

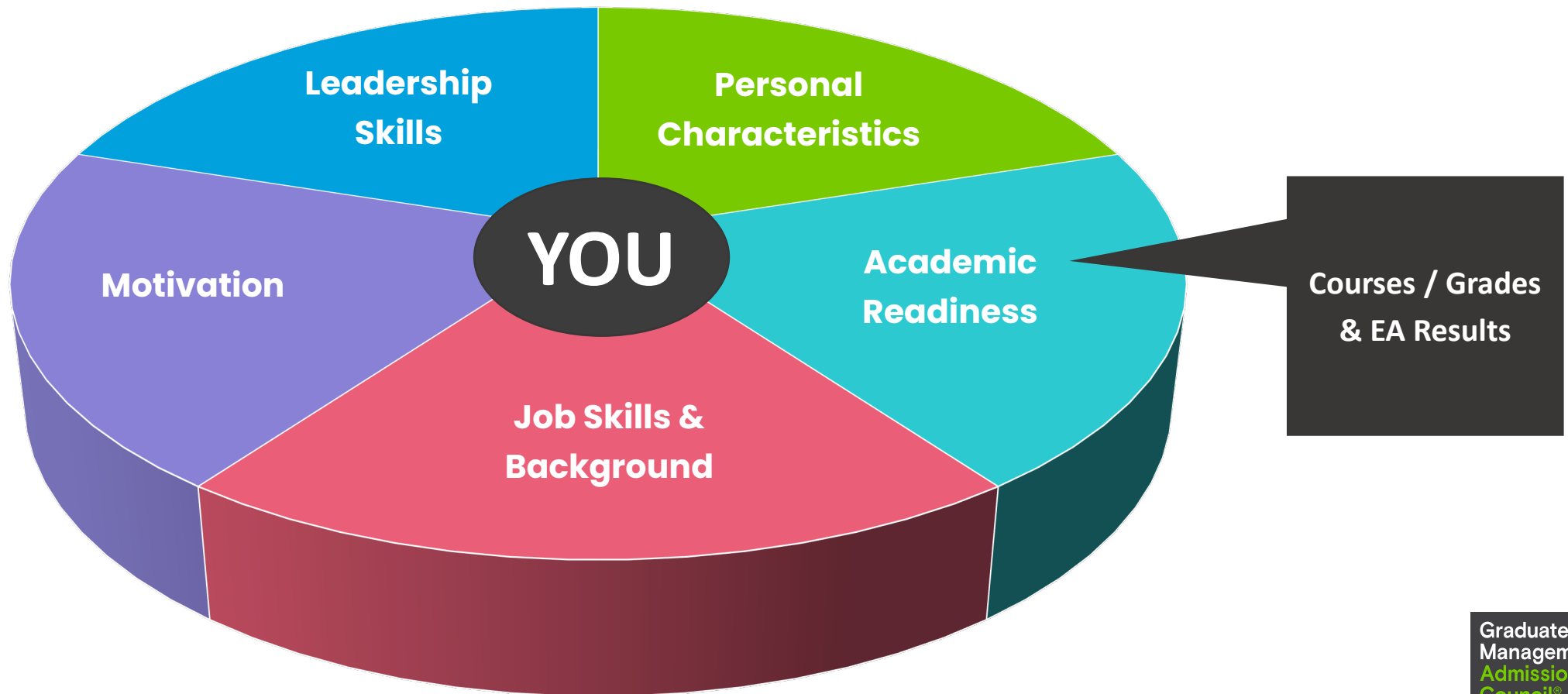
 **Executive Assessment**

# Understanding & Preparing for the EA



# A Holistic Evaluation Process

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# Assessments Help Candidates and Schools

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**Valid, Reliable** Predictor of Preparedness Across Diverse Backgrounds



**Fair, Objective** Predictor of Preparedness Across Diverse Backgrounds



**Efficient** Predictor of Preparedness Across Diverse Backgrounds



Opportunity to **Standout** and highlight **Quality**



Helps **Prepare** for Business School



Helps to Identify **Scholarships**



**Identifies Needs** for Additional Support



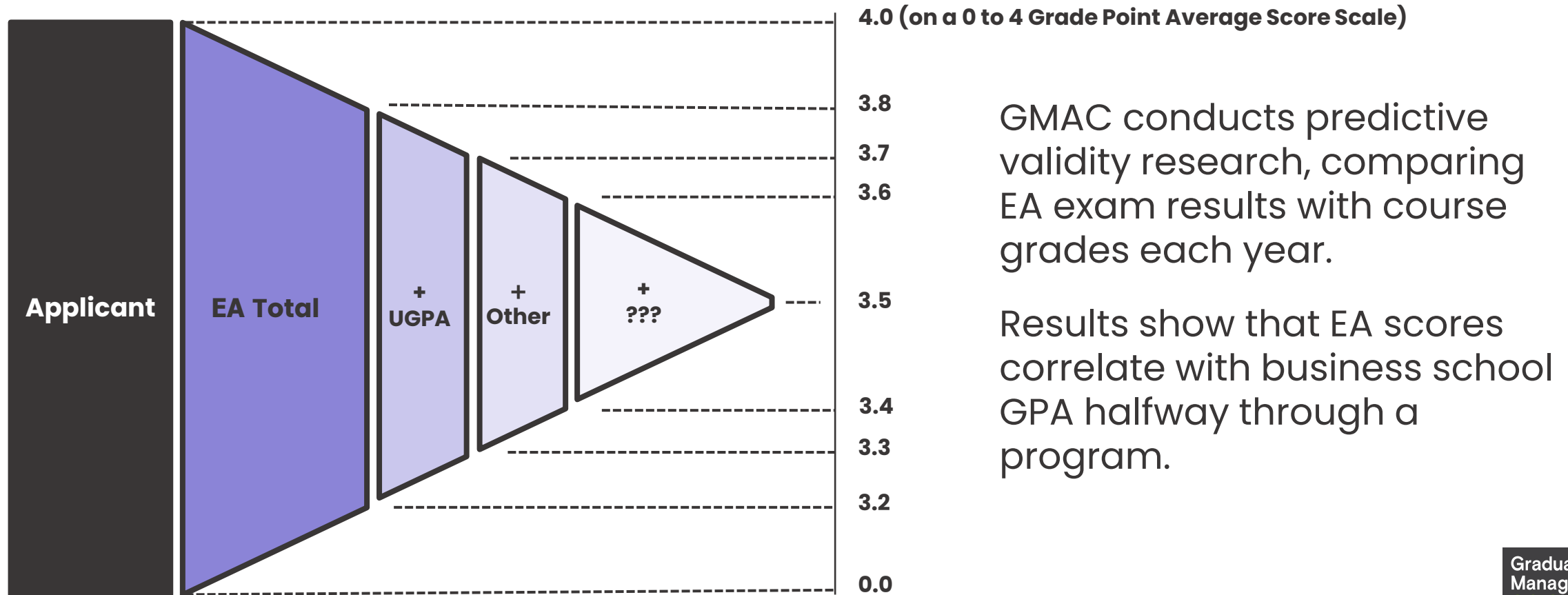
**Demonstrates Commitment** to GME



Helps **Secure** Job Interviews

Best to consider Prep as your **first business school course** and the Assessment as your **first business school exam**

# The EA is a Strong Predictor of Academic Readiness for Business School



*Hypothetical example of a school that uses a 0.0 to 4.0 grading scale*

# A Third Option

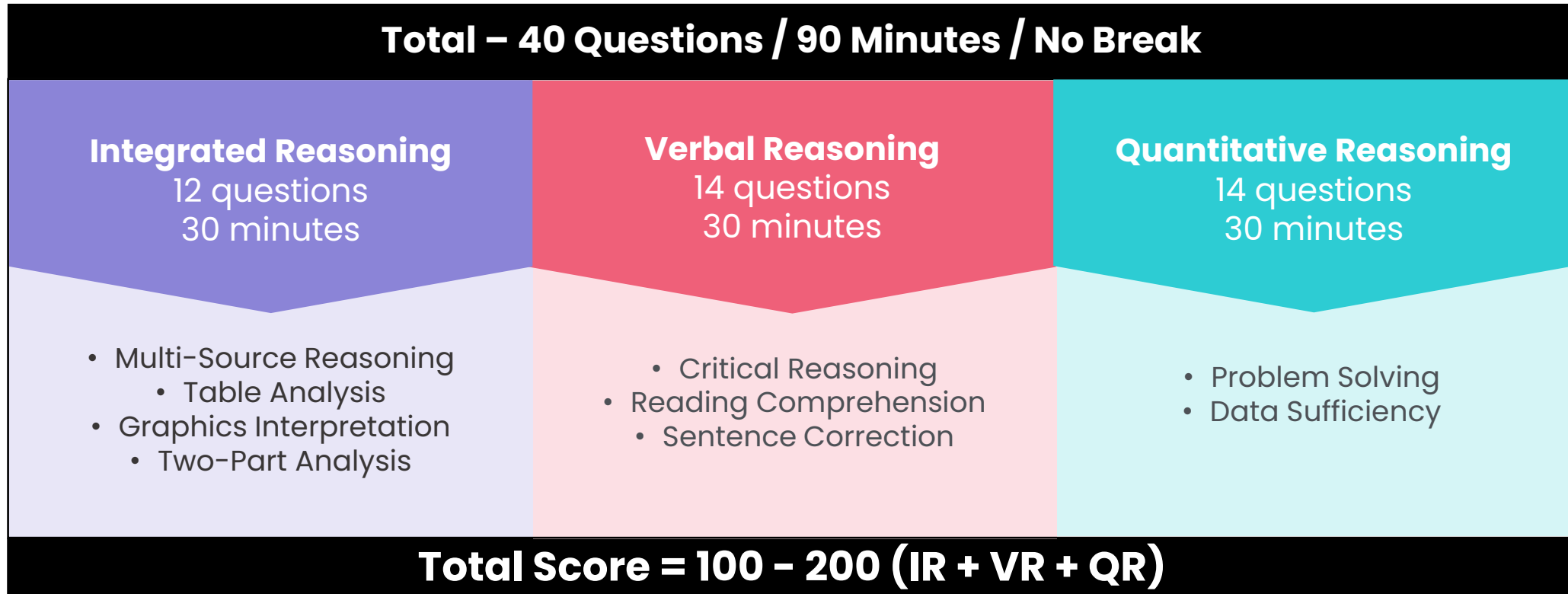
Feature	GMAT	EA	GRE
Designed	With business schools for candidates applying to business school	<b>With business schools for busy professionals applying to business school</b>	For candidates applying to a range of graduate schools
Accepted by	<b>7,770+ programs at 2,400+ schools worldwide</b>	300+ programs at 125+ schools worldwide	1,300 business schools
Structure	3 sections (QR, VR, DI); Edit 3 Qs/Section	3 sections (IR, VR, QR)	5 sections (2 QR, 2 VR, AWA)
Section Order	<b>Any order chosen</b>	Fixed	Fixed
Length	2 hours, 15 minutes	<b>1 hour, 30 minutes</b>	1 hours, 58 minutes
Time per Question	Avg. 2.1 min. / question	<b>Avg. 2.25 min. / question</b>	Avg. 1.6 min. / question
Score Report	<b>Detailed performance insights</b>	Basic insights	Basic insights
Reports Delivered	1-3 days	<b>1 day</b>	8-10 days
Score Sending	5 free within 48 hours of receiving results	<b>Free, unlimited</b>	4 free chosen before taking exam
Cost	\$275-\$285 depending on location	\$350	<b>\$231 in China; \$220 elsewhere</b>
	Fees to reschedule; to send addl. score reports	<b>No rescheduling fees &lt;24 hrs. of appt</b>	Fees to reschedule; to send addl. score reports
Prep Time	6-Week Planner: ~30-40 hours	<b>4-Week Planner: ~20- 30 hours</b>	1 to 3 months, according to ETS
Prep	Free Questions & Exams	Free Sample Questions	Free Questions & Exams
Attempts	5 times in a 12-month period (TC and/or Online)	2 times at Test Center + 2 times Online	5 times in a 12-month period (TC and/or Online)
Accommodations	Yes	Yes	Yes
Valid	5 years	5 years	5 years

## EA Accepting Programs

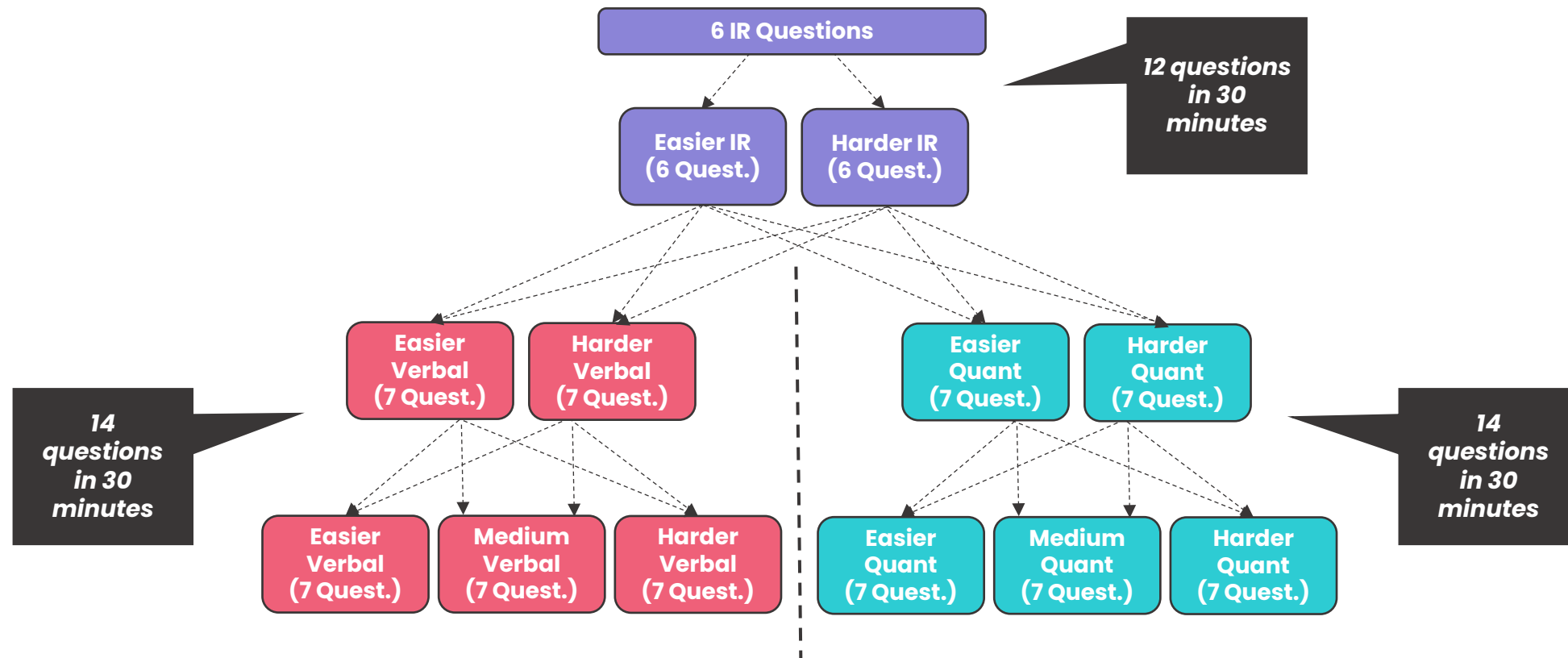
Executive MBA			PT MBA		FT MBA	Online MBA	Non-MBA Masters & PhD
<b>AMERICAS</b>			<b>AMERICAS</b>		<b>AMERICAS</b>	<b>AMERICAS</b>	<b>AMERICAS</b>
Boston U.	Quantic	U. Houston		Tecnologico de Monterrey	Belmont	Bentley	Arizona State–Thunderbird (4)
Case Western Reserve	Queens	U. Iowa	Belmont (2)	(3)	Bentley	Carnegie Mellon	Belmont
Chapman	Rice	U. Minnesota–Twin Cities	Bentley	Texas Christian (3)	Carnegie Mellon	CUNY Baruch	Bentley (5)
Columbia (5)	Rutgers	U. Nevada, Las Vegas	Carnegie Mellon	U. California–Berkeley	Case Western Reserve	Ohio State	CUNY Baruch (10)
Concordia–Canada	Santa Clara	U. Nevada, Reno	Case Western		Columbia	Oregon State	Duke (3)
Cornell (3)	Seattle	U. North Carolina–Chapel Hill	Reserve	U. California–Los Angeles	Consortium of Grad Study	Quantic	Georgetown–Arts & Sciences
CUNY Baruch (2)	Southern Methodist	U. Notre Dame (2)	CUNY–Baruch	U. California–Riverside (2)	CUNY–Baruch	Rice	Georgetown–McDonough
Duke (2)	SUNY Binghamton	U. Pennsylvania (3)	Emory	U. Chicago (2)	Duke (2)	Southern Methodist	MIT (Sloan Fellows)
Emory (2)	Tecnologico de Monterrey (2)	U. San Francisco	Fordham	U. Houston	Fordham	Tecnologico de	NYU
FGV	Texas Christian	U. Texas–Austin	George Mason	U. Michigan	Georgetown	Monterrey	Stanford (MSx)
Fordham	U. Alberta	U. Toledo	Georgetown	U. Minnesota–Twin Cities	Michigan State	U. Houston (2)	Tecnologico de Monterrey (5)
Georgetown	U. Calgary	U. Virginia (2)	Georgia Inst. Tech.	U. Nevada, Reno	NYU (4)	U. Kansas	Texas Christian
Hofstra	U. California–Berkeley	U. Washington (2)	Iowa State	U. Oklahoma	Rice	U. Michigan	U. California–Riverside (3)
Howard	U. California–Irvine	U. Wisconsin–Madison	Northwestern	U. Pittsburgh	Rutgers	U. Minnesota – Twin	U. Houston (9 )
McGill–HEC Montreal	U. California–Los Angeles	Vanderbilt (2)	NYU	U. San Diego	Southern Methodist (2)	Cities	U. Toledo (2)
MIT	U. California–San Diego	Villanova	Ohio State	U. Texas–Austin	Tecnologico de Monterrey	U. Southern California	U. Virginia–Darden
Northwestern	U. Chicago (3)	Yale	Oregon State	U. Victoria	U. California–Los Angeles	U. Washington	U. Virginia–McIntire (2)
NYU	U. Colorado–Boulder	York	Portland State	U. Virginia	U. California–Riverside	Valparaiso	
Ohio State	U. Hawaii at Manao		Rice	U. Washington (2)	U. Georgia		
			Rutgers	U. Wisconsin–Madison	U. Houston (2)	<b>EMEA</b>	<b>EMEA</b>
			Southern Methodist	Valparaiso	U. Miami	ESMT Berlin	INSEAD
					U. Michigan (Global MBA)	IE	LBS
					U. Rochester	Imperial College London	Mararyk (6)
			<b>EMEA</b>		U. Texas–Austin	U. Manchester	Sabanci
			Maastricht	U. Manchester	U. Toledo	Vlerick	U. Amsterdam
			Sabanci	U. St. Gallen	U. Virginia		
			U. Amsterdam	WU–Vienna	Valparaiso (2)		<b>APAC</b>
					Vanderbilt		SP Jain Institute (2)
			<b>APAC</b>		<b>EMEA</b>		
			Asia School of Business		EDHEC		
			CUHK		ESSEC		
			HKU		ESMT Berlin		
			Nanyang Technological		NYU Abu Dhabi		
			NUS		Reutlingen		
					U. Amsterdam		
					U. Cape Town		
					U. St. Gallen		

# Overview

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# Section Adaptive





# Prep Considerations

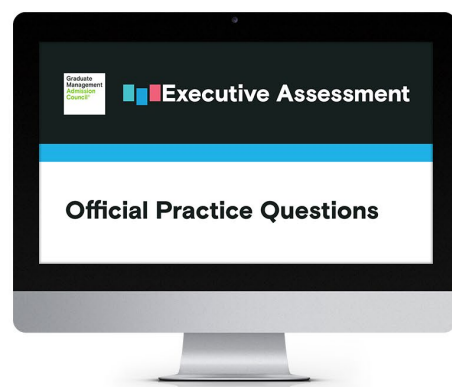
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- What is your learning style?
- How disciplined are you?
- How comfortable are you with the subject matter and questions types?
- Important to simulate test center conditions
- Have a plan with learning objectives



# EA Official Prep

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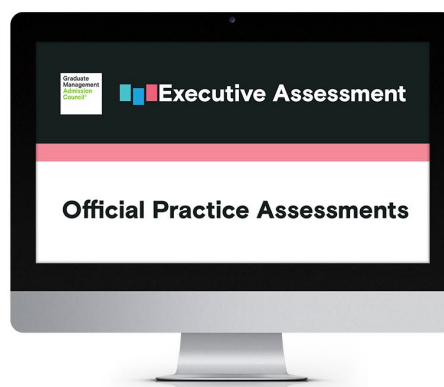
## EA Official Practice Questions

300 practice questions across all section types with answer explanations



## EA Official Practice IR Questions

50 additional IR questions with answer explanations



## EA Official Practice Assessments

Two timed assessments that simulate the real EA including the delivery of Total and Section Results

- **75%** of respondents used *EA Official Prep* materials to prepare
- **95%** of EA Official Prep users felt “mostly” or “fully” prepared for the actual EA
- Nearly 50% of candidates are spending about **20–30 hours** and **less than 4 weeks** preparing

**Source:** EA Test Taker Candidate Survey

**Free sample questions available at**  
**[mba.com/ea](https://mba.com/ea)**

OFFICIAL PREP

# 4-week

EXECUTIVE ASSESSMENT STUDY

## PLANNER

The goals, tools & tips you need to work towards your optimal Executive Assessment result. Designed by the makers of the official Executive Assessment exam.



Graduate  
Management  
Admission  
Council®



# Your study plan for success

ASSESSMENT DATE DD / MM / YY

	WEEK 01 explore	WEEK 02 practice	WEEK 03 focus	WEEK 04 refine	ASSESSMENT DAY finalize
// TOOLS	<input type="checkbox"/> <a href="#">Free! Official Executive Assessment Question Sampler</a> <input type="checkbox"/> <a href="#">Official Practice Assessments 1 &amp; 2</a>	<input type="checkbox"/> <a href="#">Official Practice Questions™</a> <input type="checkbox"/> <a href="#">Official Practice Assessments 1 &amp; 2</a>	<input type="checkbox"/> <a href="#">Official Practice Questions™</a>	<input type="checkbox"/> <a href="#">Official Practice Assessments 3 &amp; 4</a> <input type="checkbox"/> <a href="#">Official Quantitative Reasoning Practice Questions</a>	<input type="checkbox"/> <a href="#">GMAC.com/ea</a>
// GOALS	<input type="checkbox"/> Learn about the Executive Assessment on <a href="#">gmac.com/ea</a> <input type="checkbox"/> Become familiar with the format and features <input type="checkbox"/> Take Practice Assessment 1 to become familiar with the assessment and set a baseline for measuring your progress	<input type="checkbox"/> Work through the first half of each of the three sections in the Official Practice Questions <input type="checkbox"/> Determine which sections you need to focus your time on over the next 2 weeks <input type="checkbox"/> Complete Practice Assessment 2. Review your results. Where have you improved? Where do you need further study?	<input type="checkbox"/> Complete the second half of each of the three sections in the Official Practice Questions <input type="checkbox"/> Take Practice Assessment 3 <input type="checkbox"/> Review Practice Assessment 3 results and assess your progress	<input type="checkbox"/> Use the Quantitative Reasoning or Integrated Reasoning 50-question packs for additional practice as needed <input type="checkbox"/> Take Practice Assessment 4	<input type="checkbox"/> Develop a time management strategy around your strengths and focus areas <input type="checkbox"/> Review the EA website on <a href="#">gmac.com/ea</a> for what to expect for your test center or online appointment <input type="checkbox"/> Think through logistics for test day and be sure to rest up!
// TIPS	When taking a practice assessment, try to simulate a real test experience and minimize the number of distractions that could disrupt your concentration.	We recommend spending as much time reviewing the questions as answering them. Become familiar with question types and determine what is being asked.	Time management is very important on the Executive Assessment™. Develop a sense of when to work through a question and when to make an educated guess and move on.	Since the Executive Assessment is computer-adaptive, the questions will get harder as you answer them correctly. It will feel more difficult as the assessment progresses.	Don't try to cram too much in the last week. Focus on building your confidence and keeping your mind fresh.

// MY PROGRESS

## Practice Assessment Scores

	SCORE	CHANGE (+/-)
1 Assessment 1		N/A
2 Assessment 2		
3 Assessment 3		
4 Assessment 4		

## Strengths


## Focus Areas


## Assessment Pacing

On exam day, I can move quickly through:

On exam day, I need to leave extra time for:

Arrival Time : AM / PM

Location


## Get on the inside track for assessment day

Aiming for a high score? Want to focus on a specific assessment section? Find Official Prep for your goals: [gmac.com/executive-assessment/official-prep](#)

Get Executive Assessment tips & insights on the latest podcast episodes: [gmac.com/executive-assessment/about](#)



# Accommodations Available

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To make GMAC assessments broadly accessible, accommodations are available for candidates who meet certain eligibility criteria and properly document their request.

Available accommodations include:

- Extended testing time
- Additional break time
- Assistive technology
- Access to personal medical devices and other resources

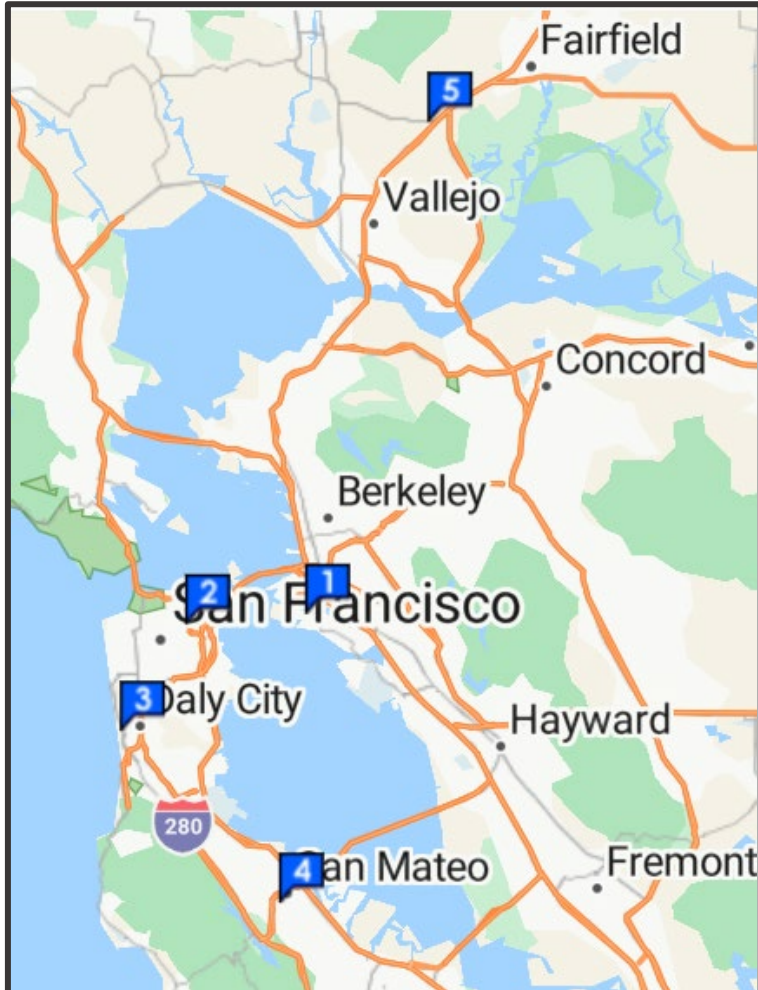
**Learn more on how to apply for accommodations:**





# Registration and Testing Options

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**Visit [mba.com/ea](https://mba.com/ea)**  
**Pick a Date, Time, Location,**  
**and Format that Fits You Best**

**Locations**  
**700+ Test Centers Worldwide**  
**Online 24/7**

# What to Expect on Test Day



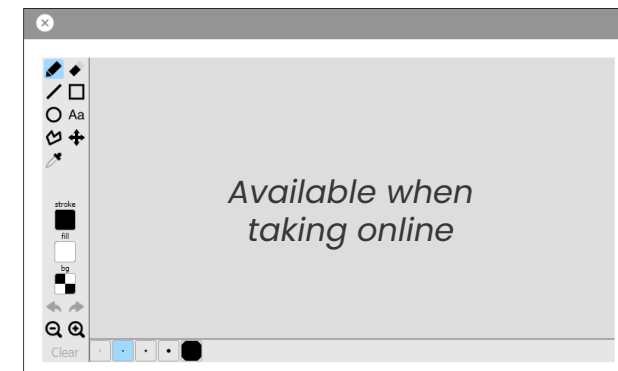
## Tip:

**Test Center:** Make a trip to the test center one week (same day and time) before scheduled appointment

**Online:** Run system check two weeks before appointment + use same computer + clear workspace



Physical Whiteboard



Online Whiteboard

# EA Resource Center

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Flyers, brochures, and exam comparison tables are available to help you learn even more about the EA!



**Scan to Access the  
EA Resource Center  
on gmac.com**



# Sample Questions

# Integrated Reasoning

## Multi-Source Reasoning

Test takers are asked to use text, charts, and/or tables from two to three sources of information to answer questions.

Calculator

Email #1

Email #2

Email #3

Email from **administrator** to research staff

January 15, 10:46 a.m.

Yesterday was the deadline for our receipt of completed surveys from doctors who were invited to participate in the Medical Practice Priorities Survey. Did we get enough returns from this original group of invitees to get reliable statistics? Do we need to invite additional participants?

Consider each of the following statements. Does the information in the three emails support the inference as stated?

Yes No

- ☐ ☐ The administrator is unwilling to invite as many participants in the second group as were invited in the first group.
- ☐ ☐ The project coordinator does not expect to be able to meet the goal for numbers of completed surveys received.
- ☐ ☐ The administrator is willing to accept some risk of exceeding the budget for compensating participants.

## Table Analysis

Test takers are presented with a sortable table of information, which must be analyzed to determine if answer statements are accurate.

Calculator

Sort By: Airport City

Airport			Passengers			Movements		
City	Country	Code	Number	% change	Rank	Number	% change	Rank
Amsterdam	NLD	AMS	47,430,019	-0.8	14	446,592	-1.7	17
Atlanta	USA	ATL	90,039,280	0.7	1	978,824	-1.6	1
Beijing	CHN	PEK	55,937,289	4.4	8	431,670	8.0	21
Charlotte	USA	CLT	34,739,020	4.7	26	536,253	2.6	9
Chicago	USA	ORD	69,353,876	-9.0	2	881,566	-4.9	2
Dallas/Ft Worth	USA	DFW	57,093,187	-4.5	7	656,310	-4.3	3
Denver	USA	DEN	51,245,334	2.8	10	619,503	0.9	5
Detroit	USA	DTW	35,135,828	-2.4	24	462,520	-1.0	15
Frankfurt	DEU	FRA	53,467,450	-1.3	9	485,783	1.4	12
Houston	USA	IAH	41,709,389	-3.0	16	576,062	-4.6	7
Las Vegas	USA	LAS	43,208,724	-8.0	15	578,949	-5.0	6
London	GBR	LHR	67,056,379	-1.5	3	478,518	-0.6	13
Los Angeles	USA	LAX	59,497,539	-4.7	6	622,506	-8.6	4
Madrid	ESP	MAD	50,824,435	-2.4	11	469,740	-2.6	14
Miami	USA	MIA	34,063,531	1.0	29	371,519	-3.8	29
Minneapolis	USA	MSP	34,056,443	-3.0	30	450,044	-0.7	16
Munich	DEU	MUC	34,530,593	1.7	27	432,296	0.1	20
Newark	USA	EWB	35,360,848	-2.8	23	434,428	-0.4	19
Paris	FRA	CDG	60,874,681	1.6	5	559,816	1.3	8
Phoenix	USA	PHX	39,891,193	-5.4	17	502,499	-6.8	10
San Francisco	USA	SFO	37,234,592	4.7	21	387,710	2.2	24

The table above gives information for 2008 on total passengers (total passengers enplaned and deplaned with passengers in transit counted once) and total movements (landing and takeoff of an aircraft) for 21 airports throughout the world. The 21 airports were chosen for inclusion in the table because, in 2008, each was among the busiest 30 airports in the world in terms of both total passengers and total movements. In addition to the numbers of total passengers and total movements for each airport, the table also gives the percent of increase and decrease over the numbers for 2007 and the rank of the airport for total passengers and total movements.

Each column of the table can be sorted in ascending order by clicking on the word "Select" above the table and choosing, from the drop-down menu, the heading of the column on which you want the table to be sorted.

Consider each of the following statements about these airports. For each statement indicate whether the statement is true or false, based on the information provided in the table.

True False

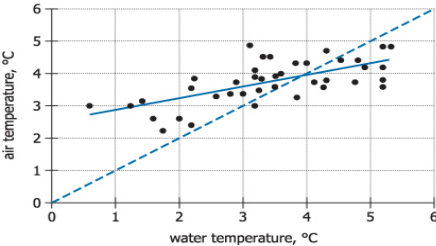
- ☐ ☐ The airport experiencing the greatest percent decrease in total passengers from 2007 to 2008 also experienced the greatest decrease in the percent of movements.
- ☐ ☐ The airport with the median rank based on total number of passengers is the same as the airport with the median rank based on total number of movements.
- ☐ ☐ Exactly 50% of the airports that experienced an increase in both total number of passengers and in total number of movements are located in the United States (USA).

# Integrated Reasoning

## Graphics Interpretation

Test takers are asked to interpret a graph or graphical image and select from a drop-down list to make response statements accurate.

Calculator



The graph at the left is a scatter plot with 40 points, each representing the temperature of the ocean water, measured at a fixed location off the coast of West Iceland, and the air temperature, measured on land at a fixed location in West Iceland. Both the water temperature and the air temperature, in degrees Celsius, were measured at noon on Wednesday of each of 40 consecutive weeks last year. The solid line is the regression line and the dashed line is the line through the points (0,0) and (6,6).

air temperature, °C

water temperature, °C

Use the drop-down menus to fill in the blanks in each of the following statements based on the information given by the graph.

The relationship between the water temperature and the air temperature is Select...

The slope of the regression line is Select... the slope of the dashed line.

## Two-Part Analysis

A question will involve two components for a solution. Possible answers will be given in a table format with a column for each component and rows with possible options; test takers are asked to consider the options provided.

Calculator

Organization A currently has 1,050 members. Organization B currently has 1,550 members. The number of members of Organization A and the number of members of Organization B are increasing annually, each at its own constant rate. Analysts project that if each of these organizations maintains its constant annual rate of membership increase, five years from now they will for the first time have the same number of members, and in subsequent years Organization A will have more members than Organization B.

In the table below, identify a rate of increase, in members per year, for Organization A and a rate of increase, in members per year, for Organization B that together are consistent with the analysts' projection. Make only one selection in each column.

Organization A	Organization B	Rate of increase (members per year)
<input type="radio"/>	<input type="radio"/>	10
<input type="radio"/>	<input type="radio"/>	30
<input type="radio"/>	<input type="radio"/>	40
<input type="radio"/>	<input type="radio"/>	120
<input type="radio"/>	<input type="radio"/>	130
<input type="radio"/>	<input type="radio"/>	150


# Quantitative Reasoning

## Data Sufficiency

---

In a certain class, one student is to be selected at random to read.  
What is the probability that someone under 17 years old will read?

- 1. Two-thirds of the students in the class are under 17 years of age.**
- 2. Ten of the students in the class are girls.**

- A. Statement (1) ALONE is sufficient, but statement (2) alone is not sufficient. 
- B. Statement (2) ALONE is sufficient, but statement (1) is not sufficient.
- C. BOTH statements TOGETHER are sufficient, but NEITHER statement ALONE is sufficient.
- D. EACH statement ALONE is sufficient.
- E. Statements (1) and (2) TOGETHER are not sufficient.

# Quantitative Reasoning

## Problem Solving

---

The price of lunch for 15 people was \$216.00, including a 20 percent gratuity for service.

**What was the average price per person, EXCLUDING the gratuity?**

- A. \$11.52
- B. \$12.00
- C. \$13.80
- D. \$14.00
- E. \$15.87



- 10th grade math level
- Basic algebra, logic skills, and analytical thinking ability
- Your ability to reason, not just your demonstration of mastery

# Verbal Reasoning

## Reading Comprehension


---

In 1988 services moved ahead of manufacturing as the main product of the United States economy. But what is meant by “services”? Some economists define a service as something that is produced and consumed simultaneously, for example, a haircut. The broader, classical definition is that a service is an intangible something that cannot be touched or stored. Yet electronic utilities can store energy, and computer programmers save information electronically. Thus, the classical definition is hard to sustain.

The United States government’s definition is more practical: services are the residual category that includes everything that is not agriculture or industry. Under the definition, services include activities as diverse as engineering and driving a bus. However, besides lacking a strong conceptual framework, this definition fails to recognize the distinction between service industries and service occupations. It categorizes workers based on their company’s final product rather than on the actual work the employees perform.

Thus, the many service workers employed by manufacturers – bookkeepers or janitors, for example – would fall under the industrial rather than the services category. Such ambiguities reveal the arbitrariness of this definition and suggest that, although practical for government purposes, it does not accurately reflect the composition of the current United States economy.

**The author of the passage is primarily concerned with:**

- A. discussing research data underlying several definitions
- B. arguing for the adoption of a particular definition
- C. exploring definitions of a concept 
- D. comparing the advantages of several definitions
- E. clarifying some ambiguous definitions

# Verbal Reasoning

## Critical Reasoning

---

A city plans to attract new citizens with new housing and new facilities such as parks, recreation centers, and libraries. One component of the city's plan is to require that developers seeking permission to build this new housing provide these additional facilities at no cost to the city.

**Which of the following, if true, would point to a possible flaw in the city's plan?**

- A. Light, non-polluting industries have located in the area, offering more jobs and better paying jobs than do the more-established industries in the area.
- B. Other towns and cities nearby have yet to embark on any comparable plans to attract new citizens.
- C. Most developers see the extra expense of providing municipal facilities as simply one of the many costs of doing business.
- D. Developers would pass along their costs to the buyers, thereby raising the cost of housing units beyond the ability of likely purchasers to afford them.
- E. Studies show that purchasers of new houses, especially first-time buyers, ran recreational resources as an important factor in deciding to buy a particular house.




# Verbal Reasoning

## Sentence Correction

---

Carnivorous mammals can endure what would otherwise be lethal levels of body heat because they have a heat-exchange network **which kept** the brain from getting too hot.

- A. which kept
- B. that keeps 
- C. which has kept
- D. that has been keeping
- E. having kept





# Thanks!

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[mba.com/ea](https://mba.com/ea)

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