RESEARCH METHOD MANUAL
(ASM601/ASM662/EVM652/HSM651/CSM652)

GUIDELINES FOR PROJECT PAPER (Technical Specification)

FEBRUARY 2018

TABLE OF CONTENTS

GUIDELINES FOR FINAL REPORT 23

GENERAL REQUIREMENT OF ACADEMIC PROJECT

1. INTRODUCTION

1.1 A requirement of the Research Methods course is the academic project that entails a written research proposal.

1.2 The student will have a supervisor and/or co-supervisor.

1.3 The student, supervisor and/or co-supervisor will sign an agreement form binding both parties to complete the research proposal and final report (See Appendix A and Appendix B).

1.4 The written research proposal will include an overview of the research topic and relevant background material, and a specific plan for carrying out the research.

1.5 The student will submit a written research proposal to the Project Coordinator as specified in the schedule before the end of the examination period.

1.6 The student begins field work during the next semester under the course code OSM651 (Issues in Administrative Management).

1.7 The written research proposal will be available in the Project Coordinator's office.

1.8 The group will submit two (2) loose bound copies of the research proposal with the authority of the Supervisor direct to the Project Coordinator. One (1) copy goes to the Supervisor and the other goes to the Project Coordinator.

1.9 The Supervisor and/or Co-Supervisor will grade the written proposal. Average scores will be submitted to the Project Coordinator.

1.10 The oral presentation of the final academic project is open to all interested persons. Notice of final project presentations will be posted, and a copy of the final report will be distributed to members of the examining committee. All faculty members will be given only abstracts of the final project.

1.11 The examining committee will consist of 2 members from an appropriate field. The research supervisor will only be in attendance.

1.12 The Chair at the oral presentation is appointed from the examining committee.

1.13 Based on both the final written project and oral presentation, the supervisor and/or co-supervisor will notify the Project Coordinator that the student has received a mark of pass, pass with revision, resubmit, incomplete or fail. Revisions and resubmissions must be completed before the end of the semester.

1.14 Following the presentation, a copy of the approved written report (hardbound) must be placed on file in the URDC office.

2. STUDENT'S RESPONSIBILITY

2.1 The student will be responsible for initiating the proposal and developing the proposal in coordination with the supervisor and/or co-supervisor. Meetings and discussions with the supervisor and/or co-supervisor must be documented using a logbook provided by the Industrial Training Coordinator (See Appendix C).

2.2 The research proposal is a formal requirement of OSM601. Therefore, failure in completing the proposal within the semester will result in the student's failing the course and inability to register for OSM651 where the student conducts fieldwork.

2.3 The written report and oral presentation are formal requirements of OSM651. The oral presentation is scheduled 1 week after the final examination.

3. NOTICE FOR SUBMISSION OF PROJECT PROPOSAL

3.1 The student/group shall submit hard-bound copies to the following individuals:

3.1.1. Main supervisor and/or co-supervisor.

3.1.2. Project Coordinator

4. THE STUDENT'S FIELD WORK

4.1 Fieldwork begins when the student registers for the course, Issues in Administrative Office Management (OSM651), i.e. after getting a pass in the Research Methods course (OSM601).

5. NOTICE FOR SUBMISSION OF FINAL PROJECT

5.1 The student/group shall submit three (3) spiral-bound copies of the final report to the Project Coordinator. The supervisor and/or co-supervisor must be made aware of the student/group's intention (See Appendix D).

5.2 The student/group shall submit two (2) copies of CD's together with the Supervisor/Co-Supervisor's recommendation by completing the form for Submission of Final Report after Presentation (See Appendix E). One copy is for the supervisor and the other will be kept in the research resource center.

6. ORAL PRESENTATION

6.1 The student/group shall be required to present his/her final project, open to all members of the Faculty.

6.2 Presentation time is 30 minutes. A brief discussion period (10 minutes) may follow the presentation to answer questions which are primarily for clarification or interest rather than inquisitorial. Other members of the Faculty may attend the presentation and take part by asking questions on the invitation of the Chair.

7. THE STUDENT'S ORAL PRESENTATION

7.1 The evaluation of the oral presentation is based on the following criteria:

7.1.1. Comprehension of the topic and its related issues.
7.1.2. Oral presentation of the report's central issues.
7.1.3. Ability to view the topic and issues from different angles.
7.1.4. Ability to enter into a discussion with the other attendees.
7.1.5. Participation in the discussion.

8. FACILITIES

8.1 There is a research resource center on the 7th Floor, FSK6 of the Faculty Business Management UiTM Puncak Alam building that provides reading, referencing facilities for students. Students are allowed to browse and make copies of relevant materials.

9. ADDITIONAL INFORMATION (Updated 12 September 2013)

9.1 Scope of Research

Types of research is limited to **Descriptive and Correlational ONLY.**

Topics of the research shall be the sole preference of the students, and not the supervisors.

9.2 Individual / Group work

ASM601 - students are required to submit a research proposal in a group consisting of 3-4 students ONLY. The same group will continue to conduct the study as A GROUP in part 6 but report it INDIVIDUALLY.

9.3 Statistical Tests

Students were required to run the reliability test for the instrument used to collect data. Students must report the Cronbach's alpha value (for now, only Cronbach's alpha is required though there are plenty of other tests to determine the reliability of any instrument). If the Cronbach's alpha is less than 0.7, students need to justify, or delete items (this will be taught in SPSS class for all of you).

- Minimum items for any dimension under a construct are 5, to allow for item deletion.
- Cronbach's Alpha (optional for reporting if the value is less than 0.6)
- Normality Test (proceed to Pearson's R correlation if the result is normal and Spearman Rho if contradictory)
- Independent T-Test (Differentiation between two groups – gender /occupation) - Categorical Data ONLY.
- Simple Correlation Tests (Pearson and/or Spearman only)
- Descriptive Statistics (Mean, Mode, Median & Frequencies)

9.4 English and Plagiarism

Students who plagiarized will get a **ZERO.** We have decided to exercise a **"zero tolerance policy"** on plagiarism. They will have to be reported to the authority and reprimanded for any dishonest work.

To produce high quality research:-

Students are responsible to have their proposal and academic project be proofread by an English expert. **If you are not an English expert, don't try to be one.** English is a skill that is developed through years of practice. Get help. If the students must pay for the work to be checked, then, let them pay for it. I will soon be giving you a declaration form that states that the piece of work has been checked and corrected for any grammatical errors/sentence mechanics, etc.

The person checking it must sign the declarative form and state the paper qualifications that he or she possesses. She/He doesn't have to hold a degree in English or TESL etc, but convincing enough to do proofreading work.

A copy of the declaration form must be attached with the academic project.

Students will submit their work to ***TURNITIN*** software for plagiarism, and the similarity index should be LESS than 30%. If it is higher than 29% of similarity report, students have to revise their work within **ONE** week. A copy of the Similarity Index report must be attached together with the report.

9.5 Supervision

Students must make an attempt to seek consultation from their supervisors at least once a week **personally or via ICT**. All consultations must be recorded in the log book and endorsed by both the students and supervisor.

Supervisors have the **ultimate rights to turn down students' requests to do presentations** if they are not happy with the progress of the report.

The supervisors will fill in a consent form for the students to make a presentation or refuse to give such permission.

The faculty/center/supervisor has the rights to award the students with a *TL (Tidak Lengkap)* grade (Incomplete) until all requirements stated above are fulfilled.

10. FORMAT OF RESEARCH PROPOSAL AND FINAL REPORT

10.1 The proposal and final report must be typed using word processing software. Printing must be done on a letter quality or laser printer. Refer to the Project Manual on matters of format.

11. FONT TYPE AND SIZE

11.1 The proposal and final report must be typed using Times New Roman and a 12-point font size.
11.2 Terms in a different language or scientific names are italicized.

12. MARGINS

12.1 First page of every chapter.

- Top margin is 2 inches
- Left margin is 1-½ inches
- Right and bottom margins are 1 inch. (See Appendix F)

12.2 Second and subsequent pages of every chapter.

- Top margin is 1 inch
- Left margin is 1-½ inches
- Right and bottom margins are 1 inch.

13. SPACING

13.1 The report is typed in double spacing

- 4 lines after Main Heading
- 3 lines before sections
- 2 lines after sections
- 2 lines between paragraphs

13.2 Single spacing is used for the following:

13.2.1. Quotations longer than 3 lines. Quotations are indented on the left and right.
13.2.2. Reference entry, BUT double space between references.
13.2.3. Table or figure captions longer than 2 lines.
13.2.4. Appendices

14. PAGINATION

14.1 Number pages on the top right margin.

14.2 Number preliminary pages before Chapter 1 (Abstract, Acknowledgement, Table of Content, List of Tables, List of Figures) in Roman numerals (i, ii, iii).

14.3 Title Page is not numbered but counted as page i.

14.4 Chapter 1 is not numbered but counted as page 1.

14.5 Number Tables and Figures according to Chapter e.g. Table 2.1, Figure 4.2

14.6 Tables more than one page

14.7 Appendices are numbered using alphabets and numbered consecutively, e.g. A1, A2.

15. COMB (SPIRAL) BINDING FOR RESEARCH PROPOSAL

15.1 It is the responsibility of the student to check the proposal carefully for grammatical and spelling errors.

15.2 Arrange pages in correct order.

15.3 Submit 2 spiral-bound copies of the research proposal using yellow cover and transparent plastic cover.

15.4 Use 80 gm paper.

15.5 The following particulars should be included in the title page using font size 16:

- Title of project in uppercase
- Name of Supervisor and/or Co-Supervisor in uppercase
- Name of student/students in uppercase
- Degree for which the project is submitted
- Name of university
- Name of faculty
- Month and year of submission

(See Appendix G)

16. LENGTH OF PAGES FOR RESEARCH PROPOSAL AND FINAL REPORT

16.1 The research proposal is 7 – 15 pages NOT inclusive of Title Page, Table of Content, List of Tables, List of Figures and Appendices.

16.2 The final report is 30 pages or more NOT inclusive of Title Page, Acknowledgement, Table of Content, List of Tables, List of Figures and Appendices.

17. MATTERS OF STYLE

17.1 Matters of style pertaining to language, use of quotations, references, capitalization, ellipses, numbers, dates must adhere to APA.

WRITING THE RESEARCH PROPOSAL

18. FROM TOPIC TO QUESTION

18.1 Once you have identified a topic that interests you, you will need to convert your research into questions. What is a research question? The research question is your object of study. It is a question, a problem that forms the basis of your research. This is not an easy thing to do especially at the beginning when you will be making decisions about something that is still relatively unfamiliar.

18.2 After reading related literature you should be able to explain in one (long) sentence the central question that your research addresses. In order to do this, you need to make the transition from a broad topic to specific focused research question(s).

18.3 You need to identify what you would like to investigate about the topic, which aspects and why? Take the idea and turn it into a question. The questions would allow you to explore, describe and explain.

19. WRITING THE PROPOSAL

19.1 The research proposal is between 7 – 15 pages exclusive of preliminaries. Your research proposal should demonstrate your knowledge in the area of study and the potential for contribution to an existing body of knowledge. Therefore your research proposal must comprise the following elements:

20. RESEARCH PROPOSAL GUIDELINES

The research proposal is written in future tense.

20.1 Blank Page]
] Not counted as part of the page numbers
20.2 **Title Page**]

20.2.1. The research title should be concise and descriptive. Often titles identify relationships that clearly indicate the independent and dependent variables.

Examples:

Practice of Using E-Mail Among Administrative Support Staff in Organizations from the Hotel Industry in Shah Alam, Subang Jaya and Petaling Jaya

The Relevancy of the Penilaian Tahap Kecekapan (PTK) Examination among Assistant Registrars and Executive oiffcers in UITM Shah Alam

Occupational Safety and Health Act (OSHA) Among Government Employees, Shah Alam, Selangor: An Awareness Study

A Study of Employee Perceptions on the System of Performance Appraisal

Computer Presentation Competencies Among Executives from Small Medium Industries (SMIs) in Subang Jaya and Shah Alam

20.3 Table of Contents

20.3.1. Lists in sequence, with corresponding page numbers, all relevant subdivisions of the project (See Appendix H)

20.3.2. Major headings (primary headings) are centered and uppercase. Subheadings (secondary headings) are flush to left margin, Title case and underlined. Tertiary headings are indented 5 spaces and are not listed in the Table of Contents (See Appendix I).

20.4 List of Tables

20.4.1. Lists the exact titles or captions of all tables in the text and appendices together with the beginning page number of each table (See Appendix J).

20.5 List of Figures

20.5.1. Lists exact titles or captions of graphs, maps, charts, drawings, photographs, sketches and printed images. Figures are numbered consecutively throughout the project including the appendices (See Appendix K).

20.6 Chapter 1 – Introduction

Chapter 1 of the report consists of several sections.

19.6.1 Background of the Study

The background of the study can also be called the setting of the study in layman terms. It leads the reader to the research being undertaken. The background of the study usually starts with a write-up on the existing scenario related to the research problem followed by citing one or two key studies that have been undertaken previously that closely relates to the research. Factual statements can be made but needs reference. In other words, the research is followed by an extensive review of the literature on a particular subject and never based on hearsay or opinion.

Example: A research on the misuse of Internet among administrative support staff employed in the hotel industry (Zoolhilmi, 2005) sets the background of the study in this manner:

> The use of e-mail as a method of communication is increasing at a fast rate. As Whelan (2000) said that in the time it takes you to read this, another 200 people will have connected to the Internet for the first time and will be using e-mail.
>
> In the scope of business use, e-mail is no longer just a method of communication; it is a way of doing business……..E-mail is also a means of communicating with external contacts such as customers, suppliers and business partners.
>
> E-mail can bring together buyers and sellers that are physically separated making the marketplace more effective. However, the use of e-mail brings with it cultural and technical problems…………For example, Jackson and Decormier (2000) said that organizations face the problems of overloaded systems, delivery and uneducated users, while Kraut (as cited in Adam, 2002) wrote about wasted time spent on e-mailing and the problems created by e-mail. These statements show that using e-mail not only benefits the organizations, but requires organizations to implement guidelines on effective e-mail practices among employees. Therefore, this study will be conducted to study the practice of using e-mail among administrative support staff in organizations from the hotel industry in the cities of Shah Alam, Subang Jaya and Petaling Jaya, Selangor, Malaysia.

19.6.2 Statement of the Problem.

The statement of the problem justifies why the study needs to be undertaken. The problem of the research should be an important and current area of concern to the profession. A problem requires further research when there is a gap between "what is" and "what should be". A research may be undertaken when there are conflicting findings from studies related to the problem of the research or the need to research a group of individuals not previously studied.

<u>Examples of some key phrases used in statements of the problem</u>:

Few studies have been done regarding facilities provided for workers with disability in Malaysia . . .
Findings of studies are conflicting regarding . . .
Clerical or lower income employees have not been studied . . .

<u>Example</u>

> Nursing care in hospitals is extensive, provided by a variety of professionals, and extremely expensive. Nursing studies have shown that nursing care delivery changes affect staff and organizational outcomes, but the effects on client outcomes have not been studied sufficiently. (Blegen, Goode, & Reed, 1998).

<u>Example</u>: The problem statement from Mohd Zoolhilmi Bin Raup's (2004) study:

> There is a growing trend in the use of e-mail for instant transmission of messages. The new form of communication affects employees' roles and responsibilities as well as their job-related training and program development. However, misuse of e-mail can lead to abuse of company time and type of information passed in the e-mail system. As a result, many corporations face problems due to inappropriate message content.

19.6.3 Research Objectives

The statement of the problem presents the justification of conducting the research. Research objectives, on the other hand, are declarative statements that focus on the outcomes of the research. It involves the identification or description of concepts or variables of a phenomenon. The research can also examine relationships of variables. For example, a research on stress among employees can identify the factors that contribute to stress and can examine significant differences in levels of stress according to age.

Only 2 or 3 research objectives are required for the final year student academic project.

The section on Research Objectives in the proposal stage is written in this manner:

The objectives of this study will be to:

1. identify the implementation of performance appraisal in the service sector.
2. determine the perceptions of satisfaction among administrative support staff towards the system of performance appraisal.
3. determine if significant differences exist in the perceptions of satisfaction towards performance appraisal among administrative support staff and administration executives.

19.6.4 Research Questions

Research questions are questions designed to obtain responses regarding what concepts or variables are to be described. Research questions are also designed to determine what relationships exist between those variables. Therefore, research questions are NOT rewriting the research objectives in question form but designing questions to elicit responses related to the research objectives.

The final year student's academic project requires a **minimum of four (4) research questions**.

The section on Research Questions in the proposal stage is written in this manner:

The research questions used in this study are:

1. What technique of performance appraisal is implemented in the service sector?
2. What is the frequency of conducting performance appraisal?
3. Who is responsible for performance appraisal?
4. What are the benefits associated with the implementation of performance appraisal?
5. What is the level of employee satisfaction towards the system of performance appraisal?
6. Are there significant differences in the perceptions of employee satisfaction towards performance appraisal among administrative support staff and administration executives?

19.6.5 Research Hypotheses

19.6.6 Significance of the Study

Significance of the study is a description of why the research is important and has implications for social policy or action.

19.6.7 Limitations of the Study

Limitations of the study are also known as the scope of a research. The research describes the limitations or constraints of the study such as population, geographical area or any other concepts or variables pertinent to the research.

However, be cautious NOT to include constraints on budget or time as limitations.

19.6.8 Definition of Terms

The researcher defines the key concepts or terms used in the research. Therefore, definitions of these key concepts or terms help frame the research. Definitions are either quoted from other research/sources or based on the researcher's operationalized definition.

20.7 Chapter 2 – Literature Review

Chapter 2 is a critical review of literature related to the topic of the research. It is not a mere summary of works of different authors. The purpose of writing a critical review of literature is to acknowledge other researchers who have laid the groundwork for your topic of research. A critical review of literature demonstrates your knowledge of the issues and recent developments related to your research. More importantly, it explains the significant contribution of the proposed research to the existing body of knowledge. It is meant to act as a base for the methodology section of the project.

The literature review is organized and structured according to the research objectives or the research questions. Use main headings and subheadings to focus and create a flow or continuity. Avoid being repetitive or wordy.

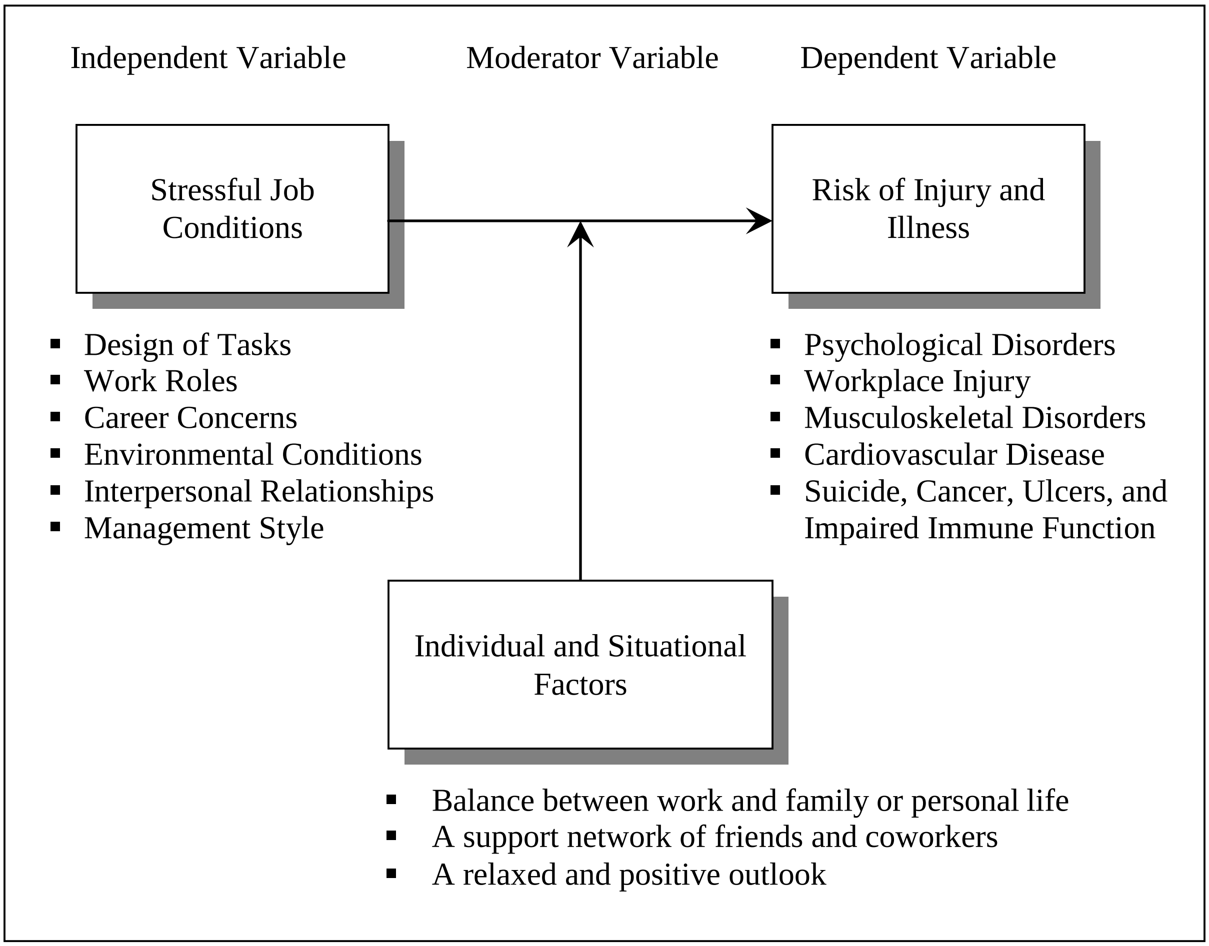
Select influential papers rather than irrelevant or trivial references. Literature selected must be up to date (last 5 years) unless using classical theories.

<u>OPTIONAL</u>: Summary of Literature Review

19.7.1 Conceptual Framework

The conceptual framework is a conceptual model based on the review of literature. The model can graphically depict relationships between independent, moderator and dependent variables. Although the student researcher is not expected to prove the relationship, the model forms the basis of the research.

<u>Example</u>



20.8 Chapter 3 - Methodology

This third chapter gives detailed descriptions of the steps to be taken in carrying out the research project. You will specify what you will be looking at, the method of obtaining the data and how you intend to do it. The methodology section will specify in detail the research operations and instruments you intend to use to address your research question(s).

19.8.1 Research Design

This section explains the research design chosen for the research. Is the research descriptive or experimental? Was the research conducted one-time or longitudinal?

19.8.2 Sampling Frame

The sampling frame is the source from which a sample is drawn. It is a list of all those within a population who can be sampled, and may include individuals, households or institutions. For example: The list of registered students may be the sampling frame for a survey of the student body at a university. Other sampling frames can be the Directory of Top 1000 companies in Malaysia, Directory of SMEs in Malaysia, List of Employees, Association of Banks Malaysia, etc.

Telephone directories are often used as sampling frames, but tend to under-represent the poor (who have fewer or no phones) and the wealthy (who have unlisted numbers).

19.8.3 Population

The population is the set of people or entities to which findings are to be generalized. The population must be defined explicitly before a sample is taken. Care must be taken not to generalize beyond the population. The population describes the subjects or participants who will take part in your study.

19.8.4 Sampling Technique

This section describes the kind of sampling procedure used to select the subjects from the population.

Sampling is necessary as there are constraints where the whole population cannot be studied. There are cases where the target population is relatively small and if the need to generalize the findings to other situations is not important, then the whole population can be used.

Regardless of the sampling technique used, the goal is to produce a sample that represents the population. The various techniques used should suit the particular needs and resources of researchers.

Standard sampling practice is to include all members of a particular group if the number in the group is 100 or under.

If the group size is 400-600, about 50% should be chosen through the application of a sampling technique. For larger groups, 20% of the total number of the group is an appropriate. With 1,500 or more in the group, a sample size of 300 is considered adequate. For example, if a high school graduating class consists of 1,500, a sample of 300 of the students in the class should be adequate to generalize the results.

19.8.5 Sample Size

The size of the group to be surveyed generally determines the size of the sample. In descriptive studies, it is sufficient to use at lease 10% of the population as sample size. With 1,500 or more in the population, a sample size of 150 is appropriate.

When it is not possible to obtain such a high return of questionnaires, Salkind (2004) suggests that a minimum of 30 is appropriate.

19.8.6 Unit of Analysis

A unit of analysis is the subject to be included in the study. It can be an individual, a dyad (husband and wife, employer and employee) or an organization.

19.8.7 Data Collection Procedures

The process of distributing and collecting the questionnaires are explained in detail.

19.8.8 Instrument

This section discusses the type of measuring instruments or questionnaires used in the study. A write up is done on the various sections, the measurement scale used and the statistics used to analyze the data.

19.8.9 Validity and Reliability of Instrument

The instrument used in the study needs to be content validated and tested for reliability. The researcher is required to seek the assistance of two (2) experts in the area of research to determine that the instrument measures what it is intended to measure. The reliability of the instrument shall be determined through a pilot test of no less than 30 respondents not included in the study.

19.8.10 Plan for Data Analysis

The plan for data analysis explains the techniques used to analyze data obtained from the questionnaire. The statistics used are descriptive and/or inferential. In addition to a short write-up of the data analysis plan, the researcher is also required to produce a table describing the research objectives, concepts or construct used to operationalize the objectives, the question(s) used to measure the construct, the measurement scale and the appropriate statistical tests to be used:

Table 3.1 *Plan for Data Analysis*

Research Objectives	**Concept/Construct**	**Measurement**	**Scale**	**Statistic**
To determine issues related to health and safety in the office	Issues are defined as practices, problems and implementation of health and safety in the office.	Q1. Do you understand the meaning of workers with disabilities?	Nominal	Distribution Graph Chi-Square
		Q2. How many workers with disabilities are employed in your organization?	Ratio	Mean, Standard Deviation
		Q3. What are the age groups of disabled workers?	Nominal	Distribution Graph
		Q12 - 26. Who do you consider as a disabled worker?	Interval	Mean, Standard Deviation, t-test
		Q27 – 35. What are the facilities provided for workers with disabilities?	Interval	Mean, Standard Deviation
To determine the attitudes of respondents towards workers with disabilities	Attitudes are defined as feelings and behavior towards workers with disabilities	Q36. Have you ever worked with disabled workers?	Nominal	Distribution Graph
		Q36-50. Statements related to attitudes and behaviors towards workers with disabilities	Interval	Mean, Standard Deviation, t-test, Chi-square, ANOVA

GUIDELINES FOR FINAL REPORT

20.9 The Final Report is written in past tense.

20.10 Format of Final Report

The following shows how various pages in the final report are arranged. This sequence is used as a guide as not every report includes all the items:

19.10.2 Cover Page

19.10.3 Blank Page

19.10.4 Title Page

19.10.5 Abstract

The Abstract is a cover sheet to the final report.

The purpose of writing an abstract is to condense the long report for people who do not have time to read the original report. An abstract gives the essential contents of the report and is usually between 1 – 1 ½ pages of the original document.

Group ideas logically, eliminate details to keep summary concise.

Elements included in an abstract:

- Purpose and scope of report
- Methods
- Findings
- Conclusion
- Recommendations
- Other supportive information

19.10.6 Acknowledgement

See Appendix L

19.10.7 Table of Contents

19.10.8 List of Tables

19.10.9 List of Figures

19.10.10 Chapter 1: Introduction

19.10.11 Chapter 2: Literature Review

19.10.12 Chapter 3: Methodology

19.10.13 Chapter 4: Results/Findings of Study

Presents a complete account of results and analyses of the study in the form of figures, tables or text so that the key information is highlighted.

19.10.14 Tables

Tables must must be cited in the paper and appear in numerical order.

Number tables consecutively using Arabic numerals throughout the report. Number tables by chapter e.g. Table 1.1, 1.2, 1.3, 2.1, 2.2, and 2.3. Tables should be placed after their first mention in the text.

Table number, title and caption are typed single-spaced and placed above the table at the left margin (see Appendix M).

Table sources and notes should be typed flush left placed directly below the caption.

Horizontal lines are required above and below the column headings, below column spanners, and below the last line of data on the last page of the table to denote completion of the table. Vertical lines are NOT required.

19.10.15 Continued Tables

Tables may be continued vertically for as many pages as necessary. On every page of the continued table add Table (continued) and the column headings. Do not repeat the caption on every page. Do not write "table continues" at the bottom of continued tables. (See Appendix N)

Tables may not be continued horizontally, that is, all of the columns must fit across one page. They may not wrap or continue horizontally onto another page.

Do not delete the blank lines or white space in a table to try to get it all on one page. This makes the table hard to read.

Data Alignment in Columns

Left-align columns of words BUT align columns of numbers on their decimal point.

The following example shows proper alignment of various types of numbers. Note that they all align as if they all had decimals.

ii
xviii
5
68
190
1,250,000
-2.5
+15.9
10.75

Placement of Tables

Tables may be placed on pages by themselves. If more than one table is placed on the page there must be three blank lines above and below the table to separate it from the text or from another table on the page.

If a table cannot be completed on the page with text then fill that page with text and place the table on the page(s) following.
Do not leave partially filled text pages when the table won't fit on the remaining space.

19.10.16 Figures

Number figures that include maps, charts, graphs, diagrams, photographs and printed images consecutively throughout the report and those in appendices. Number figures by chapter. The figure number, title and caption should be typed single-spaced and placed below the figure using Arabic numeral and lowercase, except for proper nouns and first letters of principal words (See Appendix M). Figures should be inserted after their first mention in the text.

Example:

Figure 2.1 Secretary's Commission on Achieving Necessary Skills (SCANS)

19.10.17 Chapter 5: Conclusion and Recommendations

Highlights the findings of the study based upon which a conclusion is drawn and recommendations are made in line with the objectives set.

19.10.18 References

References is a list of works cited. Follow the APA style.

19.10.19 Appendices

An appendix or appendices are placed after the reference list. Details of the appendices are listed by type in the Table of Contents. Appendices include questionnaire, cover letters, follow-up letters, original data, summary, side-line or preliminary tests, tabulations, tables that contain data of less importance, very lengthy quotations, supporting decisions, forms and documents, data analysis computer printouts, and other pertinent documents. Appendix materials are grouped by type, e.g. Appendix A: Questionnaire, Appendix B: Original Data.

21. BINDING

21.1 Submission of final report BEFORE presentation.

21.1.1. It is the responsibility of the students to ensure that the final report should be checked carefully for content, grammatical and spelling errors.

21.1.2. Use 80 gm bond paper.

21.1.3. Arrange pages in correct order.

21.1.4. Bind the final report for presentation using comb/ring binding with yellow and plastic cover page.

21.1.5. Submit 3 copies of the final report to the academic project coordinator 2 weeks after exam begins.

21.2 Submission of final report AFTER presentation.

21.2.1. It is the responsibility of the students to consult the supervisor and/or co-supervisor on necessary changes or editing after the presentation. The report should be checked carefully for content, grammatical and spelling errors.

21.2.2. Upon approval of supervisor and/or co-supervisor, submit two (2) hardbound copies using DARK BLUE cover.

21.2.3. Use 80 gm bond paper.

21.2.4. Arrange pages in correct order.

21.2.5. The front cover should include the following items using 18-point font Times New Roman lettered:

- Title of Final Project
- Name of Student/Students
- Name of Degree
- Name of University
- Year of submission

(See Appendix P)

APPENDIX A: Agreement Form (Supervisor)

Form FBM-PTA (2)

Bachelor in Office Systems Management (Hons.)
(OM 221)

PROJECT PROPOSAL

LETTER OF MUTUAL ACCEPTANCE OF PROJECT SUPERVISION

Semester: ______________________________

A. STUDENTS

NAME: ____________ E-MAIL: ______________________________

STUDENT ID: ________________ TEL: ______________________________

B. SUPERVISOR

NAME: ______________________________

E-MAIL: ________ TEL. NO.: ________________

C. PROJECT

PROJECT AREA: ____

PROJECT TOPIC: ____

D. AGREEMENT

I. SUPERVISOR

I, ____________________ (Supervisor's Name) agree to supervise

____(students'

names) for the course OSM601 and OSM651 starting from semester ____________________

until _____________ for a one academic year period for the above topic.

I understand that a one and a half (1 ½) contact hours of workload will be given to me for my supervision for the first and second semesters of this project work respectively. I will also adhere to the Supervisor's Guidelines provided by the Project Coordinator.

II STUDENT

We, __________________ (students' names)

would abide the entire obligation stated in these coursework guidelines given by the Project Coordinator. We promise to attend the weekly appointments with our supervisor as our project progresses. We will submit all the required documentation of the course to Faculty at the end of the project. We will return any material or equipment borrowed from the supervisor before the presentation date.

We agree that the project will be the sole property of UiTM

SIGNED (Students):____

SUPERVISOR: _____ DATE: ______________________

STUDENT NAMES: _____ DATE: ______________________

_________________________________ ______________________

_________________________________ ______________________

_________________________________ ______________________

APPENDIX B: Agreement Form (Co-Supervisor)

Form FBM-PTA (2)

Bachelor in Office Systems Management (Hons.)
(OM 221/BM232)

PROJECT PROPOSAL

LETTER OF MUTUAL ACCEPTANCE OF PROJECT SUPERVISION

Semester: ______________________________

A. STUDENTS

NAME: ____________ E-MAIL: ______________________________

STUDENT ID: ______________ TEL: ______________________________

B. CO-SUPERVISOR

NAME: ______________________________

E-MAIL: ________ TEL. NO.: ______________

C. PROJECT

PROJECT AREA: ____

PROJECT TOPIC: ____

D. AGREEMENT

I. CO-SUPERVISOR

I, ____________________ (CO-Supervisor's Name) agree to supervise

____(students'

names) for the course OSM601 and OSM651 starting from semester ____________________

until _____________ for a one academic year period for the above topic.

I understand that a one and a half (1 ½) contact hours of workload will be given to me for my supervision for the first and second semesters of this project work respectively. I will also adhere to the Supervisor's Guidelines provided by the Project Coordinator.

II STUDENT

We, __________________ (students' names)

would abide the entire obligation stated in these coursework guidelines given by the Project Coordinator. We promise to attend the weekly appointments with our supervisor as our project progresses. We will submit all the required documentation of the course to Faculty at the end of the project. We will return any material or equipment borrowed from the supervisor before the presentation date.

We agree that the project will be the sole property of UiTM

SIGNED (Students):_____

CO-SUPERVISOR: _____ DATE: ______________________

STUDENT NAMES: _____ DATE: ______________________

__________________________________ ______________________

__________________________________ ______________________

__________________________________ ______________________

APPENDIX C: Consultation Form

Form FBM-PTA (2)

FACULTY OF BUSINESS MANAGEMENT
CENTER FOR APPLIED MANAGEMENT STUDIES (CfAMS)
BACHELOR IN OFFICE SYSTEMS MANAGEMENT (HONS.) OSM601

CONSULTATION WITH SUPERVISOR AND/OR CO-SUPERVISOR

SUPERVISOR: ______________________________

CO-SUPERVISOR: ______________________________

STUDENT: ______________________________

H/P: ______________________________

E-MAIL: ______________________________

TITLE OF PROJECT ______________________________

Date	Discussion	Signature

Date	Discussion	Signature

APPENDIX D: Submission of Final Academic Report

Form FBM-PTA (2)

Part A

Student Names : ____________________

UiTM No. : ____________________

E-mail : ____________________

Project Coordinator
Faculty of Business Management
UiTM Puncak Alam

We ____________________

(students' names) candidates of Bachelors in Office Systems Management (Hons.) duly tender this notice for submission of our Final Academic Project. Please find enclosed three (3) soft-bound copies of our Final Academic Project for examination.

Title of Academic Project: ____________________

____

____

We confirm that this academic project had been reviewed by the Supervisor and/or Co-Supervisor whose comments are as in Part B of this form.

....

Signature Date

cc Program Coordinator OM221/BM232
Faculty of Business Management
UiTM Puncak Alam

- [ ] Enclose 3 soft-bound copies
- [ ] Completed Part B

Part B
(To be completed by the Supervisor)

NAME OF SUPERVISOR: ____

NAME OF CO-SUPERVISOR: ____

I have reviewed the Academic Project submitted by ______________________

____

students in Bachelors of Office Systems Management (Hons.) entitled:

I confirm that:

	I recommend this Academic Project to be submitted for examination.
	I recommend this Academic Project to be submitted for examination, with comments attached.

....
(Signature of Supervisor) Date

....
(Signature of Co-Supervisor) Date

APPENDIX E: Submission of Final Academic Report after Presentation

Form FBM-PTA (2)

Student Names : ____

UiTM No. : ____

E-mail : _

Project Coordinator
Faculty of Business Management
UiTM Puncak Alam

We ______________________________ (students' names)

candidates of Bachelors in Office Systems Management (Hons.) duly tender this notice for submission of our Final Project. All required amendments and revisions as recommended by the Panel of Examiners have been made.

Title of Academic Project: ____

____

____

____

....
Signature Date

cc Program Coordinator OM221/BM232
Faculty of Business Management
UiTM Puncak Alam

Candidate's Checklist. Please check (√)

☐ 2 Copies of CD's

APPENDIX F: SAMPLE OF CHAPTER 1

2-inch top margin
First page of every chapter ONLY
Second and subsequent pages - 1-inch top margin

CHAPTER 1

DS

INTRODUCTION

4 Lines

Background of the Study

2 Lines

Organizational commitment is an attitude that is valued by employers and subsequently it is a topic that has received a high amount of research. When the nature of business changes to accommodate changing technologies, it brings along changes in the organization structure and ultimately style of work. It is crucial for organizations to ensure that organizational commitment among employees is maintained for employment continuity. Therefore, this study is proposed to study the correlation between the organizational commitment of employees and work styles.

3 Lines

Statement of the Problem

2 Lines

Changes in organization structure has an impact on work styles. Employees with a perception that changes in organization structure has an impact on the future of work will naturally experience feelings of insecurity and subsequently lessen organizational commitment (Anderson, 2002; Ali Yaakob, 2004). The problem of this study is to analyze the factors that contribute to organizational commitment.

APPENDIX G: Sample of Research PROPOSAL Title Page

COMPUTER COMPETENCY OF MANAGEMENT TRAINEES

Font Size 14

10 lines

Prepared for:
NAME OF SUPERVISOR AND/OR CO-SUPERVISOR

10 lines

Prepared by:
NAME OF STUDENT
BACHELOR IN OFFICE SYSTEMS MANAGEMENT (HONS.)

10 lines

UNIVERSITI TEKNOLOGI MARA (UiTM)
FACULTY OF BUSINESS MANAGEMENT

3 lines

January 2014

APPENDIX H: Sample of Table of Contents Page

TABLE OF CONTENTS

APPENDIX I: Sample of Headings

2-inch top margin

CHAPTER 2

DS

LITERATURE REVIEW

4 Lines

This study proposed to identify the tasks and related IT competencies of administrative support staff employed in networked environments and, at the same time, determine priority areas for training in IT. This chapter reviews literature on main issues of IT in the office

In Malaysia, a large amount of research is concentrated on the use of ICT for effective teaching and perceptions of educators in effective implementation of ICT in schools (Abd. Rahman Daud, 2000; Arfah Salleh,. McLaren & McLaren, 2000; Muhamad Hasan Abdul Rahman, 2000; Rosnaini Mahmud, Mohd. Arif Hj. Ismail & Abdullah Mohd. Sarif, 2000). On the contrary, studies on office professions, which include clerical and secretarial professions in the United States and Europe, are numerous.

3 Lines

Heading 1

Definition of Information Technology

2 Lines

Information technology has been defined as IT, office technology and office automation interchangeably. According to Long (1987) information technology is the result of the convergence of three previously separate technologies namely computers, telecommunications and office machines through the development of the microprocessor chip. The evolution of this convergence can be traced by observing the development of the three traditional technologies.

<u>Computing Technology</u>

Heading 2

Heading 3

From military use to business use. Following the Second World War, the United States military found that it was important to continue expanding programs for wartime readiness.

APPENDIX J: List of Tables

LIST OF TABLES

Table Page

APPENDIX K: List of Figures

LIST OF FIGURES

Figure Page

Appendix L: Sample of Acknowledgement Page

Leave 1 inch between top edge of page and title.

ACKNOWLEDGEMENT

We thank Allah SWT, because with His mercy we are able to complete our project paper to fulfill requirements of the Research Methods course. This project could not have been written without the assistance and guidance of Dr. XXXXXXXX who not only served as our supervisor but also encouraged and challenged us throughout our academic program. I thank them all.

(*Don't copy this text. Write your own Acknowledgements*)

XXXXXXX Bin XXXXXX
XXXXX Binti XXXXXXX

April xx, 200X
Faculty of Office Management and Technology
Universiti Teknologi MARA

Place the date of the project presentation 0.25 to 0.50 inch below thelast line of text and against the leftmargin.

Page numbers on all preliminary pages should be lower-case Roman numerals and should be centered horizontally and placed .75 inch above bottom edge of paper.

iii

APPENDIX M: Sample of Table Using Mean and Standard Deviation Scores

Table 4.2

Role of Administrative Office Managers

Roles	n	Min	Max	Mean	Std. Deviation
Human Resource	35	2.29	5.00	4.0490	.61586
Leadership	35	2.33	5.00	4.0190	.52358
Administrative Office Systems	35	3.00	4.50	3.7520	.33898

APPENDIX N: Sample of Table

Table 4.1

Activities Performed by Administrative Office Managers

Activities	n	Disagree		Uncertain		Agree		Strongly Agree	
		Freq	%	Freq	%	Freq	%	Freq	%
Human Resource									
Plan employees benefit program	35	3	8.6	4	11.4	16	45.7	12	34.3
Monitor employee performance regularly	35	2	5.7	1	2.9	16	45.7	16	45.7
Develop efficient procedures for placement of new staff	35	3	8.6	5	14.3	16	45.7	11	31.4
Plan for employee orientation	35	3	8.6	7	20.0	15	42.9	10	28.6
Access the need for implementing training	35	4	11.4	5	14.3	15	42.9	11	31.4
Develop effective strategies for taking corrective action	35	1	2.9	8	22.9	17	48.6	9	25.7
Develop efficient procedures for delegating work	35	2	5.7	2	5.7	19	54.3	12	34.3
Administrative Office Systems									
Plan an effective office layout	35	2	5.7	2	5.7	18	51.4	13	37.1
Determine the most effective means of organizing resource to achieve goals	35	8	22.9	9	25.7	14	40.0	4	11.4
Assure employees' compliance with organization policies	35	1	2.9	7	20.0	17	48.6	10	28.6
Help employees deal with non-work related problems	35	6	17.2	17	48.6	8	22.9	4	11.4
Develop efficient file sharing systems	35	9	25.7	15	42.9	9	25.7	2	5.7
Responsible for all aspects of interior office environment	35	1	2.9%	4	11.4	23	65.7	7	20

Insert the words "Table continues" in italics if table extends to next page

Table continues

APPENDIX O: Sample of Figure Caption

FOUNDATION SKILLS

Basic Skills
- reading
- writing
- speaking
- listening
- knowing arithmetic and mathematical concepts

Thinking Skills
- reasoning
- making decisions
- thinking creatively
- solving problems
- seeing things in the mind's eye
- knowing how to learn

Personal Qualities
- responsibility
- self-esteem
- sociability
- self-management
- integrity
- honesty

COMPETENCIES

Resources
- identifying
- organizing, planning and allocating time, money, materials and workers

Interpersonal Skills
- negotiating
- exercising leadership
- working with diversity
- teaching others new skills
- serving clients and customers
- participating as a team member

Information Skills
- using computers to process information and acquiring and evaluating
- organizing and maintaining
- interpreting and communicating information

Systems Skills
- understanding systems
- monitoring and correcting system performance
- improving and designing systems

Technology Utilization Skills
- selecting technology
- applying technology to a task
- maintaining and troubleshooting technology

Figure 2.2 Secretary's Commission on Achieving Necessary Skills (SCANS)

APPENDIX P: CD COVER FOR FINAL REPORT

BACHELOR IN OFFICE SYSTEMS MANAGEMENT (HONS)

2013

NAME OF FINAL YEAR PROJECT

NAME OF STUDENT
STUDENT NO.

BACHELOR IN OFFICE SYSTEMS MANAGEMENT (HONS)
UNIVERSITI TEKNOLOGI MARA

2018

APPENDIX Q: PARENTHETICAL CITATIONS AND REFERENCES

This section on reference and citations is obtained from The Writing Center, University of Wisconsin-Madison, USA from http://www.wisc.edu/writing/Handbook/DocAPAReferences.html

Parenthetical citations appear in the text of your paper. Citations are taken from the original source and show the reader where the information was taken from. The underlying principle is that idea and the words of others MUST BE ACKNOWLEDGED.

The APA style calls for three kinds of information to be included in in-text citations. The **author's last name** and the work's **date of publication** must always appear, and these items must match exactly the corresponding entry in the references list. The third kind of information, the page number, appears only in a citation to a direct quotation.

Where to place parenthetical citations

You have three options for placing citations in relation to your text:

Text Citation	Description	Example
1. Idea-focused (Authors of a source are *not* part of the formal structure of the sentence)	Place the author(s) and date(s) in parentheses at an appropriate place in or at the end of a sentence	Researchers have pointed out that the lack of trained staff is a common barrier to providing adequate health education (Fisher, 1999) and services (Weist & Christodulu, 2000).
2. Researcher-focused (Authors of a source are part of the formal structure of the sentence)	Place only the date in parentheses	Fisher (1999) recommended that health education be required for high school graduation in California.
3. Chronology-focused	Integrate both the author and date into your sentence	In 2001, Weist proposed using the Child and Adolescent Planning Schema to analyze and develop community mental health programs for young people.

Additional Guidelines

- Place citations in sentences and paragraphs so that it is clear which material has come from which sources.
- Use pronouns and transitions to help you indicate whether several sentences contain material from the same source or from different sources.

Symthe (1990) found that positioning influences ventilation. In his study of 20 ICU patients, he used two methods to. . . . However, his findings did not support the work of Karcher (1987) and Atley (1989) who used much larger samples to demonstrate that . . .

Cite source with one or two authors

The following table gives some examples of how to cite sources with one or two authors.

When you have . . .	Here's what you do:	Sample Citation
First and subsequent citations	Within a paragraph, omit the year in citations after the first one if no confusion with other studies will result	Fisher (1999) administered a questionnaire . . . Fisher's results indicated . . . [new paragraph] The questionnaire administered by Fisher (1999) was used by . . .
A source with 1 or 2 authors	Cite name(s) in first and all subsequent citations	(Adkins & Singh, 2001) Adkins and Singh (2001)
Authors with same surname	Use initials even if the years are different	D. Baldwin (2001) and M. L. Baldwin (1999)

Cite source with three or more authors

For more than two authors, identify all the authors in the introductory signal phrase or in the parentheses the first time they are named. Example: (Brendan, Donaldson, Smith, & Warden, 1995). Later citations of the same work can use the first author's name followed by "et al." Example: (Brendan et al., 1995).

When you have...	Here's what you do:	Sample Citation
A source with three to five authors	When a source that has three, four, or five authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first author's surname and "et al." are used.	*First citation*: (Baldwin, Bevan, & Beshalke, 2000) *Subsequent citation*: (Baldwin et al., 2000)
A source with six or more authors	When a source that has six or more authors is cited, the first author's surname and "et al." are used every time the source is cited (including the first time).	*6 authors*: (Utley et al., 2001) *7 authors*: (Yawn et al., 2001) [Note: In the reference list, use of et al. begins with 7-author references.]
Sources with two or more six-author groups with same first surname	If two or more six-author groups shorten to the same surname, cite the surnames of as many subsequent authors as needed to distinguish references.	(Baldwin, Utley et al., 2001) (Baldwin, Bevan et al., 2000)

Cite source with no author

When you have . . .	Here's what you do:	Sample Citation
A source with no author	Use the first few words of the title--in quotation marks for article or chapter, in italics for self-contained item	("Mad Cow," 2001) (*Sleep Medicine*, 2001)
An edited work with no author	Use editor(s) names in the author position	See guidelines for citing authored works

Cite multiple sources in one reference

The following table gives some examples of how to cite multiple sources in one reference.

When you have . . .	Here's what you do:	Sample Citation
Two or more works in parentheses	Arrange by order of the reference list; use a semicolon between works	Several researchers (Greenberg, Domitrovich, & Bumbarger, 2000; Roy, 1995; Yawn et al., 2000) . . .
Representative works	Use ***e.g.*** (***for Sample Citation***) before parenthetical citations	The need for more effective prevention of mental illness in children has been the focus of many reports (**e.g.** Gartner, Larson, & Allen, 1991; Koenig, 1990; Levin & Vanderpool, 1991; National Institute of Mental Health, 1998; U.S. Public Health Service, 2000; Weist, 2001).
Major work plus others	Use ***see also*** after major work	(Roy, 1995; see also Embar-Seddon, 2000; Greenberg, 2001)

[Note: & is used when multiple authors are identified in parenthetical material. Note also that when several sources are cited parenthetic ally, they are ordered alphabetically by first authors' surnames.]

Direct Quotations in Text

When you have . . .	Here's what you do:	Sample Quotation
Direct quotation from electronic source with one author	APA uses the author(s) and date of the source. For direct quotations, also site the page number, if available. Note the placement of the period in each example	"LifeMap is a guide to help students realize their educational and career goals" (Jones, 2002, p. 22). OR Jones (2002, p. 22) stated that "LifeMap is a guide to help students realize their educational and career goals."
Site with two to five authors:		The LRC has electronic resources to support the curriculum (Delisle, Johnson, Smith, & Kimble, 2004). **OR** DeLisle, Johnson, Smith and Kimble (2004) found that the LRC has electronic resources to support the curriculum.
Site with more than five authors:		"Online courses provide a way for students to use their time wisely" (Eger et al., 2004, p. 145). **OR** Eger et al. (2004, p. 145) stated that "online courses provide a way for students to use their time wisely."
Site with no author	Use the first two to three words of the title	Valencia has a vital workforce development program ("More companies," 2003).
Site with a corporate author:		Television habits of young children directly relates to their reading proficiency (American Psychological Association, 2002).

Cite only sources that you have actually read

Every effort should be made to cite only sources that you have actually read. However, if it is necessary to cite a source that you have not read ("Roscoe" in the following example) that is cited in a source that you have read ("Feridah Mohd. Nadzar" in the following example), use the following format for the text citation and list only the source ("Feridah Mohd. Nadzar") you have read in the References list:

> Roscoe (as cited in Feridah Mohd. Nadzar, 2003) determined that the sample size in descriptive studies is 10 percent of the population or more than 30.

Cite an electronic source

In general, you should cite an electronic source *within* your paper in the same way as you would a print source, by placing the author's last name (or short title of the source, if there is no author) and year of publication in parentheses. The following table gives some examples of how to cite electronic sources in more unusual cases.

When you have . . .	Here's what you do:	Sample Citation
Entire Web site	Don't put on reference list. Include URL in-text instead	The University of Wisconsin's Writing Center Web site is an excellent source of information on writing (http://www.wisc.edu/writing/).
Direct quotation from electronic source without page numbers	Use paragraph numbers (preceded by *para.* or ¶); add section numbers for long documents	Universal interventions "target the general public or a whole population group that has not been identified on the basis of individual risk" (Greenberg et al., 2000, Section I, para. 20).

APA Usage and Style

In addition to rules about citations and references, the *Publication Manual of the American Psychological Association* (5th ed, 2001) establishes guidelines in the following areas:

- Abbreviations
- Capitalization in text
- Hyphenation
- Numbers
- Quotations

Abbreviations	APA rules for abbreviations state: • Acronyms and abbreviations must be spelled out completely on initial appearance in text. • Use only if abbreviation is conventional, is apt to be familiar, will save considerable space, and will prevent cumbersome repetition. • Avoid beginning a sentence with an acronym or an abbreviation. For further information, see pages 80-86 in the *Publication Manual*.
Capitalization	APA rules for capitalization state: • Capitalize all words of four letters or more in titles of books and articles in text. • Do not capitalize names of laws, theories, and hypotheses except for proper nouns. For more information, see pages 75-79 in the *Publication Manual*.

Hyphenation	APA rules for hyphenation state:
	
	• For compound words not in the dictionary, use hyphens for clarity rather than omit them.
	• Hyphenate compound adjectives that precede the noun they modify:
	    ▪ role-playing technique
	    ▪ two-way analysis
	    ▪ middle-class families
	• Do not hyphenate a compound adjective if its meaning is established or it cannot be misread:
	    ▪ grade point average
	    ▪ sex role difference
	
	For more information, see pages 70-74 in the *Publication Manual*.

Numbers	APA rules for numbers state: • Use figures for numbers 10 and above (12 of the subjects); for numbers above and below 10 grouped for comparison (2 of 16 responses); for numbers representing time, dates, and age (3 years ago, 2 hr 15 min); for numbers denoting a specific place in a series, book, or table (Table 3, Group 3, page 32). • Use words for numbers below 10 that do not represent precise measurements (eight items, nine pages); for numbers beginning a sentence, title, or heading (Forty-eight percent responded; Ten subjects improved, and 4 subjects did not.). • See pages 99-105 in the *Publication Manual*.
Quotations	APA rules for quotations state: • Incorporate quotations of less than 40 words in the text with double quotation marks. • Place quotations of 40 or more words in a double-spaced block, indented five spaces from left margin. Do not use quotation marks with a blocked quotation. • If quoting more than one paragraph, indent the first line of each paragraph five additional spaces from the left margin (for a total of ten spaces). • A page number always immediately follows a quotation, even when the author and date precede it: Lu (1990) found that "several hypotheses were partially supported" (page 48). • See pages 95-99 and 245-246 in the *Publication Manual*.

APA Reference List

APA style requires two elements for citing outside sources: parenthetical (in-text) references, and a references list. Together, these elements allow your reader access to the sources you consulted.

For the system to function, all authors cited in the text must appear in the references list, and all authors listed must have been cited in the text.

Format the references list

Title Type the word "References" at the top of a new page, centered.

Spacing All entries should be single-spaced, **UNLESS** your assignment instructs you otherwise.

Indentation Although the current *Publication Manual* advises standard (five spaces, first line) indention for the references list, this is primarily designed to make typesetting easier; the typeset version will have hanging indents (first line flush left, following lines five spaces indent).

If your final version will be turned in for a grade rather than publication, we recommend that you use hanging indents for enhanced readability. We have formatted our sample references list with hanging indents.

Capitalization Capitalize only the first word of titles of books and articles and the first word after a colon.

Punctuation Use a comma to separate

- surnames from initials
- a NEWSPAPER title from p. or pp.
- a journal title from volume number
- a volume number from page numbers
- when given, an issue number from page numbers
- (Ed.) from book title
- city of publication from state

Reference list entry: Book

Type of source	Sample entry in reference list
Book (1): Basic form, single author	Baxter, C. (1997). *Race equality in health care and education*. Philadelphia: Ballière Tindall.
Book (2): Editors in place of authors	Stock, G., & Campbell, J. (Eds.). (2000). *Engineering the human genome: An exploration of the science and ethics of altering the genes we pass to our children*. New York: Oxford University Press.
Book manuscript: Submitted but not yet accepted; 3-6 authors	Walrath, C., Bruns, E., Anderson, K., Glass-Siegel, M. & Wiest, M. D. (2000). *The nature of expanded school mental health services in Baltimore City*. Manuscript submitted for publication.
Chapter in edited work: Second or later edition	Roy, A. (1995). Psychiatric emergencies. In H. I. Kaplan & B. J. Sadock (Eds.), *Comprehensive textbook of psychiatry*. (6th ed., pp. 1739-1752). Baltimore: Williams & Wilkins.
Book Article or Chapter	James, N. E. (1988). Two sides of paradise: The Eden myth according to Kirk and Spock. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood.
ERIC Document	Fuss-Reineck, M. (1993). Sibling communication in Star Trek: The Next Generation: Conflicts between brothers. Miami, FL: Annual Meeting of the Speech Communication Association. (ERIC Document Reproduction Service No. ED 364932)
Reprinted or **republished** chapter Following the entry, enclose "Original work published" in parentheses, noting the original date.	Freud, S. (1961). The ego and the id. In J. Strachey (Ed. and Trans.), The standard edition of the complete psychological works of Sigmund Freud (Vol. 19, pp. 3-66). London: Hogarth Press. (Original work published 1923)

Reference list entry: Government report

Type of source	Sample entry in reference list
Government report (1): From Government Printing Office (GPO); organization as author (group author)	National Institute of Mental Health. (1998). *Priorities for prevention research* (NIH Publication No. 98-4321). Washington, DC: U.S. Government Printing Office. [Note: Any document available from GPO should show GPO as publisher.]
Government report (2): Obtained online; organization as author (group author)	U.S. Public Health Service. (2000). *Report of the surgeon general's conference on children's mental health: A national section agenda*. Washington, DC: U.S. Department of Health and Human Services. Retrieved on August 25, 2001, from http://www.surgeongeneral.gov/chilreport.htm

Reference list entry: Journal article

Example of a journal article reference list:

Last Name, First Name Initial. Second Name Initial. (Year). Title of Article. *Name of Journal, Volume* (Issue), page no.

Because pagination begins anew with each issue of this journal, it is necessary to include the issue number in parentheses after the volume number.

Note that there is a comma between the issue number and the page numbers, but no comma between the italized volume number and the issue number. If the periodical does not use volume numbers, include "pp." before the page numbers so the reader will understand that the numbers refer to pagination. Use "p." if the source is a page or less long.

Type of source	Sample entry in reference list
Journal article (1): Basic form, single author	Roy, A. (1982). Suicide in chronic schizophrenia. *British Journal of Psychiatry, 141*, 171-177.
Journal article (2): Journal paginated by issue, 3-6 authors	Baldwin, C. M., Bevan, C., & Beshalske, A. (2000). At-risk minority populations in a church-based clinic: Communicating basic needs. *Journal of Multicultural Nursing & Health, 6* (2), 26-28.
Journal article (3): 7 or more authors	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. *Journal of School Health, 70*, 153-159.
Journal article (4): In press	Smith, R. W., Huber, R. A., & Shotsberger, P. G. (in press). The impact of standards-guided equity and problem-solving institutes on participating science teachers and their students. *North Carolina Journal of Teacher Education.*
Journal article (5): 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. *Prevention and Treatment, 4*, Article 1. Retrieved August 24, 2001, from http://journals.apa.org/prevention/pre40001a.htm

Reference list entry: Journal article

Type of source	Sample entry in reference list
Journal article (6): Electronic version of print journal that differs from print version (e.g. no page numbers in text; tables reduced)	Wiest, M. D. (2001). Toward a public mental health promotion and intervention system for youth. *Journal of School Health, 71*, 101-104. Retrieved August 25, 2001, from ProQuest database.
Journal article (7): Special issue of Internet journal based on print source	Hackett, E. J. (Ed.). (1994). Perspectives on scientific misconduct [Special issue, electronic version]. *Journal of Higher Education, 65*(3) [Note: Brackets are used to enclose information about the *form* of a document, 2 items in this case.]
Citing articles in journals with **non-continuous pagination**	Sawyer, J. (1966). Measurement and prediction, clinical and statistical. Psychological Bulletin, 66 (3), 178-200.

Reference list entry: Magazine or newspaper article

Type of source	Sample entry in reference list
Magazine article: Basic form	Greenberg, G. (2001, August 13). As good as dead: Is there really such a thing as brain death? *New Yorker*, 36-41. [Note: Use vol. no. if available.]
Newspaper article	Monson, M. (1993, September 16). Urbana firm obstacle to office project. *The Champaign-Urbana News-Gazette*, pp. A1, A8.
Newspaper Article: No author identified	Clinton puts 'human face' on health-care plan. (1993, September 16). *The New York Times*, p. B1.
Newspaper Article: No author; electronic version found on searchable, aggregated database	Mad-cow may tighten blood-donor curbs. (2001, April 19). *The Gazette* [Montreal], p. A13. Retrieved August 25, 2001, from Lexis-Nexis database.

Reference list entry: Articles in monthly periodicals

Type of source	Sample entry in reference list
Citing articles: Monthly periodicals	Chandler-Crisp, S. (1988, May) "Aerobic writing": a writing practice model. Writing Lab Newsletter, pp. 9-11. [Note: pp. is used to show page numbers of articles from monthly periodicals without volume numbers]
Citing articles: Weekly periodicals	Kauffmann, S. (1993, October 18). On films: class consciousness. The New Republic, p.30.

Reference list entry: Publication from a private organization

Type of source	Sample entry in reference list
Publication, private organization: Basic form	Swift, A. C. (1985). *Determining our children's future* (Report no. 12). Milwaukee: Child Care of Wisconsin.
Document created by private organization: No page numbers, no date	Greater Hattiesburg Civic Awareness Group, Task Force on Sheltered Programs. (n.d.). *Fund-raising efforts.* Retreived November 10, 2001, from http://www.hattiesburgcag.org [Sometimes authors are not identified, and there is no date showing for the document. Date website was accessed should be used and efforts should be made to identify the sponsoring author/organization of the website. If none is found, do not list an author]

Reference list entry: Electronic sources

For electronic references, you can usually follow the basic forms for print sources and add a retrieval statement giving the date retrieved and the URL or aggregated database name. For electronic sources that exactly reproduce print forms, add [electronic version] after the title and omit the retrieval statement.

You should include as many of the following available elements in the order given. For some web sites you may only have a title, a date of access and an address to cite.

1. The author(s) last name and initials, if available. If not available, start with the title.

2. The date of publication, in parentheses, if available. The date should be expressed as either a year, a year and month, or a year, month and date depending on what information is available from the web site or what type of library-based electronic resource you use and the frequency of publication.

3. The title of the web site, italicized. If the source is a periodical article, include the title of the article in regular type, and then the name of the periodical, italicized, followed by a volume number, also italicized, if available.

4. Pagination information, if available. More often than not, this will not be available for web sites.

5. Retrieval information which includes the date of retrieval as well as the unique URL of a web site. This should be expressed as follows:

Retrieved February 22, 2004, from http://edie.cprost.sfu.ca/ gcnet/ISS4-21c.html

6. If the source is from a library-based electronic resource the retrieval information will include the date of retrieval and the proper name of the database. This should be expressed as follows:

Retrieved February 1, 2004, from Academic Search Premier database.

For more information, visit the APA web site: http://www.apastyle.org/elecref.html

Type of source	Sample entry in reference list
Journal article: In Internet-only journal; secondary reference	Greenburg, M.T., Domitrovich, C., & Bumbarger, B. (2000, March 30). Prevention of mental disorders in school-aged children: Current state of the field. *Prevention and Treatment*, *4*, Article 1. Retrieved August 24, 2001, from http://journals.apa.org/prevention/volume4/ pre0040001a.htm
Journal article (2): Electronic version of print journal that differs from print version	Weist, M.D. (2001). Toward a public mental health promotion and intervention system for youth. *Journal of School Health*, *71*(3), 101-04. Retrieved August 25, 2002, from ProQuest Database.
Journal issue: Special issue of Internet journal based on print source	Braxton, J.M. (Ed.). (1994). Perspectives on research misconduct [Special issue, electronic version]. *Journal of Higher Education*, *65*(3). [Note: Brackets are used to enclose information about the *form* of a document, 2 items in this case.]
Stand-alone online article: (not connected to a journal)	Albanese, J. (2001). *How can we reach teenage smokers?* Retrieved September 31, 2001, from http://msweb.nursingspectrum.com/ce/ce229.htm
Web site	[According to APA, an entire Web site may be cited in the text but is not included in the reference list. See http://www.apastyle.org/faqs.html]
Dissertation abstract: retrieved from online database	Embar-Seddon, A.R. (2000). Perceptions of violence in the emergency department [Abstract]. *Dissertation Abstracts International*, *61* (02), 776A. (UMI No. 9963641). Retrieved August 23, 2001, from http://www.lib.umi.com/dissertations.fullcit9963641

Reference list entry: Conference paper or poster session

Type of source	Sample entry in reference list
Conference paper: Basic form	Crespo, C. J. (1998 March). *Update on national data on asthma* Paper presented at the meeting of the National Asthma Education and Prevention Program, Leesburg, VA.
Conference Proceedings	Deci, E.L., & Ryan, R.M. (1991). A motivational approach to self: Integrataion in personality. In R. Dienstbier (Ed.), *Nebraska Symposium on Motivation: Vol. 38. Perspectives on motivation* (pp. 237-288). Lincoln: University of Nebraska Press. Or Cynx, J., Williams, H., & Nottebohm, F. (1992). Hemispheric diffences in avian song discrimination. *Proceedings of the National Academy of Sciences, USA, 89*, 1372-1375.
Poster session: Form for non-online version would be the same except for retrieval statement	Binh, N. X., McCue, C., & O'Brien, K. (1999 October). *English language and development work at Vinh University, Nghe An Province*. Poster session presented at the Fourth International Conference on Language and Development, Hanoi, Vietnam. Retrieved August 23, 2001, from http://www.languages.ait.ac.th/hanoi/binh.htm

Reference list entry: Dissertation

Type of source	Sample entry in reference list
Dissertation (1): Abstracted in *Dissertation Abstracts International* (*DAI*); obtained from university	Fisher, C. J. (1999). The status of health education in California's public school districts: A comparison to state and national recommendations and status reports (Doctoral dissertation, University of Southern California, 1999). *Dissertation Abstracts International, 61* (02), 1926.
Dissertation (2): Abstracted in *DAI*; obtained from UMI	Embar-Seddon, A. R. (2000). Perceptions of violence in the emergency department. *Disssertation Abstracts International, 61*(02), 776A. (UMI No. 9963641)
Dissertation (3): Retrieved from online database	Embar-Seddon, A. R. (2000). Perceptions of violence in the emergency department. [Abstract]. *Dissertation Abstracts International, 61* (02), 776A. Retrieved August 23,2001, from http://wwwlib.umi.com/dissertations/fullcit9963641

What does 'Ibid' mean?

There are certain instances when it is acceptable to use abbreviations in references and citations . One of the most common abbreviations you will come across is 'Ibid' which means 'in the same place' and is used in the reference list when making further reference to the last work cited. You must ensure that you use Ibid for the immediately preceeding work:

Ibid in References

e.g. Breakwell, G. (1987). A survey of student counselling in higher and further education in the United Kingdom. *British Journal of Guidance and Counselling*, 15, 285.

Ibid, 286-296.

Ibid in Citations

You can also use ibid in the text when the same reference is used more than once consecutively - it is important to remember only to use ibid only if there have been no intervening references:

e.g. ...Ewles and Simnet (1999) argue that health promotion is more than just making sure people stay healthy and that the uptake of health promotion will depend ultimately on the perception of benefit felt by the individual. Preceptions of benefit are linked with need (ibid).

Other APA Resources On The Web (Courtesy of Google.com)

A Guide for Writing Research Papers, APA-Style

A Guide for Writing Research Papers. This online guide, based on APA-style documentation forms, provides instruction on basic research techniques, paper **...**
webster.commnet.edu/apa/apa_index.htm

OWL at Purdue University: Using APA Format

... APA style essentials (from Vanguard University of Southern California); Documentation Styles: **APA Documentation** Style (from the University of Wisconsin-Madison **...**
owl.english.purdue.edu/handouts/research/r_apa.html - 62k - 17 May 2004

APA Style Resources"

... A Guide for Writing Research Papers based on American Psychological Association (**APA**) **Documentation** [Prepared by the Humanities Department at Capital Community **...**
www.psywww.com/resource/apacrib.htm - 5k - 17 May 2004

APA documentation style... Looking for help with APA style format?

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www.writinghelp-central.com/apa.html - 25k - 18 May 2004

LEO **APA Documentation**: Name and Year

LEO, LEO: Literacy Education Online **APA Documentation**: Name and Year. The American Psychological Association Name and Year Documentation **...**
leo.stcloudstate.edu/research/apadocument.html

APA Style

American Psychological Association (APA) Style, This style is most often used by scholars and students in psychology, political science **...**
library.wlu.edu/Documentation/apa.html

APA Citation Style

A Citation Style Publication Manual of the American Psychological Association, 5th edition. llow these color codes: Author(s), Date, **...**
w.liu.edu/cwis/cwp/library/workshop/citapa.htm

APA Documentation of Electronic Resources

APA Documentation of Electronic Resources. This handout is based on the Publication Manual of the American Psychological Association **...**
valencia.cc.fl.us/lrcwest/apa.html