

Global DBA Survey

Professional Doctorates in Management

Thomas Graf



2014

TABLE OF CONTENTS

Overview	3
Main Findings.....	4
Participating Schools and Programs	5
Methodology.....	7
Part 1: Population Survey (full-time and part-time programs)	9
Part-time programs	9
Full-time programs	10
Geographic areas – Where are professional doctorates offered?.....	10
Program length	11
Part 2: Sample Survey (46 part-time programs).....	13
1. Program characteristics	13
2. Student characteristics	23
3. Career characteristics and outcomes	28
About the Global DBA Survey 2014.....	32
About the DBA Compass	32
About the Author	32
Contact.....	32

OVERVIEW

Is this survey about Doctorates in Business Administration (DBA) or is it about professional doctorates in management? Not every DBA program is a professional doctorate and not every professional doctorate in management grants a DBA degree.

In fact, there is a substantial overlap between DBA programs and professional doctorates in management, such that we called this survey the “Global DBA Survey”. However, we also provide information on non-professional DBA programs and professional non-DBA doctorates in management.

What are professional doctorates in management? In the absence of a formal definition, our survey suggests some distinctive criteria that help identify professional doctorates in management and differentiate this group of programs from others. According to these, professional doctorates in management target experienced professionals, qualify for applied research, and enable students to combine their studies with a full-time job.

For a detailed overview of the differences between the traditional PhD and the traditional DBA please visit the [PhD-DBA-differences article](#) on our website.

The Global DBA Survey systematically collects and aggregates data on all professional doctorates in management worldwide and then analyzes highly granular data on program characteristics, students, and career impact in a sample survey. It provides an overview of this increasingly important educational landscape, differences and similarities among programs, and identifies new trends. It aims at providing deeper insights for business schools, future students, journalists, and others interested in professional doctorates in management. The Global DBA Survey was conducted from October 2013 to April 2014 and published in May 2014.



A handwritten signature in green ink that reads "Thomas Graf". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Thomas Graf
Founder of the DBA Compass platform

May 2014

MAIN FINDINGS

- **What are professional doctorates in management?** Such doctorates are part-time programs for professionals who want to achieve a doctoral degree by doing applied research, often based on data from within their employers. Overall, we identified 196 unique part-time professional doctorates in management plus 56 concentrations or special tracks of the same. Furthermore, we found 45 full-time doctorates: 40 of them are just different study modes of the corresponding part-time program, while 5 grant a DBA degree without being a truly professional doctorate.
- **Degree:** Most professional doctorates in management (86 percent) grant a **DBA** (Doctor of Business Administration); some also grant a **PhD** or a **Doctor** in a specific business area (e.g. Doctor of Organizational Change). However: Not every DBA program is a professional degree. In fact, some few schools offer DBA programs that target graduates without professional experience.
- **Trend:** Professional doctorates in management are **offered worldwide**, mostly in Europe (42 percent), North America (28 percent), and Asia (22 percent). Moreover, there seems to be a trend toward such programs, as most professional doctorates in management were founded in the last 10 years and more than half of them in Europe.
- **Importance:** Four out of five program managers see the demand for professional doctorates in management **increasing worldwide**. The strongest demand comes from students from Asia, the Middle-East, and Africa, followed by Europe and Latin America. One in two program managers are also seeing rising demand from North America, Australia, and the Pacific region.
- **Program characteristics:** On average, professional doctorates in management take four years up to graduation. As a rule, they require EUR 36,000 (USD 49,000) tuition fees and at least some basic idea about the research topic. About a third even requires a research proposal at the point of application. The average class size is 13 students; four out of five programs have a coursework period (that lasts for 1.5 years on average) before the actual research period; and about 10 percent of the programs run the program itself while another institution grants the degree.
 - **Internationally accredited programs** (AACSB, EQUIS, AMBA) have higher tuition fees than programs without such certificates. It seems they can use their AACSB, EQUIS, or AMBA accreditation to signal quality and ask for correspondingly higher prices. Also, these programs have more male students and more students in senior management positions, who may have more financial resources to pay the higher tuition fees.
 - **How selective are the programs?** More expensive programs such as internationally accredited programs seem to be more selective, not only due to the higher fees but also based on other criteria. Likely explanations are that such programs may assess the applicant's intellectual capability or the feasibility of applied research in the applicant's company more strictly.
- **Student characteristics:** As a rule, students have 15 years of professional experience and 40 years of age; two out of three are male; they come from all sorts of industries – for instance, from financial service industries, consulting firms, or IT and telecommunication industries – or run their own businesses. On average, a third of the students are international students, and most of the students are working full-time, primarily in senior and middle management positions.
 - **Gender differences:** On average, male students tend to study in expensive and internationally accredited programs, are older and have more professional experience. Female students, by contrast, are younger, have part-time positions, and study programs with lower fees and higher acceptance rates.
- **Career characteristics:** Four out of five students achieve academic publications during or after their studies, but only few in academic top journals. Only a minority attend academic conferences. Half of the students achieved academic positions. Many schools reported, however, that such academic outcomes are neither the primary goal of the program nor the aspiration of the students. Instead, they mentioned career shifts or internal promotion together with a higher salary as actual career outcomes, while a smaller group emphasized “more critical and reflective thinking”, “stronger leadership skills”, and specialist knowledge in a special area.

PARTICIPATING SCHOOLS AND PROGRAMS

in our sample survey 2014

Australia

Australian Institute of Business
University of Southern Queensland

Doctor of Business Administration
Doctor of Business Administration

China

City University of Hong Kong

Doctor of Business Administration

Finland

Scandinavian Art and Business Institute*

Doctor of Business Administration

France

ESC Rennes
Grenoble Ecole de Management
Horizons University
International School of Management**
Scandinavian Art and Business Institute*
SKEMA

Global DBA
Doctor of Business Administration
Doctor of Business Administration
Doctor of Business Administration
Doctor of Business Administration
Executive PhD in Project and Programme
Management

Germany

Fachhochschule des Mittelstands (FHM),
in cooperation with the University of
Gloucestershire (UK)
Reutlingen University, International Institute for
Strategic Leadership

Doctor of Business Administration

Doctor of Business Administration (DBA)

Ireland

Waterford Institute of Technology

Doctorate in Business Administration

Malaysia

Open University Malaysia
Universiti Sains Malaysia

Doctor of Business Administration
Doctor of Business Administration

Puerto Rico

Turabo University School of Business &
Entrepreneurship

Doctor in Business Administration

South Africa

Nelson Mandela Metropolitan University
Gordon Institute of Business Science,
University of Pretoria

Doctor of Business Administration
Doctor of Business Administration

Spain

IE Business School

Doctor in Business Administration

Switzerland

Business School Lausanne	Doctorate of Business Administration
HWZ University of Applied Sciences in Business Administration Zurich	Doctor of Business Administration
International University in Geneva	Doctor of Business Administration, Doctor of Public Administration
SBS Swiss Business School	Doctor of Business Administration
UGSM-Monarch Business School	Doctor of Business Administration

The Netherlands

Business School Netherlands	Doctor of Business Administration
Maastricht School of Management	Doctor of Business Administration
TiasNimbas Business School, Tilburg University	Executive PhD***

Trinidad & Tobago

Arthur Lok Jack Graduate School of Business	Doctor of Business Administration
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United Kingdom

Bradford University School of Management	Doctor of Business Administration
Cass Business School, City University London	Executive PhD***
Cranfield School of Management	Cranfield International Executive Doctorate (DBA)
University of Reading, Henley Business School	Doctor of Business Administration
Leeds Metropolitan University	Doctorate of Business Administration
Manchester Business School	Doctor of Business Administration
Regent University	Doctor of Strategic Leadership
University of Portsmouth	Doctor of Business Administration
University of South Wales	Doctor of Business Administration

USA

California International Business University	Professional Doctorates in Management
Case Western Reserve University, Weatherhead School of Management	Doctor of Management Program
Lawrence Technological University	Doctorate of Business Administration
Georgia State University	Executive Doctorate in Business
Oklahoma State University	Ph.D. in Business for Executives Program
Liberty University	Doctor of Business Administration
Rollins College	Executive Doctorate in Business Administration
Sacred Heart University	DBA in Finance
The Fox School of Business at Temple University	Executive Doctorate in Business Administration
University of Dallas, Satish and Yasmin Gupta College of Business	Doctor of Business Administration
University of Wisconsin, Whitewater	Doctorate of Business Administration

* The Scandinavian Art and Business Institute is registered both in Finland and France under authorization of the Academie de Paris.

** The International School of Management (ISM) is an American school located in France.

*** This Executive PhD is offered by the TiasNimbas Business School and the Cass Business School together.

METHODOLOGY

The *Global DBA Survey 2014* was carried out in two parts. In the **first part**, we conducted a worldwide **population survey** of all DBA programs and professional doctorates in management that grant degrees other than the DBA – and we integrated them in a unique database at www.dba-compass.com.

Based on this search, we explored these programs for the most important program features: teaching mode, geographic areas and program length. Assuming that our selection comes very close to the actual population of these programs, we call this part of our study “population survey”.

Overall, we were able to identify 196 programs that fulfilled our criteria for professional doctorates in management. A program qualified as a professional doctorate in management if it fulfilled the following criteria:

1. It needed to be a postgraduate academic program.
2. It needed to grant a doctoral degree.
3. It needed to offer a part-time track.
4. It needed to include a research dissertation in management.
5. It needed to target professionals.

All programs explored in this population survey can be found at www.dba-compass.com. By using our online search filters, anyone can reproduce most of this population survey and get statistics on specific geographic areas, the teaching mode, or the program lengths. By conducting this population survey, we gained an overview of the field of DBA programs and other professional doctorates in management.

In the **second part** of our *Global DBA Survey 2014*, we conducted a **sample survey**. From October 2013 to January 2014, we contacted the schools with part-time DBA programs and professional doctorates in management that grant degrees other than the DBA and asked them to provide data on their programs. The online questionnaire contained 73 questions that can be categorized in program characteristics, student characteristics, and outcomes.

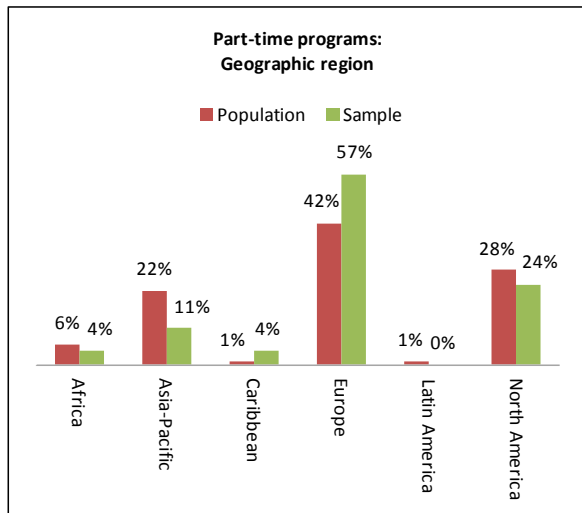
We received responses from 46 schools with campuses in 15 countries from Europe, North America, Africa, Asia, the Caribbean, and Australia-Pacific. Overall, these 46 schools and their programs cover about one quarter of the total population of professional doctorates in management.

Feasibility of generalization

We assume that the pool of professional doctorates in management at www.dba-compass.com comes fairly close to the real population. Of course, there may be programs that we overlooked, and new programs may have been launched in the meantime. In fact, we found that quite a few professional doctorates in management were shut down during our data collection, signaling that running such a doctorate does not automatically mean milking a cash cow.

However, after more than one year of ongoing research and review of professional doctorates, we are confident of having identified a high percentage of the total professional doctorate in management population.

Our sample of 46 part-time professional doctorates in management on the other hand shows some differences with the population. Geographically, for example, it over-represents programs from Europe and the Caribbean and under-represents programs from Asia and the Pacific region as well as from North America.



Overall, we need to exercise caution with respect to the representativeness of the sample survey. We gain a great overview of the population of professional doctorates in management and we deepen this overview by exploring 46 programs in-depth. However, only future studies will help us confirm the robustness of our results and the ultimate reliability of our conclusions.

PART 1: POPULATION SURVEY (FULL-TIME AND PART-TIME PROGRAMS)

Overall, we identified 297 programs that either grant a Doctor of Business Administration or are professional doctorates in management that grant a different degree. As a next step, we analyzed these programs more closely to understand which ones are truly professional degrees and which ones are not. We were also interested in the different teaching modes.

Part-time programs

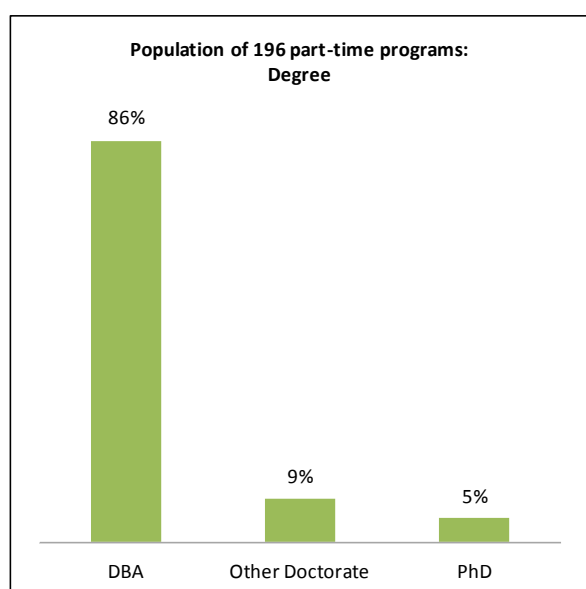
252 out of 297 programs are part-time programs. With “part-time” we refer to all types of program structures, including face-to-face sessions, online learning or other forms of distance learning. Professional doctorates in management are primarily offered as part-time programs that can be studied while maintaining a full-time position at a company. Given that the target groups of such programs are people with several years of work experience – often times in managing positions – a flexible structure through online learning or face-to-face modules is necessary.

Out of the 252 part-time programs, 196 were the primary programs while 56 were just concentrations or special tracks of the same program. For instance, the Alameda University offers a DBA in International Business, a DBA in Financial Management and so on. If we count all these DBA concentrations of the same school separately, we reach 252 part-time programs. If we count them as one, we reach 196 unique programs.

Out of these 196 part-time programs, 168 grant a DBA, 18 grant a Doctor with a different extension than Business Administration (e.g., the Ashridge Doctorate of Organizational Change), and 10 grant a PhD (e.g., the Cass Executive PhD).

These 196 part-time programs were identified as “professional degrees” – programs that target professionals and offer corresponding study modes.

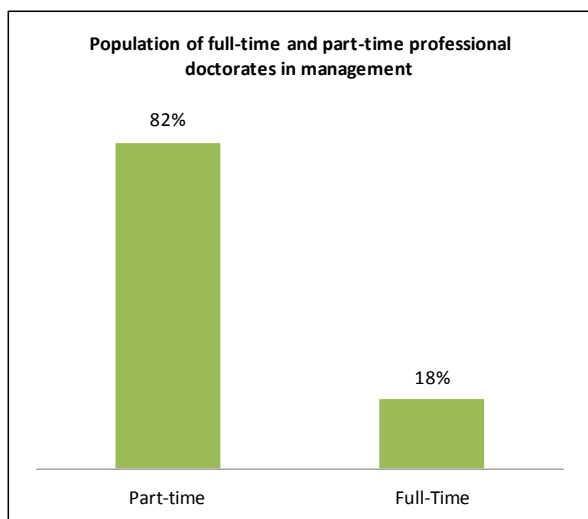
Bottom line: We identified **196 unique part-time professional doctorates in management**. The majority (86 percent) are Doctor of Business Administration (DBA) programs.



Full-time programs

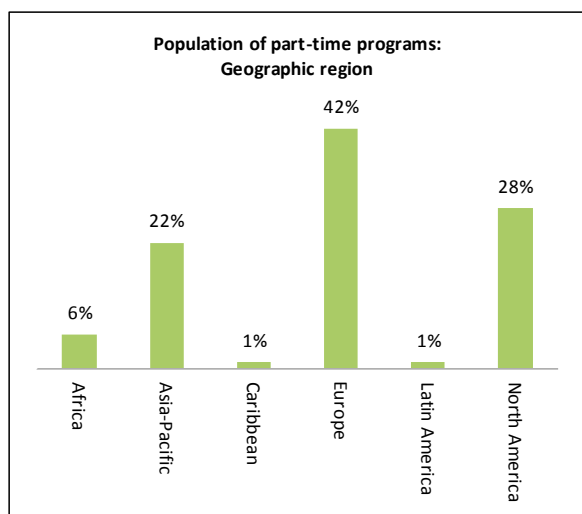
We also identified 45 full-time DBA programs. 40 were the same program as its part-time counterpart and addressed professionals – for example, those that have more time to study; 5 were DBA programs that did not explicitly refer to professionals and thus cannot be identified as professional. Some of them are pure research degrees whose aim is to qualify future full-time researchers (e.g. the DBAs from the Louisiana Tech University and the University of South Alabama).

As a result, about one out of five professional doctorates in management are not offered only as part-time programs, but also as full-time study mode.

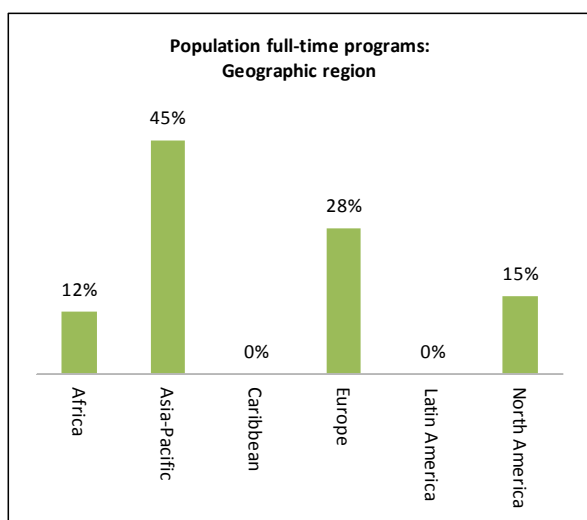


Geographic areas – Where are professional doctorates offered?

Professional doctorates in management are a global phenomenon. The majority (42 percent) of the **part-time** programs is offered in Europe, followed by North America (28 percent) and Asia and the Pacific region (22 percent). 8 percent are offered in Africa, the Caribbean, and Latin America.



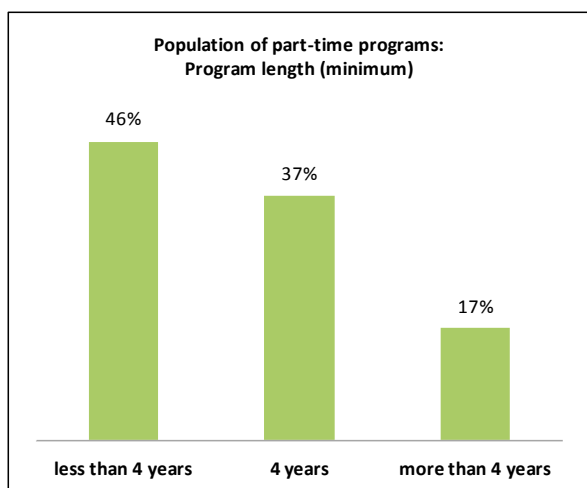
Geographically, most professional doctorates in management with the **full-time** option are offered in Asia and the Pacific region (45 percent). In Europe, only 28 percent are offered as full-time option and in North America (15 percent) and Africa (12 percent) even less.



Program length

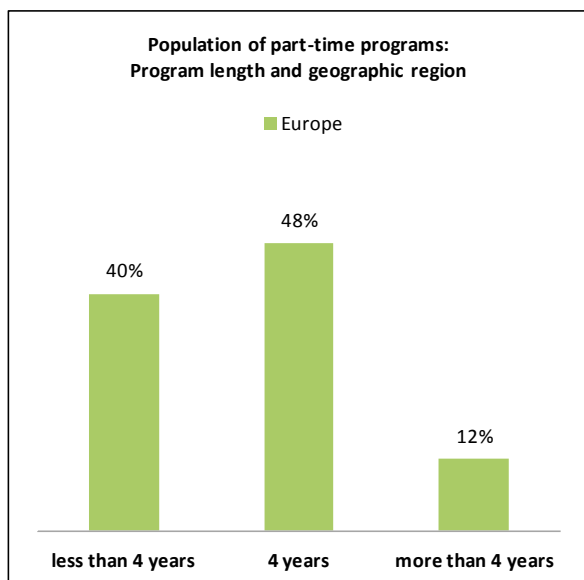
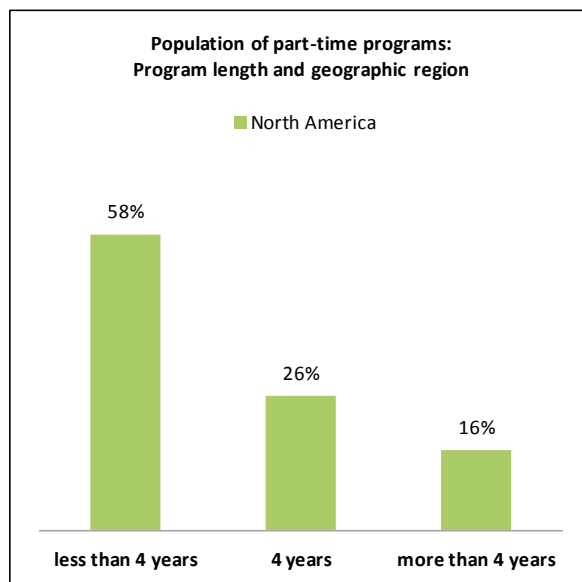
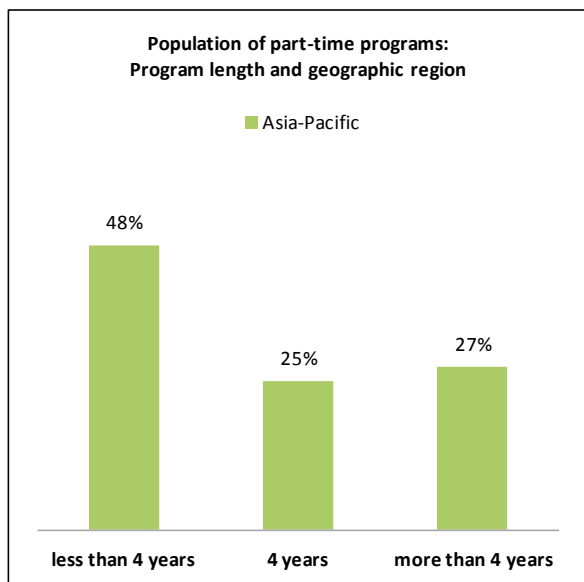
According to the schools' websites, the relative majority of the part-time professional doctorates in management (46 percent) can be studied in less than four years, while 37 percent take a minimum of four years. The minority takes more than four years to complete (17 percent).

These numbers do not reveal the actual length that students need to graduate. Given that students of professional doctorates in management are often working full-time and may face different periods of stress or time available for their studies, the actual study length may vary. We explored this question in greater depth in our sample survey of 46 programs below.



North America and Asia offer the shortest programs

A closer look at the officially communicated program length and the geographic region also suggests: Programs from North America, Asia, and the Pacific region are primarily designed such that they can be studied within less than four years, whereas European programs are primarily designed as four-year programs.



PART 2: SAMPLE SURVEY (46 PART-TIME PROGRAMS)

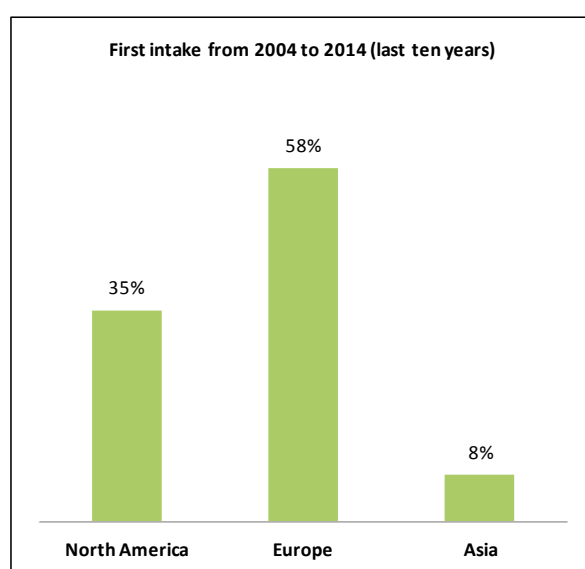
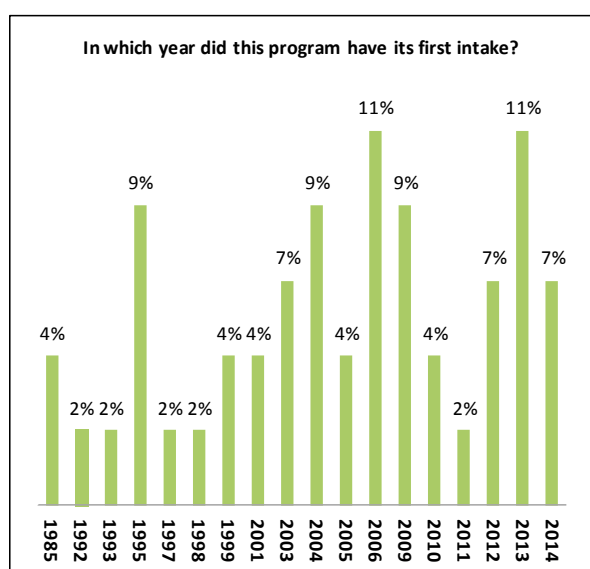
In our sample survey, we explored 46 part-time programs that are offered in 15 countries in Europe, North America, the Caribbean, Africa, Asia and Australia. Our analysis can be categorized into three perspectives: **program characteristics**, **student characteristics**, and **career impact**.

1. Program characteristics

How are professional doctorates in management structured? Which degrees do they grant? How do they qualify students as researchers? The first set of questions in our survey aimed to develop a better understanding of these questions and of what professional doctorates in management are.

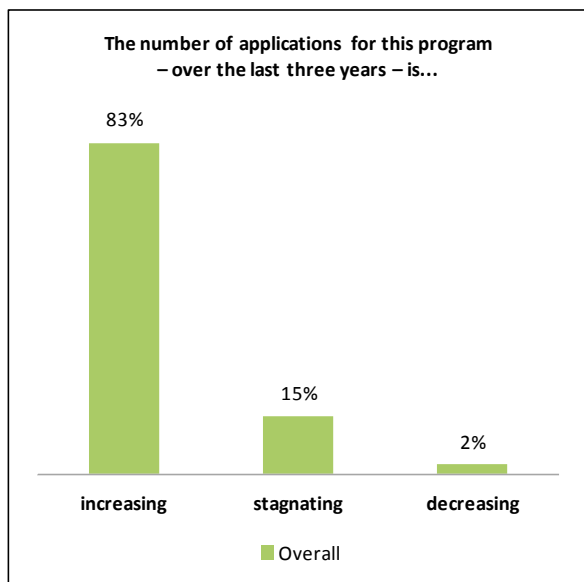
Professional management doctorates: A trend in Europe

The majority of the programs (64 percent) were founded in the last 10 years, one quarter even in the last 3 years. Interestingly, most new programs in the last 10 years come from Europe (58 percent), followed by North America (35 percent). It seems that European universities have discovered professional doctorates in management as a new income source.

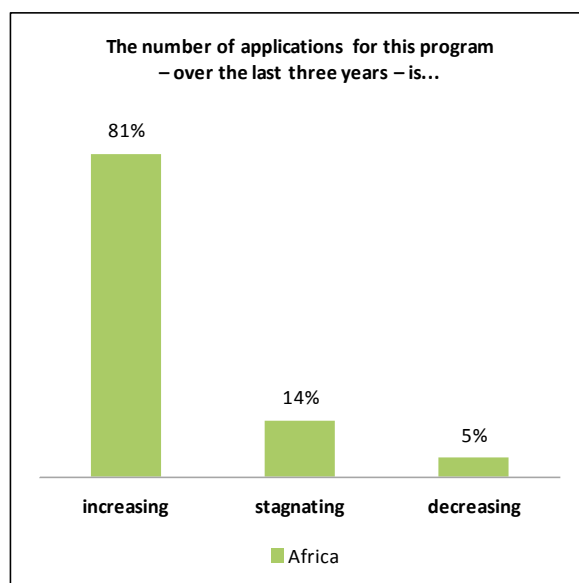
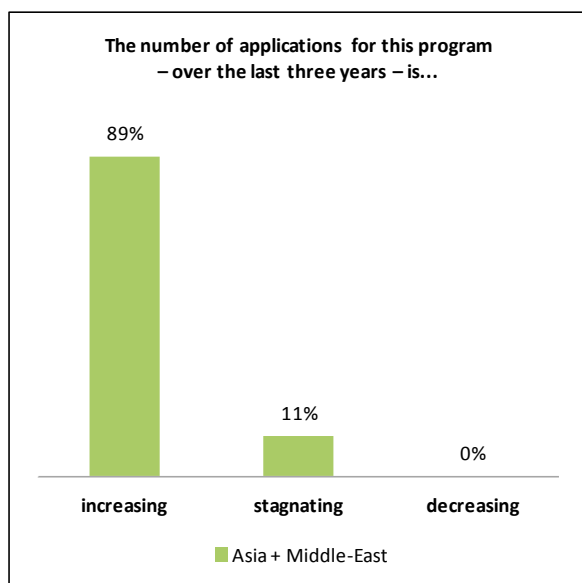


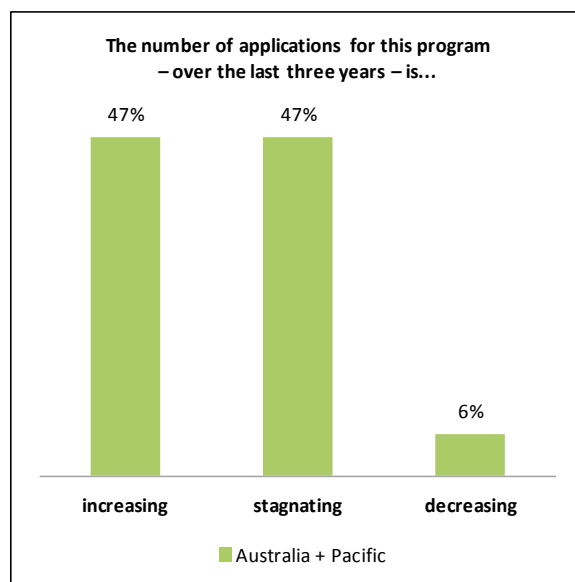
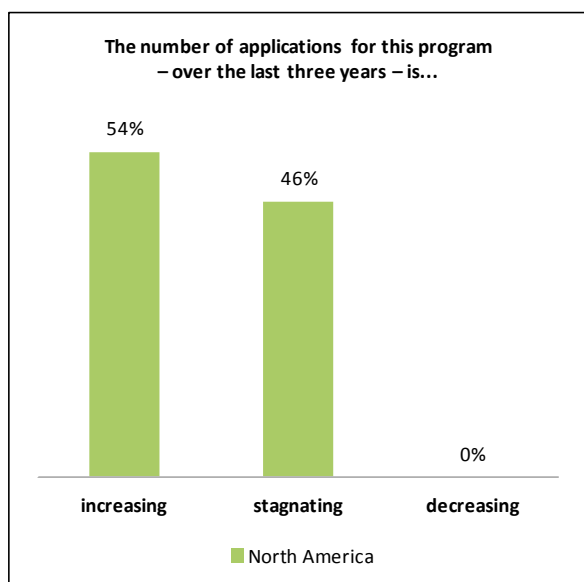
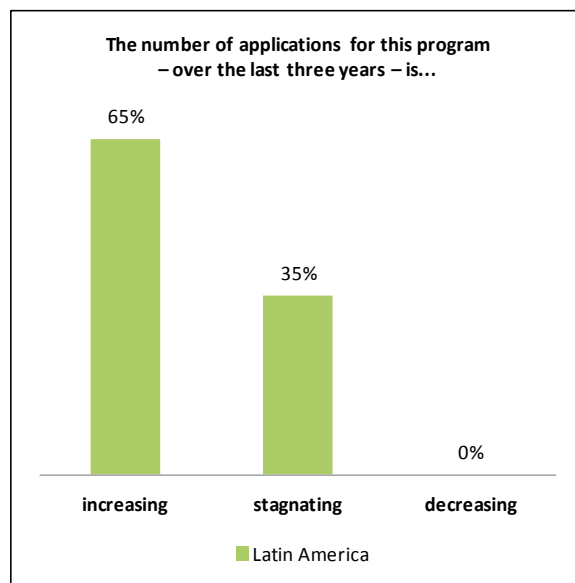
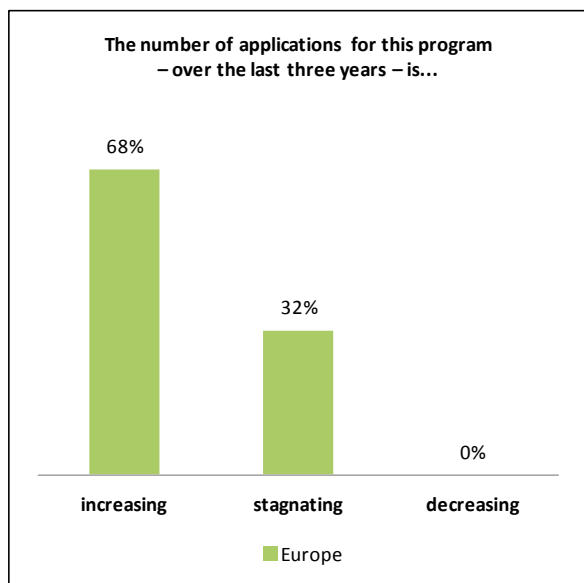
Increasing demand

Offering professional doctorates in management (=the supply side) appears to make sense when looking at the demand side. In fact, 83 percent of the schools reported that the demand for professional doctorates in management is increasing strongly worldwide. Only 15 percent see the demand stagnating and 2 percent report decreasing demand.



Most schools see the strongest increase of demand coming from Asia and the Middle East (89 percent) as well as from Africa (81 percent). Overall, however, the demand is increasing globally. About two thirds of the schools see an increasing demand also stemming from Europe and Latin America. And half of the schools still see increasing demand from North America as well as from Australia and the Pacific region.

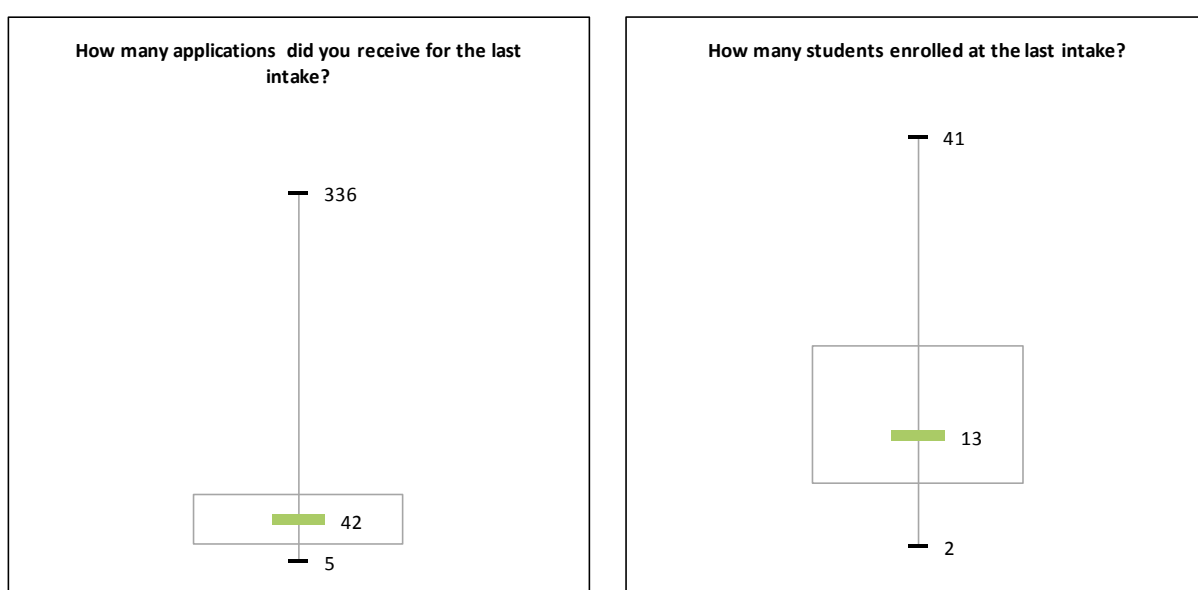




Every third application is successful

On average, schools receive 42 applications for the last intake and 13 of the applicants enrolled. In other words, about every third application is successful. As can be seen in the box plots below and the lower and higher quartiles, half of the schools receive between 20 and 46 applications. The program with the highest number of applications received 336 and the one with the lowest number received five applications. Furthermore, half of the schools experience between 8 and 20 enrolments. The program with the most enrolments had 41 students and the one with the least had 2.

- **In depth analysis:** We did not find a significant correlation between the tuition fees and the number of applications, which is somewhat surprising as higher tuition fees should decrease the number of applications. We did, however, find a significantly **negative** effect of **tuition fees** on the **acceptance rate**. It looks, therefore, as though more expensive programs are also more selective in terms beyond the applicants' pockets. For instance, they may be stricter in the way they assess the applicant's intellectual capability or the feasibility of applied research in the applicant's company than programs with lower fees.

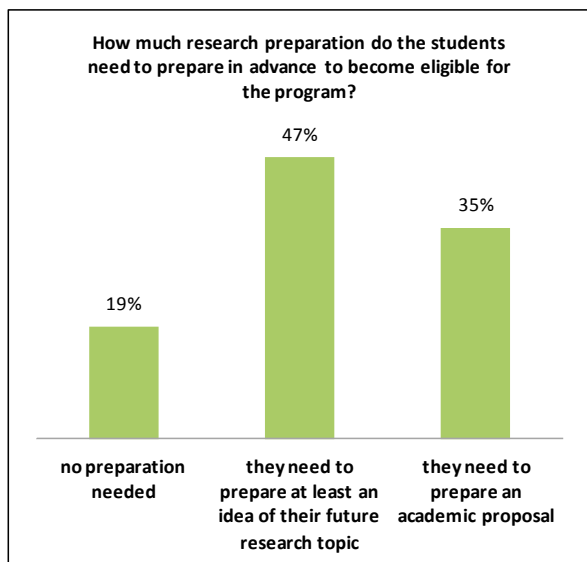


The charts above use **Boxplot visualization technology**.

- The upper and lower ends of the left chart “How many applications...?” show the range of applications that a school has received for its last DBA intake. The program with the lowest number of applications received 5 applications and the program with the highest number received 336 applications.
- The green stripe in the middle indicates the average number of applications. On average, the programs received 42 applications for their last intake.
- Finally, the box indicates the second and third quartile (from 25 to 75 percent) of the programs. Half of the programs in our sample received between 20 (lower end of the box) and 46 applications (upper end of the box).

Entry requirements: research preparation and work experience

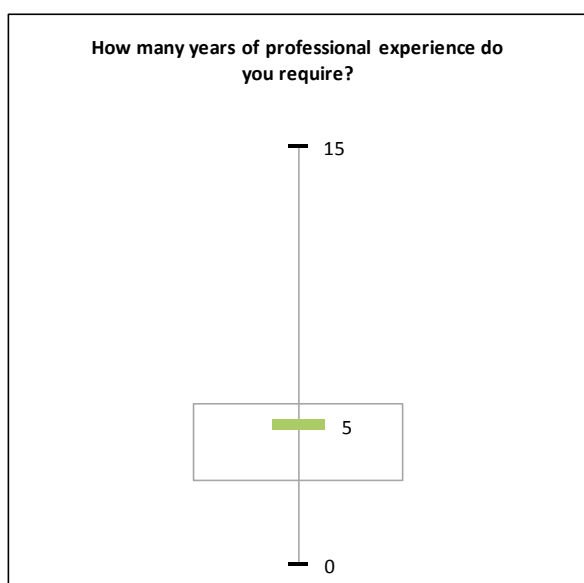
In a separate set of questions, we asked for the entry requirements – those criteria that applicants need to demonstrate when applying to become eligible. A key distinction, in this context, was whether a school requires some research preparation before the program or whether the students have time to prepare this after the program has started. In fact, most programs (81 percent) require at least some idea of their research topic and one third even requires an academic proposal.



A second question referred to the “professional” within “professional doctorates in management”. On average, the schools require a minimum of 5 years of work experience to become eligible for the doctorate. One school requires 15 years of professional experience. As can be seen by the quartiles, half of the schools require here 3 to 6 years of work experience.

- **In depth analysis:** Programs that require more work experience charge **higher tuition fees**, attract **older students**, who are often **senior managers** and primarily **male**. Often, such programs have an **international accreditation** (AACSB, EQUIS, or AMBA).

International accredited programs, hence, appear to be more selective in terms of the professional experience of their students. This may be because such programs charge higher fees and, hence, attract more wealthy students such as senior managers who simply have lots of professional experience.

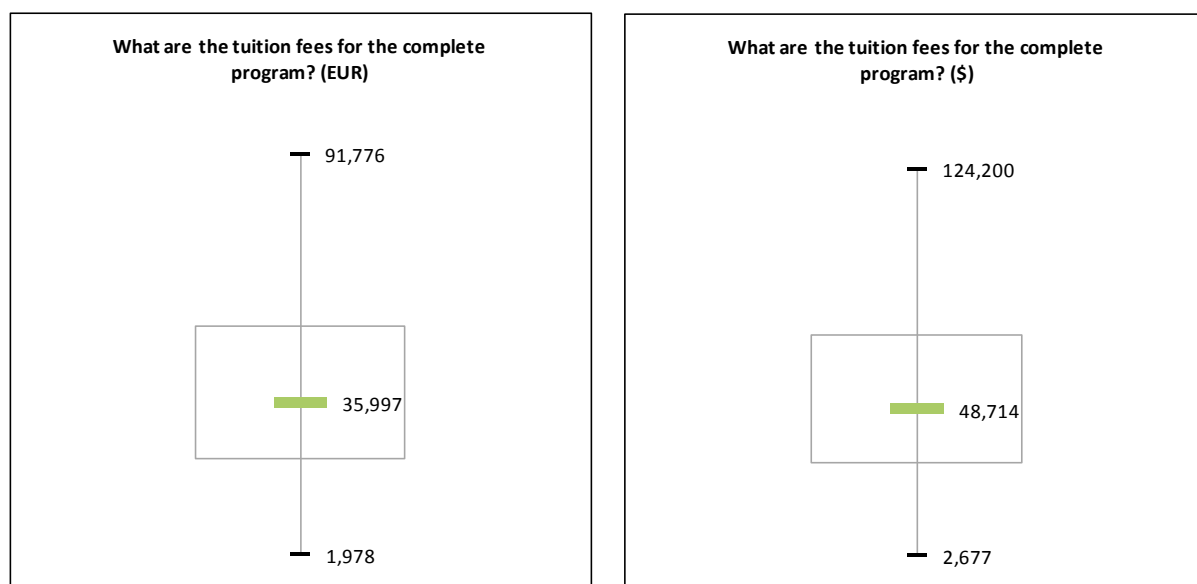


Seven schools do not explicitly expect work experience, which creates doubt as to the “professional” approach of these programs. A closer look – for example, at the website description, the actual work experience of the students, or through direct communication with the program managers – mitigated these doubts, however.

Tuition fees: on average EUR 36,000 (USD 49,000)

Another differentiator among programs is the size of the tuition fees. In contrast to most PhD programs, professional doctorates in management such as the DBA are less a cost driver but a source of revenues. On average, professional doctorates in management charge a total of EUR 36,000 (USD 49,000) tuition fees for the full program. The most expensive program charges EUR 92,000 (USD 124,000) and the one with the lowest price charged EUR 2,000 (USD 2,700). As can be seen by the black boxes below, about half of the schools charge between EUR 23,000 (USD 31,000) and EUR 53,000 (USD 72,000).

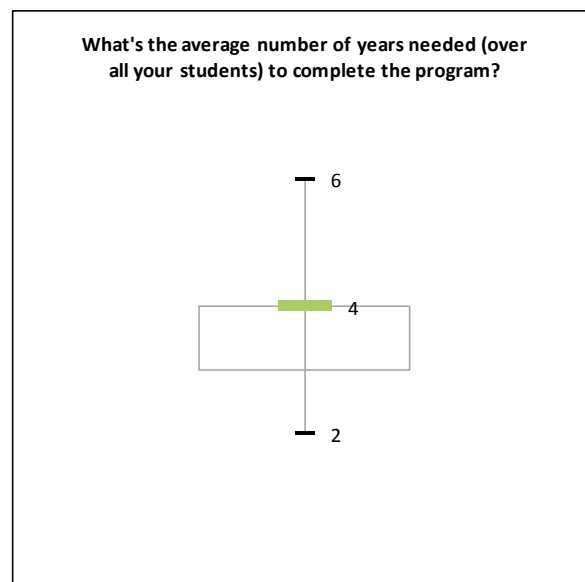
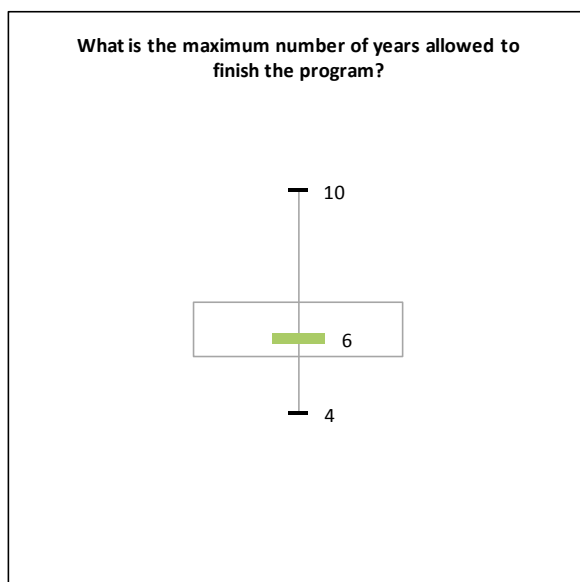
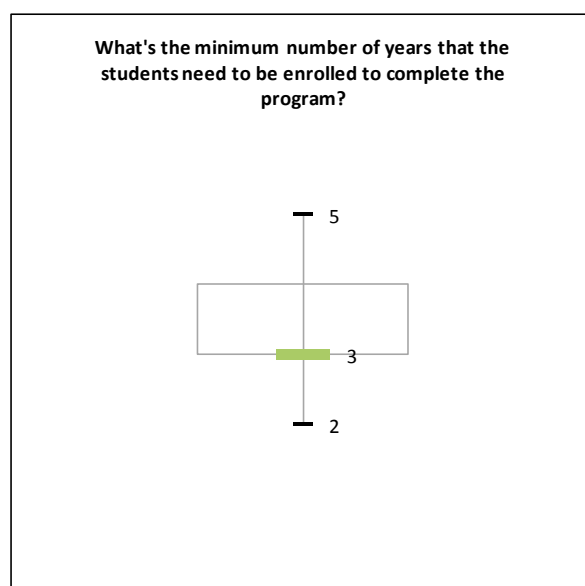
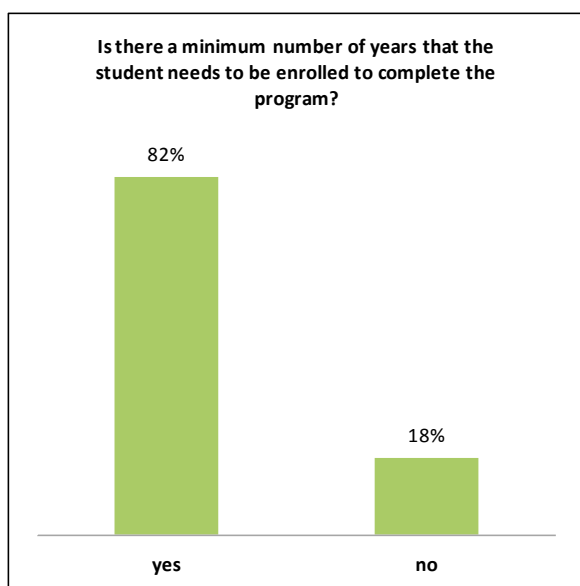
- **In-depth analysis:** We found that students in more expensive programs are **older**, primarily **male**, and often **senior managers**, than the students in less expensive programs. Clearly, this clientele has more financial resources to pay for the fees. Moreover, programs at **internationally accredited schools** (AACSB, EQUIS, AMBA) have higher tuition fees on average. It seems that these schools are able to market their programs better as quality programs – due to the accreditation- and therefore charge higher prices.



Program length: on average four years

Most programs (82 percent) require a minimum number of years that students need to be enrolled before they are allowed to graduate and a maximum number that they must not exceed. The minimum number is three years on average while the maximum number is six years. In reality, students graduate in four years on average.

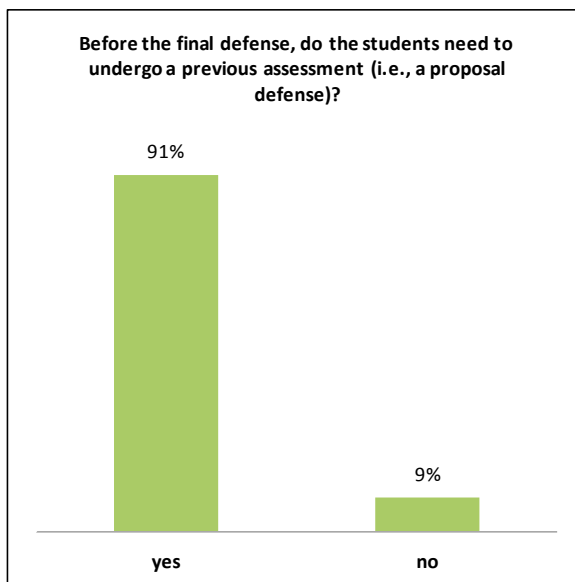
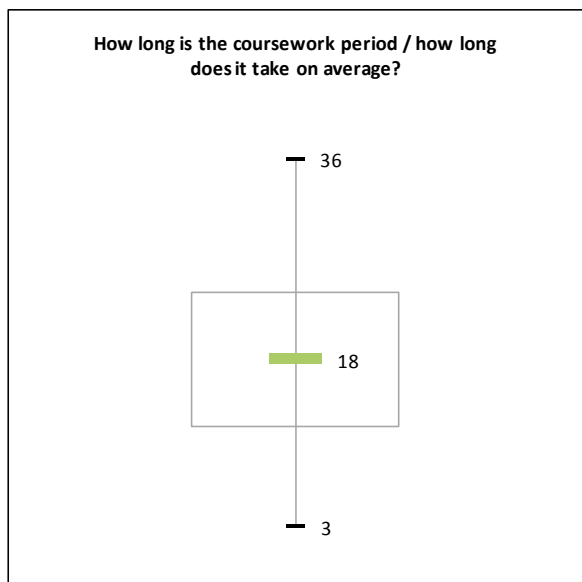
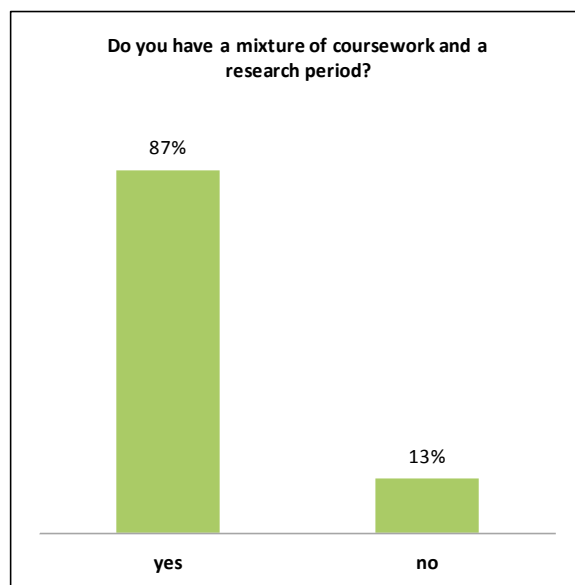
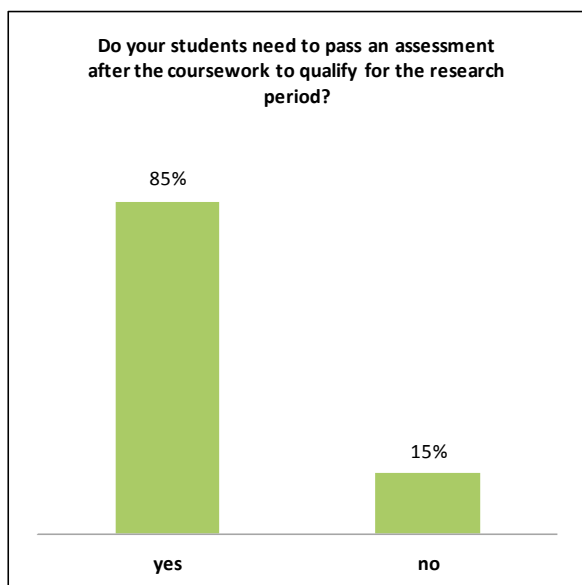
- In depth analysis:** We found that students in **internationally accredited programs** need longer to graduate. A reason may be that these programs are more demanding. An alternative explanation may be, however, that students in internationally accredited programs have less time for their studies – a hypothesis that is strengthened by the fact that such programs attract more senior managers and students in full-time work positions, whereas programs with other than AACSB, EQUIS, or AMBA accreditation attract more students in part-time positions.



Structure: mixture of coursework and research period

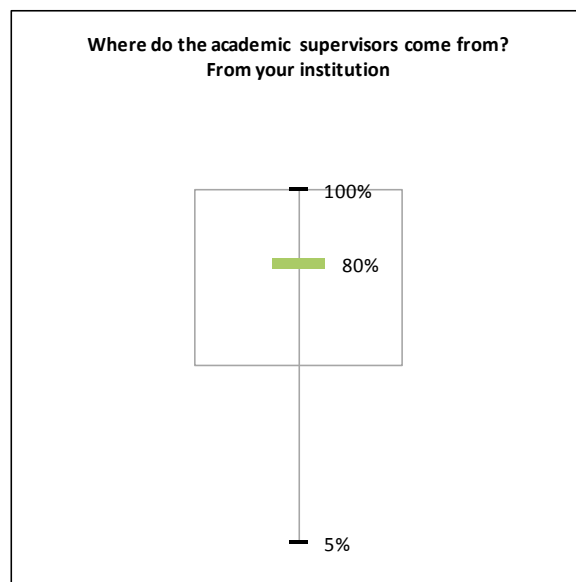
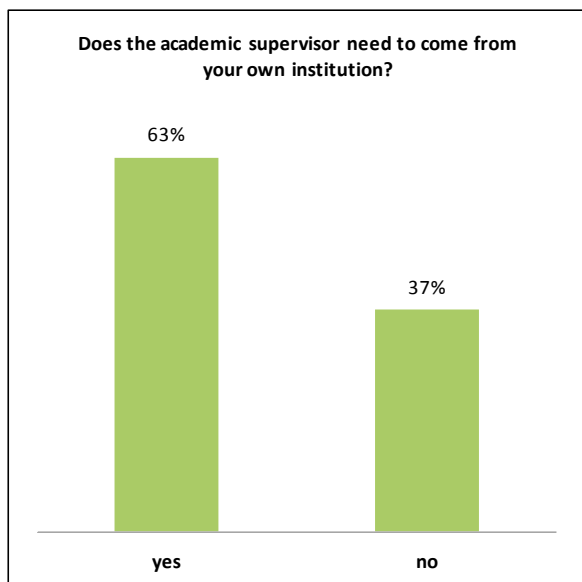
Most professional doctorates in management (87 percent) have a mixture of coursework and a research period. The coursework period provides the tools of doing research – for instance, seminars on methods, theories, and how to develop a research question – while the research period is for identifying the dissertation topic, collecting and analyzing data, and eventually writing the dissertation. On average, this coursework period takes 18 months – the longest takes 3 years.

Furthermore, most programs require that their students pass an assessment – for instance, exams – before they are allowed to qualify for the research period. Finally, most programs require their students to pass a final assessment such as a proposal defense before they can graduate.



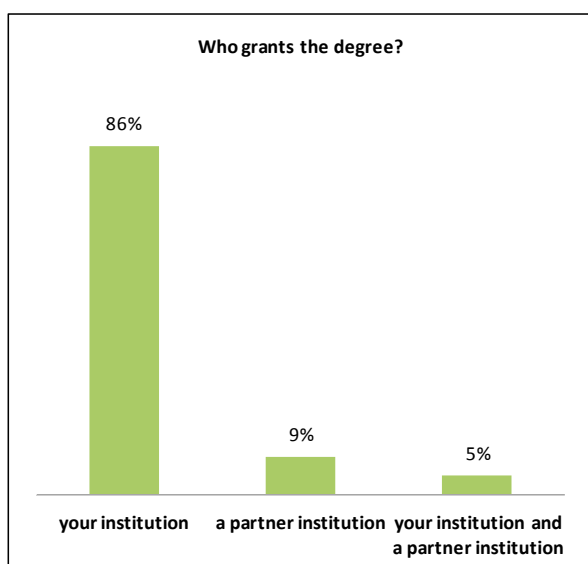
Academic supervisor: mostly from the home institution

Two out of three programs require that the academic supervisor needs to come from the institution that grants the research degree – as opposed to someone from another institution (e.g., a partner school). In reality, in 80 percent of the programs, the academic supervisor actually does come from the respective alma mater.



Degree: mostly granted from the institution itself

In most cases (86 percent) the institution itself grants the degree. 14 percent of the schools, however, offer the doctorate while the actual degree is granted by another institution, which may be located in another country.



Accreditation: half of the schools with AACSB, EQUIS, or AMBA

Accreditations are a form of due diligence provided by external agencies. If proliferated and recognized internationally, these certificates can contribute to the standardization of education quality globally. Even though accreditations are costly, business schools have long since realized their marketing potential and communicate their accreditations as quality signals to stakeholders.

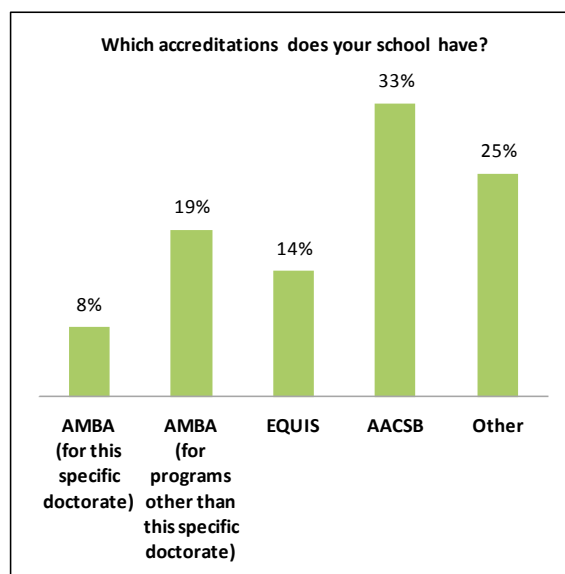
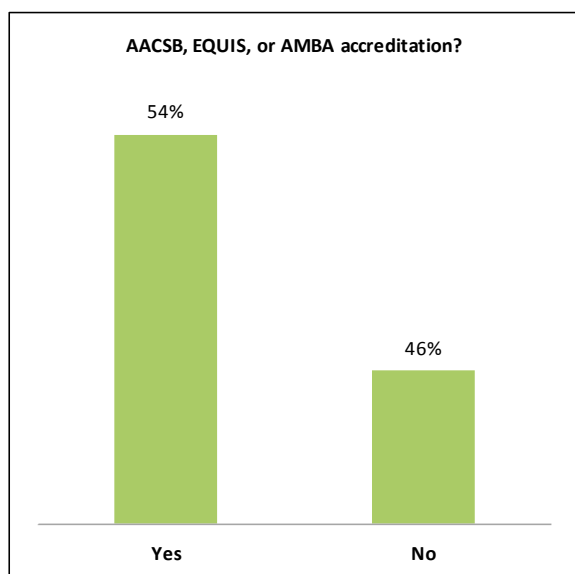
Three accreditation agencies, in particular, have managed to gain international recognition with respect to management education. The US-based AACSB and the Europe-based EFMD (EQUIS) grant their accreditation certificates to business schools as a whole including all programs. This means that a professional doctorate in management is automatically accredited if the institution that grants the degree holds the AACSB or EQUIS certificate.

By contrast, the UK-based AMBA grants its certificate to schools only after assessing programs individually. At minimum, the AMBA certificate is only granted if a school's MBA and EMBA programs passed the evaluation. On top of that, however, schools can also ask AMBA to accredit other programs – for instance, professional doctorates in management. As a consequence, the AMBA certificate on a school's website does not necessarily mean that a school's professional doctorate in management has been accredited by AMBA because the schools may receive this certificate only with respect to its MBA and EMBA programs. To see whether a business school's professional doctorate has also been accredited by AMBA can be seen on the AMBA website, however.

About half of the schools (54 percent) in our survey have an AACSB, EQUIS, or AMBA accreditation. 8 percent even have the AMBA accreditation for the respective professional doctorate in management.

- **In depth analysis:** We found that students in internationally accredited programs tend to be **senior managers**, primarily **male**, **older** and with more **professional experience**. Furthermore, these programs are more **expensive** and more **selective**. It seems, hence, that internationally accredited programs are able to market their accreditation such that they are perceived as higher quality programs, which allows them to charge a higher price. As a consequence, these programs attract more wealthy people such as senior managers.

Internationally accredited programs also appear to be **more selective on criteria other** than the financial wealth of their students, however. In fact, their acceptance rate is significantly lower than among other programs, and it seems likely that these programs prefer students, for example, with strong intellectual capabilities or promising research data from their employers.

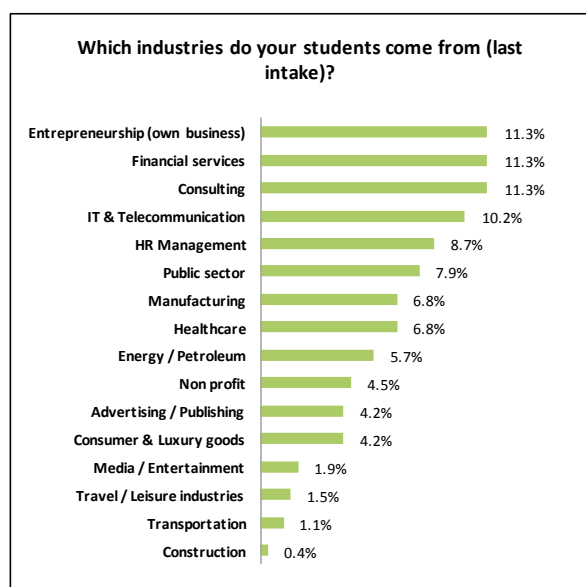


2. Student characteristics

A second part of the survey concentrated on qualities and characteristic of the actual doctoral students within DBA programs or other forms of professional doctorates in management.

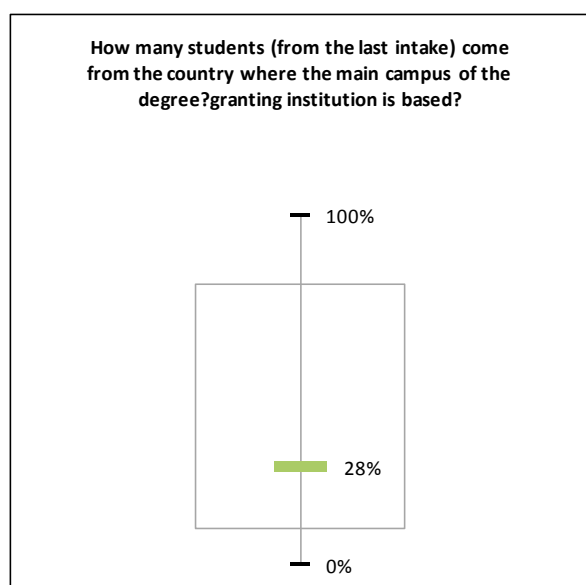
Industry background: all kinds of industry

Overall, professional doctorate students in management come from a vast variety of industries. Entrepreneurs as well as consultants and employees in the financial service industry are at the top but professionals from the IT & telecommunication sector and HR managers follow closely behind.

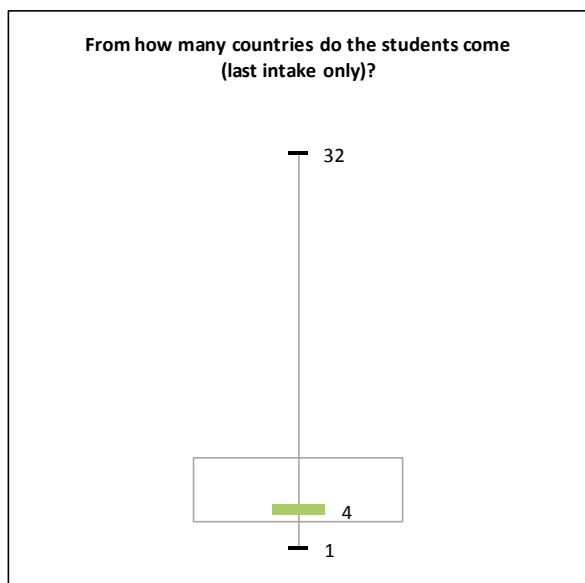


Internationality

On average, only 28 percent of the students come from the same country where the campus is based. In most cases, the students come from abroad. The student cohort of professional doctorates in management, hence, seems to be quite international on average.



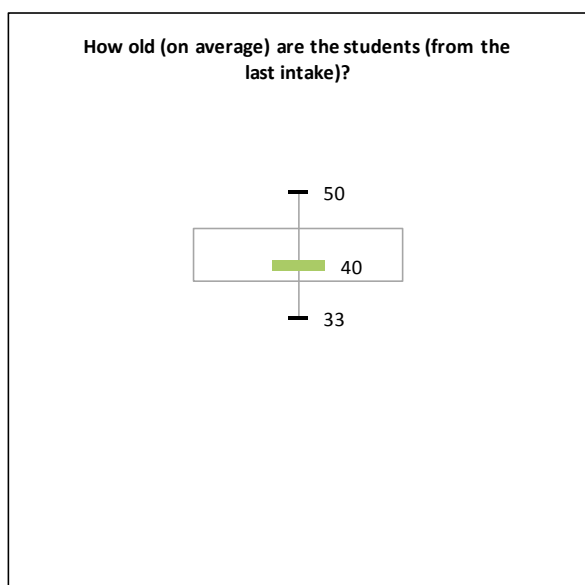
On average, the students come from 4 different countries.



Age

On average, the professional doctorate students are 40 years old.

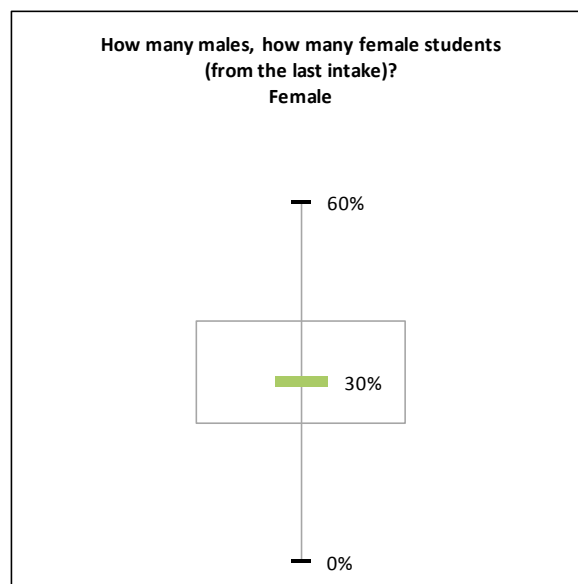
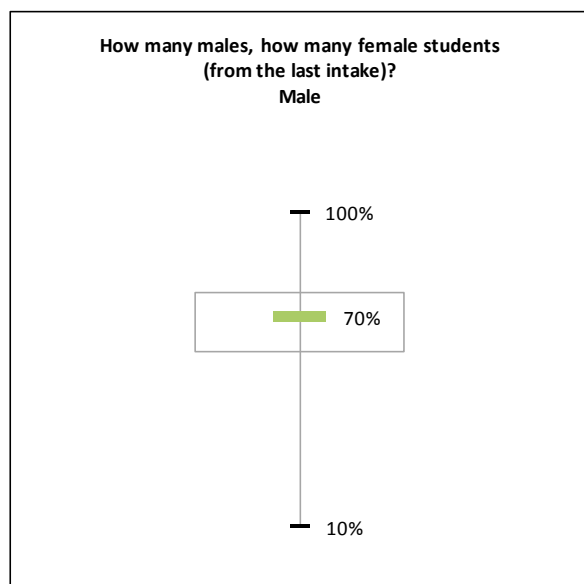
- **In-depth analysis:** We found that older students tend to be in **internationally accredited** and more **expensive programs**, are primarily **male**, have more **work experience**, and are often **senior managers**.



Gender

70 percent are male, 30 percent are female on average. However, there are programs with only male students and other programs with 60 percent female students.

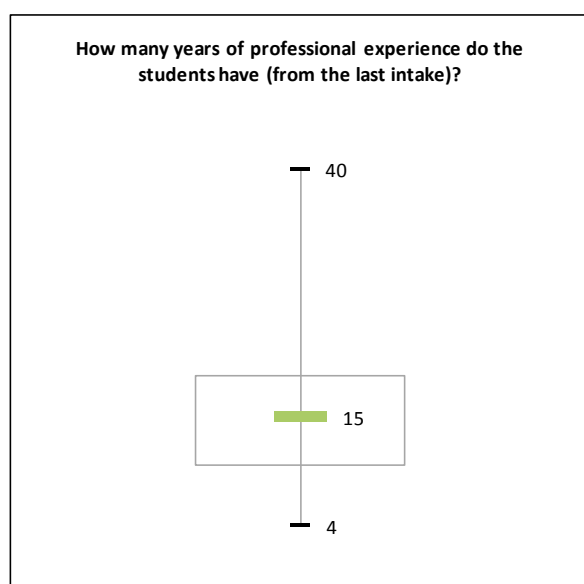
- **In-depth analysis:** We found that female students are less likely to have **full-time positions** in their jobs and prefer **less selective programs**. Vice versa, male students tend to have full-time positions and to prefer more selective programs.



Professional experience: 15 years on average

On average, they have 15 years of professional experience, some even 40 years. The program with the least work experience had students with 4 years on average.

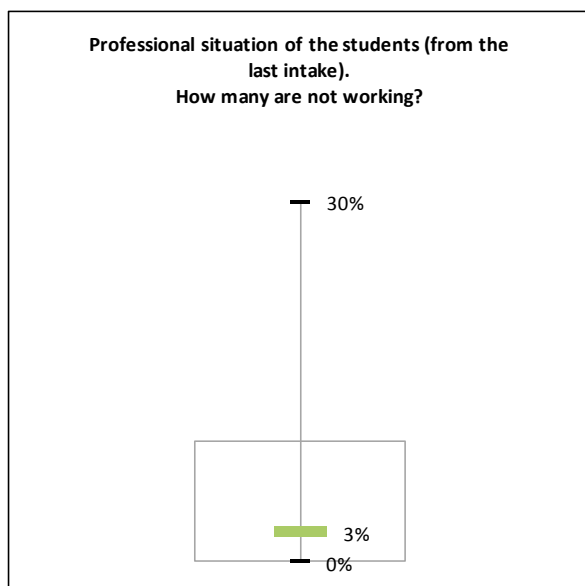
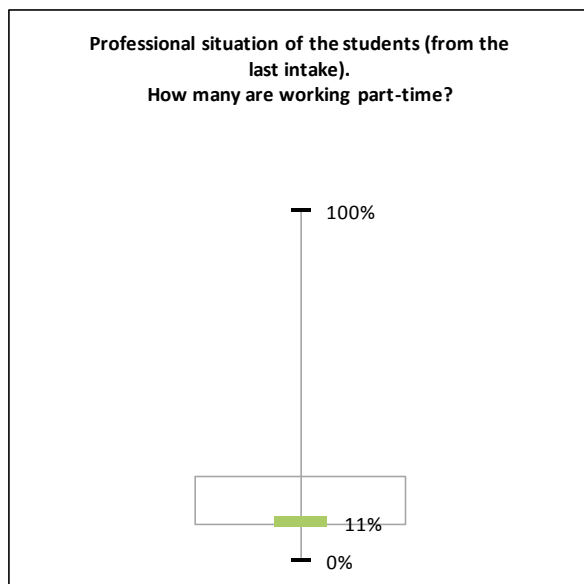
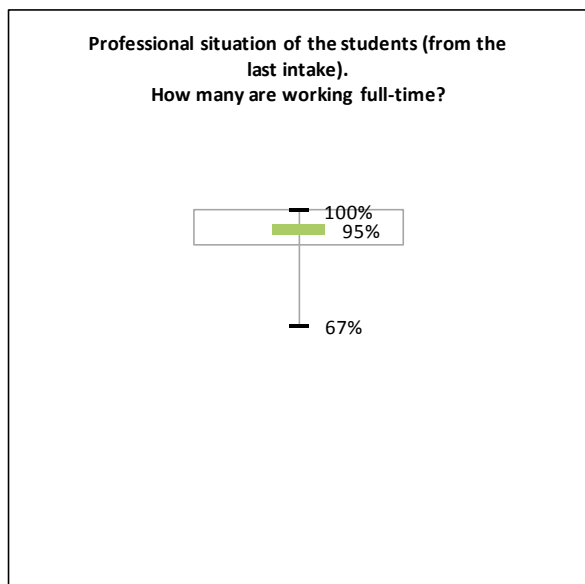
- **In-depth analysis:** Students with more professional experience tend to be **male, older**, and **senior managers**. Moreover, programs with an **international accreditation** attract such students more than programs without such an accreditation – most likely, because these programs are more expensive.



Studying alongside a full-time job

Most students (95 percent) do their professional doctorate in management alongside a full-time position. Only about 11 percent work part-time and only a minority does not work at all and just studies the doctoral degree.

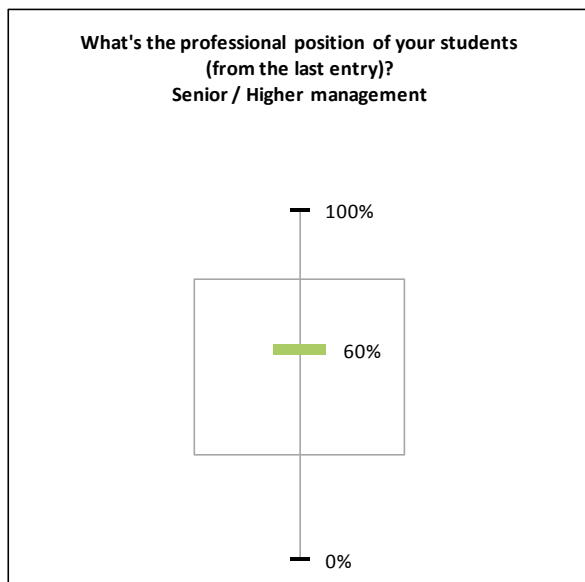
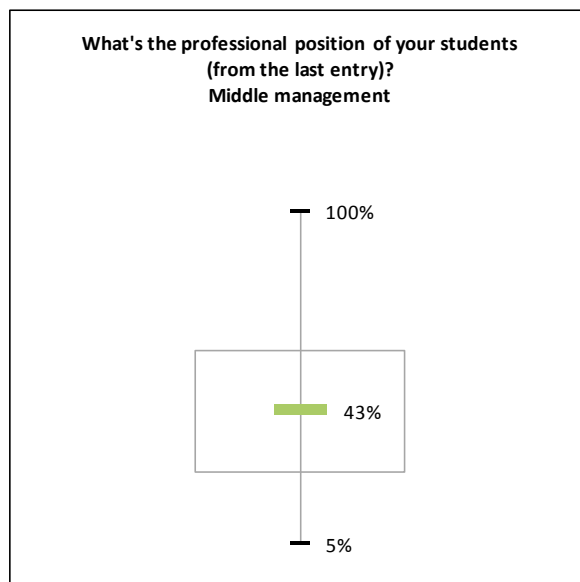
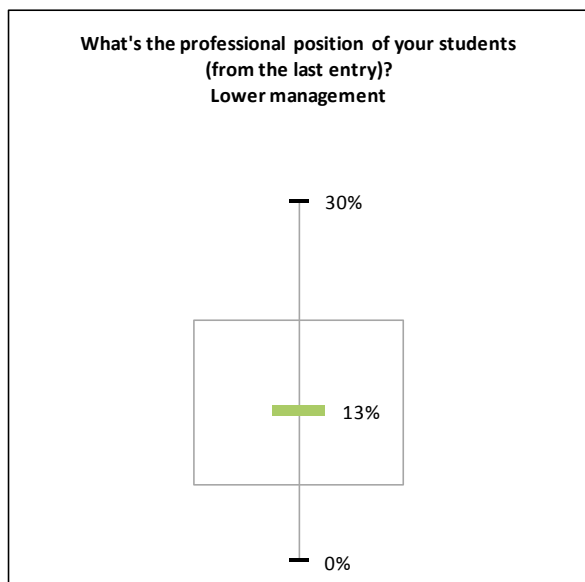
- **In-depth analysis:** Students with a full-time work position tend to be male rather than female.



Job position

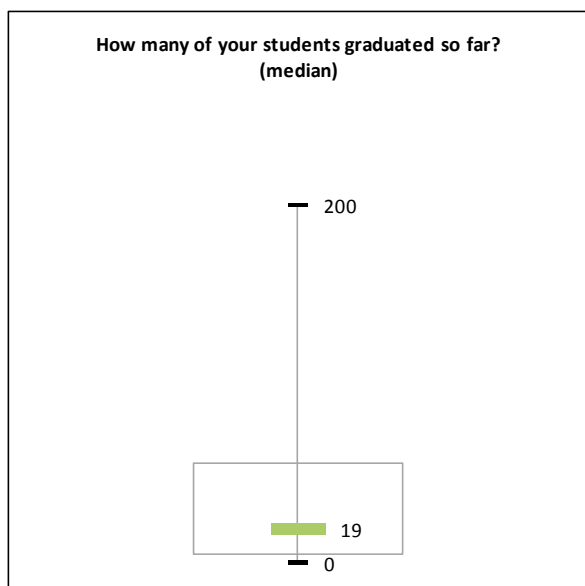
Most students come from senior or higher management positions (60 percent), 43 percent come from middle management positions, and only 13 percent come from lower management positions.

- **In-depth analysis:** Students with higher management positions prefer more **expensive** and **internationally accredited programs**. These students also have more **professional experience**.



How many students graduated so far?

Depending on the age of a program, programs differ by the number of students who in fact graduated. On average (mean), **42 students graduated so far**. The median is 19 students.

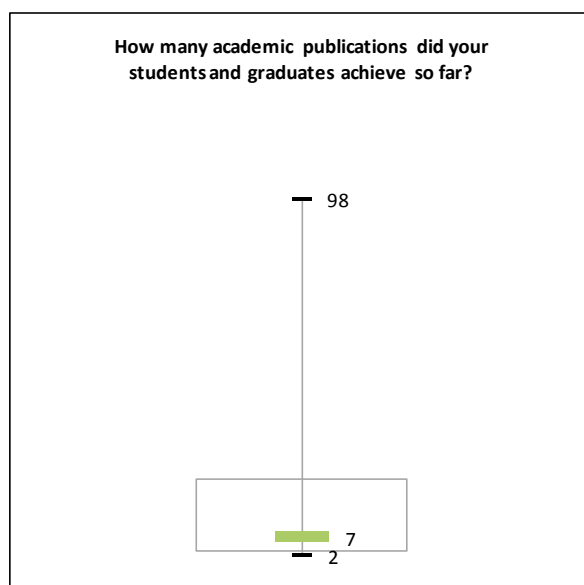
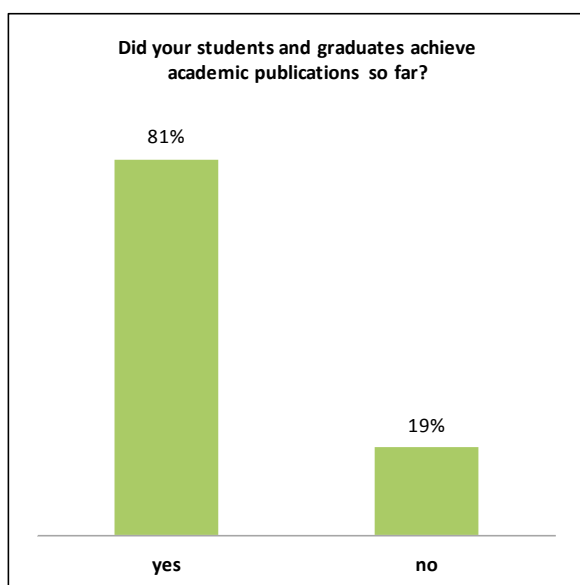


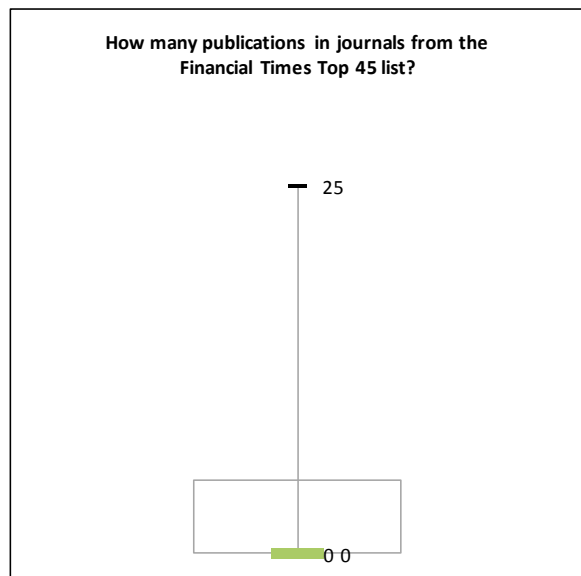
3. Career characteristics and outcomes

In a final set of questions, we asked for outcomes of professional doctorates in management or even career effects.

Publications

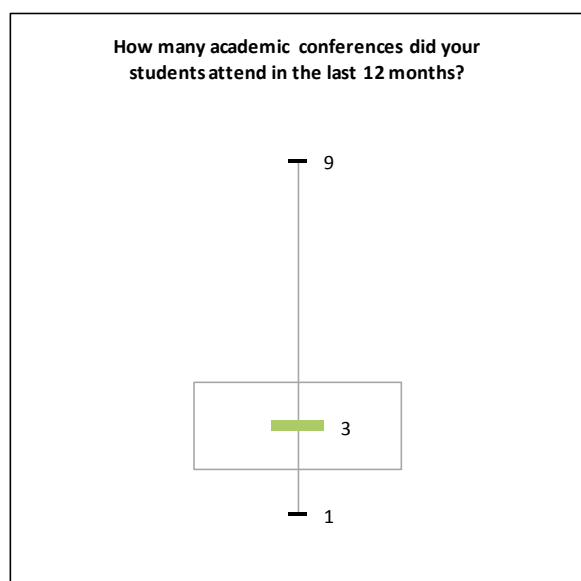
81 percent of the graduates achieved academic publications – on average seven. Looking more closely at the quality of these publications, however, we do not see many publications from the Financial Times Top 45 list of academic papers.





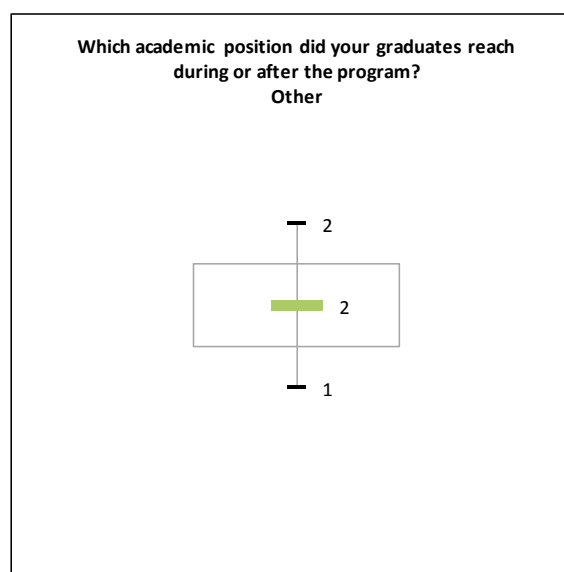
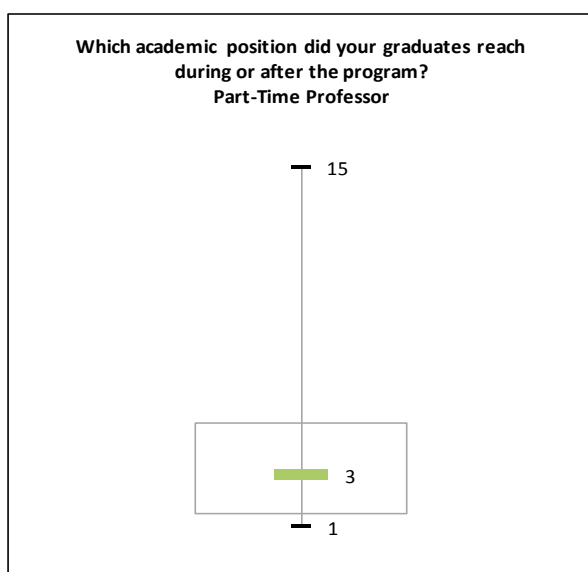
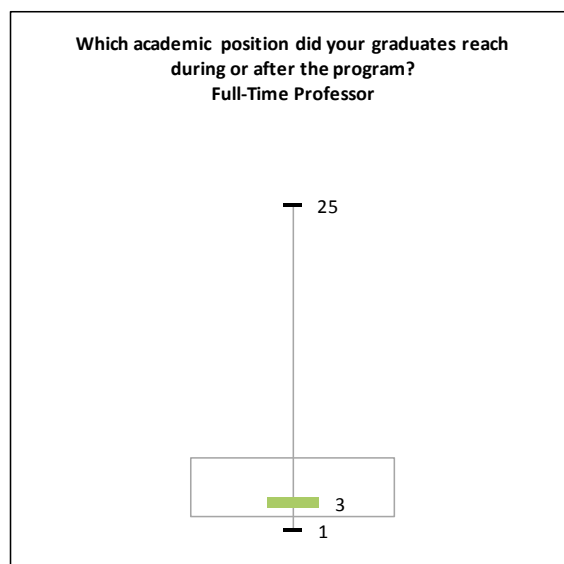
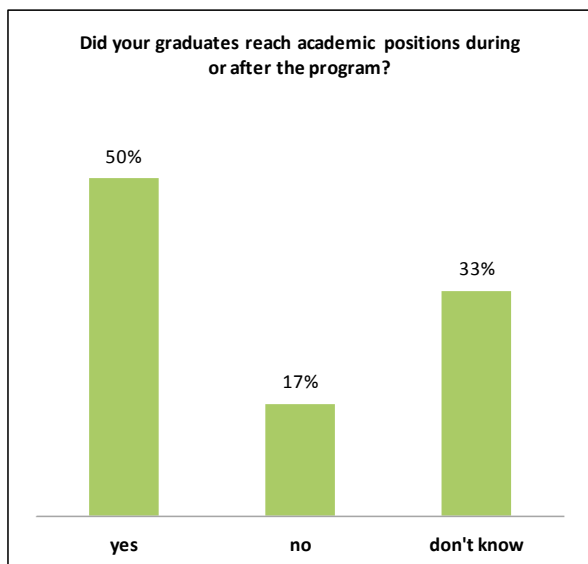
Conferences

Professional doctorate students in management do not attend many academic conferences.



Academic positions

36 out of 46 schools provided an answer when we asked: Did your graduates reach academic positions during or after the program? 18 schools (=50 percent) answered yes. 6 schools reported that they have graduates who achieved full-time professorship positions. 5 out of these 6 schools plus 6 other schools reported that their graduates achieved part-time professorship positions.



More information on the career impact of the doctorate

In a final question, we asked whether the participating schools had other information on the impact that the professional doctorates had on their students' career. We kept this question open so that the schools could determine by themselves what they actually perceive as career impact.

For some schools, the primary goal of their doctorates is the **intellectual challenge**:

- "The program is an intellectual challenge, not salary question."
- "The aim of a DBA is not just career development, but developing more critical and reflective thinking, stronger leadership skills, and becoming a specialist in a special area."
- "Don't do a doctorate just to get the Dr. in front of your name. Have a passion!"
- "We don't track salary information as that is not how we determine our success."

Most emphasized **career shifts** and **promotion** as career impacts

- "Usually higher positions and/or set up own business"
- "Almost all of them moved to more senior positions after completing their degrees."
- "Promotion within their companies, new employers"
- "Higher salary, promotion, consulting"
- "A lot of the people have changed the job (together with higher salary)."
- "40 percent go into academia, 30 promoted to senior level positions in government and industry, 30 private consulting; most of them teach adjunct if they are working full-time somewhere else"
- "Many changed position. We have two board members (including the General Manager) of China Telecom as graduates of our DBA, for example."
- "New employer, higher salary, started a business, got a work permit to expatriate."
- "Many of our students have received promotions or the qualification has facilitated a career shift."

Some also mentioned **academic appointments**

- "Three Canadian professors have been appointed as Deans. German alumni have expanded their consultancies."
- "Close to 60 percent of the graduates are teaching full-time or part-time. About 20 alumni are in tenure track positions or have achieved tenure."
- "A number of our graduates, however, successfully made a transition into a career in academia."

ABOUT THE GLOBAL DBA SURVEY 2014

The *Global DBA Survey 2014* was designed and conducted by Thomas Graf (DBA Compass).

The population survey (Part 1) was conducted from 2012 to 2014 and includes key program features such as program length and academic requirements. This information on professional doctorates in management worldwide is updated regularly and accessible at www.dba-compass.com.

The sample survey (Part 2) was conducted using an online questionnaire from October 2013 to January 2014.



ABOUT THE DBA COMPASS

The DBA Compass (www.dba-compass.com) is a website launched in November 2012 by Thomas Graf.

This website provides a database with professional doctorates in management worldwide. In addition, the platform provides background information on such doctorates, for example on the difference between the PhD and the DBA, testimonials from former DBA students, information on important events and deadlines as well as a forum.

Related websites are the Master in Management Compass (www.mim-compass.com) and the Master of Business Administration Compass (www.mba-compass.com).

ABOUT THE AUTHOR

Thomas Graf founded the Master in Management Compass in 2010 and the MBA Compass and DBA Compass in 2012. He has a Master of Arts in History and in German Literature from the University of Constance (Germany) as well as an Executive MBA from IE Business School (Madrid).

He worked for McKinsey & Company to launch the German career network e-fellows.net and then for e-fellows.net in different functions, first as Online Editor, then as Business Development Manager and Product Manager, and finally as Head of Marketing and Talent Management.

Thomas Graf has been writing about management education for more than 10 years. He developed several points of contacts for business schools and potential future students – for example the annual e-fellows.net MBA Day – holds information sessions on MBA programs and advises students on finding the right business Master through the Master in Management Compass platform.

Thomas Graf is currently enrolled in a PhD program at IE Business School (Madrid, Spain) and is working on his dissertation on strategic management.

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