

**Read a Thousand Books, Travel a Thousand Miles:
Measuring the Impact of Executive Education on Chinese Managers**

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Revised

Declaration

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

[Note: The use of any third-party proof-reading or editing must be acknowledged in a written statement accompanying the work on submission.]

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Abstract

Does Executive Education have an impact?

The focus of this research is to explore and identify the impact of executive education programs on Chinese managers. There is extensive research on the impact of obtaining an MBA or EMBA on graduates in a Western context yet relatively few such studies in a Chinese context. While many studies focus on the return on training for employees using data on wages, this research focuses on the characteristics of the individual and competency development after undertaking executive education programs. The effectiveness of the executive education programs that will be considered include both custom executive programs and executive MBA programs. This study addresses this by seeking to understand how Executive Education input factors influence post-program outcomes; how Executive Education impacts job promotion, compensation and networking; how Executive Education impacts personal and professional competency development; and how these measures and outcomes may differ between participants, open enrolment and custom programs.

Two leading business schools in China and one multinational corporation volunteered to participate in the research. This study followed a mixed methods approach utilizing both a custom survey instrument which measured competencies and relationships gained through an Executive Education program, as well as extrinsic outcomes achieved by the graduates. The contribution therefore of my proposed research is to both fill the void in measuring the impact of executive education in a Chinese context, using both qualitative and quantitative methodologies. Findings revealed the executive education programs, both custom and EMBA programs, did enhance the competencies, relationships and extrinsic/intrinsic outcomes of graduates. There were some differences by gender and age group. Along with these findings, there was a recognition of Chinese culture, particularly through the lens of business management, leadership and learning.

Key words: Executive education, Executive MBA, career competency, training impact, Chinese managers, career development, Chinese culture, management education

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Chapter 1 Introduction

1.1 Introduction

This study explores the impact of Executive Education programs on the careers and competencies of Chinese managers. It contributes to both management theory and practice in the context of China, providing valuable insights for business education and corporate professional development programs.

1.2 Background

Significant investments are made on employee executive development in order to develop managerial and leadership competencies to enhance organizational competitiveness (Ho, 2016). There are many driving factors for these investments. One of the key drivers is the emergence of the global economy that has created the necessity for firms to adapt and compete in the global market to be effective and sustainable (Kim and Ployhart 2014; Salas et al, 2012). This is particularly obvious in China where a rapid increase in Executive Education programs are evident over the last decade (Lee, Cheung and Chen, 2005; Gao et al., 2010). The emerging educational market is highly correlated with the rapid rise of the Chinese economy. Leadership and management education is viewed as a catalyst for the development of cross-cultural business by multinationals and state-owned enterprises.

The Chinese economy has experienced exponential growth over the last three decades. Recent data from the IMF World Economic Outlook (2017) positions China as the largest economy in terms of purchasing power parity; but there are challenges that must be addressed if China is to continue its above-average economic growth going forward. In recent years, the media has expressed less assurance of continued economic growth, and an economic slowdown is increasingly the sentiment among many Chinese business executives. Well reported increases in labor and other production costs, together with the rising Chinese currency have eaten away at China's competitiveness. It is becoming increasingly difficult for Chinese companies to be successful based solely on costs. So how is China going to maintain its global competitiveness? There are several fundamental changes that will be required. First, there needs to be enhanced protection for intellectual property. Second, there needs to be an improvement in the allocation of capital to small and medium sized enterprises. Third, there needs to be strategies to develop and

retain creative, high-end technical and business talent.

While having an abundance of human capital, Warner (2011) recognizes that a key obstacle to the continued economic growth of China is its shortfall in trained managers, McKinsey (2005) reports that the lack of knowledge and skills will inhibit the ability of Chinese companies to remain competitive in the global economy. OECD (2015) suggests that the managerial skills of Chinese leaders need to be better aligned with market demand, particularly with a focus on innovation and creativity that is now a key goal in China's 2015-2020 strategic plan.

China, as a rapidly developing entity, retains a vast internal market, cost-effective labor force, and promising economic prospects which attract multinational corporations from across the globe to enter its market to benefit from the rapidly growing economy (Wu and Yao, 2011). In the past three decades, more and more multinational companies entered the China market. Some of them set up major branches or regional head offices in China. An increasing number of senior managers and executives of global corporations have emerged in China (Chan, et al., 2013). In the meantime, many domestic companies in China were interested in expanding their businesses globally. In fact, many State-Owned Enterprises (SOEs) like ICBC, SINOPEC, and private companies like Huawei and Lenovo opened branches or are otherwise doing business in many foreign countries and territories. Based on these developments, an increased demand for educating managers and leading executives of foreign and domestic corporations has emerged, leading to the development of a high growth management education sector in China (Chen, et al. 2013).

It is this emergence of management education in China that is the focus of my research. In the past several decades, China's competitive advantage has been based on the use of unskilled labor. As costs in China increase, particularly labor costs and the exchange rate, Chinese business and government strategies must focus on increasingly higher value-added activities. Among other factors, this will require higher skilled labor. Too often those most talented students and professionals leave China to study or work. China's continued success going forward will require more successful training programs for its adults and executives who remain in China.

In terms of motivation, as a practitioner and facilitator of Executive Education programs for large

organizations, both in China and North America, it is imperative for me to develop not only a better understanding of the literature on executive training and its impact on both the individual and the organization but, as well, the critical importance of Executive Education in relation to China's development. By establishing a stance as both a researcher and practitioner in this subject, it will not only position me to better serve these organizations through program choice, design and delivery but will allow me to add to the growing research field with insights from successful and current open enrolment and custom Executive Education programs.

1.3 The research focus

The intent of this mixed methods study is to contribute new insights and perspectives to both the research and practice of Executive Education in the context of China.

This study uses a mixed methods design to investigate and explore these research questions. The research is based on the work of key researchers in this field (Baruch and Peiperl, 2000, Simpson et al., 2005, Chen and Doherty, 2012; Hilgert, 1995; LI-Hua and Lu, 2014, McNulty et al., 2012; Yan and Mak, 2010), that support the role of Executive Education, management development and competency development as well as the significance of the Chinese context. Social capital /social identity theory (Turner, 1999), human capital theory (Tan 2014), social cognitive theory (Bandura, 1997) and competency theories (Baruch and Peiperl, 2000; Boyatzis, 1982; Ruas, 2005) provide the theoretical frameworks for this study. The quantitative study used a survey instrument, designed for this work, that examined many elements of Executive Education, including pre-Executive Education attributes, business and professional competencies, networks gained in the program and career achievement post program. The qualitative study employed a semi-structured interview protocol to further explore the perspectives of Chinese Executive Education participants who had graduated from either open enrolment or custom designed Executive Education programs. Two data sets were used:

1. Survey data using a researcher-constructed survey from 91 custom program participants and 175 open enrolment participants. The online survey was filled out by 191 EMBA graduates from two leading business schools and 91 participants from the custom executive program (International Leadership Development Program).
2. Interview data collected from graduates of Executive education programs both executive MBA and custom programs (ILDLP). A total of 14 interviews were conducted by the

researcher and 4 research assistants. Nine candidates graduated from an EMBA program, and five candidates graduated from ILDP from different universities in the West.

The design of this research study addressed questions that are both descriptive and comparative in nature. Broadly, the questions in both studies defined and highlighted the experiences and impact of Executive Education. Also, given the population studied, the examination of differences between programs was possible. The nature of this study examined questions that are descriptive, relational and comparative so that the outcomes could be examined holistically. Descriptive questions measured the outcomes of key variables. The relationship questions explored the association of a variable on key program outcomes. The comparative nature of the study examined differences within and between groups. Of particular interest was if there was a marked difference in outcome between programs. The specific questions which guided this study are as follows:

1. Which competencies and outcomes do Chinese managers believe have been most enhanced through an Executive Education program? And how do these differ between open and custom programs?
2. Do participant characteristics such as age, salary, marital status, job role, and educational background impact the outcomes of Executive Education? And does gender moderate the outcomes?

This study contributes to both research and practice. The purpose of this study was to develop a better understand the impact of Executive Education from a Chinese management perspective, including both intrinsic and extrinsic outcomes; to investigate how key participant characteristics such as academic credentials, age, gender, marital status and work experience, and their influence on post-program outcomes; and, finally, to identify differences, if any, between open and custom programs. From an academic perspective, the study contributes to the body of literature on Executive Education, particularly in relation to the research conducted in China (Alatio and Huang, 2007; Bu & Roy, 2005, 2008; Hussain et al., 2010; Chen and Doherty, 2012; Ng et al., 2008; Gao et al., 2010, Chan et al., 2013) on the development of Chinese managers. With relation to management practice, one key contribution is to impact the design and delivery of current programs based on participant feedback.

Secondly, the findings may be used by Executive Education professionals to identify participants for marketing purposes. Finally, the data collected will also be relevant for organizations who are making investment decisions regarding high potential and employee development in relation to the type of program that may best fit their needs.

1.4 Thesis structure

Following this introductory chapter, this thesis has 6 chapters, each providing specific content related to the overall structure, research and design of this study.

Chapter 2 includes an overview of the current theoretical and conceptual perspectives through a review of the literature in the field. Research on MBA graduates' career outcomes in a western context emphasizes the importance of developing knowing-how and knowing-why by men and women (Sturges et al., 2003; Simpson et al., 2005; Hay, 2006). A range of issues relating to gender and career development have been covered in the existing literature to date (Chen, et al., 2012). Also discussed is the background to the main constructs of the research questions and the key variables that are explored in this study.

Chapter 3 outlines the research philosophy, design and methodology adopted for this thesis. The sequential exploratory design of this mixed methods study is described and supported by the literature. The quantitative analysis was of equal value to the qualitative study that used thematic analysis of interview data.

Chapter 4 outlines the quantitative study. It provides the data sources and collection process followed by the hypothesis tests conducted.

Chapter 5 explores the perspectives of Executive Education program participants to explore the impact of the program and provide their unique insights. Semi-structured interviews are used as the data source. Thematic analysis was conducted on the data and resultant findings are presented.

Chapter 6 provides a discussion of the findings from both studies and brings them together to define the key insights garnered from this research. The findings are linked to the research that guided this study and new contributions are highlighted.

Chapter 7, the conclusion, summarizes this study and presents the findings noting implications for both research and practice. Contributions to both theoretical knowledge and management practice are offered. To conclude, both limitations and opportunities for future research are acknowledged and presented.

Chapter 2 Literature Review

2.1 Introduction

The purpose of this doctoral study was to investigate the impact of Executive Education programs on the careers and competencies of Chinese managers. It examined the effects of both a customized executive development program and an executive MBA on professional and personal competencies and impact on career of the graduates. This literature review, while not exhaustive, provides an in-depth background to the main hypothesis and defines the key variables to be explored. Also identified are the implications for future research and managerial practice as defined by noted gaps in current studies.

This literature review has four sections. The first section presents the literature related to the impetus and impact of Executive Education, including background and demographic factors, personal and professional competencies as well as knowledge transfer. The second section highlights the theoretical frameworks relevant to the effect of Executive Education programs, namely: social capital (social identity) theory, human capital theory, competency theory and social cognitive theory. The third section explores the Chinese context of Executive Education programs, both in China and for Chinese managers abroad. Section Four will identify the hypotheses and questions for exploration in this mixed-methods study. It provides links to the literature and key research questions and will note any identified limitations.

Section 1: The impetus and impact of Executive Education

2.2 Executive Education - intent and impact

From their inception at the University of Pennsylvania's Wharton School in 1881, business education schools have sought to engage both organizations and business professionals in learning opportunities. Business schools continue to evolve beyond a domestic focus to operate in a competitive global economy, accelerated by technology (Aggarwal, 2008). As the nature of business changes, in relation to globalization, new technologies and information exchange, business schools have adapted their offerings to satisfy the needs of their corporate clientele and now include degree, non-degree and custom programs for current and future leaders. While many offerings are still based in traditional classroom settings. Stanton and Stanton (2017) posit that

these formats will be expanded to include both online and immersion experiences. In their 2017 study, they highlight both custom and open enrolment Executive Education programs in the United States that have been created to respond to specific organizational needs (custom) or open programs that focus on leadership, strategy and execution. Gosling and Mintzberg (2003) recognized the complexity of the role of management and the challenge of creating a structure that focused on synthesis versus the discrete business functions of traditional MBA programs. They posit that two mindsets - action and reflection - define the bounds of management and that effective managers combine these to balance “thinking” with “doing.” Drawing on their work with managers, they suggest five perspectives, or mindsets, that are in constant juxtaposition to make decisions and create change. These include:

1. Managing Self - The Reflective Mindset
2. Managing Organizations - The Analytic Mindset
3. Managing Context - The Worldly Mindset
4. Managing Relationships - The Collaborative Mindset
5. Managing Change - The Action Mindset (Gosling and Mintzberg, 56, 2003)

Gosling and Mintzberg’s integrative approach align with the work of Martin (2007) on integrative thinking. In his exploration of the thinking and practices of successful leaders, Martin (2007), the former Dean of the Rotman School of Management, identified the ability of successful leaders to hold multiple perspectives or opposing ideas to produce a synthesis, a new solution, that is superior to either idea. It is the tension of these ideas, the juxtaposition of the mindsets noted by Gosling and Mintzberg (2003) that defines the actions and thinking of effective managers in their strategic work and organizational development (Martin, 2007). It is this thinking, action and reflection that should provide the foundation for management education, linking it to the challenges faced by managers (Chia and Holt, 2008; Gosling and Mintzberg, 2003; Moldoveanu and Martin, 2008)

While the master’s in business administration was, and is, an acceptable standard for new business graduates, the EMBA program was designed to allow middle managers to access a

learning opportunity to acquire learning for more senior responsibilities while retaining the benefits of employment (Jens and Caples, 2016) and often can be completed via weekend courses and completed in less than 2 years. Unlike the full-time MBA, there is less rigidity about entrance qualifications and programs frequently accepted participants without formal business education, noting a positive relationship between academic success and career attainment (Christenson, 2012; Dreher, 2002), drawing on the collective experience of participants during the course of study.

Initially, most EMBA programs were fully sponsored by organizations yet, over time, this has changed due to factors such as employee mobility and the status of the economy (EMBA Council, 2013; Jens and Caples, 2016). Recent findings from the Executive MBA Council (2017), the international governing body for Executive MBA programs, suggests that in 2015, 41.2 percent of students self-funded while the percentage of students who were fully sponsored by their organization declined slightly from 24.6 percent in 2014 to 23.2 percent in 2015. Likewise, the frugality associated with state owned enterprises and government in China has caused a shift in the EMBA population to include more private enterprises (Renmin Business School, 2014). Despite the change in sponsorship, Petit (2015) notes that Executive Education continues to grow on the international level.

While open enrolment programs, such as EMBA have been in existence for over 50 years, in recent years custom tailored programs have experienced growth in partnerships with business schools (Spearley, 2006; Stanton and Stanton, 2017). This is due to several factors, including global placements, increased competitiveness, a broader, holistic role for managers and the direct engagement of top management in the design and delivery of programs (Conger and Xin, 2000; Gloecker, 2005). Spearley (2006) suggests that the increased interest in customized programs is that they can be designed to closely align with corporate strategies. Most are non-degree executive development programs and include on-the-job-executive development, work place executive development, in-house executive development and customized executive development programs. Increasingly, organizations prefer customized executive development programs rather than open enrollment programs for their management employees.

As such, it should not be a surprise that employee executive development is a huge industry. In

recent years, The Association for Talent Development (ATD) estimated that in 2011, U.S. organizations spent approximately \$156.2 billion on employee learning and development. Fifty six percent, or \$87.5 billion, was spent internally. The remainder was split between tuition reimbursement, which accounted for 14 percent (\$21.9 billion), and external services comprising 30 percent (ASTD 2012 State of Industry Report: Organizations Continue to Invest in Workplace Learning 2012). The size of China's market for executive development appears to be similar in size. China's education and executive development market has experienced sustained growth in recent years. In 2015, its market size was expected to reach RMB 1.6 trillion with corporate and personal training accounting for 28% (Deloitte, 2016). In this sense, therefore, China and the US seem similar.

2.2.1 Measuring individual returns to executive development

Many organizations spend significant amounts of money on employee executive development. Choi (2010) and Boyatzis and Saatscioglu (2008) suggest that significant funds are invested yearly for Executive Education to develop leadership and managerial competencies yet there is little research regarding the transfer of knowledge and the extent to which participants apply their new knowledge to practice and broader organizational goals. Mintzberg (2004), in his critique of MBA programs, suggests that business schools are out of touch with the current issues of managers.

Despite the enormous investments in executive development, there is little formal measurement of the returns (Haskins and Shaffer, 2011) and this continues to be an area for research. While the current literature notes the benefits to the employer in terms of productivity, knowledge loyalty and organizational contributions (Ardts et al., 2010), Collins and Holton (2004) suggest that organizations dedicate little time to evaluating the effectiveness of management programs. While Thraenou, Saks and Moore (2007) found that executive development is positively related to human resource outcomes and organizational performance, these returns are mediated by employee attitudes and human capital. Collins and Holton (2004), in their meta-analysis of the literature related to managerial development programs, found that managerial training and development produced positive outcomes with statistical effect sizes ranging from moderate to strong. Burgoyne, Hirsh and Williams (2004) suggest that there is little evidence of a direct link between management development and individual changes in capabilities or performance however do note, however, the link between participant attitudes and capabilities.

Avolio, Avey and Quisenberry (2010) built on the findings of Collins and Holton (2004) and report their technique return on development investment (RODI) for examining the effects of Executive Education in relation to the monetary value return to the organization. Bartel's (2000) meta-analysis compares strengths and weaknesses of three components in measuring organizational returns to investments in employee executive development. She argued that since many companies maintain very detailed information about the employee's performance, competences, characters, and personal development plan, such information can be a valuable resource to conduct an ROI analysis. Her research indicates that the ROI of employee executive development may be much higher than what employers believed or expected. Likewise, Ardts et al. (2010) examine the participants' perceptions of Executive Education in relation to both perceived program characteristics on relevant outcomes. They identify a wide range of management development opportunities, including career development, international assignments and training that include content such as communication skills, interpersonal skills, decision making and analytics (Perren and Burgoyne, 2002 cited in Ardts et al.2010).

Drawing on this literature, Ardts et al. (2010) identify evaluation models (Aguinis and Kraiger, 2009; Collins and Holton, 2004; Kirkpatrick,1976) with four categories of outcomes, namely: affect, behavior, utility and performance. Their investigation explored the relationship between the program characteristics (learning through interaction and observation, perceived control and understanding of the program) and the perceived outcomes. Their findings suggest that participants in management development programs are motivated to learn and prefer some control over the content. As well, the characteristics of the program influence the affect satisfaction) and utility variables of extrinsic and intrinsic benefits along with the organizational benefits. Their findings provide insight into the importance of a participant's motivation to learn as well as individual characteristics (Colquitt et al., 2000). From an organizational stance, Ardts et al., (2010) suggest that there be a focus on the outcomes of management education, aligning these outcomes with those that are most essential to the organization and then deciding on the best design for the curricula and mode of program delivery.

To maximize the individual and organizational returns, researchers (Baruch and Peiperl, 2000; Evans, Trevino and Weaver, 2006; Han and Liang, 2015; Hodgkinson and Rousseau, 2009;

Khurana and Spender, 2012, Rousseau, 2012; Simpson et al., 2005) have focused their research on participant characteristics (choosing the right candidate, setting the right goal and motivation), executive development design, including executive development location (abroad, local, onsite), trainer selection, and duration, financing, and executive development delivery. To the extent possible, these dimensions will be considered in this analysis.

Baruch and Peiperl (2000) measure the impact of an MBA degree on managerial performance and career success. As in Simpson et al., (2005), Baruch and Peiperl also use a survey methodology. They find evidence indicating that Executive Education does yield positive benefits, including enhanced career performance. Using a matched sample approach in four UK organizations, they demonstrate that MBA graduates can gain an advantage over their counterparts who have stronger managerial competencies.

In their research on Executive Education, Doh and Stumpf (2007) explored the definition of the term “impact” in relation to the improvement of both organizational and individual performance, aligning it to “repeat business” for the business school as an ideal measure for success (p. 394). They further this definition in relation to the identified learning of the participants and posit that repeat business is indicative of the value of what has been learned. This word “impact” will be used in the research questions of this thesis as it explores the relationship between Executive Education and participant identification of outcomes and perceived benefits.

2.3 Training transfer

While Kim and Ployhart (2014) found a significant relationship between internal training investment and firm profit growth, aligning with the work of key research (Birdi et al 2008; Salas et al 2012; Sung and Choi 2014), there is little consensus regarding the effectiveness of training at the individual level (Baldwin et al. 2017). Goldstein and Ford (2002) suggest that the positive transfer of training – the extent to which the learning that results from training transfers to meaningful changes in work performance- is the means by which training leads to organizational impact. Others question how much of this individual learning, such as leadership training programs, is truly transferred to the job (Beer et al 2016; Conger 2004; Ford et al 2011; Grossman and Salas 2011). Brown et al (2009) suggest that the literature on transfer training consistently raises concerns regarding the degree to which training is transferred to the

workplace. They suggest that the importance of transfer in the context of Executive Education is a critical issue given the changing face and age of managers as well as wider employment and career progressions.

Baldwin and Ford's (1988) meta-analysis of training transfer research provided the seminal framework for examining training transfer, identifying key components such as training design, participant characteristics, and work environment. Brown et al (2009) note these three inputs were deemed to drive learning and retention of material, as one could not have transfer without first learning and retaining content (p.497). While the purpose of this study is not to provide an in-depth review of transfer literature, or measure the change in firm performance, the inputs related to participant characteristics and training design are explored.

Baldwin and Ford (1988) identify the importance of participant characteristics such as a person's ability/skill, personality, a motivation for transfer and, self-efficacy. Saks and Haccoun (2007) suggest that the effectiveness of training depends upon the degree to which it increases participant self-confidence. Other research has found a positive relationship between self-efficacy and performance as increases in participant efficacy have shown to correlate positively with transfer (Brown 2005; Brown et al 2009; Saks 1995). The concept of self-efficacy will be explored further in the review of the theoretical frameworks for this study. Ford and Baldwin (2018), in a more recent meta-analytic review of their framework, summarize the research consensus on transfer, identifying several key factors such as leader or peer support, and the need to "connect the dots" as to "what changes occur for individuals particularly as they begin to have work experiences related to their training and how these experiences affect factors such as motivation to transfer (Ford et al. 2018, p.209). Table 2.1 outlines the findings from this recent metanalysis that are relevant to this study. While this study aligns more with other research (Baruch, 2005, 2009; Gupta and Bennett, 2014; Simpson et al. 2005) who do not explore transfer literature, it does present opportunities for future research, particularly related to the work of Ford et al (2018) who suggest future studies on 1) expanding the criterion space to better capture impact 2) identifying what happens between the initial measure of transfer predictor and subsequent transfer outcomes and 3) shifting the paradigm with an emphasis on contemporary learning, authentic contexts and personalization (p.213).

Table 2.1: Components of Training Transfer

Stage	Factors impacting transfer	Implications
Personal Characteristics	Overall	Expect individual differences and design with that in mind
	Personality and ability	Cognitive ability and conscientiousness have the strongest relationships to transfer
	Learning states	Frame training to enhance learning states such as mastery orientation
	Motivation	Motivation to learn is particularly important when training open skills
	Efficacy	Pretraining self-efficacy is particularly important when training open skills. Enhance self-efficacy during training through demonstration and practice. Post-training self-efficacy is particularly important for effective transfer for interpersonal/leadership training.
Training design and implementation	Overall	Incorporate well-known learning principles into training design
	Learning strategies	Employ multiple learning strategies (case analysis, worked examples, discussion) during training.
	Demonstration	Use mixed models (positive and negative models during training) rather than only positive models.
	Errors	Incorporate error management strategies during training especially for open skills.
	Design	Space or distribute practice and incorporate difficulty into the learning tasks.

	Retrieval	Have multiple retrieval practice opportunities (e.g., completing tests) to allow for active repetition of learning.
	Goals	Have participants set concrete transfer goals by the end of the training

(Adapted from Ford et al, 2018)

2.4 The Executive Education participant

Executive Education and development programs, whether custom, non-degree programs or Executive MBA (EMBA), are designed to cater to “people who are in executive roles or who hope to be” (Bellou, Bowers, Boyatzis and Kolb 1999, p. 340). They offer a combination of both process and content. Podolny (2009) suggests that Executive Education programs must deal with the broader environments of the business - social, cultural, economic, political and technical, along with the ethical concerns of management. Lockhart (2013) notes that typical programs are comprised of both process and content attributes with the main challenge being the delivery of value to a demanding participant. Unlike general enrolment programs, executive program participants are keenly aware of the opportunities presented, actively engage in the process and constantly challenge the content for personal and professional benefit (Lockhart, 2013). While Mintzberg (2004) and Bennis and O’Toole (2004) argue that business schools are irrelevant in addressing the current organizational needs and managerial competencies, Lockhart (2013) and others (Moulton and Fickel, 1993; Podolny, 2009) suggest that Executive Education moves away from the rigidity of academia and adopts a holistic stance, that deals with the socio-cultural, technological, economic and political landscapes of an organization. Ultimately, the focus is the managers’ development of knowledge, skills and perceptions of business leadership and subsequent impact on organizational performance. Pfeffer and Fong (2004) suggest that Executive Education should contrast with conventional management education in that its focus is not content driven but, instead, the meta-skill of “learning to learn” and reflective practice. Again, the development of a holistic, global view versus reductivism (Leicester, 2010) implies the development of skills, competences and knowledge that first benefit the manager and, in a broader scope, the organization as a whole. Hence, the knowledge and learnings of Executive Education are contextually embedded (Brophy, 2005 cited in Lockhart, 2013).

In their work, *Management Learning (1997)*, Burgoyne and Reynolds identify three key areas essential to the work of successful executives, namely:

Effective Practice: The manager may not be aware of theory but is successful;

Reflective Practice: The manager is aware of what is occurring, why it should work and is flexible and adaptable; and,

Critically Reflective Practice: The manager is consciously aware of theories, is willing to critique and open to other viewpoints.

They suggest that these are developed through both formal executive development and informal settings for learning, providing the foundation for the work of Executive Education programs.

Again, the focus is on reflection and the development of holistic viewpoints, theories and practices that benefit both the participant and the organization.

While the broad intent is critical reflection and a holistic perspective related to the core business, scholars identify that Executive Education programs address both the personal and professional identities of the participants (Evans, Trevino and Weaver, 2006; Hodgkinson and Rousseau, 2009; Khurana and Spender, 2012, Rousseau, 2012; Han and Liang, 2015). Participant leadership competencies (Dea Reglio and Light, 2009; Hay and Hodgkinson, 2008, Erhard, Jensen and Granger, 2010) can be developed through integrated learning experiences. Studies of executive management development clearly emphasize the social and reflexive nature of the programs (Blackler and Kennedy, 2004; Gosling and Mintzberg, 2006; Reynolds and Vincent, 2007) as well as action-based experiences to enhance individual learning, again with mutual benefit to both the participant and the organization (Grossman and Salas, 2011). Here, it is important to consider a differentiation between training and education, highlighting the work of Clarke and Estes (2002) who note this difference, positing that training supports the learning of “how-to” knowledge versus Executive Education provides learners with the knowledge to solve problems that are new and complex along with a “how to be” vision grounded in leadership skills and strategy.

The nature of the participant is quite different in both EMBA and custom Executive Education programs unlike those in fulltime MBA or undergraduate programs. Jens and Caples (2016) suggest that the new profile of an EMBA participant is a mid-level executive with significant work experience who desires to further their education and is willing to self-fund. This aligns

with the work of the Stanton and Stanton (2017) who note the target markets of Executive Education programs to include C-Suite and upper executives with over 15 years' experience, upper level senior managers with 10 to 15 years' experience and emerging leaders who may be mid-level managers or managers of technical services or information.

They often have multiple roles and broad responsibilities at work and may be at a transitional stage in their career, dealing with increasing personal and professional obligations, perhaps linked to changes in social identity. Given these challenges, executive program participants often enter to pursue both personal agendas and developmental needs (Kets de Vries and Korotov, 2007; Long, 2004; Petriglieri and Petriglieri, 2010). This is supported by the work of Kets De Vries et al., (2007) who found that many participants in Executive Education programs are often struggling with complicated personal and organizational conflicts, doubts about their managerial abilities and challenging work relationships. Kets De Vries and Korotov (2007) posit that executives who join Executive Education programs seek not just to increase their technical knowledge but transformational changes in behavior that will increase their effectiveness both personally and professionally. Ibarra (2003) writes that entry into Executive Education facilitates the development of new identities, aligning with the work of Korotov (2005) who found that participants use Executive Education as an opportunity to create new partnerships, facilitate transitions and improve stakeholder relationships, again with the focus on a new emerging identity.

Studies in theories on management education, note the importance of the students' role in the educational process, again with a focus on reflection and integrative thinking (Antonacopoulou, 2009; Conger, 2004; Cunliffe, 2009; Latham et al., 2004; Roglio and Light, 2009; Raelin, 2009). Essentially, how does the learning experience of the Executive Education program connect to the student's experiences as a manager and leader? This question will be explored in this thesis through the central themes of the development of capabilities and competencies. These themes along with associated theories, will be explored in more depth in a later discussion on the theoretical frameworks that guide this study.

2.4.1 Participant characteristics

Along with the desire to increase technical knowledge and create a new professional/personal identity, common demographical characteristics are noted for Executive Education participants.

Hobbs and Gropper (2005), in their empirical analysis of human capital indicators as predictors of academic success for Executive Education students, identify key requirements for participants in Executive Education programs, resulting in a pool of candidates who have substantial and varied professional experience (6 to 8 years), including managerial positions, a demonstrated career record and typical age range of 30 to 50 years.

Noe and Colquitt (2002) contend that several participant characteristics influence participant motivation and, thus, executive development effectiveness. Participants with higher cognitive abilities and basic skills are found to benefit more from Executive Education. A participant who is confident of success in Executive Education, who sees the executive development as relevant to their jobs or careers, and who values the outcomes from the executive development more, will be a much better participant, and hence obtain higher benefits. Chen (2002) noted a positive correlation between high incomes and motivation to acquire new knowledge and self-development.

Studies that explore the impact of marital status and Executive Education participation suggest mixed results (Chen and Chuih, 2011; Huang, 1985; Wu, 1989). They indicate that married subjects had stronger motivations and identify external expectations from family members while unmarried subjects are more likely to participate for career development and social relationships. In their 2005 study, Simpson et al., explore the gender and age characteristics in relation to their analysis of extrinsic and intrinsic benefits for Executive Education graduates. Gender differences were not significant for prior degree or profession. In Simpson's study, there were significant differences identified from both age and gender factors. Specifically, younger men (under 35) and older women (35 and over) were motivated to complete a degree program by a desire to increase job opportunities. Younger women identified career change as their motivation while older men expressed a motivation for intellectual stimulation.

2.5 Global competencies

The emergence of the global economy has created the necessity for firms to adapt and compete in the global market to be effective and sustainable. The nature and practice of business has evolved

and is both ambiguous and complex. In the context of this study, this is a critical area for study and development. Through the lens of social cognitive theory, Caligiuri and Tarique (2008) suggest that high contact cross-cultural leadership development experiences along with interpersonal competencies are good predictors of effectiveness. Effectiveness in global leadership activities, particularly for multinational corporations (MNCs), may be facilitated by a person who has transnational competencies (cross-cultural knowledge, skills attitudes) and a global mindset (Beechler and Javidan, 2007). Research has shown that there is a positive trajectory of growth with the number of organizations offering global, cross-cultural leadership experiences and provide competency frameworks for successful implementation (Collins, Scullion and Marley, 2007; Deardoff, 2006; Kramer, 2005; Javidan, 2007; Morrison, 2000).

2.6 Perceived outcomes of executive education

While many benefits and studies are available in MBA literature in relation to acquired benefits (Baruch, 2005, 2009; Gupta and Bennett, 2014; Hay and Hodgkinson, 2006) the same research focus is not evident in the perceived value and impact of Executive Education (Bennis and O’Toole, 2005; Mintzberg, 2004; Pfeffer and Fong, 2004). For the purposes of this paper, we will explore the outcomes through the research lens of both, grounding the findings in the broader context of management education.

Vazquez and Ruas (2012), in their qualitative study on student perceptions about the outcomes of an Executive Education program, again link to the outcomes of social identity development as well as the co-creation of relevant knowledge specific to the challenges they face. Table 2.1 notes the key competencies and capabilities identified that are most valued by students including:

Table 2.2: Key outcomes valued by students

Learning Outcomes Valued	Definition	Aspects of Learning Process Related
Experience	Openness to explore new ideas and ways of interpreting the work	Being enabled to question and explore multiple components of business processes
	Analytical	Thinking more holistically beyond daily routines and learning about specialized knowledge in both similar and different contexts

Competencies	Reflective	Building new meaning through reflection and combining both knowledge and capabilities to face new challenges
	Tolerating Differences	Being enabled to listen to confrontations or unique positioning and analyze their relevance
	Relational	Fostering relationships to improve professional actions

Adapted from Vazquez and Ruas, 2012

Researchers have highlighted the perceived outcome of changes in social identity and reflective practice in career path, interpersonal and leadership competences in relation to Executive Education (Kets de Vries and Korotov, 2007; Long, 2004; Petriglieri and Petriglieri, 2010). Chen et al. (2012) note that undertaking Executive Education helps men and women to build human and social capital in career development, including the development of cross-cultural competencies and a global mindset. Baruch and Leeming (2000), in their empirical study, classify key outcomes of Executive Education, namely technical and business knowledge, career advancement and remuneration, performance improvement, professional credentials and networking. They use the theories related to social identity and career competencies as the framework for their study which provides a model for this research.

Executive Education can facilitate increased remuneration (Baruch et al., 2005; Ng et al., 2008; Cocchiara et al. 2010). While men acquire more extrinsic benefits such as pay increase (Simpson et al., 2005), women appear to gain more intrinsic benefits such as confidence (Sturges et al., 2003; Simpson et al., 2005). Theoretical models of capital have been used to examine MBA graduates career outcomes, such as increases in salary and status (Baruch and Leeming, 2001; Baruch et al., 2005). In a 2005 mixed-methods study, Simpson et al., (2005) measure both the extrinsic and intrinsic returns to an MBA by the student characteristics of gender and age. The results suggest that women gained more from the MBA than did men in terms of intrinsic benefits and skills. These intrinsic benefits include confidence, credibility, assertiveness, job satisfaction, and interpersonal and communication skills. Men, on the other hand, gained more in terms of extrinsic benefits, including the number of promotions, increased management status, career change, and higher pay. Men therefore are more likely to gain in terms of pay, status and

marketability, whereas the rewards from the MBA for women was more towards increased confidence, enhanced credibility, and more effective interpersonal skills.

Section 2: Theoretical Frameworks

2.7 Theories and concepts associated with Executive Education

Guided by the work of Baruch and Peiperl (2000) along with management theories provided by other researchers (Caligiuri and Tarique (2008); Chen and Doherty, 2012; Simpson et al., 2005; Ket de Vries et al. (2007), Vazquea and Ruas, 2012), this section will explore key theories that will guide the development of this research study. These theories include social capital (or social identity), theory, human capital theory, competency theory, and social cognitive theory. Social capital examines the value that is derived from the depth and breadth of the new networks, relationships and social status as a result of Executive Education (Baruch and Peiperl 2000; Cocchiara et al 2009). Human capital theory, in the context of higher education, identifies how people invest in their education which then provides new knowledge, experience and skills to increase productivity (Tan 2014).

Competency theory and research suggests that the Executive Education experience provides a set of competencies which lead to outcomes achieved upon graduation and, ultimately, one's career. This theory claims that participants build career capital through the acquisition of "knowing how", "knowing why" and "knowing whom" competencies (Sturges et al. 2003). In relation to Executive Education, the "knowing how" and "knowing why" competencies are developed through the curriculum whereas the "knowing whom" competencies are built via the relationships and networks established throughout the program, including relationships with faculty, peers, alumni and other organizations.

2.7.1 Human Capital and Social Capital theories

In relation to this study, these theories may be considered interconnected in relation to the benefits of increasing one's social or human capital as a result of completing an Executive Education program. While Cocchiara et al (2009) treat them as distinctive, others (Baruch 2009; Gupta and Bennett 2013) include social capital as a component of human capital. For the purpose of this research, these theories are presented together similar to other research in this field (Baruch, 2009; Gupta and Bennett, 2013; Tan 2014).

Human capital theory was first proposed by Schultz and Becker in the 1950s (Tan 2014) in the field of economics but expanded to a broader set of disciplines, including business and education, in relation to its consideration as an instrument to shape education and its centrality to economic development (Tan, 2014). He notes, “education increases the productivity and earnings of individuals; therefore, education is an investment” (p.412). Human capital may be defined as the knowledge and skills one may gain through education and professional training. The theory proposes that this education and training subsequently increases ones’ productivity and lead to higher income. Thus, an individual would pursue higher education with the goal of higher income potential. Beyond the individual scope, the development of human capital leads to both national and global economic growth (Tan 2014) thus advantageous to the individual, the organization and society.

Baruch (2009) posits the ultimate intent of Executive Education is for a person to improve their human capital. He notes three types of human capital related to the post-secondary experience, namely: scholastic capital (knowledge), social capital (relationships and networks) and cultural capital (the value society places on education); he suggests that Executive Education can provide human capital benefits at both the organizational and individual levels. Similarly, Gupta and Bennett (2013) explored human capital gained from Executive Education, including social capital, to understand the human capital link with organizational performance. Like the work of Baruch (2009), they found value in the academic knowledge gained in relation to higher productivity, noting value for both the individual and the organization.

In the context of Executive Education, social capital theory measures the relationship benefits, including reputation, status and networks. Cocchiara et al. (2009) along with Baruch and Peiperl (2000) suggest the impact of the social capital and identity gained through Executive Education has on a participant’s personal and professional life. It is the social and professional networks and relationships gained through the mutual educational experience that are noted as important. These networks contribute to a sense of enhanced connection, respect and recognition (Baruch and Peiperl, 2000). Executive Education provides these networks and relationships which, in turn, may create powerful advantages for participants. Baruch and Peiperl (2000) suggest this is the foundation of social network theory, noting identity as both individual and part of a network.

While many participants in Executive Education are already recognized and in senior positions, the additional networking, status and intellectual credibility gained by the completion of Executive Education may be perceived as impactful both for self and public image, creating advantageous connections to alumni and professionals.

2.7.2 Competency Theory and definitions

Zarifian (2001) defines competencies as a set of mobilized capabilities that are integrated (cited in Vazquea and Ruas, 2012). Based on key research (Boyatzis, 1982, McClelland, 1973), the term may be defined as an action which combines managerial capabilities and tangible resources within a specific context (Vazquea and Ruas 2012), particularly when its outcome is effective and situationally appropriate.

The study on competency has been credited to McClelland (1973) who first defined a competency framework that was focused on the individual and what they could do to be successful, noting that these competencies could be learned and developed. Dinh et al. (2014) in their research on leadership classified the leadership competency as an established theory. Other leadership researchers argue that the competency concept forms the basis for effective individual and organizational performance with leadership noted as a major contributing factor in the 21st century workplace (Chow et al, 2017). Boyatzis (1982) created a general framework for management competencies, again primarily focused on the individual. Burgoyne (1993) further developed this simplistic model and suggested a three-dimensional theoretical framework that moves beyond the individual to the team and the organizational level.

Baruch and Peiperl (2000) suggest that competencies are a “set of observable performance dimensions, including knowledge, skills, attitudes and behaviors as well as collective team, process and organizational capabilities that are linked to high performance and provide the organization with sustainable competitive advantage”. While there is considerable debate over the nature of competencies for senior managers, Baruch and Peiperl (2000) explore the management competencies that are addressed in Executive Education models with the results suggesting strong support for the notion that Executive Education improves participant competencies. These competencies, which are used in the design of the survey for this research, include:

1. Effective Reading
 2. Oral and Written Presentation
 3. Time Management
 4. Interviewing
 5. Financial and Accounting Skills
 6. Managing Change/Influence
 7. Stress Management
 8. Career Management
 9. Research Skills
 10. Working in Teams
 11. Negotiating Skills
 12. Self-Confidence
 13. Decision Making/Listening
 14. Interpersonal Skills
 15. Abstract Thinking, Strategic Planning, Vision
 16. Managing Others/Leadership
- (Baruch and Peiperl, 2000)*

Along with the work of Baruch and Peiperl (2000), other research points to the relevance of the discussion and application of competency development in this field. Hay (2006) along with Simpson (2000, 2004) notes the importance of Executive Education as a vehicle for the development of knowledge, skills and confidence. Sturges et al., (2003), in a Canadian study, highlights the importance of developing both the “knowing how” and “knowing why” in relation to competency development. In the Chinese context, Ituma et al. (2007) have similar findings but, surprisingly, the analysis suggested a lesser importance of “knowing whom”, generally a high priority in Eastern cultures. A deeper exploration notes that this may be due to the age of the participants (25 to 34 years) who place high value on the acquisition of more functional skills compared to their senior colleagues. Chen et al. (2012) in a subsequent study, found that mid-career Eastern women (ages 35 to 45) saw networking as a key competency.

Chen and Doherty (2012) suggests conceptualizing career/management competencies using the

framework of Arthur et al. (1995) that explores the “knowing how”, “knowing why” and “knowing whom”. This aligns with the work of Baruch and Peiperl who identify both technical and leadership competences (knowing how) as well as self-identity, motivation and sense of success (knowing why). The “knowing whom” may be both linked to interpersonal skills, networking and the development of social capital as discussed in this literature review.

2.7.3 Social Cognitive Theory

Based on the work of Bandura (1997, 1977), social cognitive theory proposes that people develop through learning with their environment, either through interaction or observation of others. Events and resultant consequences are processed cognitively before they are learned and prior to influencing behavior. Three key processes are involved: attention, retention and reproduction. Attention happens when the person self-observes or observes new behaviors and produces the results in a new context. For example, in the cross-cultural context, this is the point when a person becomes aware that his or her behaviors are dissimilar (or should be different) from the cultural norms. The retention component is the factor by which the modeled behavior becomes encoded as a memory by the participant and occurs when the individual stores and remembers the behavior that he or she acquires (Black & Mendenhall, 1990).

Finally, reproduction allows the individual to directly experience the consequences of using the new skills and behaviors and understand which behaviors and skills to execute or suppress in given situations (Black & Mendenhall, 1990). If it results in a positive outcome that is reinforced and rewarded, the individual is more likely to adapt a skill or behavior and retain it in long-term memory for future use. Black and Mendenhall (cited in Caligiuri and Tarique 2008) have applied social cognitive theory to evaluate the effectiveness of cross-cultural training, providing a model for cross cultural leadership development activities and a process through which to evaluate its effectiveness.

Central to Bandura’s (1989) work is the concept of self-efficacy. He defines this as, “self-belief in one’s capabilities to exercise control over events to accomplish desired goals” (Wood and Bandura, 1989). Self- efficacy, or self-confidence, is based on an individual’s perceptions of their skills and abilities and those with a higher sense of self for a task, or new learning, are more likely to believe they will convert their learning into a chosen outcome (Bandura, 1989| 1997). Bandura notes that individuals with high self-efficacy set more difficult goals and are more likely

to perform better in new learning environment and are more motivated to apply their new learning and skills on the job. As noted in the discussion on training transfer, the positive relationship between self-efficacy and the transfer of training has been identified in the research (Gaudine and Saks, 2004; Robbins and Judge 2009; Velada et al 2007). Salas and Cannon-Bowers (2001) propose a direct link between efforts to build self-confidence and the probability of using learned skills on the job. Iqbal and Dastgeer (2017) note, with the context of social cognitive theory, behaviours are regulated and motivated by one's cognition; self-efficacy therefore influences their motivational behaviour pattern, thoughts and emotional reaction. They posit a high relationship between perceived self-efficacy and the motivation to transfer learning. They suggest the need for supportive learning environments that may enhance self-efficacy and retention capabilities for participants.

Section 3: The Chinese Context

2.8 Executive Education in China

Management education with Western origins has become very popular in China indicated by a rapid increase in MBA programs throughout the last decade (Gao et al., 2011). Effective Chinese managers must cope with both global and local contexts to succeed, exposing them and their international partners to many challenges (Gao et al., 2010). Leadership development activities have been viewed as a possible key to cross-cultural business by multinational corporations (MNCs) and state-owned enterprises (SOEs) in China (Cheung & Chen, 2005).

While Executive Education programmes have been part of the mainstream development of business and management education in the Western countries since the early 20th century (Hedomo et al., 2005) it is a relatively new concept in China with the emerging educational market highly related to the rapid rise of the Chinese economy (Chan, et al., 2013).

2.8.1 Economic growth and Executive Education

China's economy has grown rapidly during the last three decades and has become the largest economy globally in terms of purchasing power (IMF, 2017). An abundance of human capital is credited as one of the major reasons for its remarkable ranking (Chatterjee and Nankervis, 2014). However, while China's population growth was contained as a result of the One Child Policy, the fertility rate has now dropped below replacement value (United Nations, 2015). The threat of population explosion is now replaced with the reality of population decline in the 21st century

(Oizumi, 2013) as China ages faster than any other country and life expectancy has increased to 80 years. United Nations (2015) data indicates that, in 2015, China was ranked ninth in the world's oldest countries with a median age of 43.2 years. It is predicted that by 2050 it will rise to sixth oldest, with the proportion of Chinese aged 65 years and older rising from 8.3 percent in 2010 to 23.9 percent in 2050 (Pew, 2014). By 2050, over one in three Chinese will be aged over 60 years (Chatterjee, Nankervis and Connell, 2014). These rapid aging and declining fertility rates have a significant impact on the labor market and subsequent economic growth. China's National Bureau of Statistics (2015) notes a year on year decline in the labor market since 2012, resulting in both skills shortages and increased wages that threaten the country's future ability to sustain productivity gains (Zheng, 2015). The shift from labor intensive manufacturing industries to knowledge intensive work requires a greater need for both upskilling and retaining older skilled workers. Collins (2013) posits that the declining number of younger workers will make it challenging for China to generate new wealth to support the aging population and that it is now critical for the country to consider policy directions to create a skilled, globally minded workforce to remain competitive in the global environment. Recent OECD (2015) reports suggest that managerial skills need to be better aligned with market demand, with the most noticeable deficits in the soft skills and knowledge areas for rapidly expanding industries (p. 35). To meet market demand in an ever-changing economy, new learning with a focus on innovation and creativity is now part of China's 2010-2020 strategic plan.

Cognizant of the need for executive development to support economic growth, in 2002, business schools in China began offering EMBA programs, with the approval of the State Council's academic degree committee. The growth and impact has been obvious. Of the top 20 programs listed on the Financial Times EMBA Ranking 2016, six are in China. Zhang (2011) notes that Executive Education programs, particularly EMBA, have been increasingly expanding due to the demands for highly trained managers and business elites to meet the needs of China's rapid economic growth.

2.8.2 Custom programs in China- ICBC

As many large Chinese corporations expand their businesses overseas, there will be a greater need to have senior managers and other staff familiar with the relevant foreign markets, languages, cultures and business environments. Qiao's (2008) study of executive development in four multinational companies in China identified that succession planning was lacking in the

Chinese context, particularly due to a shortage of talent. Wilson (2008) also suggested that companies in China lacked the expertise to implement a comprehensive leadership development strategy. Chinese organizations identified the need for attention to the demands of globalization, the importance of human capital and career development (Zhao, 2008; Wang and Wang, 2008) to deal with the talent shortages and competition pressures globally.

This was the motivation for the Industrial and Commercial Bank of China's (ICBC's) development of the International Leadership Development Program (ILDP) in 2011. This program involves sending 200 managers for overseas executive development for nine months, every year as part of ICBC's global business development strategies. Their goal is to train 2,000 employees with the ILDP over a ten-year period. All these employees will be put into the talent pool for the international market of the ICBC. ICBC is also keen on measuring the ROI for this program, both to understand how to adjust it to maximize the impact, but also to understand what the ROI has been given the significant dollar investment involved. ICBC has already recorded a vast amount of information for all the ILDP participants. Bartel (2000) suggests that researchers should be encouraged to gain access to such databases, especially those such with the variables needed to isolate the effect of executive development. This recommendation is therefore quite relevant for researching the ICBC participant's impact from ILDP and the organizational level ROI. Measuring these effects form a key component of my future research.

2.9 Careers of Chinese managers

Unlike Western organizations, Cooke (2009) suggests that talent development and career path policies and structures are only now introduced in China which previously relied on informal structures and networking. As careers in China are becoming more Westernized, and perhaps in the global context, there is a stronger emphasis on both mobility and development (Ituma et al., 2007). Liu et al., (2012) recognize the significance of strong interpersonal relationships along with technical skills and competences. This links to the work of others (Chen and Chen, 2004; Alatio and Huang, 2007; Bu and Roy, 2005, 2008, Hussain et al., 2010) in relation to the concept and importance of *guanxi* (networks and business/family connections) for the Chinese manager.

2.10 Gender factors

Hussain et al.,(2010) and Siu (2000) suggest that while Western literature in relation to women and business, particularly entrepreneurship and ownership is well developed, given the upward trajectory of the female workforce in China, studies are warranted to explore and conceptualize gender differences in Chinese firms beyond the socio-cultural and familial factors, particularly related to gender differentials in *guanxi* , a form of social networking (Lee and Anderson, 2007), and firm growth. Studies by Hofstede (2001) and others (Gannon (2004), Rowley and Yukongdi (2009), Aaltio and Huang, (2007), Bu and Roy, 2008) note the dominance of males in both cultural values and Confucian influences that support male superiority and female subordination. The low salary scales in China, however, dictate a dual wage household. Despite cultural norms, sharing income and domestic duties has become quite acceptable (Cooke, 2004; Ren and Foster, 2011)

In 2014, despite high labor forces participation (64%), there are few women in senior leadership roles. Only 18% of businesses in China have women as top executives with only 3.2% are CEOs of companies (Catalyst), 2016). Cooke (2009) points out that family commitment is a noticeable constraint for women managers. Aaltio and Huang (2007) provide evidence of the benefit of Executive Education for Chinese women managers in helping redefine their work-life identities and develop personal networks for career growth. This knowledge may be an essential component of the exploration of the impact of Executive Education on female participants in this study. This aligns with the work of Simpson, Sturge, Woods and Altman (2005), who in their empirical study, note that women more frequently indicate the gain of intrinsic benefits such as increased confidence and interpersonal skills in comparison to their male counterparts. Cooke's (2009) research notes that Chinese women managers identify that there are definite challenges and barriers to their access to social networks and building social capital, particularly related to career advancement despite investing the same amount of time and effort as their male counterparts (Bu and Roy, 2008; Cooke, 2009; Tan, 2009).

2.11 The influence of context

In Western cultures, Executive Education is grounded in the Anglo-American values popularized

by the top-ranked US Business Schools. Navarro (2008) identified six key features, namely:

1. Multidisciplinary integration;
2. Experiential learning;
3. Soft-skill development;
4. A global perspective;
5. Information – Technology focus; and,
6. Ethics and Corporate Social Responsibility (Cited in Li-Hua and Lu, 2014)

This idealized Western model, not without its critics, has been adopted in China (Goodall et al., 2004), and both re-evaluated and adapted into the Chinese context via *Guoqing*. This ancient term connotes that China is unique and, presumably, superior (Li-Hua and Lu, 2012). While the Chinese MBA is based on the Western model, Fan (1998) suggests that China cannot depend on the West for solutions but can develop its own capacity by integrating the best of both Eastern and Western practices, values and philosophies to create a global vision that is appropriate to both national culture and the broader global business contexts.

Li-Hua and Lu (2014) suggest as strategy for Executive Education in the 21st century that will enable future business leaders, both in China and the Western world to compete in the global market. They provide a synthesis of Western and Chinese management principles based on the work of Scarborough (1998) and Liu (1996) noting the cultural fit between East and West. The central argument of their work is that an effective Executive Education program maintains an equitable balance of knowledge, skills, manners and attitudes transfer between West-East and East-West. They posit that Chinese management philosophy is people focused while the science of Western management provides a structure for business management.

The central investigation of this paper is not to explore these philosophies in depth, but rather position the examination of the studies in both a global and Chinese context. This may also provide implications for further research and managerial practice in relation to program design for both EMBA and custom programs for global managers, creating an integrative, strategic Executive Education model.

Having positioned this research in the literature and identified both gaps in research and practice, the next section presents the conceptual model, the research model and hypotheses for this study that are derived from the literature presented in this chapter.

Section 4: Models and hypotheses

2.12 A conceptual framework

The majority of studies addressed in this literature review identify the links between the participant characteristics (demographics, position etc.) at the time of entry in the program, the environment of the program (coursework, experiences and relationships during the program) and the outcomes, both extrinsic and intrinsic, post program. Coupled with the theories that are identified for this study, Astin's (2012) conceptual framework for exploring student outcomes, the Inputs-Environment- Outcomes (I-E-O) model, provides a comprehensive framework that fits well with this research and links the components together. While this model has been primarily used to assess the success of higher education at the undergraduate and graduate levels, I posit that it fits well with the executive education model. Examining Executive Education, both EMBA and custom, through the I-E-O framework provides clarity to how the theories identified link together for this study.

This model is used to explore the relationships between participant characteristics (Input), the executive program (Environment) and participant outcomes. Inputs, in this study, include the participants prior education, age, gender, academic qualifications, marital status, position in the business, salary and level of English proficiency, career goals and motivations. The second concept, environment, relates to the manager's experience of the learning processes, the relationships built both within and outside of the school setting and the networks created. It identifies how Executive Education provides opportunities for human capital (career competencies) and social capital (networks and relationships) to the participant. The resultant capital gained through the educational experience contributes to the third phase of the model, post- program outcomes.

This final phase relates to both the post program outcomes identified by the program participants after completion of the program. As noted in the literature, the extrinsic outcomes are measured in relationship to job change or compensation while the intrinsic benefits are more subjective, including self-confidence and self-concept. Figure 2.1 illustrates a framework of the relationship of key theories and research for this study. Some of the variables noted have been drawn from

past studies, as noted, and also include accepted classifications of the different factors that are common to such studies and part of this model.

Figure 2.1: A Conceptual Framework

Pre-program Information	Executive Education Program	Post-Program Outcomes
Background Gender Family Status Other Demographics Professional Credentials Years of work experience Pre-program salary Role in company Academic Credentials	Human Capital Competencies Gained ³ Communication Teamwork Leadership Managerial Analytical	<u>Extrinsic Outcomes</u> Compensation Career Progression -Promotion -job changes Level and Type of Role ⁴ -Level and Title
Graduate Undergraduate English competency Other Career Goals -Higher position in company -Continue own business -Change role in company -Unsure Motivation for Executive Education ^{1,2} -Skill Development -Professional Development -Personal Development	<u>Social Capital/Identity</u> Networks -within the class -outside the school Relationships -Peers -Others	<u>Intrinsic Outcomes</u> Satisfaction ⁵ Assessment of Success -professional -academic -personal Self- Concept -self-confidence/self-efficacy -Optimism about future career in business
Program Choice - EMBA - Custom Program	Program Culture ^{3, 6} - Attitudes - Experiences - Context	
Key Theories: Human Capital/Social Capital Theory, Social Cognitive Theory, Competency Theory		
Note: ¹ GMAC Application trends (2015-18), ² GMAC Recruiters survey (2014-18), ³ See Leeming and Baruch (1998), Kelan and Jones (2010), Simpson et al (2005); ⁴ see Cox and Harquail (1991); ⁵ See Baruch (2009) and Zhao et al (2006)		

2.13 Research model and hypotheses

The aim of this study is to investigate the impact of Executive Education programs on the careers, competencies and perspectives of Chinese managers. The review of the literature in this chapter identifies the intent of Executive Education, the distinctions between custom Executive Education and open enrolment programs (EMBA) and the proposed impact on participants as well as the impact of participant characteristics. The review also explored key theories related to Executive Education and the contextual factors associated with Executive Education for Chinese managers. The identified findings and gaps in the literature suggest that research on Executive Education in China is warranted and would contribute to both research and practice. The literature reviewed in this chapter provides the foundation for the research design for this mixed methods study.

2.13.1 Mixed methods design and model

This literature review informs the design, decisions and development of both studies. While the research in Executive Education is both qualitative and quantitative, a mixed methods approach allows for the possibility of identifying causal associations and connections in relation to the theory, practices and outcomes. This mixed methods research included both quantitative and qualitative studies that aligned with the research presented in the literature review. The central research questions and related hypotheses for these two studies are noted below:

Research Question One: Which competencies and outcomes do Chinese managers believe have been most enhanced through an Executive Education program? And how do these differ between open and custom programs?

Hypothesis 1: There will be a difference between programs on which competencies and outcomes have been most enhanced through an Executive Education program.

Research Question Two: How do participant characteristics such as age, salary, marital status, job role, and educational background impact the outcomes of Executive Education? And does gender moderate the outcomes?

Hypothesis 2a. Age will impact the outcomes of Executive Education

Hypothesis 2b. Salary will impact the outcomes of Executive Education.

Hypothesis 2c. Job Role will impact the outcomes of Executive Education.

Hypothesis 2d: Educational background will impact the outcomes of Executive Education

Hypothesis 2e: Gender will moderate the outcomes of Executive Education.

Study One

This thesis is based on two studies. Study One aligned with the quantitative research that explored the relationship between Executive Education and the impact on a participant. A review of the literature informed the use of a survey as a tool for data collection (Baruch, Baruch and Peiperl; Hilgert, 1995; Simpson et al., 2005; Wieser 2016) as well as the hypotheses explored. This quantitative study examines the impact of Executive Education on Chinese managers. This research study is based on participant ratings of the competency development and extrinsic outcomes because of participation in Executive Education. Data were collected from 266 participants in both the open enrolment and custom program identified for this research study. The competencies assessed in this survey are noted in Table 2.3.

Table 2.3: Competency Definitions

Survey Item	Definition
Program Expectations	
Increased Expertise (Analytical)	Increased expertise in current business function/role
Increased General Management (Managerial)	Increased managerial skills such as project management, performance management, conflict resolution, planning and organization, negotiations, presentation skills, negotiating skills, time management
Increased Leading People (Leadership)	Increased knowledge and awareness of leadership style, impact, self-confidence, problem solving and creativity, global awareness, leading a team, interpersonal and relationship building skills
Increased Other Expertise (Analytical)	Increased business understanding across other business functions and processes
Program Outcomes (Competencies)	
Confident and Mature (Self-concept)	Developing confidence and maturity as a leader (Self-Concept)
People Skills (Teamwork, Leadership)	Interpersonal skills (Personal and Professional)
Big Picture (Leadership)	The ability to adopt a more holistic and global view using different thinking and strategic models (Professional)
Analytical Skills (Analytical)	Business and strategic skills that may be applied to current and future business settings, including statistical

	analysis and case studies (Managing Organizations)
Knowledgeable (Analytical)	Build knowledge on current business models on a local and global stage, and transferring this knowledge to current organization
Time Management (Managerial)	The ability to manage time and work effectively for self and role model for others (Personal and Professional)
Stress Management (Self-concept, Managerial)	Acknowledge and manage work/life stress (Personal), career management
Presentation Skills (Communication)	Engage in and develop skills in case presentations, powerpoint, multimedia and oral/written communication
Research Inquiry (Analytical)	Using a variety of quantitative and qualitative methods for business research
Team Leadership (Teamwork)	Effective leadership for team engagement and development, leading change, influence
Negotiating Skills (Communication)	Professional negotiation strategies
Learning Skills (Analytical)	Enhanced academic and research skills, effective reading skills
Confidence (Self-Concept)	Increased self-confidence as a leader and manager
Problem Solving (Managerial)	Increased ability to engage in problem solving, exploring alternative views and seeking optimal solutions with a team, decision-making/listening
Critical Thinking (Leadership)	the ability to analyze information objectively and make a reasoned judgement that is of benefit to the organization; abstract thinking,
Business Understanding (Analytical)	Increased understanding in current job function, including new strategies and concepts
Acquiring New Skills (Analytical)	New skills for business outside of current job function (eg. Financial and accounting skills)
Managerial Development (Managerial)	Develop more transactional skills related to different functions across the organization, interviewing
Networking Development (Leadership)	Increased ability to develop advantageous social and professional networks
Creativity (Leadership)	Developing the ability to think “outside the box” , to turn new ideas into reality, to make connections to generate innovative solutions.
Planning and Organization (Managerial)	Strategic planning and vision

Source: Derived from the literature review

Study 2: Interviews

Study Two is qualitative and based on interviews with 14 Executive Education participants from both open enrolment and custom programs. The design and questions used were informed by the Executive Education literature explored in this review (Chen and Doherty, 2013; Hilgert, 1995; Hussain et al., 2010; Simpson et al., 2005). The questions included specific items that focused on participant characteristics, motivation, program design, leadership, competency development, inter-cultural competencies, perceived benefits and skills acquired. Interviews with the participants were semi-structured and purposely designed to explore their perceptions of the benefits of Executive Education. The intention of this study is to not only identify the perceptions of competency development and perceived benefits, but to also explore if new knowledge is applied to the broader organization from the perspectives of the participants. Table 2.4 provides a summary of the general interview structure and related research.

Table 2.4: Qualitative Study Interview Structure and Research Links

Interview Structure	Themes Explored
Introduction	<i>Participant Characteristics</i> (Noe and Colquitt, 2002; Chen, 2002; Chen et al., 2011, Simpson et al., 2005)
Program Structure, Design, Outcomes, Impact	<i>Nature of the Program</i> (Blackler and Kennedy, 2004; Gosling and Mintzberg, 2006; Grossman and Salas, 2011)
Leadership	<i>Skill Development and Leadership</i> Ket de Vries and Korotov, 2007; De Dea Reglio and Light, 2009; Hay and Hodgkinson, 2008; Jensen and Granger, 2010; Grossman and Salas, 2011
Competency Development	Perceived Outcomes and Competency Development Baruch and Leeming, 2000; Long, 2004; Simpson et al., 2005; Kets de Vries and Korotov, 2007; Petriglieri and Petriglieri, 2010; Chen et al., 2012 Vazquez and Ruas, 2012;
International Experiences	<i>Global Competences</i> Conger and Xin. 2000; Morrison, 2000; Gloecker, 2005; Kramer, 2005; Javidan, 2007; Collins, Scullion and Marley, 2007, Leicester, 2010
Motivation	<i>Motivation</i> Baruch and Peiperl, 2000; Simpson et al, 2005; Doh and Stumpf, 2007; Lockhart, 2013

2.14 Conclusion

This section has outlined the research model for this mixed methods study, including both the qualitative interview design and the hypotheses driven empirical study. As stated, this research model is derived from the literature review of Executive Education definitions, theories and practices as well as Executive Education in the context of China.

In summary, this chapter has reviewed the literature that explores the research related to Executive Education and program design, participant characteristics, skill development, nature of the program, motivation, international experiences, leadership skills, including managerial competency development and career path changes (Baruch and Peiperl, 2000, Erhard, Jensen and Granger, 2010; Lockhart, 2013; Simpson et al., 2005; Vazquez and Ruas, 2012). Also investigated was the return on investment for both employers and participants, training transfer and the impact on the personal and professional identities of the participants (Evans, Trevino and Weaver, 2006; Hodgkinson and Rousseau, 2009; Ket de Vries and Korotov, 2007; Khurana and Spender, 2012, Hay and Liang, 2015). Participant characteristics are presented (Chen 2002; Hobbs and Gropper, 2005; Noe and Colquitt, 2002, Stanton and Stanton, 2017) in relation to the commonalities of global students in Executive Education programs as well as linking to the motivations for participation. Within the context of China, (Chen and Chuih, 2011; Cooke, 2009; Huang, Hussain et al., 2010; Siu, 2000) participant factors such as gender, marital status and age are identified as factors that impact Executive Education.

Guided by the work of the current researchers in this field (Baruch and Peiperl, 2000; Chen and Doherty, 2012; Ket De Vries et al., 2007; Vazquea and Ruas, 2012) theoretical frameworks related to Executive Education were explored, namely, human and social capital theory, social identity theory (Tajfel and Turner, 1982), competencies (McClelland, 1973; Boyatzis, 1982; Burgoyne, 1993) and social cognitive theory (Bandura, 1997, 1977). Using these key insights from the literature, the research questions are investigated within the context of China, drawing on the thoughts and experiences of Chinese managers who have participated in Executive Education programs.

This literature review, Chapter 2, provides an overview of the current theoretical and conceptual perspectives relative to Executive Education through a review of the literature in the field. Research that explores the impact of Executive Education on managers relative to their professional and personal growth and development is presented (2006). Research that relates to the impact of Executive Education to the growth of China's economy has been shared. Also discussed is the background to the main constructs of the research questions and the key variables that are explored in this study. Drawing on the research from this chapter, this mixed methods study creates the opportunity to contribute to the research field using empirical evidence from both a global custom program and EMBA programs for Chinese managers. From a managerial stance, the resultant findings may provide deeper insight into the possible outcomes and design of future Executive Education programs that may draw on both Western and Eastern management practices and philosophies. As well, the resultant findings may assist prospective businesses and candidates make decisions in relation to executive development.

The next chapter, Research Methodology, discusses the philosophical underpinnings of this study. As well, the research design, methodology and rationale are explained along with the procedures implemented for data collection for this mixed methods study.

Chapter 3 Methodology

3.1 Introduction

Chapter 2 addressed the literature pertaining to Executive Education and the Chinese context, in reference to both custom and open enrolment programs. This chapter discusses the philosophical background, an overall research strategy and philosophical paradigm along with the research process used for the study. Fundamentally, this study adopted an exploratory sequential approach with a primarily quantitative focus to assess the impact of Executive Education on Chinese managers. Also provided is the research design which will discuss the sampling, instrumentation development for both studies, data collection methods and data analysis procedures.

The intent of this study to investigate the impact of Executive Education programs on the careers, competencies and perspectives of Chinese managers. This thesis examines the effects of both a customized executive development program and an executive MBA on these three aspects. The key research questions are noted below to ground the discussion of a research stance and subsequent methodological choices for this study.

Research Question One: Which competencies and outcomes do Chinese managers believe have been most enhanced through an Executive Education program? And how do these differ between open and custom programs?

Research Question Two: How do participant characteristics such as age, salary, marital status, job role, and educational background impact the outcomes of Executive Education? And does gender moderate the outcomes?

This chapter will link the research discussed in the literature review to the methodological choices made to explore these research questions in details. Explanations and research are provided to position the research study relative to current methodological choices in this field along with the research decisions and design of this study.

3.2. Nature of research

The intended outcomes of this thesis were to test the theories presented in the I-E-O conceptual framework to determine the impact of:

- i) Input as defined by participant characteristics

- ii) Environment as defined by the learning experience and
- iii) Outcomes, as defined by the intrinsic and extrinsic post- program outcomes

Of particular interest was if these outcomes differ between the programs studied as well as other factors such as age, gender, marital status, education background and job function. This study adopted a mixed-method research design. First, this study employed a quantitative research methodology using a survey as the instrument. This survey was designed for this study, drawing on past research conducted, and the foundational theories presented in the conceptual framework. Hypothesis testing was employed to investigate the relationships between the variables of the Executive Education program and the impact on participants.

The second part of this study employs an inductive research logic to better provide inferences about the phenomenon under study. Jack and Raturi (2006) note that this combination of statistics and thematic approaches, i.e. the combination of multiple data sources and analysis, allows triangulation to take place. Jogulu and Pansirs (2011) draw on the work of scholars (Tashakkori and Teddlie, 1998; Johnson and Onweugbuzie, 2004; Tashakkori and Teddlie, 2003) who identify this mixed methodology as a profound, comprehensive technique for social sciences research. Pansiri (2005) posits that while most management research promotes a scientific approach, using large scale multivariate statistical studies, other researchers such as Simpson et al. (2005) have used mixed methods for their work in management research to, perhaps, increase the impact of the research on business and organizations. Likewise, several researchers (Fincham and Clark, 2009; Hodgkinson and Starkey, 2011) suggest that management research should move beyond a traditional, scientific perspective and adopt one that seeks to assimilate the scientific quest for truth with the practical concern for relevance (Jelinik et al., 2008 cited in Radelli et al., 2014).

The quantitative study provides empirical data and findings in relation to the programs impact and effectiveness. This analysis however, does not address the deeper interests and impact on the participants, namely the “How” and “Why”, that is the motivations and phenomenological insights from those who take part. Thus, a mixed methods design is taken for this research. Researchers (Cresswell, 2005; Miles and Huberman, 1994; Tashakkori and Teddlie, 2005) speculate that neither empirical nor qualitative research can exclusively capture the intricacies of

a research question. A combination, through a mixed methods approach, draws on the strengths of each method and facilitates more robust analysis. Unlike the positivist paradigm, which attempts to address reliability and validity, the intent of this qualitative study is to establish trustworthiness, including credibility and dependability, through iterative questioning and in-depth methodological descriptions (Shenton, 2004).

It is obvious that there are different research approaches to the same phenomenon. Prior to a deeper outline of the mixed method design of this study, it is essential to ground the methodological choice in a discussion of the philosophical assumptions of the researcher since they are critical to attitude of inquiry and decision-making processes for the subsequent research of this study.

3.3 Research philosophy

Critical to any thesis is the underlying research philosophy, specifically the researcher’s view of ontology (truth) and epistemology (facts) and the subsequent paradigm or worldview that guides the actions related to the work. Ontology is defined as the researcher’s assumptions about the nature of reality, with the debate often between realism and relativism (Easterby-Smith et al., 2008). Epistemology, the study of knowledge and its nature, validity and value, also refers to the assumptions regarding the best ways of inquiring into a phenomenon (Easterby-Smith et al., 2008; Remenyi et al., 2009). Specifically, the ontological and epistemological view of the researcher positions the validity of their work and defines the choice of research strategy. In management research, the three paradigms common in the research include positivism, phenomenology, also referred to as constructivism or interpretivism; and pragmatism, also known as relativism. Table 3.1 provides an overview for the following discussion on the philosophical underpinnings of this research study.

Table 3.1: Overview of Philosophical Underpinnings of Research

Term	Positivistic Paradigm	Phenomenological Paradigm	Pragmatic Paradigm
Ontology <i>Philosophical assumptions about the nature of reality.</i>	Reality is Objective and Singular	Reality is Subjective and Multiple	Reality is Constructed and Interpretative

Epistemology <i>A general set of assumptions about inquiry into the nature of the world.</i>	The Researcher is Independent	Researcher is Interactive with Data/Participants	Researcher is Interactive with Multiple Data Sources
Methodology <i>Techniques or strategies used for inquiry.</i>	Deductive, Context Free (Hypotheses/ Propositions/ Confirmation of Theories/Theory testing and generation)	Inductive and Contextual (Questions/Critique/ Theory Generation/ New Insights)	Inductive and Deductive (Triangulation and Comparison)

Adapted from Creswell, 2009; Easterby-Smith et al., 2008

Denzin and Lincoln (2005, p. 183) define a paradigm as a “basic set of beliefs that guide action. Paradigms deal with first principles. They are human constructions. They define the worldview of the researcher.” For this study, I first considered adopting a positivist paradigm that was hypothesis based, objective, deductive and context free (Teddlie and Tashakkori, 2003). This positivist stance was used for the initial quantitative study which assessed the feasibility of this research. My initial philosophical assumptions also were influenced by the nature of the participants, who often are from financial organizations where quantitative data is highly valued. Words and phrases such as “ROI” and “impact” led to the initial decision to adopt a positivist approach. While the empirical results provided the impetus for future research, the intent of this research is to provide deep insights into the impact of Executive Education on managers related to the Chinese context. It was at this point, that I had to reconsider my philosophical stance. While I wanted to be able to provide empirical evidence to support my hypothesis, the initial data did not provide the explanations and depth that I sought into the impact of Executive Education for the Chinese participants like the work of Chen (2013) who adopted a qualitative approach to provide rich descriptions of individual narratives of an EMBA experience in China. To fully capture the depth of the learning experience on the participants, a pragmatic paradigm was also considered as demonstrated in similar research (Baruch and Peiperl, 2000; Simpson et al., 2005).

I wanted to explore my research question, valuing both the objective realities of empirical data as well as the interpretations of the lived experiences of the participants. Thus, I experienced a shift

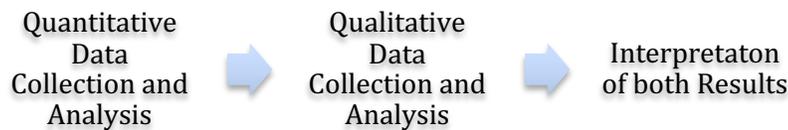
in my thinking, adopting a pragmatic paradigm that is both inductive and deductive which lead to the exploration of an appropriate methodological choice for the research design. This relativist, pragmatic paradigm allowed for a triangulation of facts and perspectives from the phenomena of study through the lens of my research perspective. Johnson and Onwuegbuzie (2004) suggest that pragmatism helps develop both an empirical knowledge along with the practical consequences.

3.3 Research strategy

Having positioned my research philosophy as that of a pragmatist, the next choice was to explore an optimal strategy for research or inquiry. Creswell (2009) defines these three strategic choices as quantitative, qualitative and mixed methods. While quantitative studies generally include experiments and survey research, qualitative strategies employ case studies, grounded theory studies, ethnographies and phenomenological inquiries. Mixed methods use a combination of both quantitative and qualitative methods and may be concurrent, sequential or transformative (Creswell, 2009).

A mixed methods strategy of inquiry, using a survey and phenomenological approach via participant interviews, was used for this research study. Johnson and Onwuegbuzie (2004) also suggest that this methodological pluralism may result in superior research. Creswell and Plano Clark (2007) identify that the use of both an inductive and deductive methodology may provide a stronger understanding of the research problem. This decision was based on the aim of this study, to provide insight into the impact of Executive Education on Chinese managers and aligned with similar mixed methods approaches in the current research, as noted in Figure 3.1.

Figure 3.1: Sequential Mixed Methods Design (Xie, 2017)



Johnson and Onwuegbuzie (2004) note that in adopting a mixed-methods design, the researcher must decide if: 1. There is a dominant paradigm or not, and 2. If the phases of the research will be conducted concurrently or sequentially, recognizing that the findings will be integrated during the interpretation phase of the work. For this research, a sequential mixed methods design was adopted, as noted in Figure 3.1, with equal status to both studies. In this design, the quantitative data was first collected and analyzed (Cresswell et al 2003). Following this, the qualitative data

was collected and analyzed second to help elaborate on the quantitative results in the first study. These results were then connected in the analysis of the findings of both studies (Ivankova et al 2006). The rationale for this approach is that both data and the related analysis provides a general understanding of the research problem, explaining statistical results through the perspectives of the participants in more depth (Tashakkori and Teddlie 1998).

This mixed methods design aligned with the work of other researchers (Baruch and Peiperl, 2000; Simpson et al., 2005) who used both sets of data in their analysis of the impact of Executive Education, drawing on both quantitative evidence from surveys and detailed insights from their participants. The work of Chen (2013) also heavily influenced this design since I was interested in exploring the narratives of the participants in both programs. Based on my experiences with Executive Education participants, I was cognizant of the power of their stories and how they may possibly connect them to their course of study. I felt that I would gain a richer insight into the impact of the programs by participating in these interviews and develop a stronger understanding of both the importance of context and impact.

3.4 Research methods

Coupled with the choice of the strategy for inquiry, is the choice of research methods that include the choices of data collection, analysis and interpretation. Creswell (2009) identifies quantitative strategies that include performance data, observational data, instrument-based questions and statistical analysis. Qualitative strategies may include open-ended questions, interview and observation data, text analysis along with thematic interpretations.

To contribute to the current literature and managerial practices, this research employed methods that were like those in the literature highlighted in this research study. A cross-sectional design was used for this study instead of longitudinal research in relation to the geographical and time constraints, the ease of data gathering and assessment and the ability to generalize results to a whole group (Remenyi et al., 2009).

A cross-sectional survey designed by the researcher was used to collect demographical, organizational and “perceptions of impact” data. Following the survey data collection and statistical analysis, semi-structured interviews were designed to garner the perceptions and experiences of participants in Executive Education in the Chinese context. Subsequently,

thematic analysis was used to explore the interview data and produce the findings. Finally, both sets of data and resultant findings were interpreted, and the findings combined. These will be presented in the following chapters of this thesis.

A preliminary study was conducted in 2014 (see Appendix A - Pilot Study) to assess the feasibility of the main research question, using a sample of survey data gathered from program participants. The survey data captured the opinions and possible impact on participants who had participated in a custom Executive Education program and is aligned with the work of similar research studies in this field (Baruch and Peiperl, 2000; Simpson et al., 2005). The main hypothesis tested in this empirical study was that there would be a change in participant thinking and a positive ROI noted in relation to their engagement in an Executive Education program. A detailed account of this quantitative study is provided in Appendix A. The findings from this initial study provided the impetus for the development of two subsequent studies that are outlined in the next sections.

3.5 Quantitative study

Based on the literature review, a survey was developed to examine the competency development and resultant impact that each program had on the participants. The questionnaire was divided into 3 parts: participant demographics, program expectations and competency development. Participants were asked to complete the survey based on their perceptions of the impact of the program on their personal and professional competencies. These questions included a variety of independent and dependent variables, including, categorical (Gender and program attended), ordinal (Likert Scale Responses) and continuous (compensation and number of promotions). The main purpose of the analysis exploited how the independent variables related to the dependent variables, including types of outcomes related to the completion of an Executive Education program. Chapter 4 provides the quantitative study data collection, results and analysis. The following hypotheses, presented in Table 3.2 were formulated for the quantitative study, based on the current literature, and tested using statistical analysis techniques. The findings are reported and discussed in Chapter 4. Given the sequential design of this mixed methods study, the results from the quantitative analysis are used for further exploration in the qualitative study, with equal weighting given to each study.

Table 3.2: Research Questions and Hypotheses

Hypotheses	Current Research
<p>1. Which competencies and outcomes do Chinese managers believe have been most enhanced through an Executive Education program? And how do these differ between open and custom programs?</p> <p>Hypothesis 1. There will be a difference between programs on which competencies and outcomes have been most enhanced through an Executive Education program.</p>	<p>Baruch and Peiperl, 2000; Baruch and Leeming, 2000; Chen et al., 2012; Conger and Xin, 2000; Cooke, 2009; Ituma et al 2007; Kets de Vries and Korotov, 2007; Long, 2004; Petriglieri and Petriglieri, 2010; Simpson et al., 2005; Spearley, 2006; Stanton and Stanton, 2017; Vazquez and Ruas, 2012</p>
<p>2. How do participant characteristics such as age, salary, marital status, job role, and educational background impact the outcomes of Executive Education? And does gender moderate the outcomes?</p> <p>Hypothesis 2a. Age will impact the outcomes of Executive Education.</p> <p>Hypothesis 2b. Salary will impact the outcomes of Executive Education.</p> <p>Hypothesis 2c. Marital status will impact the outcomes of Executive Education.</p> <p>Hypothesis 2d: Job role will impact the outcomes of Executive Education.</p> <p>Hypothesis 2e: Educational background will impact the outcomes of Executive Education.</p> <p>Hypothesis 2f: Gender will moderate the outcomes of Executive Education.</p>	<p>Aaltio and Huang 2007; Baruch and Peiperl, 2000; Baruch and Leeming, 2000; Baruch et al. 2005; Chen 2002; Chen and Chiuh 2011; Chen et al, 2012; Cocchiara et al 2010; cooke and Tan 2009; Hobbs and Gropper 2005; Long, 2004; Noe and Colquitt 2002; Simpson et al., 2005; Vazquez and Ruas, 2012</p>

3.6 Qualitative study

The intent of the qualitative study presented in Chapter 5 is to explore and provide further understanding of the quantitative findings presented in Chapter 4. The qualitative component involved semi-structured interviews with program participants from both the custom and open enrolment programs. The intent of these interviews was to clarify the quantitative findings and provide deeper insight into the results to either extend the findings or provide new learnings. Given the naturalistic method, I was also conscious that new insights may emerge from the analysis and did not limit myself or the participants solely to the a priori themes for exploration.

To explore the effectiveness of Executive Education programs from a participant perspective, interviews were designed to capture their thoughts, feelings and insights. A semi-structured interview process was adopted where the participants share their perspectives via responses in one-to-one interviews (Appendix B- Interview Guide). This approach allows the researcher to seek responses to specific research questions as well as clarifications to further explore questions raised by the participant (Tong et al., 2007). The responses provide insight and understanding to the lived personal and professional experience of the informant, i.e. a realist perspective. The structure of the interviews is specific to elicit the views, insights and experiences of program participants and will, perhaps, provide explanations, elaborate on results and offer subsequent program design ideas for future work. The questions for the interviews were based on *a priori* themes from the literature review as shown in Appendix B (Interview Questions) as well as emergent questions from the quantitative findings with some additional points for exploration that were not evident in the quantitative results. A semi-structured interview protocol was adopted. Joffe (2012) notes that this structure imposes topics to guide participant's thinking, where it may be preferable for the researcher to gain a somewhat naturalistic method to gain insight into the phenomenon of study. The interview responses are then analyzed using a technique called thematic analysis.

3.6.1 Description of the method

Thematic Analysis (TA) was chosen as the method for identifying ideas and analyzing patterns in the dataset. It allows the researcher to organize and describe the data set in detail and illustrate which ideas or themes are important in the account of the phenomenon being studied. Braun and

Clarke (2006) note that thematic analysis as a method is foundational to qualitative research since it provides the generic, core skills that needed and is flexible since it can be applied across a range of theories and epistemologies and, as a tool, has the potential to provide a richly detailed and multifaceted account of the data. Unlike other analytical methods used to describe data patterns in qualitative research, such as discourse analysis and grounded theory, Braun and Clarke (2006) suggest that thematic analysis can be used within different theoretical frameworks and can be a method which works to both “reflect ‘reality’ and to unravel the surface of “reality.” (p.9). Joffe (2012) notes that themes are patterns of both explicit and implicit content and thematic analysis is an effective method to draw on both types.

Central to thematic analysis, is the concept of ‘theme’. Braun and Clarke (2006) along with Joffe (2012) define this term to mean an idea that captures important details about the data relative to the research question and represents a specific patterned response or meaning from the dataset. The current research in the field of Executive Education provides the theoretical and managerial ideas that are the foundation of this research (deductive), creating preconceived ideas and categories, *a priori* themes. Boyatzis (1998) suggests that naturally occurring themes present in the data, that is, the researcher remains open to new concepts or ideas that emerge. While the established, deductive themes many replicates, extend or negate existing studies, it is the inductive, emerging themes that may create new knowledge. In this study, I wanted to explore both using the established themes in the literature and remaining open to the thoughts and interpretation of the participant’s stories. Joffe (2012) contends that TA offers the researcher a systematic structure for analysis, not just related to the frequency of themes but and conceptualizations of the phenomenon of study.

Thematic analysis allows the researcher to compare and evaluate informant viewpoints that are significant to the understanding and description of the phenomenon. King (2004) suggests that thematic analysis is a flexible approach and useful for comparing perspectives, a key impetus for this research. The structure for thematic analysis uses a template that uses themes and key ideas from the current literature and emergent findings from the quantitative study. This template is iterative and modified as themes and insights emerge through data analysis. The process involves a careful reading and re-reading of the interview data to identify themes. As noted in the work of Fereday and Muir –Cochrane (2006), I used both the deductive *a priori* template of codes,

drawing on the key insights from the literature, and the data-driven inductive approach of Boyatzis (1998) which allows themes to emerge from the data. Boyatzis (1998) defines a theme as “a pattern in the information that at minimum describes and organises the possible observation and at maximum interprets aspects of the phenomenon” (cited in Fereday and Muir Cochrane, 2006, p. 83). Additionally, an *a priori* template was developed based on the literature review and the research question. These codes were entered in NVivo to provide a structure for organizing the interview text for interpretation and analysis. (Appendix D - Sample Coding)

3.6.2 Use of Qualitative Data Analysis Software

While statistical analysis software (SPSS) was used for the quantitative study to assist with data analysis and the reporting of findings, alternate software was employed for the qualitative study. The volume of data required strong organization, and it was possible to complete the thematic analysis using note-taking and memos with both paper and Excel documents, the use of Qualitative Data Analysis Software (QDAS) was introduced in the master’s phase of this program. NVivo 11 was accessible for this researcher and recommended by several colleagues since it was simple to use. It allowed the indexing of the interview texts and searching for words and phrases in this data. NVivo provided the structure to organize data and manage the analysis, identification of themes and categories and create conclusions, using both the *a priori* themes yet still requiring the intensive interpretation and analysis of the researcher. NVivo requires the manual intervention of the researcher to establish the coding and structure the theme and I did not employ any auto coding capabilities since I wanted to explore, analyze and interpret the data through my own lens, valuing the stories of the participants. Welsh (2002) suggests that it provides a reliable and general picture of the data through an accurate and transparent process, facilitating a thorough examination of the data through its search abilities. Woods et al., (2016) in their meta-analysis of studies using QDAS caution that the use of software may create the adoption of programmatic approaches to analysis and suggest the ongoing reflexive awareness of the researcher in data analysis. Despite this caution, Woods et al., (2016) found that their work demonstrated the pragmatic value of QDAS, particularly NVivo, for conducting data analysis efficiently particularly given time and cost constraints.

3.7 The sampling plan

Remenyi et al. (1998) identify several factors that address an appropriate sample size including the size of the total population, expected response rate, age of the respondents, time and cost

factors. All of these factors were considered in this research design, for both the quantitative and qualitative studies. I employed both online surveys and semi-structured interviews for this study thus I had to ensure an appropriate sample for each component.

The sampling plan for this study included direct contact with alumni associations from the two universities and the informal network of ICBC. The participants for both sections of this research study were the former Executive Education students from both EMBA and custom programs. Interview participants were invited to participate from both the custom (ILDPA) and executive MBA programs via social and alumni networks. Three Executive Education programs were used for analysis in this study. They include two open enrolment programs and one custom program. An overview of each program is provided below.

University of International Business and Economics (UIBE) EMBA Program¹

UIBE was founded in 1982 with a mission to develop business leaders in the globalized business context. Its key goal is transitioning from “business school’s globalization” to a “globalized business school”. UIBE identifies five core components, namely:

1. A view towards the work and the future
2. Excellent faculty
3. Premium learning and teaching
4. An elite, diverse community
5. Teamwork, cultural dimensions, quality and responsibility

The school promotes an open culture that blends Eastern and Western philosophies and practices through its broad vision, open attitude and a focus on life-long learning.

UIBE’s two-year Executive MBA program was tailored for senior executives across a variety of industries. It offers both an integrated management EMBA program and strives to differentiate from other universities through its course offering for film, media and capital operations. Each program has a strong focus on internationalization with a model that blends academia and industry through an integration of knowledge and practice.

Course delivery is designed with the executive in mind. During the two-year curriculum, classes convene four days every month, with courses conducted in Mandarin. Not limiting itself to traditional classrooms, UIBE has built mobile classrooms which enable students to

¹ http://bs.uibe.edu.cn/english_new/programs/executive_emba.html?lm=2&num=3

launch field studies and promote interactions between enterprises and social communities. There are also study tours offered to students that want to go abroad and visit internationally renowned business schools and companies.

Students come from diverse industry backgrounds with over 10 years of management experience and frequently serve in senior management positions across China. Currently, the program has produced close to 2,000 senior executives from state-owned, private or foreign-funded companies, along with high-level government officials in key departments.

Peking University HSBC Business School (PHBS) EMBA Program²

A relatively new program that was established in 2010, PHBS EMBA Degree Program is tailored to suit the needs of senior-level management by providing students with scientific approaches to deal with the financial and managerial demands needed at the managerial position. The course design pays special attention to global trends in various industries but also examines China's changing role in the international market.

Like the UIBE program, the PHBS EMBA program holds intensive classes for four days each month for the duration of the two-year program to accommodate the schedules of working managers who continue to work full-time. Courses are primarily conducted in Mandarin. The school offers specializations in global strategy and financial investment. Aside from a variety of mandatory and elective course offerings, the school also provides students a wide range of practical learning experiences, including guest speakers and forums, management simulations, and military training. To develop student's long-term and strategic global view, the school is composed of international faculty members and internationally trained staff. Program highlights include international study tours to the US or Europe as well as exchange opportunities with the University of Hong Kong. According to their alumni data, (PHBS, 2016) currently has 350 alumni from this program. Each year there are roughly 80 students enrolled in the program with 50% of participants holding the title of board of directors or general manager, vice president (27%), and head of department (23%). Thus far, the EMBA program at PHBS has over 350 alumni.

² (<http://english.phbs.pku.edu.cn/exemba/>)

Industrial and Commercial Bank of China (ICBC) International Leadership Development Program (ILDLP)

As China is the largest commercial bank, and the world's largest bank by market capitalization, ICBC has been mapping its global footprint by acquiring foreign banks and establishing overseas branches. By the end of 2012, its overseas assets reached more than \$32 billion USD, up from \$3.6 billion USD in 2000, with branches in 39 countries and regions and a total of 383 subsidiaries. There are almost 6,000 ICBC employees working out of the country with roughly 400 deployed from China while the rest are employed locally. With the objective of developing a genuinely multinational bank, ICBC seeks to find candidates that possess a global vision and industry experiences that are of importance for ICBC's global aspirations.

ICBC's ILDP was launched in 2011 to cultivate a group of managerial leaders with a global vision, strategic thinking, and outstanding leadership, and set up a talent pool for the sustainable development of the bank. The ILDP adopts a method of domestic training together with overseas study and overseas practice. They send around 100 candidates each year to study at over ten internationally known universities such as Cambridge University, Stanford University, University of Michigan, University of Toronto, University of British Columbia, etc. While abroad, ILDP participants have the opportunity to intern and gain practical experience at different organizations such as Citigroup, JP Morgan, and Credit Suisse.

The ILDP runs for nine months from September to June the following year. During the nine-month period, candidates can attend courses based on culture and communication, leadership and management, and banking and finance. While abroad, ILDP participants spend their time taking open enrolment courses and custom designed courses. Open enrolment courses allow ILDP participants to choose courses based on his or her interest and learn with university students, thus allowing participants to interact with students and professionals from around the world. Custom designed courses are mandatory for all ILDP participants and consist of attending class with other ILDP participants in the same cohort. These courses typically allow ILDP candidates to deepen their knowledge in banking and finance, and other various financial topics. Aside from in-class learning opportunities, there are many opportunities for ILDP participants to learn and develop in a foreign environment such as a workplace experience with a host company or volunteer

organization, guest speaker series, off campus networking events, and mentorship.

I directly invited participants via email and WeChat (social network) and through their alumni associations to participate in the research and assured of confidentiality, aligned with the protocols for Henley Business School. I was able to make contact via email and the social media platform, WeChat, to all the EMBA graduates. Likewise, the ICBC education department emailed all the participants who graduated from all participating universities, except the University of Toronto. The researcher, via the social media platform, WeChat, contacted all the ICBC participants from University of Toronto. In total, 1,350 emails were sent out to graduates of two business schools and 245 graduates of ILDP. The online survey was completed by 360 EMBA graduates and 130 ILDP graduates who had responded positively to both the social media outreach and my email via the alumni office to participate in the survey.

For the qualitative study, fourteen in-person interviews focused on the qualitative aspect of the open enrolment (EMBA) graduate experience where questions on program core competencies, leadership, motivation, etc. were asked. In total, three participants were interviewed from the UIBE EMBA program and six participants were interviewed from the PHBS EMBA program. Similarly, five participants in the custom designed program (ILDP) were interviewed with similar questions either in person (3) or via Skype (2). As with the survey, I contacted the participants from the EMBA programs through their respective alumni offices. For the custom program, I made personal contact with the graduates and also engaged the head office education department of ICBC to assist in the selection process since I wanted to ensure we had ICBC participants from a variety of Western University settings. All the ICBC interview participants also completed the online survey.

Interviews were conducted individually with each participant, in English or Mandarin, either in person or via Skype. Interviews were only conducted in Skype if I was unable to secure an in-person interview, in Toronto or China. Each interview was recorded with permission and later transcribed and translated into English for analysis purposes. Back-translation was employed to check the accuracy of each translation. I collaborated with colleague at Rotman who spoke both Mandarin and English to ensure that the English translation captured the essence and meaning of the original interview.

The interviews lasted around 1 hour and 15 minutes each. This analysis provided further insights into the choices, impact and design of both custom and open enrolment programs that were not evident in the empirical study. The method of thematic analysis and use of NVivo, a qualitative data analysis software, is presented next.

3.8 Summary of interview participants

Semi-structured interviews were conducted with fourteen participants from both the custom and open enrolment programs. These participants represented a variety of backgrounds, experiences and characteristics. Tables 3.3- 3.4 provides a brief summary of the participants in this study. For future identification, throughout this study, a code is provided for each. For the Custom Program, “C” indicates the program type with the number indicating the participant. Similarly, for the Open enrolment Program, “OP” indicates the program type with the number indicating the participant.

Table 3.3: Summary of Interview Participants (ILD P)

Code	Role	Gender	Program	Background
C1	Executive	Male	ILD P	Master Degree in Finance. Works in overseas office
C2	Manager	Female	ILD P	Works overseas. ILDP at U of T.
C3	Manager	Female	ILD P	Masters Degree in International Trade, started ILDP in 2014. Working in a regional office
C4	Executive	Male	ILD P	Bachelor’s Degree in computer science. started ILDP program in 2012, works in overseas office
C5	Manager	Female	ILD P	Bachelors degree international trade, works in head office, Completed ILDP at University of Michigan

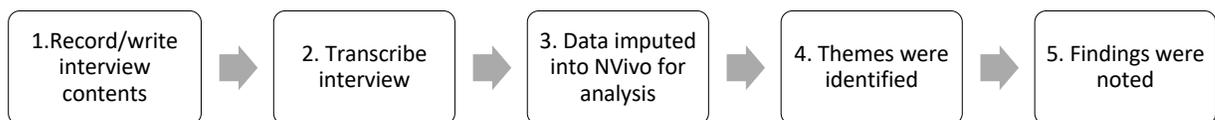
Table 3.4: Summary of Interview Participants (EMBA)

No.	Role	Gender	Program	Background
OP1	Senior Lawyer	Male	PHBS EMBA	Works in a private law firm. Holds a Bachelor degree in Law and Master degree in Law from Chinese universities. Joined PHBS in 2011.
OP2	CEO	Male	PHBS EMBA	Bachelor degree in Radio and Computer Science. Worked in both state and private industries in the field of electronics. Started own company in 1997, and has been working as Chairman ever since. Joined the EMBA program in its introductory year.
OP3	General Manager	Female	PHBS EMBA	Works in financial services sector. With the company's sponsorship, attended the PHBS EMBA program from 2011 to 2013. Prior, completed a Bachelor degree in Business Administration.
OP4	Senior Executive	Male	PHBS EMBA	Works in the industrial sector in family owned business. Studied in Canada for 9 years prior to return to China in 2011 to pursue an EMBA at PHBS.
OP5	Manager	Male	PHBS EMBA	Works in financial sector at a variety of institutions. Bachelor degree in Human Resources.
OP6	Lawyer	Male	PHBS EMBA	Has worked in both government and private sector in the legal field. Bachelors degree in languages and post-graduate degree in law.
OP7	Senior Executive/ CEO	Male	UIBE EMBA	In media and entertainment sector, both public and private. Serves in senior leadership roles in both government and private industry.
OP8	Senior Executive	Female	UIBE EMBA	In media sector, both public and private. Senior leadership role in private company that is a family owned business. Bachelor degree in Arts. Joined UIBE EMBA in 2010.
OP9	CEO	Male	UIBE EMBA	In the real estate sector. Bachelor degree in Financial Accounting. Sole owner of real estate company in China

3.9 Data collection

For this qualitative study, interviews were conducted, in Mandarin, both in person and via Skype. A semi-structured interview guide (Appendix B) that focused on the key research questions and acted as a guide for the interview process. All interviews were conducted by the researcher, recorded and transcribed for analysis. Figure 3.2 outlines the data collection process.

Figure 3.2: Data Collection Process



1. Interviews were conducted by the researcher, with the full duration of the interview recorded for transcription purposes.
2. Recorded interviews were manually transcribed into electronic documents.
3. Digitized responses were uploaded into qualitative analysis software, NVivo, to compare data amongst participants.
4. Any common findings as well as differences amongst groups were noted.
5. Typical participants were formed based on common findings.

3.10 Interview considerations

3.10.1 Developing the interview questions

The design of the interview questions was based on a semi-structured format that include structured questions based on scale, which focused on the change brought by each program, and open-ended questions that concentrated on reasons and examples related to the key research questions. This interview format was chosen versus an informal conversational interview (Turner, 2010) since I did not want to rely solely on the interaction between myself and the participants to guide the interview process. While there were themes that I wanted to explore based on the literature review, I wanted both structure and flexibility. Creswell (2007) notes that an informal interview may be both inconsistent and unreliable, posing challenges for coding. Instead, a general interview guide was developed that was structured yet allowed me to adapt the interview to explore a more personal stance and approach with the participants. McNamara (2009 cited in Turner, 2010) suggested that a semi-structured interview design ensures that similar

information is collected from each person interviewed and provides the interviewer with a more conversational approach while still allowing some degree of freedom and adaptability. The flow of the interview was designed in order put easier questions at the beginning to help create ease for the interviewee, followed by questions of increasing difficulty before concluding with open-ended questions and an opportunity for further input. Finally, interview questions were designed to provide insights on different aspects about the program and the candidate. The question design was both flexible and open (Hill et al., 2005) with the intent of ensuring that the experience of the participant was both captured and valued. Several iterations of the interview questions were developed in consultation with Rotman faculty and research colleagues from Henley. Edits were made to ensure that the questions were open-ended and objective. The interview protocol and research links are noted in Table 3.5.

Table 3.5: Interview Protocol and Research Links

Interview Questions		Themes Explored
Introduction	Tell us a little bit about yourself. What is your education background? What is your career history like?	<i>Participant Characteristics</i> (Noe and Colquitt, 2002; Chen, 2002; Chen et al., 2011, Simpson et al., 2005)
Program Structure, Design, Outcomes, Impact	What stands out about your program in terms of: <ul style="list-style-type: none"> ▪ Courses/professors ▪ Alumni/network ▪ Self-development/extra-curricular What skills or knowledge did you develop most from this program, how? What is the most challenging part about your program? What do you feel the program could have done better in terms of your development? What one change would you make if you were in charge of the program?	<i>Nature of the Program</i> (Blackler and Kennedy, 2004; Gosling and Mintzberg, 2006; Grossman and Salas, 2011)
Leadership	Do you think this program is helping you develop your leadership and management skills? What skills/ competencies do you think are needed to be an effective leader?	<i>Skill Development and Leadership</i> Ket de Vries and Korotov, 2007; De Dea Reglio and Light, 2009; Hay and Hodgkinson, 2008;

	<p>Think of a leader in your organization, or your colleagues in the program - why are they effective?</p> <p>What is your best leadership skill?</p> <p>What leadership skills did you commonly see with respect to your colleagues?</p>	<p>Jensen and Granger, 2010; Grossman and Salas, 2011</p>
<p>Competency and Skill Development</p>	<p>Please assess yourself in these areas after the program using a scale of 1-10. Has there been changes since you began the program?</p> <ul style="list-style-type: none"> ▪ Leading and dealing effectively with other people ▪ Confidence and Maturity ▪ Understanding the bigger picture and long-term perspectives ▪ Team Leadership/inspiring team members and others ▪ Planning and organization ▪ Problem solving. ▪ Analytical Skills ▪ Networking ▪ Creativity and Perspective. ▪ Presentation Skills ▪ 	<p>Perceived Outcomes and Competency Development</p> <p>Baruch and Leeming, 2000; Long, 2004; Simpson et al., 2005; Kets de Vries and Korotov, 2007; Petriglieri and Petriglieri, 2010; Chen et al., 2012</p> <p>Vazquez and Ruas, 2012;</p>
<p>International Experiences</p>	<p>While abroad for your studies, what do you develop most?</p> <p>What was your area of most improvement?</p> <p>Do you think going abroad is important?</p>	<p><i>Global Competences</i></p> <p>Conger and Xin. 2000; Morrison, 2000; Gloecker, 2005;</p> <p>Kramer, 2005; Javidan, 2007; Collins, Scullion and Marley, 2007, Leicester, 2010</p>
<p>Motivation</p>	<p><i>Open Program</i></p> <p>Why did you join the EMBA program? Was it a career motive? Did you consider going to another school? (Open Program only)</p> <p><i>Custom Program</i></p> <p>Why do you think you were chosen for the ILDP program? Why do you think others were chosen? Was it a career motive for you? What do you hope to gain personally?</p>	<p><i>Motivation</i></p> <p>Baruch and Peiperl, 2000; Simpson et al, 2005; Doh and Stumpf, 2007; Lockhart, 2013</p>

	You have been asked by senior leaders at ICBC to make a decision related to continuing the leadership development program. Based on your experience, is it a good or poor investment? What cited reason would you give?	
Final Thoughts	Is there anything else you would like to add?	

3.10.2 Interview protocol

As noted, a semi-structured interview design was used to gather specific information and allow possible comparisons between the groups. Also, the design was flexible so that further probing could occur to explore participant responses and pursue emerging ideas. All interviews were conducted face to face, either in person or via Skype. Researchers (Musselwhite et al., 2006; Shuy, 2003 cited in Knox and Burkard 2009) suggest that face to face interviews promote more openness between the research and the participants since the researcher can build a trusting connection. The relationship between the interviewee and the researcher is critical since the openness and trust created strengthens the validity of the data (Kvale, 1996; Knox and Burkard, 2009). Both prior to and during the interview, settings were chosen that had little distraction or interference challenges, confidentiality was addressed, the format was explained, and participants were encouraged to maintain contact with me if they had further questions or required more information (Turner, 2010). During the interview, I used the interview guide to stay on topic and to be considerate of the time frame of the interview.

3.10.3 Interview data analysis

The data analysis process employed several tools and strategies. Initially, to systematize the approach in analyzing interview transcripts, a master template consisting of *a priori* themes, was used to capture core information from each transcript. The template facilitated analysis (Appendix D- Coding Sample) of each participant's overall impression about each program, skills and knowledge developed because of the program, skills and competencies needed to become a successful leader, intent of joining, recommendation for improvement, and common themes. Later, for each of the topics listed above, comparisons between each group of participants was made, distilling the core and common themes within each group, and summarizing significant differences across programs.

Next, the interview transcripts were uploaded and coded in NVivo, a qualitative data analysis software tool. Key text was highlighted, and nodes identified using both established a priori codes as well as emergent ideas. The software was used to sort and categorize the nodes into key ideas or themes. At this stage, multiple codes were reviewed and either eliminated or kept. As researcher, I reflected on common ideas, differences and emergent themes and often went back to my literature review to review the findings from similar studies. This iterative process was continual until key themes were finalized. Excel spreadsheets were also used in conjunction with NVivo to capture the key words and ideas that were emerging. This process led to the identification of central themes across all interview transcripts which will be discussed in detail in the subsequent sections.

For this qualitative study, I was aware of the importance of the concept of saturation (Bryman 2012; Teddlie and Yu 2007; Strauss and Corbin 1998). Researchers contend that saturation is reached when no additional information is attained, when ample information allows for replication and further coding is not feasible (Bryman 2012; Guest et al 2006; O'Reilly and Parker 2013; Teddlie and Yu 2007). From the fourteen interviews, I consistently reviewed them for the emergence of key themes and new ideas. The interview structure assisted with this since it ensured I was capturing the information I was seeking as well as open to new ideas. Each interview provided good data that was drawn from the experiences and perspectives of the participants in both custom and open programs. There were commonalities among the interviews from which inferences were drawn. Also, in some cases, the findings were included since they were integral to the analysis (Alasuutari et al 2008).

3.11 Challenges and limitations in the research design

As with any research study, possible challenges and limitations are evident and should be addressed as much as possible. Given the cross-sectional nature of this study, one challenge is that it solely provides a snapshot in time. Different results may be produced if a longitudinal design had been used. Self-reported data, from both the survey and the interviews, may be subject to bias as well. Prevalence-incidence bias, also known as Neyman bias, may occur when

participants do not answer questions with perfect accuracy or may magnify or minimize certain variables (Neyman, 1955). The interviews and surveys were completed in the participant's native language (Mandarin) and then translated into English for analysis purposes. Non-sampling errors may occur through respondent errors, inaccurate answers or lack of responses. To address these concerns, careful attention was paid to the interviews and clarification sought from the participants if needed during the process. The adoption of the semi-structured interview protocol was intentional since it allowed for the emergence of new ideas or questions from the participants that were not considered by the researcher, yet it is possible that relevant data was not gathered. Hand (2003) highlights the need for reflexivity in the research process to address the prejudice and influence that a researcher will bring to the process. While flexible, the development and use of the interview guide was essential to the process.

This type of research is also subject to potential bias (Chenail, 2011; Turner, 2010) and this limitation is recognized. Poggenpoel and Myburgh (2003) posit that, in qualitative interviewing, the researcher can pose the greatest threat to the trustworthiness of the research, particularly if not well prepared, modest and reflexive during the interview process (cited in Chenail, 2011). To address potential bias, I carefully prepared for each interview, ensured that the interview protocol was used consistently, and that a similar interview tone, both verbal and non-verbal, was adopted for each session. From my perspective, the participants were relaxed during the interview and both open and willing to share their perceptions of the learning experience, particularly as the interview progressed.

Another potential concern, due to the use of a self-reported questionnaire, is Common Method Variance (CMV). Podsakoff et al (2003) define CMV as "Variance that is attributable to the measurement method rather than the constructs the measures represent" (p.879) and is strongest when both the dependent and focal exploratory variables are perceptual measures derived from the same respondent (Podsakoff and Organ 1986). Chang et al. (2010) suggest that CMV can create false internal consistency and, thus, cause systematic measures that can inflate or deflate the observed relationships between constructs. Kline (2002) notes the impact of CMV on higher order constructs such as personality and self-concept while Crampton and Wagner (1994) posit that it is less of a concern for phenomena such as skill development, pay, and goal setting.

Podsakoff et al (2003) identify four different sources of CMV: the use of a common rater, the manner in which the items are presented to the respondents, the context in which the items on a questionnaire are placed and the contextual influences used to measure the constructs. Ideally, it would have been preferable to collect some of the variables such as salary, educational background and job changes from an independent source, but this was not possible for all of the participants, particularly in the open program. To ensure the accuracy of the data provided, respondents were assured of confidentiality and anonymity, that there were no right, or wrong answers and they should answer as truthfully as possible. The questions used to collect participant characteristics were fact-based. All questions were examined carefully to ensure they weren't vague or the language unfamiliar to the respondents. Podsakoff et al (2003) suggest these methods reduce problems in the comprehension stage of the survey. The dependent variables were measured using different scales. Competency scales used a 1-10 Likert scale while other dependent variables such as job change, and salary used different scales. Questions related to competencies were randomized so that similar questions were not grouped together with possible patterns emerging for the respondent. The sample was recruited from various sources in both the open and custom program, representing different time periods, occupations and locations. These attempts to control for CMV were applied prior to the survey. Post-survey assessments for CMV were not applied so this limitation and bias is acknowledged. Given the mixed methods design of the study, the interview provided the opportunity to gather both supporting or disconfirming evidence related to the survey results.

3.11.1 Validity, reliability and trustworthiness

In any research, it is essential to address the validity, reliability and/or trustworthiness of a study. The positivist paradigm addresses the concepts of validity, reliability and generalizability whereas qualitative researchers tend to use different constructs.

For the quantitative study, the development of a new survey required establishing both the validity and reliability of the instrument. Fink (2015) defines validity as the extent to which meaningful data can be drawn from the research and may be categorized as external and content validity. While content validity ensures the survey is measuring what the researcher wants to explore, external validity establishes the generalizability of the results. To measure content validity, the survey instrument, which drew on key surveys used in other research, was developed and reviewed with faculty at the University of Toronto. In addition, pilot testing was conducted

with MBA students and participants who would not be in the study. Based on their feedback related to content and format, the survey was modified into its final version. The sample size and the range of participants in the study contribute to the external validity of the instrument.

For the qualitative study, Guba (cited in Shenton, 2004) suggest the following criteria: credibility, transferability, dependability and confirmability. Each of these criteria were considered to ensure the trustworthiness of this study. Merriam (1995) notes that credibility deals with the congruence of the findings to reality while Lincoln and Guba (1985) posit that ensuring credibility is critical to establishing trustworthiness. For this study, as suggested by Shenton (2004), comparable studies (Baruch and Peiperl, 2000; Simpson et al., 2005) provided the framework for the research methods employed. Likewise, I had established a relationship with all three organizations prior to the data collection and interviews. Lincoln and Guba (1985) suggest that such a relationship establishes a stronger understanding of the organization of study as well as the participants. The use of multiple programs and sites (for ICBC participants) allowed for site triangulation and reduced the impact of local factors. Through this, the intent is establishing greater credibility. S. Caprar (2011, cited in Green et al., 2017) noted the benefit of the familiarity of the researcher with the local culture, the ability to speak the language of the participants, and experiences with these organizations. This helped in both sense-making and preserving the authenticity of the perspectives shared.

I attempted to establish a trusting rapport with the participants both in my initial email invitation and during the interview, assuring them of confidentiality. Participants were also encouraged to be open and honest about their experiences. Cognizant of the need for social desirability in China (Gao et al., 2014) I encouraged the participants to talk about the group experience since I knew they may not be comfortable speaking about themselves. During the research study, I frequently engaged research peers to review and provide feedback. Their questions and insights encouraged me to reflect and constantly.

To address transferability, I provided a rich background of each organization as well as the current research in this field to establish the boundaries and context of the study and to allow for comparisons between each program. Apart from the organizational context, it was important to discuss the context of China in relation to Executive Education programs. However, it is

important to note that Shenton (2004) questions if study results are truly transferable since it may disregard the context which is a key element of qualitative research.

To address dependability, specific details of the research design, implementation and data collection are given to provide the opportunity to show that the findings of this study can be extended to other contexts or situations. While the findings of this study are specific to the participant groups, it is possible that through a detailed account of the research design and reflective evaluation, both during and post study, that this study may be extended to similar research contexts.

To address confirmability, constant reflection and review of the work was needed. Many times, I found, on review, that my own preferences and ideas from the research dominated my discussion instead of deeply sharing the results based on the experiences and ideas from the participants. As well, my often positivist stance was evident in my writing up of the interview findings. Ongoing reflection and peer review were helpful in addressing my bias. It was difficult, at times, to step away from my preconceived notions and desire to quantify the interview findings. A focus on these elements of trustworthiness were essential to my qualitative experience and work.

3.8 Summary

This chapter provides the rationale for the choice of methodology and the research questions to be explored. The initial pilot study is discussed to provide context for the subsequent research questions. While the quantitative study tests for associations/relationships between program choice, participant outcomes and additional variables, the qualitative study seeks to provide clarity and additional perspectives into the research subject.

The next chapter, Chapter 4, tests the hypotheses for this research and will explore the relationships between Executive Education programs and multiple variables. It is followed by Chapter 5, which provides the data and analysis of perspectives and insights from program participants in relation to the research questions.

Chapter 4 Quantitative Analysis

4.1 Introduction

This mixed methods study examines the impact of Executive Education on managers, specifically in the Chinese context. This quantitative study examines the impact of Executive Education on the extrinsic outcomes and competency development of Chinese managers in both open enrolment and custom programs. As discussed in previous chapters, Executive Education is growing rapidly in China, and is a necessary pillar, along with education generally, of its transformation to an innovation-based economy. While Executive Education can take many forms, the focus here will be on two forms: open enrollment EMBA programs, and a custom program designed specifically for and deployed within one organization. While these two programs are different (open enrolment degree versus custom designed) the perceived and intended outcomes of the participants are quite similar with relation to job change, salary, networking, and competency development. It is these program outcomes that will be explored in this quantitative study.

This chapter measures the impact these executive programs. First and foremost, the analysis measures if the impact is positive - that is, do these programs deliver value- and if there is a difference between programs relative to impact. The analysis also measures the extent to which participant characteristics, including age, educational background, job role, marital status impact the outcomes of Executive Education and if gender moderates this relationship.

These insights are important from several dimensions. This investigation will explore the impact of variables such as the participant's, age and marital status on both personal development and competency development. Institutions responsible for Executive Education can potentially use these insights to optimize on delivery of these programs to ensure the maximum impacts can be achieved. For example, if it is found that communication skill development is more dominant for women than men then this insight can be used to explore and adjust the future delivery of the program.

The following research questions and hypotheses were formulated for this study:

Research Question One

Which competencies and outcomes do Chinese managers believe have been most enhanced through an Executive Education program? And how do these differ between open and custom programs?

Hypothesis 1: There will be a difference between programs on which competencies and outcomes have been most enhanced through an Executive Education program.

Research Question Two

How do participant characteristics such as age, salary, marital status, job role, and educational background impact the outcomes of Executive Education? And does gender moderate the outcomes?

Hypothesis 2a: Age will impact the outcomes of Executive Education.

Hypothesis 2b: Marital status will impact the outcomes of Executive Education.

Hypothesis 2c: Job role will impact the outcomes of Executive Education.

Hypothesis 2d: Educational background will impact the outcomes of Executive Education.

Hypothesis 2e: Gender moderates the outcomes of Executive Education.

Each research question will be explored using statistical analysis, with subsequent results and discussion presented. The chapter will conclude with a summary and discussion of the key findings from this quantitative study.

This chapter is in three parts. The first section provides an outline of the steps and procedures taken prior to conducting data analysis, including addressing missing data, outliers and scale reliability and validity. The assumptions for multivariate analysis are addressed and examined. Section Two reviews the descriptive statistics related to the demographic and outcome variables collected as well as a discussion of the implications for this research. The final section includes the quantitative analysis conducted to address the research hypotheses. A summary of these results and analysis are also presented in the conclusion.

Section 1: Data preparation

4.2 Data sources

The primary data source for this study was a survey that was designed by the researcher to assess the effectiveness of open enrolment programs versus customized programs. As noted in Chapter 3, students from EMBA programs at University of International Business and Economics (UIBE) and Peking University HSBC Business School (PHBS) volunteered to participate in an online survey as well as graduates of the custom leadership program from ICBC.

The online survey was filled out by 360 EMBA graduates and 130 Custom program graduates from the International Leadership Development Program (ILDLP). These surveys provided detailed responses for 46 unique descriptor variables. The participants in the ILDP program were surveyed on 47 unique descriptor variables, where whether they participated in an international placement was added as the 47th variable. The online survey instrument is provided in Appendix A. To maintain confidentiality, no individual names were used in the responses. For data analysis, the surveys from the two open enrolment programs were combined to compare the impacts with the custom program.

The quantitative analysis performed on these online survey responses is the foundation of this chapter. Initial findings from both the open enrolment and custom programs are presented and then subsequent analysis is conducted to address the research questions.

4.2.1 Checking for errors

The first phase of data analysis is to examine the data collected for missing data, outliers, reliability and validity (Pallant, 2010). In total, 490 survey responses were received. Each survey was reviewed to determine if there were any missing responses. Surveys missing large amounts of data were dropped for analysis purposes. The data was again reviewed to make certain that the responses were completed correctly within the scale range for the demographic, organizational and categorical variables. Of the surveys received, 266 provided usable data. Table 4.1 outlines the response rate and usable surveys by program.

Table 4.1: Survey Response Rate by Program

	Open Enrolment Program (EMBA)	Customized Program (ILDPA)
Number of Graduates	1,350	245
Completed Surveys	360	130
Usable Surveys	175	91
Response Rate	26%	53%
Usable Response Rate	13%	37%

Demographic and Organizational Variables

Data on age and job position as well as other demographic and organizational variables were collected for the study. These variables are noted in the Table 4.2.

Table 4.2: Demographic and Organizational Variables

Variable Name	Range of Possible Values	Missing Values
Age Average	1-5	O
Gender	0,1	O
Marital Status	1-5	O
Annual Salary Range	1-7	O
Current Job Title	1-5, 1-10 (EMBA)	O
Education (Highest Level)	1-5	O
English Proficiency	1-5	O
Number of Employees in Department	1-5	O
Job Function (Current)	1-12	O
Ownership/Legal Structure of Organization	1-6	O

Annual Revenue Source (Organization)	1-18	O
Annual Revenue (\$\$\$)	1-11	O
Change in Job Status Since Completion/Promotion	1-6	O
Sponsorship of Program (EMBA)	1-4	O
Annual Salary (Post Program)	1-7	O
Number of Employees in Organization (EMBA)	1-11	O
Job Function (Pre-Program)	1-12	O
Date of Promotion	1-6	O
Age Average		

Program outcomes variables

Along with the initial screening of the demographic and organizational variables, the remaining variables were screened for errors and omissions. A scale of 0-10 was employed. Participants in both open enrollment and customized programs were also asked to rate the change in their effectiveness because of their course of study using a scale of 0-10, with “0=not at all” to “10” noting the most impact. Table 4.3 presents descriptive statistics for the responses for both programs.

Table 4.3: Descriptive Statistics for Program Outcome Variables

	Custom Program (0)			Open Enrolment (1)		
	N			N		
	Valid	Missing	Std. Deviation	Valid	Missing	St. Deviation
Job Change	91	0	.503	175	0	.432
Increased Expertise	87	4	2.437	167	8	3.324
Increased General Management	86	5	2.166	174	1	3.133
Increased Leading People	85	6	2.234	170	5	3.278
Increased Other Expertise	88	3	1.984	169	6	3.303
Confident and Mature	89	2	2.085	174	1	3.319
People Skills	90	1	1.940	172	3	3.256
Big Picture	90	1	1.874	174	1	3.211
Analytical Skills	90	1	2.023	172	3	3.218
Knowledgeable	88	3	1.878	167	8	3.257
Time Management	91	0	2.190	172	3	3.189
Stress Management	90	1	2.354	170	5	3.090
Presentation Skills	91	0	2.005	168	7	3.099
Research Inquiry	90	1	2.078	170	5	3.104
Team Leadership	91	0	2.319	172	3	3.010
Negotiating Skills	89	2	2.251	167	8	3.198
Learning Skills	91	0	2.156	165	10	3.151
Confidence	91	0	1.923	167	8	3.288
Problem Solving	88	3	1.789	163	12	3.069
Critical Thinking	87	4	1.929	156	19	3.202
Business Understanding	83	8	2.048	156	19	3.274
Acquiring New Skills	83	8	2.159	151	24	3.196
Managerial Development	83	8	2.139	153	22	3.267
Networking Development	83	8	2.174	152	23	3.181
Creativity	83	8	2.203	151	24	3.263
Planning and Organization	82	9	2.237	150	25	3.081

The dataset of each program was examined, and missing values were noted in each subset. A more detailed investigation was conducted regarding the impact of these missing values prior to analysis.

4.2.2 Missing data

As noted in Table 4.3, the initial data screening noted unusable cases. The remaining were examined in more detail. In the EMBA responses, of the 175 received, there were 170 cases where one or more responses were missing. In the ILDP responses, of the 91 received, there were 53 cases with one or more responses missing. Given the number of usable responses, all data was used for analysis and missing data was excluded in a pair-wise manner, allowing for all case responses to be included where there was sufficient data, but otherwise dropped (Pallant, 2010). The number of cases for each continuous variable is well above the ideal level noted by Hair et al., (2013) and Pallant (2010) of 15 to 20 and therefore may be generalized to the population studied.

4.2.3 Outliers

The next step taken in data preparation involved the identification of outliers, that is, cases that may fall outside 2.5 standard deviations from the variable mean score (Hair et al., 2013 p. 67). Pallant (2010) suggests exploring the mean and trimmed mean of the variables to see if extreme scores, outliers, have a strong influence on the mean. If these mean values are quite different, further investigation will be required.

This assessment was conducted on the combined data set. Neither the demographic nor organizational variables were assessed since they are categorical.

Table 4.4 provides the mean and trimmed mean for the “Program Outcome” variables. No significant differences were noted between the mean and trimmed means for the variables explored.

Table 4.4: Mean and Trimmed Mean- Program Expectations and Outcomes

Program Expectations (Pre-Program)		
Increased Expertise	Mean	5.56
	5% Trimmed Mean	5.62
Increased General Management	Mean	6.35
	5% Trimmed Mean	6.50
Increased Leading People	Mean	6.00
	5% Trimmed Mean	6.11
Increased Other Expertise	Mean	6.29
	5% Trimmed Mean	6.43
Program Outcomes		

(Post Program)		
Confident and Mature	Mean	6.47
	5% Trimmed Mean	6.64
People Skills	Mean	6.25
	5% Trimmed Mean	6.39
Big Picture Thinking	Mean	6.62
	5% Trimmed Mean	6.80
Analytical Skills	Mean	6.27
	5% Trimmed Mean	6.42
Knowledgeable	Mean	6.02
	5% Trimmed Mean	6.14
Time Management	Mean	5.24
	5% Trimmed Mean	5.27
Stress Management	Mean	5.33
	5% Trimmed Mean	5.38
Presentation Skills	Mean	5.60
	5% Trimmed Mean	5.67
Research and Inquiry	Mean	5.36
	5% Trimmed Mean	5.40
Team Leadership	Mean	6.44
	5% Trimmed Mean	6.47
Negotiating Skills	Mean	5.49
	5% Trimmed Mean	5.54
Learning Skills	Mean	5.75
	5% Trimmed Mean	5.83
Confidence	Mean	6.63
	5% Trimmed Mean	6.81
Problem Solving	Mean	6.24
	5% Trimmed Mean	6.37
Critical Thinking	Mean	6.15
	5% Trimmed Mean	6.28
Business Understanding	Mean	6.42
	5% Trimmed Mean	6.57
Acquiring New Skills	Mean	6.18
	5% Trimmed Mean	6.31
Managerial Development	Mean	6.24

	5% Trimmed Mean	6.38
Networking Development	Mean	6.30
	5% Trimmed Mean	6.44
Creativity	Mean	5.90
	5% Trimmed Mean	6.00
Planning and Organization	Mean	6.31
	5% Trimmed Mean	6.45

4.2.4 Scale reliability

The next step taken in data preparation was to assess the reliability of the scales used in the research study. Cronbach's alpha coefficient was used to measure the internal consistency of the scale since it is the most widely used. Pallant, (2010, p. 90) suggests that the ideal coefficient of a scale should be above .70 while Hair et al., (2010, p. 125) the normal range of acceptability for this value is between .60 and .80. For this sample, reliability analysis was conducted on the combined data set, using the "Program Outcomes" variables. Cronbach's alpha for the scale is noted in Table 4.5, using 25 of the scale items, with a result that is well above the suggested range for acceptability.

Table 4.5: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.974	25

As well, the impact of specific items was explored to identify the change if removed. Table 4.6 outlines the item-total statistics for the scale. A close examination suggests that all 25 items can remain in the scale and do not impact the reliability.

Table 4.6: Item - Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item -Total Correlation	Cronbach's Alpha if Item Deleted
Increased Expertise	146.56	3222.995	.676	.974
Increased General Management	145.65	3260.100	.630	.974
Increased Leading People	146.00	3236.958	.674	.974
Increased Other Expertise	145.73	3208.340	.763	.973
Confident and Mature	145.56	3234.187	.676	.974
People Skills	145.82	3218.257	.735	.973

Big Picture	145.43	3215.934	.752	.973
Analytical Skills	145.79	3204.593	.787	.973
Knowledgeable	146.19	3177.610	.846	.973
Time Management	146.90	3230.217	.687	.974
Stress Management	146.86	3185.490	.814	.973
Presentation Skills	146.72	3210.848	.728	.974
Research Inquiry	146.80	3190.056	.815	.973
Team Leadership	145.72	3243.669	.688	.974
Negotiating Skills	146.67	3201.157	.785	.973
Learning Skills	146.39	3183.925	.826	.973
Confidence	145.50	3204.137	.766	.973
Problem Solving	145.98	3189.852	.855	.973
Critical Thinking	145.98	3198.914	.796	.973
Business Understanding	145.80	3180.792	.834	.973
Acquiring New Skills	145.98	3191.900	.794	.973
Managerial Development	145.97	3182.969	.812	.973
Networking Development	145.81	3203.671	.786	.973
Creativity	146.25	3171.155	.849	.973
Planning and Organization	145.83	3209.498	.783	.973

4.2.4 Assumptions for multivariate analysis

The next part of data preparation is to investigate the key assumptions needed for multivariate analysis. For each dataset, the following assumptions were examined: normality, homoscedasticity and linearity.

Normality: Pallant (2010) notes that the scores for each variable should be normally distributed prior to conducting analysis. The scores for each continuous variable should be normally distributed. The Kolmogorov-Smirnova statistic was run for the program outcome variables. This assesses the normality of the distribution of scores, with a nonsignificant value (Sig value of more than .05) indicative of a normal distribution. All scores for the 25 variables were more than .05 (Table 4.7). Therefore, the assumption of normality has not been violated.

Table 4.7: Tests of Normality

Tests of Normality				
	0=CUSTOM, 1=OPEN	Kolmogorov-Smirnova		
		Statistic	df	Sig.
Increased Expertise	0	0.12	87	0.002
	1	0.11	167	0
Increased General Management	0	0.06	86	.200*
	1	0.13	174	0
Increased Leading People	0	0.10	85	0.048
	1	0.10	170	0
Increased Other Expertise	0	0.07	88	.200*
	1	0.13	169	0
Confident and Mature	0	0.11	89	0.007
	1	0.13	174	0
People Skills	0	0.08	90	0.164
	1	0.12	172	0
Big Picture	0	0.12	90	0.002
	1	0.12	174	0
Analytical Skills	0	0.09	90	0.071
	1	0.13	172	0
Knowledgeable	0	0.05	88	.200*
	1	0.11	167	0
Time Management	0	0.10	91	0.02
	1	0.11	172	0
Stress Management	0	0.11	90	0.01
	1	0.14	170	0
Presentation Skills	0	0.12	91	0.003
	1	0.13	168	0
Research Inquiry	0	0.06	90	.200*
	1	0.14	170	0
Team Leadership	0	0.08	91	0.165
	1	0.12	172	0
Negotiating Skills	0	0.13	89	0.001
	1	0.12	167	0

Learning Skills	0	0.07	91	.200*
	1	0.12	165	0
Confidence	0	0.14	91	0
	1	0.12	167	0
Problem Solving	0	0.05	88	.200*
	1	0.12	163	0
Critical Thinking	0	0.10	87	0.036
	1	0.13	156	0
Business Understanding	0	0.09	83	0.185
	1	0.13	156	0
Acquiring New Skills	0	0.10	83	0.046
	1	0.12	151	0
Managerial Development	0	0.09	83	0.088
	1	0.13	153	0
Networking Development	0	0.11	83	0.025
	1	0.12	152	0
Creativity	0	0.10	83	0.053
	1	0.12	151	0
Planning and Organization	0	0.09	82	0.093
	1	0.12	150	0
* This is a lower bound of the true significance.				

Homoscedasticity: The next assumption to ensure was homoscedasticity. Pallant (2010, p. 143) notes that for this assumption, the variance of the residuals about the predicted dependent variable scores should be the same for all predicted scores. To assess this, the “Program Outcome” variables were assessed using the “confidence” and “business skills” variables. Figures 4.1 and 4.2 identify the distribution of the data points for both variables. The cluster is a slightly cigar shaped with an upward trend, indicating a positive relationship and strong correlation. The elliptical distribution is indicative of homoscedasticity. Therefore, the assumption of homoscedasticity for multivariate analysis is not violated.

Figure 4.1: Distribution of the Data (Confidence, Increased Expertise)

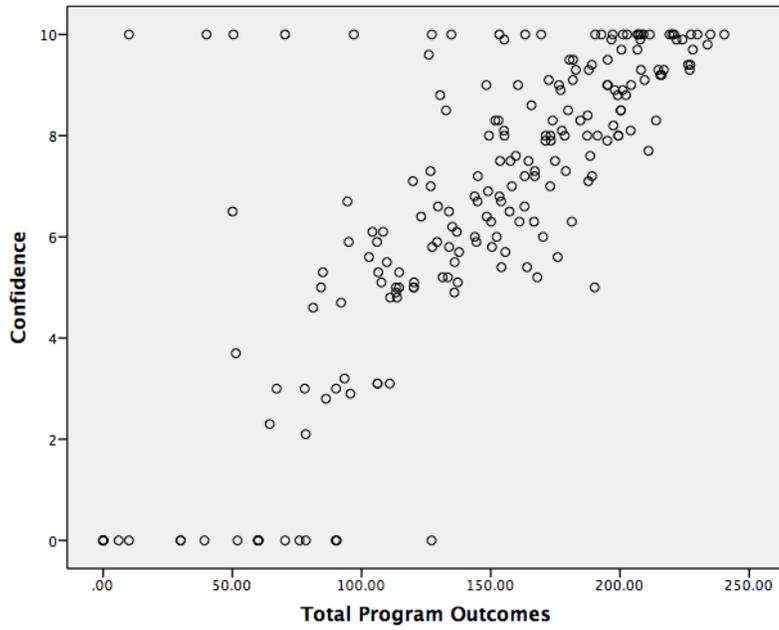
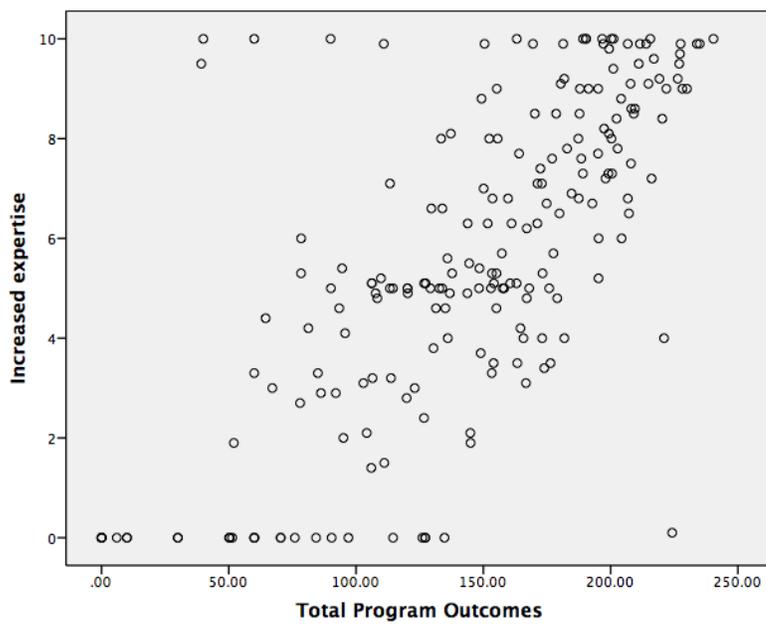


Figure 4.2: Distribution of the Data - Increased Expertise



Linearity: The third assumption to consider is the linear relationship between the variables. Pallant (2010) suggests a review of the scatterplots to assess the linear relationships between the variables. Figures 4.1 and 4.2 show the scatterplots of the variables “increased expertise” and “confidence and maturity” in relation to the programs. An upward, linear relationship is evident in both graphs. As well the Pearson correlation (r) was determined for each variable as indicated in Table 4.8, indicating medium to strong relationships between the competency variables and the program outcomes. Therefore, the assumption of linearity appears to be satisfied.

Table 4.8: Correlations

Correlations				
		Increased expertise	Total Program Outcomes	Confident and mature
Increased Expertise	Pearson Correlation	1	.710**	.437**
	Sig. (2-tailed)		.000	.000
	N	254	206	252
Total Program Outcomes	Pearson Correlation	.710**	1	.706**
	Sig. (2-tailed)	.000		.000
	N	206	206	206
Confident and Mature	Pearson Correlation	.437**	.706**	1
	Sig. (2-tailed)	.000	.000	
	N	252	206	263
**. Correlation is significant at the 0.01 level (2-tailed).				

Section 2: Descriptive statistics

Given that the assumptions required for Multivariate Analysis are not violated and that steps for data preparation are complete, the next phase was to do an analysis of the descriptive statistics for the variables explored. This section presents both descriptive statistics for the demographic and organizational variables for all the participants in the sample and some initial observations. The data is also analyzed by program type (open enrolment versus custom) with findings presented as well as observations and initial interpretations.

4.3 Demographic and organizational variables

All participants in this study provided demographic and organizational information in response to survey questions. A summary of this data is provided in this section.

4.3.1 Gender

In terms of gender, female candidates make a larger proportion in the custom designed program as opposed to open enrollment programs. 57% of the participants in the custom program were female compared to only 24% in the open enrollment program. While male candidates make up a larger proportion in the open enrollment program (76%), there are only 43% in the custom program, as shown in Table 4.9.

Table 4.9: Program Enrolment by Gender

	Custom		Open Enrolment	
	Frequency	Percent	Frequency	Percent
Female	52	57.1	42	24.0
Male	39	42.9	133	76.0
Total	91	100.0	175	100.0

Table 4.10: Age

Age Range	Custom		Open Enrolment	
	Frequency	Percent	Frequency	Percent
25-34	45	49.5	17	9.7
25-34	41	45.1	79	45.1
45-54	5	5.5	72	41.1
55-59	0	0	4	2.3
60+	0	0	3	1.7
Total	91	100.0	175	100.0

With age, there are differences between the custom designed program and the open enrollment programs. As shown in Table 4.10 above, 49.5% of total ILDP candidates are from 25-34 age

group, while only 9.7% of open enrollment EMBA program shares the same age group. Both programs have the same percentage (45.1%) of graduates aged from 35-44. Custom programs only have 5.5% candidates in the age range of 45-54, while open enrollment program has 41%. While no ILDP candidate's age exceeds 55, 4% of open enrollment EMBA belongs to that group. On average, ILDP candidates are younger than those from EMBA programs. EMBA candidates usually have senior position in their organizations. ILDP candidates are more likely at the middle manager level and thus younger than those enrolled in EMBA programs. This speaks to the role of custom programs in relation to the succession plans and talent development strategies for the development of high potential, junior employees.

4.3.2 Marital status and annual salary

Single candidates account for 51.6% of the enrolment in the custom program versus 48.4% who are married, as shown in Table 4.11. Given the international placements and program delivery outside of China, this program may be more appealing for single participants without family obligations. This is also evident in the enrolment of the open programs that are delivered in China, attracting a higher percentage of older, married professionals. Only a small percentage of single candidates enroll in the EMBA program, suggesting the appeal of the program for older, married professionals. Furthermore, over 50% of ILDP participants post-program receive an annual salary in the range of over RMB300,000-500,000, while over 70% of participants in the EMBA program earn over RMB300,000-500,000 with 14.3% earning more than RMB1,000,000, as shown in Table 4.12.

Table 4.11: Marital Status

	Custom		Open Enrolment	
	Frequency	Percent	Frequency	Percent
Single	47	51.6	19	10.9
Married	44	48.4	156	89.1
Total	91		175	

Table 4.12: Frequency of Salary Post Program

Salary	Custom		Open enrolment	
	Frequency	Percent	Frequency	Percent

Range (RMB)				
>\$75000	0	0	6	3.4
>\$100000	14	15.4	5	2.9
>\$150000	27	29.7	35	20.0
>\$300000	37	40.7	46	26.3
>\$500000	9	9.9	31	17.7
>\$700000	3	3.3	10	5.7
>\$900000	1	1.1	16	9.1
>\$1200000	0	0	25	14.3
Total	91	100.0	174	99.4
Missing	0	0	1	0.6

4.3.3 Job level (Post-program)

ILDP candidates occupy relatively lower job levels even after the program, relative to graduate from the EMBA programs, as noted in Table 4.13. The majority (65.9%) are at the manager level, while only 1% are at the executive level. Meanwhile, 77% of candidates who work at the executive level are from open enrollment EMBA program.

Table 4.13: Current Job Levels

	Custom		Open Enrolment	
	Frequency	Percent	Frequency	Percent
Executive	1	1.1	135	77.1
Director	30	33	22	12.6
Manager	60	65.9	18	10

Table 4.14: Job Promotion Post Program

	Custom		Open Enrolment	
	Frequency	Percent	Frequency	Percent
No	67	73.6	92	52.6
Yes	24	26.4	83	47.4
Total	91	100.0	175	100.0

Table 4.14 identifies job promotions post-program. 26.4% of Custom Program participants report a job promotion. As is indicated in the information about the custom ILDP program, participants may not receive a promotion but usually receive an international lateral placement post-program.

A higher number of open enrolment participants indicate a job promotion after program completion. This will be explored further through the hypotheses testing for this study. Based on these initial descriptive findings, a profile of the candidates for both custom and open enrolment programs emerge. Participants in custom programs are more junior than open enrolment programs. They tend to be single, female and in early management positions, aware that the completion of this program will lead to a lateral move in an international placement. These findings may suggest the need to review custom program design to appeal to more executive level participants and consider funding support for families to move with the participant. It may also be suggested that the custom program is more appealing for succession planning than executive leadership development.

Likewise, the initial descriptive data indicated that the majority (76%) of participants in the open enrolment programs are older, male executives. As well, they are married with familial commitments. The data for both programs provides essential information for the development of the programs to target both current participant demographics and develop strategies to attract other candidates.

4.3.4 Education and English proficiency

In terms of educational background, most candidates in custom designed programs and open enrollment programs have bachelor's degrees. Table 4.15 outlines the levels of education of the participants. Specifically, 60.4% of ILDP participants have bachelor's degrees, the minimum requirement for program entry, while the remaining 39.6% have masters or PhD degrees. EMBA programs have 55% percentage of participants with bachelor's degrees while 22% have masters or PhD degrees. The open enrolment programs show a relatively lower level of post-secondary education. 22% participants have less than a bachelor's education background. As noted in the literature review, the work experience and position of the experiences is considered of equal value for enrolment in this program versus the degree requirement of the custom program.

Furthermore, because the ILDP program has a nine-month overseas learning component, on average, candidates have exhibited a higher level of English proficiency, as noted in Table 4.16. The same results are not evident for the open-enrolment program which is solely conducted in China and specific English presentation skills are not part of the program delivery. The custom program places higher emphasis on the acquisition of English-speaking skills given the international status of the organization for which it is designed and the international, English speaking setting for the program. This was an expected result, particularly given that an international placement is expected on completion of the custom program.

Table 4.15: Education Background

	Custom		Open Enrolment	
	Frequency	Percent	Frequency	Percent
Masters/PhD	36	39.6	39	22.3
Bachelor Degree	55	60.4	97	55.4
Under-Bachelors	0	0	39	22.3

Table 4.16: English Proficiency

	Custom		Open Enrolment	
	Frequency	Percent	Frequency	Percent
Advanced English	13	14.3	8	4.6
Intermediate English	59	64.8	54	30.9
Beginner English	19	20.9	113	64.6

4.4 Program outcomes

The benefits brought by each program should be closely examined when assessing the effectiveness and impact they have had on the graduates. They can be further divided into two groups: extrinsic and intrinsic outcomes. Extrinsic outcomes are concrete and readily measurable, such as salary and job promotion. Intrinsic outcomes are more subjective and based on self-reported responses by each graduate, such as the impact of the desired program outcomes on their self-concept and competency development.

Candidates from each program responded to similar questions related to their perceived intrinsic benefits and the subsequent impact of the program on their managerial behaviors and competency development. Tables 4.17 outlines the descriptive statistics for the desired program outcomes, personal changes and competency development.

Table 4.17: Desired Program Outcomes (Descriptive statistics)

	Custom			Open Enrolment		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Increased Expertise	87	5.88	2.44	167	5.39	3.32
Increased General Management	86	6.43	2.17	174	6.31	3.13
Increased Leading People	85	6.32	2.23	170	5.84	3.28
Increased Other Expertise	88	6.97	1.98	169	5.93	3.30
Valid N (Listwise)	85			164		

Custom program participants identify increased expertise in other areas then their current role as the most important outcome while EMBA participants identify increased general management skills as their highest ranked (Table 4.18). Custom program managers identify an increase in “big picture thinking” followed by “confidence and maturity” and “people skills” as their top three behavioral changes. Similarly, the EMBA participants note “big picture thinking” followed by “confidence and maturity” as their top two changes along with analytical skills. These results again speak to the overall goals of Executive Education in relation to personal and professional development.

Table 4.18: Overall competencies (Descriptive statistics)

	Custom			Open Enrolment		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
People Skills	90	7.12	1.94	172	5.79	3.26

Big Picture	90	7.39	1.87	174	6.23	3.21
Analytical Skills	90	6.96	2.02	172	5.91	3.22
Knowledgeable	88	6.99	1.88	167	5.52	3.26
Time Management	91	6.09	2.19	172	4.79	3.19
Stress Management	90	6.37	2.35	170	4.79	3.09
Presentation Skills	91	7.21	2.01	168	4.73	3.10
Research Inquiry	90	6.57	2.08	170	4.87	3.10
Team Leadership	91	6.48	2.32	172	6.24	3.01
Negotiating Skills	89	6.26	2.25	167	5.33	3.20
Learning Skills	91	6.82	2.16	165	5.16	3.15
Confidence	91	7.58	1.92	167	6.11	3.29
Problem Solving	88	7.05	1.79	163	5.8	3.07
Critical Thinking	87	7.06	1.93	156	5.65	3.20
Business Understanding	83	6.85	2.05	156	6.18	3.27
Acquiring New Skills	83	7.21	2.16	151	5.61	3.20
Managerial Development	83	7	2.14	153	5.83	3.27
Networking Development	83	6.89	2.17	152	5.97	3.18
Creativity	83	6.79	2.20	151	5.41	3.26
Planning And Organization	82	6.78	2.24	150	6.04	3.08
Valid N (List wise)	74			138		

Table 4.19: Top Ranking Competencies

	Custom			Open Enrolment		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Confident and Mature	89	7.33	2.09	174	6.04	2.09
People Skills	90	7.12	1.94	172	5.79	3.26
Big Picture	90	7.39	1.87	174	6.23	3.21
Analytical Skills	90	6.96	2.02	172	5.91	3.22
Knowledgeable	88	6.99	1.88	167	5.52	3.26
Valid N (List wise)	86			163		

In terms of competency development, Table 4.19 outlines the ranking of the top competencies developed in the program as identified by each group. “Big picture thinking” was noted by both groups as the second most developed competency and confidence was also common to both. For the Custom Participants, the top 5 ranking aligns with the program design particularly in relation to the oral presentations, English development, international experience and the work placements that require them to engage with many people daily. Conversely, the EMBA participants note that team leadership, business understanding and planning are among the top competences. Again, this aligns with the structure of the EMBA program with an intense focus on business development and leadership.

Table 4.20: Overall Competency Rankings by Program

Ranking	Custom	Open Enrolment
1.	Confidence	Team Leadership
2.	Big Picture	Big Picture
3.	Presentation Skills	Business Understanding
4.	Acquiring New Skills (Academic)	Confidence
5.	People Skills	Planning and Organization
6.	Critical Thinking	Networking Development
7.	Problem Solving	Analytical Skills
8.	Managerial Development	Managerial Development
9.	Knowledgeable	Problem Solving
10.	Analytical Skills	People Skills
11.	Networking Development	Critical Thinking
12.	Business Understanding	Acquiring News Skills (Academic)
13.	Learning Skills	Knowledgeable
14.	Creativity	Creativity
15.	Planning and Organization	Negotiating Skills
16.	Research Inquiry	Learning Skills
17.	Team Leadership	Research Inquiry
18.	Stress Management	Stress Management
19.	Negotiating Skills	Time Management
20.	Time Management	Presentation Skills

Candidates in the Custom program report a higher mean for their perceived program outcomes, behavioral changes and competency development in relation to their EMBA counterparts. This

could be due to several factors such as motivation and corporate funding. Other differences will be explored further via hypotheses testing in the next sections of this chapter.

Section 3: Hypothesis testing

While descriptive statistics provide insight into the benefits and differences between each program, further analysis is warranted. Each research question and subsequent hypotheses will be addressed using appropriate statistical analysis.

Each stage of the analysis is provided in the proceeding sections. The impact of each variable will be determined through a review of the t-statistics (t-tests) and significance values (p). Where t-statistics are greater than the absolute value of ± 1.96 , or significance values (p) lower than 0.05, the coefficient is considered statistically significantly different from zero, at a 95% confidence interval. A summary of the findings from each stage of the analysis will be provided at the end of this chapter.

4.5 Research Question 1- Analysis and results

Which competencies and outcomes do Chinese managers believe have been most enhanced through an Executive Education program? And how do these differ between open and custom programs?

Hypothesis 1: There will be a difference between programs on which competencies and outcomes have been most enhanced through an Executive Education program.

4.5.1 Descriptive statistics

First, this question was analysed using descriptive statistics to provide a overall overview of the competencies developed through Executive Education in this study. Next, regression analysis was conducted to explore the differences between programs.

To investigate if there is a difference between the impact of custom and open enrolment Executive Education programs, an independent - samples t-test was conducted to compare the competency development scores for each group. The impact of each variable will be determined through a review of the t-statistics (t-tests) and significance values (p). Where t-statistics are greater than the absolute value of ± 1.96 , or significance values (p) lower than 0.05, the coefficient is considered statistically significantly different from zero, at a 95% confidence interval.

For this study, outcomes include job promotion, salary and networks. Competencies include variables that identify both personal and professional competencies.

As noted in Tables 4.20, candidates in the custom program report a higher mean for their personal and professional competencies in relation to their EMBA counterparts. This could be due to several factors such as corporate funding and international placement as a result of program completion.

While descriptive statistics provide insight into the benefits and differences between each program, further analysis is warranted using regression analysis. The impact of each variable will be determined through a review of the t-statistics (t-tests) and significance values (p). Where t-statistics are greater than the absolute value of ± 1.96 , or significance values (p) lower than 0.05, the coefficient is considered statistically significantly different from zero, at a 95% confidence interval.

To test this hypothesis, we estimate the following model:

$$COutcome_{jik} = \beta_0 + \beta_1 EEP_{jik} + \varepsilon_{jik}$$

Where

$COutcome_{jik}$ = is the outcome under consideration,

$j = 1 \dots 4$, captures the four outcomes: (1) Professional Competencies

(2) Personal Competencies

(3) Networking

(4) Job Promotion

$i = 1 \dots 266$, which is the number of survey respondents in the sample

$k = 0, 1$, denoting program type:

1 denoting an Open Enrollment Program, and 0 a Custom Program.

Table 4.21 provides a summary of the regression results with the coefficient estimates, the t-statistics and the significance values (p). provides a summary of the regression results.

Table 4.21: Hypothesis 1: Regression Results

	Professional Competencies	Personal Competencies	Job Promotion	Networking Development	Total Program Outcomes
Executive Education Program	-23.88 -4.27 (0.000)	-5.52 -4.15 (0.000)	-0.25 -4.21 (0.000)	-0.92 -2.35 (0.02)	-32.18 -3.99 (0.000)
Constant	11.813 (0.000)	11.822 (0.000)	21.463 (0.000)	10.853 (0.000)	11.192 (0.000)
Number of observations	266	266	266	266	266
R-squared	0.077	0.065	0.063	0.023	.072
Adjusted R- squared	0.073	0.062	0.059	0.019	.068
F	18.21	17.25	17.73	5.53	19.94
Prob > F	0.000	0.000	0.000	0.020	0.000

4.5.2 Regression results

Table 4.21 contains the linear regression results for the testing of Hypothesis 1 related to the impact of Executive Education on the personal and professional competencies, job promotion, networking development and overall program outcomes for Chinese managers. For both professional and personal competencies, custom program participants are more likely to report a higher impact.

We also measure if the program has an impact on the networking development of both custom and open enrolment participants. The coefficient estimate ($t = -2.35, p = 0.00$) indicates that the

coefficient is statistically significant denoting that custom program participants are more likely to improve their networking development.

With relation to job promotion, the program has an impact on job changes or promotions for Executive Education participants. The coefficient estimate ($t = -4.211$, $p = 0.00$) indicates that the coefficient is statistically significant. Custom programs have a larger impact

In order to further investigate the research hypothesis to understand the differences between the programs, a series of independent samples t-tests were conducted to assess the group means for the independent variable of program type with the variables of competencies, job promotion and networking. Eta-squared was calculated for each variable to identify the effect of the difference in the mean. The statistic generated, effect size, is reported as partial eta squared and is based on the following guidelines: small= 1%, medium= 6% and large= 13.28% (Pallant, 2010. P. 254).

Competencies: The group mean statistics indicate higher means for the custom program, and the independent samples t-test, indicate the differences that are statistically significant as noted in Table 4.22. According to the results of the eta test, the differences in mean range from small to moderate. Although the differences are statistically significant, they are not economically meaningful. Only one variable “Presentation Skills” was identified as having a large effect and “Knowledgeable” had a medium effect. Given that a key element of the Custom program design is knowledge development in the Western context in alternate work placements, this result was expected. Also, given that a key element of the Custom program design is oral presentations in English, this result was expected. No significant differences between programs were identified in relation to team leadership, business skills or planning and organizational competences.

Table 4.22: Effect Sizes – Competency Development

Competency	T	Sig (<i>p</i>)	Mean Difference	Eta-Squared
Time Management	3.47	.001	1.30	0.04 (small)
Networking Skills	2.35	.020	0.92	0.02 (small)

Stress Management	4.24	.000	1.58	0.07 (medium)
Presentation Skills	6.88	.000	2.48	0.16 (large)
Research Inquiry	4.68	.000	1.70	0.08 (medium)
Negotiating Skills	2.46	.015	0.94	0.02 (small)
Learning Skills	4.49	.000	1.66	0.07 (medium)
Confidence	3.90	.000	1.46	0.06 (medium)
Problem Solving	3.49	.001	1.24	0.05 (small)
Critical Thinking	3.76	.000	1.42	0.06 (medium)
Creativity	3.45	.001	1.38	0.05 (small)
Acquiring New Skills	4.08	.000	1.60	0.07 (medium)
Managerial Development	2.94	.004	1.17	0.04 (small)
Confidence and Maturity	3.35	.000	1.29	0.04 (small)
People Skills	3.56	.000	1.33	0.05 (small)
Big Picture	3.15	.000	1.16	0.04 (small)
Analytical Skills	2.81	.000	1.05	0.03 (small)
Knowledgeable	3.91	.000	1.47	0.06 (medium)

Job Promotion: 49% of the participants in the Custom program changed jobs on completion of the program while only 25% of open-enrolment participants identified a job change (Table 4.23) While the group mean statistics indicate higher means for the custom program, the independent samples t-test also indicate that the difference is statistically significant ($t= 4.21, p=.000$) as noted

in Table 4.24 below. According to the results of the eta test, the differences in mean range was medium, as indicated by Eta squared (0.06). This result was expected for the custom program since an international job placement is expected but not a given after program completion. Further exploration would be warranted in a later study to explore the candidates in the custom program who did not experience a job change. A statistically significant difference ($t=4.21$, $p=.000$) was found between the two programs and job changes. Candidates who participate in custom programs are more likely to have a job change after program completion, particularly given that it is one of the foundations of the program.

Table 4.23: Group Statistics - Job Promotion

	0=CUSTOM, 1=EMBA	N	Mean	Std. Deviation	Std. Error Mean
Job Promotion	.00	91	.49	.503	.053
	1.00	175	.25	.432	.033

Table 4.24: Post Hoc Tests - Job Promotion

	t	Sig (p)	Mean Difference	Eta-Squared
Job Promotion	4.21	.000	.246	0.06 (medium)

Networking Development: Table 4.25 provides the group statistics for network development. As noted in Table 4.26, while the open-enrolment group has a higher mean than the custom group, the relationship is not statistically significant ($t=-1.10$, $p=.272$) at the $p<.05$ level. No relationships are evident between the impact of networking and program type.

Table 4.25: Group Statistics - Network Development

	0=CUSTOM, 1=EMBA	N	Mean	Std. Deviation	Std. Error Mean
Networking	.00	91	4.28	3.003	.315
	1.00	175	4.76	3.546	.268

Table 4.26: Independent Samples Test - Network Development

Levene's Test for Equality of Variances (Networking)		
	Equal variances assumed	Equal variances not assumed
F	4.551	

Sig.	.034	
T	-1.101	-1.160
df	264	210.570
Sig. (2-tailed)	.272	.247
Mean Difference	-.480	-.480
95% Confidence Interval of the Difference	.436	.413
Lower	-1.338	-1.295
Upper	.378	.335

4.6 Research Question 2

The second research question states:

How do participant characteristics such as age, salary, marital status, job role, and educational background impact the outcomes of Executive Education? And does gender moderate the outcomes?

To explore this question, the following hypotheses will be tested:

Hypothesis 2a. Age will impact the outcomes of Executive Education.

Hypothesis 2b. Marital Status will impact the outcomes of Executive Education.

Hypothesis 2c. Job Role will impact the outcomes of Executive Education.

Hypothesis 2d: Educational background will impact the outcomes of Executive Education.

Hypothesis 2e: Gender moderates the outcomes of Executive Education.

To investigate Hypotheses 2a-2d, univariate regression analysis is conducted. To explore if gender moderates the outcomes of executive education, the hypotheses is investigated using moderation analysis.

4.6.1 Analysis and results

This question is explored in two stages. To test these hypotheses, we estimate the following model:

$$COutcome_j_i = \beta_0 + \beta_1 CHAR_i + \epsilon_{ee}$$

Where

$COutcome_j_i$ = is the outcome under consideration

- $j = 1 \dots 4$, captures the four outcomes: (1) Competencies
 (2) Salary
 (3) Job Promotion
 (4) Networking

$i = 1 \dots 266$, which is the number of survey respondents in the sample
 CHAR= Participant characteristics

Table 4.27 provides the results of the univariate regression analysis and includes the coefficient variables, the t-statistics and significance values (p).

Table 4.27: Univariate Regression Analysis Results

		Dependent Variables			
		Competencies	Salary	Promotion	Networking
Independent Variables (univariate regressions)	Marital Status	-0.65 1.68 (.095)	148456.30 3.22 (.000)	-0.104 -1.56 (.120)	-.358 -.807 (.421)
	Manager	.895 2.62 (.009)	-235858.01 -5.60 (.000)	.112 1.77 (.077)	.721 1.78 (.076)
	Director	-.211 -.510 (.611)	-29818.98 -.583 (.560)	.019 .261 (.794)	-.121 -.254 (.800)
	Executive	-.660 -2.04 (.043)	214843.31 6.79 (.000)	-.105 -1.83 (.069)	-.546 -1.45 (0.149)
	Master/PhD	.606 1.69 (.092)	-66964.91 -1.49 (.137)	.115 1.80 (.074)	.627 1.49 (.138)
	Bachelor	-.121 -.367 (.714)	-25332.58 -.618 .537	.011 .187 (.851)	-.059 -1.53 (.878)
	Underbachelor	-.885 1.85 (.066)	158680.15 2.77 (.006)	-.202 -2.47 (.014)	-.928 -1.69 (.092)
	Age	-.043 -2.01 (.046)	12334.36 4.88 (.000)	-.006 -1.67 (.093)	-.039 -1.58 (.116)

As noted in the results in Table 4.27, single people report more competencies compared to married participants yet married participants report higher salaries. Managers and Senior Executives are more likely to identify post program outcomes related to salary, competency

development, promotion and networking. Participants with a Masters/PhD are more likely to be promoted. Participants with less than a bachelor's degree, namely open program participants, are more likely to note competency development, salary changes, promotion and networking. Younger participants are more likely to identify competency development and promotion while older participants identify salary changes. The results conform to expectations. Participants in the custom program tend to be younger, single, with higher educational qualifications than those in the open programs. Given that a promotion is expected following completion of the custom program, the results align with this. Likewise, Senior Executives identify the benefit of new learning, since some have not completed higher post-secondary studies prior to engagement in Executive Education.

To explore if gender impacts the outcomes of Executive Education, regression analysis was run using gender as a moderator with the independent variables already explored. A dummy variable was created for each of the independent variables ($x * \text{Gender}$). To test these hypotheses, we estimate the following model:

$$COutcome_{ji} = \beta_0 + \beta_1 CHAR_i + \beta_2 CHAR * GEN_i + \epsilon_{ee}$$

Where

$COutcome_{ji}$ = is the outcome under consideration

$j=1 \dots 4$, captures the four outcomes: (1) Competencies

(2) Salary

(3) Job Promotion

(4) Networking

$i=1 \dots 266$, which is the number of survey respondents in the sample

CHAR= Participant characteristics

CHAR*GEN= Moderating variable

Table 4.28 gives the results of the moderation analysis, noting the t-statistics and significance values (p). Coefficient estimates are not reported. Here the focus is on the significance of these interaction effects. As can be seen, they are mostly insignificant.

Table 4.28: Moderation Analysis

		Dependent Variables			
		Competencies	Salary	Promotion	Networking
Independent Variables *Gender (moderation Analysis)	Marital Status*Gender	-2.30 (.022)	3.37 (.001)	-1.66 (.099)	-.814 (.417)
	Manager*Gender	-1.08 (.280)	.506 (.613)	-1.63 (.103)	-.990 (.323)
	Director*Gender	-.005 (.996)	1.26 (.208)	-1.42 (.157)	.818 (.414)
	Executive*Gender	-.414 (.679)	2.68 (.008)	.046 (.963)	-.046 (.963)
	Master/PhD*Gender	-2.14 (.034)	1.66 (.097)	-.559 (.570)	1.09 (.276)
	Bachelor*Gender	-1.09 (.279)	3.612 (.000)	-2.41 (.016)	-.529 (.597)
	Underbachelor*Gender	0.64 (.185)	1.54 (.124)	.902 (.368)	-1.67 (.097)
	Age*Gender	-1.23 (.221)	3.09 (.002)	-1.56 (.120)	-.031 (.976)

Some significant relationships are noted, as evidenced in Table 4.28. Married women are more likely to note competency development while married males are more likely to report higher salary benefit. Male managers are more likely to be promoted. Male executives are more likely to receive higher salaries post program. Females with a Masters/PhD are more likely to report competency development than their male colleagues. Males with a bachelor's degree are more likely to receive higher salaries post program while their female counterparts receive promotions. Females with less than a bachelor's degree are more likely to identify networking development as a result of the program. Older males are more likely to receive higher salaries post program.

4.7 Discussion

This quantitative study explores two key research questions, namely:

Which competencies and outcomes do Chinese managers believe have been most enhanced through an Executive Education program? And how do these differ between open and custom programs?

How do participant characteristics such as age, salary, marital status, job role, and educational background impact the outcomes of Executive Education? And does gender moderate the outcomes?

To answer these questions, hypotheses were developed and tested to explore associations between Executive Education and its impact on Chinese managers. Regression results indicate that the overall impact is more identified by the participants in the custom program than those in the open enrolment program. Also evident is the impact of participant characteristics of age, marital status, education background and job function in relation to the outcomes of Executive Education. While single participants are more likely to have higher competency outcomes, married participants received higher salaries. Younger participants were also more likely to note competency outcomes while older candidates identified significant relationships with salary and promotion. Both Managers and Executives suggested significant relationships between their program and all of the noted outcomes. Female participants noted the impact of Executive Education on competencies.

The results from this study indicate that Executive Education has an impact on the development of Chinese managers in relation to personal and professional competencies, salary, job promotion, and the development of collegial networks. Relevant findings were identified with relation to the impact of participant factors such as age, gender, job function, marital status and educational background and the resultant changes in competencies and job functions. Custom program participants generally noted higher levels of job changes, competency development and behavioral changes in comparison to the open enrolment participants. A profile of the candidates for both custom and open enrolment programs emerged from the data. These findings are particularly relevant for program developers and facilitators since they provide significant data to both attract similar participants or for the development of a strategy to interest a different demographic or profile.

These results provide insight in each program and identify areas of strength and opportunities for growth. The results suggest that there are positive impacts from both programs particularly in relation to increased effectiveness in one's daily work as a leader and the extrinsic benefits on job related factors such as performance, promotion and networking.

The gender factor is of concern based on the survey data. In the custom program, where a higher number of women are evident, men identify an increase in the extrinsic rewards of salary. Women do report more intrinsic benefits in the custom program as well related to competency development. Gender does not appear to be a factor in relation to the intrinsic benefits in open enrolment programs. These data warrant further research and exploration.

Given the sequential design of this thesis, the results from this chapter, particularly related to the personal and professional competencies were considered in the development of a qualitative study to further explore the impact of Executive Education on Chinese managers. The next Chapter will provide the qualitative study of this mixed methods research. Chapter 5 builds on these quantitative insights through the analysis of interviews with program participants to further explore the key elements and impact of Executive Education either through a custom or open enrolment program.

Chapter 5 Qualitative Study

5.1 Introduction

Upon completion of the quantitative study, a qualitative study was conducted to further explore the research findings and questions. A sequential exploratory strategy (Cresswell, 2009) was adopted. As stated in Chapter 3, this strategy first collects and analyzes the quantitative data and is followed by the collection and analysis of qualitative data to build on the results of the initial quantitative findings.

Quantitative analysis has demonstrated a general picture of these two programs in answering the central research questions, namely:

Which competencies and outcomes do Chinese managers believe have been most enhanced through an Executive Education program? And how do these differ between open and custom programs?

How do participant characteristics such as age, salary, marital status, job role, and educational background impact the outcomes of Executive Education? And does gender moderate these outcomes?

However, the quantitative findings do not answer deeper questions, such as “If it does help, how and why?” To do this, a qualitative study was designed and conducted to explore the phenomenon of Executive Education in the Chinese context from the lived perspectives of the participants.

This chapter focuses on the qualitative study of this research. Section 1 outlines the theoretical framework, research design, data collection and interview considerations. Section 2 outlines the data analysis process via qualitative software and other technology tools such as an Excel Template. Section 3 provides the subsequent findings with a focus on the key emergent themes from the data, with supporting evidence from the participants. Section 4 provides a summary of the findings that will be used as a foundation for the discussion of the convergent findings from both the quantitative and qualitative studies in Chapter 6.

The following main research questions provide the foundation of the qualitative study:

1. What is the impact of Executive Education programs on participants, both open enrolment and custom designed?
2. What elements of the program design and delivery impact participant outcomes?
3. How do Executive Education programs impact competency development?

Specifically, the interview questions for this study, as presented in Chapter 3, focused on the background experiences of the participants and their learning and development because of the program. These questions were designed based on both the findings from the quantitative study and the current literature discussed in Chapter 2.

5.2 Results

The intent of this qualitative study is to explore the perspectives of and impact on participants in Executive Education programs in China along with suggestions for future program design. These insights provide valuable feedback to both the researcher and program designers in relation to key areas of development and opportunities for growth. The data analysis revealed 7 key themes or insights from the shared experiences of both program participants. These include:

1. Motivations for Participation
2. Program Impressions and Value
3. Desired Leadership Attributes
4. Skills and Knowledge Developed
5. Program Strengths for personal and professional development
6. Recommendations for program design
7. Impact of Chinese Culture

Each will be discussed considering the respective programs and comparisons made.

5.3 Insight # 1 - Motivations for participation

Participants in both programs identify a variety of motivations for joining the program linked to their personal and professional growth including language development, career growth, new business learning, global thinking, talent development and personal growth. For the purposes of this study, each group will be explored separately. Both the similarities and differences will be discussed as well.

5.3.1 ILDP insights

The participants identify a variety of motivations for joining the ILDP program. While they were aware that a career change is associated with this program as well as skill development in a Western environment, as this is an expectation for entry in the program, other personal and professional motivations emerged. A central theme that emerged was the concept of change, both professionally and personally.

A female participant suggested the impact of the program on her as a woman in management, noting, “there is a glass ceiling at work” (C2) and that the program would offer a chance to “refresh and recharge”. Similarly, she suggests that other participants chose the program with change in mind:

C2: Some of them, they wanted to make a change about (to) their life, to pursue something new. That's why we chose this program.

This female participant suggests that a lack of passion and energy in her work motivated her to join the program. Personal reasons dominate her explanation for joining the program and it is apparent that she, perhaps, was struggling in the current work environment since she attempted to make changes prior to the program. She acknowledges the added benefit of completing the program in the Western context as a motivator and stimulus for change:

C2: Before I entered this program, my life was in a downward situation. I didn't feel much passion or energy in my work. I tried to change by myself, but I find that it's hard. Maybe part of the reason is that my motivation is not strong enough, and also part of the reason is you are living in familiar atmosphere, it's hard to make a change.

Similarly, a male manager at ICBC identified the need for professional challenge and growth, particularly in an English environment:

C1: It's a little complicated. For me firstly I want to do a challenging job. I worked at ICBC for a long time, 10 years. So, I want to change the environment, I want to do some challenging things. My English is not very good, but I wanted to challenge myself, I wanted to improve myself I can do something that in the past I couldn't think I could do.

ILDP participants believe that their training in the program better prepared them for the future, linking to the ideas of both change and ambition. In essence, they are better positioned for promotion when opportunities of leading an overseas branch come upon them. Several participants recognize that they are an integral part of ICBC and professionally motivated to be part of the change and development of the company, aligning their professional growth with the strategic development of ICBC:

C4: We lack senior management. We need to develop talent to be able to do the job overseas.

C1: It is our 10-year strategy. We are preparing for the formal internationalization of ICBC. We are designing more people for these institutions.

Another motivation came from developing new skills in a foreign environment, particularly English language and a change in world views:

C5: I didn't do this for career promotion. I just tried to have new chance for me to expand my horizon outside of China. The world is very big, so I needed to go have a look.

A senior participant (C1) suggests, “the whole world speaks English,” linking the urgency of English language development to international cultural knowledge and growth, not just for herself but for the company as a whole:

C1: For me... because my job is about recruiting and now, we have many demands about foreign employees for more international positions, so I think it's very urgent for me to use these English skills. I need to learn more about the people from different people, to learn a new culture and to familiarize with their local regulations about employee. So, the first step is to have international training, not just for me, but for many people... they just want to grow and develop themselves to find more opportunities.

5.3.2 PHBS insights

Participants identified a variety of reasons as motivations for joining the PHBS program, including a desire to grow their business via the acquisition of new knowledge in both management and leadership along with the development of professional networks and relationships. As one participant (OP6) noted,

OP6: I realize if I were to take my business to a new level, and offer better and valuable legal services to companies, I need to acquire comprehensive knowledge on business management. Second, I wish to take advantage of this platform to know more entrepreneurs with same interests and goals.

This was echoed by other participants who identify their desire to learn more about business and develop their knowledge. Interestingly, two participants stated how their desire to learn was purely linked to self-development, not an extrinsic gain. Networking and new business were not the main intent, it was purely a personal motivation. Again, the theme of “change” as motivation is evident in these participants.

OP1: The reason I chose the program is just to learn. If you asked the same question to other interviewees, they would probably say yes, because they might expect something other than learning itself, such as resources and business. But if you asked me, I would say no, because I simply wanted to come back to school for my self-development. If I could make friends during my studies, I would do it. If I could gain more business, I would do it, too. But they are not my goal of learning.

OP3: There must be some limitations after working for so many years, so I'd like to learn from professors and other students. As the saying goes, never too old to learn. This is one of our Chinese traditions.

Another common intent for joining the program was for the development of personal relationships, outside of the work context, perhaps related to their social identity as is evident in the use of the term, “same background, same level”.

OP1: It had been a long time that I wanted to study something with economics and another really important reason is to meet new friends. In China, it's hard to really know some good friends through the business work. Sometimes people will maintain a relationship just as a dealer ... not as a friend... it's funny you know, in China, people don't want to call others name directly... but it's different when we have classmates it's okay... we'll stay in the same background, same level.

Like the ILDP, many of these participants link corporate growth to gaining EMBA knowledge. One participant linked his motivation to balancing his “gut feelings” with systematic knowledge in order to grow the company. Another recognized that “our company attaches great importance to talent cultivation” (OP1) as the reason for joining the program. Career transition was not mentioned by any of the participants as a motivation for the program. Instead, their reasons are more linked to personal and professional development.

5.3.3 UIBE insights

Like PHBS participants, UIBE participants identified their desire to acquire new ideas and learning as their motivations for joining the program. Participants mainly believed that it was difficult to operate companies with out-dated methods and wanted to maintain trends with the latest business management methods. Central to this learning, was the relationships developed with their classmates:

OP5: After interacting with these entrepreneurs in my class, I came to some new thoughts. If I hadn't studied for this program, I would have followed the traditional career path of being a banker. However, after talking with these classmates, First, I got the chance to feel the excitement of starting a new company. Second, the difficulties of being an entrepreneur. Third, it helps nurture my ambition of starting my own company. Forth, the program gave me a systematic education of all the knowledge that's needed for a start-up. Lastly, it helped me expand my network and accumulate enough resources in the future.

Like their ILDP counterparts, some also wanted to learn new knowledge and find breakthroughs

as they felt their career development had stagnated. At the same time, participants expressed desires to obtain a high academic degree. These participants are commonly leaders in their own company or organization, as they step into more important roles in their careers, an advanced degree can help.

OP8: I felt it was difficult for me to lead our team in the old way, so I chose to come back to school to further my studies. We ran our company like a family, so the turnover rate was extremely low, while the side effect of it was that we couldn't manage the company effectively. Besides, the organization and structure of the company were not complete. Now looking back, it's really worth it. I've improved a lot. What I knew was so little that I couldn't manage the company properly.

A female participant identified a career motive for her learning, suggesting her knowledge was “far from enough”:

OP8: I felt lost at that time. What I knew was so little that I couldn't manage the company properly.

5.3.4 Comparison of motivations

Both open enrolment and custom designed programs have an overlapping reason for joining the program. Alumni of both program types felt that they needed to develop themselves academically to advance their career and have better job security. While open enrolment program participants located in China were trying to develop their business skills and networks in China, ILDP participants often mentioned their desire to work overseas, understand different work styles outside China, in addition to learning English. This difference in motivation is understandable in a sense that the curriculum objective for open enrolment programs and custom designed programs are different. Differences in motivation were evident between open enrolment programs as well. For example, while PHBS participants heavily valued network opportunities among classmates, UIBE participants mainly emphasized the value of an academic degree, “I have some knowledge in this area but they are just narrow views with the backing of academic knowledge” (OP7) Some also aligned with economic growth but within the companies and China: “Ssince my study at UIBE, my view on the issues of Chinese economy, human and social studies, the development of entrepreneurship, to name a few, has been broadened.” (OP9)

Also, it was notable that PHBS participants wanted to improve expertise in their own industry areas by learning to think differently and exploring alternate perspectives:

OP5: For me, studying EMBA is not about obtaining another degree. So is the case with other schoolmates in the program, they are not the people who need a job, they already have a big career platform themselves. It's all about developing perspectives and thinking for different things in business, and the applicable methods of solving business problems.

UIBE participants looked for ways to diversify their careers by learning new information in and applying broader thinking to their work:

OP7: However, it's because of my EMBA study at UIBE, I developed a broader view when looking at different things. It's very important! Before we only look at a topic or thing from a single perspective. Now I don't, my view is broader.

5.4 Insight # 2 - Program impressions and value

A good indicator of what participants feel their respective program emphasized well and clearly, in terms of their value proposition, is what first comes to mind about what the participant feels stands out about the program. This information is extremely useful to each of the programs as it signifies what participants believe the programs are trying to emphasize as being a differentiator.

5.4.1 ILDP

ILDP participants often commented about the courses they took as being memorable to their experience abroad.

C3: What is impressive for me is the course with many HR's from different companies. We can discuss our working experience and learn the strategic framework...the business school is famous for its leadership program and the professor is very experienced.

What is unique about the different ILDP programs is that there are different mixes of customized courses and open enrolment courses that the participants can take, varying on the partnered

schools' preference. In terms of the University of Toronto ILDP participants, emphasis was put on the customized courses revolving around leadership and cross-cultural courses. In terms of ILDP programs in the US, there was more focus on open enrolment courses that allowed participants to select courses based on interest.

Another distinction about the ILDP program that many participants mentioned is the internship since they define the value of study outside the classroom setting; "We need to experience more in the real place, real country". Others link the internship to the development of a "global picture" that they can use in their work and the ability to work with people with varied backgrounds, associating this with "cross culture management" (C3).

C4: The internship is our chance to work in the real work place and not just the classroom so during this period, we can have a deep experience in workplace in Canada, so these two parts are more interesting for me.

5.4.2 PHBS

In this study, PHBS participants pointed to two things, overall improvement in one's life quality and the quality of EMBA students. Several suggest a difference between the private industry students who "handled their own things" versus government officials who were "totally different". In a deeper exploration into this comment, the participant noted the following, relating the comment to the level of personal investment:

OP2: They (Government) liked to give instructions but how to fulfill it is another thing. They care less about expenses because they don't invest in it...but the private enterprise, they care more about their own money. The real reason is to...have a better influence on other people.

Another participant provided an alternate insight into this, adding that value could be created through mutual engagement in this course of study:

OP3: Business and government officials need to understand each other, the EMBA program is the best platform. In addition to learning, students from all walks of life could come together and communicate which benefits everyone. A good platform is essential.

Others maintained that EMBA offers them a life experience from which they enjoyed greater career flexibility and increased prospects for social mobility. Other PHBS participants were satisfied with their learning in specific courses such as “Business Models” and “Corporate Finance”. They praised “Business Models” for offering them clear and practical rules for managing business under different models, and “Corporate Finance” for the interactive, hands-on, simulation-based learning experience. One participant noted that the program exceeded his expectations in terms of his growth:

OP3: At first, I thought it would be a professional training, to help me sort everything I know, or I should know into systems, from accounting to business planning and management, something specific. But later I realized that my gains are far beyond these.

5.4.3 UIBE

Like PHBS, UIBE participants noted that classroom experience was something that stood out about the UIBE EMBA program.

OP6: It is a rare and valuable chance to become schoolmates with other people now. It is more than people studying together in the same school. I have forgot most of what I learned from the professors’ lectures. What is most important is we learned a methodology...now I have the academic knowledge I have accumulated through the program.

More specifically, the curriculum focused on forward-looking industry trends with classes having an immediate and long-term impact, on participants’ thinking. They also enjoyed experiential learning, smaller class size and exchange of thoughts between classmates.

OP9: I’ve learned a lot in creativity. We (the company) didn’t do so earlier because of lack of knowledge. But after communicating with other classmates. I’ve learned a lot. It’s a great investment.

5.4.4 Comparison of value propositions

Each program clearly has its own value proposition to attract potential participants. The ILDP program varies per the host school involved, but broadly speaking, there is emphasis on developing skills in relation to cross-cultural awareness, leadership, and specific finance industry

knowledge in marketing the program. This is similar from what ILDP participants believe is currently being emphasized. The EMBA program, on the other hand, carries with it the purpose of providing a holistic educational experience to provide established business leader with theories and frameworks with which they can better manage current business, especially when faced with the monumental challenges of tomorrow's business environment while at the same time promoting the establishment of networks for success where these new skills can be fostered.

5.5 Insight # 3 - Desired leader attributes

Leadership attributes were explored with the participants in relation to their concept of preferred leadership behaviors as well as those that they developed during the program. Participants were asked, "What skills/competencies do you think are needed to be an effective leader?" and "Do you think you have developed such skills in this program?" Common ideas emerged as well as the Chinese cultural perspective, particularly from those that participated in the Global custom program.

5.5.1 ILDP

There are several attributes that participants wanted to see from their ideal leaders. They use words and phrases such as, "willing to listen", "communicate", "tolerance" and "inspire" to suggest how a leader may be perceived. "Influence" is used frequently, suggesting that this is an important attribute for organizational development:

C3: My manager is very energetic and has a lot of creative ideas and shares with others. That is the kind of influence because he wants to share many information or methodologies with their team member and try to set up our thinking framework.

The ability to deal with conflict is also suggested and the link to this leadership development in the program is noted, particularly in reference to cross-cultural management since, "every nation has a different personality and work culture" (C4):

C4: I am a little bit sensitive, so I will be more concerned about everyone's feeling and I like to communicate with everyone, and I want to solve and help them. I want to communicate with them and try to help them to solve the

problem. I am concerned about everyone's personality. It is the main part about me for leadership.

In terms of communication, ILDP participants looked for empathy, where leaders can listen and understand situations more effectively and positively influence others by becoming a role model. Also, it was noticeable that participants thought communication skills that can connect across cultures were also important. Interestingly, several ILDP participants referenced the impact of Chinese perspectives and culture in the way that they evolve into leadership roles.

C3: In my classmates you know there are MBA students, so they are very young, so they don't have leader experience. And because I come from China, so I have the Chinese perspective which is different from a foreign perspective.

C2: To be honest, I don't think I can use all the skills at once or can see the effect right away. Also because of the Chinese culture, when we go back, we should perform modestly. We cannot show off. But what I've learned will not be gone, so if given a little chance, I will make the change gradually. I'm not in the management level, but one thing is if I get promoted, then these skills can be used.

In terms of motivation, students looked for decisiveness and coordination skills that can drive projects to success in a short period. To be able to deal with people with tolerance and collaborate with them was also a predominant attribute that participants looked for in ideal leaders.

5.5.2 PHBS

OP3: Effective leaders should be capable holistically, in terms of expertise, leadership and social influence.

OP6: In essence, I would like to exert influence on my fellow workers not in a forceful way, but by setting myself as a model and gradually influence their way of thinking and acting. I don't necessary do everything myself, but most often I set up rules and expect people to follow. I follow my own words, use my wisdom to set up rules, and use rules to govern the business.

The ability of a leader to be influential and a role model was noted by participants in this

program, perhaps speaking to their current senior leadership roles and influence that they may have in their own organizations. To be able to influence team members without coercion, but with social influence was also a notable feature. Mainly, skills could be identifiable in two categories: personal quality and managerial expertise. Some identify their own leadership strengths and use terms like “energy”, “successful”, “strong”, “good judgement” and “decisive”. Others spoke to their “business management”, “tolerance” and “the ability to form relationships”. Some participants spoke to “talent” and “perseverance”. In terms of organizational growth, skills, students sought vision, communication, team building and decisiveness to drive businesses.

OP3: It should be vision. It's crucial to form relationships and be tolerant of others. I need to trust my own judgement. When everyone contributes, everyone benefits. The more we communicate the more added value it brings. We cultivate our talents which are true talents to the company.

5.5.3 UIBE

Like their EMBA counterparts, a common leadership skill that was mentioned by UIBE participants was vision. In other words, an ideal leader should have dreams and be equipped with a vision that can direct team members to success by understanding business scope.

OP8: To begin with, he or she should have dreams. Though it's not everything, but you definitely can't achieve anything without it. This is where the execution comes in. And then the spirit of sharing is essential as well, which changes our mindset. It's not about making money for yourself anymore.

The leader should persevere, but willing to share based on his/her social responsibility. In terms of technical skills, students mentioned that resource managements with proper knowledge and execution are primary skills needed as a leader.

5.5.4 Comparison of ideal leader attributes

Based on the data collected from interviews, there are main cross-program attributes that participants preferred regardless of type of program: vision and managerial expertise. All participants in programs unanimously wanted a leader with great patience and understanding that can inspire teams and companies to move towards a common goal. Moreover, most participants believed that managerial skills with comprehensive experience in business and most importantly,

resource management skills, are desired for an ideal leader. There is, however, a distinct different preference in ideal leadership between open enrolment and custom programs, and that is communication. While open enrolment programs emphasized leadership as one of the main assets of a business leader, ILDP participants focused more on ability to listen and coordinate teams more efficiently. Also, ILDP participants believed that cross-cultural communication skills are essential whereas EMBA participants did not strongly feel the same. Table 5.1 outlines both quotes and common characteristics identified in all programs.

Table 5.1: Leadership Attributes from both Programs

Common Themes	Insights
Tolerance	<p>Everyone is different, every team is different, every company is different, so you have to change yourself you have to think about different methods to manage a team, so its very different.(C1)</p> <p>It's crucial to form intimate relations and to be tolerant of others.(OP3)</p>
Communication/Responsive	<p>As a leader you have to respond to this very quickly, you have to solve the problem at the beginning when the mood is hard to change and then the spirit of sharing is essential as well, which changes our mindset.(OP8)</p>
Role Model/Influential	<p>A good leader should be a role model for the team members and ...they should not only focus on the things he does for himself ... he should positively influence others and broadcast many principles and set up some rules for others. (C3)</p> <p>Effective leaders should be capable holistically, in terms of expertise, leadership and social influence. (OP1)</p>
Professional Skills	<p>I think the professional skills... many people have outstanding performance in their working area because they have put many time and energy in their work. I think many people are very responsible and work very hard. So the most outstanding character is the professional skills.(C3)</p> <p>Two things are important: Decision-making and Management. For Decision-making: knowledge base, research, independent thinking, decisive, and relevant resource For Management: Authorization and control. Some leaders are doing hard work, because they are not willing, or they don't know how to 'delegate'. However, it should be understood that with every authorization, there is a responsibility. Even if you authorize other people to do it for you, you are still responsible for the final result. Leaders need to be aware that there is certain risk and payout associated with authorization. (OP6)</p> <p>I think it's about comprehensive quality, because effective leaders need to be good in every aspect, which helps them to have good judgment and to be decisive.(OP3)</p>

	<p>“First, know your profession well. Second, be inclusive of other knowledge and idea. Third, promote innovate ideas. Fourth,put knowledge into practice and test your ideas.”(OP5)</p> <p>“Utilizing different kinds of resources. Be an easygoing person and will be recognized by other people easily.”(OP6)</p>
Personality/Honest	<p>“The first reason is definitely because of their personality. I think good leaders have the personality that other people will be willing to follow them. Another thing is for good leaders, they are willing to admit their drawbacks.” (C2)</p> <p>“Don’t have so strong will but I could deal with others in a friendly way. I am not a strong leader but (people value) my assistance ...they really want to work with me. I’m a kind leader, but not strong enough. I might consult with you...I would like to say may we finish it or could we finish it by tomororow. I don’t want to order them to say we must”.(OP2)</p>
Mindset	<p>“To begin with, he or she should have dreams. Though it’s not everything, but you definitely can’t achieve anything without it. This is where the execution comes in. And then the spirit of sharing is essential as well, which changes our mindset. It’s not about making money for yourself any more.”(OP8)</p> <p>“Not only the skill to solve the problem, you will open your mind, your eyes and sometimes you will think about the situation from different parts this one will help you to analyze and see the problem.”(C4)</p>
Vision/Social Responsibility	<p>“First, is the vision. Second, Social Responsibility. It is not enough to just make money. Third essential quality is perseverance , and be persistent. These two years, our company has gone through lots of transformation. The biggest problem we faced is people’s misunderstanding and people’s unwillingness to participate. Lots of our employees have left midway, but no matter what, you, as the leader has to stay always and carry your vision forward.”(OP9)</p> <p>“In essence, I would like to exert influence on my fellow works not in a forceful way, but by setting myself as a model and gradually influence their way of thinking and acting. I don’t necessary do everything myself, but most often I set up rules and expect people to follow. I follow my own words, use my wisdom to set up rules, and use rules to govern the business.” (OP5)</p>

5.6 Insight # 4 - Skills and knowledge developed

5.6.1 ILDP-Cross-Cultural Competencies

Understanding foreign culture was a main recurring development noted by ILDP participants. As most participants had little overseas travel or work experience, their time exposed to Western culture was particularly valuable to each candidate. By understanding how local businesses operate, participants understood how businesses outside China operate and how cross-cultural business management can be implemented in the future.

C4: Studying abroad or working abroad, is a good chance to touched with different cultures and basically ...in fact ...is totally different from China, to mainland... every national has different personality and different country has totally different work culture. Compared to Moscow and North America, there is still a big difference. One thing I learned from the program is that we need to think about different culture, that program doesn't teach me how to deal with this situation, but it teaches me how to think about it and try to solve the problem by myself. If I work in North America or Europe, maybe the knowledge will help me. Not only the method but the knowledge will help me.

C3: I think the cross-culture management, because we attend many MBA courses and discuss with the people from different countries and they have very diverse... diversity in many aspects. And sometimes I feel very shocked by their points of views because of different experiences so I think I learned a lot. I think the first thing is the global picture... because I should use this in my work... the second is I learned a lot from the HR policy in foreign company especially in an American company... then the 3rd is how to work with people... with many different backgrounds, across cultures.

In terms of competencies and skill sets development, two main points were common, namely, self-development and English. In terms of self-development, it was noticeable that confidence was one of the main significant improvements participants underwent.

C2: Now after the program you are more confident and know new ways to deal with client, maybe more effective. I think I have changed, I am more open

minded, so I am not afraid of changes. So, I already prepared for any relocation or anything /difficulties. I know I will face many challenges and difficulties, but I have prepared for it.

C1: Confidence is the thing hard to get in my home country. But I gained it here... confidence is very important. Before this program, I was very worried to go abroad.

By studying abroad, participants could explore different career paths and as one of the interviewees mentioned, were able to identify paths that would not have been thought as viable until participation in the ILDP program. English was also a predominant skill that all ILDP participants improved significantly.

C1: I think my English is improved really quickly because I read all the materials and all the materials are in English, so I have to read it quickly or else I can't finish it.

Meanwhile, another participant notes that there should be a continued focus on English skill development post-program:

C3: In my work I have a lot of time to give presentations... oh yeah it improved. maybe 7 and 8. It is very urgent for me to use my English skills. I think after the 9 months I can communicate very frequently and use many English skills in my work, but the truth is when I come back and during the half year working, I hardly ever use my English and my English-speaking skills goes backwards.

5.6.2 PHBS- Developing new networks and perspectives

Many PHBS participants discussed broadening their networks and perspectives in PHBS EMBA. In relation to perspectives, they identify changes in the ability for problem solving and the ability to analyze, drawing on the wisdom of their classmates:

OP6: I am able to find answers in the classroom. I brought the issues I faced at work to classroom discussion, and the professor will use my issue as a case for everyone to discuss.

OP3: The ability to analyze has improved after the program, because I (now) view problems from different perspectives.

OP5: I raised lots of questions for each course I took. By doing so, I would source different perspectives, and methods of solving problem from my fellow students. By reflecting on these methods, these discussions, I will bring back the most applicable ones and implement them in my daily work. It's all about developing perspectives and thinking for different things in business, and the applicable methods of solving business problems.

Not only did they meet new people within their areas and revealed opportunities for synergetic growth, but they also learned how to manage and expand their networks based on an EMBA experience which would not have been possible prior to EMBA, much to the surprise of one participant:

OP8: I even told myself that I would not do business with my classmates. But now I'm surprised to see that I've made so many good friends here. It might have something to do with my personality.

It is evident that this network development is essential for learning, given the social stance of many of the participants who are in C-suite positions. The program provides a safe opportunity and network for them to learn and connect.

OP3: Students communicate and learn from each other. It's almost impossible without the EMBA program, because all the students here are the bosses of their own companies, which means it's difficult for them to learn from others in their working environment.

Lastly, it was noted that learning about management and business skills allowed participants to operate their businesses and work more efficiently, particularly in the area of innovation and entrepreneurship:

OP3: The EMBA program here offers the opportunity to enhance the overall quality of private entrepreneurs. We've seen results already. After graduation, the growth of their companies ... you could see my classmates own quite a lot of active innovative and small-scaled companies."

5.6.3 UIBE- Management skills and networking

The main skill that was frequently mentioned by UIBE alumni was management skills, which were not limited to leading organizations, but also common methodologies to solve problems, corporate strategies, and influence skills that pertain to a good leader. Specific business skills were noted by one participant in relation to his daily work:

OP6: I had to learn a lot to balance between these two objects, such as management, corporate finance, cash-flow management, equity, etc. Even if we find a professional manager, like CEO, we still need to understand what they talk about. I feel that, because of my study in the EMBA program, lots of what I learnt in classroom can be directly borrowed here, offering critical instructional guidance.

Another noted the importance of the coursework and its relationship to his corporate business plan:

OP8: Some courses include organizational behavior, corporate finance, how to track performance and etc., have been implemented in actual company management. It's easy to make a plan but hard to execute. I have improved.

A female participant identified a change in her management skills:

OP7: I used to work as an 'invisible manager'. Normally I didn't give instructions directly. Instead, I would influence my husband and he'll lead the team directly. So, I wasn't confident at all when I got elected to be the president of our class. But my classmates were really supportive, and one of them told me that I should take this opportunity to exercise my managing skill. I feel that I've learned a lot in this field.

Similar to PHBS, participants also discussed how networking opportunities within the program,

both in class and through visits, enabled them to open their mind to new perspectives as they become increasingly acceptable and tolerant of different ideas.

OP9: When I look back, speaking from the school's perspective, studying EMBA for one thing is to learn some theoretical knowledge, for another, it's more about communication and sharing of knowledge between students. For example, we have 10 students in class, and we can visit each other's company in turn, learn from each other's strengths and weaknesses, and this can be more inspirational. By learning from those failure cases especially, we might get out more.

5.6.4 Comparison of Skills and Knowledge Developed

Both custom program and open enrolment programs frequently mentioned expanding their horizons and developing broader perspectives as essential to their programs. This shows that regardless of the type of program, all the interview participants benefitted from a higher level of education that helped students explore different skills and learning outside their comfort zone and improve their management skills through both academic courses and professional interactions. ILDP participants identified more confidence development both personally and professionally than those in the EMBA programs. Also, open enrolment program participants emphasized the acquisition of more management and business problem solving skills, while ILDP participants mentioned communication skills, especially cross-cultural awareness and English-speaking skills as dominant skill factors that they attained.

5.7 Insight # 5 - Program strengths for personal and professional development

5.7.1 ILDP - International experience and team leadership opportunities

C4: You can understand more about the different parts and if after that you will come back to China and work in China... because you already or face with different types of problems and some very tough, if you have this experience it will help you deal with different situation or problems in China and it will help you to understand why you are. And not only the skill to solve the problem, you

will open your mind, your eyes and sometimes you will think about the situation from different parts this one will help you to analyze and see the problem.

C3: I think more flexible and easier to accept the different opinions... more open minded.

There is clearly a recurring theme that a large portion of development through the program is coming via going to a different country and experiencing a new culture. Many participants suggest some form of personal development attributable to living an independent life abroad and understanding a new culture through interaction with locals:

C1: I was very worried to go abroad maybe I can't speak to foreigner, I can't communicate, and I don't know what they are thinking about. But when I come here and live a long time here I find that they are very polite they are very nice so do not worry just out of China just communicate with them and they will be very polite to you."

As discussed throughout this chapter, participants noted that there was a large impact on their confidence, independence, and adaptability, which comes from increased awareness on personal ability after successfully facing and dealing with challenges from life and study, especially when exposed in a foreign environment. One participant specifically noted the link between this custom program and China's growth:

C1: I think it's very important, because you know China becomes very strong and Chinese people become wealthy. China maybe become a very strong country in the world so Chinese people should go abroad to communicate with other countries. It's very important to just go abroad and I think in the future this communication will develop very quickly. We should have this.

5.7.2 PHBS - Networking and problem solving

Unlike ILDP, many participants have different backgrounds and different intentions for pursuing the EMBA, identifying a variety of personal and professional outcomes after the program. One thing that stands out is that these differences may play a part in holistic development that many participants mentioned the program helped them develop. A few participants mentioned that

learning from classmates was essential to their development, enriching their experience by teaching new ways to think.

OP3: I won't confine myself when I'm trying to think or solve problems, because the course has offered me more perspectives.

Another major component that was emphasized by PHBS and through discussion with classmates was the use of real-world problems to develop problem-solving skills.

With diverse and accomplished participants in the EMBA program, PHBS can leverage the strengths and expertise of its students and promote knowledge transfer.

OP6: So, I approached my studying by bringing lots of questions I face at work. I raised lots of questions for each course I took. By doing so, I would source different perspectives, and methods of solving problem from my fellow students. By reflecting on these methods, these discussions, I will bring back the most applicable ones and implement them in my daily work.

5.7.3 UIBE - Networking and new perspectives

Like PHBS, a common theme that arose while analyzing interview responses was the importance of socializing and exchanging ideas, as suggested in the quote above. Specifically, networking with classmates and other entrepreneurs of distinctive backgrounds to develop new perspectives and source new ideas for problem solving which contrast to the common belief of networking for career motives or business development purposes. One participant suggests:

OP7: To increase the cohesion among classmates, prepare some events that is outside of the typical course schedule that can meet with industry trend.

The UIBE EMBA is also like PHBS in that participants in the program are already very established in the work they do. Thus, participants already display a high degree of basic skills that are needed to be successful. One participant also suggested that the knowledge gained during his course of study has impacted his sense of authority:

OP7: I developed a broader view when looking at different things. It's very important! Before we only look at a topic or thing from a single perspective.

Now I don't, my view is broader, I have multiple ways to solve the problem, and I'm having high authority in the topics I talked about.

Unlike the other two programs, there is a unique mix of participants that have more of an arts background as opposed to the traditional business background perhaps creating more diversity in thinking. One of the participants notes this clearly:

OP7: Lots of the people in the program benefited from the curriculum. From the curriculum, they have built practical and academic knowledge on the joint-development between Cultural industry and the injection of capital in the cultural industry.

5.7.4 Differences across programs

Unique areas of development between the groups vary. The ILDP program helped all its participants develop the core skills needed to be successful whereas the EMBA programs at PHBS and UIBE focused on improvement of high-level thinking. Furthermore, the most obvious difference is the way the programs helped develop these skills. The ILDP program guided participants on how to improve certain skills through coursework but let the participants decide how much development they want to see based on the effort they spend maximizing their experience abroad in a new country and culture. The EMBA programs both taught participants' essential knowledge to better their careers and taught them new ways to think. Most participants experienced personal development through interaction with classmates in both programs. For the ILDP program, this is evident in the focus on team work for presentations and alternate settings for learning:

C1: The program team has provided us a lot of opportunities for us to network. For example, I have attended several lectures in Rotman. Yes. All this information was provided by the SCS. Yes. This kind of opportunities, I can hear the advanced new series and also, I can network with a lot of people in the same industry.

C4: For this part not only presentation improve, my confidence improved. So, after that I want to say this one is one of the bigger results, impact for me in the program.

Social and formal interactions with colleagues and professors was also valued. One certainly stepped outside his comfort zone to engage socially with the intent on practicing his English, appreciating the openness of the North American culture:

C1: I improve a lot because I have to communicate with the professor, teammates and some friends, different kinds of friends. One time I was walking in the park I want to catch a foreigner; I want to practice my oral English, so I talk with him for maybe half an hour so it's the first time I challenge myself. Because as a student we have some leisure time, some vacation so I just traveled to many places in the United States, so I have to communicate with lots of strangers, so it is a good opportunity for me to improve my communication skills and frankly I think that US and Canada the people are very polite, more polite than the Chinese people. You just say hello to them, and they will give you a smile.

Overall, based on the feedback from the ILDP participants, is that the custom program, through its international placement, builds on many skills that are essential in good leadership and it seems that time spent abroad is indicative of how much development one can truly experience. The program teaches participants about certain skills through the customized portion and open enrolment courses but allows the students to develop their skills further and at their own pace through personal experience abroad.

There is a distinct trend in this data analysis that development in custom programs is highly dependent on personal motivation to learn and embrace knowledge or different experiences, whereas participants in open enrolment programs (EMBA's at UIBE and PHBS) experience development that is highly related to or directed by the background of classmates. As noted, the EMBA students are generally at a very senior level in their organizations. There is a safety created for the participants since they are of an equal level to each other and able to engage in high level discussions with people of the same social status.

5.8 Insight # 6 - Recommendations for program design

5.8.1 Custom Program design

As noted previously, ILDP participants placed high value on the interactions with their courses focusing on cross-culture case studies and communication. Participants have expressed their desire to further practice these cross-culture communication techniques in a real-world environment and would like to have more “working experiences” that will develop a deeper understanding of their next contexts as well as apply them at work:

C1: It is the first time that I lived in a foreign country and I need to communicate with a lot of foreign people. So, during this period I improve a lot because I have to communicate with the professor, teammates and some friends, different kinds of friends.

C2: Everyone has the right to choose to go or not to go (to social and business events). But I think for most of the opportunities, at least half of them, my classmates, will go because everybody knows it's (their) precious opportunities.

Some participants suggest that the amount of classroom time should be reduced to allow time to experience local cultures and practical business education, noting the value of this for deeper learning:

C4: I want to create more opportunities to connectto create more opportunities to help the students try and experience more, not just in the classroom because classroom can't teach us all the things... and I want to say don't to study in class, don't want to spend more time in the classroom because if you can study in classroom in Toronto, you can also study in the classroom in China. So, we need to use this experience to go deep, in this country to experience more different things not only knowledge, everything.

Participants have also expressed a motivation to deepen knowledge on local banking and financial market, as well as have direct exposure working in financial institutions in host countries:

C2: Because the banking industry is a sensitive industry, so it's hard for the program team to find an internship in the financial industry. So most of us... for me, my working experience is in the law firm and my case is the same with (as) a lot of my colleagues. Although it's hard, but if we could get a chance to have the working experience in financial institutions, yes, I think that would be more helpful to our work.

C5: I suggested if there's more social activity in financial institutions. It will be very helpful for marketing abroad.

Others reference a desire to have more options with course selection to align with their specific work at ICBC:

C3: I think if they give us more chance to choose our interested courses. They should give us more opportunities to see the list from the university and jumped out of the business group and we can choose other courses such as economic or psychology.

One participant also suggested that the program be accredited as a degree program:

C2: We spend nine months to complete the program. We don't have a degree certificate. You know what I mean. So, if I have to pay by myself, I'll choose the one that can be more recognized by the market.

ILDP students have few, if any, team leadership experience before joining the program. The course design offers numerous team leadership opportunities for them to practice these skills in an academic, Western setting, resulting in improvement in personal leadership skills.

C5: There is a chance for us to understand our leadership background and come to know our mindset. It increased my leadership power into more listening and give more attention to that skill.

C3: Yes. Because I am a young manager, I grow from the advantage from the professional area... .. because in the former time... I usually focus on doing things by myself. Now I have spent more time to influence others to teach others and train others.

5.8.2 Open Enrolment Programs

OP6: Professors play a pivotal role in organizing the course. Course design is also important. The course content needs to stay down to earth and needs to be relevant to student's industry background. 1st, Selecting professors that have practical working experience to deliver course or workshop. 2nd, use case-based studying method.

OP8: There are two aspects that this program can improve, first, curriculum can be closely linked to capital markets, the trend on entrepreneurship and innovation. Second, on globalization of economy, including internationalization of RMB, flow of capital globally. I feel that the curriculum needs to be updated, not just basic money and banking knowledge, but should go beyond and above that to new level. Another point to add is that, it would be good if we can invite some scholars to give workshops.

EMBA students place value on their coursework that linked to economic trends, entrepreneurship and innovation that was also aligned with their specific industries and backgrounds. As noted previously, they appreciate the academic knowledge developed yet would like to see the development of courses that reflect more current trends. One participant (OP8) noted, "Some courses lack the newest stuff and a little out of date". Another participant promoted the importance of "flexibility" in the course content based on the experiences of the participants. Lastly, alumni from EMBA program have displayed an outward motivation to give back to society and schools and to use their leadership and learning to grow new leaders. They have expressed a willingness to come back to school and offer guidance to current students, from starting new businesses to developing new business contacts. "There needs to be sharing and interactions between MBAs, EMBA's and undergrads" (OP8). They value the ability to not only share their learning with new entrepreneurs as successful business people in China but also see the benefit to their own learning from younger business students. One participant actively suggested this type of engagement, particularly from senior executives since "it is useful to learn what young people are thinking nowadays and it will help me to understand what young people in my own company are thinking" (OP9).

5.9 Insight # 7 - Impact of Chinese culture

OP5: According to an old Chinese proverb, live and learn till old age.

OP3: Like an old Chinese saying goes, read a thousand books, travel a thousand miles. It's the same here.

In the discussion of some of the previous insights, and weaved through the interviews with the participants, was a recognition of Chinese culture, particularly through the lens of business management, leadership and learning.

It is evident that the participants want to position their work and learning in the global context yet honor the structures and culture of the Chinese work environment. There is sometimes a juxtaposition of new learning, in the Western context, and its application on return to China. In several interviews, the impact of tradition and the value of learning was noted:

OP1: There must be some limitations after working for so many years, so I'd like to learn from professors and other students. As the saying goes, never too old to learn. This is one of Chinese traditions.

OP9: Apart from exchange ideas, I have also sponsored them in building the academy, and transmitting the ideas of Confucianism.

C1: Yeah, I think it's very important, sure it's very important because you know China becomes very strong and Chinese people become wealthy and China maybe become a very strong country in the world so Chinese people should go abroad to communicate with other countries so it's very important to just go abroad and I think in the future this communication will develop very quickly.

OP9: This way, since my study at UIBE, my view on the issues of Chinese economy, human and social studies, the development of entrepreneurship, to name a few, has been broadened.

One participant, in the custom program, noted some differences in the skills of Chinese and Western leaders and suggested a skill that needed to be developed:

C5: They have their Chinese old mindset, so western leadership is a bit different. There's a chance for us now to know our leadership background and come to a mindset that can help me advance. Western leadership is different. Traditional Chinese leadership is how to control. I think most Chinese leaders need listening skills more than Western leaders.

One female participant, in a senior role, suggested the challenges of being female and how Executive Education has helped her develop in her management role.

OP8: As a female manager, I think being emotional is the biggest weakness we have. It's detrimental to our management. used to work as an 'invisible manager'. Normally I didn't give instructions directly. Instead, I would influence my husband and he'll lead the team directly. So, I wasn't confident at all when I got elected to be the president of our class. But my classmates were really supportive, and one of them told me that I should take this opportunity to exercise my managing skill. I feel that I've learned a lot in this field.

5.9.1 Guānxi (Networking) and Mianzi (Face)

As noted in the literature review, networking and the concept of “losing face” are essential components of Chinese business culture. It is evident in the previous insights discussed that networking is a critical component of each program, particularly when it allows the participant to build a new relationship that will impact growth and development. In fact, open enrolment participants suggest they would benefit from more case studies and presentations from experts that would help expand their networks and learning.

OP9: We went to Hangzhou, the thousand-island lake. For one thing, we were exposed to a new environment, for the other, we can consider some local business opportunities as well. We also learned the marketing course while there.

OP7: We are able to expand their networks outside the school. Overall, I feel this is a great extension and supplement what they are able to learn in the classroom.

The Chinese concept of “losing face” also emerged. While not a theme in open enrolment

programs in China, participants in the custom program identify more openness and teamwork in the Western based programs. They note that they are encouraged to share opinions and ideas, work in teams, attempt new challenges and seek a variety of new experiences without the fear of “losing face”:

C1: In China, the professor just says you have to do this, you have to do this. But in this class (in Canada) the professor asks you, what is your opinion?

C2: And also, another change. ...because it's a new environment, and it's not in Eastern culture. So, I'm not afraid of losing face. So, if there are new challenges, I will try to challenge myself.

Coupled with this is the sense of modesty and knowledge of the hierarchy and respect required in Chinese business, in contrast to Western thinking and practice. While new knowledge and skill is recognized, its application in the local context will need to be gradual:

C2: I don't think I can use all the skills at once or can see the effect right away. Also because of the Chinese culture, when we go back, we should perform modestly. We cannot show off. But what I've learned will not be gone, so If given a little chance, I will make the change gradually. I'm not in the management level, but one thing is if I get promoted, then these skills can be used.

Both groups of students also appreciate the integration of the knowledge of Chinese business practices and culture into their studies, noting the significance of learning and its impact on the growth of the country, with a caution on ensuring the “fit” of courses in the Chinese context:

OP3: Under the current circumstances in China, it requires more than luck to succeed.

OP9: In the professor's corporate finance class, he added in lots of elements on Chinese culture into the course, it enlightened me suddenly. Even till today, I sometimes consult expert or scholars on Chinese Culture. No doubt, what I learnt about Chinese culture builds a solid foundation on corporate management, and business transformation.

OP7: From the curriculum, they have built practical and academic knowledge on the joint-development between Cultural industry and the injection of capital in the cultural industry.

OP8: I just went to a two-day training course-cross-cultural communication and corporation management. Speaking for myself, I feel the courses there didn't fit the Chinese situation, which weren't practical here. The design of courses should have a quick response to the market.

It is obvious, through participant experiences, that honoring the rich culture of China and recognizing its links to program design is an essential component of Executive Education. They consider it an essential element of the program, again with a focus on growth, as is evident in the comment below.

OP9: Since my study at UIBE, my view on the issues of Chinese economy, human and social studies, the development of entrepreneurship, to name a few, has been broadened.

As well, in building cross cultural competences, such as in the custom program, it is integral to provide learning opportunities that encourage learners to develop management and leadership skills through assignments and programs that encourage risk taking, team engagement and active dialogue.

5.10 Summary

This chapter, as part of the research design, built on the insights of the initial empirical findings. This qualitative component was designed and implemented with the resultant interviews providing data for analysis that not only supported the current findings in the literature but provided additional insights for exploration. It is evident that the *a priori* themes associated with Executive Education programs were present along with emergent themes that presented in the interview data through interpretation. Table 5.5 summarizes the key insights related to the themes explored as part of this qualitative study, highlighting the findings from both programs as well as convergent ideas.

The first five insights presented in Table 5.2 are linked to the findings from the quantitative chapter, particularly related to changes in competencies and skill development. Similar differences were noted between the open enrolment and custom programs in both studies. Insights related to the “Impact of Chinese Culture” was not evident in the quantitative study but emerged as a theme via the qualitative work. Also explored in this study were the elements of the program design that add value for the participants as well as their recommendations for future programs to increase the impact. It is evident, from this study, that each program is valued and beneficial to the participants.

Table 5.2: Insights from Qualitative Study

Insight	Concept or Question Explored	Custom Programs	Open Programs	Common Findings
Motivations for Participation	Why did you choose to do this program?	Career path development Skill development in a global setting	Self-development Development of managerial skills Networking Academic degree	Personal and professional development
Program Impressions and Value	What stands out about this program?	English skill development Customized courses on leadership and cross-cultural skills Work placements	Improvement to quality of life Career flexibility Social mobility Course selection Classroom experiences	Forward thinking course work
Desired Leadership Attributes	What skills and competencies do you need to be an effective leader?	Communication Vision Motivation/inspiration Empathy Cultural awareness	Personal qualities Perseverance Decisiveness Social influence/motivation Managerial/technical expertise Vision	Vision Managerial expertise Motivation

Skills and Knowledge Developed	Core Competencies	Exposure to Western Culture Cross-cultural management Self-development: confidence, career paths English Global mindset	Developing new networks Broadening of horizons and mindset Planning and organizational skills Management skills	New and broader mindset Career path
Program Design Recommendations	What would you suggest for changes to this program?	Local networking opportunities/cross cultural communication skills (guanxi) Reduce academic workload and expectations Develop deeper knowledge about financial industry through internships (guanxi) More course offerings/choice Accreditation Structured development plan at the local level prior to engagement with the program	Guest speakers from industry to blend trends with theory Real-world case studies Diversity in content and delivery Structured networking opportunities (guanxi) Mentorship program) (guanxi) Create a stronger alumni network	Diversity in course offerings Structured networking (guanxi) Real world experiences
Impact of Chinese	Western versus Eastern	More openness and teamwork in	Impact of tradition and value of	Honoring the Chinese

Culture	management	<p>Western settings</p> <p>Program promotes development and challenges without fear of “losing face”</p> <p>Respect and modesty</p>	<p>learning</p> <p>Transmitting and honoring Eastern values and traditions</p> <p>Strength of China in the economic/global setting</p>	<p>culture</p> <p>Recognizing the impact of China in the global setting</p> <p>Development of cross-cultural competencies</p>
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The previous chapters outlined the steps and rationale of the exploratory sequential design. This chapter, Chapter 5, built on the findings of the quantitative study by exploring insights from program participants via qualitative research that used thematic analysis to explore the perspectives of participants from both open enrolment and custom Executive Education programs. The design of the questions integrated findings from the empirical component and the resultant data allowed for rich analysis that was both inductive and deductive. The next chapter, Chapter 6, will discuss the findings of this mixed method study, drawing on the findings of both the quantitative and qualitative data. These findings will be positioned in the literature and synthesized to present the key insights for Executive Education programs in China from both an academic and practitioner lens to arrive at the contributions from this research. The final chapter, Chapter 7, presents the resultant conclusions, contributions, limitations and opportunities for future research.

Chapter 6 Discussion

6.1 Introduction

As China's economy continues to grow and become increasingly global, leaders and managers within public and private organizations will need to focus on the human capital development of their organizations that will align with corporate strategies for globalization and access to capital markets in the Western context. Executive Education will play a critical role in the development of managers to support this growth and globalization whether through custom designed programs that target specific corporate growth strategies and succession planning or open enrolment programs that focus on executive level or C-suite development. This study aimed to answer two key questions:

Which competencies and outcomes do Chinese managers believe have been most enhanced through an Executive Education program? And how do these differ between open and custom programs?

How do participant characteristics such as age, salary, marital status, job role, and educational background impact the outcomes of Executive Education? And does gender moderate the outcomes?

The quantitative analysis provided an overall positive response to the first two questions, with clear evidence of increases in competencies and extrinsic outcomes because of Executive Education. The interviews provided rich data to support the quantitative findings as well as providing deeper insight and new perspectives on the impact of Executive Education in their work as managers in China. This chapter will combine the power of both the stories and the numbers to provide key insights into the impact of Executive Education. It will position the contributions of this research by linking the findings to current studies and, as well, provide a synthesis of the findings that may be used for future research and practice.

6.2 Study findings

This section shares the study findings as well as implications. These insights are drawn from the analysis of the participant perceptions of the impact of Executive Education on their personal and professional selves. The conceptual framework presented in Chapter 2, Figure 2.1, provides a structure for the consideration of the results of this study and their implications.

As noted, this framework identified pre- program participant characteristics, the Executive Education environment and the post-program outcomes. The model also identifies the key theories that were identified in similar studies that provided the foundations for this research. An overview of the theoretical contributions relative to these key theories will be provided in this chapter. For the purposes of this chapter, the following key insights from the study will guide the structure of the discussion, not only linking them to the current literature but the impact of these findings in relation to the Executive Education programs explored:

1. Pre-program factors- The impact of participant characteristics on the outcomes of Executive Education
2. The impact of motivation
3. The impact of culture and the environment
4. Distinctions between open enrolment and custom programs

6.3 Participant effects on Executive Education outcomes

Similar to existing research (Baruch et al., 2005; Ng et al., 2008; Cocchiara et al., 2010; Hobbs and Gropper, 2005; Noe and Colquitt, 2002; Simpson et al., 2005) significant relationships are noted for marital status, educational background and job level in relation to the impact of the program. Gender also moderates the impact of some of the outcomes of Executive Education.

Drawing on the work of other research (Chen and Chuih, 2011; Noe and Colquitt, 2002; Simpson et al., 2005), the quantitative study specifically explored the relationship between participant characteristics of age, job role and marital status and the perceived outcomes of Executive Education and if gender moderates this relationship. While Simpson et al. (2005) found that differences were not significant for prior degree or profession, the findings of this study indicate that there are differences since both educational background and job role impacted the outcomes

of Executive Education for both intrinsic and extrinsic outcomes. The salaries for executives were significantly different from those of Directors and Managers. Likewise, for the promotion variable, there was a statistically significant difference for the Manager ($p=.077$) and the Executive groups ($p=.069$). For intrinsic benefits, those with the title of “Manager” ($p=.009$) reported the impact of Executive Education in comparison to their Executive colleagues ($p=.043$). Noe and Colquitt (2002) suggest that executive development is more effective for participants with higher levels of basic skills and cognitive abilities and who identify the opportunity as relevant to their jobs. In this study, similar findings were noted since higher levels of education and job roles impacted the outcomes of Executive Education.

Similar to Simpson et al., (2005), marital status ($p=.095$) impacted the outcomes of salary ($p=.000$), promotion ($p=.120$) and competencies ($p=.095$). Age also appears to be a determinant for competencies ($p=.046$), salary ($p=.000$) and promotion ($p=.093$). During the interviews, it was also evident that younger participants, particularly in the custom program, noted their limited experiences and the need to explore different learnings and experiences to develop as a manager. This insight is a clear link to the need for succession planning in organizations and the early identification of emerging leaders who are open to experiences for corporate and professional growth.

Aaltio and Huang (2007) noted the benefits of Executive Education for female Chinese managers for career development, work-life identities and networking and in this study similar findings were evident as the women openly shared their learnings and subsequent development in Executive Education. Simpson et al., (2005) note that women managers more frequently indicate the gain of intrinsic benefits in comparison to their male counterparts. This study investigated the role of gender as a moderator in the outcomes of Executive Education. Female participants from both programs identified the several outcomes of Executive Education and differences were noted between gender. As one woman noted, “My gains from it are huge” (OP8). Married women are more likely to note competency development ($p=.022$) while married men experience salary increases ($p=.000$). Male managers are more likely to be promoted ($p=.017$) and male executives are more likely to receive higher salaries post program ($p=.040$). Cooke (2009) and Tan (2009) also noted these differences between male and female participants, despite the same level of investment within the Chinese context. Chen et al., (2012) also highlight this difference in the

gender wage gap in the Chinese context, linking it to several factors including the Confucian patriarchal social norms. They suggest that globalization will positively impact the gender wage gap due to more intensive labor market competition, raising the cost of gender discrimination (Chen et al., 2012). Given that only 18% of businesses in China have women as top executives (Catalyst, 2016), despite high workforce participation, there are opportunities for both academic institutions and organizations for executive development strategies with a focus on women and leadership, particularly in relation to the global economy.

6.4 Motivations and outcomes of Executive Education

6.4.1 Personal and professional motivations supported

As in the works of Ket De Vries and Korotov (2007), the participants identified their personal and professional motivations for Executive Education to not only increase their technical knowledge but to explore different perspectives and learn new managerial skills and focus on their leadership. One participant notes the impact of these learnings when she says, “I used to be an invisible manager” (OP8) and credits the Executive Education program for developing her confidence and competence as a manager. Her words represent the voices of others and supports the work of Bandura (1997) as they connect their learning experiences to their role and identities within their organizations and the value placed on learning with one another (Bandura, 1997). Both groups identified the connection of their new learnings to the broader organizational goals, particularly related to the development of key strategic goals within the global context. New findings emerged related to participant motivation. For some, it ties to the cultural element of continuous learning, “Read a thousand books, travel a thousand miles” (OP3). Others identify it as a holistic learning experience and focus on the “change in mindset” or “breakthrough ways of thinking” (OP1). For less senior managers, they clearly are motivated to do something “different” and see Executive Education as an opportunity to position themselves differently in their organizations. Each participant notes the relationship between their personal growth and organizational success. Based on this knowledge, it is evident that successful participants are aware of the impact of their growth on organizational performance. While many of the managers engaged in this study are at different levels of leadership, it is obvious that they are motivated to learn and apply their new skills and competencies within their organization to support its growth. Aligned with this knowledge of motivation is the work of Ardst et al., (2010) who posits that the linkages between participant motivation, input into program design and clear links to the utility

and performance are essential to the success of the program. Indeed, it is evident that participants who recognized the links between their course of study and broader organizational goals identified impact and development.

Participants freely shared the elements of the program design that created the most value and provide insights into areas for curriculum development. They engage in these programs to be “different” and to add value to their work. Their suggestions related to current course content, the development of social experiences and internships, the application of “real world” case studies, the engagement as mentors and the value placed on both Western and Chinese management philosophies and contexts speak to their desire to not only be current in practice but forward and global thinkers. Their insights are essential to the success and development of current and future Executive Education programs that need to move beyond traditional classroom settings and engage learners in “real” workplaces and experiences that move beyond academic knowledge, “To go deep, in this to experience more different things not only knowledge, everything” (C4).

6.4.2 Intrinsic and extrinsic outcomes of Executive Education supported

In the field of Executive Education, there is significant research that supports the impact of both custom and open enrolment programs in relation to the intrinsic and extrinsic benefits for managers (Baruch and Peiperl, 2000; Chen and Doherty, 2012; Kets de Vries and Korotov, 2007; Long, 2004; Petriglieri and Petriglieri, 2010). This study contributes to this work, echoing the Executive Education research of Baruch and Peiperl (2000) theories of social cognition (Bandura 1997) and management competencies (Boyatzis, 1982, Burgoyne, 1993). An improvement in academic knowledge and competencies is consistent with the findings from these previous studies. A strong relationship is evident between Executive Education and program outcomes whether through measurable extrinsic benefits such as job change, salary increases or the development of collegial networks or intrinsically through the development of competencies and for the workplace. This study adds further insight to the benefits gained from participation in Executive Education from the perspectives of Chinese managers in both public and private organizations. The participants clearly identified the impact of their programs of study, either open or custom, on their competencies and professional networking abilities.

6.4.3 Program outcomes

All participants expressed the impact of their Executive Education program on their personal and

professional development. Central to the learning of each group was a focus on developing the confidence to lead at many levels as well as the ability to engage in “Big Picture Thinking” that is aligned with a knowledge of business relative to their organizations, China and the global economy. Each participant demonstrates a keen awareness of the impact of their program on their development. Also, central to their development, is the engagement with their classmates and the context. Bandura’s (1997) work on social cognitive theory was central to this learning and the findings align with his work. Participants acknowledge the link between their interaction with their classmates as essential to their development. In the Western context, this was evident in the work of teams and social experiences outside the classroom. In the EMBA settings, it was the team projects and the safety of the setting with similar level participants that influenced the learning. These elements are key to the creation of knowledge and development for Executive Education participants. The cross-cultural element of the custom program is successful since the participants are immersed in a Western environment. Like the work of Black and Mendenhall (1990) this cross-cultural skill development is successful since the participants can practice their learned skills in the safety of the new context and quickly realize which behaviors and skills are most effective. For companies in China that are engaging in global markets, this will be an essential insight to consider for management education.

6.5 The impact of culture

New learning emerged from the engagement with the participants as they shared their perspectives on their programs. Central to this learning was the awareness, integration and impact of Chinese cultural norms and management philosophies in the learning experiences of all participants. These insights add to relatively new exploration of Executive Education in China in relation to the current research (Gao et al., 2010; Chan et al., 2013) as the educational market in China adapts to the rapid rise of the economy and global trends. It was evident that Executive Education programs should be aware of the cultural norms and contexts in relation to delivery and expectations.

In the qualitative study, these themes emerged particularly related to the concepts of *guanxi* (networking), *mianzi* (face) and Chinese culture. The first two, *guanxi* and *mianzi*, emerged from the custom program findings, where participants complete their program in a North American English university whereas the cultural elements spanned both programs. These findings align

with the work of Li-Hua and Lu (2014) who note that, within in Executive Education, there should be a balance of knowledge, skills and competencies that complement both West-East thinking and practice, *“They have their old Chinese mindset so (learning about) Western leadership gives us a chance to operate with Western people” (C5).*

Apparent in the open enrolment program was the need to align with the culture of China since, as one participant notes, *“Clients are very different in China. I have the Chinese perspective which is different from a foreigner’s perspective” (C1).* Another suggests, *“What I learned about Chinese culture builds a solid foundation on corporate management, and business transformation” (OP9).*

Also evident is the respect for its history and development along with the challenges of its stance in the global economy. As Warner (2011) and the OECD (2015) suggested, the participants recognize the need for their managerial skills to align with market demand. The open enrolment participants value the benefits gained from completing their Executive Education program in China, particularly to develop business and collegial relationships within the nation. As one participant notes, *“China may become a very strong country so Chinese people should go abroad to communicate with other countries” (C1).*

For the custom program participants, completion of their Executive Education program in a Western context is also of holistic benefit. The ability to engage in cross-cultural leadership experiences (Beechler and Javidan, 2007; Caligiuri and Tarique, 2008; Collins, Scullion and Marley, 2007) links to their identified growth, particularly trans-national competencies and a global mindset. As noted by Ardst et al. (2010), there is a clear link for the participants between motivation, program outcomes and organizational strategy. The cultural component was also impactful. While aware of the cultural norms and practices of China, and their subsequent return to employment in China, the international program created a safe space for them to be creative and vocal, to engage in debate and offer opinions without the fear of “losing face” or displaying disrespect (Chen and Chen, 2004; Hussain et al., 2010). While the networking or “guanxi” was different in the Western context, the custom program participants developed relationships with colleagues in a variety of industries that will build on the global connections essential for a multinational company. Again, value is placed on the development of collegial relationships. It is

evident that “guanxi” was present in both contexts; however, in the more relaxed Western context, the cultural implications and practices were not as dominant since the social levels of the participants did not seem to impact the relationships developed at different levels of the organizations engaged. This insight also reflects the work of Turner (1999) on social identity theory that deals with social comparisons and social identity. While the development of collegial relationships and intellectual credibility is a key component of both programs, the sense of self and public image may present more of a gain for the participants in the EMBA programs since it is within China. Custom participants expressed concern about the application of this new knowledge and identity on return to China since it was developed in a Western context. This is an integral insight for both Western and Chinese programs since the relaxed, social structures of the Western world may not be paralleled in China. Organizations in both contexts should pay particular attention to the development of this cultural norm for future business development. The theories of human and social capital (Baruch 2009; Gupta and Bennett 2013; Tan 2014) and social cognition (Bandura, 1997) were evidenced in both studies, particularly in relation to the identification of the importance of network development and the ease of reproduction of learned skills within the safety of the learning group, particularly for the custom program participants who benefited from the Western context of their program that encouraged them to adopt Western styles of engagement and debate without fear of losing face. This benefit clearly links to the intent of the program to develop trans-national competencies. Table 6.1 summarizes the linkages between the theoretical underpinnings of this study and the research contributions shared in this section.

Table 6.1: Linking key theories to the findings

Key Theories	Theoretical Contributions
Human Capital Theory	As human capital theory suggests education shapes the productivity and earnings of individuals which ultimately lead to national and global economic growth. Baruch (2009) and Gupta and Bennett (2013) found that increased academic knowledge related to higher productivity, with value for both the individual and the organization. This study found that participants who had “less than a bachelor’s degree” noted higher increases in salaries as a result of the program. an expected result since these

	<p>participants in the open program are often senior executives. For the intrinsic outcomes, those with at the Manager level reported the impact of Executive Education in comparison to more senior position participants. Central to the learning of each group, identified in both studies, was a focus on developing the confidence to lead at many levels as well as the ability to engage in “Big Picture Thinking” that is aligned with a knowledge of business relative to their organizations, China and the global economy. The open enrolment participants note the benefit of increased education in developing business and collegial relationships to build the nation.</p>
<p>Social Capital/Identity Theory</p>	<p>This theory measures the relationship benefits, including reputation, status and networks on both the professional and personal life. In this study, value is placed on the development of collegial relationships or, as in the context of this study, “Guanxi”. While it is evident that “guanxi” was present in both the open and custom programs, in the more relaxed Western context of the custom program, the cultural implications and practices were not as dominant since the social levels of the participants did not seem to impact the relationships developed at different levels of the organizations engaged. This insight also reflects Turner’s (1999) work on social identity theory that deals with social comparisons and social identity. While the development of collegial relationships and intellectual credibility is a key component of both programs, the sense of self and public image may present more of a gain for the participants in the EMBA programs since it is within China.</p>
<p>Competencies</p>	<p>Research in this field suggests that Executive Education is a vehicle for the development of knowledge, skills and confidence. This study contributes to this work, mirroring others research (Baruch and Peiperl 2000; Boyatzis, 1982; Burgoyne, 1993) Chen and Doherty 2012; Kets de Vries and Korotov, 2007;</p>

	Long, 2004; Petriglieri and Petriglieri, 2010) and providing new evidence for the context of Chinese managers. In both studies, participants expressed improvements in their academic knowledge, personal and professional competencies.
Social Cognitive Theory	Social cognitive theory (Bandura, 1997) proposes that people develop through learning with their environment either through interaction or observation of others. Central to his theory is the concept of self- efficacy or self-confidence. Learners with a strong sense of self are more likely to apply their new learning and skills on the job. In this research, participants acknowledge the link between their interaction with their classmates as essential to their development with differences noted between programs. In the Western context, this was evident in the work of teams and social experiences outside the classroom. In the open program settings, in China, it was the team projects and the safety of the setting with similar level participants that influenced the learning. This finding is a contribution to social cognitive theory since it recognizes the contextual impact on learning, particularly in the Chinese context. The cross-cultural nature of the custom program encourages participants to develop confidence in the safety of new context without the constraints of culture.

6.6 Distinctions between custom and open programs supported

The differences between the custom and open enrolment Executive Education programs were evident. While common to both is the focus on interpersonal, technical, managerial and leadership competencies (Baruch and Lemming, 2000; Chen et al., 2012; Chen and Doherty, 2012; Simpson et al., 2005), a key focus of this study was to differentiate between the program characteristics and perceived outcomes. The participant characteristics were different between programs. Participants in open programs were older, in senior executive or C-suite positions and, generally had a higher salary compared to their custom program counterparts. Conversely,

custom program participants were younger, in middle to senior management roles and recognized the links between their executive development program and career path development. Essential to the custom program was the development of trans-national competencies and English language abilities. While English competencies were not a focus for the EMBA participants, they too recognized the impact of globalization and the need for technical and leadership development as a key to cross cultural business development, particularly in the Western context, as was noted by Ituma et al. (2007) and Cooke (2009).

The findings indicate that custom program participants indicate higher gains in relation to both intrinsic and extrinsic benefits, related to competency development and behavioral changes at work, particularly in relation to the development of a global mindset and problem solving. These findings support current research (Conger and Xin, 2000; Spearley, 2006; Stanton and Stanton, 2017) and speak to the specific design of this custom program as it aligns to the corporate strategies of ICBC.

Small significant differences were noted in the study between programs for competencies or related to technical, organizational or leadership competencies. The only significant difference was related to “presentation skills” and “knowledge”. While, at first, this may be reflective of the nature of the custom program with a focus on English and international work placements during the program, it was evident in the qualitative study that EMBA participants would like to move from traditional classroom lectures to a more engaged format that encourages debate, case studies, presentations and visits to other companies.

6.7 Summary of insights

Evidenced in this discussion are key insights that have emerged from this study in relation to Executive Education programs for Chinese managers. These are:

1. Participants have personal and professional motivations for engaging in Executive Education programs. They seek to the foster new ways of thinking and engagement, to gain current and academic knowledge through real-time engagement that may be applied to their industry and to develop their overall professional and personal skills to demonstrate confidence and competence. They expect that their learning and development

will impact their leadership, their thinking and their work as well as the overall growth of their organizations.

2. The competency development of Chinese managers is impacted by Executive Education through engagement with their colleagues, academic and experiential learning opportunities. Great value is placed on the development of relationships to enhance this learning and learning opportunities that capture the nuances of business in China, particularly related to global growth.
3. Both Chinese and Western culture is highly regarded yet recognition of Chinese cultural norms is an essential component of the design of Executive Education. Honoring the history, practices and development of the nation while developing skills for the engagement with Western cultures and businesses is valued, particularly in safe environments that encourage experimentation without the risk of “losing face”.
4. Gender impacts the outcomes of Executive Education. These findings suggest that women identify more competency outcomes yet experience a wage gap with their male colleagues. This insight will be crucial for the development of wage parity and women in senior roles as China competes in the global market and the intolerance and cost of gender discrimination increases.
5. The backgrounds, demographics and experiences of participants impact the benefits of Executive Education. Participants in open enrolment programs tend to be older, more financially rewarded and in senior positions and are primarily interested in learning and development that will impact their business, personal skills and network. Custom programs attract younger participants who are interested in development for more senior roles within their organization with a view towards a global placement.
6. Executive Development is vital to global growth. For organizations interested in doing business in the global context, both English language development and cross-cultural competencies are fundamental elements of effective Executive Education programs. Students attest to learning these skills and competencies not only in classroom settings but

immersive, experiential learning opportunities such as internships in a Western- English context or engagement with Chinese corporations that operate globally. Moving from the traditional Chinese classroom-lecture setting into real-world opportunities where English and team engagement is expected are essential elements of an Executive Education program for MNC in China or organizations with global growth in mind. A customized Executive Education program will ensure that experiences and learning opportunities are differentiated and designed with these outcomes in mind.

These key insights from this mixed methods study will now be linked to the contributions of my research as well as implications for future research and practice. The final chapter, Chapter Seven, will present the conclusions of this study along with the contributions, limitations and implications for future research.

Chapter 7 Conclusion

7.1 Introduction

This Conclusion chapter begins with an overview of the key insights gained from this study along with the resultant implications. Next, the contribution of this study from a theoretical and managerial stance is presented. This is followed by a discussion of the limitations and possibilities for future research.

7.2 Research study contributions

This research study has contributed to both theoretical knowledge and managerial practice. This section outlines both the academic and managerial contributions that are evident in this study.

7.2.1 Contribution to theoretical knowledge

This study expands on the growing research literature related to Executive Education in China (Bu and Roy, 2008; Chen and Chen, 2004; Chen and Doherty, 2012; Cooke, 2009; Li-Hua and Lu, 2012, Scarborough, 1998; Zhang, 2011). This study is unique since it provides evidence related to the development of Chinese managers both within Chinese business schools along with global placements. As stated by Chan et al., (2013) Executive Education is a relatively new concept in China with a clear relation to the brisk rise of the Chinese economy. As both custom and EMBA programs emerge, and the educational market expands, research studies such as this are essential in providing information to private companies, state owned enterprises and governments as they make strategic decisions about the human capital development needed for growth in the local and global economy.

The findings also extend the theories presented for the theoretical framework of this study, namely human and social capital, career competency theory and social cognitive theory, in the context of this study.

This research study has made several contributions to theoretical knowledge in the field of Executive Education, particularly in the context of China. The impact of cultural norms, particularly *guanxi* (networks) and *mianzi* (losing face), has been identified in the literature related to management and leadership in the context of China (Chen and Chen, 2004; Hussain,

2010; Lee and Anderson, 2007; Liu et al, 2012). In this study, these concepts were identified in the Western context in relation to the participant's ability to freely engage in networking, debate and teamwork with the societal implications of these cultural norms. As the role of women in the development of the Chinese economy continues to be highlighted, the gender wage gap emerged in the literature (Chen et al., 2013; Liu et al., 2000; Shen and Deng, 2008) and pointed to the need for more empirical investigation. This study found that women identify more intrinsic benefits as well as similar promotion and networking opportunities to their male counterparts, they have lower salaries post-program. As suggested in the work of Shen and Deng (2008) this finding contributes to the emerging literature in this field.

Another contribution is the exploration of the differences between Executive Education programs, namely open-enrolment and custom, as defined by the participants. Small yet significant differences were noted relative to knowledge development and presentation skills in the quantitative study. Further analysis found that these competencies were valued by both groups and linked to the development of more global skills and mindsets essential for organizational growth. This is a valuable contribution for two reasons. First, it identifies competencies and skills that are valued and developed by both groups, suggesting the commonalities of the programs. Second, it offers business schools an opportunity to reflect and perhaps redesign their program delivery models to align with the demands and expectations of the participants. These contributions offer opportunities for future research and align with the existing theoretical research (Baruch and Peiperl, 2000; Boyatzsis, 1982; Ruas, 2005; Chen and Doherty, 2012; Kets de Vries and Korotov, 2007; Leicester, 2010; Long, 2004; Petriglieri and Petriglieri, 2010, Stanton and Stanton, 2017) that explores the impact of Executive Education in both open enrolment and custom programs.

7.2.2 Methodological contributions

This research study also contributes to methodology. The study design draws on the work of current researchers (Baruch and Peiperl, 2000; Boyatzsis, 1982; Ruas, 2005; Chen and Doherty, 2012; Kets de Vries and Korotov, 2007; Leicester, 2010; Long, 2004; Petriglieri and Petriglieri, 2010, Stanton and Stanton, 2017) and uses a mixed method approach that employs both a cross-sectional survey and interview analysis. While this study design may not be unique, the population explored is representative of both private industry and state-owned enterprises in

China. This study was not restricted geographically but, instead, could compare the identified impacts of Executive Education both in the local and global context. Likewise, this study provides a model for replication on a local and global scale for researchers in the fields of higher education and management studies.

7.2.3 Managerial contributions and recommendations

Two key contributions emerged from this study related to managerial practice and recommendations. From the quantitative findings, profiles emerged that will assist in the program design and delivery along with participant profiles. Business schools in China and globally may take advantage of these findings such as knowing whom in the marketing of target Executive Education programs. Currently, these results have been shared with several business schools in China and Canada to assist them with program development and corporate recruitment. Recommendations from the program participants have been shared with the respective business schools and will be an essential part of the communication strategy for this researcher in presenting Executive Education options to corporate clients.

The value of networking, both in class and with the “real world” is both a Chinese and Western concept and is evident in these results. Participants commend the benefits of formal and informal relationships to their personal and professional development. It is within these networks that skills are developed, ideas are born, and new thinking emerges. Given the positive results of this study, schools may continue to access the alumni of the Executive Education programs as their ambassadors and exemplars of excellence, creating strong networks for their programs and opportunities for engagement with both custom and EMBA programs. These alumni may be invited to participate in future development programs as mentors or share essential insights as guest lecturers to develop a more holistic view that balances theory and practice or engage in capstone projects. Given the noted impact of the custom program, multinationals in China may consider aligning their high potential development programs with Western universities that are cognizant and respectful of Eastern philosophies of management yet will encourage the development of debate and presentation skills essential to the development of global and intercultural competencies.

Key insights from the qualitative findings will be used for both programs to redesign and develop future management programs in both the China and the global context. Value propositions may

be reviewed to ensure that candidates are keenly aware of the program outcomes as well as a link to global competencies and economic growth. Critical to each program is the development of networks; this could again, be developed in the value propositions for each program especially tied to the Chinese cultural elements. For corporate clients interested in succession planning and talent management, the research related to the custom program can provide the impetus for program choice.

7.3 Findings and implications

This research study adds key insights to the impact of Executive Education for Chinese managers by exploring three questions. First, is there a measurable impact on the Chinese managers who complete Executive Education programs in terms of extrinsic and intrinsic benefits? Second, is there a difference in impact related to the type of program completed, namely custom or open-enrolment? Third, are there other benefits from the program that participants identify as creating an impact on them and their work? This section discusses these findings and resultant implications based on these six key insights. Implications will be discussed for each.

1. **Participant motivations.** Participants have personal and professional motivations for engaging in Executive Education programs. They expect that their learning and development will impact their leadership, their thinking and their work as well as the overall growth of their organizations.
2. **Program benefits.** The competencies, networking and career outcomes of Chinese managers are impacted by Executive Education through engagement with their colleagues, academic and experiential learning opportunities. Great value is placed on the development of relationships to enhance this learning and learning opportunities that capture the nuances of business in China, particularly related to global growth.
3. **The Impact of culture.** Both Chinese and Western culture is highly regarded yet recognition of Chinese cultural norms is an essential component of the design of Executive Education. Honoring the history, practices and development of the nation while developing skills for the engagement with Western cultures and businesses is valued, particularly in safe environments that encourage experimentation without the risk of “losing face”.

4. **The Impact on women.** Women identify significant growth because of Executive Education. These findings suggest that women identify more intrinsic benefits yet experience a wage gap with their male colleagues. This insight will be crucial for the development of wage parity and women in senior roles as China competes in the global market and the intolerance and cost of gender discrimination increases.
5. **Participant effects.** The backgrounds, demographics and experiences of participants impact the benefits of Executive Education. Participants in open enrolment programs tend to be older, more financially rewarded and in senior positions and are primarily interested in learning and development that will impact their business, personal skills and network. Custom programs attract younger participants who are interested in development for more senior roles within their organization with a view towards a global placement.
6. **Learning for the global context.** English skills and cross-cultural competencies are noted as essential for global growth. For organizations interested in doing business in the global context, both English language development and cross-cultural competencies are fundamental elements of effective Executive Education programs. These skills and competencies should not be solely learned in classroom settings but draw on experiential learning opportunities such as internships in a Western-English context or engagement with Chinese corporations that operate globally.

7.3.1 Participant motivations

In this research, the participants identify both personal and professional motivations for joining an Executive Education program. They present as learners and adopt a holistic view of their learning experience, drawing on their current knowledge as the foundation for future growth. As managers and senior leaders, they identify the growth of their organizations as central to their learning and seek to adopt new ways of doing and thinking for organizational growth in both the local and global context. Clearly, they are motivated to learn and, given the investment in these programs, they want to ensure that their learning experience in Executive Education is aligned with their needs and adds value. They all recognize the importance of “real-world” experiences and immersion in the Western culture as they position their work in the global context. To that end, this insight has implications for the academic institutions responsible for the design of

Executive Education programs, both custom and open enrolment as well as the human capital development departments of organizations. It is essential to know what the motivations for learning are so that programs, both custom and open- enrolment, can be designed and possibly differentiated to meet the needs of the individual and the corporate clientele.

7.3.2 Program benefits

This study supports and adds to the current research on the benefits of Executive Education for Chinese managers particularly related to the impact of blended learning opportunities that include both academic and current real-world contexts as well as immersion opportunities in the Western context. Key skill, knowledge and competency development were noted as the primary outcomes of each program and subsequently identified by the participants. While extrinsic benefits were evident, it was the intrinsic benefits associated with management, leadership, knowledge and new ways of thinking that dominated the sharing of perspectives. Managers point to the impact of course content and student engagement as central to their learning and experience. “Real World” learning that centered on industry trends, market demands and current practices as well as work-placements and internships were identified as core to the development of competencies and skills. In the global setting, participants point to the deep experiential learning as of most benefit to develop cross-cultural awareness and language skills and aligned with their career objectives. This insight has implications for both the corporate client and business schools. As corporate China continues to expand globally, the competencies and skills of their managers need to align with market demands (OECD, 2015) and focus on the managerial and leadership competencies, as well as language development, to develop their workforce globally. Clients and prospective students should seek programs that offer blended learning opportunities that do not solely rely on classroom experiences and use a team/case approach for lesson design and study. For multinational companies, such as ICBC, the benefits of a well-designed custom program for both the participant and the broader organization are obvious. Custom programs should cater to both the specific and diverse needs of their organization and differentiate their design to allow choice in coursework, opportunities for language development in natural settings and strategic internships in Western contexts that support the career paths of their managers.

A second recommendation relates to sharing and networking between students themselves and between students of different programs. Participants value the high-quality backgrounds in their schoolmates and have experienced substantial peer learning from classroom discussions to off-

class socializing. Therefore, it is recommended that to promote sharing of academic, business and leadership knowledge between students, there should be more channels either in class or outside class to build cohesion.

Participants were pleased to share their insights about the impact of their program and saw it as an opportunity to reflect on their experience and identify the differences they perceive. Business schools could also adopt a research model similar to this study to encourage a cycle of ongoing reflection and action related to program characteristics and perceived participant outcomes. Like this study, it is imperative for business schools to adopt a model of ongoing evaluation that will provide possible participants with data that demonstrates the impact of Executive Education programs, whether custom or open, on human capital development and, subsequently, organizational success.

7.3.3 The impact of culture

Also, identified in this study, is the recognition of the impact of Chinese culture on learning and development. Participants honor and value their culture and associate norms while recognizing the need to develop understandings and practices related to Western business and management. Custom programs that are offered in Western contexts should be aware and respectful of the underlying elements of *guanxi* and *mianzi* yet encourage participants to engage and debate within the safety of the Western context. Guanxi, while still ingrained as a cultural norm, operates differently when outside of China. Learning experiences should be designed to encourage risk taking and experimentation without cultural implications. Likewise, on return to a Chinese setting, participants should be encouraged to share their “new ways of doing” in team meetings and social events to transmit their cross-cultural learning across the organizations without fear of repercussions. Similarly, the design of open enrolment programs in China should respectfully acknowledge Chinese traditions, develop *guanxi* and create learning opportunities to engage participants in more Western styles of education such as presentations, case studies and site visits to develop new ways of thinking. The social identities of the open enrolment participants are often at the same social strata; this hierarchal status also promotes new learning since the participants are social equals.

7.3.4 The impact on women

The women managers involved in this study recognize their growth and development because of Executive Education in their reporting of the intrinsic and extrinsic benefits gained. Like other research studies, they identify more competency and skill development relative to their male counterparts. While small but significant differences were found between gender in many of the skills and competencies explored, the gender wage gap was evident. One participant noted the “glass ceiling” at her work that aligns with the research that identifies only 18% of women serve in senior executive roles in China. While this insight is congruent with research in both the Chinese and global context related to women, salary and leadership, it can provide the impetus for change. From a corporate perspective, it may suggest that extrinsic rewards, such as salary and promotion, are targeted for women who complete Executive Education programs as well as the adoption of more inclusive practices. For both organizations and academic institutions, there are opportunities to develop targeted Executive Education strategies with a focus on women and leadership, particularly relative to the global economy.

7.3.5 Participant effects

Participant’s background, demographics and experiences were determinant factors related to the perceived impact of Executive Education. For each program, a profile emerged of the participants. Usually, open enrolment programs attract married, male senior executives or entrepreneurs who have significant salaries and success, bachelor’s degrees, with an interest in developing academic and theoretical knowledge as well as social networks to position themselves and their companies for continued growth and development. The custom program participants were primarily female managers and directors with post-secondary and post-graduate degrees who have demonstrated an interest in global placements. Differences between and within groups were identified relative to gender, age, marital status, education background and job title. This insight has implications for both program recruiters and corporate clients. From a recruitment stance, value propositions could be created from these profiles to attract similar candidates or, perhaps, use them to consider if the program could be redesigned to attract a more diverse population for each program. From an organizational perspective, possible participants could determine their “fit” with a program in relation to their career path and professional motivations.

7.3.6 Learning for the global context

Throughout this study, and in the literature, the growth and development of China as an economic power is acknowledged. All participants note the timely intent of their learning and link it to corporate growth in the global context. It is suggested that there will be an increase in the enrolment in Executive Education programs corresponding to the development of China's economy and position in the global market. As entrepreneurs seek new markets, their knowledge and development need to broaden. Likewise, for MNCs, such as the one used in this study, the development of trans-national, cross cultural business and management practices is a critical strategy for growth. With English as the current global language of business, it will be fundamental for their managers and leaders to converse in the language of business confidently and competently. The implications for program development are obvious as Executive Education providers need to ensure that the language of business is developed, Western practices and management skills are key program components as well as cross-cultural skills and competencies to position Chinese businesses and people for continued economic growth.

7.4 Limitations

Several limitations are apparent from this mixed-method study and addressed in Chapter 3, including biases and common method variance. For the quantitative study, the survey used relied on self-report data collected post-Executive Education program and required participant reflection on the pre-program expectations. Baruch and Peiperl (2000) suggest that the such data may be inaccurate because of self-justification and personal bias along with the absence of immediacy to the Executive Education experience under study. While this does not impact variables related to demographics, salary or career change, Simpson et al., (2005) suggest that there may be a tendency from the participants to exaggerate the impact of the intrinsic outcomes such as managerial skills, networking and competencies.

Given the cross-cultural nature of this research, both the quantitative and qualitative studies were conducted in Mandarin and then translated into English for analysis. The researcher is fluent in both English and Mandarin. The instrumentation for both studies was developed and tested by the researcher to ensure that it was transferable in both languages to ensure validity and reliability.

To ensure linguistic and functional equivalence (Rogler, 1999), a Mandarin-speaking colleague was asked to review the translation to ensure accuracy and cultural sensitivity (Pena, 2007).

This research is limited to a sample within two Chinese business schools and one custom program. Such a sample may limit the generalizability yet can inform and provide the impetus for future research. For the qualitative study, this was purposeful to facilitate the in-depth analysis of the interviews conducted with the participants. The intent of the paper is to explore the individual perceptions of the impact of Executive Education with the intent of both adding to the current literature in this field and to conduct exploratory work related to both programs since neither had engaged in in-depth analysis related to program impact.

7.5 Implications for further research

This two-phase design was helpful for both validity and confirmability, relying on self-reports and interviews. Analysis was based on the self-perceptions of the participants. Further research in this field may utilize the approach and respondents from other Executive Education programs in China to provide an opportunity for further analysis and comparison between the sub-groups explored in this study. Additional studies could be of a larger scale to extend the findings of this exploratory work. Consideration could be given to different schools and geographical locations in China and global custom programs outside of the ones used in this study. Replication could be promoted, using many schools and, perhaps, in an international context to create cross-national comparisons, as noted by Baruch and Peiperl (2000) who suggest the exploration of the impact of Executive Education in different sectors and cultures.

Additional research could focus on executives in similar roles, as pairs, and compare the differences between the impact of Executive Education. While the data was solely based on self-reports, subsequent research could include the perceptions of supervisors, colleagues and spouses. A longitudinal database could be created, in partnership with the academic institutions, to measure and track the outcomes to use for program analysis and future design. Longitudinal data would also be essential to demonstrate the link between Executive Education and professional growth. It may also be used to identify high potential employees and their subsequent development opportunities. The insights from this study related to Chinese management philosophy, program design and competency development will add to the growing

research in this field and provide the foundation for the design and development of successful Executive Education programs for the context of China.

7.6 Reflection

“Read a thousand books, travel a thousand miles”

This quote is not mine. In fact, as referenced earlier, it was shared by one of the participants in this study in reference to his own learning and is a version of an ancient Chinese proverb. The quote has stayed with me since he said it as it applies to my own learning and development in this doctoral journey. My dear professor, Dr. Ann Parkinson, suggested that I interview myself to reflect on my journey in the same light that I engaged my participants to reflect on their Executive Education experience. I will use some of the key insights from them to guide my reflection.

With a strong background in Executive Education management, I chose to pursue my doctorate to position myself as an expert in the field and grow my business opportunities both in China and globally. Education is highly valued in my culture. It was always my dream to hold the title of Doctor and recognize the honor that it represents in terms of educational status in China. I wanted to be able to show that I had both the competence and confidence to be a leader in this field of work, especially as China expands globally.

From an extrinsic benefit standpoint, I hope that this doctoral work will position me to continue to foster partnerships with educational institutions for both open-enrolment and custom programs. From an intrinsic view, I wanted to develop my voice, not just in the ability to communicate in English but to effectively and confidently share my expertise and knowledge. I did not want to remain, as another participant noted, “an invisible manager”. The skills and competency development that I have outlined in this study mirror my own. From a management perspective, I am now more comfortable with oral and written presentations as well as data management and analysis.

I have grown stronger as a leader and I have developed a broader view of my worlds, since I spend time in both China and Canada. The custom students talk about their challenges in coming

to the Western world as they adjust to different cultural norms and immerse themselves in the Western culture, knowing that they will return to China. I now have a total appreciation and greater depth of understanding of their experiences since entering the academic world, which for me has been equally challenging. While I had many “real-world” experiences, it was the depth of academia that scared me most. As I continue to work with these custom groups, I know that I have greater empathy and will ensure that the design of their program honours our Chinese traditions yet stretches them the way that this doctoral journey has stretched me.

As a researcher, I have experienced enormous growth. I think that I have, indeed, read 1,000 articles! In 2012, I did not realize the depth to which I would have to immerse myself in this opportunity. Like English, learning about and “being” a researcher is a total immersion experience. As a business person, I was used to spreadsheets and data, but not to the level that is expected at the doctoral level. Again, total immersion and support was required. I struggled to move beyond what I know now is a positivist stance. This was evident in my initial analysis of my interview data. Through excellent guidance, I learned to think more inductively and draw on the voices of those who have lived the experiences.

This learning has also taught me to be more reflective and adopt a critical lens to research. I did struggle with the qualitative component of my research and treated my initial work as a more of a business report. To journey deeply into this work, I needed to learn to walk in the shoes of the participants and respectfully share their stories. It is when I was able to do this that I found perhaps the most interesting insights for this work.

The concept of *Guanxi* also emerged in this study from the voices of the participants, linking to both the power of relationships, social identity and status. For me, as I spend time in both China and Canada, I acknowledge my differences in interacting in both cultures. I think, when I started this journey, I was cautious in sharing my opinion and using my voice particularly with my professors. I still continue to be respectful and honour their position, yet I know that I also have to be comfortable with debate and taking a stance. My ability to build effective relationships with people and organizations have been essential to both my business and my doctoral experience. It is, perhaps, my best skill. The relationships developed in this journey of thousands of miles have been fundamental to my success, attributable to relationships with my participants, my research colleagues, and my professors. I will translate the learnings to my practice and future research.

Another participant shared the following Chinese proverb with me: *Live and learn till old age*. As this doctoral study draws to an end, as I become one step closer to my personal and professional vision for success, I know that this journey of a thousand miles has not ended but is only the beginning. My doctoral experience has positioned me to continue to learn, to see the world differently, and to find my voice.

Appendix A - Surveys

EMBA Graduate Survey Answer Value

1. Gender?

MALE --1

FEMALE--0

2. Age?

<25 --1

25-34 --2

35-44 --3

45-54 --4

>55--5

3. Marital Status?

Widow --1

Never Married--2

Divorced --3

Married --4

Separated --5

4. Please choose the job title that most closely matches your current position:

Chair of the Board--1

Chief Executive Officer/President--2

Chief Operation Officer--3

Chief Financial Officer--4

Chief Technology Officer--5

Chief Information Officer--6

VP --7

Director (HR, Sales, Marketing, Customs service, Finance/Accountant)--8
Manager (HR, Sales, Marketing, Customs service, Finance/Accountant) --9
Other, please specify: --10

5. Please indicate your current annual salary range in RMB?

<¥100,000--1
¥100,000-¥200,000--2
¥200,001-¥400,000--3
¥400,001-¥600,000--4
¥600,001-¥800,000--5
¥800,001-¥1,000,000--6
>¥1,000,000--7

6. What is your highest degree before EMBA?

None --1
Associate Degree/Diploma --2
Bachelors --3
Masters --4
PhD --5

7. What is your English language proficiency level?

Advanced--1
Intermediate--2
Beginner--3
Little--4
Don't know--5

8. What is the ownership/legal structure of your organization?

- Government--1
- Not-for-profit--2
- Private company--3
- Publicly traded company --4
- State-owned Enterprise/ Institute--5
- Multinational Enterprise/ Joint-Venture—6

9. In which industry does your derive the majority of its revenue? Choose only one.

- Aerospace/Defense--1
- Media (publishing, broadcasting, communications)--2
- Information Technology and related services--3
- Finance Services and Insurance--4
- Professional, Scientific and Technical Services--5
- Government--6
- Educational Services/ Research--7
- Health Care/ Medical/Life Sciences--8
- Retail and Wholesale Trade--9
- Industrial/Manufacturing--10
- Entertainment--11
- Consumer products--12
- Energy/Utilities/Oil /Gas--13
- Transportation and Warehousing--14
- Mining, Agriculture, Forestry, Fishing --15
- Construction, Real Estate, Rental and Leasing--16
- Networking/Telecommunications--17
- Other, please specify: --18

10. How many employees does your organization have?

- 1-50--1

- 51-100--2
- 101-500--3
- 501-1000--4
- 1,001-2,500--5
- 2,501-5,000--6
- 5,001-10,000--7
- 10,001-20,000--8
- 20,001-50,000--9
- 50,000 or more--10
- Don't Know—11

11. What was your organization's annual revenue last year? (If government organization, please choose your department's total budget)

- Less than ¥1 million--1
- ¥1 million-¥5 million--2
- ¥5 million-¥10 million--3
- ¥10 million-¥50 million--4
- ¥50 million-¥100 million--5
- ¥100million-¥500million--6
- ¥500million- ¥1 billion--7
- ¥1 billion-¥5 billion--8
- ¥5 billion-¥10 billion--9
- More Than ¥10 billion--10
- Don't Know—11

12. Please chose the current job function in your organization?

- General management (line responsibility over two or more functional areas)--1
- Project/product/account management--2
- Planning--3
- Marketing and sales--4

- Production/manufacturing operation--5
- Finance/credit/investment--6
- Accounting/control--7
- Research and development --8
- Information systems/management science--9
- Human recourses/organizational development--10
- Public relations/ government relations--11
- Administration/support--12

13. Does your organization sponsor your study?

- Yes, 100% tuition fee--1
- Yes, 50% tuition fee--2
- Yes, 30% tuition fee--3
- No, paid by myself--4

14. What's your ANNUAL salary range when you enter the EMBA program?(RMB)

- <¥100,000——1
- ¥100,000-¥200,000-— 2
- ¥200,001-¥400,000-— 3
- ¥400,001-¥600,000-— 4
- ¥600,001-¥800,000-— 5
- ¥800,001-¥1,000,000-— 6
- >¥1,000,000-— 7

15. Please chose the job function in your organization when you entre the EMBA program?

- General management (line responsibility over two or more functional areas)—1
- Project/product/account management—2
- Planning—3
- Marketing and sales—4
- Production/manufacturing operation—5
- Finance/credit/investment—6
- Accounting/control—7
- Research and development —8
- Information systems/management science—9
- Human resources/organizational development—10
- Public relations/ government relations—11
- Administration/support—12

16. If you have been promoted since starting the EMBA, when did it happen?

- DURING THE PROGRAM—1
- Less than 6 months AFTER GRAUDATION—2
- 6-12 months AFTER GRAUDATION—3
- 1-2 years AFTER GRAUDATION—4
- More than 2 years AFTER GRAUDATION—5
- THERE HAS BEEN NO CHANGE IN MY POSITION --6

17. If you did change jobs since starting the EMBA program, did the following play a role? (0-10). The fact that you were in or had completed the EMBA:

- Networking
- The name of the school
- Performance

18. If you did change job since starting the EMBA, when did it happen?

- DURING THE PROGRAM—1

- Less than 6 months AFTER GRAUDATION—2
- 6-12 months AFTER GRAUDATION—3
- 1-2 years AFTER GRAUDATION—4
- More than 2 years AFTER GRAUDATION—5
- THERE HAS BEEN NO CHANGE IN MY POSITION --6

19. What outcomes do you think after graduation? (0-10)

- Increased understanding and skills in my area of expertise
- Increased understanding and skills in general management
- Increased competence in leading and dealing effectively with other people
- Increased understanding and skills in areas other than primary expertise

20. Please rate the categories of behavioral change after graduation?(0-10)

- More confident and mature
- Peoples skills, less judgmental, depth of thought, tolerant
- Big picture, global, broader, long-term perspective
- Increased skills, analytical, more methodical, effective
- More knowledgeable, insight, sophisticated

21. Please rate the EMBA program's impact on the following competences. (0-10)

- Time management
- Stress management
- Presentation skills
- Research inquiry
- Team leadership
- Negotiating skills
- Learning skills
- Confidence
- Problem solving

Thinking

Improving business understanding

Acquiring new skills

Personal/managerial development

Networking

Creativity and perspective

Planning and organization

ICBC ILDP Survey answer value

1. Gender?

MALE --1

FEMALE--0

2. Age?

<25 --1

25-34 --2

35-44 --3

45-54 --4

>55--5

3. Marital Status?

Widow --1

Never Married--2

Divorced --3

Married --4

Separated --5

4. Please choose the job title that most closely matches your current position:

Executive, senior level--1

Middle-level management--2

Manager--3

Staff--4

Other, please specify: --5

5. Please indicate your current annual salary range in RMB?

- <¥100,000--1
- ¥100,000-¥200,000--2
- ¥200,001-¥400,000--3
- ¥400,001-¥600,000--4
- ¥600,001-¥800,000--5
- ¥800,001-¥1,000,000--6
- >¥1,000,000--7

6. What is your highest degree before EMBA?

- None --1
- Associate Degree/Diploma --2
- Bachelors --3
- Masters --4
- PhD --5

7. What is your English language proficiency level?

- Advanced--1
- Intermediate--2
- Beginner--3
- Little--4
- Don't know—5

8. How many employees does your department have?

- 1-10--1
- 11-30--2
- 31-100--3
- 101-200--4

>200—5

9. Please choose the current job function in your organization?

General management (line responsibility over two or more functional areas)--1

Project/product/account management--2

Planning--3

Marketing and sales--4

Production/manufacturing operation--5

Finance/credit/investment--6

Accounting/control--7

Research and development --8

Information systems/management science--9

Human resources/organizational development--10

Public relations/ government relations--11

Administration/support--12

10. What's your ANNUAL salary range when you enter the ILDP program?(RMB)

<¥100,000——1

¥100,000-¥200,000--2

¥200,001-¥400,000--3

¥400,001-¥600,000--4

¥600,001-¥800,000--5

¥800,001-¥1,000,000--6

>¥1,000,000--7

11. Please choose the job function in your organization before you enter the ILDP program?

General management (line responsibility over two or more functional areas)—1

Project/product/account management—2

- Planning—3
- Marketing and sales—4
- Production/manufacturing operation—5
- Finance/credit/investment—6
- Accounting/control—7
- Research and development —8
- Information systems/management science—9
- Human recourses/organizational development—10
- Public relations/ government relations—11
- Administration/support—12

12. If you have been promoted since starting the ILDP, when did it happen?

- DURING THE PROGRAM—1
- Less than 6 months AFTER GRADUATION—2
- 6-12 months AFTER GRADUATION—3
- 1-2 years AFTER GRADUATION—4
- More than 2 years AFTER GRADUATION—5
- THERE HAS BEEN NO CHANGE IN MY POSITION --6

13. If you did change jobs since starting the ILDP program, did the following play a role? (0-100)

- The fact that you were in or had completed the ILDP
- Networking
- Department head reference
- Performance

14. If you did change job since starting the ILDP, when did it happen?

- DURING THE PROGRAM—1
- Less than 6 months AFTER GRADUATION—2

6-12 months AFTER GRADUATION—3

1-2 years AFTER GRADUATION—4

More than 2 years AFTER GRADUATION—5

THERE HAS BEEN NO CHANGE IN MY POSITION --6

15. What outcomes do you anticipate after graduation? (0-10)

Increased understanding and skills in my area of expertise

Increased understanding and skills in general management

Increased competence in leading and dealing effectively with other people

Increased understanding and skills in areas other than primary expertise

Increased English language skills

Increased global and international view

Increased working and living skills abroad

16. Please rate the categories of behavioral change after graduation? (0-10)

More confident and mature

People skills, less judgmental, depth of thought, tolerant

Big picture, global, broader, long-term perspective

Increased skills, analytical, more methodical, effective

More knowledgeable, insight, sophisticated

17. Please rate the ILDP program's impact on the following competences. (0-10)

Time management

Stress management

Presentation skills

Research inquiry

Team leadership

Negotiating skills

Learning skills
Confidence
Problem solving

Thinking

Improving business understanding
Acquiring new skills
Personal/managerial development

Networking

Creativity and perspective
Planning and organization

Appendix B - Interview Questions

Introduction Questions

Tell us a little bit about yourself.

What is your education background?

What is your career history like?

Getting to know core competencies of each program

What stands out about your program in terms of:

- Courses/professors
- Alumni/network
- Self development/extra curricular

What skills or knowledge did you develop most from this program, how?

What is the most challenging part about your program?

What do you feel the program could have done better in terms of your development?

What one change would you make if you were in charge of the program?

Leadership Questions

Do you think this program is helping you develop your leadership and management skills?

What skills/competencies do you think are needed to be an effective leader?

Think of a leader in your organization, or your colleagues in the program - why are they effective?

What is your best leadership skill?

What leadership skills did you commonly see with respect to your colleagues?

Measure of Effectiveness Questions

Please assess yourself after the program from a scale of 0-10 (10 being significant improvement, while 0 being no improvement)

- Leading and dealing effectively with other people

What is your self-assessment before the program?

Confidence and Maturity

What is your self-assessment before the program?

Understanding the bigger picture and long-term perspectives

What is your self-assessment before the program?

Team leadership/ inspiring team members and others

What is your self-assessment before the program?

Planning and Organization

What is your self-assessment before the program?

Problem Solving

What is your self-assessment before the program?

Analytical Skill

What is your self-assessment before the program?

Networking

What is your self-assessment before the program?

Creativity and Perspective

What is your self-assessment before the program?

Presentation Skill

What is your self-assessment before the program?

International Aspect and how it Leads to Development (only for those that have gone abroad)

Have you been abroad for work or school?

While abroad, what did you develop the most?

Biggest improvement after being abroad?

Do you think going abroad is important? Why?

Motivation Questions

(EMBA only) Why did you join EMBA?

Was there a career motive?

(EMBA only) Did you ever consider going to another school that offered the EMBA?

(ILDLP only) Why do you think your other classmates were selected for the ILDP program?

Did you choose to be in the program because of a career motive?

What do you hope to gain or will gain in your personal life based on the program?

Let's imagine that you are appointed as a senior leader/president at ICBC. You have been asked to make a decision related to continuing the leadership development program. Based on your experience, is it a good or bad investment to continue the program? What reasons would you give?

Final Question

Is there anything that we should have asked you but didn't, or is there anything you would like to add?

Appendix C - Letter of Consent

Title of Research Project: Impact of Management and Business Training Program

This research project investigates the impact of the manager undertaking the training program as well as the organization financing the program.

The research forms part of my MSc/DBA academic qualification at Henley Business School at the University of Reading.

Part of the research involves interviewing people who are undertaking the program and for this reason, I would like to invite you to take part.

If you agree, you will be asked to participate in an interview of about 60 minutes.

During the interview I will ask you questions on your views on the training program you are participating.

You can choose not to answer any particular questions and you are free to withdraw from the study at any time.

With your permission, I would like to record the interview and take notes for later analysis. The data will be kept securely and destroyed after the completion of the project.

At every stage your identity will remain confidential. Your name and identifying information will not be included in the final report.

A copy of the completed pilot study will be available on request.

The project has been subject to ethical review in accordance with the procedures specified by the University of Reading Research Ethics Committee and has been given a favourable ethical opinion for conduct.

If you have any further questions about the project, please feel free to contact me at the email address below.

Name of researcher: Scott Xie

Email address: scottxieaj@gmail.com

Date:

Consent Form

Title of Research Project: Impact of Management and Business Training Program

I have read and had explained to me by **Scott Xie** the information sheet relating to the project and any questions have been answered to my satisfaction.

I agree to the arrangements described in the information sheet insofar as they relate to my participation.

I understand that my participation is entirely voluntary and that I may withdraw from the project at any time.

I agree to the interview being *audio* recorded.

I have received a copy of this consent form and of the accompanying information sheet.

I am aged 18 or older.

Name of participant:

Signed:

Date:

Informed Consent Text for Self-Complete Questionnaires (emailed to participants)

This research project investigates the impact of the manager undertaking the training program as well as the organization financing the program.

The research forms part of my MSc/DBA academic qualification at Henley Business School at the University of Reading.

Part of the research, involves interviewing people who are undertaking the training program and for this reason, I would like to invite you to take part.

I would be very grateful if you would agree to take part by completing the online questionnaire through SurveyGizmo. The link is provided below. Please complete at your earliest convenience.

<http://www.surveygizmo.com/s3/1555381/d7466be13b15>

Responses are *anonymous/confidential* and individual respondents will not be identified by *name* or in the final report.

The project has been subject to ethical review in accordance with the procedures specified by the University of Reading Research Ethics Committee and has been given a favourable ethical opinion for conduct.

By completing and returning the questionnaire it will be understood that you are aged 18 or over and that you give consent for your responses to be used for the purposes of this research project. Many thanks for your support.

Contact details of Researcher: Scott Xie

Appendix D - Codebook

Sample Codebook (From NVivo)

Codes	Subcodes
BENEFITS	Academic knowledge Business/skill development Personal Benefits Management skills Mindset Networking and leadership Career Communication Confidence Corporate development and global knowledge
CHALLENGES	Balance of home, work and school Develop good relationships Academic workload
CHINESE CULTURE	Relationships/guanxi Learning Mindset Culture Economy Losing face/mianxi Women Teamwork Value of opinions Philosophy
LEADERSHIP	Collaboration

	<p>Conflict/response time/problem solving</p> <p>Creativity</p> <p>Cultural Differences</p> <p>Effectiveness</p> <p>Expertise</p> <p>Global viewpoints</p> <p>Influence</p> <p>Learning</p> <p>Motivation and Will</p> <p>Personality/role model</p> <p>Professional skills</p> <p>Vision</p>
MOTIVATIONS	<p>Career Path</p> <p>Networks</p> <p>Learning</p> <p>New thinking</p> <p>Academic goal</p> <p>Personal</p> <p>Professional</p> <p>Self-Development and Self- Exploration</p> <p>Talent Development/Succession Planning</p>
NETWORKING	<p>Career change</p> <p>Learning with and from others</p> <p>New experiences</p> <p>Business development</p>
PROGRAM DESIGN	<p>Course choices</p> <p>Work placement/Internship</p>

	English competency Presentation Skills Real world Flexibility Team work
VALUE OF PROGRAM	Good investment International experience Local and global connections Investment in professional learning

Appendix E - Hypotheses Tests

Hypothesis 2a: Age will impact the outcomes of Executive Education.

Robust Tests of Equality of Means ^{b,c}					
		Statistic ^a	df1	df2	Sig.
Sig Average annual salary BOTH	Welch	7.762	4	9.747	.004
	Brown-Forsythe	7.216	4	9.452	.006
Promote	Welch	.	.	.	.
	Brown-Forsythe	.	.	.	.
Confident and mature	Welch	75.272	4	14.864	.000
	Brown-Forsythe	3.169	4	6.894	.089
People skills	Welch	7.155	4	10.253	.005
	Brown-Forsythe	1.946	4	9.139	.186
Big picture	Welch	20.014	4	11.939	.000
	Brown-Forsythe	1.891	4	9.277	.194
Analytical skills	Welch	10.069	4	10.872	.001
	Brown-Forsythe	2.375	4	9.073	.129
Knowledgeable	Welch	.	.	.	.
	Brown-Forsythe	.	.	.	.
Time management	Welch	1.917	4	9.714	.186
	Brown-Forsythe	1.271	4	11.911	.335
Stress management	Welch	2.285	4	9.688	.134
	Brown-Forsythe	1.905	4	13.399	.168
Presentation skills	Welch	4.228	4	12.521	.022
	Brown-Forsythe	2.906	4	68.449	.028
Research inquiry	Welch	37.065	4	7.386	.000
	Brown-Forsythe	6.566	4	141.150	.000
Team leadership	Welch	1.588	4	9.555	.255
	Brown-Forsythe	1.258	4	8.464	.358
Negotiating skills	Welch	2.114	4	6.196	.194
	Brown-Forsythe	2.845	4	42.464	.035
Learning skills	Welch	13.273	4	10.431	.000
	Brown-Forsythe	3.949	4	8.763	.042
Confidence	Welch	1.740	4	9.583	.220
	Brown-Forsythe	1.794	4	9.382	.211
Problem solving	Welch	1.838	4	9.594	.201
	Brown-Forsythe	1.584	4	6.536	.285
Critical Thinking	Welch	14.751	4	11.015	.000
	Brown-Forsythe	3.347	4	7.722	.071
Business understanding	Welch	11.412	4	11.426	.001
	Brown-Forsythe	3.623	4	89.895	.009

Acquiring new skills	Welch	26.267	4	21.161	.000
	Brown-Forsythe	3.494	4	62.851	.012
managerial development	Welch	1.865	4	6.364	.230
	Brown-Forsythe	3.676	4	67.592	.009
Networking development	Welch	1.867	4	8.450	.205
	Brown-Forsythe	1.794	4	104.617	.136
Creativity	Welch	4.091	4	6.435	.057
	Brown-Forsythe	3.949	4	76.455	.006
Planning and organization	Welch	1.588	4	6.197	.288
	Brown-Forsythe	1.788	4	38.399	.151
a. Asymptotically F distributed.					
b. Robust tests of equality of means cannot be performed for Promote because at least one group has 0 variance.					
c. Robust tests of equality of means cannot be performed for Knowledgeable because at least one group has the sum of case weights less than or equal to 1.					

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Average annual salary BOTH	10.284	4	260	.000
Promote	24.005	4	261	.000
Confident and mature	4.010	4	258	.004
Peoples\ skills	2.341	4	257	.056
Big picture	3.115	4	259	.016
Analytical skills	3.547	4	257	.008
Knowledgeable	2.849 ^a	3	250	.038
Time management	1.807	4	258	.128
Stress management	2.499	4	255	.043
Presentation skills	1.225	4	254	.301
Research inquiry	1.851	4	255	.120
Team leadership	2.083	4	258	.083
Negotiating skills	2.487	4	251	.044
Learning skills	4.719	4	251	.001
Confidence	2.868	4	253	.024
Problem solving	3.526	4	246	.008
Critical Thinking	3.849	4	238	.005
Business understanding	4.074	4	234	.003
Acquiring new skills	2.153	4	229	.075
managerial development	3.137	4	231	.015
Networking development	2.404	4	230	.051
Creativity	1.541	4	229	.191
Planning and organization	2.810	4	227	.026

a. Groups with only one case are ignored in computing the test of homogeneity of variance for Knowledgeable.

Robust Tests of Equality of Means ^{b,c}					
		Statistic ^a	df1	df2	Sig.
Sig Average annual salary BOTH	Welch	7.762	4	9.747	.004
	Brown-Forsythe	7.216	4	9.452	.006
Promote	Welch	.	.	.	.
	Brown-Forsythe	.	.	.	.
Confident and mature	Welch	75.272	4	14.864	.000
	Brown-Forsythe	3.169	4	6.894	.089
People skills	Welch	7.155	4	10.253	.005
	Brown-Forsythe	1.946	4	9.139	.186
Big picture	Welch	20.014	4	11.939	.000
	Brown-Forsythe	1.891	4	9.277	.194
Analytical skills	Welch	10.069	4	10.872	.001
	Brown-Forsythe	2.375	4	9.073	.129
Knowledgeable	Welch	.	.	.	.
	Brown-Forsythe	.	.	.	.
Time management	Welch	1.917	4	9.714	.186
	Brown-Forsythe	1.271	4	11.911	.335
Stress management	Welch	2.285	4	9.688	.134
	Brown-Forsythe	1.905	4	13.399	.168
Presentation skills	Welch	4.228	4	12.521	.022
	Brown-Forsythe	2.906	4	68.449	.028
Research inquiry	Welch	37.065	4	7.386	.000
	Brown-Forsythe	6.566	4	141.150	.000
Team leadership	Welch	1.588	4	9.555	.255
	Brown-Forsythe	1.258	4	8.464	.358
Negotiating skills	Welch	2.114	4	6.196	.194
	Brown-Forsythe	2.845	4	42.464	.035
Learning skills	Welch	13.273	4	10.431	.000
	Brown-Forsythe	3.949	4	8.763	.042
Confidence	Welch	1.740	4	9.583	.220
	Brown-Forsythe	1.794	4	9.382	.211
Problem solving	Welch	1.838	4	9.594	.201
	Brown-Forsythe	1.584	4	6.536	.285
Critical Thinking	Welch	14.751	4	11.015	.000
	Brown-Forsythe	3.347	4	7.722	.071
Business understanding	Welch	11.412	4	11.426	.001
	Brown-Forsythe	3.623	4	89.895	.009

Acquiring new skills	Welch	26.267	4	21.161	.000
	Brown-Forsythe	3.494	4	62.851	.012
managerial development	Welch	1.865	4	6.364	.230
	Brown-Forsythe	3.676	4	67.592	.009
Networking development	Welch	1.867	4	8.450	.205
	Brown-Forsythe	1.794	4	104.617	.136
Creativity	Welch	4.091	4	6.435	.057
	Brown-Forsythe	3.949	4	76.455	.006
Planning and organization	Welch	1.588	4	6.197	.288
	Brown-Forsythe	1.788	4	38.399	.151
a. Asymptotically F distributed.					
b. Robust tests of equality of means cannot be performed for Promote because at least one group has 0 variance.					
c. Robust tests of equality of means cannot be performed for Knowledgeable because at least one group has the sum of case weights less than or equal to 1.					

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Average annual salary BOTH	10.284	4	260	.000
Promote	24.005	4	261	.000
Confident and mature	4.010	4	258	.004
Peoples\ skills	2.341	4	257	.056
Big picture	3.115	4	259	.016
Analytical skills	3.547	4	257	.008
Knowledgeable	2.849 ^a	3	250	.038
Time management	1.807	4	258	.128
Stress management	2.499	4	255	.043
Presentation skills	1.225	4	254	.301
Research inquiry	1.851	4	255	.120
Team leadership	2.083	4	258	.083
Negotiating skills	2.487	4	251	.044
Learning skills	4.719	4	251	.001
Confidence	2.868	4	253	.024
Problem solving	3.526	4	246	.008
Critical Thinking	3.849	4	238	.005
Business understanding	4.074	4	234	.003
Acquiring new skills	2.153	4	229	.075
managerial development	3.137	4	231	.015
Networking development	2.404	4	230	.051
Creativity	1.541	4	229	.191
Planning and organization	2.810	4	227	.026

a. Groups with only one case are ignored in computing the test of homogeneity of variance for Knowledgeable.

Hypothesis 2d: Educational background will impact the outcomes of Executive Education.

Multiple Comparisons							
Tukey HSD							
Dependent Variable	(I) COMBINED EDUCATION	(J) COMBINED EDUCATION	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Average annual salary BOTH	.00	1.00	-37114.790	46081.680	.700	-145734.47	71504.89
		2.00	-182538.462*	64399.528	.014	-334335.36	-30741.57
	1.00	.00	37114.790	46081.680	.700	-71504.89	145734.47
		2.00	-145423.671*	58593.469	.036	-283535.04	-7312.31
	2.00	.00	182538.462*	64399.528	.014	30741.57	334335.36
		1.00	145423.671*	58593.469	.036	7312.31	283535.04
Promote	.00	1.00	.125	.069	.169	-.04	.29
		2.00	.134	.097	.348	-.09	.36
	1.00	.00	-.125	.069	.169	-.29	.04
		2.00	.009	.088	.994	-.20	.22
	2.00	.00	-.134	.097	.348	-.36	.09
		1.00	-.009	.088	.994	-.22	.20

*. The mean difference is significant at the 0.05 level.

Average annual salary BOTH			
Tukey HSD ^{a,b}			
COMBINED EDUCATION	N	Subset for alpha = 0.05	
		1	2
.00	75	370666.67	
1.00	151	407781.46	
2.00	39		553205.13
Sig.		.791	1.000
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 65.794.			
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.			

Promote		
Tukey HSD ^{a,b}		
COMBINED EDUCATION	N	Subset for alpha = 0.05
		1
2.00	39	.36
1.00	152	.37
.00	75	.49

Sig.		.259
Means for groups in homogeneous subsets are displayed.		
a. Uses Harmonic Mean Sample Size = 65.857.		
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.		

Descriptives									
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Confident and mature	.00	74	7.01	2.729	.317	6.37	7.64	0	10
	1.00	151	6.58	3.063	.249	6.09	7.08	0	10
	2.00	38	5.00	2.989	.485	4.02	5.98	0	10
	Total	263	6.47	3.018	.186	6.11	6.84	0	10
People skills	.00	74	6.68	2.823	.328	6.03	7.34	0	10
	1.00	149	6.44	2.855	.234	5.98	6.91	0	10
	2.00	39	4.69	3.038	.486	3.71	5.68	0	10
	Total	262	6.25	2.938	.182	5.89	6.61	0	10
Big picture	.00	75	6.73	2.654	.306	6.12	7.34	0	10
	1.00	151	6.86	2.896	.236	6.39	7.32	0	10
	2.00	38	5.48	3.019	.490	4.49	6.48	0	10
	Total	264	6.62	2.876	.177	6.27	6.97	0	10
Analytical skills	.00	75	6.51	2.669	.308	5.89	7.12	0	10
	1.00	149	6.51	2.949	.242	6.03	6.99	0	10
	2.00	38	4.90	2.853	.463	3.96	5.84	0	10
	Total	262	6.27	2.903	.179	5.92	6.63	0	10
Knowledgeable	.00	75	6.62	2.623	.303	6.02	7.22	0	10
	1.00	145	6.01	3.040	.252	5.51	6.50	0	10
	2.00	35	4.83	2.846	.481	3.85	5.81	0	10
	Total	255	6.02	2.938	.184	5.66	6.39	0	10
Time management	.00	74	5.65	2.755	.320	5.01	6.29	0	10
	1.00	150	5.33	3.009	.246	4.84	5.81	0	10
	2.00	39	4.12	2.838	.454	3.20	5.04	0	10
	Total	263	5.24	2.944	.182	4.88	5.60	0	10
Stress management	.00	74	5.79	2.697	.314	5.16	6.41	0	10
	1.00	149	5.32	3.073	.252	4.83	5.82	0	10
	2.00	37	4.47	2.797	.460	3.54	5.40	0	10
	Total	260	5.33	2.950	.183	4.97	5.69	0	10
Presentation skills	.00	73	6.00	2.868	.336	5.33	6.67	0	10
	1.00	151	5.60	3.099	.252	5.10	6.10	0	10
	2.00	35	4.76	2.756	.466	3.81	5.71	0	10
	Total	259	5.60	3.004	.187	5.23	5.97	0	10
Research inquiry	.00	73	5.86	2.741	.321	5.22	6.50	0	10
	1.00	149	5.47	2.968	.243	4.99	5.95	0	10
	2.00	38	4.66	2.860	.464	3.72	5.60	0	10
	Total	260	5.46	2.903	.180	5.10	5.81	0	10

Team leadership	.00	73	6.42	2.417	.283	5.86	6.99	0	10
	1.00	152	6.26	2.974	.241	5.78	6.74	0	10
	2.00	38	6.41	2.746	.445	5.51	7.32	0	10
	Total	263	6.33	2.788	.172	5.99	6.67	0	10
Negotiating skills	.00	71	6.01	2.621	.311	5.39	6.63	0	10
	1.00	149	5.74	3.044	.249	5.25	6.23	0	10
	2.00	36	4.58	2.883	.480	3.61	5.56	0	10
	Total	256	5.65	2.934	.183	5.29	6.01	0	10
Learning skills	.00	71	6.25	2.681	.318	5.61	6.88	0	10
	1.00	149	5.81	3.033	.248	5.32	6.30	0	10
	2.00	36	4.52	2.784	.464	3.57	5.46	0	10
	Total	256	5.75	2.943	.184	5.39	6.11	0	10
Confidence	.00	72	6.86	2.718	.320	6.22	7.49	0	10
	1.00	150	6.88	2.939	.240	6.41	7.36	0	10
	2.00	36	5.13	3.150	.525	4.06	6.20	0	10
	Total	258	6.63	2.961	.184	6.27	6.99	0	10
Problem solving	.00	68	6.56	2.523	.306	5.95	7.17	0	10
	1.00	148	6.26	2.831	.233	5.80	6.72	0	10
	2.00	35	5.51	2.776	.469	4.55	6.46	0	10
	Total	251	6.24	2.752	.174	5.90	6.58	0	10
Critical thinking	.00	66	6.56	2.726	.336	5.89	7.23	0	10
	1.00	141	6.25	2.888	.243	5.77	6.73	0	10
	2.00	36	5.03	2.990	.498	4.02	6.04	0	10
	Total	243	6.15	2.890	.185	5.79	6.52	0	10
Business understanding	.00	64	6.64	2.791	.349	5.94	7.34	0	10
	1.00	140	6.40	2.981	.252	5.90	6.90	0	10
	2.00	35	6.08	2.953	.499	5.07	7.09	0	10
	Total	239	6.42	2.920	.189	6.04	6.79	0	10
Acquiring new skills	.00	64	6.29	2.611	.326	5.64	6.94	0	10
	1.00	138	6.33	3.125	.266	5.80	6.85	0	10
	2.00	32	5.31	2.882	.509	4.27	6.35	0	10
	Total	234	6.18	2.968	.194	5.80	6.56	0	10
managerial development	.00	65	6.64	2.577	.320	6.00	7.28	0	10
	1.00	139	6.16	3.099	.263	5.64	6.68	0	10
	2.00	32	5.81	3.129	.553	4.68	6.94	0	10
	Total	236	6.24	2.969	.193	5.86	6.63	0	10
Networking development	.00	65	6.75	2.459	.305	6.14	7.36	0	10
	1.00	137	6.27	3.026	.259	5.76	6.78	0	10
	2.00	33	5.50	3.033	.528	4.43	6.58	0	10
	Total	235	6.30	2.895	.189	5.92	6.67	0	10
Creativity	.00	65	6.51	2.756	.342	5.82	7.19	0	10

	1.00	136	5.79	3.096	.266	5.27	6.32	0	10
	2.00	33	5.13	2.911	.507	4.10	6.16	0	10
	Total	234	5.90	3.000	.196	5.51	6.28	0	10
Planning and organization	.00	64	6.96	2.343	.293	6.38	7.55	0	10
	1.00	136	6.10	2.977	.255	5.60	6.61	0	10
	2.00	32	5.84	2.929	.518	4.79	6.90	0	10
	Total	232	6.31	2.829	.186	5.94	6.67	0	10

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Confident and mature	1.108	2	260	.332
Peoples skills	.232	2	259	.793
Big picture	.601	2	261	.549
Analytical skills	1.250	2	259	.288
Knowledgeable	1.454	2	252	.236
Time management	.485	2	260	.616
Stress management	1.505	2	257	.224
Presentation skills	.946	2	256	.390
Research inquiry	.517	2	257	.597
Team leadership	1.650	2	260	.194
Negotiating skills	1.646	2	253	.195
Learning skills	1.489	2	253	.228
Confidence	.348	2	255	.706
Problem solving	.654	2	248	.521
Critical thinking	.475	2	240	.622
Business understanding	.338	2	236	.714
Acquiring new skills	2.511	2	231	.083
managerial development	1.733	2	233	.179
Networking development	2.413	2	232	.092
Creativity	.892	2	231	.411
Planning and organization	2.508	2	229	.084

ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.	
Confident and mature	Between Groups	105.017	2	52.508	5.983	.003
	Within Groups	2281.803	260	8.776		
	Total	2386.819	262			
Peoples skills	Between Groups	114.045	2	57.022	6.904	.001
	Within Groups	2139.050	259	8.259		
	Total	2253.095	261			
Big picture	Between Groups	58.414	2	29.207	3.601	.029
	Within Groups	2116.780	261	8.110		
	Total	2175.194	263			
Analytical skills	Between Groups	83.641	2	41.820	5.119	.007
	Within Groups	2115.738	259	8.169		
	Total	2199.379	261			
Knowledgeable	Between Groups	76.707	2	38.354	4.568	.011
	Within Groups	2115.667	252	8.396		
	Total	2192.374	254			
Time management	Between Groups	62.354	2	31.177	3.670	.027
	Within Groups	2208.821	260	8.495		
	Total	2271.175	262			
Stress management	Between Groups	42.942	2	21.471	2.496	.084
	Within Groups	2210.581	257	8.601		
	Total	2253.522	259			
Presentation skills	Between Groups	36.537	2	18.268	2.041	.132
	Within Groups	2291.153	256	8.950		
	Total	2327.690	258			
Research inquiry	Between Groups	35.833	2	17.917	2.144	.119
	Within Groups	2147.315	257	8.355		
	Total	2183.148	259			
Team leadership	Between Groups	1.690	2	.845	.108	.898
	Within Groups	2035.328	260	7.828		
	Total	2037.018	262			
Negotiating skills	Between Groups	51.404	2	25.702	3.034	.050
	Within Groups	2143.535	253	8.472		
	Total	2194.939	255			
Learning skills	Between Groups	72.922	2	36.461	4.319	.014
	Within Groups	2135.818	253	8.442		
	Total	2208.740	255			

Confidence	Between Groups	94.280	2	47.140	5.568	.004
	Within Groups	2158.916	255	8.466		
	Total	2253.196	257			
Problem solving	Between Groups	26.038	2	13.019	1.730	.179
	Within Groups	1866.690	248	7.527		
	Total	1892.728	250			
Critical thinking	Between Groups	57.906	2	28.953	3.538	.031
	Within Groups	1963.840	240	8.183		
	Total	2021.746	242			
Business understanding	Between Groups	7.175	2	3.587	.419	.658
	Within Groups	2022.678	236	8.571		
	Total	2029.853	238			
Acquiring new skills	Between Groups	27.824	2	13.912	1.588	.207
	Within Groups	2024.340	231	8.763		
	Total	2052.164	233			
managerial development	Between Groups	17.113	2	8.556	.971	.380
	Within Groups	2053.951	233	8.815		
	Total	2071.064	235			
Networking development	Between Groups	34.189	2	17.095	2.058	.130
	Within Groups	1926.655	232	8.305		
	Total	1960.845	234			
Creativity	Between Groups	45.194	2	22.597	2.544	.081
	Within Groups	2051.512	231	8.881		
	Total	2096.707	233			
Planning and organization	Between Groups	40.120	2	20.060	2.540	.081
	Within Groups	1808.514	229	7.897		
	Total	1848.634	231			

Robust Tests of Equality of Means					
	Statistic ^a	df1	df2	Sig.	
Confident and mature	Welch	6.054	2	96.567	.003
	Brown-Forsythe	6.181	2	138.985	.003
Peoples skills	Welch	6.278	2	95.684	.003
	Brown-Forsythe	6.673	2	135.522	.002
Big picture	Welch	3.229	2	94.820	.044
	Brown-Forsythe	3.554	2	130.183	.031
Analytical skills	Welch	5.106	2	97.245	.008
	Brown-Forsythe	5.295	2	142.303	.006
Knowledgeable	Welch	4.973	2	91.612	.009
	Brown-Forsythe	4.845	2	134.395	.009
Time management	Welch	3.884	2	99.824	.024
	Brown-Forsythe	3.848	2	150.234	.023
Stress management	Welch	2.797	2	96.668	.066
	Brown-Forsythe	2.693	2	146.878	.071
Presentation skills	Welch	2.327	2	91.916	.103
	Brown-Forsythe	2.217	2	145.990	.113
Research inquiry	Welch	2.237	2	96.560	.112
	Brown-Forsythe	2.219	2	143.356	.112
Team leadership	Welch	.114	2	98.298	.892
	Brown-Forsythe	.117	2	141.727	.889
Negotiating skills	Welch	3.174	2	92.208	.046
	Brown-Forsythe	3.217	2	133.640	.043
Learning skills	Welch	4.753	2	93.011	.011
	Brown-Forsythe	4.645	2	140.624	.011
Confidence	Welch	4.827	2	88.692	.010
	Brown-Forsythe	5.393	2	118.870	.006
Problem solving	Welch	1.769	2	87.815	.177
	Brown-Forsythe	1.788	2	125.557	.172
Critical thinking	Welch	3.335	2	88.017	.040
	Brown-Forsythe	3.503	2	124.436	.033
Business understanding	Welch	.429	2	86.374	.653
	Brown-Forsythe	.426	2	126.244	.654
Acquiring new skills	Welch	1.643	2	82.360	.200
	Brown-Forsythe	1.725	2	120.141	.182
managerial development	Welch	1.083	2	80.384	.344
	Brown-Forsythe	.993	2	106.480	.374
Networking development	Welch	2.173	2	83.099	.120
	Brown-Forsythe	2.123	2	109.844	.125

Creativity	Welch	2.789	2	84.395	.067
	Brown-Forsythe	2.693	2	125.396	.072
Planning and organization	Welch	3.080	2	81.120	.051
	Brown-Forsythe	2.668	2	106.943	.074
a. Asymptotically F distributed.					

Multiple Comparisons							
Tukey HSD							
Dependent Variable	(I) COMBINED EDUCATION	(J) COMBINED EDUCATION	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Confident and mature	.00	1.00	.421	.420	.577	-.57	1.41
		2.00	2.003*	.591	.002	.61	3.40
	1.00	.00	-.421	.420	.577	-1.41	.57
		2.00	1.582*	.538	.010	.31	2.85
	2.00	.00	-2.003*	.591	.002	-3.40	-.61
		1.00	-1.582*	.538	.010	-2.85	-.31
Peoples skills	.00	1.00	.236	.409	.832	-.73	1.20
		2.00	1.989*	.569	.002	.65	3.33
	1.00	.00	-.236	.409	.832	-1.20	.73
		2.00	1.753*	.517	.002	.53	2.97
	2.00	.00	-1.989*	.569	.002	-3.33	-.65
		1.00	-1.753*	.517	.002	-2.97	-.53
Big picture	.00	1.00	-.126	.402	.947	-1.07	.82
		2.00	1.246	.567	.073	-.09	2.58
	1.00	.00	.126	.402	.947	-.82	1.07
		2.00	1.373*	.517	.023	.15	2.59
	2.00	.00	-1.246	.567	.073	-2.58	.09
		1.00	-1.373*	.517	.023	-2.59	-.15
Analytical skills	.00	1.00	-.003	.405	1.000	-.96	.95
		2.00	1.603*	.569	.014	.26	2.94
	1.00	.00	.003	.405	1.000	-.95	.96

		2.00	1.605*	.519	.006	.38	2.83
	2.00	.00	-1.603*	.569	.014	-2.94	-.26
		1.00	-1.605*	.519	.006	-2.83	-.38
Knowledgeable	.00	1.00	.614	.412	.297	-.36	1.59
		2.00	1.791*	.593	.008	.39	3.19
	1.00	.00	-.614	.412	.297	-1.59	.36
		2.00	1.177	.546	.081	-.11	2.46
	2.00	.00	-1.791*	.593	.008	-3.19	-.39
		1.00	-1.177	.546	.081	-2.46	.11
Time management	.00	1.00	.323	.414	.716	-.65	1.30
		2.00	1.528*	.577	.023	.17	2.89
	1.00	.00	-.323	.414	.716	-1.30	.65
		2.00	1.206	.524	.057	-.03	2.44
	2.00	.00	-1.528*	.577	.023	-2.89	-.17
		1.00	-1.206	.524	.057	-2.44	.03
Stress management	.00	1.00	.462	.417	.510	-.52	1.45
		2.00	1.319	.591	.068	-.07	2.71
	1.00	.00	-.462	.417	.510	-1.45	.52
		2.00	.857	.539	.252	-.41	2.13
	2.00	.00	-1.319	.591	.068	-2.71	.07
		1.00	-.857	.539	.252	-2.13	.41
Presentation skills	.00	1.00	.403	.426	.612	-.60	1.41
		2.00	1.243	.615	.109	-.21	2.69
	1.00	.00	-.403	.426	.612	-1.41	.60
		2.00	.839	.561	.295	-.48	2.16
	2.00	.00	-1.243	.615	.109	-2.69	.21
		1.00	-.839	.561	.295	-2.16	.48
Research inquiry	.00	1.00	.390	.413	.613	-.58	1.36

		2.00	1.197	.578	.098	-.17	2.56
	1.00	.00	-.390	.413	.613	-1.36	.58
		2.00	.807	.525	.275	-.43	2.05
	2.00	.00	-1.197	.578	.098	-2.56	.17
		1.00	-.807	.525	.275	-2.05	.43
Team leadership	.00	1.00	.166	.398	.909	-.77	1.11
		2.00	.011	.560	1.000	-1.31	1.33
	1.00	.00	-.166	.398	.909	-1.11	.77
		2.00	-.155	.507	.950	-1.35	1.04
	2.00	.00	-.011	.560	1.000	-1.33	1.31
		1.00	.155	.507	.950	-1.04	1.35
Negotiating skills	.00	1.00	.272	.420	.793	-.72	1.26
		2.00	1.428*	.596	.045	.02	2.83
	1.00	.00	-.272	.420	.793	-1.26	.72
		2.00	1.156	.541	.084	-.12	2.43
	2.00	.00	-1.428*	.596	.045	-2.83	-.02
		1.00	-1.156	.541	.084	-2.43	.12
Learning skills	.00	1.00	.436	.419	.551	-.55	1.42
		2.00	1.731*	.594	.011	.33	3.13
	1.00	.00	-.436	.419	.551	-1.42	.55
		2.00	1.295*	.540	.045	.02	2.57
	2.00	.00	-1.731*	.594	.011	-3.13	-.33
		1.00	-1.295*	.540	.045	-2.57	-.02
Confidence	.00	1.00	-.028	.417	.997	-1.01	.96
		2.00	1.725*	.594	.011	.32	3.13
	1.00	.00	.028	.417	.997	-.96	1.01
		2.00	1.753*	.540	.004	.48	3.03
	2.00	.00	-1.725*	.594	.011	-3.13	-.32

		1.00	-1.753*	.540	.004	-3.03	-.48
Problem solving	.00	1.00	.302	.402	.732	-.65	1.25
		2.00	1.058	.571	.155	-.29	2.40
	1.00	.00	-.302	.402	.732	-1.25	.65
		2.00	.755	.516	.310	-.46	1.97
	2.00	.00	-1.058	.571	.155	-2.40	.29
		1.00	-.755	.516	.310	-1.97	.46
Critical thinking	.00	1.00	.314	.427	.742	-.69	1.32
		2.00	1.534*	.593	.027	.14	2.93
	1.00	.00	-.314	.427	.742	-1.32	.69
		2.00	1.220	.534	.060	-.04	2.48
	2.00	.00	-1.534*	.593	.027	-2.93	-.14
		1.00	-1.220	.534	.060	-2.48	.04
Business understanding	.00	1.00	.240	.442	.850	-.80	1.28
		2.00	.559	.615	.636	-.89	2.01
	1.00	.00	-.240	.442	.850	-1.28	.80
		2.00	.319	.553	.832	-.99	1.62
	2.00	.00	-.559	.615	.636	-2.01	.89
		1.00	-.319	.553	.832	-1.62	.99
Acquiring new skills	.00	1.00	-.040	.448	.996	-1.10	1.02
		2.00	.975	.641	.283	-.54	2.49
	1.00	.00	.040	.448	.996	-1.02	1.10
		2.00	1.015	.581	.190	-.36	2.39
	2.00	.00	-.975	.641	.283	-2.49	.54
		1.00	-1.015	.581	.190	-2.39	.36
managerial development	.00	1.00	.477	.446	.534	-.58	1.53
		2.00	.829	.641	.400	-.68	2.34
	1.00	.00	-.477	.446	.534	-1.53	.58

		2.00	.352	.582	.818	-1.02	1.72
	2.00	.00	-.829	.641	.400	-2.34	.68
		1.00	-.352	.582	.818	-1.72	1.02
Networking development	.00	1.00	.478	.434	.514	-.55	1.50
		2.00	1.246	.616	.109	-.21	2.70
	1.00	.00	-.478	.434	.514	-1.50	.55
		2.00	.768	.559	.356	-.55	2.09
	2.00	.00	-1.246	.616	.109	-2.70	.21
		1.00	-.768	.559	.356	-2.09	.55
Creativity	.00	1.00	.715	.449	.252	-.35	1.78
		2.00	1.379	.637	.080	-.12	2.88
	1.00	.00	-.715	.449	.252	-1.78	.35
		2.00	.664	.578	.486	-.70	2.03
	2.00	.00	-1.379	.637	.080	-2.88	.12
		1.00	-.664	.578	.486	-2.03	.70
Planning and organization	.00	1.00	.860	.426	.110	-.14	1.87
		2.00	1.120	.608	.159	-.32	2.56
	1.00	.00	-.860	.426	.110	-1.87	.14
		2.00	.260	.552	.885	-1.04	1.56
	2.00	.00	-1.120	.608	.159	-2.56	.32
		1.00	-.260	.552	.885	-1.56	1.04
*. The mean difference is significant at the 0.05 level.							

Hypothesis 2c: Job role will impact the outcomes of Executive Education.

ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.	
Average annual salary	Between Groups	3690125431718.003	2	1845062715859.002	19.270	.000
	Within Groups	25086162304131.047	262	95748711084.470		
	Total	28776287735849.050	264			
Promotion	Between Groups	1.930	2	.965	4.092	.018
	Within Groups	62.028	263	.236		
	Total	63.959	265			

ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.	
Average Annual Salary	Between Groups	3690125431718.003	2	1845062715859.002	19.270	.000
	Within Groups	25086162304131.047	262	95748711084.470		
	Total	28776287735849.050	264			
Promotion	Between Groups	1.930	2	.965	4.092	.018
	Within Groups	62.028	263	.236		
	Total	63.959	265			

Robust Tests of Equality of Means				
	Statistic ^a	df1	df2	Sig.

Average Annual Salary	Welch	24.223	2	141.655	.000
	Brown-Forsythe	25.058	2	231.021	.000
Promotion	Welch	4.096	2	130.309	.019
	Brown-Forsythe	4.233	2	197.475	.016
a. Asymptotically F distributed.					

Multiple Comparisons							
Tukey HSD							
Dependent Variable	(I) JOB ROLE	(J) JOB ROLE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Average Annual Salary	1.00	2.00	-142467.949*	55397.373	.029	-273045.76	-11890.14
		3.00	-271830.484*	44009.059	.000	-375564.76	-168096.21
	2.00	1.00	142467.949*	55397.373	.029	11890.14	273045.76
		3.00	-129362.536*	50503.179	.029	-248404.18	-10320.89
	3.00	1.00	271830.484*	44009.059	.000	168096.21	375564.76
		2.00	129362.536*	50503.179	.029	10320.89	248404.18
Promotion	1.00	2.00	-.019	.087	.973	-.22	.19
		3.00	-.178*	.069	.028	-.34	-.02
	2.00	1.00	.019	.087	.973	-.19	.22
		3.00	-.158	.079	.114	-.35	.03
	3.00	1.00	.178*	.069	.028	.02	.34
		2.00	.158	.079	.114	-.03	.35

*. The mean difference is significant at the 0.05 level.

Average Annual Salary				
Tukey HSD ^{a,b}				
JOB ROLE	N	Subset for alpha = 0.05		
		1	2	3
1.00	78	252243.59		

2.00	52		394711.54	
3.00	135			524074.07
Sig.		1.000	1.000	1.000
Means for groups in homogeneous subsets are displayed.				
a. Uses Harmonic Mean Sample Size = 76.029.				
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.				

Promotion		
Tukey HSD ^{a,b}		
JOB ROLE	N	Subset for alpha = 0.05
		1
1.00	78	.31
2.00	52	.33
3.00	136	.49
Sig.		.064
Means for groups in homogeneous subsets are displayed.		
a. Uses Harmonic Mean Sample Size = 76.134.		
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.		

Descriptives									
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	Minimum	Maximum		
					Lower Bound	Upper Bound			
Confident and mature	1.00	77	7.38	2.427	.277	6.83	7.93	0	10
	2.00	51	6.27	2.672	.374	5.52	7.02	0	10
	3.00	135	6.03	3.335	.287	5.47	6.60	0	10
	Total	263	6.47	3.018	.186	6.11	6.84	0	10
Peoples skills	1.00	78	6.91	2.512	.284	6.34	7.48	0	10
	2.00	51	6.50	2.360	.330	5.83	7.16	0	10
	3.00	133	5.77	3.281	.284	5.21	6.33	0	10
	Total	262	6.25	2.938	.182	5.89	6.61	0	10
Big picture	1.00	77	7.45	2.135	.243	6.96	7.93	0	10
	2.00	52	6.79	2.541	.352	6.08	7.49	0	10
	3.00	135	6.09	3.241	.279	5.54	6.64	0	10
	Total	264	6.62	2.876	.177	6.27	6.97	0	10
Analytical skills	1.00	77	7.03	2.416	.275	6.49	7.58	0	10
	2.00	52	5.94	2.601	.361	5.22	6.67	0	10
	3.00	133	5.96	3.196	.277	5.42	6.51	0	10
	Total	262	6.27	2.903	.179	5.92	6.63	0	10
Knowledgeable	1.00	76	6.83	2.346	.269	6.29	7.37	0	10
	2.00	51	5.94	2.805	.393	5.15	6.72	0	10
	3.00	128	5.58	3.213	.284	5.02	6.14	0	10
	Total	255	6.02	2.938	.184	5.66	6.39	0	10
Time management	1.00	78	5.68	2.623	.297	5.09	6.27	0	10
	2.00	52	4.68	2.962	.411	3.86	5.51	0	10

	3.00	133	5.20	3.092	.268	4.67	5.73	0	10
	Total	263	5.24	2.944	.182	4.88	5.60	0	10
Stress management	1.00	78	6.13	2.668	.302	5.53	6.73	0	10
	2.00	51	5.11	2.965	.415	4.27	5.94	0	10
	3.00	131	4.95	3.031	.265	4.42	5.47	0	10
	Total	260	5.33	2.950	.183	4.97	5.69	0	10
Presentation skills	1.00	77	6.47	2.700	.308	5.86	7.08	0	10
	2.00	52	5.95	2.964	.411	5.12	6.77	0	10
	3.00	130	4.94	3.057	.268	4.41	5.48	0	10
	Total	259	5.60	3.004	.187	5.23	5.97	0	10
Research inquiry	1.00	78	6.25	2.668	.302	5.65	6.85	0	10
	2.00	51	5.84	2.765	.387	5.06	6.62	0	10
	3.00	131	4.84	2.970	.259	4.33	5.35	0	10
	Total	260	5.46	2.903	.180	5.10	5.81	0	10
Team leadership	1.00	77	6.31	2.578	.294	5.73	6.90	0	10
	2.00	52	6.40	2.629	.365	5.66	7.13	0	10
	3.00	134	6.31	2.977	.257	5.80	6.82	0	10
	Total	263	6.33	2.788	.172	5.99	6.67	0	10
Negotiating skills	1.00	77	6.05	2.666	.304	5.45	6.66	0	10
	2.00	50	5.25	2.656	.376	4.50	6.00	0	9
	3.00	129	5.57	3.172	.279	5.01	6.12	0	10
	Total	256	5.65	2.934	.183	5.29	6.01	0	10
Learning skills	1.00	77	6.53	2.704	.308	5.92	7.15	0	10
	2.00	51	5.71	2.615	.366	4.97	6.44	0	10
	3.00	128	5.30	3.121	.276	4.75	5.84	0	10
	Total	256	5.75	2.943	.184	5.39	6.11	0	10
Confidence	1.00	77	7.29	2.501	.285	6.72	7.85	0	10
	2.00	51	7.15	2.410	.338	6.47	7.82	0	10

	3.00	130	6.04	3.289	.288	5.47	6.61	0	10
	Total	258	6.63	2.961	.184	6.27	6.99	0	10
Problem solving	1.00	77	6.93	2.210	.252	6.43	7.43	0	10
	2.00	48	6.10	2.318	.335	5.43	6.78	0	10
	3.00	126	5.87	3.117	.278	5.32	6.42	0	10
	Total	251	6.24	2.752	.174	5.90	6.58	0	10
Critical thinking	1.00	75	6.96	2.505	.289	6.38	7.54	0	10
	2.00	49	6.03	2.488	.355	5.32	6.75	0	10
	3.00	119	5.69	3.170	.291	5.12	6.27	0	10
	Total	243	6.15	2.890	.185	5.79	6.52	0	10
Business understanding	1.00	74	6.75	2.671	.310	6.13	7.37	0	10
	2.00	46	6.42	2.454	.362	5.69	7.15	0	10
	3.00	119	6.21	3.221	.295	5.62	6.79	0	10
	Total	239	6.42	2.920	.189	6.04	6.79	0	10
Acquiring new skills	1.00	74	6.84	2.748	.319	6.21	7.48	0	10
	2.00	46	5.88	2.928	.432	5.01	6.75	0	10
	3.00	114	5.87	3.073	.288	5.30	6.44	0	10
	Total	234	6.18	2.968	.194	5.80	6.56	0	10
Personal managerial development	1.00	74	6.79	2.660	.309	6.17	7.40	0	10
	2.00	46	6.14	2.741	.404	5.33	6.96	0	10
	3.00	116	5.94	3.208	.298	5.35	6.53	0	10
	Total	236	6.24	2.969	.193	5.86	6.63	0	10
Networking development	1.00	74	6.79	2.557	.297	6.20	7.38	0	10
	2.00	46	6.20	2.619	.386	5.42	6.98	0	10
	3.00	115	6.02	3.173	.296	5.43	6.60	0	10
	Total	235	6.30	2.895	.189	5.92	6.67	0	10
Creativity	1.00	74	6.61	2.700	.314	5.99	7.24	0	10
	2.00	46	5.75	2.622	.387	4.97	6.52	0	10

	3.00	114	5.49	3.256	.305	4.89	6.10	0	10
	Total	234	5.90	3.000	.196	5.51	6.28	0	10
Planning and organization	1.00	72	6.48	2.648	.312	5.86	7.11	0	10
	2.00	46	6.08	2.541	.375	5.33	6.84	0	10
	3.00	114	6.28	3.056	.286	5.71	6.85	0	10
	Total	232	6.31	2.829	.186	5.94	6.67	0	10

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Confident and mature	7.028	2	260	.001
Peoples skills	6.200	2	259	.002
Big picture	8.674	2	261	.000
Analytical skills	5.128	2	259	.007
Knowledgeable	6.511	2	252	.002
Time management	1.471	2	260	.232
Stress management	.270	2	257	.763
Presentation skills	.821	2	256	.441
Research inquiry	1.066	2	257	.346
Team leadership	1.660	2	260	.192
Negotiating skills	3.832	2	253	.023
Learning skills	2.479	2	253	.086
Confidence	6.167	2	255	.002
Problem solving	8.242	2	248	.000
Critical thinking	5.820	2	240	.003
Business understanding	3.914	2	236	.021
Acquiring new skills	.885	2	231	.414
Personal managerial development	1.896	2	233	.152
Networking development	2.459	2	232	.088
Creativity	2.994	2	231	.052
Planning and organization	2.382	2	229	.095

ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.	
Confident and mature	Between Groups	91.649	2	45.824	5.191	.006
	Within Groups	2295.171	260	8.828		
	Total	2386.819	262			
Peoples skills	Between Groups	67.744	2	33.872	4.014	.019
	Within Groups	2185.351	259	8.438		
	Total	2253.095	261			
Big picture	Between Groups	92.104	2	46.052	5.770	.004
	Within Groups	2083.090	261	7.981		
	Total	2175.194	263			
Analytical skills	Between Groups	62.891	2	31.446	3.812	.023
	Within Groups	2136.487	259	8.249		
	Total	2199.379	261			
Knowledgeable	Between Groups	74.559	2	37.280	4.436	.013
	Within Groups	2117.815	252	8.404		
	Total	2192.374	254			
Time management	Between Groups	31.709	2	15.855	1.841	.161
	Within Groups	2239.466	260	8.613		
	Total	2271.175	262			
Stress management	Between Groups	71.240	2	35.620	4.195	.016
	Within Groups	2182.282	257	8.491		
	Total	2253.522	259			
Presentation skills	Between Groups	120.542	2	60.271	6.991	.001
	Within Groups	2207.148	256	8.622		
	Total	2327.690	258			
Research inquiry	Between Groups	106.214	2	53.107	6.571	.002
	Within Groups	2076.934	257	8.081		
	Total	2183.148	259			
Team leadership	Between Groups	.310	2	.155	.020	.980
	Within Groups	2036.708	260	7.833		
	Total	2037.018	262			
Negotiating skills	Between Groups	21.480	2	10.740	1.250	.288
	Within Groups	2173.459	253	8.591		
	Total	2194.939	255			
Learning skills	Between Groups	73.763	2	36.881	4.371	.014
	Within Groups	2134.977	253	8.439		
	Total	2208.740	255			

Confidence	Between Groups	92.008	2	46.004	5.428	.005
	Within Groups	2161.188	255	8.475		
	Total	2253.196	257			
Problem solving	Between Groups	54.769	2	27.384	3.695	.026
	Within Groups	1837.959	248	7.411		
	Total	1892.728	250			
Critical thinking	Between Groups	74.703	2	37.352	4.604	.011
	Within Groups	1947.042	240	8.113		
	Total	2021.746	242			
Business understanding	Between Groups	13.451	2	6.725	.787	.456
	Within Groups	2016.403	236	8.544		
	Total	2029.853	238			
Acquiring new skills	Between Groups	47.739	2	23.869	2.751	.066
	Within Groups	2004.426	231	8.677		
	Total	2052.164	233			
Personal managerial development	Between Groups	32.987	2	16.493	1.886	.154
	Within Groups	2038.077	233	8.747		
	Total	2071.064	235			
Networking development	Between Groups	27.425	2	13.713	1.645	.195
	Within Groups	1933.420	232	8.334		
	Total	1960.845	234			
Creativity	Between Groups	57.367	2	28.683	3.249	.041
	Within Groups	2039.340	231	8.828		
	Total	2096.707	233			
Planning and organization	Between Groups	4.583	2	2.292	.285	.753
	Within Groups	1844.051	229	8.053		
	Total	1848.634	231			

Robust Tests of Equality of Means					
	Statistic ^a	df1	df2	Sig.	
Confident and mature	Welch	6.279	2	135.159	.002
	Brown-Forsythe	5.977	2	211.949	.003
Peoples skills	Welch	4.079	2	140.777	.019
	Brown-Forsythe	4.765	2	232.287	.009
Big picture	Welch	6.712	2	137.335	.002
	Brown-Forsythe	6.800	2	213.182	.001
Analytical skills	Welch	4.654	2	136.699	.011
	Brown-Forsythe	4.316	2	214.160	.015
Knowledgeable	Welch	5.284	2	131.128	.006
	Brown-Forsythe	4.872	2	195.140	.009
Time management	Welch	2.014	2	130.448	.138
	Brown-Forsythe	1.910	2	190.832	.151
Stress management	Welch	4.580	2	127.617	.012
	Brown-Forsythe	4.289	2	186.215	.015
Presentation skills	Welch	7.241	2	129.479	.001
	Brown-Forsythe	7.177	2	190.695	.001
Research inquiry	Welch	6.649	2	129.474	.002
	Brown-Forsythe	6.851	2	196.227	.001
Team leadership	Welch	.022	2	133.095	.979
	Brown-Forsythe	.021	2	205.633	.979
Negotiating skills	Welch	1.486	2	131.640	.230
	Brown-Forsythe	1.374	2	207.687	.255
Learning skills	Welch	4.509	2	133.636	.013
	Brown-Forsythe	4.771	2	211.420	.009
Confidence	Welch	5.426	2	139.342	.005
	Brown-Forsythe	6.382	2	228.076	.002
Problem solving	Welch	4.384	2	131.558	.014
	Brown-Forsythe	4.358	2	213.532	.014
Critical thinking	Welch	5.010	2	131.347	.008
	Brown-Forsythe	5.186	2	210.565	.006
Business understanding	Welch	.805	2	126.288	.449
	Brown-Forsythe	.897	2	206.783	.409
Acquiring new skills	Welch	2.941	2	117.542	.057
	Brown-Forsythe	2.826	2	175.419	.062
Personal managerial development	Welch	2.033	2	121.483	.135
	Brown-Forsythe	2.044	2	189.514	.132
Networking development	Welch	1.794	2	122.714	.171

	Brown-Forsythe	1.812	2	193.710	.166
Creativity	Welch	3.457	2	123.888	.035
	Brown-Forsythe	3.598	2	198.599	.029
Planning and organization	Welch	.338	2	121.911	.714
	Brown-Forsythe	.310	2	193.819	.733
a. Asymptotically F distributed.					

Robust Tests of Equality of Means					
	Statistic ^a	df1	df2	Sig.	
Confident and mature	Welch	6.279	2	135.159	.002
	Brown-Forsythe	5.977	2	211.949	.003
Peoples skills	Welch	4.079	2	140.777	.019
	Brown-Forsythe	4.765	2	232.287	.009
Big picture	Welch	6.712	2	137.335	.002
	Brown-Forsythe	6.800	2	213.182	.001
Analytical skills	Welch	4.654	2	136.699	.011
	Brown-Forsythe	4.316	2	214.160	.015
Knowledgeable	Welch	5.284	2	131.128	.006
	Brown-Forsythe	4.872	2	195.140	.009
Time management	Welch	2.014	2	130.448	.138
	Brown-Forsythe	1.910	2	190.832	.151
Stress management	Welch	4.580	2	127.617	.012
	Brown-Forsythe	4.289	2	186.215	.015
Presentation skills	Welch	7.241	2	129.479	.001
	Brown-Forsythe	7.177	2	190.695	.001
Research inquiry	Welch	6.649	2	129.474	.002
	Brown-Forsythe	6.851	2	196.227	.001
Team leadership	Welch	.022	2	133.095	.979
	Brown-Forsythe	.021	2	205.633	.979
Negotiating skills	Welch	1.486	2	131.640	.230
	Brown-Forsythe	1.374	2	207.687	.255
Learning skills	Welch	4.509	2	133.636	.013
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	Brown-Forsythe	3.598	2	198.599	.029
Planning and organization	Welch	.338	2	121.911	.714
	Brown-Forsythe	.310	2	193.819	.733
a. Asymptotically F distributed.					

Appendix F - Participant Profiles

Appendix Summary of Interview Candidates - Final List (14)

TM, ILDP participant of 2014 at University of Toronto

TM is a client manager in ICBC Xi'an, China. After graduating with a master's degree in international Trade at UIBE, she joined ICBC, and was later selected for ILDP in 2014. Attending this program offers her the opportunity to live abroad for the first time in her life. During the program, she benefited from diverse course offerings, and networking with professionals from various industries. All learning experience helps her with her self-development, especially in willing to listen to and inspire others. Overall, studying abroad helps boost her confidence and enhance her problem solving and networking skills. Though she really enjoys the program, she wishes the program would offer a certificate or degree for completion.

LL, ILDP participant at University of Toronto

LL is the head of cash management in Singapore. It is her second international experience with Rotman MBA being her first international work experience. Her best experience comes from improvements in her listening skills. She learned a lot from her experiences living in a foreign country and has acquired knowledge which she would not have attained if she was in China. The ILDP program helped her build more confidence and encouraged her to work abroad. Her son acts as her energy to continue to strive to improve herself.

TL, ILDP participant at Stern School of Management, New York University

TL worked at ICBC Beijing branch for 12 years before coming to Toronto where he currently is the Executive Vice President of ICBC Canada. He holds a master's degree in finance from Xi'An Jiaotong University and spent his time abroad as part of the ILDP at Stern School of Business in New York. While at Stern, he audited as many classes as he could, taking more than a traditional course load to gain as much knowledge in his limited time abroad. While at Stern, the two things that TL thought stood out was his improvement in English and the quality of professors that often times inspired him to think in different ways. His biggest improvement while abroad was his analytical skills and ability to communicate and deal with others. He attributes the improvement to his professors and constant communication with foreigners. One thing that challenged TL was the differences in education systems between China and the US, in particular, the amount of writing needed to complete assignments and the interaction with different classmates for group

work. TL suggests that the ILDP program at Stern can have more custom courses to better suit the needs and interests of others. In terms of good leadership skills, TL feels that tolerance and quick response are essential for any good leader but must be practiced over time. Overall, TL supports the ILDP program because he feels going abroad is essential for personal development as well as for the future success of China as a growing country.

ZX, ILDP participant of 2012 at University of Toronto

ZX holds a bachelor's degree in Computer Science from Zhejiang University of Technology and had been working at ICBC's IT department for 11 years before becoming deputy president of the IT department. He is currently the Assistant President of ICBC Moscow where his work deals with IT, information security and electronic and internet banking. In 2012, ZX was selected to take part in the University of Toronto ILDP program. During his time in Toronto, two things that stood out about the program was the amount of English interaction with students from around the world, as well as the valuable internship experience that allowed him to communicate in a workplace setting. As an intern, ZX focused on maximizing his experience and quickly developed an understanding of Canadian workplace culture, giving him new perspectives on how to interact with different cultures and how to deal with diversity, something ZX thinks is essential to a good leader. While abroad, ZX saw the biggest improvement in his presentation skills and confidence in communication, acknowledging that giving presentations every month certainly helped his improvement. A recommendation ZX proposed is to increase the amount of organized interactions and communication with locals to maximize experience outside of the classroom, something that can't be done in classrooms in China. Furthermore, he feels that more cooperation can be done with the local ICBC branch as it connects the real work place to the ICBC business. Lastly, ZX recommends that the ILDP program can expand to non-English speaking countries so that more cultures can be understood.

YaB, ILDP participant at University of Michigan

YaB has a degree in international trade from Beijing Technology University and has been working at ICBC for 15 years as HR manager before becoming manager of the organization design division at the Beijing head office. As part of the ILDP program, YaB was sent to Michigan where she attended the Ross School of Business. Two things that stood out about her experience were the open enrolment courses as well as her internship at Meritor, an automobile component manufacturer. During the program, YaB felt that her cross-cultural management skills

developed the most because of the diverse views and people in the open enrolment courses she took. Also, she saw great improvement in her problem solving and self-management skills which she credits to her “Positive Leadership” course that equipped her with tools to frame problems and become a better role model for team members by inspiring them to form their thinking and development. The most challenging part about her time abroad was overcoming the language barrier as she felt that the customized class activities did not prepare her language abilities well enough noting that discussions were primarily with the other ICBC students as part of the customized program by ILDP. YaB recommends that the sequence of the program change so that the beginning months are in the customized ILDP program whereas the following months are in the open enrolment courses. Furthermore, she would like to see more opportunity to join open enrolment courses offered by the school and would like to extend the duration of the program abroad to one year of study and half a year for the internship to better adjust to the environment and make more connections with locals. Lastly, YaB suggests that grouping a cohort based on seniority may lead to more development and learning opportunities.

GL, EMBA Class of 2013 at HSBC Business School at Peking University

GL has worked at a private law firm for 16 years prior to joining PHBS in 2011. He holds a bachelor’s degree in law from Jilin University as well as a Master Degree in Law from Xiamen University. As an alumnus of PHBS’s EMBA program, GL believes that the quality of the EMBA students is what stands out about the program. During his time at PHBS, GL saw much improvement in his ability to develop personal relationships with his classmates as there was natural tendency for classmates to form close relationships with one another. His classmates gave him different views to solve problems and helped him improve his networking abilities and development in leadership and ability to inspire team members. GL feels that his classmates are all excellent leaders and feels they possess the perseverance and motivation needed to continuously improve themselves. Some challenges faced by GL was finding a balance between work and study and developing healthy relationships with his classmates. One thing GL recommends changing in the program is to increase out-of-class activities. During his time there were less than five events in the two years when he studied there. Lastly, besides the economic and management classes he was interested in, GL also recommends that PHBS can improve the course selection or teach in interesting ways in order to keep students interested.

LBG, EMBA Class of 2012 at HSBC Business School at Peking University

LBG graduated from Lanzhou University in 1985 with a bachelor's degree in Radio and Computer Science. He was assigned to Guangdong Provincial Development Planning Commission and he chose to come to Shenzhen, joining Shenzhen Electronics Corporation (now known as Shenzhen SEG CO., LTD). He started his own company in 1997 and has been working as Chairman ever since. LBG joined the EMBA program in 2010 as one of the first students in the EMBA program. Though he only expects gains in specialty skills before the program, PHBS offers him a well-rounded experience. He feels that a program is like running a business which requires constant improving, so he would like to make PHBS EMBA program more practical if possible. LBG thinks an effective leader needs to be good in every aspect, so he or she has good judgement and can be decisive. He feels that the biggest improvement is in understanding the bigger picture and long-term perspectives because the program helped him broaden his horizon. The second skill is presentation because he organized various activities and communicated with others as the president of his class. Besides his career motive to join this program, he wants to set a good example of life-long learning to his child. The geographic advantage helped him make the final choice, and he believes it is a great investment, which goes beyond his expectations.

DX, EMBA Class of 2013 at HSBC Business School at Peking University

DX is working as General Manager of Hexun, South China Region. With the company's sponsorship, she attended the PHBS EMBA program from 2011 to 2013. Prior, she completed a bachelor's degree in business administration. She describes her EMBA as a well-rounded experience, which helps change the way she thinks. DX believes that expertise, leadership and social influence combined make an effective leader, and for herself, the best leadership skill lies in management. She emphasized that the program should incorporate more real-world cases. Like other candidates, she chose the EMBA program out of career motive, and appreciation of constantly learning and growing. With the belief that learning is always the best investment, she takes part in other courses or training sessions, such as Sinology after finishing EMBA.

TL, EMBA Class of 2013 at HSBC Business School at Peking University

TL is in his early 30s and currently runs his own pipeline business with his father. TL studied in Canada for 9 years prior to his return to China in 2011 to pursue an EMBA at PHBS. He was mainly interested in understanding how Chinese business people network and what is needed to become successful in China. TL believes that his two years at PHBS was very valuable as he had

a chance to meet many senior executives running their own companies and gain insights from them. Through this he realized that relationships and trust are very important in Chinese business as compared to the West. He learned patience and how to better manage people during his time at PHBS and is applying them in his business. TL was advised by his father that experiencing new locations is important when he is young. TL acted as a class leader in his EMBA class where he learned how to communicate more independently without his father.

SX, EMBA Class of 2012 at HSBC Business School at Peking University

SX worked as a bank branch manager before starting PHBS EMBA program. Majored in Human Resource Management and worked in various banks including ICBC and Pudong Development Bank, he had a very stable job working as the branch manager. SX built a strong, cohesive relationship with his class and was enlightened based on his EMBA experience, allowing him to experience different career paths outside of banking. An EMBA education provided a systematic education of all the knowledge needed to inspire him to create his own start-up as well as build a robust network among classmates and outside of the school. This success allowed him to sell his company and gain experience in all different aspects of a career transition. Courses in EMBA such as banking, organizational behaviour, and especially business model motivated him to help other entrepreneurs and support the community of microfinance companies. His career goal is to expand the width of life and diversify his life experience.

LH, EMBA Class of 2014 at HSBC Business School at Peking University

LH has an interesting career transition background, starting as a government officer with an undergraduate background in language, then transitioning to law firms after a law certification. LH takes pride in his completion of the law program at Peking University as not everyone can complete the program. LH's main reason for pursuing an EMBA degree is to provide legal services to companies more efficiently and to meet industry trends. EMBA experience allowed him to learn different perspectives of classmates coming from diverse industry backgrounds and significantly influenced his ways of thinking both personally and professionally. He hopes to learn how to influence his teammates in a seamless way that can set him as a model for others. Valuing practical learning, LH learned the most from practical components that gave him different insights, which is why he enjoyed classroom discussions, where his live challenges at work could be discussed in a classroom. LH believes that the main advantage of EMBA is practical methods of solving real life problems.

SL EMBA Class of 2012 at Business School of UIBE

With a bachelor's degree in arts, SL started her first job at Hunan TV Network in 1996. Later, she left to join Zxxxx, the company her husband started in 2001. With the goal of learning better ways of managing the company as business expands, she joined UIBE EMBA in 2010. During the program, she has improved her understanding of corporate strategy, and she believes her management style has changed completely, from an *invisible* manager, trying to influence her husband instead of giving staff direct instructions, to a "visible" one. In her view, effective leaders have dreams, execution and the spirit of sharing, which she says is her best leadership skills. She developed her understanding of the bigger picture, creativity and perspective out of the program. Having enjoyed her time in the program and after thanks the unique life-long learning system at UIBE, she recommended the program to two other friends and is glad to see them enjoy their experience as well.

JT, EMBA Class of 2015 at Business School of UIBE

JT is a well-known director working for CCTV China. He joined UIBE Film and TV Media specialized EMBA program at the age of 57 in 2011. Prior to this, he graduated from Beijing Film Academy, majoring in film directing. JT is very successful in directing TV shows, all of which are household names to Chinese audiences. He also assumes the leadership role in the China Television Director Committee. In the EMBA program, he took the role of class president. During the program, he is able to develop knowledge in business management, which is helpful in further developing his career in the filming industry, especially in the financing of larger movie productions. He also expressed significant improvement in networking, ability to tolerate different views, and more willing to mingle with people from business backgrounds. In his personal life, he develops a value of volunteerism and giving back to society. He also cited desire to travel to different countries to experience new things, and from which develop out-of-the-box thinking.

ZT, EMBA Class of 2008 at Business School of UIBE

ZT has over 25 years of experience in real estate development in China. He obtained his bachelor's degree in financial accounting from Renmin University. ZT started his own company at the age of 35 and has been growing his business in real estate ever since. He is the chairman of Beijing XXX Company Limited and has experienced all the major ups and downs of the recent

20 years of real estate development in China. ZT started UIBE EMBA program in 2005 and obtained his degree in 2008. During the program, he took the role of class president, and developed key skill such as networking. To him, he referred his experience in the program as taking the step of leaving the school and embracing the outside society.

Appendix G - Pilot Study

Introduction

Measuring the Impact of an EMBA on Chinese Graduates

Scott Xie

ABSTRACT

Word Count: 3,873 (Not include reference, appendix, table of contents)

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Introduction

As China's economy transitions from a factor driven an innovation driven economy, the urgency to develop its human capital and to enhance the environment with respect to innovation has increased tremendously. The situation in China has changed so much so that a recent Globe & Mail article (June 4, 2012) reported that an estimated 600,000 to 1,000,000 jobs may be created in North America from a combination of re-shoring manufacturing and increased exports to China. Furthermore, the media are filled with reports that lower value-added production is leaving China of other countries in South East Asia, such as Vietnam and Cambodia.

So how is China going to maintain its global competitiveness? There are several fundamental changes that will be required. First, there needs to be enhanced protection for intellectual property. Second, their needs to be an improvement in the allocation of capital to small and medium sized enterprises. Third, there needs to be strategies to develop and retain creative, high-end technical and business talent.

It is the third of these factors that will be the focus of my research. To that end, I have sought to obtain information from one of two programs: a customized Executive Education program for the ICBC, and the open enrollment EMBA at the UIBE. I have been able to obtain data on the latter, which will be the focus of this pilot study.

Purpose of the Study

This pilot study will analyze the survey data that was collected through the deployment of an online survey to graduates from UIBE's EMBA. This pilot will assess the feasibility of undertaking the full research agenda that will underlie my DBA dissertation. I have designed and deployed a survey, which was administered to graduates of the UIBE EMBA program over the past decade. Analyzing this data set will allow me to understand better how to create and deploy a survey and understand the kinds of questions that participants are willing to answer. I can also understand better where in a survey participant tend to drop off or lose interest. Finally, I am able to understand the insights that can be extracted from these kinds of data. Following on this final point, this pilot will allow me to better understand how a qualitative component to my research can complement my research findings.

Research for the Design Feasibility

In order to better understand the impact of obtaining an EMBA on the abilities, income and job progression of graduates, I created and deployed a survey. The survey was deployed online and

was sent to all graduates of the UIBE EMBA program over the past decade. There were approximately 1,000 graduates over the past decade and who had access to the survey. From that population, there were 195 respondents to the survey, thus given a response rate of 19.5 per cent. However, of these responses, only about 100 were complete enough to be used in the analysis, giving an effective response rate of 10%. In this pilot study, these data will be analyzed to determine the extent to which the EMBA enhanced the competencies and behaviors of graduates, and the extent to which their gender or age difference. It is anticipated that further data gathering will allow me to consider the impact of an EMBA on income and job opportunities for the graduates. This will be done during the DBA phase.

It is important to note that it is typically the case that to measure the impact of the EMBA (or any program), we would need a sample of those who did the EMBA and those that did not. Of course, we do not have that kind of data here. Rather, we have a sample of people that in fact have done the EMBA, at UIBE. As such, the research question must be revised so as to be answerable from these data. This issue will be critical as I develop my DBA research. Either the data collected will need to be revised or the question researched. This pilot will provide significant insights in that respect.

The revised research question that will be undertaken in this pilot will be to understand the dimensions on which this EMBA program has delivered value.

Null Hypothesis:

The EMBA program improved the skills of the graduates.

Alternative Hypothesis

The EMBA program did NOT improved the skills of the graduates.

While not written as an explicit hypothesis, the research below will rank those competencies and behavior that were impacted most. At present, I do not have a theory as to why some competencies would be impacted more than others. It is my opinion that such insights will derive from a qualitative assessment of the graduates.

Furthermore, there is also interest in understanding whether the impact of the EMBA program on skills is related to age of the students or gender.

Null Hypothesis:

The EMBA program's impact on skills of the graduates is same regardless of age or gender.

Alternative Hypothesis

The EMBA program impact on skills of graduates depends on gender and age.

I am able to test these hypotheses below.

Current Literature and Research Perspective

Most studies focus on the return to training for employees using data on wages. That is, the researcher considers how much the employee or trainee's salary increases in the aftermath of the degree or the training. Our research focuses here is much broader and will focus on the characteristics of the individual and competency development after training.

The MBA is now the most popular graduate program in the US. According to Forbes magazine, "the total number of business master's degrees awarded each year by U.S. schools has grown rapidly, from 26,000 in 1970 to 168,000 in 2009"³. Forbes also estimated the return to the MBA from the top 50 ranked MBA schools, finding that all costs associated with doing the MBA, including lost salaries, is typically repaid within 3.5 years of graduating. Hence despite arguments that the market is saturated, there is still high enough returns to students.

In a 2005 study in the Journal of Management Education, Simpson et al (2005) measure the returns to an MBA by student characteristics. The study considered both intrinsic and extrinsic returns to doing the MBA. The authors sent out 600 questionnaires and received 225 responses, thus achieving a response rate of 37.5%. Of these responses, 63% were male 63% and 37% female. In addition, detailed interviews were undertaken with 14 females and 1 male.

The study finds that women gained more from the MBA than did men in terms of intrinsic benefits and skills. These intrinsic benefits include confidence, credibility, assertiveness, job satisfaction, and interpersonal and communication skills. Men on the other hand gained more in terms of extrinsic benefits, including the number of promotions, increased management status, career change, and higher pay. Men therefore are more likely to gain in terms of pay, status and marketability, whereas the rewards from the MBA for women was more towards increased confidence, enhanced credibility, and more effective interpersonal skills.

Baruch and Peiperl (2000) measure the impact of an MBA degree on managerial performance and career success. As in Simpson et al (2005), Baruch and Peiperl also use a survey methodology. They achieved a total of 186 responses, yielding a 62% response rate. They find evidence indicating that the MBA does yield positive benefits, including enhanced career performance.

³ <http://www.forbes.com/sites/ronaldyeaple/2012/05/30/is-the-mba-obsolete/>

What is very clever about this study however is that they are able to use a matched sample approach in four UK organizations. They demonstrate that MBA graduates are able to gain an advantage over their counterparts who have stronger managerial competencies.

This is an important study in that it is able to effectively separate the selection effect from the impact the MBA on skills. Put differently, when the research simply focuses on the returns to the MBA by only considering a sample of MBA graduates, the analysis misses what the career progression of the graduate would have been without the MBA. In doing so, the analysis is implicitly assuming the MBA graduates are representative of the pool of employees that could have applied. This assumption may or may not be true. There are many executives that have done very well and do not have an MBA.

To put this discussion into a more technical framework, there must be some attention paid to the selection effect. This issue is best illustrated in the context of firms that are exporters and firms that are not. In a 1999 Journal of International Economics paper, Bernard and Jensen measure the impact of exporting on firm performance. The analogy of course is to compare the impact on executives of obtaining an MBA. Bernard and Jensen take into account initial performance of firms and find that firms that export has higher initial productivity, and that their productivity is not higher after exporting.

The analogy here to the MBA is as follows. Many studies have demonstrated that salaries and positions and so on increase in the years after the MBA, but the question what would the career progression of the student have been had they not undertaken the MBA. Using the matching sample approach is an important step towards addressing this. Nevertheless, this is a void in the training literature that I hope to fill with the pilot study.

Exploratory Data Analysis

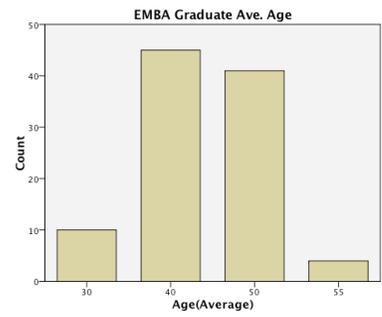
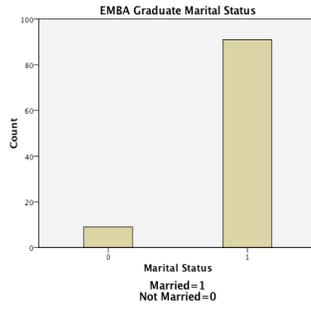
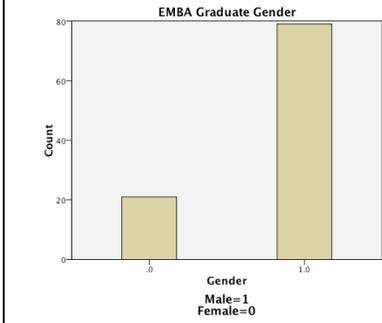
Data Overview

The sample consists of 100 respondents to the survey deployed.

The sample contains 21 females and 79 males (Figure 1). Of these, 91% are married, and 9% are not married (Figure 2). Of these students, there are 9% in the average age group of 30, 45% in the average age group of 40, and 43% in the average age group of 50. Most of the EMBA graduates are in the age range of 40-50 (Figure 3).

<p>Figure 1. Gender (n=100, Male: 79 Female: 21)</p>	<p>Figure 2 Marital Status (n=100, Married: 91 Not</p>	<p>Figure 3 Average Age</p>
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Married: 9)



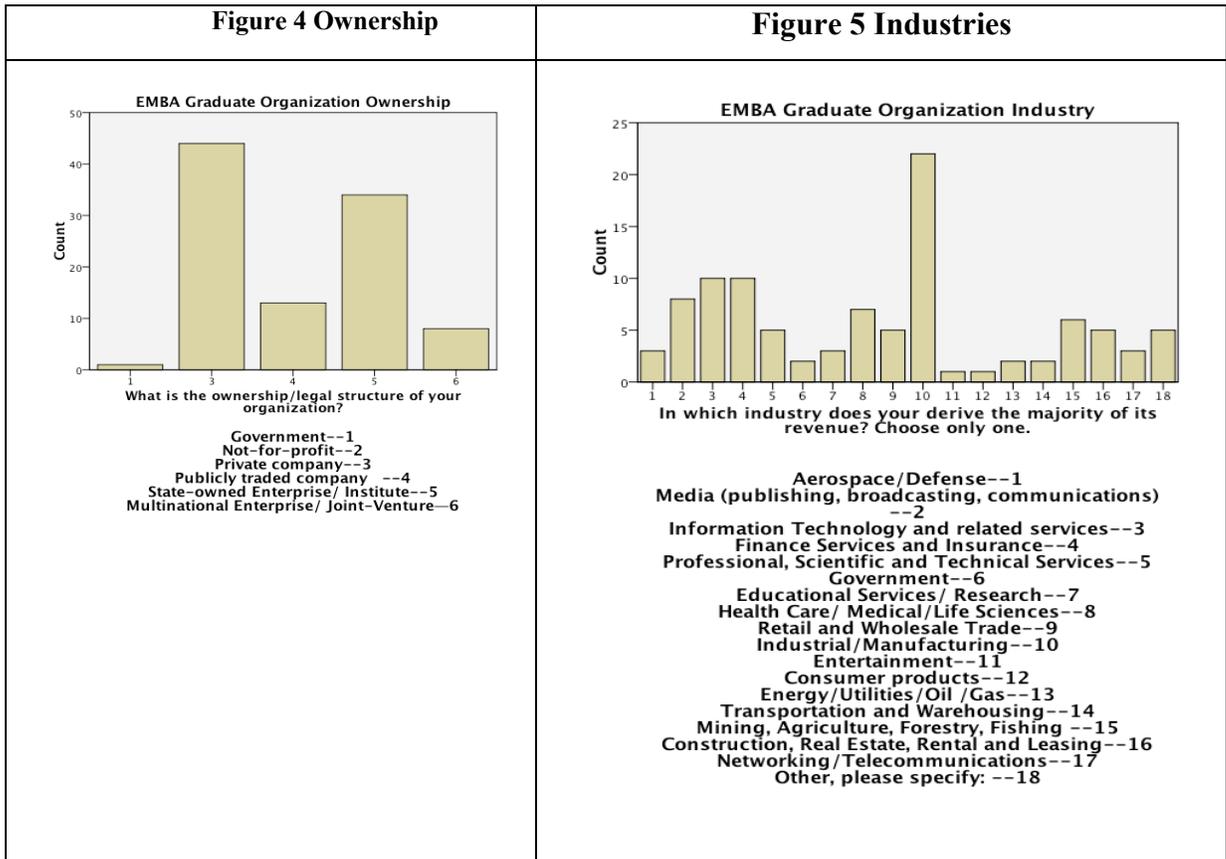


Figure 4 shows displays the organization’s ownership for the graduate’s employer. There is no “Not-for profit” organization through this survey. There is only 1 graduate from government, 44 from private companies and 13 from publicly traded companies. There are 34 graduates from state-owned enterprises and 8 from multinational/JV enterprises.

Figure 5 shows the graduate’s organization’s industries. We find that the top industry is industrial/manufacturing, followed by IT and financial service. The media and health care/medical/life sciences have high percentage. Those five industries are top five from the survey.

General Findings

In the survey the graduates self-report how much the EMBA enhanced or impacted their competences and behaviors. Through the survey, they were asked to rate the impact of the EMBA on a scale from 0-100 for each of 16 competences listed (Table 6) as well as on five

behaviors listed (Table 7) in the survey. The mean responses are used to rank these impacts.

Table 6. Summary of graduate's competences and skills improve level after EMBA			
	Average	Male	Female
Confidence	73.55	73.76	72.75
Planning and organization	68.49	68.41	68.87
Networking	67.96	66.77	73.20
Improving business understanding	67.24	67.65	65.71
Personal/managerial development	66.72	68.54	60.18
Team leadership	66.43	67.31	63.30
Thinking	65.50	65.35	66.13
Problem solving	63.91	63.22	66.59
Acquiring new skills	63.19	62.69	65.33
Learning skills	61.58	62.05	59.67
Creativity and perspective	61.08	61.30	60.13
Negotiating skills	60.93	58.11	70.24
Research inquiry	57.62	56.28	63.21
Stress management	57.51	57.42	57.87
Time management	56.68	56.59	57.00
Presentation skills	54.41	54.82	52.87

Table 6 shows that competency impacted most in the survey was “confidence”. The average score is 73.55. The second competency is “planning and organization” which average score is 68.49, followed by “networking” which average score of 67.96. The least impacted competences were “presentation skills”, “time management” and “stress management”.

From table 6 we can also see differences in the impact between males and females. Most of impacts seem quite close, whereas others show larger differences. For example, Females rated the impact on “networking” higher than that for males: (73.20) versus (66.77). The average is 67.96, which the female is really much higher than average. For the “negotiating skills”, female (70.24) rated much higher than male (58.11) again. The average is 60.93. There is only one competence (personal/managerial development) which male (68.54) rated much higher than female (60.18) that the average is 66.72. Below, we will measure if these differences are statistically significant using a regression approach.

Table 7. Summary of graduate's behavioral change after EMBA			
	Average	Male	Female
Big picture, global, broader, long-term perspective	71.23	71.69	69.25
Peoples skills, less judgmental, depth of thought, tolerant	68.32	70.86	58.76
More confident and mature	67.84	66.03	74.21

Increased skills, analytical, more methodical, effective	66.4	64.87	72.53
More knowledgeable, insight, sophisticated	63.3	58.33	74

Next, we consider the impact of the EMBA on behaviors (as distinct from the impact on competencies discussed above). From table 7 we see the impact on males and females appear are very close for developing a “big picture, global, broader, long-term perspective”. This behavior is ranked top among the five considered. In contrast, the differences appear larger by gender for the other four behaviors. Male (70.86) rated more than female (58.76) for “people skills, less judgment, depth of thought, tolerant”. Female (74.21) feel “more confident and mature” than male (66.03). Female (72.53) felt “increase skills, analytical, more methodical, effective” much than male (64.87). Male (58.33) though they got less than female (74) about “more knowledgeable, insight, sophisticatedly” after the EMBA.

For completeness, Table 8 provides descriptive statistics for these measures are provided in Appendix 2.

Linear Regressions - Initial Findings

Table 10 summarized univariate regressions of each **competency on gender**. A quick scan across the columns show that there is only one t statistic indicating that the differences in the impact of the EMBA on competencies is different between males and females. Specifically, we see that men report significantly lower impacts on negotiation skills relative to females. We see there are no other statistically significant differences by gender.

Table 11 summarized univariate regressions of each **competency on age**. A quick scan across the columns show that there is only one t statistic indicating that the differences in the impact of the EMBA on competencies is different by age. Specifically, we see that older students report significantly higher impacts on presentation skills relative to younger students. We see there are no other statistically significant differences by age.

Table 10. : Summary of Univariate Regressions – each Competency is regressed on Gender -1								
	Time management	Stress management	Presentation skills	Research inquiry	Team leadership	Negotiating skills	Learning skills	Confidence
Constant	57.000	57.867	52.867	63.214	63.300	70.235	59.667	72.750
(t stat)	9.234	9.338	8.117	9.251	9.486	12.492	8.679	12.566
Coefficients	-0.411	-0.448	1.955	-6.938	4.006	-12.128	2.383	1.008
(t stat)	-0.059	-0.064	0.267	-0.911	0.531	-1.889	0.310	0.155
Sig	0.953	0.949	0.791	0.365	0.597	0.063	0.757	0.877
R square	0.000	0.000	0.001	0.012	0.003	0.048	0.001	0.000
F	0.003	0.004	0.071	0.830	0.283	3.569	0.096	0.024
Num of Obs	72	70	71	72	92	73	76	78

Table 10.1: Summary of Univariate Regressions – each Competency is regressed on Gender-2								
	Problem solving	Thinking	Improving business understanding	Acquiring new skills	Personal/managerial development	Networking	Creativity and perspective	Planning and organization
Constant	66.588	66.133	65.706	65.333	60.176	73.200	60.133	68.867
(t stat)	10.078	9.762	9.199	9.430	8.873	11.046	8.306	11.107
Coefficients	-3.373	-0.784	1.940	-2.646	8.365	-6.427	1.168	-0.458
(t stat)	-0.454	-0.104	0.242	-0.344	1.091	-0.876	0.145	-0.067
Sig	0.651	0.917	0.810	0.732	0.279	0.384	0.885	0.947
R square	0.003	0.000	0.001	0.002	0.015	0.010	0.000	0.000
F	0.207	0.011	0.058	0.118	1.189	0.767	0.021	0.004
Num of Obs	82	78	82	79	78	81	78	81

Table 11: Summary of Univariate Regressions – each Competency is regressed on Age-1								
	Time management	Stress management	Presentation skills	Research inquiry	Team leadership	Negotiating skills	Learning skills	Confidence
Constant	40.714	36.600	6.513	38.900	57.391	65.969	45.234	82.274
(t stat)	2.179	1.946	0.343	1.943	2.827	3.755	2.207	4.770
Coefficients	0.365	0.480	1.093	0.427	0.208	-0.116	0.374	-0.200
(t stat)	0.865	1.125	2.553	0.946	0.451	-0.290	0.806	-0.512
Sig	0.390	0.265	0.013	0.347	0.653	0.772	0.423	0.610
R square	0.011	0.018	0.086	0.013	0.002	0.001	0.009	0.003
F	0.748	1.266	6.519	0.895	0.203	0.084	0.650	0.262
Num of Obs	72	70	71	72	92	73	76	78

Table 11.1: Summary of Univariate Regressions – each Competency is regressed on Age-2								
	Problem solving	Thinking	Improving business understanding	Acquiring new skills	Personal/managerial development	Networking	Creativity and perspective	Planning and organization
Constant	54.356	46.185	74.134	41.265	56.831	83.591	62.890	59.155
(t stat)	2.709	2.307	3.426	2.085	2.699	4.414	2.927	3.344
Coefficients	0.220	0.443	-0.157	0.502	0.228	-0.357	-0.041	0.214
(t stat)	0.482	0.975	-0.322	1.121	0.475	-0.835	-0.085	0.534
Sig	0.631	0.332	0.748	0.266	0.636	0.406	0.932	0.595
R square	0.003	0.012	0.001	0.016	0.003	0.009	0.000	0.004
F	0.232	0.951	0.104	1.256	0.226	0.697	0.007	0.285
Num of Obs	82	78	82	79	78	81	78	81

Table 12 summarized univariate regressions of each behavior on gender. A quick scan across the columns show that there are two t statistics indicating that the differences in the impact of the EMBA on behaviors is different between males and females. Specifically, we see that men report better improvements in “Peoples skills, less judgmental, depth of thought, tolerant”, where women report better improvements in “More knowledgeable, insight, sophisticated”. We see there are no other statistically significant differences by gender.

Table 12: Summary of Univariate Regressions – each Competency is regressed on Gender					
	More confident and mature	Peoples skills, less judgmental, depth of thought, tolerant	Big picture, global, broader, long-term perspective	More knowledgeable, insight, sophisticated	Increased skills, analytical, more methodical, effective
Constant	74.211	58.765	69.250	74.000	72.529
(t stat)	11.195	9.314	9.885	10.319	10.164
Coefficients	-8.181	12.095	2.436	-15.672	-7.662
(t stat)	-1.089	1.704	0.314	-1.967	-0.960
Sig	0.279	0.092	0.755	0.053	0.340
R square	0.014	0.035	0.001	0.048	0.011
F	1.186	2.903	0.098	3.869	0.922
Num of Obs	86	81	86	79	85

Table 13: Summary of Univariate Regressions – each Competency is regressed on Age

	More confident and mature	Peoples skills, less judgmental, depth of thought, tolerant	Big picture, global, broader, long-term perspective	More knowledgeable, insight, sophisticated	Increased skills, analytical, more methodical, effective
Constant	79.999	63.344	98.737	73.951	86.402
(t stat)	3.980	3.242	4.910	3.411	4.133
Coefficients	-0.280	0.114	-0.624	-0.287	-0.459
(t stat)	-0.612	0.258	-1.383	-0.590	-0.968
Sig	0.542	0.797	0.170	0.557	0.336
R square	0.004	0.001	0.022	0.004	0.011
F	0.375	0.066	1.913	0.348	0.937
Num of Obs	86	81	86	79	85

Other Variables to Consider

The survey, reproduced in Appendix 1, highlights the large number of variables collected on the graduates. In the analysis above, we measured the impact of the EMBA on competencies and behaviors and considered how these effects were related to gender and to age. Given the sample is relatively small, the analysis was not extended to other variables. I anticipate in the thesis phase, the sample size will be significantly increased, thus allowing for consideration of other variables.

Multicollinearity

The assumption of multicollinearity means none of the independent variables are correlated with another independent variable. The correlation coefficients were checked using the Pearson Correlation. Multicollinearity would be present if any of the variables exceed 0.700. Since the regressions implemented in this analysis were only univariate, the issue of multicollinearity was not considered. In the DBA thesis, I anticipate the regressions will contain many variables and therefore attention will have to be paid to multicollinearity.

Limitations

To maximize the individual and organizational returns, many researchers have focused their research on trainee characteristics (choosing the right candidate, setting the right goal and motivation), training design, including training location (abroad, local, onsite), trainer selection, and duration, financing, and training delivery. To the extent possible, all of these dimensions will

be taken into account in this analysis.

Most studies focus on the return to training for employees using data on wages. That is, the researcher considers how much the employee or trainee's salary increases in the aftermath of the degree or the training. Our research focuses here is much broader and will focus on the characteristics of the individual and competency development after training. To do so requires a careful research methodology that distinguishes the selection from the treatment effect. That is, it is often the case that those chosen for training are better to begin with, and hence they were likely to do better over time than those that were not chosen for the training. A failure to take into account this selection bias will overestimate the impact of the training program.

We also wish to measure how training impacts the development of an employee's competencies. In the case of the *proposed* The International Leadership Development Program (ILDLP), which is a program deployed by the Industrial and Commercial Bank of China (ICBC) in 2011. This program involves sending over 200 managers from different departments and different levels to overseas universities for ten months. The proposed research will seek to measure how the overseas experience affects their career progression, isolating the effects of the training from their initial above average quality.

Given the limited sample here, we focused our analysis on the EMBA graduates from the UIBE. Given the limited information we can get from the survey it is my opinion that the quantitative analysis above but extended substantially to a bigger sample and to a larger number of characteristics, must be extended to incorporate a qualitative analysis. This will allow for a better assessment of the impact of the EMBA on the individual graduates.

Conclusion

In this study, survey data were analyzed to measure the extent to which UIBE's EMBA program enhanced the competencies and behaviors of graduates, and the extent to which there were differences by gender or age. From the results we can find that the EMBA did enhance the competencies and behaviors of graduates. There were some differences by gender and age group. In particular, men report significantly lower impacts on negotiation skills in comparison to females. We also find that older students report significantly higher impacts on presentation skills relative to younger students. Finally, men report better improvements in "People skills, less judgmental, depth of thought, tolerant" relative to women. In contrast, women report better improvements in "More knowledgeable, insight, sophisticated".

For all of the other competencies and behaviors measured, there were no statistically significant differences by gender or by age group. There are two ways to interpret these results. First, perhaps there are no differences between men and women the other competencies and behaviors, or perhaps the sample – both in terms of size and how the data were generated – could underlie these results. It is my hypothesis that there are differences, not just by gender and age, but by industry, job level and many of the other attributes I have collected, but in order to identify these effects more research is needed. In particular, a much larger sample is needed, and the research should be complemented by a qualitative analysis, both of which will be developed during the DBA phase.

This pilot study will allow me to better understand how to implement my research during the DBA phase and hence to successfully measure the impact of the EMBA on the graduates.

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Appendix 2

Descriptive Statistics

Table 8. Compare Means -Competences Report-1

Gender		Timemanagement	Stressmanagement	Presentationskills	Researchinquiry	Teamleadership	Negotiating skills
0	Mean	57.00	57.87	52.87	63.21	63.30	70.24
	N	16	15	15	14	20	17
	Std. Deviation	26.944	24.538	29.425	19.714	31.423	23.196
	Minimum	13	19	0	24	0	25
	Maximum	100	100	100	96	100	100
1	Mean	56.59	57.42	54.82	56.28	67.31	58.11
	N	56	55	56	58	72	56
	Std. Deviation	24.041	23.860	24.038	26.725	29.403	23.178
	Minimum	0	0	0	0	0	0
	Maximum	100	100	99	100	100	100
Total	Mean	56.68	57.51	54.41	57.62	66.43	60.93
	N	72	70	71	72	92	73
	Std. Deviation	24.518	23.827	25.056	25.538	29.723	23.592
	Minimum	0	0	0	0	0	0
	Maximum	100	100	100	100	100	100

Table 8.1 Compare Means- Competences Report-2

Gender		Learningskills	Confidence	Problemsolving	CriticalThinking	Improvingbusinessun derstanding	Acquiringnewskills	
0	Mean	59.67	72.75	66.59	66.13	65.71	65.33	
	N	15	16	17	15	17	15	
	Std. Deviation	28.032	20.358	25.831	26.333	32.285	29.531	
	Minimum	0	23	0	0	0	0	
	Maximum	95	100	100	96	100	100	
	1	Mean	62.05	73.76	63.22	65.35	67.65	62.69
1	N	61	62	65	63	65	64	
	Std. Deviation	26.288	23.796	27.585	26.218	28.699	26.195	
	Minimum	0	0	0	0	0	0	
	Maximum	100	100	100	100	100	100	
	Total	Mean	61.58	73.55	63.91	65.50	67.24	63.19
	N	76	78	82	78	82	79	
Total	Std. Deviation	26.466	23.011	27.110	26.070	29.279	26.680	
	Minimum	0	0	0	0	0	0	
	Maximum	100	100	100	100	100	100	

Table 8.2 Compare Means -Competences Report-3

Gender		Personalmanager ialdevelopment	Networking	Creativityandper spective	Planningandorgani zation	
0	Mean	60.18	73.20	60.13	68.87	
	N	17	15	15	15	
	Std. Deviation	32.350	25.907	29.110	20.311	
	Minimum	0	19	0	21	
	Maximum	100	100	97	100	
	1	Mean	68.54	66.77	61.30	68.41
1	N	61	66	63	66	
	Std. Deviation	26.673	25.612	27.793	24.739	
	Minimum	0	0	0	0	
	Maximum	100	100	100	100	
	Total	Mean	66.72	67.96	61.08	68.49
	N	78	81	78	81	
Total	Std. Deviation	27.999	25.627	27.862	23.864	
	Minimum	0	0	0	0	
	Maximum	100	100	100	100	

Table 9 Compare Means -Behavioral change Report

Gender	More confident and mature	People's skills less judgmental depth of thought tolerant	Big picture global broader long term perspective	More knowledgeable insights sophisticated	Increased skills analytical more methodical effective	
0	Mean	74.21	58.76	69.25	74.00	72.53
	N	19	17	16	15	17
	Std. Deviation	23.609	27.531	27.361	19.614	28.085
	% of Total Sum	24.2%	18.1%	18.1%	22.9%	21.8%
	% of Total N	22.1%	21.0%	18.6%	19.0%	20.0%
	Range	77	92	100	67	100
1	Mean	66.03	70.86	71.69	58.33	64.87
	N	67	64	70	64	68
	Std. Deviation	30.177	25.615	28.165	29.281	29.732
	% of Total Sum	75.8%	81.9%	81.9%	77.1%	78.2%
	% of Total N	77.9%	79.0%	81.4%	81.0%	80.0%
	Range	100	100	100	100	100
Total	Mean	67.84	68.32	71.23	61.30	66.40
	N	86	81	86	79	85
	Std. Deviation	28.927	26.322	27.874	28.281	29.408
	% of Total Sum	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total N	100.0%	100.0%	100.0%	100.0%	100.0%
	Range	100	100	100	100	100

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