

MBAD 822
MARKETING MANAGEMENT

Individual assignment:

NWU BUSINESS SCHOOL MARKET COMPETITIVENESS AND
DIFFERENTIATION RESEARCH

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1 EXECUTIVE SUMMARY

Of the three well known global accreditation bodies AACSB has the lowest representation in South Africa and offers better acceptance in the US market. The EQUIS accreditation is very similar to AMBA and would not contribute significantly to the quality of the MBA program. Triple accreditation will not contribute significantly and would probably divert attention away from the most important issues. The main efforts should be to increase the methods of academic delivery and geographic footprint. However, all this would be of academic importance only if the quality of the program does not improve at a faster rate than the competitors'. Further research into customers' needs, customer segmentation and the improvement of the quality of the program is imperative.

2 INTRODUCTION

For any business or institution one of the most important questions is how competitive it is in the market that it operates in. For the Business School of the NWU it is of utmost importance to stay in demand from its potential customers. Demand for a specific product or service is a complex matter, but boils down to the perceived value that it holds for customers. Inherent quality, perceived quality, features, advantages for the customer, cost, opportunity cost and many other features play a part to form the customers opinion on the products desirability and their willingness to pay for that product or service.

For the NWU Business School it is therefore imperative to determine, by means of market research, the factors that determine its competitiveness and to establish in each case there competitiveness relative to the competitors. The aim of this study is therefore to conduct a short literature review on the business environment by means of an external analysis, to determine the Business School's unique selling points and strengths and to determine the factors that influence the choice of school for potential clients. Lastly the study will conclude with a short recommendation on steps to be taken by the NWU Business School to ensure that it stays competitive and thereby contribute to sustainability.

3 SCOPE

There are three commonly recognised accreditation bodies for business schools and more specifically for the MBA degree provided by these schools. These organisations, AACSB based in the USA, EQUIS accreditation from EFMD based in Belgium and AMBA based in the UK vie for the same customer base and all three claim to be the best but obviously differ somewhat in focus. The study is limited to these three organisations and specifically their role in accreditation of MBA degrees.

The second part of the study will be dedicated to the perceptions of future, present and past potential customers of the NWU Business School regarding the each of these organisations. Questionnaires were distributed under a varied group of individuals that has expressed their interest in an MBA degree with the aim of understanding which of these accreditations is the most desirable.

4 BACKGROUND

For any institution to offer a recognised qualification both the learning program and the institution needs to be registered by the South African Qualifications Authority (SAQA). The functions of SAQA are set out in Section 13 of the National Qualifications Framework (NQF) Act 67 of 2008. It is to ensure that South African qualifications meet appropriate criteria as determined by the Minister of Education. The objectives of the NQF is to create a single integrated national framework for learning achievements; to facilitate access to, and mobility and progression within, education, training and career paths; to enhance the quality of education and training and to accelerate the redress of past unfair discrimination in education, training and employment. In this case the NQF sets a minimum standard that the Business School and the learning program has to adhere to in order to offer the MBA qualification (SAQA, 2019).

This is the first step of assurance for potential students that the School adheres to a certain standard, however, when it comes to being globally recognised and accepted, the NQF does not contribute much. To fill this gap and to enable candidates to compare, there are three recognised accreditation bodies for business schools and more specifically for the MBA degree provided by these schools. These organisations are AACSB, based in the USA (AACSB, 2019), EQUIS accreditation

by EFMD (EFMD_Global_Network, 2019), based in Belgium and AMBA based in the UK (AMBA, 2019). They all vie for the same customer base and all three claim to be the best but obviously differ somewhat in focus. Moreover there are some schools that is accredited at all three of these bodies and is therefore triple accredited or carries the triple crown of accreditation.

When one looks at the global position there are more than 13 690 schools offering business degrees of which less than one percent is triple accredited. In South Africa four schools namely Gordon Institute of Business Science and Henley Business School, Africa in Johannesburg and University of Stellenbosch Business School and UCT Graduate School of Business in the Cape Town area are triple accredited. Worldwide there are only 90 schools that carry triple accreditation of which 69% are situated in Europe (MBA_TODAY_NEWS, 2019). Figures 1 and 2 depicts the number of accredited schools and there distribution.

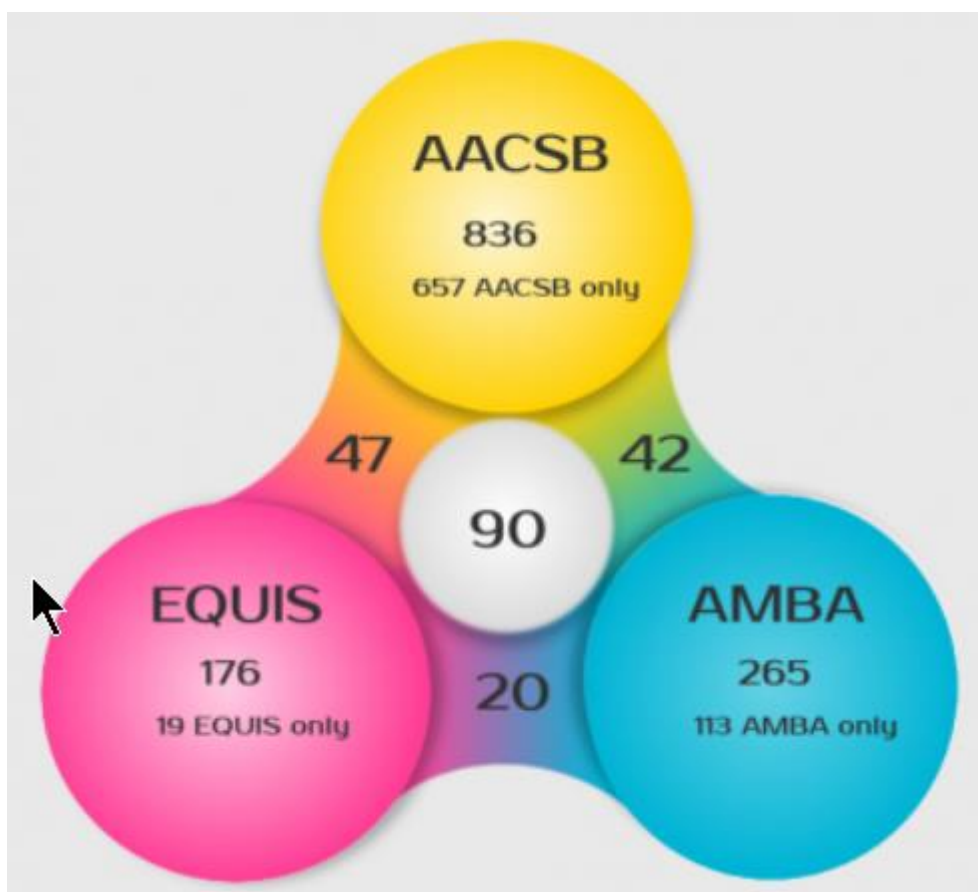


Figure 1 The number of Business schools accredited by three accreditation bodies (MBA_TODAY_NEWS, 2019)

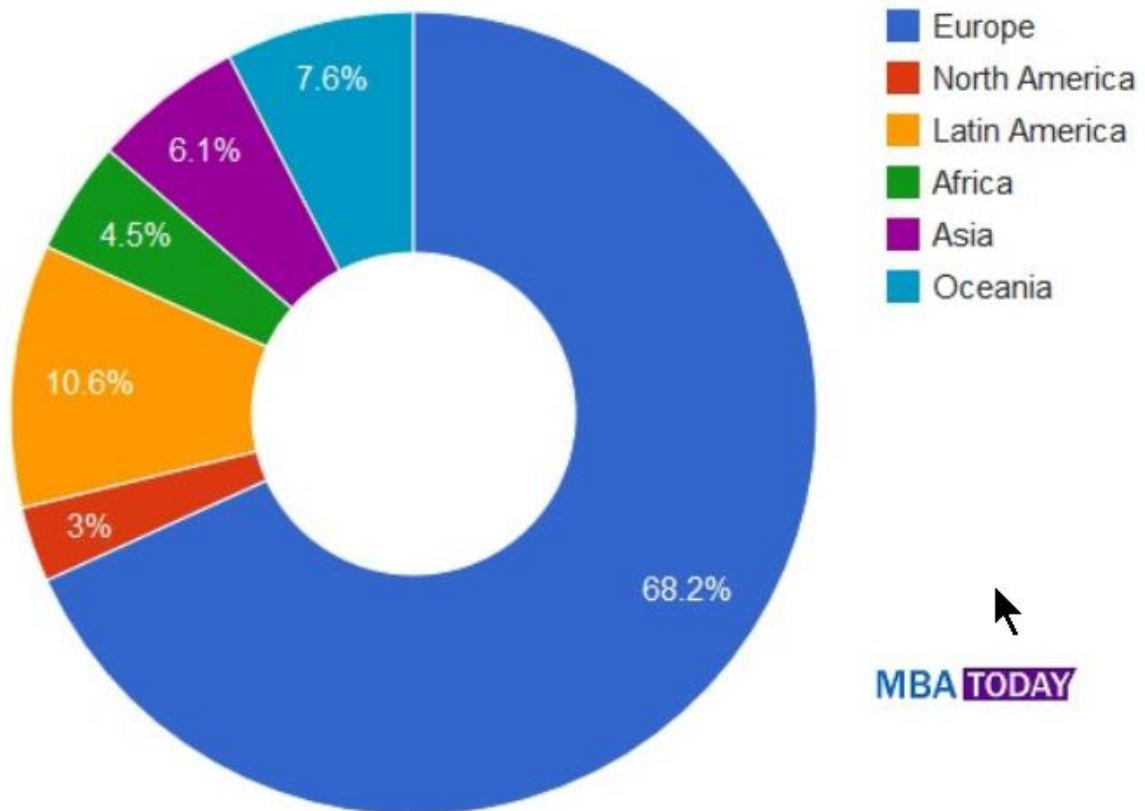


Figure 2 The distribution of Triple Accredited Business Schools (MBA_TODAY_NEWS, 2019)

4.1 INTERNATIONAL ACCREDITATION ORGANISATIONS

There are three major international accreditation organisations that differ somewhat in focus and methods but their goals and even the costs are very similar. They all strive to improve and ensure the quality of the MBA degrees studied at their accredited business schools, they all focus on innovation and diversity. The first major difference is in their historical development and therefore the geographic areas of focus. Secondly EFMD is the only body that accredits both schools and learning programs and thirdly AMBA accredits only the MBA portion of the schools and offer lifelong membership to MBA graduates from their accredited schools. Figure 3 gives a schematic representation of the scope of accreditation and association of the three international accreditation bodies

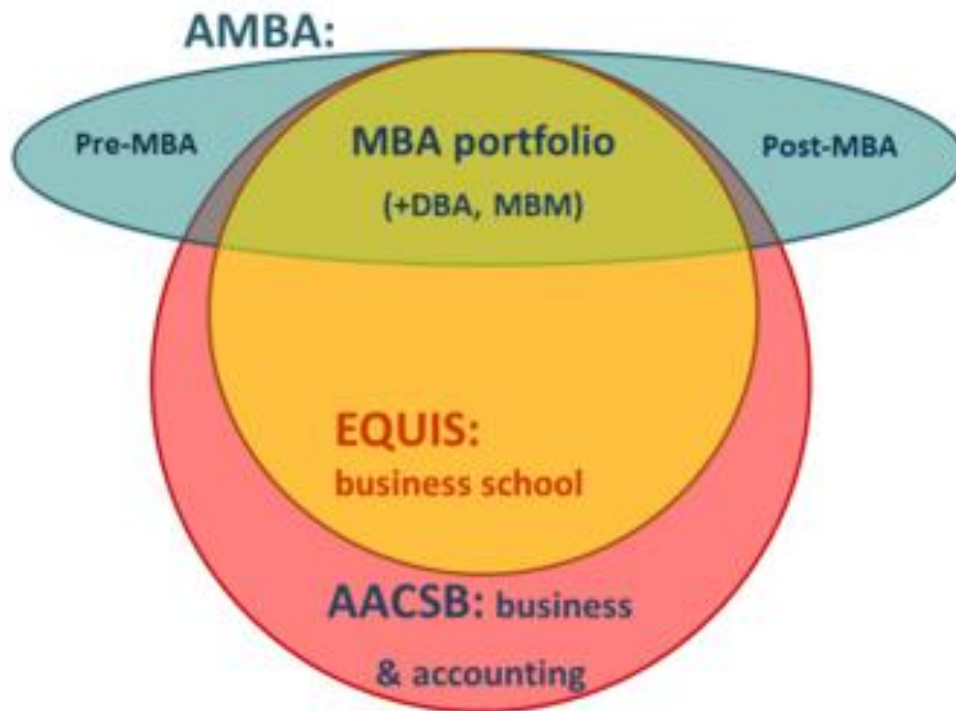


Figure 3 A schematic representation of the scope of accreditation and association of the three international accreditation bodies. (Wikipedia, 2019)

Association to Advance Collegiate Schools of Business (AACSB)

The AACSB is an international non-profit association that was established in 1916 and has more than 1700 member organisations and more than 840 accredited business schools in more than 50 countries. Their vision is to transform business education for global prosperity and their mission is to amplify the impact on business education by fostering engagement and accelerating innovation. It is by far the biggest and oldest of the accreditation bodies.

Although AACSB has offices in the US, the Netherlands and in Singapore they have a very strong American focus. The first schools outside of North America to receive accreditation only started in 1997. This is also evident from the distribution of accredited schools with 530 of the 840 schools situated in the US. The second most accredited schools are in the Asia-Pacific area.

AACSB obtained the ISO 9001:2015 certification in their drive to ensure the quality and customer-focus of their accreditation program. They accredit the schools and fundamentally challenge them to pursue continuous improvement by adhering to rigorous criteria and standards and by coordinating peer review (AACSB, 2019).

European Foundation for Management Development (EFMD) and EQUIS Quality Improvement System

EFMD is a global, non-profit organisation that has more than 900 members in 91 countries. They were founded in 1972 and have offices in Belgium, Switzerland, Hong Kong and the Czech Republic. Their mission is to play a central role in shaping the global approach to management education. The aim to provide a unique forum for networking, information and research.

They accredit both the school and the learning program through a series of systems. EQUIS accredits the business schools, EPAS the learning programs and CLIP the corporate learning accreditation for companies. With EQUIS EFMD strives for continuous improvement covering all activities of the business school by means of the most comprehensive accreditation system. They ensure quality control through benchmarking against international standards

Of the accreditation bodies EFMD has the best international footprint with 54 schools accredited in the US, more than 100 in the UK, eight in South Africa and 53 in China (EFMD_Global_Network, 2019).

Association of MBAs (AMBA)

AMBA is an international non-profit organisation based in the UK and was established in 1967 by a number of MBA alumni from Harvard Business School. According to AMBA they are the global standard for MBA and DBA degrees and they connect not only the schools but the students and graduates. Their mission is to raise the profile and standards of the association to the benefit of their schools and graduates.

At the end of 2018 AMBA had 37 000 MBA students and graduates and had accredited 260 schools in 75 countries. Their individual members are from more than 150 countries As far as the number of schools are concerned they are the smallest

association although they are geographically well represented. This makes them the most elite accreditation body (AMBA, 2019)

An interesting fact though is that AMBA has accredited only one school in the US namely Hult International Business School and is therefore very underrepresented in the US, the country with by far the most business schools. This also implies that there is only one triple accredited school in the US. One can only assume that triple accreditation is not valued or perceived as an advantage in the US.

Cost Comparison of the three associations.

The cost associated with accreditation can be obtained from the different organisations' web sites. Although the direct costs are expensive it is not exorbitant when compared to developing an own program or for local accreditation. The problem is with indirect costs and the cost associated with maintaining the assessment. For instance one has to take into account the extra pressure on personnel and lecturers and the time consumed by administration and management. It is often difficult to determine these costs and some costs will be shared between different accreditations and the normal functions of the school.

One can assume that the total cost of registration for the first accreditation will be substantially more than the second and the third. Table 1 summarises the cost of accreditation at the three accreditation organisation. The question is therefore whether the extra cost will provide the added competitiveness to offset the extra costs for the potential clients and thereby increase the desirability of the product.

Table 1 Cost of accreditation of the different accreditation bodies
(MBA_TODAY_NEWS, 2019)

AACSB			AMBA		EQUIS	
I n i t i a l F e e s	Eligibility Application Fee	R30 303	Registration Fee	R37 037	Application Fee	R165 254
	Process Acceptance Fee	R98 485	Pre-assessment Fee	R92 593	Review Fee	R275 424
	Initial Accreditation Fee	R90 152	Assesment Fee	R277 778		
	Accreditation Visit Fee	R227 273				
	Deferral Visit Fee	R83 333				
	Extra costs	R500 000	Extra costs	R500 000	Extra costs	R500 000
	Total cost	R1 029 545	Total cost	R907 407	Total cost	R940 678
Annual fee		R90 152	Annual Fee	R83 333	Annual Fee	R55 085

There are 17 Business Schools in South Africa that offers an MBA degree. Of these, four have triple accreditation, one is accredited at two bodies and another seven is accredited at a single organisation. Five schools are not internationally accredited. Table 2 gives a summary of all the business schools in South Africa that offer an MBA degree and their accreditation statuses.

Table 2 Business Schools in South Africa (MBA.CO.ZA, 2019)

	Accreditation Body			Unregistered
Accredited Business Schools in South Africa	AMBA	EQUIS	AACSB	
	GIBS	GIBS	GIBS	IIE MSA
	UCT	UCT	UCT	UKZN
	US	US	US	Regent
	Henley	Henley	Henley	TUT
	WITS	WITS		UFS
	NWU	MANCOSA		
	Rhodes	UNISA		
	NMU	UJ		
	Milpark			
Total	9	8	4	5

5 RESEARCH

5.1 DESIGN

In order to establish the importance of accreditation for the Business School of the NWU it was decided to conduct quantitative research by means of an online questionnaire. The 13 questions were divided into three groups. The first five questions were multiple choice aimed at building a profile of the respondents, secondly six more multiple choice questions were aimed at understanding their position towards MBA and practical issues pertaining to the studies and lastly two

Likert scale questions pertaining to accreditation were asked. The questions are attached in Appendix A.

The questionnaires were set up in Google forms and a link were distributed to a population of approximately 250. Fifty of these respondents were current second year MBA students at the Business School of the NWU. A further 200 respondents were reached by conducting a search on LinkedIn using only the word “MBA” and then compiling a list of the first 200 email addresses to be found on the potential respondents profiles.

Statistical analysis is mostly univariate with some correlations calculated between answers if it contributed to the statistical significance of the data. The complete set of results are shown by means of tables in Appendix B. In total 47 (approximately 20%) of the population responded to the questionnaire.

Where applicable a value was assigned to the choice in the Likert scale in order to rank the answers or to display on graphs. The value of one was assigned to the “Not at all important” choice and five was assigned to “It is imperative” With the 47 respondents the lowest score of 47 points and the highest score of 235 could be attained on any specific question. The scores can then be converted into percentages depicting the importance according to the opinion of the respondents.

5.2 RESULTS AND DISCUSSION

The age distribution of the respondents is given in Figure 4 with 91.5% falling in the age group 25 to 54 years of age. When it came to the position held by the respondents there was a good distribution between Senior management (29%), Director (21%), Middle Management and Professional (15% each) with small percentages to other positions. Figure 5 gives a graphic distribution of the positions held by the respondents. It is interesting to note that 50% of the age group 25-34 are in Middle Management compared to 50% of the 35-44 age group that are in Senior Management or Director positions. This progression becomes evident in the fact that 71% of the group 45 and older are in Senior Management or Director positions

In what age group do you fall?

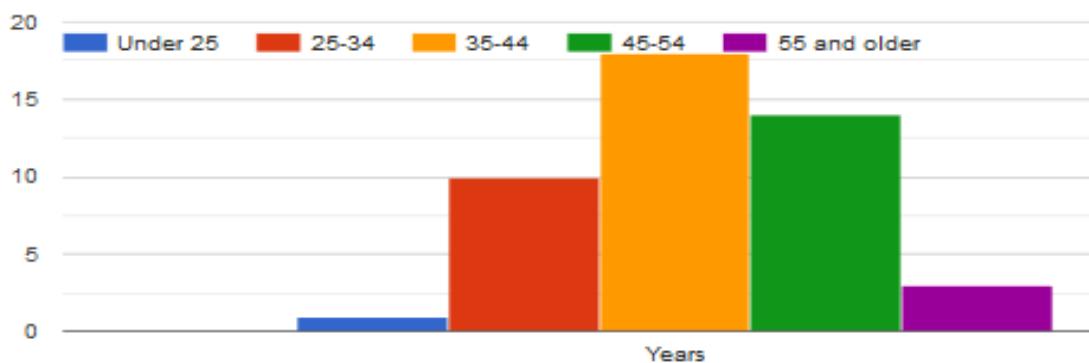


Figure 4 The age group of the respondents

What is your current position?

47 responses

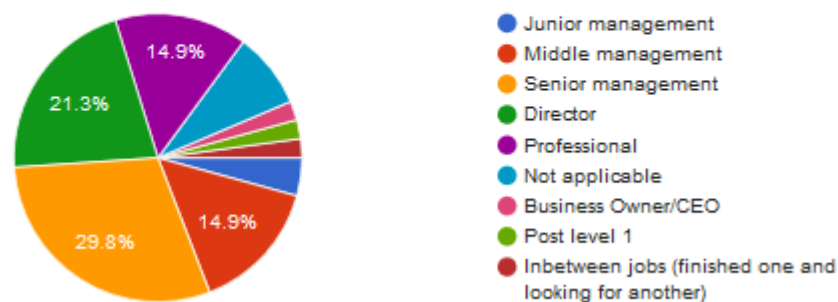


Figure 5 The positions held by respondents

Geographically 87% of the respondents came from South Africa and 51% from Gauteng with 20% from the Western Cape the second most and 12% from the North West in the third position. More than 38% of the respondents' highest qualification other than MBA is in Economics with Sciences second at 21%, Engineering third at 19% and Arts and Humanities fourth at 11%. Thirty six percent of the respondents indicated that they are currently studying MBA which was expected because a high proportion of the questionnaire was sent out to current students specifically. The second highest proportion (26%) completed their MBA degree less than 5 years ago and 30% reported that they completed their MBA more than 5 years ago. When asked about their reasons for studying an MBA

When asked for their reasons to study MBA 34% reported that it is to enhance their career possibilities, 23% that it is for personal growth and 38% reported that it is for both the reasons. When it comes to participation 75% of the respondents prefer part time studies. When it comes to interaction for the studies 43% prefers a combination of distance and class based methods, 38% prefers purely class based and 15% distance or internet based. Figure 6 shows the graphic distribution of choice of interaction. By far the greatest portion (81%) of the respondents prefer to have a dissertation as part of their MBA. When asked to judge how important an MBA would be for their careers 60% respondents stated that is very important or imperative and 28% said that it is important, this totals to more than 88% Figure 7 gives an graphic representation of the answers.

Interaction - How would you like to/did you study?

47 responses

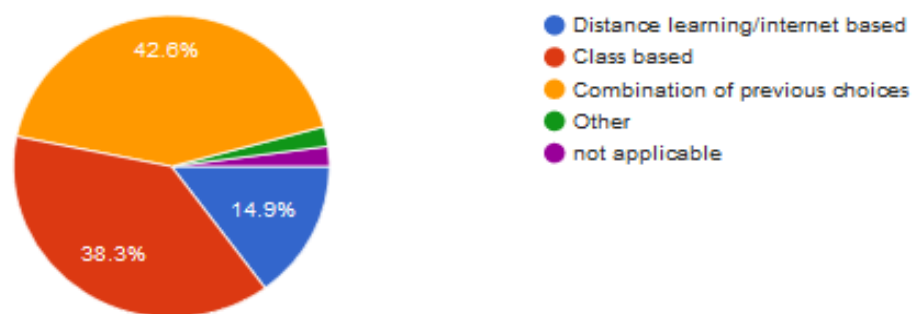


Figure 6 Respondents choice of academic interaction

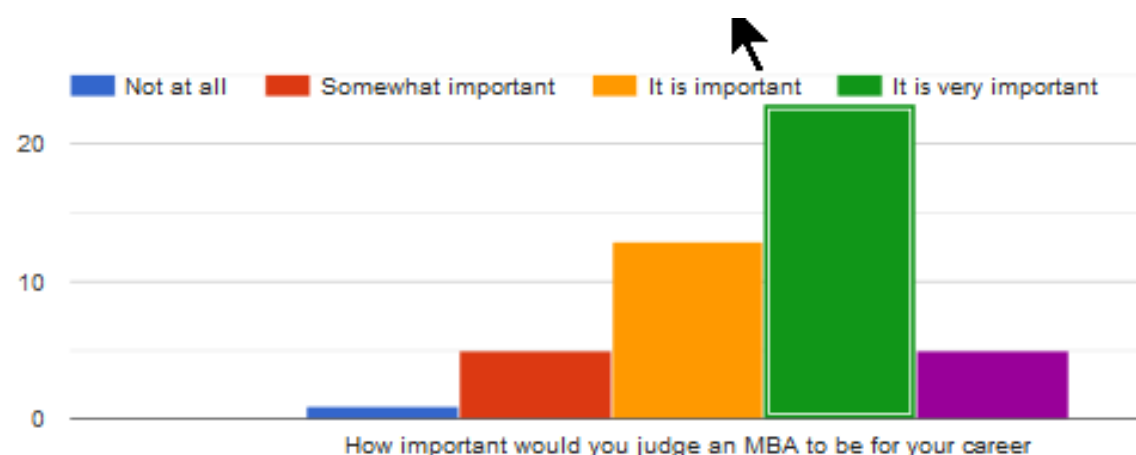


Figure 7 The importance of an MBA for career enhancement.

The last part of the results centres around the respondents answers pertaining to accreditation. All results were scored as explained in the design and can therefore be compared and ranked according to importance. Table three summarises the results and scores for importance obtained in descending order. It is clear that international accreditation is very important to the respondents and scored nearly exactly the same score in the two similar questions that was specifically repeated.

The next two questions resolves around the very practical issues of how the academic material is delivered and whether it is part time or full time participation. The high score indicates that the representatives has strong opinions about these aspects. This is probably due to work and life obligations forcing the respondents into a specific choice.

The next three questions is about the importance of accreditation at the different associations with AMBA scoring the highest (66%) and AACSB and EQUIS both scoring 62%. International ranking (62%), the cost of the school (59%) and the importance of triple accreditation (59%) is next in line while diversity of students (46%) and home language (41%) scores significantly lower (LSD=6.77)

6 CONCLUSION

The main difference between the three accreditation bodies are that AMBA and EQUIS have a global focus but functions from Europe. AACSB also a global organisation but from the viewpoint of the Business Schools in the US they are by far the most popular and accepted. That only one school in the US has AMBA accreditation and therefore only one US school has the "Much acclaimed triple Crown" it is clear that triple accreditation and AMBA carries little weight in the US. One can then ask, from the viewpoint of the future students of the NWU business school, if triple accreditation is important. According to the survey apparently not so since this aspect scored only the third lowest (59%)

If accreditation at more than one accreditation body is to be considered it should rather be at the AACSB due to its popularity in the survey (62%) and its broad acceptance in the US. For the future students it would be worthwhile to have AMBA and AACSB accreditation since they have the smallest shared footprint and focus. In South Africa a much higher proportion of schools has triple accreditation (24%) than

in the rest of the world (less than 1%). This makes one wonder if the focus on accreditation has diverted the attention away from innovation and quality to a position of minimum standards. This is evident from the fact that no school in South Africa is ranked within the top 100 in any of the MBA rankings and only fifth in Africa (FIND-MBA, 2019) The cost of accreditation is not the biggest problem but rather the opportunity cost in research and innovation lost due to time consumed in the accreditation process.

Table 3 The frequency and score of the accreditation questions in decending order

	Frequency						
Question	Not at all important	Somewhat important	It is important	It is very important	It is imperative	Total responses	Score
How important is international accreditation	0	3	7	17	18	45	78%
How important is overall international accreditation	2	0	9	16	18	45	77%
How important is the type of participation	0	2	12	24	9	47	71%
How important is the type of interaction	0	2	16	19	10	47	70%
How important is AMBA accreditation	4	3	11	12	13	43	66%
How important is EQUIS accreditation	5	2	13	14	9	43	62%
How important is AACSB accreditation	4	3	13	15	8	43	62%
How important is international ranking	2	8	13	14	10	47	62%
How important is the cost of the school	3	8	12	17	7	47	59%
How important is triple accreditation	8	2	9	12	10	41	59%
How important is diverse students	6	12	16	8	4	46	46%
How important is home language	13	8	12	9	4	46	41%

When one look at the survey and ask what the potential students want it is evident that besides singular international accreditation the practical issues of academic interaction and delivery is the most important. This has to do with practical day-to-day issues that students has to cope with and will make the biggest difference as far as the choice between accredited schools is concerned. I think that this should be the focus of an in depth study to determine what potential clients want. This should go hand in hand with customer segmentation in order to build tailor made options for different segments. Geographic distribution also plays an important role with 50% of the respondents coming from Gauteng. The school could consider a model whereby classes could be attended in Pretoria via live link or in a block module similar to Mafikeng campus.

Strategically one can say that the schools efforts should move from the lowest scoring issues, diversity, home language and triple accreditation, to the highest scoring issues that still needs attention, delivery, participation and interaction. In between these extremities lies the question of a second accreditation. I believe that it would be worthwhile for the school and especially its students if an US centred accreditation is obtained. The advantage would be even greater if this message is brought under the attention of the potential clients by means of advertising.

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Appendix A

NWU BUSINESS SCHOOL MARKET COMPETITIVENESS AND DIFFERENTIATION RESEARCH QUESTIONNAIRE					
1	In what age group do you fall?				
	Under 25	25-34	35-44	45-54	55 and older
2	What is your current position?				
	Junior management				
	Middle management				
	Senior management				
	Director				
	Professional				
	Not applicable				
	Other:				
3	Where do you live?				
	South Africa				
	Drop down list of countries of the world				
4	If you live in South Africa, in what province?				
	Eastern Cape				
	Free State				
	Gauteng				
	KwaZulu-Natal				
	Limpopo				
	Mpumalanga				
	North West				
	Northern Cape				
	Western Cape				
5	In what field is your highest qualification other than MBA?				
	Arts/Humanities				
	Education				
	Sciences				
	Engineering				
	Medicine/Health				
	Economics				

6	Your position regarding MBA					
		I don't want to study MBA				
		I want to study MBA but I don't have any specific plans				
		I am going to study MBA within the next 5 years				
		I am currently studying MBA				
		I completed my MBA less than 5 years ago				
		I completed my MBA more than 5 but less than 15 years ago				
		I Completed my MBA more than 15 years ago				
7	Why would you like to/did you study MBA?					
		For personal growth and knowledge				
		For career enhancement and possibilities				
		It was required by your employee				
		Other				
		Not applicable				
8	Participation - How would you like to/did you study?					
		Part-time				
		Full-time				
		Mixed participation				
		Not applicable				
9	Interaction - How would you like to/did you study?					
		Distance learning/internet based				
		Class based				
		Combination of previous choices				
		Other				
		not applicable				
10	Research - Did you write a Dissertation/Thesis as part of your MBA?					
		Yes				
		No				
		Not Applicable				
11	Accreditation - How important is it that the business school is internationally accredited?					
		Not at all	Somewhat important	It is important	It is very important	It is imperative
	Overall importance					
	AACSB accreditation					
	AMBA accreditation					
	EQUIS accreditation					
	Tripple accreditation					

12	Choice of school - important factors					
		Not at all important	Somewhat important	It is important	It is very important	It is imperative
	Cost of the school					
	Type off Participation					
	Type off Interaction					
	International accreditation					
	International ranking					
	Home language					
	Diverse students					
13	Choice of school - important factors					
		Not at all important	Somewhat important	It is important	It is very important	It is imperative
How important would you judge an MBA to be for your career						

In what age group do you fall? [Years]	What is your current position?	Where do you live?	If you live in South Africa, in what province?	In what field is your highest qualification other than MBA?
25-34	Middle management	South Africa	Western Cape	Economic
25-34	Middle management	South Africa	North West	Engineering
25-34	Senior management	South Africa	Gauteng	Economic
25-34	Junior management	Mauritius		Economic
25-34	Other	South Africa	Gauteng	Economic
25-34	Director	South Africa	Gauteng	Sciences
25-34	Professional	South Africa	Mpumalanga	Engineering
25-34	Middle management	South Africa	Northern Cape	Economic
25-34	Middle management	South Africa	Western Cape	Engineering
25-34	Middle management	South Africa	Gauteng	Arts/Humanities
35-44	Professional	South Africa	Gauteng	Engineering
35-44	Director	South Africa	Gauteng	Engineering
35-44	Middle management	South Africa	Mpumalanga	Engineering
35-44	Senior management	South Africa		Education
35-44	Professional	Netherlands		Economic
35-44	Senior management	South Africa	Gauteng	Economic
35-44	Other	South Africa	Western Cape	Sciences
35-44	Other	South Africa	Gauteng	Education
35-44	Other	South Africa	Gauteng	Education
35-44	Senior management	South Africa	North West	Economic
35-44	Senior management	South Africa	Northern Cape	Economic
35-44	Director	South Africa	Gauteng	Engineering
35-44	Professional	South Africa		Arts/Humanities
35-44	Senior management	Botswana		Sciences
35-44	Junior management	New Zealand		Sciences
35-44	Director	South Africa	Gauteng	Arts/Humanities
35-44	Professional	South Africa	Free State	Sciences
35-44	Senior management	South Africa	North West	Sciences
45-54	Director	South Africa	Gauteng	Economic
45-54	Middle management	South Africa	Gauteng	Engineering
45-54	Director	South Africa	Gauteng	Economic
45-54	Other	Zimbabwe		Sciences
45-54	Senior management	South Africa	Gauteng	Arts/Humanities
45-54	Senior management	South Africa	KwaZulu-Natal	Sciences
45-54	Professional	South Africa	Gauteng	Medicine/Health
45-54	Senior management	South Africa	Gauteng	Economic
45-54	Director	South Africa	Gauteng	Economic
45-54	Other	South Africa	Western Cape	Economic
45-54	Senior management	South Africa	Limpopo	Sciences
45-54	Senior management	South Africa	Gauteng	Economic
45-54	Senior management	South Africa	Gauteng	Sciences
45-54	Senior management	South Africa	Western Cape	Economic
55 and older	Professional	Germany		Engineering
55 and older	Director	South Africa	North West	Economic
55 and older	Director	South Africa	Gauteng	Economic
Under 25	Other	South Africa	North West	Medicine/Health
	Director	South Africa	Western Cape	Arts/Humanities

Your position regarding MBA	Why would you like to/did you study MBA?
I want to study MBA but I don't have any specific plans	For career enhancement and possibilities
I am currently studying MBA	For career enhancement and possibilities
I am currently studying MBA	For career enhancement and possibilities
I completed my MBA less than 5 years ago	For career enhancement and possibilities
I am currently studying MBA	For career enhancement and possibilities
I am currently studying MBA	For personal growth and knowledge
I am currently studying MBA	For personal growth and knowledge
I completed my MBA less than 5 years ago	For personal growth and knowledge, For career enha
I completed my MBA less than 5 years ago	For personal growth and knowledge, For career enha
I am currently studying MBA	For personal growth and knowledge, For career enha
I am currently studying MBA	For career enhancement and possibilities
I completed my MBA more than 5 but less than 15 years ago	For career enhancement and possibilities
I am currently studying MBA	For personal growth and knowledge
I am currently studying MBA	For personal growth and knowledge
I completed my MBA less than 5 years ago	For personal growth and knowledge
I completed my MBA less than 5 years ago	For personal growth and knowledge
I completed my MBA less than 5 years ago	For personal growth and knowledge
I am currently studying MBA	For personal growth and knowledge, For career enha
I am currently studying MBA	For personal growth and knowledge, For career enha
I am currently studying MBA	For personal growth and knowledge, For career enha
I completed my MBA less than 5 years ago	For personal growth and knowledge, For career enha
I completed my MBA more than 5 but less than 15 years ago	For personal growth and knowledge, For career enha
I am currently studying MBA	For personal growth and knowledge, For career enha
I completed my MBA less than 5 years ago	For personal growth and knowledge, For career enha
I am currently studying MBA	For personal growth and knowledge, For career enha
I completed my MBA less than 5 years ago	For personal growth and knowledge, For career enha
I am currently studying MBA	For personal growth and knowledge, For career enha
I don't want to study MBA	Not applicable
I Completed my MBA more than 15 years ago	For career enhancement and possibilities
I am currently studying MBA	For career enhancement and possibilities
I Completed my MBA more than 15 years ago	For career enhancement and possibilities
I Completed my MBA more than 15 years ago	For career enhancement and possibilities
I completed my MBA less than 5 years ago	For career enhancement and possibilities
I Completed my MBA more than 15 years ago	For career enhancement and possibilities
I completed my MBA more than 5 but less than 15 years ago	For career enhancement and possibilities
I completed my MBA more than 5 but less than 15 years ago	For personal growth and knowledge
I Completed my MBA more than 15 years ago	For personal growth and knowledge
I want to study MBA but I don't have any specific plans	For personal growth and knowledge, For career enha
I am currently studying MBA	For personal growth and knowledge, For career enha
I completed my MBA more than 5 but less than 15 years ago	For personal growth and knowledge, For career enha
I completed my MBA more than 5 but less than 15 years ago	For personal growth and knowledge, For career enha
I completed my MBA less than 5 years ago	For personal growth and knowledge, For career enha
I completed my MBA more than 5 but less than 15 years ago	For career enhancement and possibilities
I Completed my MBA more than 15 years ago	For personal growth and knowledge
I completed my MBA less than 5 years ago	For personal growth and knowledge
I am going to study MBA within the next 5 years	Not applicable
I Completed my MBA more than 15 years ago	For career enhancement and possibilities

Participation - How would you like to/did you study?	Interaction - How would you like to/did you study?	Research - Did you write a Dissertation/ Thesis as part of your MBA?	Accreditation - How important is it that the business school is internationally accredited? [Overall importance]	9	Accreditation - How important is it that the business school is internationally accredited? [AACSB accreditation]	10
Part-time	Combination of pre	Not Applicable	It is very important	4	It is very important	4
Part-time	Class based	Yes	It is very important	4	It is important	3
Part-time	Class based	Yes	It is imperative	5	It is imperative	5
Full-time	Combination of pre	Yes	It is imperative	5	It is important	3
Full-time	Distance learning/ir	Yes	It is very important	4	It is important	3
Mixed participation	Distance learning/ir	Yes	Not at all	1	Not at all	1
Part-time	Distance learning/ir	Yes	It is very important	4	It is very important	4
Part-time	Class based	Yes	It is imperative	5	It is imperative	5
Full-time	Combination of pre	Yes	It is very important	4	It is very important	4
Part-time	Combination of pre	Yes	It is imperative	5	It is imperative	5
Part-time	Class based	Yes	It is imperative	5	It is imperative	5
Part-time	Class based	Yes	It is important	3	It is important	3
Part-time	Class based	Yes	It is important	3	Somewhat important	2
Part-time	Combination of pre	Yes	It is important	3	It is important	3
Part-time	Combination of pre	Yes	It is very important	4		0
Part-time	Combination of pre	Yes	It is imperative	5		0
Part-time	Combination of pre	Yes	It is important	3		0
Part-time	Class based	Not Applicable	It is very important	4	It is very important	4
Part-time	Combination of pre	Not Applicable	It is imperative	5	It is very important	4
Part-time	Class based	Yes		0	It is very important	4
Part-time	Class based	Yes	It is imperative	5	It is very important	4
Part-time	Class based	Yes	It is very important	4	It is important	3
Mixed participation	Combination of pre	Yes	It is very important	4	It is very important	4
Part-time	Combination of pre	Yes	It is very important	4	It is very important	4
Part-time	Distance learning/ir	Yes	It is very important	4	It is very important	4
Part-time	Distance learning/ir	Yes	It is imperative	5	It is imperative	5
Part-time	Other	Yes	It is imperative	5	It is very important	4
Not applicable	not applicable	Not Applicable	It is very important	4	It is imperative	5
Mixed participation	Combination of pre	No	It is imperative	5	It is important	3
Part-time	Class based	Yes	It is important	3	It is important	3
Part-time	Class based	Yes	It is very important	4	It is very important	4
Part-time	Class based	Yes	It is important	3	Somewhat important	2
Part-time	Combination of pre	Yes	It is important	3	It is important	3
Part-time	Combination of pre	Yes	It is imperative	5	It is important	3
Part-time	Distance learning/ir	Yes	It is very important	4	Not at all	1
Part-time	Combination of pre	No	It is important	3	Not at all	1
Part-time	Combination of pre	Yes	It is imperative	5	It is very important	4
Full-time	Distance learning/ir	Not Applicable	It is very important	4		0
Part-time	Class based	Yes	It is imperative	5	It is important	3
Part-time	Class based	Yes	Not at all	1	Not at all	1
Not applicable	Combination of pre	Yes		0	Somewhat important	2
Part-time	Combination of pre	Yes	It is imperative	5	It is very important	4
Mixed participation	Combination of pre	Not Applicable	It is imperative	5	It is imperative	5
Part-time	Class based	Yes	It is imperative	5	It is imperative	5
Part-time	Combination of pre	Yes	It is imperative	5	It is important	3
Not applicable	Class based	Not Applicable	It is important	3	It is important	3
Full-time	Class based	Yes	It is very important	4	It is very important	4

Accreditation - 11 How important is it that the business school is internationally accredited? [AMBA accreditation]	Accreditation - 12 How important is it that the business school is internationally accredited? [EQUIS accreditation]	Accreditation - 13 How important is it that the business school is internationally accredited? [Tripple accreditation]	Choice of school - 14 important factors [Cost of the school]
It is very important	4	It is very important	4
It is imperative	5	It is very important	4
It is imperative	5	It is imperative	5
It is imperative	5	It is important	3
It is important	3	It is important	3
Not at all	1	Not at all	1
It is very important	4	It is important	3
It is imperative	5	It is imperative	5
It is very important	4	It is very important	4
It is imperative	5	It is imperative	5
It is imperative	5	It is imperative	5
It is important	3	It is important	3
Somewhat important	2	Somewhat important	2
It is important	3	It is important	3
	0		0
	0		0
	0		0
It is imperative	5	It is very important	4
It is imperative	5	It is very important	4
It is very important	4	It is very important	4
It is very important	4	It is very important	4
It is important	3	It is very important	4
It is very important	4	It is very important	4
It is very important	4	It is very important	4
It is very important	4	It is very important	4
It is imperative	5	It is imperative	5
It is very important	4	It is important	3
It is imperative	5	It is imperative	5
It is important	3	It is important	3
It is important	3	It is important	3
It is very important	4	It is very important	4
Somewhat important	2	Not at all	1
It is important	3	It is important	3
It is important	3	It is important	3
Not at all	1	Not at all	1
Not at all	1	Not at all	1
It is very important	4	It is very important	4
	0		0
It is important	3	It is important	3
Not at all	1	Not at all	1
Somewhat important	2	Somewhat important	2
It is imperative	5	It is very important	4
It is imperative	5	It is imperative	5
It is imperative	5	It is imperative	5
It is important	3	It is important	3
It is important	3	It is important	3
It is very important	4	It is imperative	5
	0		0
0	156	0	149
		0	137
			0
			155

Choice of school - 15 important factors [Type off Participation (Full time/Part time)]	Choice of school - 16 important factors [Type off Interaction (Classes/Internet)]	Choice of school - 17 important factors [International accreditation]	Choice of school - 18 important factors [International ranking]
It is imperative	5 It is imperative	5 It is imperative	5 It is very important
It is very important	4 It is important	3 It is important	3 Somewhat important
It is imperative	5 It is imperative	5 It is imperative	5 It is imperative
It is very important	4 It is important	3 It is imperative	5 It is very important
It is very important	4 It is important	3 It is very important	4 It is very important
It is important	3 It is very important	4 Somewhat important	2 Not at all important
It is very important	4 It is very important	4 It is very important	4 Not at all important
It is very important	4 It is very important	4 It is imperative	5 It is imperative
It is imperative	5 It is imperative	5 It is very important	4 It is very important
It is imperative	5 It is imperative	5 It is imperative	5 It is imperative
It is very important	4 It is very important	4 It is imperative	5 It is imperative
It is very important	4 It is imperative	5 It is important	3 It is important
It is important	3 It is important	3 It is important	3 It is important
It is important	3 It is important	3 It is important	3 Somewhat important
It is important	3 It is important	3 It is very important	4 It is important
It is very important	4 It is very important	4 It is imperative	5 It is imperative
Somewhat important	2 Somewhat important	2 Somewhat important	2 Somewhat important
It is important	3 It is important	3 It is very important	4 It is important
It is very important	4 It is very important	4 It is imperative	5 It is very important
It is important	3 It is important	3 It is very important	4 It is very important
It is imperative	5 It is imperative	5 It is imperative	5 It is imperative
It is very important	4 It is very important	4 It is very important	4 Somewhat important
It is very important	4 It is very important	4 It is imperative	5 It is very important
It is important	3 It is very important	4 It is very important	4 It is very important
It is very important	4 It is very important	4 It is very important	4 It is very important
It is imperative	5 It is imperative	5 It is imperative	5 It is imperative
It is very important	4 It is very important	4 It is very important	4 It is important
It is very important	4 It is important	3 It is imperative	5 It is imperative
It is imperative	5 It is important	3 It is imperative	5 It is important
It is important	3 It is important	3 It is important	3 It is important
It is very important	4 It is very important	4 It is very important	4 It is important
Somewhat important	2 It is important	3 It is important	3 It is important
It is very important	4 It is very important	4 It is very important	4 It is very important
It is very important	4 It is very important	4 It is very important	4 Somewhat important
It is very important	4 It is important	3 It is very important	4 It is very important
It is very important	4 It is imperative	5 It is important	3 Somewhat important
It is very important	4 It is imperative	5 It is imperative	5 It is imperative
It is very important	4 It is very important	4 It is important	3 It is important
It is imperative	5 It is very important	4 It is imperative	5 It is important
It is important	3 It is important	3 It is important	3 Somewhat important
It is important	3 Somewhat important	2 Somewhat important	2 Somewhat important
It is very important	4 It is very important	4 It is imperative	5 It is very important
It is important	3 It is important	3 It is imperative	5 It is very important
It is very important	4 It is very important	4 It is imperative	5 It is imperative
It is imperative	5 It is imperative	5 It is very important	4 It is important
It is important	3 It is important	3 It is very important	4 It is very important
It is very important	4 It is very important	4 It is very important	4 It is important

Choice of school - 19 important factors [Home language]	Choice of school - 20 important factors [Diverse students]	Choice of school - important factors [How important would you judge an MBA to be for your career]
It is important	3 It is important	3 Somewhat important
It is important	3 Somewhat important	2 It is very important
It is imperative	5 Not at all important	0 It is imperative
Not at all important	0 It is important	3 It is very important
Not at all important	0 It is important	3 It is very important
It is important	3 It is important	3 It is very important
It is important	3 It is very important	4 It is very important
Somewhat important	2 Somewhat important	2 It is very important
It is imperative	5 It is very important	4 It is very important
Not at all important	0 Not at all important	0 It is imperative
It is very important	4 Somewhat important	2 It is important
Not at all important	0 It is imperative	5 It is important
Somewhat important	2 It is very important	4 It is very important
It is important	3 It is important	3 Somewhat important
Not at all important	0 It is very important	4 It is important
It is very important	4 It is imperative	5 It is important
	0	0 It is important
Somewhat important	2 Somewhat important	2 It is imperative
It is important	3 It is important	3 It is very important
It is important	3 It is important	3 It is very important
It is important	3 It is important	3 It is important
Somewhat important	2 It is very important	4 Somewhat important
It is very important	4 Not at all important	0 It is very important
It is important	3 It is important	3 It is important
Not at all important	0 It is very important	4 It is imperative
It is imperative	5 It is imperative	5 It is important
It is very important	4 It is important	3 It is very important
It is very important	4 Somewhat important	2 It is important
Not at all important	0 It is imperative	5 It is important
Somewhat important	2 Somewhat important	2 It is very important
Not at all important	0 Somewhat important	2 It is very important
Not at all important	0 It is important	3 Somewhat important
Not at all important	0 Somewhat important	2 It is very important
Somewhat important	2 Not at all important	0 It is imperative
It is very important	4 Not at all important	0 Not at all
Not at all important	0 Not at all important	0 It is important
It is very important	4 It is very important	4 It is very important
Not at all important	0 Somewhat important	2 It is important
Somewhat important	2 It is important	3 It is very important
Not at all important	0 It is important	3 It is important
It is important	3 It is important	3 Somewhat important
It is imperative	5 Somewhat important	2 It is very important
It is important	3 It is very important	4 It is very important
It is very important	4 It is important	3 It is very important
Somewhat important	2 Somewhat important	2 It is very important
It is important	3 It is important	3 It is very important
It is very important	4 Somewhat important	2 It is very important
0 108	0 124	0