



Lincoln University
MBA Thesis Manual

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Letter of Introduction

The master's thesis is one of your best opportunities to show what you have learned—and what you are capable of—to future employers. An original, quality thesis is an excellent way to display your skills in research, analysis, and writing. It can be the decision maker in hiring you.

Your thesis can also be used as a tool to investigate an industry you are interested in, as well as companies you may want to work for. It could also provide you with the opportunity to make contact with potential employers.

If you are considering writing a master's thesis for your culminating project, this manual is for you.

THESIS CHECKLIST

- Read this manual (*from cover to cover*)
- Choose an advisor
- Finalize thesis topic (*with advisor*)
- Submit thesis proposal (*to advisor*)
- Submit rough timeline (*to advisor*)
- Get advisor approval for proposal
- See advisor on regular basis (*once every 2 weeks*)
- Submit written work to advisor in stages
- Do literature review
- Visit the library / Meet with the librarian
- Collect data – primary and secondary
- Analyze data
- Write main body of thesis
- Write introduction
- Write conclusion
- Write abstract, summary, acknowledgments, & remaining sections
- Complete your list of References
- Check formatting, spell check & proofread
- Ask friend/classmate/etc. to proofread
- Submit final draft to advisor for approval
- Email thesis to library@lincolnuca.edu
- Get Thesis Approval Form signed by advisor
- Bind 8 copies of final (*and send electronic copy of final of library*)
- Set up thesis presentation date (*with Dean's Office*)
- Prepare your thesis defense

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1 GETTING STARTED

1.1 INTRODUCTION TO THIS MANUAL

Students who write a master's thesis must enroll in **BA399 MBA Research Project**. This manual outlines expected practice with respect to the thesis.

You should read this manual and begin thinking about your topic **at least two semesters** before graduation. If you follow this guideline, you will be ready when it comes time to write your thesis—and it will be easy.

This manual is a general guideline and does not cover all circumstances; nor does it include the preferences of each faculty advisor. Therefore, minor adjustments may be necessary in individual cases. And, it is imperative that you **consult your advisor** for specific advice and guidance on matters pertaining to the design, content, and reporting of your study.

1.2 PREREQUISITES

There are prerequisites you need to meet before you can enroll in BA 399. Make sure you study the catalog to understand the requirements for working on your master thesis.

One requirement is that you complete **BA306 Business Research Methodology**—preferably one year before taking BA 399.

Another important prerequisite is that you have a cumulative **GPA of 3.2** or above.

2 ADVISING

2.1 CHOOSE A THESIS ADVISOR

You should select a thesis advisor approximately one year before you start your thesis work. Choose an advisor who teaches in your area of your concentration and interest in the MBA program. If you are unsure which advisor will be the best fit for you, consult the Dean's Office for advice. Attending the faculty presentations offered at the beginning of each semester is another opportunity to learn more about each professor and his/her areas of expertise..

Once you have a thesis advisor, it is necessary to meet with him or her to discuss and finalize a research topic suitable to your interests. **DO NOT DO THIS ALONE**. Your advisor's assistance and advice will be invaluable in this process.

Plus, you must get your advisor's approval before beginning your MBA Research Project.

2.2 ROLE OF YOUR ADVISOR

Your advisor will assist you throughout the process of writing your MBA Thesis. The more you communicate with your advisor and seek his/her advice, the easier this process will be for you. You and your advisor should establish a schedule to meet regularly – a minimum of once every two weeks.

Your advisor should:

- Discuss possible directions for your study and advise you on aims and objectives.
- Suggest some general areas of research for consideration and, where possible, any examples of current research relevant to the topic.
- Assist students in identifying an area of research that is broad enough to embrace existing literature but sufficiently narrow to allow a detailed investigation.
- Be available for regular meetings (about once every two weeks)
- Examine written work and provide constructive criticism. (Please note: It is not the responsibility of the advisor to correct spelling mistakes, etc., other than to point out if they are present. Nor is it the duty of the advisor to organize the presentation content of the work, although advice may be provided if enough work has been submitted.)
- Make student aware of inadequate progress or any other facts which could impede the completion of a successful thesis.
- Grade the thesis, confer with the examiners, and submit the agreed upon grade.

2.3 YOUR RESPONSIBILITIES

While your advisor's help is crucial to the process of writing a successful thesis, the bulk of the responsibility is on you.

You should:

- Make appointments with your advisor on a regular basis. (About once every two weeks; allow 30-60 minutes.) Meeting regularly is especially important in the beginning stages, when determining and refining your thesis topic.
- Provide written work for your advisor to comment on.
- Whenever possible, submit your written work or questions in advance of your appointment so that your advisor has time to offer constructive criticism.
- Follow your timeline and maintain your own progress.
- Comply with the regulations detailed in this manual.

- Understand and comply with the thesis requirements as stated in the Academic Catalog.

3 THE EARLY STAGES

3.1 DECIDE ON A TOPIC

Your thesis topic should be carefully thought about, carefully studied. It is never too early to start thinking about your topic.

By the time you've completed 18 units, you should start deciding on your topic. In addition to speaking with your Thesis Advisor, talk with your classmates, friends, coworkers, professors, and anyone else who might help you in your search for a topic.

Here are steps that will help you choose an appropriate topic:

1. Begin by asking yourself:
 - What interests you?
 - What particular area of your concentration would you like to work in?
 - What industry do you want to study?
 - What could you spend many hours thinking about?
2. Consider picking a topic that will help you after you graduate.
3. Visit the Lincoln University Library and read BA399 student papers from previous semesters.
4. Read articles, books, and other sources about your potential topic(s). DO NOT LIMIT YOURSELF to Google searches. Explore the library collection, including its electronic databases.
5. After your initial investigation, you should be able to answer the following questions:
 - WHAT do you want to study?
 - WHY do you want to study it?
6. Write out answers to the above questions in 2-3 sentences.
7. Finalize your topic with your thesis advisor.
8. DO NOT move forward until you can clearly articulate your topic question.

For sample topics, see **Appendix A: Getting Started – Deciding Your Topic.**

3.2 SUBMIT YOUR THESIS PROPOSAL

Now you have a good, solid idea of what you want to study. Your next step is to prepare a proposal for your Master Thesis work. It should be a simple,

straightforward document. The proposal is for your advisor to review and approve before you start the investigation of your topic.

Submit your proposal for approval by Week 8 of your 3rd semester.

Your proposal should include the following:

- Title of study
- Reason for study
- What you plan to learn
- Why you want to study
- How this will benefit you
- Information you need to gather
- How you plan to obtain the information you need
- Help you need from your advisor
- Rough timeline/schedule of your work plan (See **Appendix C: Thesis Timeline – Worksheet**)

After your proposal has been accepted and signed by your advisor, you are ready to begin.

See **Appendix B: MBA Thesis Proposal Form**

3.3 CREATE A TIMELINE

Part of your thesis proposal is a timeline/brief schedule of your work plan over the next year. Your timeline will help both you and your advisor keep track of your progress. Below is a sample of a timeline based on the assumption that you will graduate in four semesters without summer sessions.

Month	Action(s)
End of 2 nd Semester	<ul style="list-style-type: none"> • Start thinking about your topic • Begin researching potential topics / areas of interest • Think about whom you want for your Thesis Advisor
3 rd Semester	<ul style="list-style-type: none"> • Select Thesis Advisor • Work with advisor on thesis topic • Submit thesis proposal to Advisor • Complete literature review • Start on methodology, data gathering and interviews
End of 3 rd Semester	<ul style="list-style-type: none"> • Finish methodology, data gathering and interviews

4 th Semester Week 1-4	<ul style="list-style-type: none"> Analyze findings
4 th Semester Week 5	<ul style="list-style-type: none"> Complete analysis
4 th Semester Week 6-8	<ul style="list-style-type: none"> Write up findings
4 th Semester Week 9	<ul style="list-style-type: none"> Write Introduction, Abstract, Summary, etc. Write conclusions / recommendations
4 th Semester Week 10	<ul style="list-style-type: none"> Submit first draft to Advisor for review Submission of final version
4 th Semester Week 10-12	<ul style="list-style-type: none"> Revisions and edits
4 th Semester Week 12	<ul style="list-style-type: none"> Submission of final version for Advisor's approval
4 th Semester Week 13-15	<ul style="list-style-type: none"> Bind 8 of your thesis (include the signed Advisor Approval Form) Prepare for thesis defense (make slides, etc.)
4 th Semester Week 16-18	<ul style="list-style-type: none"> Thesis defense Graduation!

See **Appendix C: Thesis Timeline – Worksheet** to fill out your own timeline.

4 AN OVERVIEW: THE MAIN STEPS

4.1 GATHER INFORMATION

You need to determine how you are going to collect the data and information you want. To do that, you first have to decide what information you will need in order to make a sound analysis and decision.

What **primary data** will you need? What **secondary data** will you need? Again, you can talk to your Thesis Advisor as well as the Head Librarian to develop a clear understanding of the research you will need to do and how best to collect the information.

Primary Data: Your advisor can help you determine the best method of gathering the primary data you need. If a **questionnaire** is needed, he/she can help you design one based on the information you need. It is quite likely you will need to interview some people to get necessary information. Designing a questionnaire is not easy. Your advisor can help with that as well. You may find

that you will have to change your questionnaire after you have had a couple of interviews. This is very common. Stay focused on what information you want to obtain.

Secondary Data: Start with a **literature search** to develop background information on the industry and/or company (if you are studying one) as well as the topic in general. The library is an excellent place to start this search. Many students prefer to use “Google” for information. While there is some good information available that way, the library is a much better, reliable, specific information source. Keep a list of the resources that you find useful so that you can include them in the **Literature Review** section of your thesis. If you draw on these resources for your paper, you will also need to include them in your **References** at the end of your paper. The literature you review should include a variety of sources, including journal articles, books, etc.

As you gather your data/information, you do not change your topic to fit the data you collected. You analyze the data to arrive at an objective conclusion.

As you work on your thesis, use any opportunity in your classes to do research work. For example, if an instructor requires a paper in your course, ask him/her if you can use the assignment to work on your thesis. This could be doing some primary or secondary research. It could be to investigate an industry to study. Or it could be to study a company in more detail. Of course the paper you present to the instructor must match his/her requirements for the assignment.

4.2 ANALYSIS

After you have completed your research you should summarize all the data/information you have collected – primary and secondary. Now you are ready to analyze the information. What conclusions can you derive based on the data/information? This is more difficult than many students realize. Often students interpret data/information the way they think it should be or the way they want in order to arrive at a conclusion they want. Resist this. Analyze the data/information objectively – not subjectively.

After you have completed your analysis, meet with your advisor to discuss your findings. What conclusions do you derive from your analysis? If your advisor agrees that your analysis is based on the data/information you developed, you are ready to start writing.

4.3 WRITE YOUR THESIS

Take a couple of days from the end of analyzing your data until you start writing. The reason is you now have to take a step back and provide a clear, objective report based on your data and your analysis. This is often more difficult than it sounds. You may be looking for or hoping for a particular

conclusion/answer for your work. Instead you must provide a report that is based on the data and analysis.

As you are writing your analysis and conclusions it is a good idea to communicate regularly with your advisor. Discuss any problems/issues you may be having. You and your advisor should agree on how often you should meet. E-mails and telephone discussions are useful, but your written progress should be seen by your Advisor and discussed face-to-face as you both examine your work.

In your writing make certain that:

- your data is consistent
- you understand your data
- you can explain your data
- your analysis is based on facts and not your opinions or beliefs, nor what you would like the conclusion to be
- you properly cite all material that is not your own, i.e. **no plagiarism**

5 THESIS FRAMEWORK

The following outline is the basic structure of an MBA thesis. Clearly there is no single format for all papers, so it should be adapted to your particular study as needed. Each section listed here is explained in greater detail in **Appendix D: Structuring Your Thesis—Step-by-Step.**

SECTION	DESCRIPTION
1.	Title Page
2.	Advisor Approval Form
3.	Abstract (1-3 paragraphs)
4.	Summary (1-3 pages)
5.	Acknowledgements (<i>optional</i>)
6.	Table of Contents
7.	List of Tables (<i>if applicable</i>)
8.	List of Figures (<i>if applicable</i>)
9.	Introduction (Statement of Problem, Purpose of Study, Delimitations, Definitions of Terms)
10.	Review of the Literature

11.	Methodology / Research Design , with supporting rationale (Any questionnaire forms would be included here.)
12.	Collection of Data
13.	Report of Findings (only). Comparisons shown here.
14.	Analysis of Findings . Comparisons evaluated here.
15.	Conclusions (and recommendations, if desired)
16.	References (this includes references to sources that you used in your paper, such as newspaper & journal articles, books, websites, etc.)
17.	Appendices (maps, charts, diagrams, etc.)

6 FORMATTING

Formatting your paper properly takes time and patience. It is much easier to set your formatting preferences from the very beginning. This will save you time and headaches.

Lincoln University uses the APA style for thesis formatting.

See **Appendix E: APA Style Guide** for basic instructions on formatting your References – both “in-text citations” and your “References” list. For greater detail, refer to the *Publication Manual of the American Psychological Association* (available in LU Library.)

See **Appendix F: Formatting Guidelines** for basic instructions on general formatting rules for your paper.

7 FINAL STEPS

7.1 PROOFREAD

Always proofread your thesis for spelling, grammar, and presentation before handing it in to your advisor. Special attention should be made to the final draft of your thesis. Get at least one other person to read your thesis before you submit the final copy.

7.2 MBA THESIS CHECKLIST

Be sure to use the **MBA Thesis Checklist** located in the beginning of this Thesis Manual (page 3) to be sure you don’t forget any important steps.

7.3 SUBMIT FINAL DRAFT TO ADVISOR FOR APPROVAL

Once you have carefully proofread the final draft of your MBA Research Paper and completed all the steps outlined in the MBA Thesis Checklist, you will submit the paper to your advisor for approval.

Once approved, **email your thesis** to library@lincolnuca.edu so that it can be submitted to Turnitin (www.turnitin.com), a widely used plagiarism-prevention service. When you submit your paper to the Library, be sure to copy (cc) your advisor.

Turnitin will produce an “**Originality Report**” which compares your document to millions of websites, publications, student papers, etc. to determine if any text matches these other sources. Your advisor will analyze the Originality Report to ensure that any matching material has been properly cited (i.e. credit given to the original sources.)

Based upon the Originality Report from Turnitin, your advisor will decide either to: (1) approve your thesis for defense; OR (2) share the Originality Report with you and ask you to make revisions and resubmit your thesis.

Note: Before submitting the final MBA Research Report to your advisor, you have the option to request an Originality Report from the library. Each student may request **only ONE** Originality Report and must allow **at least one week** for processing. Email your request with thesis attached to library@lincolnuca.edu.

7.4 BIND EIGHT COPIES

You should bind a total of 8 copies of your thesis. Six copies should be turned in to the Academic Development Officer/Senior Academic Records Officer (Maggie Hua) two weeks before your thesis defense; you should bring two copies to your presentation in front of the thesis committee. It is the students' responsibility to organize the binding and make sure that the copies are ready before the submission date.

You will also need to **email an electronic copy** of your final thesis to library@lincolnuca.edu for the LU Library Archives once you have successfully completed your defense.

7.5 DEFEND YOUR THESIS

After you have completed your BA399 MBA Research Paper, and it has been approved by your advisor, the final step is to defend it to a thesis panel which includes your advisor and at least two other faculty members. You should arrange a presentation time with the Dean's Office and begin your preparation.

Here are a few tips for presenting your thesis:

- Be sure to prepare well in advance.
- Practice your presentation to yourself, as well as in front of others.
- Predict questions the panel might ask and be ready to answer them.
- Be ready to say exactly which resources you used to collect your data and make your conclusions.
- When you provide statistical data, be able to explain how you obtained this information and why it is relevant.
- If you prepare a PowerPoint presentation, make sure that the slides are easily understood and legible. Make the font size big enough and choose colors that are easy to read.
- When presenting, try to interact with the thesis panel.
- Remember, you are the expert on this subject. You should not just be repeating what you learned in classes. Instead, you should be defending and answering the question you set out to explore with your thesis.
- It's normal to be nervous—BUT, prepare enough so that you will also feel confident!

8 ADDITIONAL RESOURCES

8.1 LINCOLN UNIVERSITY LIBRARY

Lincoln University Library has a “Thesis Writing Resources” collection for students working on their MBA thesis. You are highly encouraged to consult this collection. Below are a few of the suggested resources.

Aityan, S.K. (2009). Practical guide to OpenOffice applications.	This guide will help you use software to format your paper and create your list of References. Location: 808.A.
American Psychological Association. (2010). Publication Manual of the American Psychological Association. Washington, D.C.: APA.	The standard guide on APA Style. It provides answers to the many confusing questions about the proper use of APA. Location: 808.06 .P83 2010. (ISBN: 9781433805615)
Bui, Y.N. (2009). How to write a master's thesis. Los Angeles: Sage.	A basic, user-friendly book that covers all the stages of writing a thesis. Location: 808.022 .B75 2009. (ISBN: 9781412957106)

<p>Jones, S., Wahba, K., & van der Heijden, B. (2007). How to write your MBA thesis. Oxford: Meyer & Meyer.</p>	<p>A more detailed guide with a step-by-step approach to writing a thesis. It is written specifically for MBA students.</p> <p>Location: 808.02 .J27 2007. (ISBN: 978184841262314)</p>
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8.2 ONLINE WRITING GUIDES

- APA style Web site: <http://www.apastyle.org/>
- The Purdue Online Writing Lab: <http://owl.english.purdue.edu/>
- University of California at Berkeley Library APA Style Citations: <http://www.lib.berkeley.edu/instruct/guides/apastyle.pdf>
- University of Wisconsin-Madison - The Writing Center: http://writing.wisc.edu/Handbook/American_Psychological_Association_%28APA%29_Documentation_M.pdf

9 APPENDICES

9.1 APPENDIX A: GETTING STARTED – DECIDING YOUR TOPIC

SAMPLE TOPICS

Here is a list of sample topics arranged by subject/concentration. This section is taken from *How to Write Your MBA Thesis* by Jones, Wahba & Heijden (pp. 22-24).

Strategy

- How a strategy was formulated and implemented in an organization, and issues impacting on this, such as leadership and national or organizational culture.
- How an organization integrates other functions into its strategy, such as sales and marketing and human resources management
- How firms operating in broadly similar industry, country and products markets achieve different levels of performance.

Sales and Marketing

- How an organization can improve its distribution channels, advertising effectiveness, and effective test-marketing strategies (or just one of these).
- How can complaints from customers be effectively addressed and minimizes particular organization or industry sector
- How an organization can (or has) effectively build (or has built) brand loyalty and successful new product innovation, successfully managing the product life cycle.

Economics

- How an organization assesses risk, especially in areas like exchange rate fluctuations and foreign investment, and how this could be more effective
- How a country or region could attract more Foreign Direct Investment

IT

- How an organization installed an effective management information system, and the problems and challenges on the way, both people-oriented and technical(it should not be just technical- remember you are earning a degree in management and business, not in engineering)

Finance

- How an industry could be privatized (this could relate to Strategy too).
- How an organization could improve its auditing, cost accounting procedures, collect accounts receivables, and accelerate depreciation, etc.
- Human Resources and Organizational Behavior
- How can an organization recruit, train and retain employees more effectively, perhaps looking at one critical employee segment

- How an organization can implement an effective performance management system, especially as part of a change process
- How an organization can implement an effective training plan, to improve staff retention, motivation, etc
- A study voluntary turnover-and how these can be addressed to improve productivity in the organization.
- A study of employee attitudes in an organization (such as job satisfaction, loyalty, and organizational commitment) – and how these can be analyzed and improved.
- How effective teams can be built in an organization, bringing together different competencies, personalities and backgrounds, to improve processes and productivity
- Which factors can influence the ability of members of an organizational workforces to maintain a level of work-home balance
- How employees handle conflict in an organization and how this impacts on the effectiveness of different departments or units, the customers, etc.
- How leadership in an organization can impact on strategy, culture, change, business turnaround, etc
- How leadership styles and approaches between different national groups or industry groups can be contrasted, so they can work together with greater understanding

Quality Management

- How can an organization applying for (and win) a recognized quality award, including technical and people issues.
- How an organization achieved just-in-time inventory management, continuous improvement strategies, and production efficiencies
- Other topics could include studies in government policies and how these impact on people and business; topics on whole industries starting from scratch, such as tourism in a country which has been mostly closed to the outside world; an mechanisms for creating and operating projects, such as B.O.T and on issues of business ethics, such as nepotism, corruption, conflicts of interest, etc.

Corporate Social Responsibility

- A comparative study if how companies in the same market deal with corruption
- A comparative study of how companies in the petrochemical industries deal with society's demands on environmental performance
- How might accusations of cases of discrimination impact on a company's HRM process and strategies.

Topics chosen by students

- "The Eight Questions of Leadership: a comparison between Kuwaiti and Western managers" by a Kuwaiti student who studied in the UK
- "Empowering Employees Through E-Learning: implementation barriers and difficulties for the workforce in the private sector" by another Gulf-based student interested in new training technologies
- "The impact of the Real time Gross Settlement System(RTGS) on the payment systems if the bank of Uganda" by a student working in the banking sectors

looking at improving efficiency , base on his local bank in Uganda

- “Measuring the Effectiveness of Internal Control Systems in Kuwait” by another student in Kuwait looking at how organizations there implement controls in the management of their departments.
- “Strategy Evaluation of Small and Medium Sized Automatic Optical Inspection Enterprises in Taiwan” by a student interested in SME strategies in Taiwan.
- “Employee Satisfaction and the Success of HSBC Bank Egypt” by a student based in Cairo looking at HR and OB issues in his branch of a mnc bank.
- “Investment Production Agencies and Foreign Direct Investment-the case of the Tanzanian Investment Centre” by a student interested in the politics of finance in his country, Tanzania.
- “Performance Management and the Balanced Scorecard in Public Health – a case of Hospital Enrique Garces, Macedonia” by a student examining a popular quality management and control tool in a case study in Macedonia.
- “Effects of Inflation on Investment: the case of Ghana” by a student focusing on an important economics issue.
- “Effects of Economic Policy Reform and Trade Performance in Bangladesh” another similar economics and trade study, this time in Bangladesh.
- “Credit Risk Management Practice in commercial Banks of Nepal” by another student interested in banking, examining a crucial factor in banking success.
- “Innovation in Producers in Sustainable Coffee in Costa Rica” by a student examining another important factor in his country’s main export product.
- “The strategy of Orasom Telecoms in the Middle East; a Case Study Based on the Resource – Based View Model” by a student interested in the telecoms industry in Egypt and applying this to a specific model.

Below are a couple of additional sample topics, from Lincoln University students. A more complete list is available in the Lincoln University Library.

Additional topics from Lincoln University students:

- “What are the effects of fringe benefits on employee productivity or employee morale in (a particular company or industry)?” *(Note: It is not sufficient to say you want to study fringe benefits; your question must be more specific.)*
- “What is the feasibility of opening a fast food restaurant in Mongolia?”

9.2 APPENDIX B: MBA THESIS PROPOSAL FORM

THESIS PROPOSAL FORM

Date submitted: _____ Thesis Advisor: _____
Student Name: _____ Student ID: ____ - ____ - ____ - ____
Title of research paper:

Reason for study:

What you plan to learn:

How this will benefit you:

Information you need to gather:

How you plan to obtain the information you need:

Help you need from your advisor:

(Note: Use more space if needed. Fill out and submit your timeline together with your proposal.)

9.3 APPENDIX C: THESIS TIMELINE – WORKSHEET

YOUR THESIS TIMELINE

Start backwards with your intended graduation date. Fill in the estimated deadline for each action. Add actions specific to your project.

Month	Action(s)	Date (goal for completion)	Notes / Follow-up
End of 2 nd Semester	<ul style="list-style-type: none"> Start thinking about your topic 		
	<ul style="list-style-type: none"> Begin researching potential topics / areas of interest 		
	<ul style="list-style-type: none"> Think about who for your Thesis Advisor 		
3 rd Semester	<ul style="list-style-type: none"> Select Thesis Advisor 		
	<ul style="list-style-type: none"> Work with advisor on thesis topic 		
	<ul style="list-style-type: none"> Submit thesis proposal to Advisor 		
	<ul style="list-style-type: none"> Complete literature review 		
	<ul style="list-style-type: none"> Start on methodology, data gathering and interviews 		
End of 3 rd Semester	<ul style="list-style-type: none"> Finish methodology, data gathering and interviews 		
4 th Semester Week 1-4	<ul style="list-style-type: none"> Analyze findings 		
4 th Semester Week 5	<ul style="list-style-type: none"> Complete analysis 		
4 th Semester Week 6-8	<ul style="list-style-type: none"> Write up findings 		

4 th Semester Week 9	<ul style="list-style-type: none"> • Write Introduction, Abstract, Summary, etc. 		
	<ul style="list-style-type: none"> • Write conclusions / recommendations 		
4 th Semester Week 10	<ul style="list-style-type: none"> • Submit first draft to Advisor for review 		
	<ul style="list-style-type: none"> • Submission of final version 		
4 th Semester Week 10-12	<ul style="list-style-type: none"> • Revisions and edits 		
4 th Semester Week 12	<ul style="list-style-type: none"> • Submission of final version for Advisor's approval • Email approved paper to library@lincolnuca.edu for Turnitin Originality Report 		
4 th Semester Week 13-15	<ul style="list-style-type: none"> • Bind 8 copies of your thesis (include the signed Advisor Approval Form) 		
	<ul style="list-style-type: none"> • Prepare for thesis defense (make slides, etc.) 		
4 th Semester Week 16-18	<ul style="list-style-type: none"> • Thesis defense 		
	<ul style="list-style-type: none"> • Graduation! 		

STRUCTURING YOUR THESIS STEP-BY-STEP

SECTION	DESCRIPTION
1.	Title Page
2.	Advisor Approval Form
3.	Abstract (1-3 paragraphs)
4.	Summary (1-3 pages)
5.	Acknowledgements (<i>optional</i>)
6.	Table of Contents
7.	List of Tables (<i>if applicable</i>)
8.	List of Figures (<i>if applicable</i>)
9.	Introduction (Statement of Problem, Purpose of Study, Delimitations, Definitions of Terms)
10.	Review of the Literature
11.	Methodology / Research Design , with supporting rationale (Any questionnaire forms would be included here.)
12.	Collection of Data
13.	Report of Findings (only). Comparisons shown here.
14.	Analysis of Findings . Comparisons evaluated here.
15.	Conclusions (and recommendations, if desired)
16.	References (this includes references to sources that you used in your paper, such as newspaper & journal articles, books, websites, etc.)
17.	Appendices (Maps, charts, diagrams, etc.)

1. TITLE PAGE

The Title Page is the first thing your reader sees. Your title page should include the following elements: title, running head, author, institution, advisor, course number, date, page number.

- **Title** – Only capitalize first word and proper nouns
- **Subtitle** (*if applicable*) – Place after the title and a colon; only capitalize first word and proper nouns
- **Author** – Student name in this order: (1) first name; (2) middle initial; (3) last name
- **Advisor** – include name and degree
- **Date** – Semester and Year of graduation (e.g. Spring 2010)
- **Course number** – i.e. BA 399
- **Running head** – The running head is an abbreviated title printed at the top of all pages of the document. It should be in ALL CAPS and no longer than 50 characters.
- **Page** – The title page is page 1; located in upper right-hand corner.

Beginning of Title
Running Head: BEGINNING OF TITLE IN CAPS 1
This is where you put your full title: And if you have a subtitle it should follow a colon
Student's Name (First MI. Last)
Lincoln University
In partial fulfillment of the requirements for BA399
Advisor's Name Date (Semester Year)

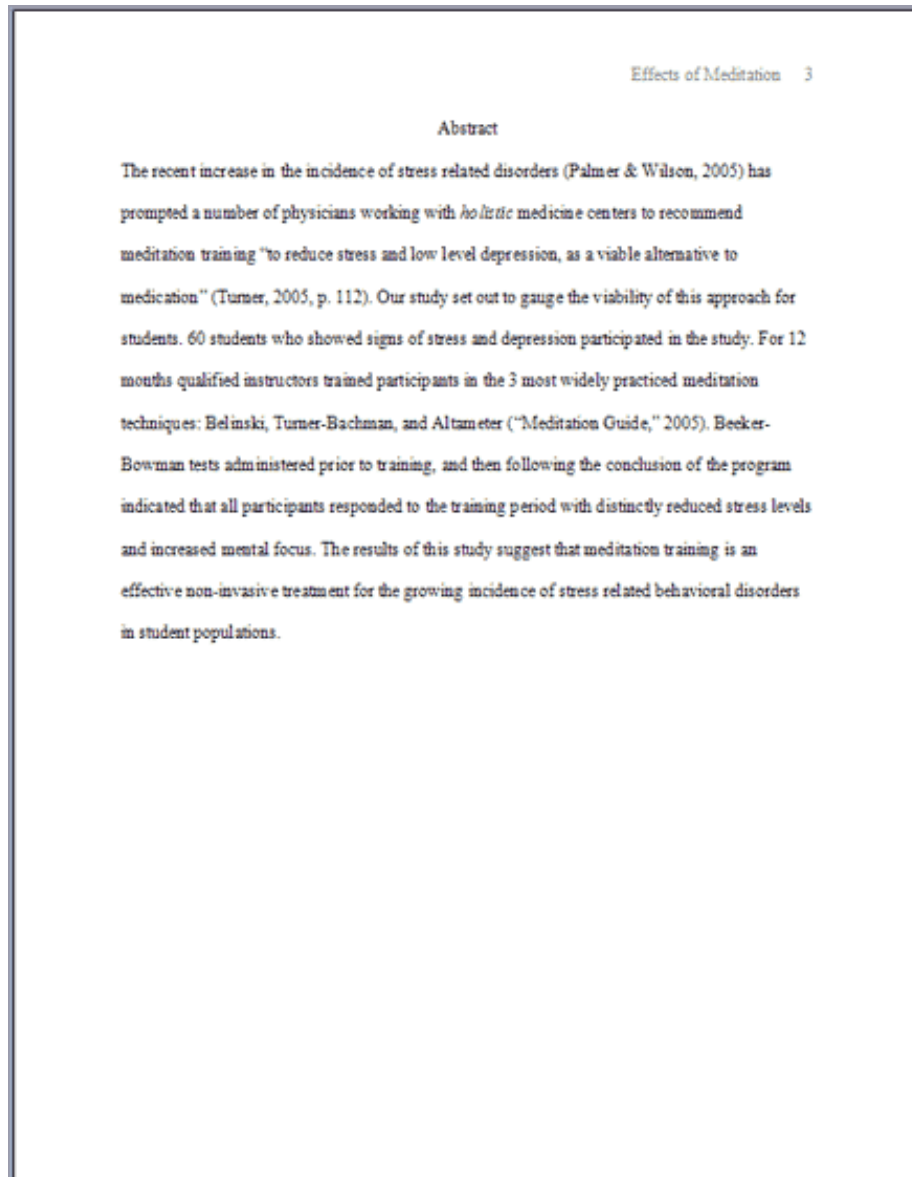
2. THESIS APPROVAL FORM

Following your title page, you should insert a copy of the Thesis Approval Form (see **Appendix G: Thesis Approval Form**). This form needs to be signed and dated by your advisor to signify that he/she has read and approved your thesis.

3. ABSTRACT

An abstract should provide an overview of all aspects of your study in around 100-300 words. This is one of the first things to appear in your paper, but it is usually the last thing you will write. It should answer the following questions.

- What does this research set out to do and why?
- How did it seek to do it?
- What are the general findings?
- What do these suggest?
- What conclusions are reached?
- What are the implications of these conclusions?



4. SUMMARY

Your summary should be a 1-3 page synopsis of your thesis. It should provide readers with a clear and basic understanding of what your paper is about.

5. ACKNOWLEDGEMENTS (OPTIONAL)

In this section you should express thanks to those who assisted you in your research. These should be kept to a minimum and include academic supervisors and people who participated in the fieldwork, and perhaps friends or relatives.

6. TABLE OF CONTENTS

The Table of Contents should list all sections of your paper, including all heading levels. To the right of each section title, you should indicate the page number. (*Note: Be sure to identify the headings level for each heading so that you can use the automatic feature for updating your table of contents.*)

	Effects of Meditation 2
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High Risk Group.....	4
Low Risk Group.....	4
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Approaches to Meditation Training.....	5
Belinski Meditation.....	5
Turner-Bachman Meditation.....	5
Altameter Meditation.....	5
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Testing.....	6
Tests conducted prior to meditation training.....	6
Test conducted following meditation training.....	6
Results.....	6
High Risk Group.....	6
Low Risk Group.....	6
Discussion.....	6
References.....	7

7. LIST OF TABLES (IF APPLICABLE)

If you used tables within your paper, create a list with the table numbers and their corresponding table titles and include the list after the Table of Contents.

8. LIST OF FIGURES (IF APPLICABLE)

If you used figures within your paper, create a list of figure numbers and their corresponding figure titles.

9. INTRODUCTION

The introduction introduces the reader to the background of the study and the nature of the problem being considered. It should therefore set the study in context explaining why this study is important, highlighting significant issues, problems and ideas. The aim and objectives should be stated clearly in this chapter.

In general, your introduction will cover these basic points:

- Statement of the Problem
- Purpose of the Study
- Delimitations – not “limitations”. Delimitations differ from limitations in that they are a subset of limitations. That is, they are not inherent barriers like a blind eye, but rather specified and imposed by the researcher. This enables the research to narrow down what is being studied. For example, the research might choose to refer only to the years 2009-2011, or to study only a couple of companies in an industry.
- Definitions of Terms (listed alphabetically from A to Z)

10. REVIEW OF RELATED LITERATURE

This is an overview of the existing research and literature (i.e. books, articles, reports, etc.) that relates to your topic. Obviously you will not be able to include all relevant resources, but you should review some main sources to become familiar with the field of study. This section ensures the reader that you are an authority on the subject. This process is fundamental to building the foundation you need to write a solid thesis.

Your Review of Related Literature is not to be used to speak about an industry or company or product history. Instead, it should provide brief descriptions of the writings of other researchers or organizations on topics related to your research topic.

Consider these points when selecting literature to include:

- Relevant: The literature should address arguments relating to your research question and support the aims and objectives of your study.
- Up-to-Date: Recent literature (not older than five years) is recommended unless you are referring to classical works in your field of study.
- Comprehensive: Demonstrate that you have read extensively without being overly inclusive. Develop your ability to write summary statements and to synthesize the content.

11. METHODOLOGY/ RESEARCH DESIGN, WITH SUPPORTING RATIONALE

The purpose of this chapter is to indicate what you actually did in your research so that your reader may evaluate the design procedure and findings of your study.

Be sure to choose methods which will allow you to meet each of your objectives, try to use a mix of methods, and justify your methods chosen and the disadvantages of the methods rejected.

The methodology section should be well-structured and written in a concise, matter-of-fact manner. It should provide answers to the following questions: What actually happened? How? To whom? With what result? How were problems dealt with? Approach to data?

The Methodology/Research Design section may include the following:

- Review of Data Collection Methods - Why were the data collection methods you chose the best suited to fit your research question?
- Secondary Data - What secondary data was used? How does it feed into the current research?
- Primary Data - A detailed description of research conducted, design of the tool, description of fieldwork, you also need to mention any specific procedures used.
- Criteria for Sample Selection - Number of total sample, characteristics of sample and method of selection.
- Pilot Study - To whom was the study administered? What changes were made to the research tool?
- Methods of Analysis - Briefly explain how you propose to analyze the data, if computer software is going to be used, a description of the type of software has to be included.
- Limitations - What were the limitations of this study and how did you overcome these limitations?

Any questionnaire forms would be included in this section.

12. COLLECTION OF DATA

Report of Findings (only). Comparisons shown here.

13. ANALYSIS OF FINDINGS

Comparisons evaluated here.

In the presentation of data, present the major findings of your research in a summarized form and the details of the analyses which have been performed. The content and style depend on the nature of the research method chosen, but in the case of both quantitative and qualitative studies, the object is to present the data collected to answer the research questions.

14. PRESENTATION AND ANALYSIS OF QUALITATIVE RESEARCH

Presentation of data is mainly descriptive and this is usually presented in a chronological order.

Analysis of data is conducted through the identification of themes. The research tools in qualitative research include open-ended descriptions, transcripts of interviews, essays and observations.

Evidence is usually in form of quotations from the subjects being studied, discussions of people involved, illustrations, photographs – the variations are unlimited.

You may find that there is evidence of difference of opinion. Include variations in opinion and describe poles of belief. These add richness to qualitative research.

15. PRESENTATION AND ANALYSIS OF QUANTITATIVE RESEARCH

As a preliminary to working out results, any test given must be scored, data inputted into the appropriate computer program, and additional material gained from the sample must be sorted out. This is often purely mechanical work, and it takes time but must be done accurately.

The data presented must not be in their raw form (this is placed in the Appendices). The only time you would ever describe data on individual subjects is when you have done a case study.

In this section, the task is to summarize data meaningfully, through the use of descriptive statistics. These include mean scores, medians, ranges, standard deviations, correlation coefficients.

Visual presentation is very important in quantitative research. Graphs, tables, histograms, bar graphs are simple ways in which to present condensed data but they are also very effective.

16. CONCLUSIONS / DISCUSSION OF RESULTS (AND RECOMMENDATIONS, IF DESIRED)

This chapter should draw together all the issues of the research and link back to the aim and objectives which were outlined in the Introduction and Methodology. Have the aims set at the beginning been met? If not, why not?

Evaluate how your findings bear on issues or points raised in the Literature Review.

What are the implications arising from the findings. Be careful with your generalizations and your interpretations. Recommendations should be based on evidence.

Do you have suggestions for future research in this area?

17. REFERENCES

This section includes detailed bibliographic information on the sources that you used in used (and cited) in your paper, such as books, newspaper & journal articles, websites, etc. A reader should be able to identify and locate the exact source by looking at the References. They should be listed in alphabetical order starting with the author's last name.

Compiling your references properly is time consuming, but it is one of the most important parts of your paper. Why? Because reading what other people have said about your area of study, and building on their ideas, insights, concepts and mistakes—rather than ignoring them and trying to start from the beginning—is a very important part of scholarly work. And, equally important is giving credit to those people or organizations.

IMPORTANT: Not providing proper references is considered plagiarism.

Plagiarism is taking someone's words or ideas and presenting them as your own or representing another person's work (published or otherwise) without proper acknowledgement. **Plagiarism is UNACCEPTABLE** and will incur the penalty of outright failure and in some cases expulsion.

Lincoln University recommends using the APA style to format your references. However, no matter which style you choose to use, be consistent.

See **Appendix E: APA Style Guide** for more details on formatting References.

Effects of Meditation 7

References

Berk, A. R., & Wise, P. S. (2005). *A history of meditation*. New York: Weston Falls.

Miller, F. (2005). Meditation training: An overview of recent programs in the US and Canada. In J. B. Martins (Ed.), *Health and society: A collection of recent healthcare studies* (pp. 224-263). New York: Preston-Gimms Press.

Morris, P. R., Langley, M. B., & Hill, J. T. (2005, April). Meditation training benefits: Results of a 2 year program. *Modern Health Magazine*, 2, 123-141.

National Nurses Coalition. (2005). Meditation guide. In *New approaches to ancient practices: meditation as an alternative to medication*. Retrieved September 22, 2005, from National Nurses Coalition: <http://nnc.org/news/medguide.asp>.

Palmer, E. R., & Wilson, J. B. (2005). Tense and down is up: Tracking the recent rise in stress related disorders. *Healthwatch Journal*, 8(2), 156-184.

Sangupta, I. L. (1923). *Meditation* (F. Fernea, Trans.) (2nd ed.). London: Bloom Brothers.

Turner, B. M. (2005). Meditation medication: New approaches to old problems. *Journal of Medicine and Society*, 15, 1531-1582.

Wastrom, E. M. (2004). Leaving the little blue pills behind: Treating low level depression with meditation training. In *Psychology Weekly Online Bulletin*. Retrieved September 21, 2005, from <http://pwob.org/2004/wastrom-001.htm>.

18. APPENDICES (MAPS, CHARTS, DIAGRAMS, ETC.)

The Appendices should include selective, supplementary material which is distracting when placed in the main body of text. Only material which is necessary for a full understanding of your study should be included. Some examples include: important forms, questionnaires, interview schedules, description of equipment or settings, tables and lists of data supportive of the study.

GUIDE TO USING APA STYLE

What is APA style?

APA style is a standard system for:

- (1) Giving credit to others for their contribution to your work.
 - (2) Formatting your paper for greater consistency.
-

When should I use it?

APA style is primarily used in the social science field. Unless your instructor specifies another style or informs you of specific formatting preferences, Lincoln University uses the APA style.

What do I really need to know?

In any paper that refers to other sources, you **MUST** cite these sources properly and give credit where it belongs. Failure to do so could result in charges of **plagiarism**.

What is plagiarism?

Plagiarism is taking someone's words or ideas and presenting them as your own or representing another person's work (published or otherwise) without proper acknowledgement. Plagiarism is a serious writing infraction and could be grounds for refusal to accept your work.

How do I cite sources using APA?

For most resources that you use, there are two steps you should take to cite them properly.

Step 1: Create a brief "**in-text citation**" in the body of your paper. (*See examples in the next section.*)

Step 2: Include detailed information in your "**References**" at the end of your paper. List them alphabetically by the author's last name. Depending on the type of resource—journal article, book, web page, etc.—you will should include different information. (*See examples in the next section.*)

First determine what types of sources you are using for your paper, whether they're journal articles, books, interviews, web sites, etc. Then, refer to the APA style examples in this guide.

If you cannot find an example that matches one of your sources, you should consult the *Publication Manual of the American Psychological Association*, use the online guide at www.apastyle.org, the Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/560/01/>, or ask your advisor and/or the librarian for assistance.

What are “in-text citations”?

APA style requires that brief citations to original sources appear in your text (in addition to at the end of your paper). This allows the reader to see immediately where the information comes from, and saves you the trouble of having to make footnotes or endnotes.

The format you use for in-text citations may vary slightly, but you must always include: (1) the author's last name and (2) date of publication. This information must exactly match the corresponding entry in your list of References. If the citation refers to a direct quotation, you should also include the page number(s).

Below are a few options/examples for including citations in the body of your paper. (*Note: Walker is the author's last name and 2007 is the year of publication.*)

A few examples of citations when paraphrasing:

- APA style is a difficult citation format for first-time learners (**Walker, 2007**).
- According to **Walker (2007)**, APA style is a difficult citation format for first-time learners.
- In **2007 Walker** argued that APA style is a difficult citation format for first-time learners.

A few examples of citations when quoting:

- She said, “Students often have difficulty using APA style, especially when it is their first time citing sources” (**Walker, 2007, p. 276**).
- **Walker's (2007)** study found the following:
Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (**p. 199**)

Formatting also varies depending on the number of authors. See the table below for basic in-text citation styles taken from the *Publication Manual of the American Psychological Association, 6th edition*.

Basic In-text Citation Styles

Type of citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
One work by three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, and Soo, and Walsh(2006)	Bradley et al. (2006)	(Bradley, Ramirez, and Soo, & Walsh, 2006)	(Bradley et al. 2006)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo, 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviations) as authors	National Institute of Mental health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental health [NIMH], 2003)	(NIMH, 2003)
Groups (no abbreviation) as authors	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

How do I format my References in APA style?

In addition to having the brief citation in the text, you also need to have a list of more detailed references at the end of your paper in the “References” list.

General rules:

- Type and center the word "References" at the top of a new page.
- List your sources in alphabetical order (A-Z) by author’s last name.
- Begin with the author’s last name and follow with their first initial and middle initial(s) if applicable. For example: Baxter, C. R.
- Each reference should have a hanging indentation (i.e. only the first line should *not* be indented).
- Dates should be in parenthesis following the author’s name. For example: Baxter, C. R. (1997)
- For titles, only capitalize the first word, the first word after a colon, and proper nouns.
- Italicize titles of books, reports, and journals.
- Double-space your reference list, just like the rest of your paper.

The information that you need to include for each reference depends on the type of reference—and, THERE ARE MANY. You should refer the *Publication Manual of the American Psychological Association*, the online guide at www.apastyle.org, the Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/560/01/>, and other Additional Resources included in the MBA Thesis Manual.

See the table of samples below, taken from:

http://writing.wisc.edu/Handbook/American_Psychological_Association_%28APA%29_Documentation_M.pdf

<u>Type of Source</u>	<u>Sample Reference List Entry</u>
Book: basic form; first edition, single author, read in print	Last Name, First Initial. Middle Initial. (publication date). <i>Title in italics: Capitalize the first word and the first word after a colon.</i> Place of publication: Publisher. Baxter, C. R. (1997). <i>Race equality in health care and education.</i> Philadelphia: Ballière Tindall.
Book: basic form, later edition, two authors, read in print	Hyde, J. S., & Delamater, J. (2008). <i>Human sexuality</i> (10th ed.) New York: McGraw-Hill.
Book: editors in place of authors	Castellanos, J., Gloria, A. M., & Kamimura, M. (Eds.). (2006). <i>The Latina/o pathway to the Ph.D.: Abriendo caminos.</i> Sterling, VA: Stylus.

Book review: basic form; 2 authors; read in print	Grabill, C. M., & Kaslow, N. J. (1999). An ounce of prevention: Improving children's mental health for the 21st century [Review of the book <i>Handbook of prevention and treatment with children and adolescents</i>]. <i>Journal of Clinical Child Psychology, 28</i> , 115-116.
Encyclopedia entry	Bergmann, P. G. (1993). Relativity. In <i>The new encyclopedia britannica</i> (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.
Chapter in edited work: print	Curtin, J. J., & Lang, A. R. (2007). Alcohol and emotion: Insights and directives from affective science. In J. Rottenberg & S. L. Johnson (Eds.), <i>Emotion and psychopathology: Bridging affective and clinical science</i> (pp. 191-213). Washington, DC: American Psychological Association.
Dissertation: unpublished dissertation, obtained from database	Hostetter, Autumn B. (2008). Mind in motion: The gesture as simulated action framework (Doctoral dissertation, University of Wisconsin-Madison). Available from ProQuest Dissertations and Thesis database. (UMI No. 3327832).
Government document: corporate author; print	National Institute of Mental Health. (1990). <i>Clinical training in serious mental illness</i> (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.
Government report: corporate author; read online	National Institute of Mental Health. (2009). <i>Anxiety disorders</i> (NIH Publication No. 09-3879). Retrieved from National Institute of Mental Health website: http://www.nimh.nih.gov/health/publications/anxiety-disorders/nimhanxiety.pdf
Journal article: basic form; two authors; read online, with doi (italicize the journal title and volume number; include the page number range)	Gaudio, J. L., & Snowdon, C. T. (2008). Spatial cues more salient than color cues in cotton-top tamarins (<i>Saguinus oedipus</i>) reversal learning. <i>Journal of Comparative Psychology, 122</i> , 441-444. doi: 10.1037/0735-7036.122.4.441
Journal article: basic form; single author; print	Alibali, M. W. (1999). How children change their minds: Strategy change can be gradual or abrupt. <i>Developmental Psychology, 35</i> , 127-145. Murray, M. E. (2001). Outcomes of concurrent utilization review. <i>Nursing Economics, 19</i> , 17-23.
Journal article: basic form, two authors; read online, with doi	Hamilton, R. J., & Bowers, B. (2007). The theory of genetic vulnerability: A Roy model exemplar. <i>Nursing Science Quarterly, 20</i> , 254-264. doi: 10.1177/0894318407303127

Journal article: two authors; read online from journal website; a webtext; no page numbers; no doi (Digital Object Identifier – used for electronic documents)	Carter, S., & Dunbar-Odom, D. (2009). The converging literacies center: An integrated model for writing programs. <i>Kairos: A Journal of Rhetoric, Technology, and Pedagogy</i> , 14.1. Retrieved from http://kairos.technorhetoric.net/
Journal article: journal paginated by issue; 3-6 authors; read online, with doi	Alibali, M. W., Phillips, K. M. O., & Fischer, A. D. (2009). Learning new problem-solving strategies leads to changes in problem representation. <i>Cognitive Development</i> , 24, 89-101. doi:10.1016/j.cogdev.2008.12.005
Journal article: 7 or more authors; print	Yawn, B. P., Algatt-Bergstrom, P. J., Yawn, R. A., Wollan, P., Greco, M., Gleason, M., et al. (2000). An in-school CD-ROM asthma education program. <i>Journal of School Health</i> , 70, 153-159.
Journal article: in Internet-only journal; secondary reference	Greenberg, M. T., Domitrovich, C., & Bumbarger, B. (2000, March 30). Prevention of mental disorders in school-aged children: Current state of the field. <i>Prevention and Treatment</i> , 4, Article 1. Retrieved from http://journals.apa.org/prevention/volume4/pre0040001a.htm
Magazine article: print	Park, A. (2009, Sept. 14). A shot at cancer. <i>Time</i> 174(10), 32-39.
Magazine article: read online, found through a database (EBSCO) do not list the database; list the home page for the magazine; this article has no doi	Park, A. (2009, Sept. 14). A shot at cancer. <i>Time</i> 174(10), 32-39. Retrieved from www.time.com/
Newspaper article: read online, no doi	Barringer, F. (2009, Sept. 14). Hawaii tries green tools in remaking power grid. <i>The New York Times</i> . Retrieved from http://www.nytimes.com
Brochure [pamphlet]: no date; no author; print	<i>Inside these doors: A guidebook of Elfreth's Alley homes</i> [Brochure]. (n.d). Philadelphia: Elfreth's Alley Association.
Video or DVD	Arledge, E. (Producer & Director). (2009). <i>Autism genes</i> [DVD]. Available from http://www.pbs.org/wgbh/nova/sciencenow/
Publication, private organization: Basic form	Swift, A. C. (1985). <i>Determining our children's future</i> (Report no. 12). Milwaukee: Child Care of Wisconsin.
Paper or poster presented at a meeting or conference: for a paper, substitute paper title for poster title, italicized; use the word <i>paper</i> instead of <i>poster</i>	Lindberg, S. M., & Hyde, J. S. (2007, March). <i>Mother-child interactions during mathematics homework: Socialization of gender differentiation?</i> Poster presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.

<p>Paper presented at a meeting or conference, abstract retrieved online</p>	<p>Seibel, R., & Saffran, J. (2006, June). Tune or text: The effect of text on melody recognition. Paper presented at the annual meeting of XVth Biennial International Conference on Infant Studies, Kyoto, Japan. Abstract retrieved from http://www.allacademic.com/meta/p94581_index.html</p>
<p>Web site: no author, no date of publication. If there is no author, title moves to the first spot. Use retrieval date only because the content at that address likely changes.</p>	<p><i>Research Initiatives</i>. (n.d.). Retrieved January 11, 2007, from MIT, Comparative Media Studies website, http://cms.mit.edu/research/index.php</p>
<p>Email: (falls under the APA category of personal communications)</p>	<p>Personal communications should <i>not</i> be included in your reference list.</p>

FORMATTING YOUR PAPER

There are many formatting rules. This section includes only a few of the most basic guidelines. For formatting rules not covered here, you should refer the *Publication Manual of the American Psychological Association*, the online guide at www.apastyle.org, and other Additional Resources included in the MBA Thesis Manual.

General Text

- Double-space between all text lines of the manuscript
- Print only on one side of each 8½ x 11 inch page
- Font style should be Times New Roman
- Font size should be 12 points
- Margins should be at least 1 inch on every side—the top, bottom, right, and left—of every page
- Title page should be page 1
- Abstract should start on a separate page.
- Indent the first line of every paragraph
- Start new paragraph after two returns
- In-text emphasis: Use italics or bold typeface.
- Capitalize the first letter of each major word in all titles and subtitles, including those used on tables, charts, graphs.

Headings

APA style uses five levels of headings/subheadings. The formatting rules for each heading level is detailed and illustrated below.

APA Headings	
Level	Format
1	Centered, Boldface, Uppercase and Lowercase Headings
2	Left-aligned, Boldface, Uppercase and Lowercase Heading
3	Indented, boldface, lowercase heading with period.
4	<i>Indented, boldface, italicized, lowercase heading with period.</i>
5	<i>Indented, italicized, lowercase heading with period.</i>

Here is an example of what the headings in a paper will look like:

<p>Methods (Level 1)</p> <p>Site of Study (Level 2)</p> <p>Participant Population (Level 2)</p> <p>Teachers. (Level 3)</p> <p>Students. (Level 3)</p> <p>Results (Level 1)</p> <p>Spatial Ability (Level 2)</p> <p>Test one. (Level 3)</p> <p><i>Teachers with experience.</i> (Level 4)</p> <p><i>Teachers in training.</i> (Level 4)</p> <p>Test two. (Level 3)</p> <p>Kinesthetic Ability (Level 2)</p>
--

Quotations

If the quote is longer than 40 words, use a block quote to separate it from the paragraph:

- Use single line-spacing
- Indented left and right
- Justified left and right
- Must include author name, date, and page number referring to the parent text
- Must be preceded and followed by a line space.

Tables, Figures etc.

- Must be numbered according to the chapter (e.g. Table 5.1 means that it is located in Chapter 5 and that it is the first table presented and discussed in this chapter)
- Must have a title at the top and key (legend) underneath

THESIS APPROVAL FORM

Your Thesis Approval Form should be signed by your thesis advisor. It should be the second page of your thesis, appearing immediately after your Title Page.

TITLE APPROVAL PAGE FOR GRADUATE THESIS OR PROJECT

SUBMITTED IN PARTIAL FULFILLMENT OF REQUIREMENT FOR
DEGREE OF MASTER OF BUSINESS ADMISNISTRATION AT LINCOLN
UNIVERSITY, OAKLAND, CALIFORNIA.

CANDIDATE: _____

FIELD OF CONCENTRATION: _____

THESIS TITLE: _____

I have read and approved this thesis for presentation.

APPROVED BY: _____
(Faculty Advisor)

DATE: _____

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