Corporate employers, on the other hand, still remain skeptical about general management programs online; only 15% of employers in the USA would consider them beneficial for prospective employees. This is in clear contrast to general attitudes employers have towards the MBA – 85% of large enterprises actively recruit MBA graduates. This is further reflected in their career success paths – 44% of business alumni who graduated before 1990 are at C-level or executive positions worldwide, while the percentage for those who graduated in 1990-2000 is 38%.

Among trends in MBA education on the international front is the growing quality of programs in Asia. In the year 2000, 32 of the top 40 MBA programs were in the USA, with the remaining eight in Europe. Currently, only 19 are in the USA, 13 in Europe and eight in Asia.

The new asset-free digital business models of Uber, Airbnb or Alibaba demonstrate the need for new types of MBA programs with focus on data analytics, data driven marketing and greater development of soft skills. “Millennials” or generation “Y” (those born between 1980-2000) also have specific preferences that need to be reflected in MBA programs – such as (surprisingly) lower interest in online education (they want to have the classroom experience), more entrepreneurial attitudes (often going from school directly into start-ups) and different motivation drives (changing the world, rather than earning more).

Value proposition of the MBA is shifting from career switch to entrepreneurship – driven by China, Africa and Latin America. In 2010 almost half (46%) of respondents surveyed by GMAC said their goal and reason for doing an MBA was a career switch (accelerating their career by changing employer or even moving to a new segment or industry). This was followed by 35% of those looking to enhance their career (that is to grow and be more recognized in their current employment). While career switch and enhancement remained leading goals in 2014 (with 38% and 34%, respectively), the share of aspiring entrepreneurs (those who planned to start their own business during MBA study or immediately after it) increased by nine percentage points to 26%. This has been driven mainly by aspiring entrepreneurs in Africa, Central and Southern Asia, Latin America and the Middle East.

The three countries with the highest percentage of parents contributing to MBA funding are Italy (46%), China (44%) and France (34%). Lowest parent contribution is traditionally in the USA (10%).

**Interest in MBA at a nine year high in 29 countries worldwide**

Statistics from GMAT admission tests show that 29 countries worldwide are at a nine year high in the number of admission tests taken (the number of GMAT tests taken strongly correlates with interest in MBA programs). This includes Germany, Austria, Netherlands, Poland and Denmark in Europe and many emerging economies from Africa (Ghana, Senegal), Asia (Mongolia, Vietnam, Myanmar and South America (Colombia, Peru, Uruguay).

One year full time MBA program is the most preferred degree by Western European, Canadian and African residents. G protestors (Graduate Management Admission Test) is the leading admission test in MBA education programs. It is currently used by more than 2100 universities and institutions and taken more than 230,000 times annually. It is administered by GMAC (Graduate Management Admission Council) which also regularly surveys test participants and issues annual survey reports.

**The future of online learning – blended learning will triumph**

The level of disruption caused by MOOCs is much lower than initially expected – MOOCs are actually expanding the market by lowering entry barriers for learners who otherwise would not have an opportunity to access education. The concept of learning is changing over time. While in theory every topic in the MBA curriculum can be taught online, including the much discussed skills development, combining “content and context” – online learning with personal experiences – in a hybrid model of education, is according to many conference delegates, the best way forward.

In order for students to adopt the tech-enabled learning formats, they need to develop a learning management system and know where to find information.

**The learning curve, however, is not nearly as steep or long as we live in an increasingly online space all the time.**

Talking about mode of delivery is a distraction; the real question is – what are we teaching? Online learning is just facilitating the discussion and is additive, rather than disruptive,“ said Dr Daniel Szpiro, Dean of Executive Education, Jack Welch Management Institute, a keynote speaker at the conference.

AMBA is the international impartial authority on postgraduate business education and the only global MBA-specific accrediting body. Established in 1967, it sets the global standard for accrediting MBA, DBA and MBM programs. The Association currently accredits programs at 230 schools in over 70 countries worldwide. AMBA is also a professional membership association with thousands of MBA members in over 100 countries, connecting MBA students and graduates, accredited business schools and MBA employers worldwide.
Getting Into Business School with a Great Application

BY JOHN POLLARD

BUSINESS school students face a uniquely difficult challenge, because most programs require a series of essays, rather than a single, comprehensive personal statement. This fact alone should indicate the importance that business schools place on your written responses. Part of the reason for this extra required writing is that business schools also place a stronger emphasis on practical experience. Academic ability may still be the number-one factor, but it’s not enough to get you into a school, just as it’s not enough to guarantee your success in the business world. Business schools pay close attention to personal qualities, including your leadership, communication skills, initiative, vision, and many more. Grades and scores do not explain this side of you, and neither does a resume. Thus your admission will depend largely on your ability to convey your experiences and goals in written form. Self-assessment is a significant part of this process, as is a careful review of both your life and what you have done professionally. Many successful professionals have simply never had to articulate their accomplishments before and now for the first time must communicate this information in a very clear, concise, powerful manner that is accessible to any reader, even without knowledge of their field. Being able to convey both the substance and significance of one’s work life is crucial for all applicants.

This article has been written to help you avoid the most common essay flaws. If you remember nothing else about this article, remember this: Be interesting. Be concise. Nearly all applications will feature a question that asks about your reasoning for wanting to obtain an MBA at this stage of your career. Some will explicitly ask you to tie these reasons into your background and goals. Even if your school’s application doesn’t offer this specific direction, you should plan on such a discussion of past and present in your MBA application essay, as it provides essential context for your application.

Why MBA? First, the question is often asked without a doubt. The most important essay you will write. It includes essential information about whether you’re qualified, whether you’re prepared, and where you’re headed. The other essay fill in details about these fundamental points, but a strong answer about, for example, how you overcome a failure will not revive a candidacy that fails based on a lack of focus.

Every answer should contain the following elements, unless the application has some special questions addressing them individually:
1. Your long- and short-term goals.
2. Your relevant past experience.
3. An assessment of your strengths and the gaps in your experience/education.
4. How an MBA will bridge your past and future and fill in those gaps.
5. Why this particular MBA program is a good match for you.

There are no groundbreaking reasons for pursuing an MBA. This is not a place to aim for bold originality. Rather, you should focus on articulating detailed reasons that are specific to your situation. Moreover, there is plenty of room to distinguish yourself when discussing past experience and future goals; the reasons themselves, however, come from a more limited set. That said, you should not try to drop buzzwords for their own sake. Make sure you tie your specific objectives to other aspects of your application.

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4. Do Be Concise. Don’t Be Wordy. Wordiness not only takes up valuable space, but also confuses the important ideas you’re trying to convey. Short sentences are more forceful because they are direct and to the point. Certain phrases, such as “the fact that,” are usually unnecessary. Notice how the revised version focuses on active verbs rather than forms of “to be” and adverbs and adjectives.

5. Do Address Your Weaknesses. Don’t Dwell on Them. At some point on your application, you will have an opportunity to explain deficiencies in your record, and you should take advantage of it. Be sure to explain them adequately: “I parted too much to do well on tests” will not help your application. The basic tactic is to spin the negatives into positives by stressing your attempts to improve; for example, mention your poor first-quarter grades briefly, then describe what you did to bring them up.

6. Do Vary Your Sentences and Use Active Voice. Wordiness not only takes up valuable space, but also confuses the important ideas you’re trying to convey. Short sentences are more forceful because they are direct and to the point. Certain phrases, such as “the fact that,” are usually unnecessary. Notice how the revised version focuses on active verbs rather than forms of “to be” and adverbs and adjectives.

7. Do Use Active Voice Verbs. Passive-voice expressions are verb phrases in which the subject receives the action expressed in the verb. Passive voice employs a form of the word to be, such as was or were. Overuse of the passive voice makes prose seem flat and uninteresting. Good transition flows from the natural thought progression of your argument.

8. Do Seek Multiple Opinions. Ask your friends and family to keep these questions in mind:

• Does my essay have one central theme?
• Does my introduction engage the reader? Does my conclusion provide closure?
• Do my introduction and conclusion avoid summary?
• Do I use concrete experiences as supporting details?
• Have I used active-voice verbs wherever possible?
• Is my sentence structure varied, or do I use all long or short sentences?
• Are there any clichés, such as “cutting-edge” or “learned my lesson?”
• Do I use transitions appropriately?
• What about parallelism?
• What’s the worst part of the essay?
• What parts of the essay need elaboration or are unclear?
• What parts of the essay do not support my main argument?
• Is every single sentence crucial to the essay? This must be the case.
• What does the essay reveal about my personality?

9. Don’t Wander. Do Stay Focused. Many applicants try to turn the application essay into a complete autobiography. Not surprisingly, they find it difficult to pack so much information into such a short essay, and their essays end up sounding more like a list of experiences than a coherent, well-organized thought. Make sure that every sentence in your essay exists solely to support one central theme.

10. Do Revise, Revise, Revise. Good essays are concrete and grounded in personal detail. They do not merely assert “I learned my lesson” or that “these lessons are useful both on and off the field.” They show it through personal detail. “Show, don’t tell” means that if you want to relate a personal quality, do so through your experiences without merely asserting it.

Before: If it were not for a strong support system which instilled into me strong family values and morals, I would not be where I am today.

After: Although my grandmother and I didn’t have a car or running water, we still lived far more comfortably than did the other families I knew. I learned an important lesson: My grandmother made the most of what little she had, and she was known and respected for her generosity. Even at that age, I recognized the value she placed on maximizing her resources and helping those around her. The first example is vague and could have been written by anybody. But the second sentence evokes a vivid image of something that actually happened, placing the reader in the experience of the applicant.

In conclusion, your MBA application essay is to cut, cut, and cut some more. After: Completing the project at last was a satisfying moment that will forever linger in my memory. After: My mother taught me lessons I will never forget. Here are some tips on how to write a great MBA application essay. First of all, make sure your essay is concise and clear. Second, be sure to address your weaknesses when they are relevant. Third, make sure your essay is well-organized and focused. Fourth, avoid using passive voice as much as possible. Fifth, make sure your essay is original and engaging. Sixth, make sure your essay is well-written and grammatically correct. Seventh, make sure your essay is tailored to the specific business school you are applying to. Eighth, make sure your essay is free of errors and typos. Ninth, make sure your essay is well-organized and easy to read. Tenth, make sure your essay is well-written and grammatically correct. Eleventh, make sure your essay is tailored to the specific business school you are applying to. Twelfth, make sure your essay is free of errors and typos. Thirteenth, make sure your essay is well-organized and easy to read. Fourteenth, make sure your essay is well-written and grammatically correct. Fifteenth, make sure your essay is tailored to the specific business school you are applying to. Sixteenth, make sure your essay is free of errors and typos. Seventeenth, make sure your essay is well-organized and easy to read. Eighteenth, make sure your essay is well-written and grammatically correct. Nineteenth, make sure your essay is tailored to the specific business school you are applying to. Twentieth, make sure your essay is free of errors and typos. Twenty-first, make sure your essay is well-organized and easy to read. Twenty-second, make sure your essay is well-written and grammatically correct. Twenty-third, make sure your essay is tailored to the specific business school you are applying to.
This is where individuals rise, and through them, we all do.

See how CSUN graduates impact the region at CSUN.EDU/RISE
Learning to Lead: Top 20 Leadership Tools You Can Use

Barton Goldsmith, Ph.D.

These are my Top 20 best practices that I have used by the most successful leaders. Some of these are already in your toolkit, others you may have forgotten. Keep this list handy as a reminder of time tested solutions that will make you and your team shine.

1. Use the Power of the Pen. Recognition is the number one motivator. A simple thank you note is more important than money to most people. Break out the fancy pen you got for your birthday and say thanks to the people who helped to get you there.

2. Understand the Importance of Emotions. Feelings are a part of daily life and daily business. When people get hurt feelings they become poor performers, so make sure you deal with these issues sooner rather than later.

3. Great leaders have one thing in common - Positivity. If you’re not turned-on about what you’re doing your team won’t be either, so show them that you’re excited and your team won’t be either.

4. Communication is the most important thing in any business relationship. If you don’t use effective Business Communication Skills you’re leaving money on the table and not getting the most out of your people. Don’t be afraid to take a brush-up course and listen to hints from those who are in the positions you want. Chances are they got there because they’re great communicators.

5. Do a Company Evaluation at least once a year. Ask your team members to respond in writing to important questions like, “What do we need to change?” and “What do we need to keep doing more of?” This is the most powerful tool for a fifty thousand-foot view of your business.

6. Create a Company Mentoring Program. Every person in and entering your company should have a mentor. A mentor’s job is to help a new or junior staff member feel welcomed as well as to answer any questions. Having a mentor builds confidence and creates motivation to go above and beyond.

7. Make sure your teams are balanced with both Innovators and Implementers. If everyone on a team is an Innovator, nothing will get done. Similarly, a team of only Implementers will create nothing new. To make sure you have a balanced team, utilize the free test (called the g3i) on the web site www.BartonGoldsmith.com.

8. Remember that Customer Service Rocks. The two most profitable customer service tips I have used are; first, a full return/refund policy, which eliminates risk on the part of your client and encourages them to “step up to the plate”. (By the way, I have never had to give a refund because I always give my clients more than they expected.) Second, never say “No” to clients. This policy creates the opportunity for you and your clients to find other ways to do business together, rather than you telling them you can’t or don’t provide a particular service or product.

9. Achieve goals by getting team members buy-in. If your people have input into your goals they will put more energy into helping you achieve them. Ask them what they think and you’ll get their dedication in return.

10. Implement a Knowledge Lunch. Keep your team up to date by having a lunch meeting once a week where you discuss your business. You can even bring vendors and financial advisors (who will buy the pizza) to help keep your team connected and current.

11. Deal appropriately with Fear in the Workplace. When team members are in fear for their livelihood (and in these times perhaps fear of their lives,) they do not perform at their highest level. Providing a forum to safely talk about these fears will go a long way toward helping achieve superior performance.

12. Don’t just be a leader, be an Evangelist. You need to believe in what you and your company are doing and to share the power of that belief with your team members. A good leader can’t become great if they don’t inspire faith in their company.

13. Pursue Failure. Failure is not an ending it is a stepping stone to the right answer. Stop beating yourself up for mistakes and see them as an opportunity to begin again with additional information, knowledge and experience.

14. Remember that the Fish Stinks from the Head Down. That means everything that you are responsible for everything that goes right, and anything that goes wrong. Remembering that leadership is the most important component of your business, and that the buck stops with you will help you keep your “fish” fresh.

15. Having Fun Increases Productivity and Profits. In companies where people have fun, the productivity and the profit are higher. The American Psychological Association has published surveys about this, and it’s a fact. Take the example of Southwest Airlines - do you know that “a sense of humor” is on their job application?!

16. Beware of Invalidation. The number one motivation killer is making a team member feel “less than”. If you mistakenly say the wrong thing to someone, apologize immediately. You’ll look like a responsible leader rather than an insensitively.

17. Learn to maintain your composure under pressure. Thomas Jefferson said, “Nothing gives one person so much advantage over another to remain cool and unfurled under all circumstances.”

18. Join a Mastermind group. To keep your skills sharp and get answers to difficult questions get into a group of non-competing peers. The greatest minds in business have used Mastermind Groups to help them excel in their chosen fields.

19. Learn to ask Powerful Questions. The right question at the right time can eliminate major problems or help a team member find the best answer available.

20. Learn to Deal with Difficult People. There are specific techniques to deal with different types of people. Learn how to tell avoidance from arrogance and denial from insecurity. For a list of these types and some hints for handling them, send an e-mail to Barton@ BartonGoldsmith.com with the words “Difficult People” in the subject line.

These tried and true twenty tips will help guide you to make the right decisions at the right times, for the right reasons. Leadership is an art form, and the best of the best use many of these proven techniques.

Dr. Barton Goldsmith is a keynote speaker, business consultant and nationally syndicated author. He may be contacted through his web site BartonGoldsmith.com or at (818) 879-9996.

Advanced Degrees that Open Cognitive and Financial Doors

Professionals from the local region and around the world choose California State University, Northridge to pursue a wide range of career-focused graduate programs. Currently, CSUN offers master’s degree programs that prepare working adults for careers in the fields of business, healthcare, music, real estate, administration, taxation and more. These programs provide students with curricula specially designed for working professionals and are taught by experienced faculty and practitioners. In particular, CSUN’s AACSB-accredited David Nazarian College of Business and Economics is recognized as a Princeton Review 2016 “Best Business School” and its MBA program offers fully employed mid-career professionals the rigorous academic training to elevate their careers. The Nazarian MBA provides the best value among the area’s five ranked U.S. News and World Report 2016: “Best Grad Schools in Business: Part-time MBA Programs.” CSUN provides a quality educational experience, including a sound theoretical foundation, practical applications and exceptional student support services. With instructional content developed by a faculty of senior-level professionals and scholars from relevant disciplines, students receive a cohesive and cumulative educational experience. The study of real-world cases and client-based projects brings current data into the classroom and provides the best blend of theory and practice.

Many programs feature a fixed schedule of courses, which enables participants to plan their studies around their existing professional and personal responsibilities. Students also benefit from the one-on-one support of a designated program manager. Students in each of these high-impact programs join a diverse group of intelligent and accomplished professionals who live and work in the vital Southern California region.

For more information, please visit csun.edu/gradsstudies.
Engaging in Positive Social Change

When a world in chaos highlighted by man’s inhumanity to man, Claremont Lincoln University (CLU) was born from the idea of creating a university that reflects the power and potential of the Golden Rule, treating others as you would like to be treated. The university’s founders, Joan and David Lincoln, believe the outcome of this approach to education will be respected among different cultures and religions, and the ability to better address global problems where collaboration and cooperation are needed to arrive at resolutions and repair the world.

“Every day, I hear from activists, business leaders, and change makers, dedicated people who do extraordinary things and yet still grapple with the sense that they are missing an essential ability or internal resources that will allow them to lead ethical, effective change, to really make a difference in the world,” said CLU President Eileen Aranda, Ph.D. “Meaningful positive social change is possible by transcending cultural, religious, ideological, and economic barriers.”

CLU’s mission is to put ideas and ideals into action by cultivating its proprietary Claremont Core methodology: the engagement skills of mindfulness, dialogue and collaboration that transcend cultural, religious, ideological, and economic barriers.

CLU’s Certificate in Interfaith Leadership is designed for leaders already working in faith-based organizations, religious communities, and other public arenas such as governmental agencies, NGOs, and the civil service, in which religious multiplicity can simultaneously be a source of conflict and a rich resource for positive change. The degree equips such leaders for deeper understanding and more effective social engagement for individual transformation, organizational leadership, and social change.

Established in 2010, CLU is a unique, pluralistic graduate university that offers innovative, 21st Century online educational programs with a secular global perspective designed to bridge the social divides. CLU’s mission is to put ideas and ideals into action by cultivating its proprietary Claremont Core methodology: the engagement skills of mindfulness, dialogue and collaboration that transcend cultural, religious, ideological, and economic barriers.

The university offers Masters Programs in Ethical Leadership, Interfaith Action and Social Impact. The M.A. in Ethical Leadership teaches working professionals about leadership, ethics, and ethical leadership, transforming them into ethical leaders in a diverse, globalized world. Students are led through a unique series of online courses that integrate personal mindfulness, professional awareness, and global consciousness for skillful leadership in any organization.

The M.A. in Interfaith Action is designed for leaders already working in faith-based organizations, religious communities, and other public arenas such as governmental agencies, NGOs, and the civil service, in which religious multiplicity can simultaneously be a source of conflict and a rich resource for positive change. The degree equips such leaders for deeper understanding and more effective social engagement for individual transformation, organizational leadership, and sustainable social change.

The M.A. in Social Impact teaches the capacities needed for mindful leaders—particularly, though not exclusively in the social and civil sectors—to envision, implement, and adapt efforts that generate positive and sustainable impact within and/or beyond their organizations and communities. It is intended for those emerging leaders with entrepreneurial spirits seeking the skills and perspectives to be entrepreneurs in their organizations, change-agents in their communities, or catalysts for new social endeavors.

CLU also offers two radically accessible, self-paced, customizable online certificates and individual courses that help people master the knowledge and skills required to better navigate and effect change in any diversely complex organization.

CLU’s Certificate in Interfaith Understanding is designed to be an entry-level certificate that transends traditional interfaith dialogue by placing all religions and faith traditions on an equal footing to share their beliefs and learn from one another. The program features a one-hour free introduction followed by two 4-hour and three 2-hour required courses. The program is self-paced and enables learners to explore their own points of view in relation to others. It provides a working knowledge of histories, beliefs, practices and contemporary expressions of religious thought, and demonstrates differences and similarities in the way various traditions approach topics such as suffering, family life, marriage, death, and more.

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The certificate in Navigating Interfaith is designed to offer faith leaders at the professional level a guided learning experience that examines historical and current interfaith landscapes in order to prepare them to engage in a diverse world. Courses range from Crafting Interfaith Narratives to Profiles in Interfaith Leadership. The program encompasses a self-paced course of student study that includes a one-hour free introduction, two 10-hour and two 7-hour courses, and a 10-hour capstone.

Claremont Lincoln University is a non-profit and accredited by the Western Association of Schools & Colleges Senior College and University Commission. Since the university is online, it has students and faculty members located all over the world. For more information visit www.ClarkeontLincoln.org or connect on Twitter @C_Lincoln_ Univ and Facebook at www.facebook.com/clarkeontlincoln.

EILEEN ARANDA, Ph.D., Claremont Lincoln University President

“Meaningful positive social change is possible by transcending cultural, religious, ideological, and economic barriers.”
Education for Executives in the 21st Century

BY BERNIE JAWORSKI and JENNY DARROCH

Creating highly capable leaders is a consistent theme in the world of management education. The 21st century has placed significant demands on senior company talent to lead in the context of an increasingly complex world. Today’s challenges include global- ization, diversity in the global markets and work- force, uncertainty caused by rapid change, and the rise of NGOs and other players that shape mar- kets and make consumers fickle and rapidly disloyal.

Your role as a leader is not only to have the vision to take your organization into the future, but also to know how to be highly responsive to opportunity, nimble to change, and a high developer of talent.

Here at the Peter F. Drucker and Masatoshi Ito Graduate School of Management, we support executive education through two main channels: Executive Education and Executive Management Programs.

Executive Education

CEOs, CLOs and Senior HR professionals are increasingly demanding that Learning & Development (L&D) programs deliver more than just simulated problem solving through case-led instruction, one-on-one coaching, or access to the best-in-class IP and faculty to “refresh” core MBA skills. While these are important, you do not want to lose sight of the idea that executive development also can be instrumental in delivering a competitive advantage to your organization. We recommend using executive education to find solutions for your top-level strategic concerns and/or embed long-lasting problem solving capabilities. In the end, you want your executives to be able to return to the organization prepared to execute and lead enterprise-changing initiatives. It is what we at Drucker call “the Monday Morning Difference.”

Training top executives today requires a blend of classic and new learning methods, resulting in a mix that extends beyond the traditional faculty-led, class- room experience. You will be offered a select array of learning methods - such as action-learning, deep market-immersion experiences, and project-based solutions - customized for and embedded against your organizational culture and strategy.

Our executive education programs are led by top-tier talent from the world of executive education, consulting firms, and industry experts to ensure a high return on investment.

Drucker’s point of view is that balancing both the cognitive and emotional sides of leadership is a necessary but not sufficient condition to compete. Rather, we teach you to understand your competencies in the context of leading yourself, leading others, and leading an organization.

Founded on the timeless ethical and practical principles developed by Peter Drucker, the “inventor of modern management,” we deliver a high-value, customized solution against your organization’s capability needs that cannot be obtained in off-the-shelf solutions. Whether your objective is to refresh a current program, or design one from scratch, our experienced team can help your organization unleash and capture the competitive advantage inherent in your people, products and culture.

Executive Management Programs

Perhaps you are an experienced business leader looking to obtain that advanced degree. You might even be the mid-career and senior-level manager or professional aspiring to make the transi- tion to higher-level leadership and management positions. Regardless of where you fall, we invite you to explore our executive management programs (http:// drucker.cgu.edu/program/emba/). Drucker’s Executive MBA program (EMBA) is all about fit. Our approach: a highly custom- izable, individualized program that fits your professional and life needs.

The Drucker EMBA will give you professional flexibility. Instead of push- ing you into a pre-configured mold, we empower you to shape your education—your coursework and your electives. You can shape your schedule to fit your life and job by taking evening, Saturday and intensive classes. You can enter when it best suits your needs throughout the year—this is the only program of its kind that offers six different entry points.

Along the way, we support you on your individual path with ongoing guidance through professional assessments, execut- ive coaching and faculty mentoring.

Above all, you’ll access all the distinc- tive benefits the Drucker School of Man- agement offers: a creativity-focused manage- ment curriculum; courses in beautiful Claremont and vibrant downtown Los Angeles; and the management thinking of Peter Drucker, with its distinct focus on social responsibility and innovation. If you want to take your career to the next level, the Drucker EMBA is the degree that will take you there.

Bernie Jaworski is a Professor and Faculty Lead for Corporate Executive Education and Jenny Darroch is a Professor of Marketing at the Peter F. Drucker and Masatoshi Ito Graduate School of Management at the Claremont Graduate University. Learn more by visiting http://drucker.cgu.edu/program/executive-education/.
EXECUTIVE EDUCATION

Does Executive Education Provide Return on Investment for Employers?

By SARAH CLARK

MEASURING the return on investment for big-ticket purchases has been and always will be important to efficient organizations, but in the wake of the recession, hunkered-down companies have become that much more insistent that dollars be wisely spent. While skills-based training benefits can be tracked and measured, quantifying the return on big-picture, strategic learning is as challenging as ever. Executive education is about learning new tools, frameworks, ways to think about the business and the global economy. That’s not something you can test at the end of a chapter.

Even if one suspects that a program may have helped ready a senior executive for the next big task, it’s nearly impossible to trace a direct line. When looking CEOs look at ROI of executive education, it is probably best to use the analogy of the strategic radar screen. Every CEO has a list of big, strategic issues and challenges he or she would like to tackle in the next three, six or eighteen months. When the CEO sends someone for training, he or she is looking to get a handle on big-ticket items that are sending them with very specific goals, challenges they are expected to solve while they’re away. In the past it was: “Broaden their perspectives, give us some new knowledge, best practices, tools to use in the field.” Now it’s much more: “Do all that, but also get something done while you’re here that’s going to impact our P&L or our bottom line this fiscal year.”

Executives arrive at education programs with several significant business challenges their companies need to address. When they leave, they are expected to bring back keen insights, new thought leadership and, most importantly, solutions to those problems. For open enrollment, the more focused the company’s objectives for the executive, the easier it is to measure results. In custom corporate programs, metrics for evaluating return can be embedded upfront.

One area in which companies have had a relatively easy time justifying education spend is in succession planning, whether it’s preparing a candidate for the CEO office or readying a middle manager for a C-suite role. Regardless of what industry a company is in, however, when an employee returns to an organization after being sent to learn a set of skills, the company benefits from that employee’s enhanced knowledge as well as the morale boost and gratitude an employee has after participating in such a course.

Sarah Clark is a freelance writer.

Salaries of Executive MBA Graduates Rise by 16.8 Percent

The salary and bonus packages of recent Executive MBA (EMBA) program graduates who participated in the Executive MBA Council (EMBAC) Student Exit Benchmarking Survey last year increased by 16.8 percent from program start to program end. The average salary and bonus package at program start for students in the survey was $155,848, up from $140,310 the previous year. By the end of the program, the average salary and bonus package rose to $168,965, up from $159,963. EMBAC conducts the Student Exit Benchmarking Survey to track the perceptions and opinions of EMBA program graduates and to help measure the return on investment of the degree. The survey included 2,323 students from 79 EMBA programs.

In addition, the percentage of graduates who received new responsibilities increased slightly from 53 percent to 53 percent, as well as those who reported a promotion during their time in the program, from 38 percent to 41 percent.

“When I talk with EMBA graduates, they share their stories about how their time in the program helped them grow,” said Michael Desiderio, EMBAC executive director. “They gain skills and enhance their leadership abilities in ways that help them add value to their organizations. The return on investment statistics in the EMBAC survey also help show the impact of the degree.”

EMBA graduates also report high levels of satisfaction with their EMBA experience, ranking program quality (4.1 on a 5-point scale), their willingness to recommend their program to a colleague or friend (4.2) and the likelihood of supporting the program as alumni (4.1).

When evaluating programs, survey participants said the six most important program attributes are overall length of the program (4.4 on a 5-point scale), compatibility of data schedule with work, class size, and reputation of business school (all 4.2); and quality of other students and quality of study team/study groups (all 4.1). For more information about the EMBA experience and to search for EMBA programs worldwide, visit www.executivemba.org.

The Executive MBA Council (www.emba.org) provides a forum for programs to share best practices and gather industry data for member use. Percept Research, an independent market research firm and the council’s research partner, conducted the survey analysis.

NEW PROGRAMS...

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At Claremont Lincoln University, our purpose is create positive social change by teaching revolutionary engagement skills. This, in turn, enables our graduates to put their ideas and ideals into action around the world.

We believe our unique methodology, the Claremont Core®, enriches our students with capabilities of mindfulness, dialogue, collaboration and change-making. We believe leveraging pluralistic perspectives leads to richer thinking about our spiritual, intellectual and cultural differences. We believe in the Ethic of Reciprocity—often called the Golden Rule—that we are to treat other people as we would wish to be treated ourselves. And, we believe in helping adult learners develop the knowledge and skills that lead to transformation in any career pathway.

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