

A COMPARATIVE STUDY ON M.B.A. PROGRAMMES
IN HONG KONG AND TAIWAN

by

LIU CHUN-KWONG ALEX

廖 晉 廣

MBA PROJECT REPORT

Presented to

The Graduate School

In Partial Fulfillment

of the Requirements for the Degree of

MASTER OF BUSINESS ADMINISTRATION

TWO-YEAR MBA PROGRAMME

THE CHINESE UNIVERSITY OF HONG KONG

MAY 1995



HF
1171
H66L48
1995
ult

APPROVAL

Name : Liu Chun-Kwong Alex

Degree : Master of Business Administration

Title of Project : A Comparative Study on M.B.A. Programmes
in Hong Kong and Taiwan



Mrs. Alice Y.L. Lui

Date Approved: 27th April, 1995

This project is dedicated to my mother who had passed away

just before the day when I became

an MBA student.

ABSTRACT

The major purpose of this project is to compare the situation of full time MBA programmes in Hong Kong and Taiwan. The questionnaire survey is focused on perception and attitude towards MBA among MBA students in both regions. The aspects studied in the survey include: (1) motivation of taking MBA, (2) criterion of choosing MBA, (3) emphasis on quality of students by faculty during recruitment, (4) usefulness among methods of selection, (5) emphasis of curriculum on quality of students, (6) performance of students and the attributes, (7) usefulness of specific fields or subjects, (8) usefulness of kinds of course work, (9) abundance of electives, (10) performance of faculty and (11) likelihood of fulfillment of goals.

Participating faculty of MBA programmes in this study are those from the MBA programmes of The Chinese University of Hong Kong, MBA Programmes of The Hong Kong University of Science and Technology, Graduate Institute of Business Administration of National Chengchi University, and Graduate Institute of Business Administration of National Taiwan University. Direct visit to Taiwan made possible questionnaire survey and personal interview. The overall response rate of the survey is over fifty percent.

The findings of the survey reveals that the following aspects of findings are common between Hong Kong and Taiwan: (1) MBA students concerned themselves mostly with self development, intrinsic interest and entering business field when they apply for MBA; (2) students are concerned mostly with the reputation and faculty

achievement in choosing MBA.; (3) individual and group interviews are perceived as most useful methods of selecting applicants; (4) MBA admissions are perceived as having substantial emphasis on quality of students; (5) students perceived substantial performance in studying MBA, (6) application of Western theories is perceived as a common unfavorable attribute; (7) subjects and fields offered by MBA are perceived as useful, (8) case study or analysis and presentation are perceived as most useful course work; (9) MBA programmes are perceived as more emphasized on practical development and (10) not enough electives are perceived.

On the other hand, for different findings, MBA programmes in Taiwan are perceived to be less concerning with quality of students in recruitment. Best three aspects of performance for students in Hong Kong are analytical skills, initiative and decision making, while counterparts in Taiwan are good at oral communication, initiative and leadership with interpersonal skills. MBA programmes in Taiwan are perceived to be weak in relationship with other university and support to students. MBA programmes in Taiwan are perceived to have more electives courses. Students in Hong Kong perceived better likelihood of fulfillment of goals.

According to survey findings, recommendations to faculty of MBA programmes in Hong Kong and Taiwan are made on following aspects: (1) to enhance communication with MBA students in order to identify and respond to needs and attitudes concerning elective courses, application of Western theories, case study and presentation, practicality of course content, faculty support to students, addition of courses and improvement in recruitment procedures; (2) to conduct further study on MBA with MBA students, companies in business field, and MBA alumni, in order to obtain more comprehensive feedback form various parties; (3) to further improve

MBA in conducting more " soft " and practical courses, in promoting and in emphasizing on computer skills and risk taking; and (4) to foster further academic cooperation between faculty of MBA in Hong Kong and Taiwan.

TABLE OF CONTENTS

ABSTRACT

TABLE OF CONTENTS

LIST OF TABLES

ACKNOWLEDGEMENT

Chapter

1. INTRODUCTION

1.1 Background of the Study

1.2 Statement of the Problem

1.3 Objectives of the Study

1.4 Significance of the Study

1.5 Scope of the Study

1.6 Organization of the Study

1.7 Summary

1.8 References

1.9 Appendix

1.10 Glossary

1.11 Bibliography

1.12 Appendix

II. LITERATURE REVIEW

2.1 Report of the Project by Wright and Lee (1980)

2.2 Local Work Changes in MBA Degree Program

2.3 Current Trends of Structure of MBA in the U.S.A.

2.4 MBA in Asia

2.5 MBA in Hong Kong

2.6 MBA in Taiwan

TABLE OF CONTENTS

ABSTRACT	iv
TABLE OF CONTENTS	vii
LIST OF TABLES	x
ACKNOWLEDGMENT	xii
Chapter	
I. INTRODUCTION	1
The Nature of MBA	1
A Degree of Controversy	1
The Aim of MBA	2
Variety of MBA	2
The Purpose of The Study	2
Scope of The Study	3
Full Time, Two Year MBA	4
Participating MBA Programmes	4
Full-Time, Two-Year MBA Students	5
Personal Interview with Faculty Members of MBA	5
Literature Review	6
Methodology of Study	7
Objectives	7
Design of Questionnaire	7
Test of Questionnaire	8
Sample Size	9
Method of Approaching Respondents	9
Anonymity	10
Data Analysis	10
II. LITERATURE REVIEW	11
Report of the Project by Porter and McKibbin	11
Large Scale Changes in MBA in the United States	
during the early 1990s	12
Current Trend of change of MBA in the United States	13
MBA in Asia	15
MBA in Hong Kong	15
MBA in Taiwan	16

III.	PROFILE OF THE PARTICIPATING FULL TIME MBA PROGRAMMES	18
	Full Time MBA Programme of	
	The Chinese University Of Hong Kong	18
	Establishment	18
	Objectives	18
	Entry Format.....	19
	Curriculum	19
	Specific Activities for Students.....	20
	Overall Characteristics.....	20
	Full Time MBA Programme of	
	The Hong Kong University of Science and Technology	21
	Establishment	21
	Objectives	21
	Entry Format.....	22
	Curriculum	22
	Specific Activities for Students.....	23
	Overall Characteristics.....	23
	MBA of National Chengchi University	23
	Establishment	24
	Objectives	24
	Entry Format.....	24
	Curriculum	25
	Specific Activities for Students.....	25
	Overall Characteristics.....	26
	MBA of National Taiwan University	26
	Establishment	26
	Objectives	27
	Entry Format.....	27
	Curriculum	27
	Specific Activities for Students.....	28
	Overall Characteristics.....	28
IV.	RESEARCH FINDINGS AND ANALYSIS.....	29
	Response Rate.....	29
	Overall Sample Characteristics	30
	Sex.....	30
	Age Range	31
	Highest Academic Qualification Obtained.....	32
	Working Experience	33
	Major Source of Financial Support of Study	34
	Motivations of Taking MBA.....	34
	Criterion of Choosing Present MBA.....	36
	Emphasis on Quality of Students by Faculty.....	37
	Usefulness of Various Methods of	
	Selecting Students in Recruitment.....	38
	Emphasis of Present MBA on Various	
	Quality of Students.....	39
	Performance in MBA of Students According to	
	Various Quality of Student.....	40
	Attributes of Performance of Students	41

Usefulness of Specific Fields/Subjects	42
Usefulness of Various Kinds of Course Work	43
Emphasis in Academic Development Versus Practical Development	44
Abundance of Electives and Availability of Electives	45
Number of Elective Courses	45
Variety of Elective Courses	46
Availability of Favorite Elective Courses	46
Courses Wanted to See Added	47
Performance of Faculty of MBA	48
Likelihood of Fulfillment of Goal	49
Overall Findings	50
 V. RECOMMENDATION	 54
 APPENDIX	 65
 BIBLIOGRAPHY	 85

LIST OF TABLES

1. Response Rate of Specific Sample Group	29
2. Sex Distribution of Specific Sample Groups.....	30
3. Frequency and Distribution of Age Range.....	31
4. Distribution of Highest Qualification Obtained	32
5. Frequency and Distribution of Duration of Working Experience	33
6. Frequency and Distribution of Major Source of Financial Support of Study	34
7. Average Score of Attributes of Motivation	35
8. Average Score of Criterion of Choosing Present MBA.....	36
9. Average Score of Emphasis on Quality of Students by Faculty of MBA in Recruitment.....	37
10. Average Score of Usefulness of Various Methods of Selecting Students in Recruitment.....	38
11. Average Score of Emphasis of Curriculum of Present MBA on Various Quality of Students	39
12. Average Score of Performance of MBA Students According to Various Quality of Students.....	40
13. Average Score of Attributes of Performance of Students.....	41
14. Average Score of Usefulness of Specific Fields/Subjects.....	42
15. Average Score of Attributes of Usefulness of Various Kinds of Course Work.....	43
16. Average Score of Emphasis in Academic Development versus Emphasis in Practical Development	44
17. Average Score of Number of Electives	45
18. Average Score of Variety of Electives	46
19. Average Score of Availability of Favorable Electives	47
20. List of Courses Popularly Wanted by Students to See Added.....	47

ACKNOWLEDGMENT

This study is an individual project with the nature of group work. This project will not be finished without support from the following parties:

I am in debt with Mrs. Alice Y.L. Lui, my project supervisor, who has spend so much effort in giving me guidance, advice, information and patience for the preparation and completion of my project.

Special thanks should be given to four participating faculty of MBA programmes of The Chinese University of Hong Kong (CUHK), The Hong Kong University of Science and Technology (HKUST), National Chengchi University (NCU) and National Taiwan University (NTU). Kind permission from them for questionnaire survey and personal interview is the key to completion of my project. Also, I want to thank those MBA students who have kindly participated in survey to provide valuable information for analysis, and office staff of MBA who have kindly provide information concerning the curriculum.

Faculty members who have kindly participated in personal interviews are Professor Nyaw Mee Kau, who is the Director of MBA Programmes of CUHK, Dr. Lee Kam Hon, who is the Former Director of MBA Programmes of CUHK; Professor Cheng Leonard K., who is the Director of MBA Programmes of HKUST; Professor Yu Chow Ming Joseph of NCU; Associate Professor Wang Bing Jyun of NCU; Dr. Huang Guo Long, who is the Director of MBA of NTU; and Professor Tang Foh Tsrang of NTU.

I would like to show sincere appreciation to support from a lady, Madam Chiu Fu Chi, who has kindly offered free accommodation and care to me, during my ten days' visit in Taipei, Taiwan.

Last but not least, I would like to thank those students who had participate in the pilot test, and Susan and Leo who offered support during my final stage of work.

CHAPTER I

INTRODUCTION

The Nature of MBA

A Degree of Controversy

The Master of Business Administration (MBA) is academic in character, but aims at preparing people for general management, which is one of the most practical subjects. MBA is more popular than other postgraduate degrees, yet still subjected to much suspicion. Nowadays, MBA increasingly includes “soft” subjects, such as communications and interpersonal relationships, which other academic disciplines would seldom regard as teachable¹.

The Aim of MBA

Instead of narrowing into specialty, management broadens into generalities. The MBA aims at broadening by giving a general introduction to a wide range of

¹ Brickerstaff G. Which MBA? A Critical Guide to the World's Best Programmes. Sixth Edition. New York: Addison -Wesley. 1994, p.1.

subjects that together will be roughly equivalent to management. Moreover, MBA takes functional specialists in one area and teaches them all the other functions of management, and the way they interrelate and integrate within a business².

Variety of MBA

MBA was first offered in the United States during the turn of the century. The original MBA was a two-year academic programme and most students enrolled immediately after taking their first degree. In 1959, "the Ford and Carnegie reports on American management education and business schools" attacked the vocational nature of American management education. As a result, the classic American MBA programme was formed: the first-year of required "core" courses that provided a grounding in the basis of management, and the second-year courses were electives that allow students to concentrate into a specific field.

The "American" and "European" styles of MBA programmes have emerged and they are distinctly different from each other. European business schools put greater emphasis on working experience which is considered as a prerequisite for entering the programme. They also provide a greater variety of MBA programmes, such as modular MBA, consortium MBA, specialized MBA, company tailored MBA and distance learning MBA. Few of them are equivalent to those in the United States³.

The Purpose of the Study

² Ibid., p.1.

³ Ibid., p.2-3.

The ultimate purpose of the study is to enhance people's understanding of the present situation of MBA programmes in Hong Kong and Taiwan. With the enhanced understanding of the present strengths and weaknesses of MBA programmes in the two regions, the faculty are in a better position to evaluate and improve the MBA programmes.

Moreover, with the comparison of the present situation of the MBA programmes in two regions, Hong Kong and Taiwan, information about the similarities and differences of the MBA programmes can be obtained. This information will be a valuable reference for the faculty in both regions. Also, faculty in both regions can pay more attention to the negative aspects of their counterparts. At the same time, they can make use of the positive aspects of their counterparts as reference for improvement.

Furthermore, the comparison promotes a mutual understanding of the present situation of the MBA programmes between faculty members, students and other scholars in two regions. The study also aims at initiating further academic cooperation between faculty or students in two regions. This kind of cooperation will be beneficial to development of MBA programmes in both Hong Kong and Taiwan.

Scope of the Study

The scope of this study is to focus on full-time and two-year MBA programmes. Questionnaire survey distributed to students of participating MBA programmes, interviews with faculty members and literature review are included in this study.

Full Time, Two Year MBA

In general, the first two semesters of a full-time, two-year MBA programme normally includes compulsory "core" courses, which cover the main management disciplines, such as finance, marketing, operations management and so forth. Core subjects can be waived by students if competence is approved. Some business schools also replace these "hard" subject areas with "softer" areas, such as leadership, interpersonal relations and general personal development. Some schools may also include company project work as a part of their programmes.

In the second year, there is no compulsory course. Instead, there may be an "integrative" course, such as "business strategy", to pull together the first year's work of the students. Students may also choose optional courses or electives according to their own interest and career objectives. As a rule, in terms of the size of faculty and student body, the larger the school is, the wider the range of electives will be provided. Students are often required take electives in such a way that students can concentrate or specialize in a particular area of interest, such as accounting, marketing and finance. Students may also apply for an internship for the summer vacation between the two academic years. This is usually not compulsory⁴.

Participating MBA Programmes

This study was attempted to compare the MBA programmes in two universities in both regions, Hong Kong and Taiwan. As a result, four participating MBA programmes were targeted. After contacting with letter of invitation (See Appendix 1),

⁴ Ibid., p.26-27.

four faculty of MBA programmes kindly agreed to participate in this study. They were MBA programmes of The Chinese University of Hong Kong (CUHK), MBA Programmes of The Hong Kong University of Science and Technology (HKUST), Graduate Institute of Business Administration of National Chengchi University (NCU), and Graduate Institute of Business Administration of National Taiwan University (NTU) (See Appendix 2).

Full-Time, Two-Year MBA Students

The major source of information was the students of the full-time, two-year MBA programmes. As the direct users of the MBA programmes, students are in the first hand to be influenced by both the positive and negative aspects of the MBA programmes they undertaking. The comment from students is an important indicator of the present situation of the MBA programmes. As direct customers of the MBA programmes, comments from the present students will be an important indicator of attitude among future potential students towards MBA programmes. As the products of the MBA programmes, the quality of MBA graduates is important indicator of the successfulness of MBA programmes. Comments from them will be essential to improve MBA programmes. This will in turn improve the quality of future MBA graduates. Questionnaire survey was conducted to the MBA students both of year one and year two. Details will be given in later sections.

Personal Interview with Faculty Members of MBA

Personal interviews with faculty members were conducted in order to enhance a deeper insight of the establishment, the development and the present situation of specific MBA programmes. Local business environment and issues aroused in the development of MBA were also explored during the interviews. After sending letter of invitation to various faculty (See Appendix 3), faculty members who kindly participated in personal interviews were Professor Nyaw Mee Kau, who was the Director of MBA Programmes of CUHK; Dr. Lee Kam Hon, who was the Former Director of MBA Programmes of CUHK; Professor Cheng Leonard K., who was the Director of MBA Programmes of HKUST; Professor Yu Chow Ming Joseph of NCU; Associate Professor Wang Bing Jyun of NCU; Dr. Huang Guo Long, who was the Director of MBA of NTU; and Professor Tang Foh Tsrang of NTU. In addition, an interview with a MBA student of NTU was successfully conducted.

Literature Review

Literature review on local periodicals and academic journals was also conducted in Hong Kong and Taiwan. Information about local environment, issues and critiques about MBA, and the history of MBA was obtained from this part of work. In Hong Kong, most of the information was obtained from the library in the universities and some was kindly provided by the faculty members of the participating MBA programmes. In Taiwan, most of the information was obtained from the research library of the participating faculty and the National Central Library in Taipei, and some was kindly provided by the participating faculty.

Methodology of Study

Objectives

The ultimate objective of the study is to identify MBA students' perception or attitude towards the following aspects:

1. Motivations of taking a MBA;
2. Criteria of choosing the present MBA;
3. Emphasis on the quality of students by the faculty of MBA in recruitment;
4. Usefulness of various methods of selecting students in recruitment;
5. Emphasis of present MBA on various qualities of students;
6. Performance in MBA of students of various quality;
7. Aspects affecting the performance of students;
8. Usefulness of specific fields, core courses and subjects offered by MBA;
9. Usefulness of various kinds of course work;
10. Emphasis on academic development versus emphasis on practical development;
11. Abundance of electives and availability of favorite electives;
12. Performance of the faculty of MBA;
13. Likelihood of fulfillment of the goal of MBA.

Design of Questionnaire

The questionnaire consists of thirteen questions. Under each question, several aspects are listed for the respondents to write down their attitude or perception.

Respondents are required to indicate their attitude and perception according to a six-point scale, ranging from one to six. For most questions, blank items called "Others" are provided for respondents to give comments on additional aspects in some questions. An additional choice of "0" is provided in most of the questions for respondents who do not have the specific knowledge of an aspect or who have an attitude being irrelevant to the specific items.

At the end of questionnaire, respondents are required to write down their personal information concerning their sex, age range, highest academic qualification, working experience and major source of financial support of their study (See Appendix 4).

Due to the common usage of Chinese as an academic language among universities in Taiwan, a Chinese version of the questionnaire was provided for respondents in Taiwan (See Appendix 5). Respondents in Hong Kong were provided with the English version of the questionnaire (See Appendix 4).

Test of Questionnaire

The final draft of the questionnaire, in both Chinese and English versions, was made with the valuable comments from the project supervisor. A pilot test for both versions was conducted with a few local MBA students and foreign students of exchange programme of MBA. With the valuable comments from respondents in pilot test and further discussion with the project supervisor, the quality of questionnaire was then improved.

Sample Size

All the present students of the four participating full time, two-year MBA programmes were the samples of the questionnaire survey. There were 38 year one students and 35 year two students in MBA of CUHK. There were 36 year one students and 20 year two students in MBA of HKUST. There were 57 year one students and 58 year two students in MBA of NCU. There were 70 year one students and 90 year two students in MBA of NTU. Therefore, the total sample size in Hong Kong was 129, while that in Taiwan was 275. The overall sample size was 404.

Method of Approaching Respondents

Direct visits to the lectures of MBA were attempted to ensure a fruitful response rate. Students were invited to answer the questionnaire in the classroom, and returned immediately or after several days. In Hong Kong, direct visits to the lectures of MBA were successfully conducted, for students of both years in CUHK and year one students in HKUST. The responding rate was satisfactory. However, since there was no lecture for the majority of year two MBA student of HKUST in the second semester, the questionnaires could only be distributed indirectly to the students with kind assistance of the staff of MBA office and the class representative of year two students. In Taiwan, similar situation occurred that the questionnaires could only be indirectly distributed to the students with the kindly assistance of the staff of MBA office in a gathering between the students and the faculty. On the other hand, visit to the lectures of MBA students of NTU was successfully conducted.

Anonymity

The respondents were not required to disclose their identities. The information that was identified included the name of the respondents' MBA programme, and some personal information for statistical purposes.

Data Analysis

The answers of the questionnaire were interpreted as scores under a six-point scale. Altogether there will be eight groups of data for each aspect in the questions. Frequency counting of scores, measurements of average scores and comparison of frequency distribution, and comparison of average scores among four groups of data will be the major format of analysis.

CHAPTER II

LITERATURE REVIEW

Report of the Project by Porter and McKibbin

In mid 1980s under the support of the American Assembly of Collegiate Schools of Business, Lyman W. Porter and Lawrence E. McKibbin carried out a three-year study, namely "Future of Management Education and Development." The objectives of this project were to evaluate the status and conditions of management education and development (MED) in mid 1980s, to make analysis on the likely future directions of MED if no major changes were to be made, and to provide recommendations concerning MED⁵.

The report of this project made various criticism against the university based management education:

1. There was a lack of meaningful integration across functional areas;
2. Insufficient attention was paid in the curriculum to managing people and the development of leadership skills;

⁵ Porter L. W., McKibbin L.E. Management Education and Development--Draft or Thrust into the 21st Century. McGraw Hill Book Company. 1988, p.10.

3. Insufficient attention was paid to the "international component" of the curriculum;

4. Business Schools graduates had overly high expectations about how they would be treated and what they would receive when they began their career in business, especially MBA students;

5. New and younger faculty members were too narrowly educated in a functional specialty;

6. Faculty members lack "Real World" business experience;

7. Faculty research was too heavily oriented to the academic community as an audience and its products were largely irrelevant to the business community;

8. Business schools, and their faculty did not interact enough with the business community.

9. Business schools put too much emphasis on analytical techniques;

10. Business Schools did not develop their students' communication skills sufficiently;

11. Faculty, in their classes and teaching activities, did not pay enough attention to the real world of business.

This report caused a severe impact among business schools in the United States and throughout the world. It was the critical drive for large scale changes among MBA in the United States during the early 1990s.

Large Scale Changes in MBA in the United States

during the early 1990s

The changes which American business schools had been making from the early 1990s consisted of three main aspects:

1. Reduction in emphasis on the qualitative disciplines, such as accounting and statistics, but an increase in the favour of softer management issues like leadership, ethics and interpersonal skills;
2. Increase in the stress on internationalism as a pervasive issue in all MBA courses;
3. Acknowledgment that MBA should above all be practical and be designed to integrate the various functions of management⁶.

Current Trend of change of MBA in the United States

The trend of change in MBA in the United States was illustrated by the ranking of the business schools. In 1994, a prominent research by the Business Week revealed that the business schools which conducted substantial changes in curriculum of MBA obtained the favour of the American students and business practitioners.

The Wharton School of the University of Pennsylvania was rated to be the best business schools in the United States in the above research. It was because Wharton School was on the crest of the wave of change in management education. At Wharton School, business was attempted to be taught as a complex and integrated whole instead of disparate functions. Single grade was even handing out for one semester in the first year. Courses in teamwork and leadership were adding. Greater emphasis was

⁶Ibid., p.4.

placed on globalization and quality. Consulting projects and field assignments were also added to the curriculum. Active participation of students was encouraged⁷.

In order to improve the status in the United States, other business schools will follow the leadership of Warton School in change. The trend of change can be summarized as follows:

1. Globalization: Business schools are trying to negotiate more exchange programmes with institutions in Asia and Europe in order to overhaul their research and enhance opportunity of faculty members to study and work in other countries. However, they are still behind their European counterparts in offering international business education.

2. Integration: Business schools integrate tuition on traditional business functions like finance, marketing, with operations in business issues like ethics, environmental management, and information management.

3. New learning technology: Business schools are investing heavily in new teaching technology and training required to help teaching staff to use it effectively. The American business schools lead the world on this aspect.

4. Career services: Career offices in business schools become advisory and resources centres, which help students plan their careers and manage their own job search. In addition, courses like career management are offered in the first semester, and then link internships during the summer break to students' career aspirations⁸.

⁷ Byune J.A., Bongiorno L. (New York). "The Best B Schools." Business Week. October 24, 1994, p. 62-65.

⁸ Syrett M. "Picking the Right MBA." Aisan Business. September 1994, p.42-43.

MBA in Asia

A few business schools in Asia can match the reputation or academic excellence of top schools in North America and Europe. However, the familiarity of the complex mix of business which operates throughout this region is important for business practitioners who want to follow career there. Access to right network and contacts was another key attraction of business schools there, because business network and contact really count in Asia⁹.

It seems that students need to make a trade off in studying MBA in Asia. On one hand, MBA in Asia is more stuffy, parochial and over academic when compare with Western counterparts. On the other hand, Asian business schools offers local business network and regional expertise in business¹⁰. As it is likely that Asia will be the centre of international commerce in the next century, an attempt of business schools to improve the curriculum should be made, and more students will stay in Asia to study MBA¹¹.

MBA in Hong Kong

In Hong Kong, MBA education began in 1966, when the full-time MBA programme of The Chinese University of Hong Kong was established with the assistance of the faculty of business school of UC Berkeley¹². It was distinctive that there existed only one full-time MBA, until the establishment of the MBA programmes

⁹ Brickerstaff G. op. cit., p.370.

¹⁰ Syrett M., op. cit., p.44-45.

¹¹ Anonymous. "MBA in Asia-- Staying Close to Home." Far Eastern Economic Review. March 31, 1994, p.42.

¹² Anonymous. "A Seeing Through of the Faculty of Business Administration." Student Affairs. No.48. 30th September, 1993, the Chinese University of Hong Kong.

of The Hong Kong University of Science and Technology in 1990 with the cooperation from Anderson School of UCLA. Development of MBA in Hong Kong was thus under the influence of American style of MBA. On the other hand, various part-time MBA programmes were offered by various tertiary education institutions there, so that the part-time MBA education was much larger in scale and in number of students and alumni..

Academic and geographical linkage with the Mainland China is the well-known strength of MBA in Hong Kong. Hong Kong is within central region of, and also doorway of Mainland China with the rest of the world. The present booming of the economy in Asian Pacific Rim and Mainland China will maintain a further demand of business practitioners, and this will be an opportunity of further growth of MBA in Hong Kong ¹³.

Being one of the world business centres, Hong Kong has a lot of multi-national enterprise with their Asian headquarters located in it. This provided job opportunities for MBA graduates, and a direction of the development of curriculum¹⁴.

MBA in Taiwan

MBA in Taiwan began in 1964 when the Graduate Institute of Business Administration of National Chengchi University was set up with the assistance of The University of Michigan of the United States. In the academic year of 1991-92, there were a total of 25 universities and colleges offering MBA throughout Taiwan.

¹³ Anonymous. " A Seeing Through of the Faculty of Business Administration. " Student Affairs. No.48.. 30th September, 1993, the Chinese University of Hong Kong.

¹⁴ Anonymous. " An interview with Prof. Lee Kim Hon--Future of Hong Kong MBA. " Hong Kong Economic Monthly Journal. No. 164. November 1990, p.15

According to policy of the Ministry of Education, students had to pass the entrance examination conducted by universities or colleges in order to be admitted to the programmes¹⁵.

At first, only university graduates majoring in related disciplines were allowed to take the entrance examination. After the Graduate Institute of Business Administration of National Chengchi University allowed graduates in other discipline to apply for MBA in 1971, other universities or colleges followed this broadening policy so as to poll together people with various fields of talent in MBA¹⁶.

In the beginning of 1990s, business enterprises in Taiwan faced fierce competition, and more attention was paid on management to improve competence of company. Thus, demand for MBA graduates was increasing there. This aroused shifting to customer orientation in MBA, with increasing emphasis on practical business techniques, case analysis, relationship with alumni and business enterprise¹⁷.

¹⁵ Huang J.Y. "Development and Future Directions of Management Education in Taiwan." The Chinese Journal of Administration. February 1993. National Chengchi University, Taiwan.

¹⁶ Ibid.

¹⁷ Guo D.M. "The Changing MBA Education." Common Wealth. No.130. March 1992, P.62-64.

CHAPTER III

PROFILE OF THE PARTICIPATING FULL TIME MBA PROGRAMMES

Full Time MBA Programme of The Chinese University of Hong Kong

Establishment

As mentioned before, full-time MBA programme of The Chinese University of Hong Kong was established in 1966, with the assistance of faculty of business school of UCLA Berkeley. Formerly, it was named as “ Lingnan Institute of Business Administration ”, because of the financial support from the Board of Trustees of Lingnan University. This name was discontinued later¹⁸.

Objectives

¹⁸MBA Programmes 1994-95. MBA Programmes, The Chinese University of Hong Kong.

The formally stated objectives of this MBA programme consists of following elements: to prepare people for various administrative and executive positions, to provide well-rounded knowledge of business administration with opportunity of concentration in a particular area, to develop problem-solving techniques, to provide foundation for continuing self education and development, and to contribute to the growth of knowledge and understanding of business management¹⁹.

Entry Format

All applicants are required to have good results in undergraduate study and the GMAT (Graduate Management Admission Test) which is administrated by the Educational Testing service, Princeton, the United States. Individual interviews with the faculty members will be conducted for selective applicants for selection. Applicants with various academic background and work experience can apply for this MBA programme.

Curriculum

Students have to complete 54 units of credit in order to graduate. The curriculum consists of core courses, integrative courses such as business system and elective courses. The core courses consist of 11 courses with 33 units of credit which cover the basic functional areas of business. Elective courses provided are under listed six areas, namely accountancy, decision making science & managerial economics,

¹⁹Ibid.

finance, international business, management, and marketing. In the academic year of 1994-95, thirteen and nine elective courses were provided with one to three courses in each area. For some elective courses, students studied with of part time MBA students programmes. Students are also required to complete either a master's thesis or MBA project for graduation.

Specific Activities for Students

Students have the opportunity to participate in various activities, for example, student exchange programme, Chief Executive Official seminar, outward bound training program and various international academic competitions. There is also a summer internship for students in the summer between the first and second years of study.

Overall Characteristics

The programme is well known for the close relationship and understanding with the Mainland China²⁰. Faculty members are active in participating in academic activities, such as conference or foundation of business schools in Mainland China. The programme adopted a matrix organization with which various departments of the faculty of business administration provide staff and knowledge for the courses in the curriculum, which in turn combine to be MBA programme²¹. Furthermore, graduates

²⁰ Anonymous. "MBA in Asia-- Staying Close to Home." Far Eastern Economic Review. March 31, 1994, p.42.

²¹ Prof. Mee Kau Nyaw, Director, MBA Programmes, The Chinese University of Hong Kong, Hong Kong. Interview, 20th March, 1995.

usually work in multinational companies, then shift to small Chinese owned firms with better salary, or develop their own business²².

Full Time MBA Programme of The Hong Kong University
of Science and Technology

Establishment

This MBA was established in 1991 under The School of Business and Management in cooperation with The Anderson Graduate School of Management of UCLA. Senior administrators and faculty members were seconded from UCLA to advise on curriculum, to recruit, teach, conduct research, and to offer joint executive education programmes. This close cooperation would last for 5 years²³.

Objectives

The formally stated objectives includes the following elements: to cultivate students' ability to deal with challenges and opportunities presented by globalization and development in the Asia-Pacific region, to provide a balance between theory and practice, and between individual and team approaches, and to enable students to develop analytical and conceptual tools for innovative problem-solving, but also builds

²² Prof. Lee K.H., Former Director, MBA Programmes, The Chinese University of Hong Kong, Hong Kong. Interview, 18th March, 1995.

²³ Prof. Leonard K Cheng., Director, MBA Programmes, The Hong Kong University of Science and Technology, Hong Kong. Interview, 23rd March, 1995.

up their confidence and interpersonal skills to interact effectively in difficult and complex situations²⁴.

Entry Format

Similar to CUHK, applicants are required to have good results in undergraduate study and the GMAT. Individual interviews with the faculty members will be conducted for selective applicants for selection. Applicants with various academic background and work experience can apply for this MBA.

Curriculum

Students are required to finish sixty-four units of credit. There are three main parts in the curriculum, namely core courses, advanced electives and field studies. There are totally thirteen core courses with thirty-five units of credits which covers basic functions of business. The electives are provided by faculty members under five departments, accounting economics, finance information and system management, management of organization, and marketing. In the academic year of 1994-95, thirteen electives were provided in both the fall and spring semesters. Most of them were courses in the area of finance and marketing. Students can study with part-time or PhD. students in certain courses. The field study is one of the requirements for graduation. This requires groups of students to have a study of problems and options faced by client companies.

²⁴ MBA Programmes 1995-96. The School of Business and Management. The Hong Kong University of Science and Technology.

Specific Activities for Students

There is a residential training of management problem solving for year one students before the fall semester. Students also have opportunity to participate in MBA Saturday Luncheon Presentation, so that they can meet with some local successful business practitioners. There were twelve exchange programs available for students to apply. Some international marketing programs with other business schools were attempted by the faculty. This enables students to do marketing projects for foreign firms in corporation with foreign students²⁵.

Overall Characteristics

Being a fresh and new MBA programme, the initial foundation and development is under a strong influence from the business schools of UCLA. The localization of the faculty members and curriculum is still under progress. The relationship with UCLA create a better image of this MBA programme, and give confidence to people in spite of the shortness of history. The faculty is very keen in starting academic relationship with foreign well known business schools, so that the MBA programme will one day become international player²⁶.

MBA of National Chengchi University

²⁵ Prof. Leonard K. Cheng, Director, MBA Programmes, The University of Science and Technology. Interview, 23rd March, 1995.

²⁶ Ibid.

Establishment

This MBA programme was established in 1964 when the Graduate Institute of Business Administration of National Chengchi University was set up under the assistance of the University of Michigan Ann Arbor, Michigan. Thus the development was under the influence of the American style of MBA. The mission, course objective, course design and development of faculty were planned by school authority and advisory team from Ann Arbor. The institute appointed more than ten faculty members to study in the States in order to improve the quality²⁷. This was the first MBA in Taiwan.

Objectives

The goal of MBA is to cultivate excellent entrepreneurs and superior business managers²⁸. Moreover, objectives of this MBA include the following elements: to educate and train professional managers, and to improve the quality of the business management in Taiwan. It will emphasize education on four aspects: overall perspective, problem analysis and decision making, cooperation and communication and professional technique²⁹

²⁷College of Commerce, National Chengchi University .

²⁸Graduate Institute of Business Administration of National Chengchi University, Graduate Institute of Business Administration, National Chengchi University .

²⁹Wang J.D. ,Luo T.Y., Liu Y.H., Huang Y.H. Comparison of Management Education in Taiwan & Hong Kong Management Internship Report, Graduate Institute of Business Administration, the National Chenchi University.

Entry Format

Due to the government policy, all applicants are required to pass the entrance examination. There were four sections with different combinations of examination subjects, according to the academic background of applicants. There is one group which is tailored-made for applicants with eight years of experience. The examination is the critical mode of selection.

Curriculum

Students are required to finished 50 units of credit. There are eight core courses which are concerning function areas of management. For the remaining credits, students should choose one major and one minor area of study among the following areas: human resource management, production management, marketing management, technology management, strategy and organization, financial management, business automation management, international business management. In the academic year 1994-95, twenty-three and twenty-eight elective courses were provided to students with two to three in each area. Students need to write thesis and pass the oral dissertation in order to graduate.

Specific Activities for Students

There are seminars for learning, and group competition in company analysis. Students are keen in participating in national competition of master's thesis. Good

performance was attained at the " Lung Tang " thesis award, and at the National Contest of Management Thesis. There is newly added elective course of management internship which enable students to attempt more practical projects on business³⁰.

Overall Characteristics

The faculty is independent in administration from other section of The College of Commerce of NCU. This is the only independent faculty of MBA in Taiwan. Nine full time professors are responsible for the operation and strategic planning of the MBA with teamwork spirit and elasticity. The MBA is situated within the Centre for Public and Administration which provides students with research library, facilities, and opportunity to interact with business practitioners who attend various management courses conducted by the centre. There is a strong network of alumni, so that students are supplied with cases for projects and opportunity of company visits from MBA alumni. The practical training is much more emphasized in curriculum³¹.

MBA of National Taiwan University

Establishment

It was established in 1972 under the faculty of business administration.

³⁰ Ibid.

³¹ Associate Professor Bing Jyun Wang, Graduate Institute of Business Administration, National Chenchi Univeristy, Taiwan. Interview, 27th December, 1994.

Objectives

The major objective of this MBA is to nurture business managerial professionals³². Objective of development of this MBA includes: to maintain the leadership of academic research in Taiwan, to develop and educate versatile talents with wide perspective, expect students to explore various aspects in management, and to study professional aspects and research methods through thesis writing³³.

Entry Format

Due to the government policy, all applicants are required to pass the entrance examination. There were four sections with different combinations of examination subjects, according to the academic background of applicants, namely management, science & engineering, psychology and economics. For graduates of National Taiwan University, specific selection methods will be provided, which include an interview, an entrance examination and the checking of undergraduate results.

Curriculum

Students are required to finish fifty-four units of credits in course work and six units in writing of thesis. There are twelve core courses concerning basic functional areas of management in business. The elective courses are provided by six departments under the faculty of management, namely finance and capital market, business

³²Introduction of the Faculty of Business Administration of National Taiwan University. Faculty of Business Administration, National Taiwan University, p. 4.

³³Lin C.Y. TMBA-Return of Alumni. TMBA Alumni Association, National Taiwan University, p. 10.

administration, international business and information management. In the academic year 1994-95, about 15 electives are provided in the first semester, with two to three courses from each department.

Specific Activities for Students

Student exchange program with University of Southern California will begin in this academic year. There is a program named "MBA Family" which gathered senior students with various field of study in order to assist junior students in study³⁴. On the other hand, many academic activities, such as seminars and company visits, will be offered to students³⁵.

Overall Characteristics

Being a part of the best university in Taiwan, this MBA emphasizes more academic development and has a substantial performance in research. The faculty encourages academic freedom and initiative among students. The majority of MBA alumni are personal assistance of general managers of the enterprises in Taiwan. However, no direct practice program is conducted because of the differences in control and evaluation of performance³⁶.

³⁴ Anonymous, MBA student, Graduate Institute of Business Administration, National Taiwan University, Taiwan. Interview, 28th December, 1994

³⁵ Professor Tang Foh-Tsang, Graduate Institute of Business Administration, National Taiwan University, Taiwan. Interview, 24th December, 1994.

³⁶ Ibid.

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

Response Rate

A total of four hundred and four questionnaires were attempted to distribute to sample groups in Hong Kong and Taiwan. With return of two hundred and four questionnaires from respondents, the overall response rate was 50.5 percent. The response rate of each specific sample group is shown in the following table.

Table 1

Response Rate of Specific Sample Groups

Sample Group	CUHK		HKUST		NCU		NTU		Overall		Overall HK Taiwan
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan	
Sample Size	38	35	36	20	57	58	70	90	129	275	404
Questionnaires returned	21	20	34	7	24	18	44	36	82	122	204
Response Rate %	55	57	94	35	42	31	62	40	63.6	44.4	50.5

Y 1-- Year one students Y 2-- Year two students

The response rate varied among sample groups and ranged from thirty-one to ninety-four percent. This was caused by the opportunity of attending lectures and attendance of students in lectures. With comparison between Hong Kong and Taiwan,

the response rate was substantially higher in Hong Kong. In spite of this discrepancy, the response rate was satisfactory because the overall response rate was above fifty percent.

Overall Sample Characteristics

Sex

Table 2

Sex Distribution of Specific Sample Groups

Sample Group	CUHK		HKUST		NCU		NTU		Total		Total
	Y1	Y2	Y1*	Y2	Y1	Y2	Y1*	Y2	HK	Taiwan	
No. of Male	11	13	24	4	15	13	25	30	52	83	135
No. of Female	10	7	8	3	9	5	18	6	28	38	66
Male-Female Ratio (1:)	0.91	0.54	0.33	0.75	0.60	0.38	0.72	0.20	0.54	0.46	0.49

* Missing cases occurs and be excluded in calculation

Excluding the missing cases, there were altogether 135 male respondents and 66 female respondents, which made the overall male to female ratio be 1 to 0.49. This implies that there are more male MBA students than female MBA students, and for every female student studying MBA, there will be two male MBA students. The overall ratio is 1 to 0.54 for Hong Kong and 1 to 0.46 for Taiwan, and this implies that the proportion of female MBA students is higher in Hong Kong.

For each specific sample group, the distribution varies, with the male to female ratio ranges from 1 to 0.91 for CUHK Year One to, 1 to 0.2 for NTU Year Two. This shows that the sex distribution is most even for year one students of CUHK, while the

distribution is most uneven for year two students of NTU. In comparison of year one and year two MBA students, the distribution becomes more even after year one students has been recruited in CUHK, NCU and NTU. This shows that the proportion of female MBA students is increasing for previous two years.

Age Range

Table 3

Frequency and Distribution of Age Range

Sample Group	CUHK		HKUST		NCU		NTU		Overall		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan		
Age Range												
Below 22	-	-	-	-	-	-	1	-	-	1	1	
	-	-	-	-	-	-	2%	-	-	1%	0.5%	
22 to below 25	15	13	23	1	9	8	29	17	52	63	115	
	71%	65%	67%	14%	38%	44%	66%	48%	63%	52%	56.5%	
25 to below 27	5	5	7	5	5	5	8	7	22	25	47	
	24%	25%	21%	72%	21%	28%	18%	19%	27%	20%	23%	
27 to below 29	-	1	1	-	5	3	6	7	2	21	23	
	-	5%	3%	-	21%	17%	14%	19%	2.5%	17%	11%	
29 to below 31	1	1	2	-	1	1	-	4	4	6	10	
	5%	5%	6%	-	4%	5.5%	-	11%	5%	5%	5%	
Above 31	-	-	1	1	4	1	-	1	2	6	8	
	-	-	3%	14%	16%	5.5%	-	3%	2.5%	5%	4%	

Among all respondents, more than half of them are within the age range of twenty-two to twenty-five, and nearly eighty percent are within the age range of twenty-two to twenty-seven. In comparison, portion of respondents within the age range of twenty-seven to twenty-nine is much larger in Taiwan. On the other hand, the portion of respondents within the age range of twenty-two to twenty-five is much

larger in Hong Kong. This implies that the MBA students in Taiwan are relatively older than their counterparts in Hong Kong.

The distribution is most even in NCU. This may be because there is one section for applicants with long working experience, and more older applicants can be MBA student. There is a distinct distribution for respondents of HKUST.

Highest Academic Qualification Obtained

Table 4

Distribution of Highest Academic Qualification Obtained

Sample Group	CUHK		HKUST		NCU		NTU		Overall		Overall
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan	
Arts	4 (19%)	2 (10%)	4 (12%)	1 (14%)	-	1 (6%)	1 (2%)	-	11 (13%)	2 (2%)	13 (6%)
Business Administration	4 (19%)	8 (40%)	5 (15%)	4 (57%)	14 (58%)	5 (27%)	17 (39%)	13 (36%)	21 (26%)	49 (40%)	70 (35%)
Engineering	3 (14%)	5 (25%)	16 (46%)	-	5 (21%)	10 (55%)	15 (34%)	12 (34%)	24 (29%)	42 (34%)	66 (32%)
Pure Science	6 (29%)	3 (15%)	4 (12%)	-	1 (4%)	-	3 (7%)	3 (8%)	13 (16%)	7 (6%)	20 (10%)
Social Science	1 (5%)	2 (10%)	4 (12%)	-	4 (17%)	1 (6%)	6 (14%)	5 (14%)	7 (9%)	16 (13%)	23 (11%)
Others	3 (14%)	-	1 (3%)	2 (29%)	-	1 (6%)	2 (4%)	3 (8%)	6 (7%)	6 (5%)	12 (6%)
Total (100%)	21	20	34	7	24	18	44	36	82	122	204

For all respondents, more than sixty percent are evenly distributed between business administration and engineering. There is a greater portion of respondents to have degrees in pure science and arts in Hong Kong, while there is a greater portion of respondents to have degrees of business administration in Taiwan. The distribution is more even for respondents in Hong Kong. As indicated by respondents, other degrees

possessed by respondents are dentistry, diplomacy, agriculture, public health and pharmacy.

Working Experience

Table 5

Frequency and Distribution of Duration of Working Experience

Sample Group	CUHK		HKUST		NCU		NTU		Overall		Overall
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan	
Duration											
None	9 43%	7 35%	14 41%	-	6 25%	9 50%	26 59%	24 66%	30 37%	65 53%	95 46%
Below 2 years	5 24%	7 35%	5 15%	3 43%	10 42%	4 22%	8 18%	4 11%	20 24%	26 21%	46 23%
2 to below 4 years	6 28%	4 20%	8 23%	3 43%	5 21%	4 22%	10 23%	5 14%	21 26%	24 20%	45 22%
4 to below 6 years	1 5%	2 10%	3 9%	-	-	-	-	2 6%	6 7%	2 2%	8 4%
6 to below 8 years	-	-	3 9%	-	-	-	-	1 3%	3 4%	1 1%	4 2%
8 to below 10 years	-	-	1 3%	1 14%	-	-	-	-	2 2%	-	2 1%
above 10 years	-	-	-	-	3 12%	1 6%	-	-	-	4 3%	4 2%

For both Hong Kong and Taiwan, the majority of respondent have working experience from below four years to none. There are over half of respondents have no working experience in Taiwan. This implies that the MBA students in Hong Kong have more working experience than their counterparts in Taiwan.

Major Source of Financial Support of Study

Table 6

Frequency and Distribution of Major Source of Financial Support of Study

Sample Group Source of Financial Support	CUHK		HKUST		NCU		NTU		Total		Total HK Taiwan (100%)
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan	
Self Supported	9 (42%)	4 (20%)	15 (44%)	1 (14%)	6 (25%)	2 (11%)	15 (34%)	10 (28%)	29 (36%)	33 (27%)	62 (30%)
Sponsored by Company.	-	-	-	2 (28%)	2 (8%)	-	-	-	2 (2%)	2 (2%)	4 (2%)
Family	11 (52%)	15 (75%)	12 (35%)	1 (14%)	10 (42%)	6 (33%)	18 (41%)	17 (47%)	39 (48%)	51 (41%)	90 (44%)
Scholarship	1 (6%)	-	2 (6%)	2 (28%)	6 (25%)	10 (56%)	11 (25%)	8 (22%)	5 (6%)	35 (29%)	40 (20%)
Government Support	-	1 (5%)	4 (12%)	1 (14%)	-	-	-	1 (3%)	6 (7%)	1 (1%)	7 (3.5%)
Others	-	-	1 (3%)	-	-	-	-	-	1 (1%)	-	1 (0.5%)
Total (100%)	21	20	34	7	24	18	44	36	82	122	204

For respondents in both Hong Kong and Taiwan, family and self support are the two most common sources of financial support. There is a much larger portion of respondents with scholarship as the source of financial support. This may be the result of a greater availability and amount of scholarship in Taiwan.

Motivations of Taking MBA

With a seven-point scale (zero to six), the respondents were required to indicate their degree of emphasis on the listed attributes of motivation when they first determined to study MBA. The greater the score in the answer was, the more

emphasized the attribute was. While zero score meant the attribute had not been thought about. The average score of specific sample group was then calculated. Combining the average scores within a region, the overall average score of a region would then be obtained. The average scores are shown in the table.

Table 7

Average Score of Attributes of Motivation

Sample Group Attribute of Motivation	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Boss's Request	1.29	2.20	1.68	0.71	2.87	2.23	2.61	3.53	1.62	2.32
Intrinsic Interest	4.38	4.80	4.82	4.86	4.96	4.94	5.05	4.72	4.71	5.00
Contribution to Society	3.33	3.10	3.56	2.57	4.22	3.94	4.20	3.60	3.31	3.98
Managerial Post Advanced	4.24	5.15	4.97	5.00	5.00	4.67	4.86	4.92	4.83	4.88
Business Knowledge Entering Business Field	4.76	4.45	5.21	4.71	5.13	4.39	4.98	4.77	4.87	4.86
Family Expectation	4.86	5.45	4.88	4.14	4.78	4.44	4.27	4.75	4.95	4.54
Social Status	1.95	2.00	2.82	3.00	3.87	2.72	3.14	3.34	2.41	3.28
Academic Development	2.67	3.45	3.65	3.00	4.17	3.56	4.09	2.89	3.29	3.68
Self Development	3.57	3.50	4.09	3.71	3.57	3.22	3.41	2.89	3.78	3.26
	4.76	4.90	5.12	4.57	5.17	4.56	5.30	4.97	4.93	5.11

Average scores above four and overall average scores are highlighted.

Among the listed attributes of motivation of taking MBA, overall average scores of boss's request and family expectation were lowest. This implied that they were mostly de-emphasized by all respondents. The respondents in Taiwan concerned more about the above two aspects than their Hong Kong counterpart. On the other hand, self development, intrinsic interest, entering business field and learning advanced business knowledge were the most emphasized attributes for all respondents. In addition, respondents in Taiwan shown more concern to contributing society and social status, while counterparts in Hong Kong shown more concern to academic development.

Criterion of Choosing Present MBA

Table 8

Average Score of Criterion of Choosing Present MBA

Sample Group Criteria of Choosing Present MBA	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
General Impression	4.38	4.61	4.44	4.29	3.80	4.53	4.58	4.53	4.34	4.41
Course Content	4.10	3.89	4.74	4.14	5.26	4.65	4.86	4.73	4.32	4.79
Reputation	5.48	5.10	4.59	4.71	5.00	4.94	4.73	4.71	4.95	4.81
Faculty Achievement	4.24	5.15	4.97	5.00	5.00	4.67	4.86	4.92	4.84	4.88
Recommendation From Others	4.74	3.33	4.79	5.43	4.35	4.27	4.66	3.59	4.47	4.20
Facilities	3.57	3.47	4.79	4.43	4.54	3.59	3.77	3.80	4.18	3.86
Length of Establishment	4.52	4.40	3.32	3.86	4.00	2.94	3.07	3.14	3.94	3.22
Alumni Achievement	4.36	3.94	3.44	4.00	5.00	4.72	4.48	4.23	3.88	4.46

The respondents were required to indicate the degree of emphasis on several criteria when they chose the present MBA. With a six-point scale from one to six, the greater the score in answer, the more emphasized the criteria. All missing cases and answers of "Not Known" were excluded from calculation.

Most of the criteria were emphasized by respondents because the average scores of the majority of attributes were above four. The three most emphasized criteria among respondents in Hong Kong were reputation, faculty achievement and recommendation from others, while counterparts in Taiwan emphasized mostly on faculty achievement, reputation and course content.

Greatest discrepancy in the overall average scores of the two regions can be found in the length of establishment and alumni achievement. Respondents in Hong Kong emphasized more on the length of establishment, while their counterparts in Taiwan emphasized more on alumni achievement.

For individual MBA, discrepancy occurs in length of establishment, average scores much higher for CUHK than in HKUST. Concerning facilities, the reverse result was obtained.

Emphasis on Quality of Students by Faculty

Table 9

Average Score of Emphasis on Quality of Students
by Faculty of MBA in Recruitment

Sample Group Quality of Student	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Academic Ability	4.48	4.75	4.71	4.14	3.45	2.81-	3.00	3.32	4.61	3.18
Practical Experience	3.67	3.90	4.09	3.86	4.14	2.94	2.44	2.37	3.92	2.82
Personality/ Interest	3.67	4.15	4.35	4.14	3.23	2.00	2.22	2.53	4.11	2.52
Social Ability	3.62	4.00	3.84	3.57	3.14	2.00	1.95	2.15	3.71	2.33
Personal Potential	4.52	4.95	4.70	4.43	3.21	2.12	2.70	2.77	4.64	2.82
Presentational Skills	4.19	4.20	4.24	3.71	3.42	2.47	2.70	2.80	4.17	2.92
Club & Association Experience	2.80	3.85	3.34	3.14	3.67	2.35	2.05	2.29	3.32	2.57
Personal Mission/Goal	4.05	4.15	4.34	3.86	3.38	2.13	2.38	2.77	4.18	2.76

Respondents were required to indicate the degree of their faculty's emphasis on the applicants' quality in recruitment. With a six-point scale from one to six, the greater the score in answer, the more emphasized the criteria. All missing cases and answers of "Not Known" were excluded from calculation.

The average scores indicated by respondents in Taiwan were much lower than their counterparts in Hong Kong, with only one overall average score above three. The majority of scores for Taiwan were consistently low and within the range of 2.5 to 3.0. This might be the result of the policy of entrance examination which made the students think that the faculty in Taiwan pays little attention to those criteria. Whereas the

respondents in Hong Kong perceived that academic ability and personal potential were mostly concerned by their faculty. The respondents in Hong Kong also perceived that their faculty emphasized the quality of students because most of the overall scores were above 3.5.

Usefulness of Various Methods of Selecting Students
in Recruitment

Table 10

Average Score of Usefulness of Various Methods of
Selecting Students in Recruitment

Method of Selection	Sample Group		CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Checking Application Form	3.38	3.55	3.82	3.14	3.72	3.06	2.95	3.12			3.58	3.16
Individual Interview	4.90	4.95	4.88	4.86	4.96	4.22	4.96	4.22			4.90	4.62
Checking Letter of Recommendation	3.19	3.50	3.97	3.29	3.33	2.89	3.38	2.82			3.60	3.13
Written Test	3.52	3.90	3.88	3.71	4.24	3.94	3.88	4.29			3.78	4.08
Group Interview	4.05	4.30	4.67	4.00	4.90	4.28	4.85	4.23			4.36	4.59
Checking Resume	3.81	4.00	4.31	3.57	4.00	3.56	4.00	3.83			4.04	3.92

Respondents were required to indicate their perception of the degree of usefulness of various methods of selecting students in recruitment. With a six-point scale from one to six, the greater the value in answer, the more useful the method as perceived by respondents. All missing cases and answers of "Not Known" were excluded from calculation.

Both respondents in Hong Kong and Taiwan thought that individual interview and group interview were the most useful methods in selecting students. While

checking application forms and checking letters of recommendation were perceived as less useful. As a whole, since all of the overall average scores were above three, the respondents perceived the listed methods of selecting students as useful on average level.

Emphasis of Present MBA on Various

Quality of Students

Table 11

Average Score of Emphasis of Curriculum of
Present MBA
on Various Quality of Students

Sample Group Quality of Student	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Analytical Skills	4.38	4.40	4.91	4.71	5.41	4.17	4.44	4.23	4.63	4.52
Computer Skills	3.57	3.20	3.62	3.71	4.00	2.89	3.26	3.46	3.51	3.40
Decision Making	4.29	3.95	4.85	4.71	5.27	4.50	4.40	3.94	4.48	4.49
Initiative	4.43	4.05	4.94	3.86	5.18	3.44	4.27	3.80	4.50	4.25
Leadership & Interpersonal Skills	3.95	3.95	4.68	3.86	4.86	3.94	4.50	3.86	4.25	4.33
Oral Communication	4.24	4.30	4.59	4.71	4.95	4.50	4.71	4.23	4.44	4.66
Planning & Organizing	4.33	4.11	4.91	4.29	5.14	4.56	4.42	4.00	4.52	4.45
Risk Taking	2.86	3.22	3.82	2.71	3.73	2.61	3.07	3.36	3.34	3.23
Written Communication	3.76	4.50	4.56	4.29	4.73	3.89	4.49	4.11	4.32	4.33
Initiative & Creativity	4.05	3.60	4.56	3.29	4.14	2.89	4.23	3.94	4.09	3.92

In general, as the majority of the overall average scores were above four, and it implied that all respondents thought that the MBA curriculum they undertaking put a substantial emphasis on various quality of students. They thought that the emphasis on computer skills and risk-taking were relatively lower. The overall average scores were consistent between Hong Kong and Taiwan.

For Specific MBA, the average score was much higher in leadership and personal skills for year one students of HKUST, NCU, NTU. Similar findings were obtained for initiative and Creativity. This implied that there was increase in emphasis on these two aspects among MBA in Hong Kong and Taiwan.

Performance in MBA of Students According to
Various Quality of Students

Table 12

Average Score of Performance in MBA of Students

According to Various Quality of Students

Sample group Performance	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Analytical Skills	4.43	4.55	4.59	4.43	4.57	3.78	3.93	3.89	4.53	4.01
Computer Skills	3.86	5.00	4.24	3.86	3.09	3.33	3.18	3.58	4.30	3.31
Decision Making	4.05	4.30	4.56	4.43	4.35	3.73	3.89	3.94	4.35	3.97
Initiative	3.90	4.50	4.62	4.14	4.48	3.44	4.35	4.00	4.37	4.13
Leadership & Interpersonal Skills	3.81	4.55	4.50	4.00	4.57	3.39	4.16	4.03	4.29	4.09
Oral Communication	4.14	4.55	4.44	4.71	4.61	4.06	4.19	4.17	4.41	4.25
Planning & Organizing	3.86	4.45	4.59	3.71	4.43	3.83	4.07	3.81	4.29	4.03
Risk Taking	3.19	3.88	4.34	3.57	3.74	3.39	2.96	3.67	3.86	3.39
Written Communication	3.71	4.40	4.56	4.14	4.17	3.89	4.05	3.89	4.27	4.00
Initiative & Creativity	3.81	4.10	4.32	3.33	4.17	3.61	3.86	3.81	4.05	3.87
Overall Performance	3.43	4.60	4.47	4.33	4.61	4.06	3.98	3.91	4.33	4.09

Among overall average scores, the majority of them were over four in a six point scale. This implied that no matter in Hong Kong or Taiwan, the respondents perceived that they had a substantial performance on various aspects of studying in MBA. Yet all average scores were lower for respondents of Taiwan. The best three aspects for respondents in Hong Kong were analytical skills, initiative and decision

making, while the best three aspects for their counterparts in Taiwan were oral communication, initiative and leadership with interpersonal skills. Moreover, respondents in Taiwan perceived they had much poorer performance in computer skills than their counterparts in Hong Kong.

Attributes of Performance of Students

Table 13

Average Score of Attributes of Performance of Students

Sample Group Attributes of Performance	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Language Ability	4.43	5.30	4.56	4.29	4.41	4.30	4.07	4.41	4.69	4.27
Time Management	4.45	4.65	4.76	4.57	3.95	4.22	4.48	4.06	4.64	4.23
Workload of Course	3.26	3.95	4.44	4.43	3.32	3.41	3.75	3.66	4.03	3.66
Application of Western Theories	3.80	3.95	4.09	4.00	3.82	3.56	3.43	3.43	3.98	3.53
Faculty Support	3.80	3.15	4.56	4.29	3.27	2.93	2.89	3.25	4.00	3.07
Peer Support	4.70	4.50	4.59	4.29	4.73	4.44	4.73	4.11	4.57	4.51
Teaching Style	4.01	4.00	4.65	4.71	4.32	4.44	4.20	4.17	4.34	4.25
Personality/Interest	4.55	4.95	4.74	5.00	4.95	4.44	4.91	4.06	4.77	4.60
Personal Ability	4.75	4.95	4.94	5.29	4.91	4.50	4.81	3.78	4.93	4.51
Course Content	4.10	4.25	4.68	3.86	4.55	4.22	4.20	4.44	4.36	4.34
Reference Material	3.85	3.90	4.38	3.29	4.23	4.28	4.55	4.45	4.04	4.50

Respondents were required to indicate the direction (favorable or not favorable) and intensity of effects of the listed aspects on the study in MBA. The higher the score, the more favorable attributes were to the performance in studying; the lower the score, the less favorable the attribute to the performance.

Since the majority of attributes got an average score of above four. This implied that the listed aspects were favorable, and had a positive drive towards performance. However, all average scores were lower for Taiwan. For respondents in

Hong Kong, only the application of Western theories was a bit below four. For respondents in Taiwan, the attributes of workload of course, application of Western theories and faculty support were below four.

Application of Western theories was the common unfavorable attribute. Moreover, the discrepancy in the overall scores can be found in the aspect of "faculty support." The difference in scoring in this aspect is in one point. The two most favorable attributes for respondents in Hong Kong were personality or interest and personal ability. While personality or interest, personal ability and peer support were three most favorable attributes for respondents in Taiwan.

Usefulness of Specific Fields/Subjects

Table 14

Average Score of Usefulness of Specific Fields/Subjects

Sample Group Fields/ Subjects	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Accounting	3.76	4.20	4.97	3.14	4.21	3.41	4.19	4.58	4.32	4.20
International Business	3.19	4.20	4.68	3.14	4.24	4.14	4.58	3.88	4.05	4.24
Finance	4.76	5.10	5.24	5.00	5.13	4.59	4.86	5.03	5.06	4.93
Management	4.10	4.35	4.41	3.14	5.04	4.94	4.93	4.64	4.21	4.87
Marketing	4.43	4.35	4.79	4.43	4.71	4.63	4.57	4.25	4.56	4.51
Decision Science and Management Economics	4.05	3.30	4.50	3.14	4.08	3.25	4.22	3.75	3.98	3.92
Research Methodology	3.57	2.45	4.32	2.71	4.21	3.06	3.95	3.92	3.54	3.87
Common/Core Courses	3.86	3.95	4.38	3.57	4.17	3.69	4.14	3.78	4.07	3.98
Management Communication	4.29	3.15	4.65	2.71	4.52	4.06	4.54	4.06	4.03	4.33

For respondents both in Hong Kong and Taiwan, finance and marketing were the most useful subjects, while decision science, management economics and research methodology were the least useful subjects. As most of the overall average scores were

over four, the major field or subjects provided in MBA were perceived as useful by the respondents.

The overall average scores were relatively consistent. Discrepancy occurred only at management, management communication and research methodology, with which respondents in Taiwan though those courses were more useful.

Usefulness of Various Kinds of Course Work

Table 15

Average Score of Attributes of Usefulness of Various Kinds of Course Work

Sample Group Kinds of course work	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Lecture Notes	4.24	4.35	4.50	4.14	4.34	3.67	3.93	4.03	4.37	4.00
Assignment	4.00	4.40	4.56	4.14	4.26	3.67	3.98	3.77	4.34	3.93
Term Paper	4.19	3.95	4.88	4.00	4.38	4.17	4.53	4.06	4.40	4.31
Self Initiated										
Literature Review	4.14	3.70	4.29	4.14	4.50	4.78	4.84	4.29	4.10	4.60
Several Quizzes	3.43	3.60	3.65	3.00	3.58	2.72	3.07	3.03	3.53	3.11
Assigned Text Books	3.38	3.65	4.44	3.57	4.04	3.94	3.49	3.80	3.90	3.76
Case Study/Analysis	4.76	4.50	5.09	4.71	5.00	4.94	4.86	4.56	4.83	4.81
Mid Term/Final										
Examination	3.57	3.10	4.06	3.00	3.38	4.00	3.42	3.83	3.61	3.62
Assigned Articles/										
Reference	3.62	4.00	4.35	3.43	3.88	4.00	4.12	3.81	4.00	3.96
Presentation	4.52	4.65	4.68	4.29	4.54	4.67	5.02	4.67	4.60	4.77
Field Study	3.90	4.15	5.06	4.86	5.29	4.94	5.28	5.03	4.52	4.36
Director Practice Program	3.76	2.85	4.76	4.14	5.30	4.81	5.37	4.33	3.99	4.96
Master's Thesis	2.86	1.15	3.00	1.00	4.42	4.11	4.60	4.31	2.34	4.41
MBA Project	3.81	4.50	4.65	3.86	4.38	3.61	4.72	3.83	4.33	4.24

The overall average scores were consistent between the respondents in Hong Kong and Taiwan. Most of them were above 3.9. This implied that respondents perceived that various kinds of course work were useful to substantial extent. Greatest discrepancy occurred in the aspect "master thesis" with a difference of more than one

point. Respondents in Hong Kong gave a much lower score for master's thesis. This may be due to the fact that students are compulsorily to do thesis for graduation.

For respondents in Hong Kong, case study or analysis, presentation and field study were the three most useful forms of course work. For respondents in Taiwan, direct practice program, case study or analysis and presentation were the three most useful forms of course work. Another discrepancy occurred in the aspect "direct practice program." Respondents in Taiwan gave a much higher score for this work. This implied demand from students in Taiwan for this kind of course work.

Emphasis in Academic Development

Versus Practical Development

Table 16

Average Score of Emphasis in Academic Development

Versus Emphasis in Practical Development

Sample Group	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Emphasis in Development	3.35	3.44	4.18	3.43	4.50	4.53	3.27	3.36	3.65	3.73

Respondents were required to indicate their perception on the degree of emphasis of development of the MBA, according to a scale with "Extremely Academical" at one end and "Extremely Practical" at the other end. The higher the score, the more practical in nature the development was perceived.

The overall average scores given by the respondents were close to each other. The amount of scores implied that the development of MBA was a bit more practical

in nature. When going detail into specific MBA, MBA of NCU was outstandingly indicated as practical in development . Moreover, discrepancy occurred in MBA of HKUST. The average score was substantially greater for year one students. This fluctuation might be natural for a growing MBA.

Abundance of Electives and Availability
of Favorite Electives

Number of Elective Courses

Table 17

Average Score of Number of Electives

Sample group	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Number of Elective Courses	1.76	1.75	2.56	3.71	2.55	3.76	3.83	3.80	2.25	3.57

Respondents were required to indicate their perception or memory concerning the number of elective courses available for one semester. The numbers of the elective courses were described on a six-point scale. The greater the score, the greater the number of electives was perceived.

The respondents in Taiwan perceived a much larger number of elective courses available in one semester, with more than one point difference. For individual MBA, the average score was highest for NTU, and was lowest for CUHK. However, it was NCU which actually provided the greatest number of elective courses. The two MBA

programmes provided similar number of elective course, which was contradicting to the score.

Variety of Elective Courses

Table 18

Average Score of Variety of Electives

Sample Group	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Sufficiency of Variety in Elective	2.19	1.95	3.00	3.00	3.26	3.88	4.05	3.81	2.54	3.80

Respondents were required to indicated their perception sufficiency of variety of elective courses available for one semester. With a six-point scale, the greater the score, the more abundant the variety of elective courses was.

The overall score was much higher for respondents in Taiwan. This implied better sufficiency of variety of elective course was perceived in Taiwan. The score was highest for NTU and lowest for CUHK. However, as most of the score were below four under a six-point scale, there were still plenty of room for further development.

Availability of Favorite Elective Courses

Respondents were required to indicated their perception on availability of favorable elective courses available for one semester. With a six-point scale, the greater the score, the more the number of favorable elective courses.

Table 19

Average Score of Availability of Favorite Electives

Sample Group	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Favorite Courses	3.05	2.50	3.53	3.57	3.39	3.35	3.49	3.36	3.16	3.41

The overall average score among respondents in Taiwan was slightly larger. This implied that favorable elective courses were a bit more available for respondents in Taiwan. The MBA of HKUST obtained greatest score, and MBA of CUHK obtained lowest score. As all average scores were below four, there were still plenty of room for improvement, in order to better match the elective course offered and the preference among students.

Course Wanted to See Added

Table 20

List of Courses Popularly Wanted by Students to See Added

CUHK	HKUST	NCU	NTU
Law	Law	Law	Business Law
Financial Statement Analysis	Marketing(2)	Cases in Marketing	Marketing
Advertising	Advertising	Financial Statement	Financial Analysis
Negotiation(4)		Advertising	
Option & Future(4)		Direct Practice Program	Negotiation(3)
Leadership(2)		Security	Direct Practice Program (2)
Psychology(2)	Advanced Accounting(2)		
Politics(2)			

Highlighted courses are those mentioned more than once and the number in blanket is frequency of being mentioned

The above table shows courses which were wanted by respondents to see added in the curriculum. Courses concerning law were mentioned among respondents both in Hong Kong and Taiwan. This revealed that students demand more courses concerning law. Moreover, Marketing, Financial analysis and advertising were mentioned by respondents in three MBA.

Direct practice program was mentioned by respondents of NCU and NTU. Since there is no direct practice program included in curriculum of MBA in Taiwan, this result shows that some students may want this program be added in curriculum. Negotiation was mentioned more frequently among respondents of CUHK and NTU. Respondents of CUHK mentioned more courses in frequent manner. This implies that they were more keen in demanding new courses added in curriculum. Details of the all courses wanted by respondents is shown in Appendix 6.

Performance of Faculty of MBA

Students were required to give comment of the performance of faculty of their own MBA. With a six-point score, the greater the score, the better the performance of faculty.

The scores were outstanding at academic qualification of faculty for MBA both in Hong Kong and Taiwan. In general, the scores comparatively higher for MBA programmes in Hong Kong, among various attributes of performance. Greatest discrepancy occurred at relationship with other universities and support to students, where the comment of performance was much worst for MBA programmes in Taiwan. Since most of the scores were above 3.5, therefore in general the performance

perceived was moderately above average for MBA programmes. Since only minority of scores were above four, there were plenty of room for improvement.

Table 21

Average Score of Performance of Faculty

Sample Group Attributes of Performance	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Academic Qualification	4.33	4.00	5.09	5.00	4.48	4.12	4.70	4.42	4.60	4.50
Practical Business Experience	3.48	2.85	4.71	3.29	4.35	3.82	3.23	3.28	3.87	3.58
Teaching Style	3.86	3.30	4.18	3.71	3.96	4.18	3.60	3.53	3.84	3.73
Research/Thesis	3.71	2.90	4.32	4.57	4.18	4.12	3.81	3.91	3.86	3.92
Support to Students	3.81	3.45	4.47	3.29	3.18	3.52	2.98	3.11	3.95	3.15
Relationship With Other Universities	3.70	4.00	4.73	4.33	3.26	2.49	3.37	2.81	4.30	3.05
Academic Support to Business Community	3.66	3.32	4.91	3.86	4.70	4.65	3.53	3.31	4.10	3.86
Development of Course Content	3.48	3.15	4.71	3.86	4.06	4.13	3.51	3.49	3.94	3.70
Educating Business Professionals	3.81	3.45	4.78	3.57	4.96	4.41	3.70	3.47	4.09	3.98
Relationship With Business Community	3.81	3.60	4.71	3.57	5.00	5.26	3.33	3.44	4.11	3.98

Likelihood of Fulfillment of Goal

Table 22

Average Score of Likelihood of Fulfillment of Goal

Sample group	CUHK		HKUST		NCU		NTU		Overall	
	Y1	Y2	Y1	Y2	Y1	Y2	Y1	Y2	HK	Taiwan
Fulfillment of Initial Goals	4.00	4.15	4.53	4.14	4.48	4.00	3.74	3.44	4.22	3.83

Students were required to indicate perception on the likelihood of fulfillment of their goal after taking MBA. With a six-point score, the greater the score the better the likelihood of fulfillment of goal.

As a whole, respondents perceived positive likelihood of fulfillment of their goal of taking MBA. The average scores were above four for CUHK, HKUST and NCU, while the score for NTU was far behind. Moreover, the year one MBA students of NCU, HKUST and NTU perceived higher likelihood of fulfillment of goal than year two counterparts. While the opposite situation occurred in CUHK.

Overall Findings

1. Among various attributes of motivation of taking MBA, self development, intrinsic interest, entering business field and learning advanced business knowledge are the most emphasized ones for all students. Students in Taiwan shown more concern to contributing to society and social status, while counterparts in Hong Kong shown more concern to academic development.

2. In choosing present MBA, students in Hong Kong emphasize reputation of MBA, achievement of faculty of MBA and recommendation from others; while counterparts in Taiwan emphasize mostly on achievement of faculty of MBA, reputation of MBA and course content of MBA. In addition, respondents in Hong Kong emphasized more on the length of establishment, while their counterparts in Taiwan emphasized more on alumni achievement.

3. MBA programmes in Taiwan are perceived as less concerning quality of students in recruitment than MBA programmes in Hong Kong. Academic performance

is perceived as most emphasized aspect by MBA programmes in Hong Kong and Taiwan.

4. Individual interview and group interview are perceived as the most effective methods in selecting students. Checking application forms and checking letters of recommendation were perceived as least effective.

5. Both MBA programmes in Hong Kong and Taiwan are perceived as putting substantial emphasis on various quality of students. For specific aspects, the emphasis on computer skills and on risk-taking are perceived as relatively lower.

6. Students in Hong Kong and Taiwan both perceive that they had a substantial performance in studying MBA. Analytical skills, initiative and decision making are the best three aspects for students in Hong Kong. While the best three aspects for students in Taiwan were oral communication, initiative and leadership with interpersonal skills. Moreover, students in Taiwan perceived they had much poorer performance in computer skills than their counterparts in Hong Kong.

7. For respondents in Hong Kong, the application of Western theories is perceived as unfavorable to studying. For students in Taiwan, workload of course, application of Western theories and faculty support are perceived as unfavorable. The two most favorable aspects for students in Hong Kong were personality or interest, and personal ability. While personality or interest, personal ability and peer support are three most favorable attributes for students in Taiwan.

8. In general, fields or subjects provided in MBA programmes are useful to students. For students both in Hong Kong and Taiwan, finance and marketing were the most useful subjects, while decision science, management economics and research methodology were the least useful ones.

9. Among various kinds of course work, case study or analysis and presentation are two most useful ones perceived by respondents in Hong Kong and Taiwan. Discrepancy occurs in master's thesis and direct practice program, with which the score is much higher for respondents in Taiwan.

10. Both MBA programmes in Hong Kong and Taiwan are perceived as practical in nature. When going detail into specific MBA programmes, MBA programme of NCU was outstandingly indicated as practical in development. Moreover, discrepancy occurred in MBA programme of HKUST. The average score was substantially greater for year one students of this programme.

11. MBA programmes in Taiwan are perceived to have more elective courses available in one semester than MBA programmes in Hong Kong. For individual MBA programmes, the availability is highest for NTU, and was lowest for CUHK.

12. Variety of elective course was perceived to be greater for MBA programmes in Taiwan. The variety is highest for MBA programme of NTU and lowest for MBA programme in CUHK. However, as most of the score were below four under a six-point scale, there were still plenty of room for further development.

13. Favorable elective courses are perceived as more available for MBA programmes in Taiwan. However, MBA programme of HKUST is perceived to have most favorable elective courses, and MBA programme of CUHK is perceived to have least.

14. Students in Hong Kong and Taiwan are satisfied with academic qualification of faculty. MBA programmes in Hong Kong are perceived to have better performance. MBA programmes in Taiwan are perceived to be relatively weak at relationship with other universities and support to students.

15. As a whole, students in Hong Kong perceived positive likelihood of fulfillment of their goal of taking MBA. MBA students of NTU perceive less likelihood of fulfillment of their goal. Moreover, the year one MBA students perceived greater likelihood of fulfillment of goal than year two counterparts.

RECOMMENDATIONS

From the findings of the questionnaire survey, perception and attitude towards MBA programmes among MBA students in Hong Kong and Taiwan are identified. Based on these findings, the following are recommended to faculty of MBA programmes in two regions:

More communication with MBA students

As direct customers and products of the MBA, students are affected by the MBA programmes they are studying. Feedback from them will provide information concerning the needs of students, effectiveness of teaching methods, relevancy of course content, and so forth. The understanding of those aspects will be critical for students to have maximum learning in MBA.

Specific findings are obtained for specific MBA programmes in the questionnaire survey, thus individual faculty should spend more effort to enhance understanding of specific needs and comments of their students. According to survey findings, more attention should be paid to following aspects.

Elective Courses

MBA students generally are not satisfied with the availability and variety of elective courses in the curriculum. This is natural because individual students will have

specific interest and needs in taking elective courses. Faculty members should provide more electives for students, so that they can have more choices. Of course, this depends on the resources available and the number of students. Thus in facing limited resource in fund and lecturers, together with relative unlimited demand from students, faculty should collect information of electives wanted by students. In this way, needs of the students can be better satisfied.

Application of Western Theory

Application of western theory is the common unfavorable aspect to performance for respondents in Hong Kong and Taiwan. As development of MBA in Hong Kong and Taiwan is under the influence of MBA in the United States, most of the courses include the application of Western theories in business as theoretical framework. However, Hong Kong and Taiwan are Chinese regions with cultural difference with Western societies. Difficulties will be encountered in application of Western theories in Chinese societies. Faculty should pay more attention to these aspects, in order to assist students to overcome this difficulty.

Case Study and Presentation

Since case study and presentation are perceived as useful course work in MBA programmes. Faculty should pay more attention to these two aspects in order to enhance the learning among MBA students. For case study, provision of more local cases will be essential for the understanding of local business environment. For presentation, special attention should be paid to report writing and presentation skills,

in order to enable students to be familiar with formal way and style of business presentation and report writing.

Practicality of Course Content

Students demand courses like negotiation skills, law, advertising and direct practice programs reveals their demand for more practicality in course content. Moreover, entering business field, learning advance business knowledge are important motivation among students to study MBA. Faculty should have more understanding on the demand of students and include more practical element in courses.

For MBA programmes in Taiwan, direct practice program should be added into curriculum, because of there are more MBA students with no working experience in Taiwan. Direct practice program can enhance they understanding and learning of the actual situation in business field, which will in turn improve their bargaining power in labour market. The course of " Management Internship " in MBA programme of NCU is an attempt to enhance practicality in study.

Support to Students

It is really difficult to determine what type and what level of support to student faculty should offer to students. MBA students in Taiwan give lower scores to faculty on these aspects. This should not be immediately concluded that MBA programmes in Taiwan deliver not enough support to students. This may be the result of discrepancy between what support faculty offered with what support students wanted. Thus,

faculty of MBA programmes in Taiwan should try to understand more concerning this discrepancy in order to minimize this discrepancy.

Addition of Course

With various demands from students, faculty should understand what courses students want to be added. Resources available and number of students who would like to take specific course should be known by faculty. On one hand, information concerning preference of courses added should be collected before planning of courses to be offered. On the other hand, faculty should strengthen their ability in offering various courses in response to the preference of students. In this way, the supply and demand of courses will be better matched.

Recruitment Procedure

There is difference in recruitment procedure between Hong Kong and Taiwan. Interview and external examination of GMAT will be included in Hong Kong , while only entrance examination is included in Taiwan. As students in Taiwan show support to interview in recruitment procedure, faculty should rethink the usefulness of interview as one part of recruitment procedure. Although the present entrance examinations have tailored made subject package for applicants with different background, yet interviews enable faculty members to observe directly whether applicants are qualified to study MBA, especially on presentation skills and personality.

Method of Communication

In order to enhance understanding on above aspects, faculty can conduct seminars with which faculty members and students have discussion of the above aspects. Moreover, questionnaire survey can be conducted to collect above information. Student might feel more easy in expression of opinion when identity is unknown, and answering can be done in more private manner. Individual approaching by faculty members to students who are more willing to express opinion is also a possible source of information. For newly recruited students, information about expectation of study and preference of electives can be collected during interviews in Hong Kong, and questionnaire survey during entrance examinations.

Further Study in MBA

This study is only a small scale research on MBA education. Sample size is limited to students of four MBA programmes, source of information is limited to students and lots of improvements should be made on the content of questionnaire. Therefore, in order to obtain fruitful information for improvement of MBA programmes to face future challenges, further study with larger scope and improved quality should be conducted by faculty.

Needs and Attitude among MBA Students

This study only includes four full time MBA programmes. The result is reliable for Hong Kong, because the only two full time MBA programmes are included and the respondent rate is satisfactory. However, for Taiwan, the sample size is relatively too small and concentrates on only two full time MBA programmes out of over twenty

MBA programmes in Taiwan. Further similar study should be conducted with more MBA programmes are included in sample group, in order to have more reliable findings.

The content of the questionnaire should be improved to enable more comprehensive information concerning needs and attitude among MBA students towards MBA can be collected. The method of data analysis should be better modified to generate more fruitful results.

Needs and Attitude among Potential MBA Students.

Information collected from present MBA students can only enable development and improvements of the curriculum of MBA programmes to match with present students. However, new students will be recruited every year. They will bring in different issues and needs to faculty. Therefore, faculty should try to obtain information from potential MBA students. Questionnaire survey can be conducted during the recruitment process, before the interview, before entrance examinations, and during recruitment talks. This will provide information about preference of electives, expectation of study among coming MBA students. As a result, better planning in curriculum can be made.

Needs and attitude in Business Field

MBA student is only one of various sources of information for development of MBA. Business fields, as the direct customers of the MBA students, are also critical in providing comments to faculty. Faculty of MBA is doing the production of business

practitioners with MBA students, and business fields will consume MBA graduates. The demand from business fields must be matched by supply from MBA, which is in terms of practical business skills on specific functional areas and interpersonal skills. Otherwise, the reputation of MBA programmes will be affected, and students will hesitate to apply.

Understanding of demand and attitude among business fields can be achieved in various ways. Questionnaire survey to companies will enable generalized information concerning demand of business field be collected. Aspects included in study can be what type of skills they want, or what are their comments on MBA graduates or MBA³⁷.

Moreover, keeping close relationship with business fields will enable faculty to keep in touch with the environment in business field. This can be attained by management consultation projects, invitation of managers of companies to seminars, and summer internship programs. Companies with close relationship with faculty members will be in better position to provide information to faculty.

Information and Assistance from MBA Alumni

Besides assisting MBA students doing projects, summer internship or finding jobs, alumni can also play active role in the study of MBA programmes. Firstly, they can facilitate the companies they are working to participate in questionnaire survey conducted by faculty. Moreover, they themselves are also convenient source of information concerning business environment. Their direct experience of being MBA

³⁷Chan L.Y. Rita. A study on MBA Programmes in Hong Kong. MBA Project. MBA Programmes. The Chinese University of Hong Kong.

graduates who have entered business field will be valuable information, to indicate effectiveness of education of specific MBA programmes. They should be include in the sample groups for further study of MBA.

Strong alumni network will be key to success on these aspects. Faculty should spend more effort in maintaining close relationship with alumni. Possible ways to enhance this relationship include supporting activities of alumni associations, invitation of alumni to seminars, and fellowship activities among faculty members, students and alumni can be.

Further Improvement in MBA

Conduct more " Softer " and Practical Courses

As showed by research findings, among the courses which students wanted to see added in curriculum, negotiation skills, direct practice program are more frequently mentioned. In addition, courses like Japanese management, investment banking, property investment, productivity analysis, entrepreneurship and engineering management are courses which are more practical in nature (See Appendix 6). This reveals that MBA students nowadays demand more courses which can provide them with practical business knowledge or " soft " techniques like interpersonal skills.

In order to attract more students to apply for, individual MBA should improve the practical nature of existing course, through using and conducting courses concerning " soft " skills. This can be achieved by increasing the content of local case studies in courses, so that students can have better learning concerning actual situation

of certain function areas of business. On the other hand, certain workshop can be provided to students to learn " soft " skills, like two day residential training for leadership skills.

Promotion

Findings of questionnaire survey shows that intrinsic interest and self development are most important motivation for taking MBA among students. Moreover, faculty achievement and reputation are most important criterion of choosing specific MBA programmes. Therefore, faculty should emphasize those aspects in promotion in order to attract more outstanding students.

As mentioned, faculty should understand the needs and attitude among potential students, so that the curriculum will be tailor-made with the intrinsic interest of the potential applicants. Moreover, the content of the prospectus that introducing MBA should stress the opportunity of self development of students, together with courses or activities like leadership training within the curriculum.

Faculty should also maintain and promote achievement and reputation in local or international context. In local contexts, enhancement of quality of MBA graduates, and management consultant projects with well-know local enterprise will be important foundation of achievement and reputation. On the other hand, in international context, subscription to international journals and periodicals, attending international academic conference, and relationship building with other foreign MBA programmes will be critical factors. Reputation and achievement should be stressed in promotion in order to attract potential applicants' attention.

More emphasis on Computer skills and Risk Taking Skills

Students in Hong Kong and Taiwan both think that the emphasis of computer skills and risk taking skills are relatively weak in MBA programmes. Faculty should put more effort on these two aspects. For computer skills, which includes information management or management information software, are very essential in doing business. It is because offices are usually higher computerized nowadays with various management information systems. Courses in computer skills can enable students to be capable to handle managerial work within a highly computerized business world.

Risk taking skills is important in managerial decision making, especially on financial sector. Since finance is among the most useful subjects perceived by students, it is natural that courses concerning risk taking skills are demanded. Also, business world is ever-changing that risk in doing business is inevitable. Risk taking skills concerning various functions of business should be more emphasized, to enable MBA students to be more skillful in making risky managerial decision in this business world.

Further Academic Cooperation between Faculty of MBA

in Hong Kong and Taiwan

With findings of this study, understanding between the situation of MBA in Hong Kong and Taiwan is enhanced. More importantly, direct contact between project holder and the faculty and students of participating MBA programmes is equivalent to indirect contact among them because they all agreed to have a part in this project.

This study should be the beginning of further academic cooperation among MBA in two regions. The quality of this study may not be satisfactory, but the initial

positive relationship among participating MBA programmes built by the process of this project is remarkable. Future study on MBA programmes in Hong Kong and Taiwan, can be conducted with this relationship. Future interaction among faculty members and students of MBA in two regions will be possible with this relationship.

Further cooperation is mutually beneficial to MBA programmes in both regions. It is because exchange of the experience in development of MBA programmes, and sharing of specific strength and problems of MBA programmes will stimulate better understanding of situation of own MBA programmes. Moreover, interaction between MBA students in two regions like joint academic projects will provide valuable experience to students.

APPENDIX 1

Letter Sent to Faculty of MBA in Hong Kong



THE CHINESE UNIVERSITY OF HONG KONG 香港中文大學

SHATIN · NT · HONG KONG · TEL.: 609 6000
609 7000

TELEGRAM · SINOVERITY
TELEX · 50301 CUHK HX
FAX · (852) 603 5544

香港新界沙田 · 電話: 六〇九六〇〇〇
六〇九七〇〇〇

工商管理學院碩士課程
MBA Programmes
Faculty of Business Administration

Tel. 609 7783
722 5808 (Town centre)

學生碩士企劃用箋
Student MBA Projects

Dear Sir/Madam:

Re: Survey and Interview concerning MBA Programmes

Management Education is the key to abundant supply of capable managers to support the outstanding business growth both in Hong Kong and other Chinese regions. Therefore, a comparative study concerning the functioning of MBA programmes in three regions: Hong Kong, Guangdong and Taiwan has been undertaken by me.

The purpose of this research is to find out how faculty and student of Two Year Full Time MBA Programme view the functioning of the programme and student's performance. Moreover, in comparing research findings among the three regions, the findings obtained will be stimulating to further development of the MBA Programmes in three Chinese regions, so that further growth in business can be achieved by Chinese.

MBA programme of CUHK is well established and can be the representative of MBA programmes in Hong Kong. As a student of the Two Year Full-Time MBA programme, I should be grateful for your support in my research in the following ways:

- 1) To allow me to spent about 10 minutes to conduct questionnaire survey for all full time MBA students at the beginning of second semester before or following specific lectures;
- 2) To allow me to conduct interview and questionnaire survey to selective faculty members at the beginning of the second semester;
- 3) To provide general statistical information concerning demographic and academic background of students, and job information of alumni of the two year MBA programme

All information collected will be treated in strict confidence and no identity of individuals will be disclosed. Even the identity of the university will not be disclosed if requested. Results will be presented in the form of summarized statistics only.

Thank you very much for your kind assistance

Yours sincerely,

Alex Liu Chun Kwong
Student
Two Year MBA Programme
CUHK

Letter Sent to Faculty of MBA in Taiwan



THE CHINESE UNIVERSITY OF HONG KONG 香港中文大學

SHATIN · NT · HONG KONG · TEL: 609 6000
609 7000TELEGRAM · SINOVERSIY
TELEX · 50301 CUHK HX
FAX · (852) 603 5544香港新界沙田 · 電話: 六〇九 六〇〇〇
六〇九 七〇〇〇工商管理學院碩士課程
MBA Programmes
Faculty of Business AdministrationTel. 609 7783
722 5808 (Town centre)學生碩士企劃用箋
Student MBA Projects

敬啟者：

本人為香港中文大學工商管理學院碩士課程之實際運作，為國際工商管理碩士課程之發展，特函請貴學府協助。本人現正以工商管理碩士課程之研究為主題，進行一項名為「工商管理碩士課程之發展」之研究。現正以工商管理碩士課程之研究為主題，進行一項名為「工商管理碩士課程之發展」之研究。現正以工商管理碩士課程之研究為主題，進行一項名為「工商管理碩士課程之發展」之研究。

- (一) 工商管理碩士研究生有關修讀課程之問卷調查，約五十份；
- (二) 研究院教授有關課程之問卷調查，及訪問；
- (三) 課程歷史及結構之資料搜集；
- (四) 研究生，新生及舊生之資料搜集；
- (五) 貴學府圖書館或研究所內藏有關文獻搜集。

如蒙貴學府允，不勝感！如有任何垂詢或回覆，請速進一步提供資料。本人研究之機會，讓貴學府及閣下學務昌隆！

謹祝 貴學系及 閣下學務昌隆！

此致

國立政治大學管理學院林英峰教授

香港中文大學工商管理學院碩士二年級
研究生廖晉廣謹啟
一九九四年十一月十六日

APPENDIX 2

Letter of Reply From MBA of NCU

DEC 19 '94 11:27
19-DEC-1994 11:34

129 P01

P.01

NO. _____
DATE _____

To: 香港中文大學 工商管理學院
蔡晉廣同學

From: 國立政治大學 Taipei, R.O.C.

(一) 本所的上課時間。上課地點。以及報名辦法。本所均
儘可能告知。(教員、教授研究室及所辦公室距離非常近)

(二) 住宿問題。請自行解決。本校雖有提供招待所
但對名額有限。尚未對外招生。目前由 YHCA

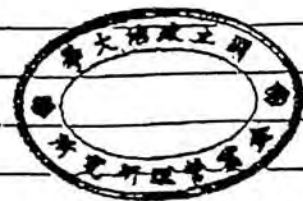
提供。其單人房一晚約 1,350.-，所費不貲。若

已確在此地有朋友。住宿花費必節省許多。

即本所之長大為賴士傑。

祝

幸福



83.12.19

Letter of Reply From MBA of NCU

DEC 13 '94 10:53
13-DEC-1994 11:00

104 F01

P.01

國立政治大學
企業管理研究所
GRADUATE INSTITUTE OF BUSINESS ADMINISTRATION
NATIONAL CHENGCHI UNIVERSITY
197, CHIN HUA STREET, TAIPEI, TAIWAN, R. O. C.

TEL: 3618151
3619386
FAX: 3943346

10. 國立政治大學
企業管理研究所
晉廣先生台鑒

晉廣先生台鑒：

來函收悉，對台端欲來本校蒐集論文資料乙事，深表歡迎之意。

本所位於台北市金華街187號，「政治大學公共行政暨企業管理教育中心」中樓六樓。中心設有獨立之圖書館，藏書及論文以公共行政及商學管理者居多；若台端欲蒐集更齊全之資料，可赴木柵校本部「中正圖書館」或「社會科學資料中心」查閱。有關課程結構資料，本所亦樂意提供。然問卷調查一項，依本校之一貫政策，並無法強制所內教授或學生填覆，而由研究者自行與受訪者進行溝通。

請先與本所聯絡，以確定台端來所日程。Tel: (02)351-9386
Fax: (02)394-3346。

敬啟

敬祝

國立政治大學企業管理研究所
所長 賴士 啟

八十三年十二月十二日

Letter of Reply From MBA of NTU

097 P01 DEC 09 '94 17:05

002-852-6036289

TO: 廖晉廣 先生 (研究生)

歡迎至台灣大學管理學院

商學研究所 搜尋資料

請與她 惠英 助教

聯絡.

電話 02-3621658

傳真 02-3625379

Letter of Reply From MBA of NTU

111 P01 DEC 15 '94 10:32

To: 廖晉慶 先生

歡迎來訪

(一) MBA 學生 問卷調查時間暫訂 12/7 (二) 上午 9:00
~ 9:10(二) MBA 課程教授代表
吳國隆 教授
劉景昆 教授
黃宗興 教授
廖高藏 教授 } 時間正在安排中

(三) 住宿款項安排

(四) 向圖書館埋單資料

沈惠英 上

FAX: 3625379

APPENDIX 3

Letter of Invitation for Personal Interview



THE CHINESE UNIVERSITY OF HONG KONG 香港中文大學

SHATIN · NT · HONG KONG · TEL.: 609 6000
609 7000

TELEGRAM · SINOVERSIY
TELEX · 50301 CUHK HX
FAX · (852) 603 5544

香港新界沙田 · 電話: 六〇九 六〇〇〇
六〇九 七〇〇〇

工商管理學院碩士課程
MBA Programmes
Faculty of Business Administration

Tel. 609 7783
722 5808 (Town centre)

學生碩士企劃用箋
Student MBA Projects

Alex Liu Chun Kwong
MBA Candidate
The Chinese University of HK
Kowloon Central P.O. Box 73079
7th March, 1995

Prof. Leonard K.H. Cheng
Director of MBA Programmes
Hong Kong University of Science and Technology

Dear Sir,
Attn.: Invitation for Personal Interview

Thank you for your kind approval allowing me to conduct questionnaire survey and document information collection in MBA Programmes in HKUST. The Major purpose of my MBA Project is to conduct comparative study between full time MBA Programmes in Hong Kong and Taiwan. The participating programmes includes that in HKUST, CUHK, National Taiwan University and National Chengzi University. The progress of project is satisfactory, so that more than 200 questionnaires and information are collected from them.

In addition to have more in dept understanding of the development of the MBA Programmes in HKUST, I write to ask for your permission to enable me to have personal interview in about 20 minutes. The content of interview will include the following aspects for your reference:

1. Purpose and vision of setting up Full time MBA programme
2. Motives behind cooperation with UCLA in foundation of MBA Programme
3. Distinctive characteristics of Faculty of programme;
4. Distinctive expectations in recruitment of MBA Candidates;
5. Characteristics of MBA Candidates and Alumni;
6. Distinctive characteristics of course structure;
7. Specific support form Faculty to MBA Candidates;
8. Any external academic activity (local or foreign);
9. Any strength and weakness in development;
10. Long term goal of development.

It will have contribution to my project paper, if you can arrange time on coming Thursday or next Tuesday for personal interview. The content of interview will be kept confidential and only be released in my project paper. If you have any query or reply, please contact me on 1128751 A/C8000.

Thank you for your kind attention and assistance!

Yours Sincerely,

Alex Liu

APPENDIX 4

English Version of Questionnaire

This is a questionnaire to all full time MBA students concerning your perception of the MBA Programme you are involved. The purpose of this research is to study management education through the full time MBA programme. All the information obtained will be kept confidential.

Please spend ten minutes to fill in the questionnaire, and circle appropriate numbers or otherwise mentioned. Thank you for your cooperation!

1) Do you think the following aspects be important within your goals of taking MBA programme?

	Not Considered	Extremely Unimportant				Extremely Important	
	0	1	2	3	4	5	6
Satisfying Boss's Request	0	1	2	3	4	5	6
Intrinsic Interest	0	1	2	3	4	5	6
Contribution to Society	0	1	2	3	4	5	6
Taking Up Managerial Post	0	1	2	3	4	5	6
Learn Advance Business Knowledge	0	1	2	3	4	5	6
Entering Business Field	0	1	2	3	4	5	6
Family Expectation	0	1	2	3	4	5	6
Promote Social Status	0	1	2	3	4	5	6
Academic Development	0	1	2	3	4	5	6
Self Development	0	1	2	3	4	5	6
Others _____		1	2	3	4	5	6
_____		1	2	3	4	5	6

2) Did you emphasize the following aspects when you decided to choose the MBA program you are taking now?

	Not Known	Extremely Not Emphasized				Extremely Emphasized	
	0	1	2	3	4	5	6
General Impression	0	1	2	3	4	5	6
Course Content	0	1	2	3	4	5	6
Reputation of the Programme	0	1	2	3	4	5	6
Faculty Achievement	0	1	2	3	4	5	6
Recommendation From Others	0	1	2	3	4	5	6
Facilities Provided	0	1	2	3	4	5	6
Length of Establishment	0	1	2	3	4	5	6
Alumni Achievement	0	1	2	3	4	5	6
Others _____		1	2	3	4	5	6
_____		1	2	3	4	5	6

3) Do you think whether the Faculty emphasize the following aspects of candidates when MBA students are recruited ?

	Not Known	Extremely Not Emphasized				Extremely Emphasized	
	0	1	2	3	4	5	6
Academic Ability	0	1	2	3	4	5	6
Practical Experience	0	1	2	3	4	5	6
Personality/Interest	0	1	2	3	4	5	6
Social Ability	0	1	2	3	4	5	6
Personal Potential	0	1	2	3	4	5	6
Presentation Skills	0	1	2	3	4	5	6
Club & Association Experience	0	1	2	3	4	5	6
Personal Mission/Goal	0	1	2	3	4	5	6
Others _____		1	2	3	4	5	6
_____		1	2	3	4	5	6

4) Do you think whether the following items can select appropriate MBA students effectively?

	Not Known	Extremely Not Effective				Extremely Effective	
	0	1	2	3	4	5	6
Checking Application Form	0	1	2	3	4	5	6
Individual Interview	0	1	2	3	4	5	6
Checking Recommendation Letter	0	1	2	3	4	5	6
Written Test	0	1	2	3	4	5	6
Group Interview	0	1	2	3	4	5	6
Checking Resume	0	1	2	3	4	5	6
Others _____		1	2	3	4	5	6
_____		1	2	3	4	5	6

5) Do you think whether the curriculum of MBA programme emphasize the following qualities of students?

	Not Known	Extremely Not Emphasized				Extremely Emphasized	
	0	1	2	3	4	5	6
Analytical Skills	0	1	2	3	4	5	6
Computer Skills	0	1	2	3	4	5	6
Decision Making	0	1	2	3	4	5	6
Initiative	0	1	2	3	4	5	6
Leadership & Interpersonal Skills	0	1	2	3	4	5	6
Oral Communication	0	1	2	3	4	5	6
Planning & Organizing	0	1	2	3	4	5	6

Risk Taking	0	1	2	3	4	5	6
Written Communication	0	1	2	3	4	5	6
Innovation & Creativity	0	1	2	3	4	5	6

6) How do you perform according to the following qualities of students when you are studying MBA programme?

	Not Relevant	Extremely Poor				Extremely Excellent	
Analytical Skills	0	1	2	3	4	5	6
Computer Skills	0	1	2	3	4	5	6
Decision Making	0	1	2	3	4	5	6
Initiative	0	1	2	3	4	5	6
Leadership & Interpersonal Skills	0	1	2	3	4	5	6
Oral Communication	0	1	2	3	4	5	6
Planning & Organizing	0	1	2	3	4	5	6
Risk Taking	0	1	2	3	4	5	6
Written Communication	0	1	2	3	4	5	6
Innovation & Creativity	0	1	2	3	4	5	6
<u>Overall Performance</u>		1	2	3	4	5	6

7) Do you think whether the following aspects are favorable to your learning and performance in MBA programme?

	Not Relevant	Extremely Not Favorable				Extremely Favorable	
Language Ability	0	1	2	3	4	5	6
Time Management	0	1	2	3	4	5	6
Workload of Course Work	0	1	2	3	4	5	6
Application of Western Theories	0	1	2	3	4	5	6
Faculty Support	0	1	2	3	4	5	6
Peer Support	0	1	2	3	4	5	6
Teaching Style	0	1	2	3	4	5	6
Personality/Interest	0	1	2	3	4	5	6
Personal Ability	0	1	2	3	4	5	6
Course Content	0	1	2	3	4	5	6
Reference Material	0	1	2	3	4	5	6

8) Among the following fields or specific subjects which you have studied or are going to study, do you think they are useful in enhancing your performance and learning ?

	Not Study	Extremely Not Useful					Extremely Useful	
		1	2	3	4	5	6	
Accounting	0	1	2	3	4	5	6	
International Business	0	1	2	3	4	5	6	
Finance	0	1	2	3	4	5	6	
Management	0	1	2	3	4	5	6	
Marketing	0	1	2	3	4	5	6	
Decision Science And Management Economics	0	1	2	3	4	5	6	
Research Methodology	0	1	2	3	4	5	6	
Common/Core Courses	0	1	2	3	4	5	6	
Management Communication	0	1	2	3	4	5	6	
Others _____		1	2	3	4	5	6	
_____		1	2	3	4	5	6	
_____		1	2	3	4	5	6	

9) Do you think the following forms of course work which you have taken or going to take are useful in enhancing your performance and learning?

	Not Taken	Extremely Not Useful					Extremely Useful	
		1	2	3	4	5	6	
Lecture Notes	0	1	2	3	4	5	6	
Assignment	0	1	2	3	4	5	6	
Term Paper	0	1	2	3	4	5	6	
Self Initiated Literature Review	0	1	2	3	4	5	6	
Several Quizzes	0	1	2	3	4	5	6	
Assigned Text Books	0	1	2	3	4	5	6	
Case Study/Analysis	0	1	2	3	4	5	6	
Mid Term/ Final Examination	0	1	2	3	4	5	6	
Assigned Articles/Reference	0	1	2	3	4	5	6	
Presentation	0	1	2	3	4	5	6	
Field Study	0	1	2	3	4	5	6	
Direct Practice Program	0	1	2	3	4	5	6	
Master's Thesis	0	1	2	3	4	5	6	
MBA Project	0	1	2	3	4	5	6	
Others _____		1	2	3	4	5	6	

10) Do you think whether the MBA programme you are studying emphasizes academical development or practical development ?

	Not Known	Extremely Academical	2	3	4	5	Extremely Practical
Emphasis in Development	0	1	2	3	4	5	6

11) This question is concerning your perception towards elective courses in curriculum

A) In your impression, how many elective courses are available in one semester ?

	Below 5	6 to 10	11 to 15	16 to 20	21 to 25	Above 25
Number of Elective Courses	1	2	3	4	5	6

B) Do you think whether the variety of elective courses is abundant ?

	Extremely Insufficient	2	3	4	5	Extremely Abundant
Variety in Electives	1	2	3	4	5	6

C) Do you think whether your favorite courses are available?

	Extremely Not Available	2	3	4	5	Extremely Available
Favorite Courses	1	2	3	4	5	6

D) Are there any specific courses you want to see added to the curriculum ?

12) How do you think the performance of the Faculty in the following aspects ?

	Not Relevant	Extremely Poor	2	3	4	5	Extremely Excellent
Academic Qualification	0	1	2	3	4	5	6
Practical Business Experience	0	1	2	3	4	5	6
Teaching Style	0	1	2	3	4	5	6
Research/Thesis	0	1	2	3	4	5	6
Support to Students	0	1	2	3	4	5	6
Relationship With Other Universities	0	1	2	3	4	5	6
Academic Support to Business Community	0	1	2	3	4	5	6
Development of Course Content	0	1	2	3	4	5	6

Educating Business Professionals	0	1	2	3	4	5	6
Relationship With Business Community	0	1	2	3	4	5	6

13) Do you think whether it is likely to fulfill your initial goals after taking this MBA Programme ?

	Extremely Not Likely				Extremely Likely	
Fulfillment of Initial Goals	1	2	3	4	5	6

Please fill in your background information

A)Sex :	Male	1	Female	2			
B)Age:	Below 22	22 to 25	25 to 27	27 to 29	29 to 31	Above 31	
Age	1	2	3	4	5	6	

MBA Year: One 1 Two 2

Please fill in your academic background and practical experience

What is your highest academic qualification you have attained ?

Bachelor Degree in					Other (Please degree Specify)
Arts	Business Admin.	Engin- eering	Pure Science	Social Science	or diploma
1	2	3	4	5	6

Other Degree or Diploma Attained _____ (Please Specify)

Please give information concerning your working experience.

A)Duration in Years	None	Below 2	2 to 4	4 to 6	6 to 8	8 to 10	Above 10
	0	1	2	3	4	5	6

B)Latest Job : _____ (Please Specify)

Please give one major source of financial support for your studying.

	Self Supported Company	Spon- sored by	Family	Scholar- ship	Govern- ment	Others (Please Support Specify)
Major Source of Financial Support	1	2	3	4	5	6
Other Form of Major Financial Support	_____ (Please Specify)					

THANK YOU !!!

APPENDIX 5

Chinese Version of Questionnaire

這份問卷是有關閣下作為工商管理碩士(MBA)學生對於所修讀之MBA課程的想法。問卷之目的在於研究全日二年制MBA課程這種管理教育模式。一切資料絕對保密處理。

請利用大約十分鐘時間填寫問卷，圈出適當數字或依有關指示作答。謝謝閣下幫助！

1)在你修讀MBA課程之目的之中，下列各項重要嗎？

	沒有考慮	極不重要					極重要
滿足上司要求	0	1	2	3	4	5	6
個人興趣	0	1	2	3	4	5	6
貢獻社會	0	1	2	3	4	5	6
擔任管理級職位	0	1	2	3	4	5	6
學習高級商務知識	0	1	2	3	4	5	6
進入商界	0	1	2	3	4	5	6
家庭期望	0	1	2	3	4	5	6
提高社會地位	0	1	2	3	4	5	6
學術發展	0	1	2	3	4	5	6
自我成長	0	1	2	3	4	5	6
其他 _____		1	2	3	4	5	6
_____		1	2	3	4	5	6

2)在你決定選擇修讀現有MBA課程時候，下列各項你重視嗎？

	不清楚該項	極不重視					極重視
一般印象	0	1	2	3	4	5	6
課程內容	0	1	2	3	4	5	6
課程聲譽及地位	0	1	2	3	4	5	6
院方成就	0	1	2	3	4	5	6
別人推薦	0	1	2	3	4	5	6
校內設施	0	1	2	3	4	5	6
成立年期	0	1	2	3	4	5	6
校友成就	0	1	2	3	4	5	6
其他 _____		1	2	3	4	5	6
_____		1	2	3	4	5	6

3)下列各項之中,你覺得院方在取錄MBA學生的時候重視嗎?

	不清楚	極不重視					極重視	
	0	1	2	3	4	5	6	
學術表現	0	1	2	3	4	5	6	
工作經驗	0	1	2	3	4	5	6	
個人性格/興趣	0	1	2	3	4	5	6	
社交能力	0	1	2	3	4	5	6	
個人潛質	0	1	2	3	4	5	6	
表達能力	0	1	2	3	4	5	6	
社團經驗	0	1	2	3	4	5	6	
個人抱負/目標	0	1	2	3	4	5	6	
其他 _____		1	2	3	4	5	6	
_____		1	2	3	4	5	6	

4)下列各項之中,你覺得能否有效選擇適當的MBA學生呢?

	不清楚	極不有效					極有效	
	0	1	2	3	4	5	6	
審閱申請表	0	1	2	3	4	5	6	
個人面試	0	1	2	3	4	5	6	
審閱推薦信	0	1	2	3	4	5	6	
筆試	0	1	2	3	4	5	6	
小組面試	0	1	2	3	4	5	6	
審閱履歷表	0	1	2	3	4	5	6	
其他 _____		1	2	3	4	5	6	
_____		1	2	3	4	5	6	

5)你覺得MBA課程重視下列各項學生質素嗎?

	不清楚	極不重視					極重視	
	0	1	2	3	4	5	6	
分析技巧	0	1	2	3	4	5	6	
電腦技巧	0	1	2	3	4	5	6	
決策能力	0	1	2	3	4	5	6	
進取投入感	0	1	2	3	4	5	6	
領導及人際技巧	0	1	2	3	4	5	6	
言語溝通/訊息傳遞	0	1	2	3	4	5	6	
計劃及組織	0	1	2	3	4	5	6	
冒風險技巧	0	1	2	3	4	5	6	
文字溝通/訊息傳遞	0	1	2	3	4	5	6	
創新及創意	0	1	2	3	4	5	6	

6)在修讀MBA課程時，你在下列各項的表現怎樣呢？

	沒有關係	極劣					極優異
分析技巧	0	1	2	3	4	5	6
電腦技巧	0	1	2	3	4	5	6
決策能力	0	1	2	3	4	5	6
進取投入感	0	1	2	3	4	5	6
領導及人際技巧	0	1	2	3	4	5	6
言語溝通/訊息傳遞	0	1	2	3	4	5	6
計劃及組織	0	1	2	3	4	5	6
冒風險技巧	0	1	2	3	4	5	6
文字溝通/訊息傳遞	0	1	2	3	4	5	6
創新及創意	0	1	2	3	4	5	6
<u>總體表現</u>	0	1	2	3	4	5	6

7)下列各項對於你在MBA課程中的表現是否有利呢？

	沒有關係	極不有利					極有利
語言能力	0	1	2	3	4	5	6
時間分配	0	1	2	3	4	5	6
功課量	0	1	2	3	4	5	6
運用西方理論	0	1	2	3	4	5	6
院方支援	0	1	2	3	4	5	6
同學支持	0	1	2	3	4	5	6
教學方式	0	1	2	3	4	5	6
個人性格/興趣	0	1	2	3	4	5	6
個人能力	0	1	2	3	4	5	6
課程內容	0	1	2	3	4	5	6
參考資料	0	1	2	3	4	5	6

8) 下列各項之中，你覺得你已修讀或計劃修讀的項目，
對於提高你在MBA課程中的表現及學習有用嗎？

	不會修讀	極不有用					極有用
	0	1	2	3	4	5	6
會計	0	1	2	3	4	5	6
國際商務	0	1	2	3	4	5	6
財務	0	1	2	3	4	5	6
管理	0	1	2	3	4	5	6
市場推廣	0	1	2	3	4	5	6
決策科學及管理經濟	0	1	2	3	4	5	6
研究模式/方法	0	1	2	3	4	5	6
共修/核心課程	0	1	2	3	4	5	6
管理溝通/訊息傳遞	0	1	2	3	4	5	6
其他 _____		1	2	3	4	5	6
_____		1	2	3	4	5	6
_____		1	2	3	4	5	6

9) 你覺得下列各項對於提高你在MBA課程中的表現及學習有用嗎？

	不會做	極不有用					極有用
	0	1	2	3	4	5	6
課堂筆記	0	1	2	3	4	5	6
功課	0	1	2	3	4	5	6
學期論文	0	1	2	3	4	5	6
自發閱讀參考書	0	1	2	3	4	5	6
數次小測驗	0	1	2	3	4	5	6
指定課本	0	1	2	3	4	5	6
個案研究分析	0	1	2	3	4	5	6
中期/期終考試	0	1	2	3	4	5	6
指定文獻/參考書	0	1	2	3	4	5	6
課堂上報告	0	1	2	3	4	5	6
實地考察/訪問	0	1	2	3	4	5	6
實習工作	0	1	2	3	4	5	6
碩士論文(THESIS)	0	1	2	3	4	5	6
碩士研究計劃(RESEARCH PROJECT)	0	1	2	3	4	5	6
其他 _____		1	2	3	4	5	6

10) 你覺得你所修讀的MBA課程是重視學術發展，或是實用發展呢？

	不清楚	極學術					極實用
	0	1	2	3	4	5	6
課程發展重點							

11) 這問題有關你對MBA選修科的想法

A) 在你印象之中, 在一學期內共有多少選修科供選擇?

	不足 五	六至 十	十一至 十五	十六至 二十	廿一至 廿五	超過 廿五
選修科數目	1	2	3	4	5	6

B) 你覺得選修科種類充足嗎?

	極缺乏					極充足
選修科種類	1	2	3	4	5	6

C) 你覺得你有興趣的選修科充足嗎?

	極缺乏					極充足
有興趣的選修科	1	2	3	4	5	6

D) 你心目中有沒有希望增加的學科呢? 如果有, 請寫下.

12) 你覺得MBA院方在下列各項中的表現怎樣呢?

	不知道	極劣					極優異
學術資格	0	1	2	3	4	5	6
實際商務經驗	0	1	2	3	4	5	6
教學方式	0	1	2	3	4	5	6
研究/論文	0	1	2	3	4	5	6
對學生支援	0	1	2	3	4	5	6
與其他大學聯繫	0	1	2	3	4	5	6
對商界提供學術支援	0	1	2	3	4	5	6
課程內容發展	0	1	2	3	4	5	6
培育商務人才	0	1	2	3	4	5	6
與商界聯繫	0	1	2	3	4	5	6

13) 你覺得你在完成修讀MBA課程, 是否能夠實現你所定目標呢?

	極不能夠					極能夠
實現所定目標	1	2	3	4	5	6

請填寫你的個人資料

性別: 男 1 女 2

年齡: 不足 廿二至 廿五至 廿七至 廿九至 超過
 不足 不足 不足 不足
 廿二 廿五 廿七 廿九 卅一 卅一
 1 2 3 4 5 6

年齡

MBA年級: 一年級 1 二年級 2

請填寫你的學歷資料

最高取得的學歷

學士學位					其他學位 或高級證書
文學	工商管理	工程	理學	社會科學	
1	2	3	4	5	6

取得之其他學位或高級證書 _____ (請舉出)

請填寫你的實際工作經驗的資料

A) 實際工作年期數目

無	不足 二	二至 不足四	四至 不足六	六至 不足八	八至 不足十	超過 十
0	1	2	3	4	5	6

B) 最近工作類別: _____ (請舉出)

請填寫你修讀MBA課程的一項主要財政來源

自己 支持	公司 贊助	家庭	獎助 學金	政府 資助	其他
1	2	3	4	5	6

主要修讀MBA課程的財政來源

其他類別主要財政來源 _____ (請舉出)

謝 謝 !!!

APPENDIX 6

Complete List of Electives Wanted to See Added

CUHK	HKUST	NCU	NTU
Law	Law Marketing(2)	Law Cases in Marketing	Business Law Marketing Negotiation(3) Financial Analysis
Negotiation(4) Financial Statement Analysis Advertising	Advertising	Financial Statement Advertising Direct Practice Program Security	Direct Practice Prog.
Option & Future(4) Leadership(2) Psychology(2) Politics(2)	Advanced Accounting(2)		
Foreign Exchange Market Public Relation Security China Study Interpersonal Skills Strategic Development Financial Analysis Financial Risk Mgt. Conflict Mgt. Service Mgt. Managerial Decision Japanese Mgt. International Marketing Marketing In China Operational Research Motivation Human Resources in Asia Performance Appraisal	Investment Banking Entrepreneurship International Business Promotion Total Quality Mgt. ..	Comparative Mgt. Taxation Economic Analysis Innovation Engineering Design Organization Quality Management Property Investment Media Management	Mathematics Productivity Analysis Engineering Mgt Public Speaking Chinese Mgt Humanistic Science International Business Behavioral Science Payroll and Salary
		Note: Mgt. -- Management Prog.-- Program	

BIBLIOGRAPHY

Books

Brickerstaff G. Which MBA? A Critical Guide to the World's Best Programmes. Sixth Edition. New York: Addison-Wesley. 1994 .

Emeritus Prof. Forrester P.G. The British MBA: An Assessment of Postgraduate Management Education in UK Universities. Great Britain: Granfield Press. 1986.

Porter L.W., Mckibbin L.E. Management Education and Development--Draft or Thrust into the 21st Century. McGraw Hill Book Company. 1988.

Periodicals

Anonymous. " A Seeing Through of the Faculty of Business Administration. " Student Affairs. No.48. 30th September, 1993. The Chinese University of Hong Kong. (In Chinese)

Anonymous. " An Interview with Prof. Lee Kim Hon--Future of Hong Kong MBA. " Hong Kong Economic Monthly Journal. No. 164. November 1990. (In Chinese)

Anonymous. " MBA in Asia-- Staying Close to Home. " Far Eastern Economic Review. March 31, 1994.

Byune J.A., Bongiorno L. (New York). " The Best B Schools. " Business Week. October 24 1994.

Chen F.L. " Xu Shi Jun Talked About Management Education. " Modern Management. No. 136. May, 1988. (In Chinese)

Guo. D.M. " The Changing MBA Education. " Common Wealth. No. 130. March 1992. (In Chinese)

Huang J.Y. " Development and Future Directions of Management Education in Taiwan. " The Chinese Journal of Administration. National Chengchi University, Taiwan. February 1993

Miu J.W. " Rethinking After the Fad of MBA. " Hong Kong Economic Monthly Journal. November, 1990. (In Chinese)

Skousen K.F., Bertelsen D.P. " A look at Change in Management Education. " Sam Advanced Management Education Journal. Winter 1994.

Syrett M., " Picking the Right MBA. " Asian Business. September 1994.

Zhao S.L. " Comment form Business Field to MBA both Positive and Negative. " Management Magazine. No 177. March 1989. (In Chinese)

Brochures From Participating Faculty of MBA

College of Commerce. National Chengchi University.

Graduate Institute of Business Administration of National Chengchi University.
Graduate Institute of Business Administration, National Chengchi University. (In Chinese)

Introduction of the Faculty of Business Administration of National Taiwan University.
Faculty of Business Administration, National Taiwan University. (In Chinese)

Introduction of the Graduate Institute of Business Administration of National Taiwan University. Faculty of Business Administration, National Taiwan University. (In Chinese)

Lin C.Y. TMBA-Return of Alumni. TMBA Alumni Association, National Taiwan University. (In Chinese)

MBA Programmes 1994-95. MBA Programmes, The Chinese University of Hong Kong.

MBA Programmes 1995-96. The School of Business and Administration. The Hong Kong University of Science and Technology.

Projects of MBA Students

Chan L.Y. Rita. A study on MBA Programmes in Hong Kong. MBA Project. MBA Programmes. The Chinese University of Hong Kong.

Wang J.D., Luo T.Y., Liu Y.H., Huang Y.H. Comparison of Management Education in Taiwan & Hong Kong. Management Internship Report. Graduate Institute of Business Administration, National Chengchi University. (In Chinese)

Interview

Anonymous. MBA student, Graduate Institute of Business Administration, National Taiwan University, Taipei, Taiwan. Interview, 28th December, 1994.

Associate Professor Bing Jyun Wang, Graduate Institute of Business Administration, The National Chengchi University, Taipei, Taiwan. Interview, 27th December, 1994.

Dr. Huang Guo Long, Director, Graduate Institute of Business Administration, The National Taiwan University, Taipei, Taiwan. Interview, 21st December, 1994.

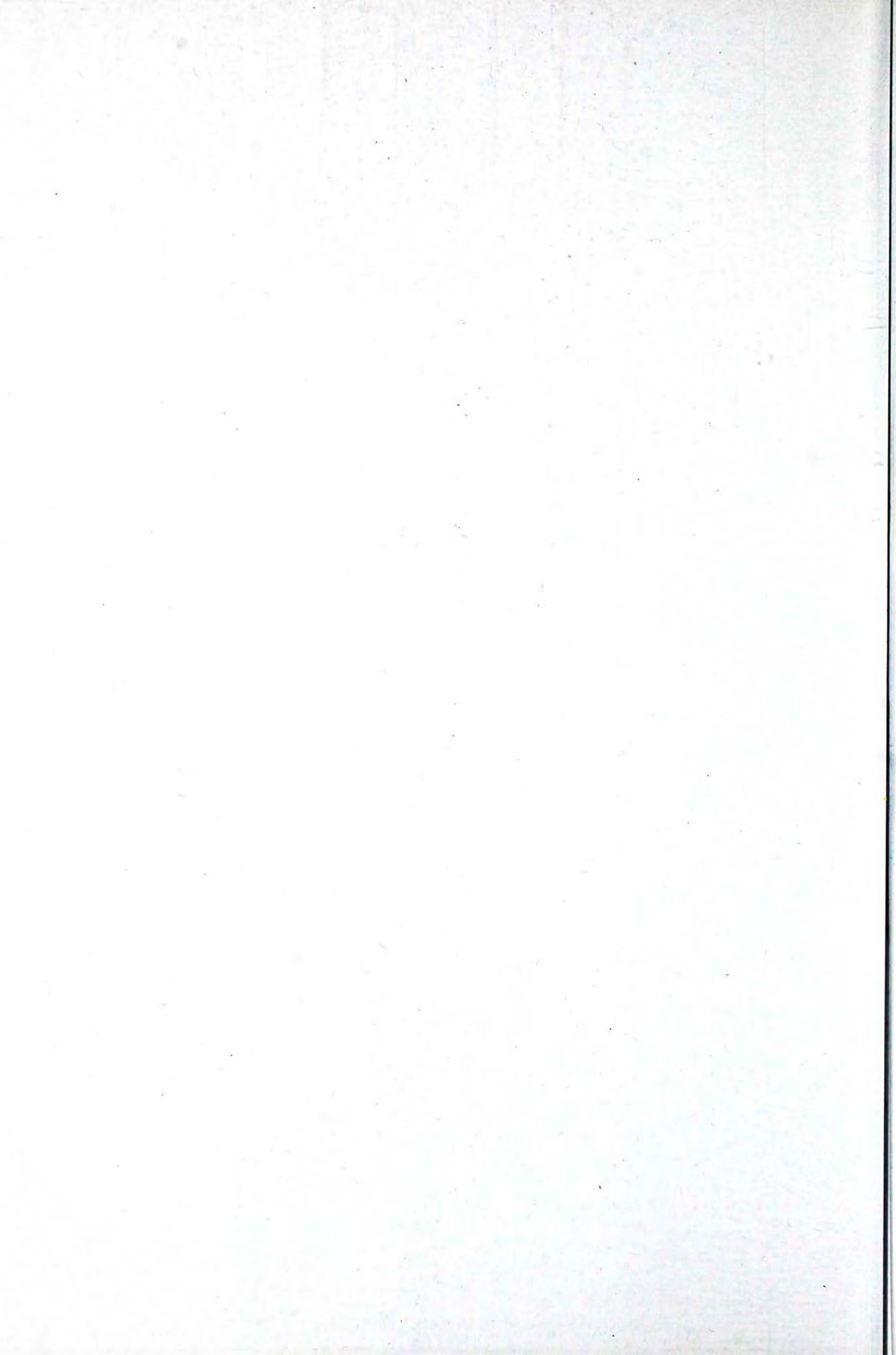
Prof. K.H. Lee, Former Director, MBA Programmes, The Chinese University of Hong Kong, Hong Kong. Interview, 18th March, 1995.

Prof. Leonard K. Cheng, Director, MBA Programmes, The Hong Kong University of Science and Technology, Hong Kong. Interview, 23rd March, 1995.

Prof. Mee Kau Nyaw, Director, MBA Programmes, The Chinese University of Hong Kong, Hong Kong. Interview, 20th March, 1995.

Professor Tang Foh Tsrang, Graduate Institute of Business Administration, National Taiwan University, Taipei, Taiwan. Interview, 24th December, 1994.

Professor Yu Chow Ming Joseph, Graduate Institute of Business Administration, National Chengchi University, Taipei, Taiwan. Interview, 22nd December, 1994.



CUHK Libraries



000293942