

**The MA Programs Evaluation of Business
Graduate School Students - A Study of Financial
Holding Corporations**

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Abstract

The objective of this research is to explore the relationship between business school graduate students' personal traits, external factors and their evaluation of Management Associate (MA) program. The data of 106 respondents were examined through multiple regression analysis and ANOVA, findings were as follow:

1. Peer Influence, Work Value, and Organizational Attractiveness of students significantly influence their evaluation of overall MA programs.
2. Students' gender, family, school learning experiences do not incur significantly their different evaluations of overall MA programs except students with autonomy club experience.
3. For training content, students whose parents don't work in financial industry and who emphasize Work Value have higher evaluation on it.
4. For selection process, students whose parents' highest education level is lower, who have autonomy club experience, students from NCCU, and students emphasize Peer Influence and Work Value had higher evaluation on it.
5. For recruitment information, students who emphasize Work Values have higher evaluation on it.
6. For salary, students graduated from commerce colleges and who emphasize Organizational Attractiveness have higher evaluation on it.

The result is expected to help MA program designers to design better program catered to their target group of applicants.

Keyword: MA programs, Work Value, Peer Influence, Organizational Attractiveness

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INTRODUCTION

Research Background and Motivation

Recruitment is the functional step in creating sufficient applicant pools that allow companies to gain a competitive edge in the marketplace (Capelli, 2000). From an organizational perspective, human resource departments have made continuous efforts to improve the overall recruitment process in order to help attract better people in a more cost-effective manner (Ryan, 2004). Consequently, the recruitment of human resource management is getting dominant for corporations.

Graduates seek job offers and may be examined in countless interviews, assessment centers and evaluations, Thousands of freshmen who entering the job market with curiosity and courage hope to fulfill their dreams as soon as possible; and as for corporations, with the increasingly competitive business market, companies are facing shortages of high-skilled employees. Therefore, the management associate (MA) programs are born in the wish of two demands.

Searching for MA programs, the related theses are few. However, the MA programs have become an important part when choosing jobs. Then we considered this topic as an essential research for both graduates and corporations. For corporations, knowing whether MA programs fit in graduates' wishes will better help improve MA programs; for graduates, the more you understand the MA programs and what kinds of people will apply for MA programs, the higher chance to get the opportunities.

Research Objectives

The objective of this study was to measure the specificity of information contained in MA programs and how graduates' evaluation change and influence by different conditions, as personal traits and external factors. In our research, we wondered what graduates think about MA and what kind of graduates will agree or disagree with present MA systems. In summary, we would like to understand:

1. Why graduate students like MA Programs.
2. What they want to obtain from MA Programs.
3. What kind of graduate students are interested in MA Programs.

The influences of evaluation of graduates in this research can be divided into two parts, which are personal traits and external factors. In the following papers we will introduce these two factors more detailed.

Research Questions

On the basis of the objectives of our research, we come up with some research questions as follows.

Question 1 - Will graduate students with different family background evaluate MA Programs differently?

Question 2 – Will graduate students with different school learning experiences evaluate MA Programs differently?

Question 3 – Will peer influence affect graduate students to evaluate MA Programs?

Question 4 – Will work value affect graduate students to evaluate MA Programs?

Question 3 – Will organizational attractiveness affect graduate students to evaluate MA Programs?

LITERATURE REVIEW

Introduction of MA Program

Management Associate (MA)

Over the years, the management associate program has become an essential system of corporations to recruit high quality human resources. The corporations took MA program as a condensed training program, combined different training method as rotations and overseas study to get MAs copious and diverse experiences within one or two years. As a whole, MA program can be concluded into 4 specialties and purposes:

1. Cultivating future executives.
2. Training abilities to adapt to different fields rapidly.
3. Strengthening horizontal network relationship.
4. Motivating morale in organizations.

In order to come up with organization extension, to recruit high quality human resources and to cultivate future executives, not only foreign banks but local banks continually released MA programs, including Citibank, HSBC, Chinatrust, Taishin, and etc.

From the research of MA programs of financial holding corporations by Ming-Yeh Chen (2004), the financial holding corporations in Taiwan paid more and more attentions on MA programs, which carried with elite policy and recruited in accordance with different divisions.

Compared to the large recruitment of banking commissioner, the MA programs of financial holding corporations only recruit ten to fifty persons. And requirement of academic degree should be at least master degree mostly. In addition, each financial holding corporation would have divisions based on different business characters and target customers. Therefore, when recruit MAs, financial holding corporations would ask applicants to follow his own interest and aspiration choosing divisions, and sorting the order.

In the following table, seven financial holding corporations in Taiwan, including foreign and local banks, are listed to show the general situation of MA programs.

Table II-I Seven financial holding corporations

Financial Holdings	Academic Degree	Training Length	Recruitment (number of people)	Personalities Demand
Citibank Taiwan	Bachelor	12-14 months	10	<ul style="list-style-type: none"> • A keen sense of integrity • High levels of motivation and energy
HSBC in Taiwan	Bachelor	2 years	10-20	<ul style="list-style-type: none"> • Leading performance • Working with others
Chinatrust	Master	2 years	50	<ul style="list-style-type: none"> • Highly achievement motivation • International perspectives
Taishin	Master	2 years	40-50	<ul style="list-style-type: none"> • Positivity • Demonstrated ability
Fubon	Master	2 years	20-25	<ul style="list-style-type: none"> • 2 yrs working experience • Results orientation
Cathay	Master	1 year	30	<ul style="list-style-type: none"> • Under 30s age • The ability to multi-task

Personal Traits

Work Value

Work Value is a value derived from general personal value. (Kinnane& Gaubinger, 1963; Schwartz, 1992). Because Work Value is based on Value, it is important to have a basic knowledge of Value before comprehending Work Value.

1. Definition of Value

Psychologists have been studied for the concept of Value since 1950s. However, because Value is an abstract and general idea, it is hard to give a specific definition of it. Scholars had given diversified definitions of Value. Super (1970) defined Value a combination of a person's terminal goal of mental status, relationship, and material condition. Rokeah (1973) defined Value an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite mode of conduct or end-state of existence. Wu (1996) considered Value a judge standard or endurable preference when people dealing with things, behaviors, or goals. In overall, Value is the principle of a person's act and it affects and leads a person's

behaviors and thoughts.

2. Definition of Work Value

A person's work attitude and performance is close related to a person's Value, and a person's opinion of Work Value will affect their job choice, development and performance. In other words, Work Value is a person's opinion, ideas and judge standard toward work. Many scholars had given definitions of Work Value.

Super(1970) defined Work value as a goal related to work, individual internal demand and particularity or characteristic of work people engaging in. Nord (1988) defined Work Value as a person's expectation and final status they consider to reach in their work. Zotowski (2004) considered Work Value a subset of Value, and may be regarded operationally as personal preferences for selected outcomes and rewards of working.

3. Classification of Work Value

Work Value is a broad concept. Because of the diversification of Work Value definition, there are varieties of its classification proposed. Work Value may varied from different scholar, different group of research subjects, different research perspective and different methodology used in the research. The following is the table of different classifications of Work Value.

Table II-II Classification of Work Value

Scholar	Year	Classification of Work Value
Super	1970	Fifteen scales: Altruism, security, independence, prestige, aesthetics, income, creativity, supervision lifestyle, workplace, variety, co-workers, challenge, superior, achievement
Zitowski	1970	Work value = intrinsic value + extrinsic value + concomitant value
Miller	1974	Work value = intrinsic value + extrinsic value
Wu	1996	Seven subscales under two categories: 1. Terminal values: self growth, self achievement, prestige 2. Instrumental values: social interaction, security and economy in organization, stable and anxiety avoidance, leisure, health and transportation

Among these Work Value classifications, Wu's (1996) Work Value classification was applied in this research. Wu's Work Value classification was based on Super's Work Value Inventory (1970) and was revised to suit Taiwanese students. Wu's Work Value Scale was designed to help Taiwanese university students and post graduate workers to explore themselves and make their career future development plan.

Because the target respondents of this research are business graduate school students in Taiwan, Wu's Work Values classification was considered to be more suitable than others.

Wu categorized Work Value into two categories, Terminal Values and Instrumental Values. Seven subscales were classified under these two categories: self-growth, self-achievement, prestige, social interaction, security and economy in organization, stable and anxiety avoidance. Wu's Work Values Scale was based on this classification and designed seven questions for each subscale. The **meanings** of these seven subscales are as follows:

1. Terminal Values:

Respondents of importance evaluation of "Constantly **pursuing** self growth, developing personal talent and creativity, improving quality of life, obtaining sense of accomplishment and leading power, winning others respect, affirming and achieving life goal in work". Three subscales are categorized under this category.

- (1) Self-growth: Respondents' evaluation of importance of "Constantly obtaining new knowledge and self growth, developing creativity and **advanced** personal development in work".
- (2) Self-achievement: Respondents' evaluation of importance of "Reaching life goal, showing personal talent, improving quality of life and contributing to social welfare in work".
- (3) Prestige: Respondents' evaluation of importance of "Obtaining sense of accomplishment, self affirmation and autonomy, win others respect and have management power and dominance in work".

2. Instrumental Values:

Respondents of importance evaluation of "Obtaining good social interaction and good interpersonal relationships and stable life, free from the anxiety from work, working in a perfect organizational system and environment and reaching sense of security and gain reasonable rewards and leisure activities in work".

Four subscales are categorized under this category:

- (1) Social interaction: Respondents' evaluation of importance of "Obtaining good social interaction, sharing feelings with boss and colleagues and establish good interpersonal relationships in work".
- (2) Security and economy in organization: Respondents' evaluation of importance of "Obtaining reasonable financial reward in work and whether the organization provides perfect system to meet personal sense of security need".

- (3) Stable and anxiety avoidance: Respondents' evaluation of importance of "Having stable and regular work and free from nerve, chaos, anxiety and fear from work".
- (4) Leisure, health and transportation: Respondents' evaluation of importance of "Obtaining enough physical, leisure activities and convenient transportation in work."

External Factors

Organization Attractiveness

Since scholars suggest organizations draw attention from higher quality human resource have more choices to consider (Boudreau & Rynes 1985; Murphy 1986), and at the same time organizations are facing a human resource drought to locate quality human resource (Mahroum 2000; Thibodeau 2000); when organization has higher ability to attract high quality human resource to proactively apply for position of the corporation, the expense of recruitment and training of human resource would definitely be minimized because organization attractiveness gives corporations a large pool of new recruits to choose from. In the course of time, organization attractiveness become an attitude or expressed general positive affect toward an organization and toward viewing the organization as a desirable entity with which to initiate some relationship (Aiman-Smith et al 2001).

The concept of organizational attractiveness (Turban and Keon 1993; Turban and Greening 1997) represents how high extent or degree the organization attracts potential jobseekers and was proposed and studied in different academic literatures; it stresses organizational attractiveness to organization features like culture, identity and value and etc, and to work features like work content and work autonomy. In the research of Turban and Keon (1993), taking undergraduates as samples, they found that corporations offering higher wage and flexible welfare policy are more tempting to prospective jobseekers. Besides, the research of Barber, Wesson, Roberson, and Taylor (1999) found that most of prospective jobseekers prefer to huge corporations, and were decided before they searched jobs.

By lots of relative researches, the organizational attractiveness can be concluded into several factors as following.

1. Work features (like work environment, work content).
2. Promotion opportunities.
3. Salary and welfare.
4. Corporate image.

5. Colleagues.
6. Job security.
7. Training programs.
8. Corporate size and culture.

Social Learning and Social Comparison

In this research, we expect to find out how different factors affect an individual's evaluation on the MA programs of the banking industry in Taiwan. For this purpose, we not only worked on examining the internal factors such as personal traits and work value, but also expected to figure out some relations between the external factors that are without control and the evaluation mentioned above.

We've considered several dimensions such as school education, family influence, participation in student organizations, and work experience. Apart from personal traits, and personality, incidents occur in an individual's life may have some influence on the individual in specific ways. In the Learning Theory of Career Counseling (Krumboltz, 1999), "Learning is essential not only for students to develop the basic employability skills required for the school-to-work transition, but also for the development of work habits, beliefs, interests, and values" was mentioned. In the essay "Social learning Theory: Learning as Participation in Social Process (Bente, 2003)", Bente mentioned that in social learning theory, development and learning are inseparable process and they constitute each other in an understanding of learning as participation in social process. Thus, we firstly considered schooling as a part of the reasons that students may have different views toward the MA programs. Along with the Social Comparison and Education (John M. Levine 1983), we found that classroom experience is a crucial facilitator of social comparison interest in young children. Suls and Sanders (1979) also suggest that participation in the educational system encourages children to compare themselves with their peers. In this essay, it said that not only young children but older children for example college students display strong motivation to compare their performance with that of their peers. We suppose that peer influence contributes to this research to some extent. Thus we set it as one of the external factors. Krumboltz also cited Social Learning Theory of Behavior (Bandura 1977) to promote his theory that learning plays a really important role in an individual's future career path. Skills, interests, beliefs, values, work habits and personal qualities are all subject to changes as the result of learning experiences, which again emphasizes importance of the impact leaning places on everyone. We then supposed that education is one of the key factors that may affect an individual's

evaluation on MA programs. For the fact that student organization, student clubs experiences and working experience or part-time experience are parts of one's education process, we put them into consideration. In the theories mentioned above, we expected to explain the importance of education experience, learning experience, and peer influence on affect the evaluation of MA programs.

Sex- Role Socialization and The Relationship between Parental Attitude and Social Comparison

We then on found that in Bandura's Social Learning Theory, he mentioned that learning is a process through modeling. In 1960s, social learning theorists such as Walter Mischel and Albert Bandura emphasized the role of both direct reinforcement and modeling in shaping children's sex-role behavior and attitudes. We became curious about that whether sex- role might have certain influence in forming an individual's view in evaluating the MA programs. Thus sex- role is considered in this research.

Parental influence is also considered in this research. Through the essay "Sex Role Socialization and the Development of Achievement Motivation in Black Preschool Children (Peggy G. Carr and Martha T. Mednick 1988)", we found that patterns of parental socialization are regarded as important factors in the development of achievement motivation. And in another essay, we found that "Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes." Thus in this research, we suppose that differences in parents' occupational statuses might have some influence on children's development process, moreover, on an individual's evaluation on MA programs.

Terminology

1. **Value:** the principle of a person's act and it affects and leads a person's behaviors and thoughts.
2. **Work Value:** a person's opinion, ideas and judge standard toward work.
3. **Terminal Vales:**
 - (a) Self-growth, self-achievement, prestige
 - (b) Respondents importance evaluation of "Constantly **pursue** self growth, develop personal talent and creativity, improve quality of life, obtain sense of accomplishment and leading power, win others respect, affirm and achieve life goal in work".

4. Instrumental Values:

(a) Social interaction, security and economy in organization, stable and anxiety avoidance

(b) Respondents of importance evaluation of " Obtain good social interaction and good interpersonal relationships and stable life, free from the anxiety from work, work in a perfect organizational system and environment and reach sense of security and gain reasonable rewards and leisure activities in work"

5. Autonomy Club:

For the purpose of servicing others, it is an organization founded by several students to represent a group of students to deal with public affairs, like Student Association, Graduate Association, or Student Association for the Department.

6. The Highest Level of Education:

The highest level of education is completed by a person in school or other educational institution, regardless of whether he / she had passed the examinations or assessments of the course.

7. Peer Influence:

Peer influence is the influence of a social group, mainly friends around, on an individual.

8. Reinforcement:

In either classical or operant conditioning, a stimulus that increases the probability that a particular behavior will occur.

9. Modeling:

The process of learning by watching others; a therapeutic technique used to effect behavioral change.

Note

Capitalize: Work Value, Peer Influence, Organizational Attractiveness, Value

Not capitalized: personal traits, external factors, training content, selection process, recruitment information, salary, multiple regression analysis

RESEARCH METHDOLOGY

Four parts are included in this chapter. We will first introduce the structure of this research and hypotheses we made for examining whether our expectations are practical. Then we will move our sight to the questionnaire we designed for this research, and the characteristic of respondents. We will focus on the basic background of the respondents and the recycling situation of our questionnaire. Finally, we will make an introduction to the statistic methods we used in this research.

Research Framework

This research mainly focuses on how graduate student will evaluate the popular MA programs and what makes their evaluations different from others. After the literature review, we diminish the factors that might influence the evaluation of MA program into five different parts, which are, family school learning experience, peer influence, work value, and organizational attractiveness. Here, work value can be further divided into 2 categories, which are terminal value and instrumental value, due to the results of factor analysis. (We will introduce later)

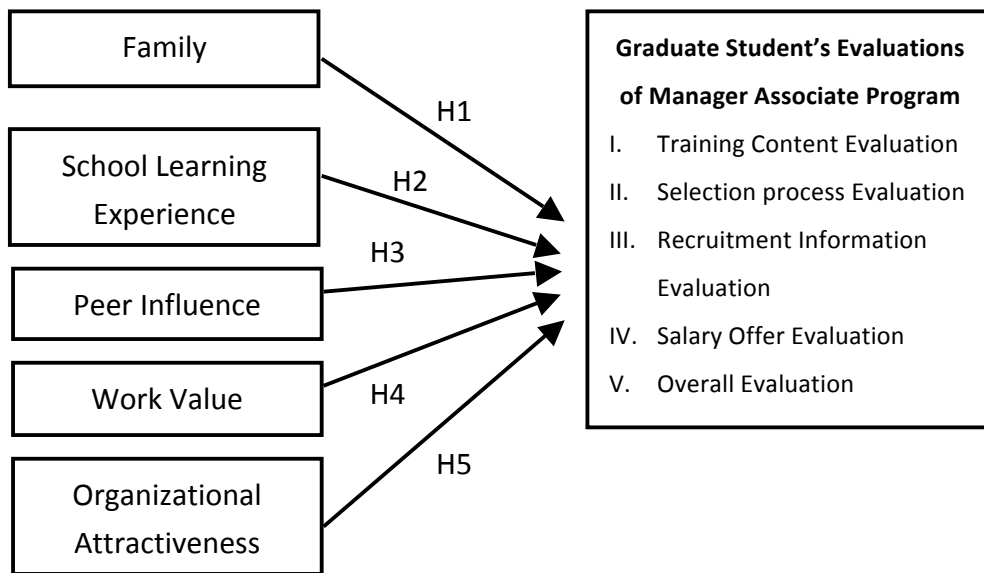
But, we hope that every independent variable is unique, so we sum up the scores of these two sub-factors of work value and divide them by two. We get a new factor, which is the mean score of the two sub-factors. This new factor will stand for the score of work value in our research. So, we still have five independent variables in our research, rather than six.

In the aspect of dependent variable, we can get seven different factors of MA program, according to the literature review. Then, from the result of factor analysis, we found that these factors can be further categorized into four dimensions, which are training content, selection process, recruitment information, and salary offer.

We use these four new factors as our dependent variables. Also, by summing up the scores of these four factors and dividing them by four, we can get another factor, which is named after “overall evaluation of MA program” by us. So, in our research, we have five dependent variables.

The research structure chart is below (Figure 3-1)

Figure III-I Research structure chart



Research Method

Descriptive Statistics Analysis

After the data collection, we made some basis calculation of our data, including mean, standard deviation. We can first understand the structure of variables in our samples.

Factor Analysis

To further reduce the diversification of factors in variables, we conduct factor analysis for our data. Here school learning experience and family are excluded because they are categorical. Using the principle component analysis, we can extract the co-factors from our variables.

ANOVA

Some data from our questionnaire is not continuous, so we couldn't use regression analysis to find out the relationship between these independent variables and dependent variables. Here we use ANOVA to test whether there are significant differences between the independent variables and dependents.

Multiple Regression Analysis

From the result of factor analysis, independent variables are categorized into four factors, including peer influence, terminal work value, instrumental work value, and organizational attractiveness. As stated in research framework, we create a new factor represent work value in overall. Therefore, we have three independent variables and five different dependent variables.

We will conduct five multiple regression analyses.

Research Hypotheses

Hypotheses for ANOVA

Our data contains two types, including categorical data and continuous data. Some of the factors in our independent variables are categorical. To find out the relationship between these factors and our independent variable, we conduct ANOVA analysis to see whether there are significant differences between these variables.

H1: Graduate student with different family background will evaluate MA Programs differently.

H1-1: There is significant difference between graduate students with different parents' highest level of education in evaluating MA Programs.

H1-2: There is significant difference whether graduate students' parents work in financial industry or not in evaluating MA Programs.

H2: Graduate student with different school learning experiences will evaluate MA Programs differently.

H2-1: There is significant difference whether graduate students studied in college of commerce in university or not in evaluating MA Programs.

H2-2: There is significant difference between graduate students from National Chengchi University and National Taiwan University in evaluating MA Programs.

H2-3: There is significant difference whether graduate students joined autonomy clubs or not in evaluating MA Programs.

Hypotheses for multiple regression analysis

In this section, we make some hypotheses for examining whether our independent variables significantly influence graduate students' evaluation. Here, school learning experience and family are excluded, because some parts of the data from these variables are categorical, not continuous. So, we have three independent variables in the regression analysis. Because we have five dependent variables, including four in-detail factors and one overall factor, for every independent variable, we have three hypotheses. Totally in the section we have fifteen hypotheses.

H3: Peer influence positively affects graduate students' evaluation of MA programs

H3-1: Peer influence positively affects graduate students' evaluation of training content in MA programs

H3-2: Peer influence positively affects graduate students' evaluation of selection process in MA programs

H3-3: Peer influence positively affects graduate students' evaluation of recruitment information in MA programs

H3-4: Peer influence positively affects graduate students' evaluation of salary offer in MA programs

H4: Work value positively affects graduate students' evaluation of MA programs

H4-1: Work value positively affects graduate students' evaluation of training content in MA programs

H4-2: Work value positively affects graduate students' evaluation of selection process in MA programs

H4-3: Work value positively affects graduate students' evaluation of recruitment information in MA programs

H4-4: Work value positively affects graduate students' evaluation of salary offer in MA programs

H5: Organizational attractiveness positively affects graduate students' evaluation of MA programs

H5-1: Organizational attractiveness positively affects graduate students' evaluation of training content in MA programs

H5-2: Organizational attractiveness positively affects graduate students' evaluation of selection process in MA programs

H5-3: Organizational attractiveness positively affects graduate students; evaluation of recruitment information in MA programs

H5-4: Organizational attractiveness positively affects graduate students' evaluation of salary offer in MA programs

Research Design

Respondent and Questionnaire

As mentioned in the objectives in Chapter 1, we want to get the results that can provide financial holding corporate some practical principles to design or renew their MA program.

To achieve this, we design a questionnaire, which can be used to understand respondents' characteristics and their evaluation of MA program. This questionnaire contains six parts. For every part we make some questions. (You can check out the complete questionnaire in Appendix)

Generally, business school students are preferable to students from other departments for companies that have MA program. Besides, these companies prefer graduate students to university graduates. To get closer to the real situation, we narrow down the scale of respondents to the domestic business graduate school student. Our respondents are from two main sources: National Chengchi University and National Taiwan University. We dispense our questionnaire to these schools' students. Totally we sent out 120 questionnaires, 106 questionnaires were recycled and available. Only 14 questionnaires were non-available or not recycled. Response rate = 88.3%

DATA ANALYSIS AND DISCUSSION

Factor Analysis

Factor Analysis for Patent Factors

We are interested in how graduate students evaluate MA programs and what exactly influence their evaluation. Several variables are identified to influence graduate students' evaluation on MA programs. We design our questionnaire according to variables identified as being influential. In our questionnaire, we list forty questions to solicit graduate students' view on five-point scale, where one equals strongly disagree and five equals strongly agree. Because our data contains too many variables, we use factor analysis to reduce the number of variables by grouping variables with similar characteristics together.

We use factor analysis to produce a small number of factors in light of the four dimensions of our questionnaire, which are peer influence, work value, organizational attractiveness, and evaluation of MA programs. The outcomes are as follows:

I. Peer Influence

Table IV-I-I Total Variance Explained Form of Peer Influence

* > 0.5 = satisfactory

Variables	% of Variance	Cumulative %	Peer Influence	Communalities
PI1	57.303%	57.303%	.808*	.654
PI2			.788*	.621
PI3			.847*	.717
PI4			.548*	.300
Cumulative eigenvalues			2.292	2.292

From Figure 1, for question item PI1 to question item PI4, we measure sampling adequacy and extract one satisfactory factor, which is peer influence. The percent of cumulative variance of the factor is 57.303. This indicates that the factor can explain 57.303 % of the original variables, which is effectively representable.

II. Work Value

Table IV-I-II Total Variance Explained form of Work Value

- > 0.5 = satisfactory

Variables	% of Variance	Cumulative %	Work Values – Terminal Values	Work Values – Instrumental Values	Communalities
WV1	45.883%	45.883	.821*		.690
WV2	13.925	59.808%	.849*		.721
WV2			.773*		.636
WV4			.738*		.568
WV5			.828*		.736
WV6			.665*		.639
WV7			.490	.699*	.488
WV8				.690*	.477
WV9				.709*	.604
WV12				.568*	.563
WV13				.769*	.630
WV14				.737*	.640
WV10			.595*	.521*	.625
WV11			.411	.433	.357
Cumulative Eigenvalues			6.424	1.950	8.374

From Figure 2, for question item WV1 to WV6 and question item WV7 to WV14, we measure sampling adequacy and extract two satisfactory factors, which are terminal value and instrumental value respectively. The percent of cumulative variance of the factor is 59.808. This indicates that the two factors can explain 59.808 % of the original variables, which is effectively representable.

III. Organizational Attractiveness

Table IV-I-III Total Variance Explained form of Organizational Attractiveness

> 0.5 = satisfactory

Variables	% of Variance	Cumulative %	Training Content	Selection Process	Recruitment Information	Salary	Communalities
MA1	39.672%	39.672%				.761*	.679
MA3	10.181%	49.853%		.698*			.599
MA4	8.383%	58.235%		.545*			.484
MA5	6.438%	64.673%		.569*			.513
MA6				.772*			.694
MA7				.787*			.678
MA8				.667*			.589
MA2					.758*		.759
MA9					.653*		.671
MA10					.528*		.565
MA11			.650*		.510*		.787
MA12			.864*				.771
MA13			.736*				.646
MA14			.817*				.797
MA15			.672*				.673
MA16				.316		.495	.443
Cumulative Eigenvalues			6.347	1.629	1.341	1.030	10.347

From Figure 3, for question item OC1 to question item OC6, we measure sampling adequacy and extract one satisfactory factor, which is organizational attractiveness. The percent of cumulative variance of the factor is 49.218. This indicates that the factor can explain 49.218 % of the original variables, which is effectively representable.

IV. Evaluation of MA Programs

Table IV-I-IV Total Variance Explained form of Evaluation of MA Programs

* > 0.5 = satisfactory

Variables	% of Variance	Cumulative %	Organizational Attractiveness	Communalities
OC1	49.218%	49.218%	.749*	.561
OC2			.731*	.534
OC3			.701*	.491
OC4			.762*	.581
OC5			.636*	.405
OC6			.617*	.381
Cumulative Eigenvalues			2.953	2.953

From Figure 4, for question item WV1, question item MA3 to MA8, question item MA2, MA8, MA10, and question item MA12 to MA15, we measure sampling adequacy and extract four satisfactory factors, which are training content, selection process, recruitment information and salary. The percentage of cumulative variance of the factor is 64.673. This indicates that the four factors can explain 64.673 % of the original variables, which is effectively representable.

ANOVA Analysis

Different Evaluation of MA Program between Different Groups of Graduate Students

This section mainly researches the differences to evaluate MA programs between graduate students with different family background or school learning experiences. For family background, we have two variances, which are parents' jobs and parents' highest level of education. For school learning experiences, we have three variances, which are colleges, graduate schools, and autonomy clubs.

To find the different evaluation between graduate students with different family background or school learning experiences, we use the one-way analysis of variance (ANOVA) to compare the means of a large number of populations (i.e., two or more). The following are our findings divided into two parts: family background and school learning experiences.

I. Family Background

- i. First, we want to know whether graduate students with **different parents' highest level of education** will evaluate MA programs differently or not. Our finding is shown in following table:

Table IV-II-I One-Way ANOVA form of Parents' highest level of education

*p<0.05 = significant

Different Aspects	Mean (n=106)	Master (n=39)	Bachelor (n=38)	Senior High (n=22)	Junior High (n=7)	F
Training Content	4.1368	4.2308	4.000	4.1250	4.3929	1.298
Selection Process	3.7000	3.8462	3.5158	3.6455	4.0571	2.805*
Recruitment Information	3.7830	3.8291	3.6842	3.8030	4.000	0.750
Salary	4.0377	4.0356	4.0263	3.9545	4.4286	0.611
MA Program	3.8795	3.9744	3.7429	3.8531	4.1758	2.364

From Figure 1, the analysis of variance has reached a significant level (F=2.805) when graduate students with different parents' highest level of education evaluate the selection process of MA programs. It means that graduate students with different parents' highest level of education will evaluate the selection process of MA programs differently.

Besides, according to the means of different levels of education, we can discover that graduate students whose parents' highest level of education is junior high school (or under junior high) get the highest mean number in the selection process of MA programs. This means that graduate students whose parents' highest level of education is junior high school (or under junior high) value the importance of selection process in finding the fit and good employees for MA programs more than graduate school students whose parents' highest level of education are others.

- ii. Second, we want to know whether graduate students whose parents work whether in financial industry or not will influence them to evaluate MA Programs. Our finding is shown in following table:

Table IV-II-II One-Way ANOVA form of Parents' Job

*p<0.05 = significant

Different Aspects	Mean (n=106)	parents work in financial industry (n=12)	parents don't work in financial industry (n=94)	F
Training Content	4.1368	3.6250	4.2021	9.772
Selection Process	3.7000	3.6833	3.7021	0.010
Recruitment Information	3.7830	3.5556	3.8121	2.024
Salary	4.0377	3.7500	4.0745	1.695
MA Program	3.8795	3.6410	3.9100	3.175

From Figure 2, the analysis of variance has reached a significant level (F=9.772) when graduate students whose parents either work in financial industry or not evaluate the training content of MA programs. It means that graduate students whether their parents work in financial industry or not will evaluate the selection process of MA programs differently.

Besides, according to the means of two populations, we can discover that graduate students whose parents don't work in financial industry get the higher mean number in the training content of MA programs. This means that the training content plays a relatively important role for graduate students whose parents don't work in financial industry when they choose whether to join MA Programs or not.

II. School Learning Experiences

- i. First, we want to know whether graduate students **studied in college of commerce in university or not** will influence them to evaluate MA programs. Our finding is shown in following table:

Table IV-II-III One-Way ANOVA form of College

*p<0.05 = significant

Different Aspects	Mean (n=106)	College of Commerce (n=56)	Not College of Commerce (n=50)	F
Training Content	4.1368	4.1563	4.1150	0.113
Selection Process	3.7000	3.7536	3.6400	0.884
Recruitment	3.7830	3.8155	3.7467	0.356

Information				
Salary	4.0377	4.1964	3.8600	4.651
MA Program	3.8795	3.9258	3.8277	1.028

From Figure 3, the analysis of variance has reached a significant level ($F=4.651$) when graduate students whether studied in college of commerce in university or not evaluate the salary of MA programs. It means that graduate students whether studied in college of commerce in university or not will evaluate the salary of MA programs differently.

Besides, according to the means of two populations, we can discover that graduate students who studied in college of commerce in university get the higher mean number in the salary of MA programs. This means that salary plays a relatively important role for graduate students who studied in college of commerce in university when they choose whether to join MA programs or not.

- ii. Second, we want to know whether graduate students **from National Chengchi University (NCCU) and National Taiwan University (NTU)** will evaluate MA Programs differently. Our finding is shown in following table:

Table IV-II-IV One-Way ANOVA form of Graduate School

* $p < 0.05$ = significant

Different Aspects	Mean (n=106)	Graduate Schools in NCCU (n=51)	Graduate Schools in NTU (n=55)	F
Training Content	4.1368	4.0545	4.2255	1.986
Selection Process	3.7000	3.8588	3.5527	6.796
Recruitment Information	3.7830	3.7974	3.7697	0.058
Salary	4.0377	4.1176	3.9636	0.943
MA Program	3.8795	3.9774	3.7888	3.907

From Figure 4, the analysis of variance has reached a significant level ($F=4.651$) when graduate students from NCCU and NTU evaluate the salary of MA programs. It means that graduate students from NCCU and NTU will evaluate the selection process of MA programs differently.

Besides, according to the means of two populations, we can discover that graduate

students from NCCU get the higher mean number in the selection process of MA programs. This means that graduate students from NCCU value the importance of selection process more than those from NTU in finding the fit and good employees for MA programs.

- iii. Third, we want to know whether graduate students **joined autonomy clubs or not** will influence them to evaluate MA programs. Our finding is shown in following table:

Table IV-II-V One-Way ANOVA form of Autonomy Club

*p<0.05 = significant

Different Aspects	Mean (n=106)	Join Autonomy Clubs (n=27)	Not Join Autonomy Clubs (n=79)	F
Training Content	4.1368	4.3056	4.0791	2.667
Selection Process	3.7000	3.9259	3.6228	4.986
Recruitment Information	3.7830	3.9012	3.7426	1.456
Salary	4.0377	4.2593	3.9620	2.716
MA Program	3.8795	4.0627	3.8169	5.101

From Figure 5, the analysis of variance has reached a significant level (F=4.986 and F=5.101) when graduate students whether joined autonomy clubs or not evaluate the overall MA programs and the selection process of MA programs. It means that graduate students whether joined autonomy clubs or not will evaluate both the overall MA programs and the selection process of MA programs differently.

Besides, according to the means of two populations, we can discover that graduate students who joined autonomy clubs get the higher mean number in both the overall MA programs and the selection process of MA programs. This indicates two meanings. As for the overall MA programs, it means that graduate students who joined autonomy clubs agree the importance of four aspects more in evaluating MA programs. For the selection process of MA programs, it means that graduate students who joined autonomy clubs value the importance of selection process more than those who don't joined autonomy clubs in finding the fit and good employees for MA programs.

Multiple Regression Analysis

In order to examine whether our independent variables will significantly influence graduate students' evaluation of MA programs, we conduct multiple regression analysis for our data. Here, the number of our independent variables is not five. Instead, family and some parts of school learning experience are deleted. So the independent variables are peer influence, work value, and organizational attractiveness. Dependent variables in our research include four in-detail evaluations and one overall evaluation. For every dependent variable, we will put the three independent variables into multiple regression analysis and check the consequence.

Multiple Regression Analysis for the Overall Evaluation of MA Programs

In this analysis, we want to know how the overall evaluation will be influenced by independent variable. Independent variables include peer influence, work value, and organizational attractiveness. The table of coefficient is below.

Table IV-III-I Multiple Regression Analysis for the Overall Evaluation of MA Programs

Coefficient^a

	Unstandardized		Standardized	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.499	.274		1.823	.071
PI	.113	.054	.144	2.090	.039
WV	.543	.094	.546	5.758	.000
OC	.188	.091	.208	2.074	.041

a. Dependent Variable: MA overall evaluation

Under confidence interval of 95%, we find that all of the independent variables significantly and positively influence the dependent variable.

Then we can find out the correlation function:

$$Y = 0.144 * X_1 + 0.546 * X_2 + 0.208 * X_3 + \varepsilon_i$$

(X1 = PI, X2 = WV, X3 = OC, *X means that X has significant influence on Y)

Multiple Regression Analysis for the Training Content Evaluation of MA Programs

In following analyses, our independent variables remain the same, but the dependent variables are more in-detail. First, we put the evaluation of training content in MA program into regression. The table of coefficient is below.

Table IV-III-II Multiple Regression Analysis for the Training Content Evaluation of MA Programs

Coefficients^a

		Unstandardized		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.506	.406		1.247	.215
	PI	.057	.080	.057	.707	.481
	WV	.605	.140	.483	4.333	.000
	OC	.236	.134	.207	1.760	.081

a. Dependent Variable: MA1

Under confidence interval of 95%, we find that only work value has significant and positive influence on Y.

Correlation Function:

$$Y_{TC} = 0.057X_1 + 0.483X_2 + 0.207X_3 + \varepsilon_i$$

Multiple Regression Analysis for the Selection Process Evaluation of MA Programs

Here the dependent variable is the evaluation of selection process in MA program. The table of coefficient is below.

Table IV-III-III Multiple Regression Analysis for the Selection Process Evaluation of MA Programs

Coefficients^a

		Unstandardized		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.221	.421		.525	.601
	PI	.237	.083	.242	2.845	.005
	WV	.567	.145	.457	3.908	.000
	OC	.079	.139	.070	.571	.570

a. Dependent Variable: MA2

Under significant level of 95%, we find that both PI and WV significantly and positively influence Y

The correlation function:

$$Y_{SP} = 0.242 * X_1 + 0.457 * X_2 + 0.07X_3 + \epsilon_i$$

Multiple Regression Analysis for the Recruitment Information Evaluation of MA Programs

Here the dependent variable is the evaluation of recruitment information in MA programs. The table of coefficient is below.

Table IV-III-IV Multiple Regression Analysis for the Recruitment Information Evaluation of MA Programs

Coefficients^a

		Unstandardized		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.894	.424		2.110	.037
	PI	.019	.084	.021	.232	.817
	WV	.560	.146	.474	3.837	.000
	OC	.130	.140	.121	.928	.355

a. Dependent Variable: MA3

Under significant level of 95%, we find that only WV has significant and positive influence on Y.

Correlation Function:

$$Y_{RI} = 0.021X_1 + 0.474 * X_2 + 0.121X_3 + \epsilon_i$$

Multiple Regression Analysis for the Salary Evaluation of MA Programs

Finally, we use the evaluation of salary in MA programs as the dependent variable. The table of coefficient is below.

Table IV-III-V Multiple Regression Analysis for the Salary Evaluation of MA Programs

Coefficients^a

		Unstandardized		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.678	.604		1.122	.265
	PI	.002	.119	.001	.016	.988
	WV	.125	.208	.076	.599	.551
	OC	.709	.200	.478	3.553	.001

a. Dependent Variable: MA4

Under confidence level of 95%, we find that only OC has significant influence on Y

Correlation Function:

$$Y_S = 0.001X_1 + 0.076X_2 + 0.478*X_3 + \epsilon_i$$

Summarized Result

In multiple regression analysis, we find that all of the independent variables have significant influence on graduate students' overall evaluation of MA programs. But if we change the dependent variable to a more detailed one, the consequence is quite different. We find that each independent variable has different influences on different dimensions of MA programs.

For the training content part of the MA programs, only Work Value significantly influences the evaluation of it. (see **Figure IV-IV-II**)

For the selection process part of the MA program, Peer Influence and Work Value significantly influence the evaluation of it. (see **Figure IV-IV-III**)

For the recruitment information part of the MA program, only Work Value significantly influences the evaluation of it.

For the salary part of the MA program, only Organizational Attractiveness significantly influences the evaluation of it. (see **Figure IV-IV-V**)

The figures are displayed as follows:

Figure IV-IV-I Multiple Regression analysis 1

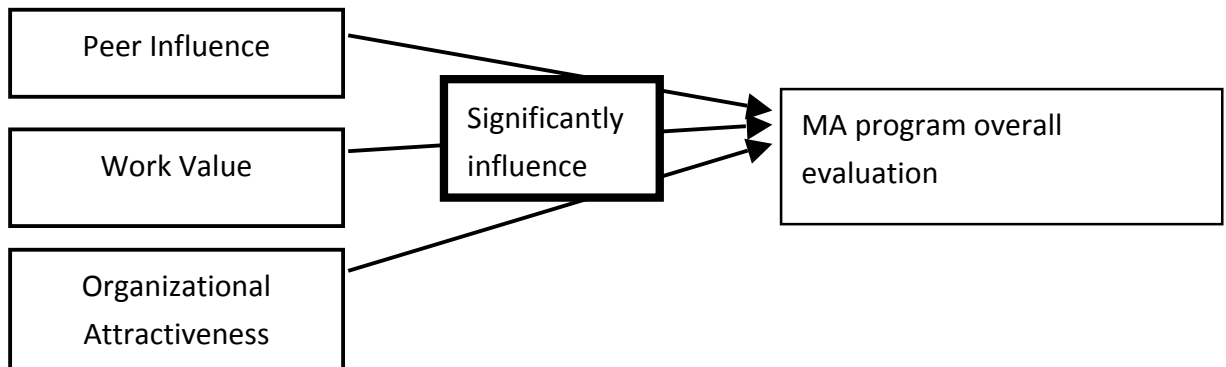


Figure IV-IV-II Multiple Regression analysis 2



Figure IV-IV-III Multiple Regression analysis 3

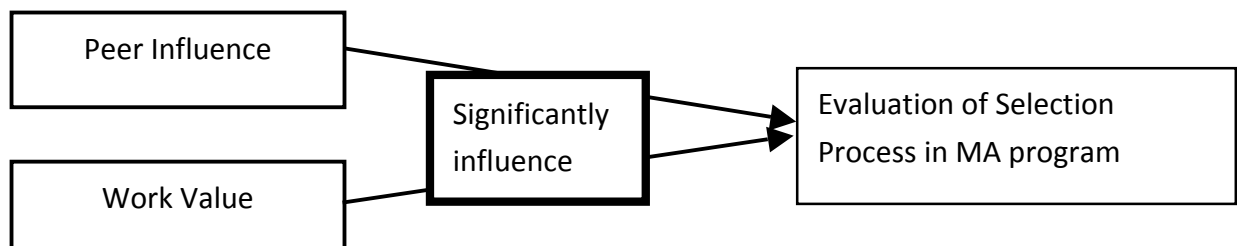


Figure IV-IV-IV Multiple Regression analysis 4

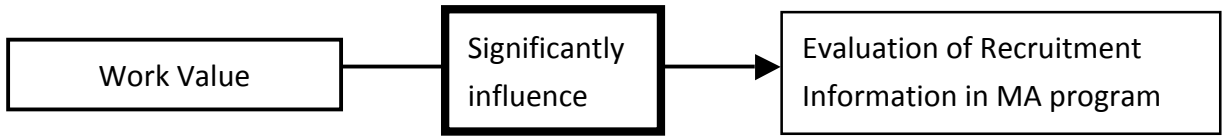
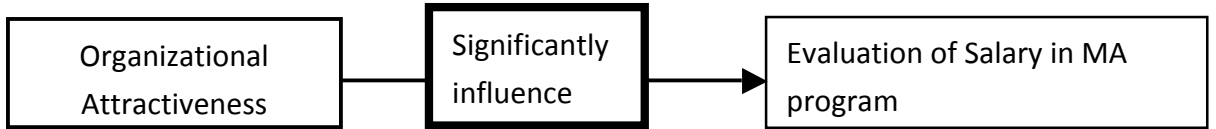


Figure IV-IV-V Multiple Regression analysis 5



CONCLUSIONS AND SUGGESTIONS

The objective of this research is to explore the relationship between business graduate school students' personal traits, ideas, background and their evaluation of MA program. After reviewing literatures, two **dimensions** of respondents measurement was chosen to put into the survey, which are personal traits and external factors. By using factor analysis, independent variable was being reduced into three factors: Peer Influence, Organizational Attractiveness and Work Value. Dependent variable, which was MA program evaluation, was reduced into four factors: training content, selection process, recruitment information, and salary.

120 questionnaires were given to Taiwan business graduate school students and 106 effective questionnaires were eventually collected. With the collected data, ANOVA and multiple regression analysis were used to analysis the relationship between independent variable and independent variable. After summarizing the results of ANOVA and multiple regression analysis, implications were given to those significant affect results and also using the findings to give advice to MA program designers.

Research Conclusions

Table V-I Research Conclusions

Hypothesis	Result
H1: Parents highest education level can significantly differ MA program evaluation of business graduate school students	No significant difference
H2: Whether parents work in financial industry can significantly differ MA program evaluation of business graduate school students	No significant difference
H3: Whether studied in commerce college can significantly differ MA program evaluation of business graduate school students	No significant difference
H4: Business Graduate School can significantly differ MA program evaluation of business graduate school students	No significant difference
H5: Autonomy club experience can significantly differ MA program evaluation of business graduate school students	Significant difference
H6:Peers influence is positively related to MA program evaluation of business graduate school students	Significant positive

H6-1: Peers influence is positively related to MA program training content evaluation of business graduate school students.	influence Not Significant influence
H6-2: Peers influence is positively related to MA program selection process evaluation of business graduate school students.	Significant positive influence
H6-3: Peers influence is positively related to MA program recruitment information evaluation of business graduate school students.	Not Significant influence
H6-4: Peers influence is positively related to MA program salary evaluation of business graduate school students.	Not Significant influence
H7: Work Value is positively related to MA program evaluation of business graduate school students.	Not Significant influence
H7-1: Work Value is positively related to MA program training content evaluation of business graduate school students.	Significant positive influence
H7-2: Work Value is positively related to MA program selection process evaluation of business graduate school students.	Significant positive influence
H7-3: Work Value is positively related to MA program recruitment information evaluation of business graduate school students.	Significant positive influence
H7-4: Work Value is positively related to MA program salary evaluation of business graduate school students.	Significant positive influence
H8: Organizational attractiveness is positively related to MA program evaluation of business graduate school students.	Significant positive influence
H8-1: Organizational attractiveness is positively related to MA program training content evaluation of business graduate school students.	Not Significant influence
H8-2: Organizational attractiveness is positively related to MA program selection process evaluation of business graduate school students.	Significant positive influence
H8-3: Organizational attractiveness is positively related to MA program recruitment information evaluation of business graduate school students.	Not Significant influence
H8-4: Organizational attractiveness is positively related to	

MA program salary evaluation of business graduate school students.	Not Significant influence
	Not Significant influence
	Significant positive influence

Implications

Reviewing the result, implications of those factors having significant results toward MA program evaluations are as follows:

(1) Training Content

- (a) Whether parents work in financial industry: Because student whose parents do not work in financial industry they may be less familiar with financial industry working environment, they consider the training process as an important part in order to get to know more about the industry.
- (b) Work Value: When a person has more expectation on the job, they may take training content as an important part, because this will affect what they will learn from this job.

(2) Selection Process

- (a) Parents' highest level of education: When students' parent highest education level is lower, usually their social status and income is lower. Because the student may have less source and helpful relationship from their parents. They consider a fair and objective selection process important because otherwise, they may compete in an unfair selection and fail.
- (b) Graduate school: For NCCU business school graduate students, they consider a fair and objective selection process important because they think chosen by ability instead of school ranking is more important.
- (c) Autonomy club experience: In the autonomy clubs, they need to go through many processes and consider many aspects to see a person's ability and find a suitable person. So they consider a fair and objective selection process important because they know this is very important to choose the right person.
- (d) Peer Influence: When a person is affect by peers, there's more likely a relationship of compare and compete exist between them. Because of that, the person may view a fair and objective selecting process important. So they can

have a fair competence with their peers.

- (e) Work Value: When a person has more expectation on the job, they may take selection process fair and objective important, because this will affect whether the job let a right person to use their ability to contribute to a job.

(3) Recruitment Information:

- (a) Work Value: When a person has more ideas about what a future job should contain, they would like to know more information about a company. In this or MA program case, the recruitment information.

(4) Salary

- (a) Whether studied in commerce college: Students in commerce college get in touch of business and financial environment information more than other colleges, they know more about the salary market so as to expect receive more.
- (b) Organizational Attractiveness: When a person is interested in a company, they will consider many aspect of an organization before enter it. And also, has higher expectation of salary too.

Suggestions

MA program has been considered a stricter and higher standard of recruitment way to recruit talented people. As high education job seekers increase nowadays, it is not only important to recruit talented people but also “right people”. For the result of this research, here are some findings and advices for the designer of MA program to design a program cater to their target group of applicants.

- (1) For students who have highly expectation of future job, such as self growth, achievement and great company organization system, they take training content, selection process and recruitment information as important part of MA program. In other words, for companies, which want to attract this group of students, they may put emphasis on designing these three parts.
- (2) For students who are likely to affect by peers and tend to compare, compete and growth with their peers, they take selection process as an important part of MA program.
- (3) For students who value a company’s reputation, financial performance and image important, they take salary as an important part of MA program.
- (4) In overall, selection process is the most highly ranked part of MA program among respondents. This part may be the first consideration while designing MA program.

APPENDIX

Questionnaire: Chinese Version

親愛的先生/女士：

您好，這是一份關於商學相關研究所學生對於金融業儲備幹部（MA）制度評估之學術研究問卷。儲備幹部制度近年來以成為企業快速培訓高階主管的主要方式，本研究將針對此面相加以研究，希望透過您寶貴的意見，建立基礎並進行分析推論，並能對國內實施儲備幹部制度之企業有所助益。您填寫的資料將僅作為學術研究使用，並完全保密，請您放心填寫。

敬祝

身 體 健 康

萬 事 如 意

國立政治大學國際貿易學系

指導教授： 陳建維 博士

研究學生：林保翰 許乃云 吳慕婷

儲開弘 周聖文

一、以下問題針對您的**學校生活與活動**，請您在最符合自己情況的空格內打勾。

過去就讀大學學院：

文學院 法學院 商管學院 醫學院 理學院 工學院 農學院
 社科學院 教育學院 藝術學院 傳播學院 其他_____

對於過去就讀學系感興趣的程度：

非常有興趣 有興趣 普通 沒興趣 非常沒興趣

目前就讀於：

台大 _____所 政大 _____所

請問您是否有社團經驗？ 有 無

自進入大學以來，社團參與屬性：(可複選)

學術性社團
 藝術性社團(含音樂性、文藝性)
 康樂性社團(含聯誼性、體育性)
 服務性社團
 自治性社團 (含學生會、學生議會、系學會、宿舍自治會)
 其他_____

請問您參與上述社團擔任之最高職務：

正、副社（會、團、隊）長 組長（幹部） 社員 其他 _____

我感覺參與社團有助於強化我的領導能力？

非常同意 同意 沒意見 不同意 非常不同意

請問您是否曾參與學術性競賽：

- 創意行銷競賽 專題研究 科學競賽 設計（藝術）競賽
 體育性競賽 其他 _____ 無

請問您有無打工經驗：

- 有 無（若無請直接填寫第二部分）

請問您目前或曾經打工（包括企業實習經驗）的類別：

- 餐飲業 行政文書處理 金融業 製造業 貨運業 銷售業 休閒娛樂業
 文教業（家教、補習班） 廣告業 其他 _____

請問您目前打工的年資：

- 一年（以下） 一年～兩年 兩年～三年 三年～四年 四年（以上）

請問您目前的打工每月所得：

- 五千元（以下） 五千～一萬元 一萬元～一萬五千元 一萬五千元～兩萬元
 兩萬元以上

二、以下問題式有關您**碩士班就讀的狀況**，請您根據自己的同意程度在適當的學校打勾。

- | | 非常
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重
要 | 不
重
要 | 無
意
見 | 重
要 | 非常
重
要 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 我們碩士班同學相互競爭，這促使我更加努力學習，畢業後想成為公司企業的中高階主管經理人。…………… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 我在碩士班努力學習，是希望成為同學的學習榜樣。…… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 我覺得同學的觀念相近，常彼此鼓勵畢業後成為公司企業的中高階主管經理人，以期求得較高職位。…………… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 同學們因感情深厚，所以當我規劃未來就業時，他們的意見常具有決定性的影響。…………… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

三、以下問題有關您對**未來工作的看法**，請依據您認為重要的程度在適當的位置打勾。

- | | 非常
不
同
意 | 不
同
意 | 普
通 | 同
意 | 非常
同
意 |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 能在工作中不斷獲得新知識和技術。…………… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 能從事具前瞻性的工作。…………… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 在工作中能充分發揮自己的專長。…………… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 在工作中能實現自己的人生理想。…………… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 能因看到自己工作的具體成果而產生成就感。…………… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 能經由工作獲得自我肯定與自我信任。…………… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 能在不危害身心健康的環境工作。…………… | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

非常不同意 不同意 普通 同意 非常同意

- 8. 能在交通便利公司的務。.....
- 9. 工作時上司能善體人意。.....
- 10. 同事之間能融洽相處。.....
- 11. 公司有完善的安全措施。.....
- 12. 公司有健全的福利制度。.....
- 13. 能避免工作壓力所衍生的各種焦慮。.....
- 14. 在工作時不會對前途感到徬徨與恐懼。.....

四、以下問題係針對您未來選擇工作的企業組織，請依據您的同意程度在適當的空格打勾。

- 1. 我認為組織的營運財務績效狀況會影響我未來工作的選擇。
- 2. 我認為組織的企業形象與社會責任表現會影響我未來工作的選擇。.....
- 3. 我認為組織的創新成長會影響我未來工作的選擇。.....
- 4. 我認為組織的國際化程度會影響我未來工作的選擇。.....
- 5. 我認為組織的工作地點會影響我未來工作的選擇。.....
- 6. 我認為組織規模會影響我未來工作的選擇。.....

非常不同意 不同意 普通 同意 非常同意

五、針對**儲備幹部制度**，請就以下問題表達您的同意程度。

- 1. 我認為儲備幹部制度的薪水高低會影響我進入儲備幹部制度的選擇。.....
- 2. 我認為儲備幹部制度的招募人數多寡會影響我進入儲備幹部制度的選擇。.....
- 3. 我認為透過多次的關卡篩選，能客觀篩選出適合成為儲備幹部之人才。.....
- 4. 我認為透過履歷表內針對個人經驗之開放性問題，能了解應徵者之人格。.....
- 5. 我認為透過個案分析筆試，能篩選出專業能力較強之人才。
- 6. 我認為有英文問答之篩選方式能夠找出適合儲備幹部之人才。.....

非常不同意 不同意 普通 同意 非常同意

7. 我認為透過小組情境模擬，能篩選出適合儲備幹部能力之人才。……………
8. 我認為公司提供內部原有之員工申請轉調儲備幹部，能客觀篩選出適合成為儲備幹部之人才……………
9. 我認為儲備幹部制度的培訓時間長短會影響我進入儲備幹部制度的選擇。……………
10. 部分銀行(如花旗)會將其MA制度的培訓依事業群與業務規模分類，我認為儲備幹部制度的分類培訓方式會影響我進入儲備幹部制度的選擇。……………
11. 我認為輪調中待在各部門之期間長短是重要的。……………
12. 我認為儲備幹部訓練過程中專案執行是重要的。……………
13. 我認為儲備幹部訓練過程中業務操作是重要的。……………
14. 我認為儲備幹部訓練過程中見習是重要的。……………
15. 我認為儲備幹部應有非常好的危機處理能力和與時俱進的思維。……………
16. 我認為儲備幹部未來應該都會被公司晉用為中、高階主管。

六、請勾選以下關於您**個人資料**的選項。

您的性別: 男性 女性

家裡排行: 獨生子/獨生女 老大 中間 老么

雙親較高教育程度者之教育程度:

碩士(博士) 大學(專科) 高中/職 國中(以下)

請問您父親或母親是否為金融從業人員: 是 否

Questionnaire: English Version

Dear Sir/ Madam,

This is an academic research survey about business graduate school students' evaluation toward financial Management Associate (MA) program. The MA program has become an important way for corporations to train high position manager. This research is mainly aimed at this dimension. We hope that through your great advice, we can establish adequate reliability and validity to analyze the results, in order to provide domestic corporations, which are running MA programs some suggestions. The data we collect will only be used on the researching and analyzing process and will be confidential. We would like to ask you to fill them without worries.

Have a nice day and best wishes

Advisor: Prof. Chien-Wei Chen Ph. D.
Students: Mu-Ting Wu, Kai-Hung Chu
Sheng-Wen Chou, Nai-Yun Hsu
Pao-Han Lin

- I. The following questions are about your school life and activities experiences.
Please read the following items and put a check mark in the blank which is consistent with your experience.
 1. College of bachelor degree
 College of Liberal Arts College of Law College of Commerce and Management
 College of Medicine College of Science College of Engineering
 College of Life Science College of Social Science College of Education
 College of Art College of Communication.
 2. Level of interest in your college subjects
 Strongly interested Interested Neither interested nor not interested
 Not interested Strongly not interested
 3. Current graduate school
 NTU _____ graduate school NCCU _____ graduate school
 4. Do you have any school club experience?
 Yes No
 5. Please mark the clubs you had attended
 Academic club Art club (i.e. Musical & Literature clubs) Recreational club (i.e. Social club& Sports club) Service club Autonomy club (i.e. Student association, Student council, Department student association, Dormitory association)
 Others _____

6. Highest position you had in the clubs you attended above
 President/ Vice president Leader (cadre) Member Other _____
7. Club experience helps me improves my leadership
 Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree
8. Have you joined the following kind of academic competitions?
 Creativity/ Marketing Case study Science Design (Art) Sports Other ____
 No
9. Have you had any part time job?
 Yes No (Skip to Part II)
10. The type of your part time jobs you have or have had(include internship)
 Restaurant service Administrative/ Word processing job Financial industry
 Manufacturing industry Freight transport industry Sales Recreational business
 Education (i.e. tutor, cream school) Advertisement service Others _____
11. How long have you done this part time job?
 1 year (or less) 1~2 years 2~3 years 3~4 years 4 years (or more)
12. The salary of your part time job(s) per month
 NT.5000 (or less) NT,5000~NT,10000 NT,10000~NT,15000
 NT,15000~NT,20000 NT,20000 (or more)

II. The following questions are about conditions of your current graduate school.

Please write down the number in the space according to your level of agreement.

(1= Strongly disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree
 5=Strongly agree)

- ___ 1. Classmates compete with each other, which makes me work harder and want to be a manager or chief officer of a corporation after my graduation.
- ___ 2. The reason why I work hard is to be the model for my classmates.
- ___ 3. I think my classmates have similar conception and usually encourage each other to become a manager or chief officer of a corporation after graduation to reach a higher position.
- ___ 4. Classmates have close relationships between each other, so their opinions play a decisive role in my career plan.

III. The following questions are about your opinions about what your future job should contain. Please write down the number in the space according to your viewpoints.

(1= Least important, 2=Less important, 3=Neither important nor less important,
 4= Important, 5= Very important)

- ___ 1. I can continually obtain new knowledge and technology in my job.
- ___ 2. I can have a job which is proactive.
- ___ 3. I can fully use my specialty in jobs.
- ___ 4. I can realize my ideal life in jobs.
- ___ 5. I can obtain sense of accomplishment from my achievement in jobs.
- ___ 6. I can obtain self-affirmation and self-trust in jobs.
- ___ 7. I can work in a good working environment which don't harm my health
- ___ 8. I can work for corporations with convenient transportation.
- ___ 9. The boss is considerate.
- ___ 10. Colleagues have good interpersonal interaction.
- ___ 11. The corporation has perfect safety measures.
- ___ 12. The corporation has a perfect welfare system.
- ___ 13. I can free from any anxiety from job pressure.
- ___ 14. I won't be lost and fear of my future while working in my job.

IV. The following questions are about the organization of your future career choice.

Please write down the number in the space according to your level of agreement.

(1= Strongly disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree
5=Strongly agree)

- ___ 1. The financial performance of organization would be the concern of my future job selection.
- ___ 2. The organization image would be the concern of my future job selection.
- ___ 3. The organization innovation would be the concern of my future job selection.
- ___ 4. The organization internationalization would be the concern of my future job selection.
- ___ 5. The working space would be the concern of my future job selection.
- ___ 6. The organization size would be the concern of my future job selection.

V. The following questions are about the Management Associate (MA) program.

Please write down the number in the space according to your level of agreement.

(1= Strongly disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree
5=Strongly agree)

- ___ 1. The salary would be my concern of application of MA program.
- ___ 2. The number of people of MA recruitment would be my concern of application of MA system.
- ___ 3. In my concern, the more recruitment methods, the more suitable talents can be recruited.

- ___ 4. Open-ended questions about personal experiences in the resume can test the personality of the applicant.
- ___ 5. Case study writing test can select a higher skilled or professional applicant.
- ___ 6. English interview can help selecting capable and suitable applicant for MA.
- ___ 7. Group situational simulation can help selecting capable and suitable applicant for MA.
- ___ 8. Providing original employees to apply for MA, is an objective way to select.
- ___ 9. The training length of MA program would be the concern of application of MA system.
- ___ 10. The divisions of MA program based on different business characters and target customers would be the concern of application of MA system.
- ___ 11. The rotation period of time is important in the MA program.
- ___ 12. The project execution is important in the MA program.
- ___ 13. The sales experience is important in the MA program.
- ___ 14. The probation is important in the MA program.
- ___ 15. MA should have great crisis management ability and thinking with the pace of Time
- ___ 16. MA should all be promoted to the level of middle/ high position manager.

VI. Please answer the following personal information questions and put a check mark in the blank.

- 1. Gender: Male Female
- 2. Birth order in your family: Only child Eldest Middle child Youngest
- 3. Highest level of education of parents: Graduate schools (Master/Ph.D) Colleges/Specialist school High/ Vocational high school Junior high school (or below)
- 4. Does one of you parents works in financial industry?
 Yes No

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