Leadership Assessment in the MBA Survey, 2011
Summary of Key Findings

Overall

• MBA programs overwhelmingly report an increased focus on leadership competency development over the past five years. Respondent programs are increasing their emphasis via curricular redesigns, additional core and elective courses, integration activities, and experiential learning initiatives dedicated to leadership topics.

Competencies Developed and Curricular Approaches

• Among the leadership competencies listed in the survey, critical thinking, problem solving/decision-making, and teamwork receive the greatest emphasis in MBA programs. 90% of respondent schools incorporate these competencies into their core curriculum. Interpersonal skills and emotional intelligence receive the least attention.

• The curricular approaches employed and the competencies developed vary by program type. For example, Full-time MBA programs are significantly more likely to incorporate problem solving/decision making, global mindset, managerial communications, overall leadership, and emotional intelligence in a co-curricular experience compared to Part-time MBA and Executive MBA programs.

• In addition, Full-time MBA programs are significantly more likely to leverage action-based learning projects, case competitions, peer coaching programs, student leadership opportunities, and student learning teams than Part-time MBA programs.

• Executive MBA programs leverage professional coaching and require international experience at significantly higher levels than Part-time MBA programs. They also require international experience significantly more than Full-time MBA programs.
Summary Key Findings

Funding for Leadership Development

• Half of the programs indicated they build in additional funding for leadership development, on average $1,832 per student.

• As expected, the more expensive the program, the more they invest on a per student basis.

• If programs choose NOT to assess leadership competencies, they most often list “lack of resources” as the primary reason.

Assessment

• MBA programs evaluate students’ skill and proficiency in these competencies in many and varied ways, most frequently via core or elective coursework. Action-based learning initiatives are also used as a way of assessing these skills.

• European programs selected ‘other’ types of assessments for emotional intelligence, interpersonal skills, managerial communications and overall leadership at a significantly higher rate than their North American counterparts. Examining the other specify responses would indicate European programs are leveraging a wide range of assessment tools and techniques.

• Executive MBA programs leverage a 360 feedback instrument to assess overall leadership at a significantly higher rate than Part-time MBA programs.

Psychological Assessment Instruments

• MBTI is currently used at the highest rate followed by Personality Inventory (PAR).

• Hogan Business Reasoning Inventory appears to be gaining popularity. While only currently being used by 3% of programs, 12.5% plan on using in the future.
Leadership Competencies Development

B1. How, and to what extent, do you incorporate the following leadership competencies in your MBA program? Please select all that apply.

N=121

Findings

• Over 90% of programs have incorporated critical thinking, problem solving/decision-making, and teamwork into their core curriculum.

• Full-time MBA programs are significantly more likely to incorporate problem solving/decision making, global mindset, managerial communications, overall leadership, and emotional intelligence as a co-curricular compared to Part-time MBA and Executive MBA programs.

• Due to the high percentage of Full-time MBA programs that comprise the high cost segment (> $60,000), the more expensive programs also are more likely to incorporate most of the leadership competencies as co-curricular.

• Programs that are 2 years or longer also incorporate critical thinking, teamwork, and interpersonal skills as co-curricular.

<table>
<thead>
<tr>
<th>Competency</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>92.6%</td>
<td>50.4%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Problem solving/decision making</td>
<td>91.7%</td>
<td>60.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>90.9%</td>
<td>76.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Global mindset</td>
<td>86.8%</td>
<td>75.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Managerial communications</td>
<td>76.0%</td>
<td>62.0%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Overall leadership</td>
<td>75.2%</td>
<td>75.2%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>67.8%</td>
<td>76.9%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>41.3%</td>
<td>49.6%</td>
<td>33.1%</td>
</tr>
</tbody>
</table>

High = Incorporated in the core curriculum
Medium = Incorporated in a separate leadership program, incorporated in the elective curriculum or incorporated in a co-curricular experience
Low = Not proactively developing at this time
Leadership Competencies Development

B2. Please indicate the top three competencies your program proactively develops. Please select up to three.

B4. Which of the following methods do you currently use to develop leadership competencies in your MBA students? Please select all that apply.

### Findings

- Executive MBA programs focus more on the overall leadership competency than Full-time MBA programs. Other than that difference, there are no significant differences. From a trending perspective, emotional intelligence is not a competency that receives a lot of attention. Managerial communication is more of a focus at the Part-time MBA and Full-time MBA programs than at Executive MBA Programs.

- Full-time MBA programs are significantly more likely to leverage action-based learning projects, case competitions, peer coaching program, student leadership opportunities, and student learning teams than Part-time MBA programs. In addition, Full-time MBA programs leverage case competitions more than Executive MBA programs.

- Executive MBA programs leverage professional coaching and require international experience at significantly higher levels than Part-time MBA programs. They also require international experience significantly more than Full-time MBA programs.

- The most expensive programs leverage case competitions, elective credit-bearing course, elective international experience, peer coaching, professional coaching, required international experience, student leadership opportunities, and student learning teams at significantly higher levels than the lowest cost programs.

- North American programs leverage elective credit-bearing course on this topic and student leadership opportunities significantly more often than European programs.
Leadership Competencies Development

B5. Beyond the costs associated with course delivery and normal instruction, do you build additional funding into your programmatic budget for leadership development?

B5a. How much funding do you invest on a per student basis (in US dollars)?

Findings

• Half of the programs indicated they build in additional funding for leadership development. This is driven by Full-time MBA and Executive MBA programs.

• There is a direct correlation between the cost of the program and the program having additional funding for leadership development. Programs costing more than $60,000 are significantly more likely to have this additional funding.

Findings

• Part-time MBA programs invest the most on a per student basis compared to Full-time MBA and Executive MBA programs.

• As expected, the more expensive the program, the more they invest on a per student basis.

• There are no significant differences between the segments. The differences presented by the Part-time MBA programs and programs with a total cost of $60,001 or more is due to large variances in the individual responses.
Leadership Competencies Assessment

C1. How does your MBA program assess (i.e., evaluate skill performance/proficiency) these leadership competencies in your students? Please select all that apply.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Evaluation in a required/core credit-bearing course</th>
<th>Evaluation in an elective credit-bearing course</th>
<th>Assessment center</th>
<th>Performance in an action-based learning experience</th>
<th>Psychological assessment instrument</th>
<th>360 feedback instrument</th>
<th>Other</th>
<th>Do not assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>81.8%</td>
<td>37.2%</td>
<td>9.1%</td>
<td>41.3%</td>
<td>7.4%</td>
<td>6.6%</td>
<td>1.7%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>19.8%</td>
<td>13.2%</td>
<td>7.4%</td>
<td>14.0%</td>
<td>19.8%</td>
<td>14.0%</td>
<td>4.1%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Global mindset</td>
<td>71.9%</td>
<td>38.8%</td>
<td>7.4%</td>
<td>31.4%</td>
<td>4.1%</td>
<td>5.0%</td>
<td>0.8%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>49.6%</td>
<td>28.9%</td>
<td>8.3%</td>
<td>40.5%</td>
<td>14.0%</td>
<td>17.4%</td>
<td>5.0%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Managerial communications</td>
<td>70.2%</td>
<td>35.5%</td>
<td>14.0%</td>
<td>38.8%</td>
<td>3.3%</td>
<td>12.4%</td>
<td>5.0%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Overall leadership</td>
<td>57.0%</td>
<td>33.9%</td>
<td>5.8%</td>
<td>39.7%</td>
<td>12.4%</td>
<td>18.2%</td>
<td>5.0%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Problem solving/decision making</td>
<td>87.6%</td>
<td>43.9%</td>
<td>6.6%</td>
<td>38.0%</td>
<td>6.6%</td>
<td>8.3%</td>
<td>2.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>77.7%</td>
<td>38.0%</td>
<td>6.6%</td>
<td>48.8%</td>
<td>10.7%</td>
<td>17.4%</td>
<td>5.0%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Findings

- Executive MBA programs leverage a 360 feedback instrument to assess overall leadership at a significantly higher rate than Part-time MBA programs. Full-time MBA programs are significantly more likely not to assess overall leadership than Part-time MBA programs. There are no other significant differences other than the two mentioned above.

- A 360 feedback instrument appears to be a tool leveraged by the more expensive programs. For emotional intelligence, interpersonal skills, managerial skills, and overall leadership, the most expensive programs leverage this assessment tool at a significantly higher rate than their lower cost counterparts.

- Programs 2 years or longer in length rely on evaluation in a required/core credit bearing course to assess overall leadership. Programs that are less than 2 years in length leverage performance in an action-based learning experience. Both of these findings are statistically significant.

- European programs selected ‘other’ types of assessments for emotional intelligence, interpersonal skills, managerial communications and overall leadership at a significantly higher rate than their North American counterparts. Examining the other specify responses would indicate European programs are leveraging a wide range of assessment tools and techniques.
Leadership Competencies Assessment

C2. If you choose NOT to assess certain leadership competencies, please indicate why. Please select all that apply.

C3. Does your program intend to assess these leadership competencies at some point in the future?

Findings

- Programs with a total cost of more than $60,000 state the lack of knowledge regarding assessment and lack of tools available as the primary reasons for not assessing more often than lower cost programs.
- North American programs selected lack of resources as their main reason at a significantly higher rate.
- Other than the two findings mentioned above, there were no significant differences between the segments.

Findings

- Half of the programs surveyed indicated they will be adding assessments in the next 1-2 years. This was driven by Part-time MBA programs, as they are significantly more likely to be adding assessments in the next 1-2 years compared to Executive MBA programs. Conversely, approximately half of Executive MBA programs selected ‘not sure.’
Psychological Assessment Tools

D1A-B. Please tell us how often you use each of the following assessment tools in this program?

### Findings

- **MBTI** is currently used at the highest rate followed by Personality Inventory (PAR).
- Hogan Business Reasoning Inventory appears to be gaining popularity. While only currently being used by 3% of programs, 12.5% plan on using in the future.
- Another assessment tool that is potentially growing exponentially is ESCI. While only used by 6.3% of programs, 9.4% of programs plan to use in the future.
- Programs less than two years in length never used FIRO-B at a significantly higher rate than programs 2 years or more in length.