Creating a Comprehensive Professional Development Program for MBA Students: 
a Needs Analysis

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Study Questions
1. What knowledge, motivation, and organizational needs for the AGSM faculty and student support personnel to be able to design an innovative Professional Development Program for MBA students?
2. What are the recommended knowledge, motivation, and organizational solutions to support implementation of this innovative Professional Development Program?

Findings
1. Need more even knowledge of 21st century skills
2. Need more knowledge of student development
3. Need increased flexibility to make adjustments
4. Need more monitoring of student progress
5. Need to overcome motivation barriers
6. Need more purposeful collaboration
7. Need more effective feedback mechanisms

Key Literature
Corrective guidance for business schools
(Gordon & Howell, 1959; Pierson, 1959; Porter & McKibbin, 1988)

Needed skills of MBA graduates
(Datar, Garvin, & Cullen, 2010; Mintzberg, 2004; Kotter, 1995)

Student development & transition
(Chickering & Gamson, 1991; Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010; Bronfenbrenner & Morris, 2007)

Methodology
Survey – 19 of 27 tenure track faculty
Interviews
• 3 faculty leaders
• Director of Career Development Center
• Executive Director of Graduate Programs

Recommended Solutions

Future Research
1. What 21st century skills do employers of AGSM MBA graduates expect?
2. What support is needed for teaching professional skills in core courses?
3. How large is the professional skills gap between incoming MBA students and graduating students?
4. How do MBA student expectations about professional development compare with faculty expectations of professional skill development?
5. What differences exist between research faculty and adjunct faculty in the perception of their role in providing professional skill development within the MBA curriculum?

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