significantly lower (21% vs 30%)
- No disparity by Non-Degree EE Likely to Enroll
Professional Development Planning

D4. Which of the following options would you prefer when planning for your professional development? Please select one.

<table>
<thead>
<tr>
<th>Top Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly my decision</td>
</tr>
<tr>
<td>Equal input from me and my employer</td>
</tr>
<tr>
<td>Mostly my employer’s decision</td>
</tr>
<tr>
<td>Do not know</td>
</tr>
</tbody>
</table>

- 31-40 age segment has greater preference for *Mostly my decision, with some input from my employer* (53% vs 45%)
- Non-Degree EE Likely to Enroll are more likely to prefer *Mostly my employer’s decision, with some input by me* (19% vs 15%) while Females are less likely to prefer (13% vs 18%)
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Quantitative Report

Commissioned by:

Report Full of Insights and Commentary

Executive Summary

Non-degree Executive Education

<table>
<thead>
<tr>
<th>Pursue in Next 10 Years</th>
<th>Likelihood to Pursue in Next 10 Years Top 2 Box (Extremely Likely and Very Likely) By Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>38.0%</td>
<td></td>
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<tr>
<td>15.7%</td>
<td></td>
</tr>
<tr>
<td>22.3%</td>
<td></td>
</tr>
<tr>
<td>30.4%</td>
<td></td>
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<tr>
<td>19.2%</td>
<td></td>
</tr>
<tr>
<td>12.3%</td>
<td></td>
</tr>
<tr>
<td>31.4%</td>
<td></td>
</tr>
</tbody>
</table>

Female: 35.8%  Male: 39.5%

Significant Differences:

The United States selected Extremely Likely to pursue Non-degree Executive Education at a significantly higher rate than those not residing outside the United States (17.7% United States versus 13.9% outside United States). Full-time selected Extremely Likely to pursue at a significantly higher rate than those not employed Full-time.

Learning Options

Regarding learning options, it is relatively evenly split across all with a Mix of Live and Pre-recorded content being the preferred method (39.3%), they also prefer Live delivery at a significantly higher rate than male (34.2% versus 29.9%). Conversely, male respondents prefer Live delivery and Mixed delivery at a similar rate (1.0% respectively). Their preference for Live delivery is higher than female respondents (34.5%).

Learning with various delivery methods and delivery experience between experience with an online or blended course.

Blended Courses are most likely to prefer a Mix of online or blended course are most likely to prefer Pre-

Lectures is the least preferred method. It should be noted that there have never taken an online or blended course. It is a shrinking population.
Discussion

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