

# Comprehensive Examination in Organizational Leadership Study Guide

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## Study Guide Content and Organization:

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**A. Introduction** - This study guide is designed to give students strategies on how to prepare for the MAOL Comprehensive Examination. It is written with the understanding that students have already mastered the content and processes covered in the MAOL program. Their primary needs at this time center on how to showcase their knowledge in a written examination format.

Reviewing this study guide is not required. Many students pass the OL Comp Exam relying only on MAOL reading materials and their own personal notes. The suggestions presented in this study guide are for student consideration only, since there are many different ways to organize and present the information required by the OL Comp Exam. Hopefully, this guide will be useful to students in identifying some ways to strengthen their personal thoughts about leadership, their organizational skills and their writing proficiency as it relates to a timed examination.

**B. OL Comprehensive Exam Overview** - The OL Comp Exam is administered in two sections. Students have three hours to complete each section. The two sections are stand alone documents. They are evaluated separately.

Section I (Morning – 3 hours): Section I has two parts. Part I requires students to share certain aspects of their philosophy of leadership. In Part 2 students are required to apply their philosophy to a personal case study of their choosing. Students must write out their case study as a part of the exam.

Section II (Afternoon – 3 hours): Students are required to read and respond to case studies. Normally there are two case studies with specific requirements for each one. These case studies and the writing requirements connected to them make up Parts 3 and 4 of the OL Comp Exam.

### **C. OL Comprehensive Exam Study Strategies**

1. Review the OL Exam examples for Sections I and II (see D and G of this study guide).
  - a. The Section I example is close to an exact model what students will see on the actual comp exam.
  - b. The Section II example exam in this study guide uses only one case study to present preparation and writing strategies for the OL Comp Exam. The actual comp exam normally has two case studies with requirements for each one.
  
2. Develop a list of main topics covered in the OL course of study. Being able to articulate thoughts about key topics in writing (to include supporting references) is critical. Examples of main topics for consideration include: servant leadership, transformational leadership, theories of motivation, leadership theories, management of change processes and the like.
  - a. Reviewing all OL course syllabi objectives will be helpful in developing a comprehensive list of main topics.
  - b. Reviewing course materials and personal notes for each course can be helpful in refining this knowledge as well.
  
3. Develop a list of references to support each requirement in Sections I and II of the example exams.
  - a. This can be accomplished by looking at the reading requirements for each OL course and listing key references from each one. This doesn't necessarily need to be an extensive list, but should include the main authors and theorists reviewed in the OL course of study. Know these references well and reflect on their application to various situations in the field.
  - b. Be careful about using references like Gordon, Robbins and Northouse to support your thoughts. These authors combined the work of many authors and theorists in their books. Their work (Gordon, Robbins and Northouse) is often confused with the work of the authors and theorists included in their books.

c. While the the OL Comp Exam requirements continually request references for everything, the reality is that everything can't always be referenced from the literature. In cases where students want to strengthen a given point but lack references from the literature to do so, creating a common link can be effective. For example, if a student wants to reinforce the importance of honesty, telling how honesty was a strength for several influential leaders (by name) would add depth to the student's writing.

4. Practice "integrating" references into the text of your writing as opposed to "name dropping" your reference information. Discussion and examples follow:

a. "Name dropping" reference information in the text of your comp exam response does not convey the knowledge level needed for graduate study. Here's what "name dropping" looks like: According to Senge, Personal Mastery is important so I've always tried to be involved in professional growth activities in the interest of continually improving myself.

b. "Integrating" reference information into the text of your comp exam response demonstrates depth of understanding. Here's what an "integrated" reference looks like: According to Senge, Personal Mastery is what one wants in life and work. It involves assessing the reality of where you are and having a personal vision of where you want to be both personally and professionally. As a lifelong learner, I . . . . *and then go on to tell what you're doing to build on your reality to move closer to your personal vision .*

## **D. Section I Exam Example:**

### **MAOL SECTION I** (*Exam Example*)

**SECTION I. LEADERSHIP THEORY.** (Respond to Parts 1 and 2 below. The total time allocated for both parts is 3 hours.) Your response should integrate and connect specific, explicit references to any material covered in your courses and your own outside reading, but especially material from the required Organizational Leadership core courses (OL 600, 601, 602, 613, 614 and 615). Your response will be evaluated on (1) the *breadth* of application (how extensively you integrate references to various readings, exercises, self-assessments etc. from the widest range of courses possible); (2) the *depth* of your assessment (how profound your level of critical understanding and knowledge about leadership and its application has become); and (3) the *quality of your writing* (how well-organized and clearly presented your thoughts are).

**Part 1.** Explain your current philosophy of leadership in terms of items "a" through "e" below.

*As a minimum, the explanation of your philosophy and its development must have the following issues/concepts integrated into the text of your response:*

(a) Define leadership in your own terms. Support your definition using appropriate references from leadership research.

- (b) Integrate common points from the literature with your own thoughts relative to comparing and contrasting leadership and management. List and explain at least three differences between leadership and management.
- (c) List and explain the core values that your leadership philosophy emphasizes.
- (d) Explain your thoughts about the essence of leadership - the central things that form the cornerstone(s) of your philosophy
- (e) Tell how your leadership has evolved as a result of your recent experiences and your participation in the MAOL program.

**Part 2.** Develop a Personal Case Study by describing an experience you had (or observed) in a system or organization. Select a situation extensive enough to allow you to utilize your leadership philosophy in an application format.

*As a minimum, your Personal Case Study must integrate your thoughts about leadership with the following:*

- (a) Include appropriate theories and concepts from your personal leadership philosophy in Part 1 (a through e) in your analysis/discussion.
- (b) Include appropriate supporting references from the literature not mentioned in your personal philosophy to reinforce your thoughts as well.

*Remember in all of your writing to consider the grading criteria specified above (i.e., breadth and depth of application, explicit references to program material, organization and clarity of response)!*

**E. Section I, Part 1 Writing Strategies** - Writing timed essay exam can be challenging. It's important to focus your thoughts as much as possible. Consider setting up a framework for responding to each of the requirements presented in Section I. An example framework could look something like the following example. Notice how the introduction lays out each requirement and gives the order of items to be discussed. In addition, notice how the introduction of each requirement includes the scope of what will be covered within the response.

### Example Response for Section I, Part 1

**Introduction** - As I reach the end of my graduate studies in Organizational Leadership I find my leadership philosophy to be more complete and refined. My focus here will be to write about several important aspects of my philosophy in an effort to synthesize and share key information. First, I'll define leadership. Next, I'll compare and contrast the concepts of leadership and management. My core values and the cornerstones of my philosophy will then be highlighted followed by a discussion of how my leadership has evolved over the past two years.

Leadership Defined - Several major influences helped shape the way I define leadership. A presentation of these influences and my personal definition of leadership follow: *(Then write thoughts, reflections, references etc. that influence your definition of leadership and share your personal definition of leadership.)*

Leadership versus Management - Leadership and management are different in many ways. Three main differences supported by the literature follow:

Difference 1: *(Present, reference, discuss.)*

Difference 2: *(Present, reference, discuss.)*

Difference 3: *(Present, reference, discuss.)*

My Core Values - My core values were refined in OLCU 601. I'll share four (or three or five) of them here: *(Such as integrity, honesty, etc.)*

Core Value 1: *(Present, reference and discuss.)*

Core Value 2: *(Present, reference and discuss.)*

Core Value 3: *(Present, reference and discuss.)*

Core Value 4: *(Present, reference and discuss.)*

Cornerstones of My Philosophy - My leadership philosophy centers around three (or four, etc.) main concepts. Each one will be discussed in depth here with support from the literature: *(Such as Servant Leadership, trust, vision, empowerment, etc.)*

Cornerstone 1: *(Present, reference and discuss.)*

Cornerstone 2: *(Present, reference and discuss.)*

Cornerstone 3: *(Present, reference and discuss.)*

Personal Leadership Evolution - The MAOL program and my personal experiences have helped to bring about personal growth in a number of areas. Three (or four or five, etc.) primary areas will be presented here. Support from the literature and examples where appropriate will be used to strengthen the discussion of each one. *(Examples of leadership evolution might include personal growth in areas such as: understanding of diversity, understanding of personal leadership style, ability to problem solve or manage change effectively, etc.)*

Area 1: *(Present, reference and discuss.)*

Area 2: (*Present, reference and discuss.*)

Area 3: (*Present, reference and discuss.*)

## **F. Section I, Part 2 Writing Strategies**

There are two requirements for Section I, Part 2. First, students must write a personal case study. Second, students analyze their case study using beliefs, ideas and references from their philosophy (from Section I, Part 1). Other relevant supporting references from the literature not mentioned in the students philosophy should be used to strengthen the response to this requirement as well.

### Example Response for Section I, Part 2

Introduction - Having presented my personal philosophy of leadership in Section I, Part 1, my attention will now shift to applying my beliefs. I'll accomplish this by doing two things. First, I'll present a personal case study. Second, I'll present an analysis of my case study using information from my philosophy and other relevant information from the literature not included in my philosophy.

#### Personal Case Study: The Bad Boss

I work in the production department of ABC Company. We have fifteen employees in our department. We've all been with the company for at least ten years. We're close. We know each other personally and we are used to teaming together to get our work done. We are used to networking with other departments of our company in an effort to make the right things happen. One example of our networking success deals with marketing. People from the marketing department did a survey to find out which of our products are the most popular. They shared the results with us, to include some specific details about some of the negative comments related to certain products we make. People in our department were able to use their data to improve some of the products we produce and make them more marketable. This resulted in a greater workload, which in turn resulted in increased sales of our improved product. People from

the personnel department noticed the additional need for manpower due to the increased demand for our products. They developed a staffing proposal that led to additional manpower for our department. Our sense of teaming, networking and energy seemed to be continually on the rise. The successful networking and teaming we were involved in gave us a sense of pride in our company. There was a very positive feeling tone in our workplace.

Around six months ago our long-time supervisor retired. He was an incredible leader. He seemed to bring out the best in us. A new supervisor was assigned to our department. We were not involved in the selection process, but learned that our new supervisor had experience in production operations with another company.

The first thing our new supervisor did was develop new rules within our department for networking and communication. Nobody was allowed to do networking or communicating outside of our department without going through her first. She was not one for regular communication with anybody so many of the networking attempts received little attention or action. Attempts to provide recommendations about networking across departments fell on deaf ears. She was not listener. Our sense of teaming with other departments seemed to be at an all time low.

In addition, she developed new job descriptions for each worker. She based our new job descriptions on templates from similar companies in other states. Many of the job descriptions did not fit the skills levels of the workers. As you can imagine, this did a lot to stifle our morale.

Furthermore, she made decisions about how we would spend our department's professional growth money without our input. The professional growth materials she

purchased were in areas where our workers already had a great deal of expertise. When challenged about the materials she purchased, she responded by saying, "My experience tells me that people at your level need to have a quality review of fundamental skills on a continuous basis." This statement was demeaning to our employees.

We've been frustrated beyond belief lately. Our drive to excel isn't what it used to be. Some people are looking at transferring to other departments or leaving the company. It's hard to believe that things have changed so quickly.

### The Bad Boss: Case Study Analysis

My analysis will focus on the most relevant concepts from my personal leadership philosophy and include additional thoughts from the literature. I'll speak in depth on the following: Theory X and Theory Y, servant leadership, empowerment, *(list another)*, *(list another)*, and *(list another)* . . . and so on.

Theory X and Theory Y: McGregor's Theory X and Theory Y can be explained in the following way . . . . . *(Finish explaining the essence of this theory and then tell how it applies to the case study. Using additional references to support your thoughts here will strengthen your response. Remember that you will be evaluated on the breadth and depth of your answer. )*

Servant Leadership: *(Reference servant leadership and tell what it's all about. Then tell how this leadership style applies to this case study. Using additional references to support your thoughts here will strengthen your response. Remember that you will be evaluated on the breadth and depth of your answer.)*

Empowerment: *(Explain the concept of empowerment. Then tell how this concept applies to this case study. Using additional references to support your thoughts here will strengthen your response. Remember that you will be evaluated on the breadth and depth of your answer.)*

Next Analysis Point: *(Reference and explain the next analysis point/concept/theory. Then tell how it applies to this case study. Using additional references to support your thoughts here will strengthen your response. Remember that you will be evaluated on the breadth and depth of your answer.)*

Next Analysis Point: *(Reference and explain the next analysis point/concept/theory. Then tell how it applies to this case study. Using additional references to support your*

*thoughts here will strengthen your response. Remember that you will be evaluated on the breadth and depth of your answer.)*

Next Analysis Point: *(Reference and explain the next analysis point/concept/theory. Then tell how it applies to this case study. Using additional references to support your thoughts here will strengthen your response. Remember that you will be evaluated on the breadth and depth of your answer.)*

Summary Comments: *(Bring it all together.)*

## **G. Section II Exam Example**

### MAOL SECTION II. LEADERSHIP APPLICATION

#### RESPOND TO PART 3 AND PART 4 BELOW:

Your response should integrate and connect specific, explicit references to any material covered in your courses and your own outside reading. Your response will be evaluated on (1) the *breadth* of application (how extensively you integrate references to various readings, from the widest range of courses possible); (2) the *depth* of your assessment (how profound your level of critical understanding and knowledge about leadership and its application has become); and (3) the *quality of your writing* (how well-organized and clearly presented your thoughts are). The total time allocated for Section II is three (3) hours.

#### PART 3

Using your knowledge of leadership, motivation and change, analyze and discuss the leadership actions and behavior of Peter and Paul Centenari, the owners of Atlas Container Corporation. Include concepts from as many courses as you can. Your answer must include the most relevant theories and concepts from the fields of motivation and change management, as well as leadership itself.

*As a minimum, your response must include the following:*

- a. Identify and discuss four of the most relevant theories of motivation that played an integral role in the success of transforming the Atlas Container Corporation.
- b. Discuss the leadership style of the Centenaris brothers using a theory based approach.

c. Provide a detailed evaluation of the change management efforts of the Centenaris brothers using one of the following approaches to dealing with change: Organizational Development, Kotter's Eight Steps, Lewin's Three Step Model or Action Research.

### Atlas Container Corporation

Atlas Container Corporation was established in 1968 in Severn, Maryland. The current owners claim and numbers support their assertion, that Atlas is one of the “largest and fastest growing independent manufacturers of corrugated packaging in the mid-Atlantic region”. Current owners, Peter and Paul Centenaris purchased the corporation in 1989; while the two were not seeking a box manufacturing business per se, they did seek a company with solid financials, room to expand and little to no debt. Atlas Container Corporation met their parameters. Eager to take the company to the next level, they instituted a number of ill fated changes that may have contributed to a swift decline in revenue and employee satisfaction; the two recognized that they “made every mistake you could imagine.” Within three months of recognizing the failures, the owners revised their approach, corrected their mistakes and the company began to increase in productivity and profit. From 1990 through 2000 the company made impressive gains of over 25% in growth each year for those ten years.

The brothers recognized the paradox that they have discovered and probably had a hand in creating – how does a very low profit margin business not only survive during economic turndowns, but also grow and acquire new businesses? Box manufacturing is a low profit industry – purchasers of the product desire the best (i.e. lowest) price, cost of producing the product can increase in a day due to recycling and base material costs which consume the small profits that are inherent in this industry. Somehow the Centenaris were able to create a stable profit-making machine out of a small industrial manufacturing plant and in addition were able to increase growth and acquisitions to further stabilize the corporation. Currently Atlas plants employ over 270 people, and have sales in excess of \$60 million dollars a year. In addition, the company has purchased 9 additional companies since the Centenari brothers acquired Atlas in 1989.

After the initial period of change, fluctuation and finally stabilization, Atlas was once again inundated with problems that impacted the business in extremely negative ways. The clearest example of this is when a snowstorm caused production and delivery to be delayed by two months. As a result of this unexpected problem, management put into place changes and policies that would allow the company to foresee potential problems before they existed or at least to enable the company to have procedures in place to counteract the negative effect of external stimuli. The conflict and instability of these external forces caused the brothers to begin to examine their company in a different way. They used company history to design new and better systems; they also developed entirely new approaches to management. These new approaches to management include collaboration, employee empowerment; Open Book Management (OBM), employee education, open-door management, decreasing the structural hierarchy of the corporation as well as making physical changes in the environment that reflect the new values in a very tangible manner for employees and customers alike.

The change began with a completely new and potentially scary concept, which was to allow all employees to have access to and be able to read the financial statements of the corporation. Many corporations fear the empowerment that comes from allowing employees access to the financial statements; on the other hand, many employees would not truly understand the data or the impact it has on their daily tasks or their overall role in the corporation. Atlas Container Corporation not only opened their books to their employees, but the company also instituted an educational program to teach employees how to read and interpret the financial data. As Paul stated, “. . . we weren't about to empower dummies – we were going to teach them to make good decisions and to take in ownership information”. Each month, the plant in Severn is closed down for the day and employees attend an all-day meeting in which the prior month's financials are presented to the entire team. Information is disseminated and interpreted; plans are made based on the profits or losses and employees are recognized for their roles. Instituting OBM in the corporation not only ushered in a values change, but it also indicated a large swing in the controlling paradigm.

Additionally, the Centenari brothers began a program of empowering employees at all levels of the organization. Employees are given education in all aspects of the business – teams are given assignments to research options and all information is dispersed to the employees for accurate and knowledgeable decision-making. From human resource issues to equipment purchases, many decisions are put to a vote by employees. In the beginning the process was impacted by fear and distrust of the system; however, over time, employees began to internalize and institutionalize the empowerment process that voting represented. At that point the employees were most likely satisfied with the level of empowerment they had, but the owners of Atlas pushed them to a higher level of genuine empowerment. At one point, a new and very expensive piece of equipment was to be purchased; a team of employees researched the possibilities and presented the information to the entire workforce in one of their all-day meetings. The employees chose an American made machine while the owners wanted to get a German-made machine. The corporation purchased the product that the employees chose. That decision served as a testament to the values that the brothers wanted to establish – true empowerment only comes from integrity and trust. The owners were truly working toward establishing a culture which allowed employees to be part of the decision-making process by encouraging participation, providing education and creating an atmosphere of acceptance and collaboration.

When the Centenari brothers purchased Atlas, the physical environment very much reflected the bureaucratic paradigm that is present in so many industries. Senior management was safely ensconced away from the manufacturing floor. The organizational structure was much like a tower, so steep was its hierarchy and layers of supervision and the physical plant reflected this. When Peter and Paul took over, they eliminated many layers of supervision, which not only opened up communication, but also reduced staff costs. They also made changes to the company's physical structure; for example, the director's offices were relocated onto the plant floor and the doors to their offices were removed making the directors physically more accessible to all plant

employees and encouraging employees to drop in. In addition, restrooms were redesigned so management and staff use the same facilities. The physical and organizational changes further enforced the new values and emphasized the paradigm shift from layers of hierarchy to a flatter organization with a true open door policy. The owners created an organization in which any employee can access anyone in the company for discussion. To further improve communication Peter and Paul established once a month all-staff meetings designed to allow complete information dissemination, discussion and process changes when needed.

The Centenari brothers established an education and training program and built a facility dedicated to the growth and learning of their employees and their families. Employees and their spouses are provided with General Education Diploma classes, funding for higher education, in addition to the training they receive in financial management. Children of employees can attend local Sylvan Learning Centers, which the corporation pays for, reflecting a commitment to “continuous improvement even if it is not directly related to the cooperate bottom line. The owners believe that when people are educated about the processes they impact, and that impact them, empowerment becomes a real tool in organizational development and improvement.

The owners believed that employees that are given ownership of the issues make better decisions; therefore the Centenaris developed a program of stock ownership for their employees. 100 of the original 150 employees (at the time of optioning) took advantage of the program and 90 of those are still employed at Atlas. The owners know that employee ownership has a major impact on how employees make decisions, on increasing profits, enhancing customer service, fostering creativity and employee retention. At Atlas, employees are not just workers, but they are committed owners of this growing corporation and as owners they accept their responsibility for the continued viability and growth of Atlas. The company pays monthly bonuses when profits meet a predetermined mark; which increases employees’ awareness of the fiscal implications of their decisions. All of which is made possible because they are given full access to the financial records and they make good decisions because they own their future at Atlas.

The owners of Atlas have instituted a variety of programs and policies all designed to empower their workforce. They believe in collaboration, employee empowerment, OBM, employee education, open-door management. They have decreased the structural hierarchy of the corporation as well as made physical changes in the environment that reflect their values in a very tangible manner for employees and customers alike. They have been rewarded in turn by low turnover, more efficient operations and higher profit margins. Peter and Paul Centenari have created a real win win situation for all involved.

#### PART 4

While the actual OL Comp Exam normally has two case studies, only one is presented in this guide for study purposes.

The second case study often requires analysis, discussion and decision making relative to some aspect of personal or organizational ethics. (See the Part 4 Response Ideas in Section H of this study guide for more information.)

## **H. Section II Writing Strategies**

Section II focuses on application of knowledge. Students are required to apply their knowledge by analyzing situations, making decisions and developing change plans. It's important to identify the specific requirements connected to a given case study before outlining a plan for responding. In addition, the format suggestions presented in Section E of this study guide can be helpful in organizing and presenting an on target response.

A sample response to the requirements of the Atlas Container Corporation case study presented in this study guide follows:

### Part 3 Response Example: Atlas Container Corporation Case Study

Introduction: My response to the requirements for the Atlas Container Corporation case study include: identification and discussion of the most relevant theories of motivation, a discussion of appropriate leadership styles and an evaluation of the Centenari brothers' change strategies.

Theories of Motivation: The four most relevant theories of motivation employed by the Centenari brothers follow:

Theory #1 - (State the essence of this theory, to include appropriate reference information. Then, explain how it applies to this case study.)

Theory #2 - (State the essence of this theory, to include appropriate reference information. Then, explain how it applies to this case study.)

Theory #3 - (State the essence of this theory, to include appropriate reference information. Then, explain how it applies to this case study.)

Theory #4 - (State the essence of this theory, to include appropriate reference information. Then, explain how it applies to this case study.)

Leadership Styles: Three styles stand out relative to the Centenari brothers' leadership:

Style #1 - (State the essence of Style #1 and explain how it relates to this case study. Integrate additional references whenever possible.)

Style #2 - (State the essence of Style #1 and explain how it relates to this case study. Integrate additional references whenever possible.)

Style #3 - (State the essence of Style #1 and explain how it relates to this case study. Integrate additional references whenever possible.)

Analysis of Change Management - I'll use the concepts found in most Organizational Development plans to evaluate the change management efforts of the Centenari brothers.

Respect for People - *(Introduce this concept. Tell what the Centenari brothers did well and could improve upon in this area, etc. Integrate additional references whenever possible.)*

Trust and Support - *(Introduce this concept. Tell what the Centenari brothers did well and could improve upon in this area, etc. Integrate additional references whenever possible.)*

Power Equalization - *(Introduce this concept. Tell what the Centenari brothers did well and could improve upon in this area, etc. Integrate additional references whenever possible.)*

Confrontation - *(Introduce this concept. Tell what the Centenari brothers did well and could improve upon in this area, etc. Integrate additional references whenever possible.)*

Participation - *(Introduce this concept. Tell what the Centenari brothers did well and could improve upon in this area, etc. Integrate additional references whenever possible.)*

#### Part 4 Response Ideas: Ethical Case Studies

Introduction - Part 4 can include case studies dealing with ethics. Students are encouraged to identify and reflect upon ethics related scenarios in their studies and in the field. Practicing the tasks below for a given ethical scenario/dilemma can do a lot to strengthen skills in this area.

My Personal Values - *(Identify your personal values. Tell how each one applies to a given situation (case study). This may be expanded to include a discussion of organizational values as well depending on the case study.)*

My Ethical Decision Making Model - (*Identify and explain your format or process for making ethical decisions.*)

Application of My Ethical Decision Making Model - (*Apply your ethical decision making format or process to a given situation (case study) in a step by step narrative that incorporates your personal values and results in a justifiable course of action.*)

## **I. Administrative Information**

1. CUC requires students to take the Comprehensive Exam on computers.
2. OL students are required to answer all exam questions.
3. OL students will be allotted six (6) hours for the entire exam (3 hours per section). No additional time can or will be granted. Students retaking a specific section will be allotted 3 hours for that section.
4. OL students may not use any reference materials such as notes, books, dictionaries, etc. during the exam.
5. Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the Academic Center office at the time the student registers for the comprehensive exam. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the Director of the Center for Academic Success at the Orange Campus at 714-997-6828 or from your campus director.
6. There will be different readers for the two sections. Therefore you should not assume that the Section II grader will have access to your Section I responses.
7. The comprehensive examination will be offered four times each year. Specific dates can be found in the current catalog, or by contacting your center.

## **J. Concluding Remarks**

This study guide is meant to assist students as they think about how to organize and present the knowledge they've already acquired in their graduate studies. The suggestions provided will hopefully be used to complement, as needed, individual styles and preferences for completing the OL Comp Exam.

In the interest of maintaining the best possible study guide for students, please report errors and provide recommendations for improvement to Dr. Glenn Worthington at [gworthin@chapman.edu](mailto:gworthin@chapman.edu)

