

THESIS GUIDELINES
QUANTITATIVE METHOD



FACULTY OF ECONOMICS
PRESIDENT UNIVERSITY

2011

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ARTICLE I - USE OF THE GUIDELINES

A thesis is a document that presents the author's research and findings and is submitted in support of candidature for a degree or professional qualification. So, here are the guidelines for writing thesis in order to fulfill academic process.

Writing the thesis to fulfill one of the key requirements for an academic degree is a challenging but tedious process. Students of President University who are about to prepare a thesis are encouraged to read these Guidelines carefully in order to understand the procedures for the preparation of the thesis that follow PU standards.

These Guidelines have also been prepared for the sole purpose of ensuring the proper management the thesis process. The Guidelines outline the roles and responsibilities of Thesis Advisers and Examiners, the scheduling of the thesis defense, proper conduct of the thesis defense, and the clearance process. Hence all students, relevant and related Functionaries, such as Deans and Faculty of Economics members, are advised to abide by and adhere to the implementing procedures stated in these Guidelines.

If there are any queries or clarifications arising from any of the procedures, please refer them to the Faculty of Economics members.

ARTICLE II - THESIS OUTLINE

SECTION 1 - STANDARD FORMATTING REQUIREMENTS

President University will use a common standard format in preparing the thesis. Listed below are the general conventions that must be understood and applied carefully, as no thesis will be examined if it is not formatted in the required manner. Therefore every page of the text must be formatted according to the dimensions shown below:

Table 1 Thesis Formatting Dimensions

Setting Margins	
Left	1.58 inch or 4 cm
Right	1.20 inch or 3 cm
Top	1.58 inch or 4 cm
Bottom	1.0 inch or 2.5 cm
Indent tabs	0.5 inch
Paper size	A4 (approx. 297 mm x 210 mm) @ 80 gr
Spacing	One and half space (1.5). Footnotes and quotations are generally Single-spaced.
Font	Times New Roman (sans serif font flat)
Font size	16 Bold for Chapter headings 14 Bold for Section headings 12 Bold for sub-section headings 12 Regular for main text 10 for footnotes
Page numbering	Bottom right hand of page Begins with Chapter I - Introduction up to the end of the thesis including appendices
Chapter headings	Use Roman capital letter numerals for chapter's title, e.g. I INTRODUCTION, II LITERATURE REVIEW, III METHODOLOGY, etc. Use double space between Chapter number and title of Chapter
Paragraph outline system	Use block style in aligning paragraphs Right alignment justified Use 12 spaces to separate paragraphs used
Outline numbering system	Multiple - levels outline numbering system. Example: I. INTRODUCTION 1.1. _____ 1.2. _____ 1.3. _____

1.4. _____

Printing and Binding

Draft thesis for oral defense:
Four (3) bounded copies: for 3 Panel of Examiners
Final Thesis:
Two (2) hard-bound dark blue copies submitted to Faculty of Economics

Sequence of Contents (Draft Thesis)

* See page 7 for the final sequence of contents **AFTER** the thesis has passed the oral defense.

ALL CAPS for headings of:

Thesis title
Thesis Adviser Recommendation
Letter Declaration of Originality
Abstract
Acknowledgement
Table of Contents
List of Tables
List of Figures
List of Acronyms
Body of thesis - Chapters
References
Appendices

SECTION 2 - STANDARD CONTENTS

A. Title Page

See standard format in Appendix 1.

B. Thesis Adviser Recommendation Letter - Recommendation from the thesis adviser that the work has been reviewed and found to have fulfilled the requirements for a thesis that is ready for oral examination. See standard format in Appendix 2.

C. Declaration of Originality - a general statement saying that the thesis is an original piece of work that has not been submitted previously, either in whole or in part, to obtain a degree in any university. See standard format in Appendix 3.

D. Abstract - This is a brief summary of the key aspects of the thesis, and gives the Examiner a general understanding of the following:

1. Objectives of the study
2. Justification or reasons for the study
3. Significance or importance of the study
4. Scope or areas covered by the research
5. Research methods used

6. Limitations of the study
7. The general results or findings
8. Conclusions derived from the study.

Note: The Abstract must not exceed one (1) page.

- E. Acknowledgement** - Brief statements of appreciation and gratitude to all people, including family members and friends, members of Faculty, agencies, institutions, or organizations who had extended support and inspiration in the preparation and completion of the thesis.
- F. Table of Contents** - Contains the location of chapters, headings and sub-headings exactly as they appear in the body of the thesis. See example in Appendix 5.
- G. List of Tables** - Tables should be numbered and the explanatory legend must match exactly those in the text. Tables in the appendices are not included in this list.
- H. List of Figures** - Figures (graphs, charts, drawings, maps, etc.) should be numbered and the explanatory legend must match exactly those in the text. Figures in the appendices are not included in this list.
- I. List of Acronyms (or Abbreviations)** - Acronyms or abbreviations used in the text are capitalized and properly spelled out in this list.

NOTE: Sequence of Contents - Final thesis version for publication

1. The **PANEL OF EXAMINERS APPROVAL SHEET** is inserted between the Title Page and Declaration of Originality after the thesis had passed the oral defense. See standard format in Appendix 4.
2. **Thesis Final version - sequence of contents**

Thesis title
Panel of Examiners Approval Sheet
Declaration of Originality
Abstract
Acknowledgement
Table of Contents
List of Tables
List of Figures
List of Acronyms
Body of thesis – Chapters
References
Appendices

SECTION 3 - ORGANIZATION OF CHAPTERS

I. INTRODUCTION

This Chapter introduces to the reader what research topic is being investigated. It describes the reasons why the research is being conducted, and how the research contributes to an understanding of the topic being investigated. Literature or studies that strengthen and substantiate the arguments for the study are presented.

The general parts of this Chapter are:

1.1. Background of the study - This is an explanation of what particular topic, area of interest, or phenomenon that was observed led the student to investigate the problem. Providing a good background to the study helps the reader understand what particular observations, facts, or data, inspired, motivated, and encouraged the students to pursue the topic.

1.2. Company profile - It is important to give a detailed description of the company or organization that is the subject of research, for example, what is the nature of business, company performance, manpower assets, linkages of this company with other industries, changes that have taken place, etc. If the study is focused on a particular sub-unit (department or section) in this company or organization, it is important to give a detailed description of this particular sub-unit as well.

1.3. Problems Identified - In this particular sub-chapter the student must explain, what problem has arisen or had been observed, why the problem had occurred, and why the student decided to choose this problem as an object for investigation.

1.4. Statement of the Problem - This is the problem that must be answered or solved by this research. A guideline for using formulating the statement of problem is to use a three- step process: a) topic, b) question c) rationale.

Example:

Topic: *This research is about determining the barriers that hinder effective knowledge sharing in a multi-national pharmaceutical manufacturing company in Cikarang....*

Question: *...because the student wants to find out why knowledge sharing is failing despite the company's investments in information, technology and communication (ICT) infrastructure*

Rationale: *.....in order to show where knowledge sharing bottlenecks are, and to recommend practicable solutions to minimize or address these problems.*

Thus presented in question form, the statement of the problem would be written like this: “*Why is knowledge sharing failing in a multi-national pharmaceutical company despite the company’s investments in ICT infrastructure?*”

1.5. Research Objectives - These are the outcomes or deliverables that the research aims to achieve. Objectives generally begin with such statements such as

to: *find out the relationship between...to explore the impact of...to analyze the factors ...to investigate why... etc.* Research objectives determine what type of research method will be used. Research objectives must be specific and limited only to the problems that will be addressed by the research.

1.6. Significance of the Study - Explained here are the key areas or points of the study that can give contribution or benefits to the academic community, to the organization, or beneficiaries of the research.

1.7. Theoretical Framework - All research should be based on good theoretical grounding. A theoretical framework is a collection of interrelated theories or concepts that guided the student in formulating the variables or relationships to be investigated by the research. It also represents the body of scholarly work (substantiated by empirical evidence) from which the student may deduce or create the operational concepts or variables that will be investigated by the research.

1.8. Scope and Limitations of the Study - It identifies the areas that are covered, and those areas which are not covered by the study such as specific genders (male or female only), location (only one site or two sites), specific age categories (aged above 25 to 40 only), etc. Scope also shows the depth or extent of analysis that was pursued.

1.9. Assumptions and Hypothesis - Not all researches have a hypothesis to be tested. This depends on your research problem.

1.10. Definition of Terms - A detailed explanation of specific terms used in the study.

II. LITERATURE REVIEW

One of the important reasons for writing a thesis is to show that the student can review pertinent materials relevant to the study, assimilate the contents, and write a concise summary of the material.

This part shows what literature the student used to provide a clear background or theoretical grounding to the research. It must show what other people have done to study the same topic or area of interest, what is currently being done,

and areas of future research for the same topic.

Materials for this part may be taken from books, journals, and other published sources. The internet may be used as a source for supplementary references.

III. METHODOLOGY

This chapter informs the reader how the research was conducted. It contains detailed descriptions of the following parts:

3.1. Research Method - This part explains what kind of research method was used in this study, whether it was qualitative or quantitative. *Qualitative research* is a naturalistic, interpretative approach concerned with understanding the meanings of certain observed phenomena or actions. It examines, analyzes and interprets observations for the purpose of discovering underlying meanings and patterns of relationships in a manner that does not involve mathematical models. Qualitative research also provides explanation of reasons and associations between social variables. The data in this type of analysis is not in the form of numbers (Ritchie and Lewis, 2003; Royse, 1999). Examples of qualitative research are ethnographic studies, case studies, action research. Some examples of data collection methods are through focus group discussions, interviews, field observations, diaries, and memoirs, letters, reports, etc.

Quantitative research on the other hand uses numbers to prove or disprove a notion or hypothesis. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships. Quantitative research uses data that are structured in the form of numbers or that can be immediately transported into numbers (Ross, 1999). It is a very controlled, exact approach to research. For example it uses statistical tools, e.g. mean ratings, correlations, regression, etc. to analyze data.

If the student chooses to use either research, it must be justified why this particular method has an advantage over the others, and why it was chosen as an appropriate method to this study.

Students are advised to consult relevant references on this topic for further knowledge.

3.2. Research Instruments - this part describes the procedures and tools used to collect data and analyze the data. Data collection tools could be interviews, surveys, literature reviews, participant observations, etc., while data analysis could be any statistical tools (e.g. measures of central tendency, correlation, tests for significance, regression, etc.).

If a survey was used to collect data, it must be explained whether the survey questionnaire used was self-constructed or adapted from a veritable source. If self - constructed, it must be tested for reliability and validity, and the students must explain what tests were used to prove that the instrument is reliable and valid.

Issues of confidentiality must also be maintained throughout the data collection process. Students are advised to consult with their Thesis Adviser how this issue can be addressed in the research.

3.3. Sampling Design - The student must explain what method was used to obtain the sample (or respondents). Usually, the population is too large for the researcher to attempt to survey all of its members. A small, but carefully chosen sample can be used to represent the population. The sample reflects the characteristics of the population from which it is drawn.

Sampling methods are classified as either *probability* or *nonprobability*. In probability samples, each member of the population has a known non-zero probability of being selected. Probability methods include random sampling, systematic sampling, and stratified sampling. In nonprobability sampling, members are selected from the population in some nonrandom manner. It must also show the complete procedures used to determine the sample:

1. Define the target population(size of population): what is the relevant population? Tangible characteristics should be used to define the population.
2. The sampling frame: is a list of elements from which the sample may be drawn. The sampling frame is also called the working population because it provides the list for operational work.
3. Sampling Units: a single element or group of elements subject to selection in the sample.
4. Margin of error: the difference between the sample result and the result of a research conducted using identical procedure.
5. Sample technique: Probability or nonprobability sampling
6. The actual sample size; and
7. Who the respondents are

3.4. Testing the hypothesis - This part shows what statistical techniques were used to prove or disprove the hypothesis. The type of technique used depends on the specific nature of the problem, and the type of data gathered.

3.5. Limitations - Explained in detail here were the problems/difficulties faced by the student in gathering data and analyzing the data, e.g. company rejection or lack of support to the research project, non - response to survey questionnaires, lack of substantive source materials or references, distance factors, unavailability of respondents, etc.

IV. ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

This part is an extensive report of the results of the research. The student presents here a full analysis of the data gathered, from respondents profile to results of quantitative analysis. Work in this part is significantly presented using tables, figures, charts.

A significant part of this Chapter is a discussion or the interpretation of results. The results of the research should answer all the problems being investigated as well as the results of testing the hypothesis. It must show the theoretical implications of the results: Did the results conform to the theory built around this particular problem? Did the results obtained conform to the views of others who had studied the problem before? How did this research add further to the extant literature on this problem? By interpreting the conformity or deviance of the results to any established literature or theory, it can then be said that the research has contributed to a widening of academic understanding on this problem.

The substance the thesis relies heavily on the depth of analysis in this chapter.

V. CONCLUSIONS AND RECOMMENDATIONS

This is the last part of the thesis that allows the student to evaluate whether the problems have been answered by the research. Students are advised to study carefully the results in Chapter IV in order to write conclusions that correspond with the results of the study.

Recommendations pertain to those strategies that students feel are useful to a) improve the conditions or situations that require attention as evidenced by the results of the study b) topics or areas not covered by this study that could be investigated to broaden understanding on specific elements of the problem just studied c) initiatives that could be undertaken to improve the quality of research if a similar or related activity is undertaken in the future. Students are advised to discuss this matter thoroughly with their Thesis Advisers.

LIST OF REFERENCES

See Appendix 6 for the standard format in referencing source materials.

APPENDICES

SECTION IV- CITATIONS OF REFERENCE MATERIALS

A AVOIDING PLAGIARISM

In order to maintain the integrity and quality of a thesis, students are advised to be aware of the unethical conduct of plagiarism. **Plagiarism** means using another person's work and pretending it to be one's own without properly

acknowledging the source of that work.

To avoid plagiarism, students are advised to always give credit to somebody else' work - ideas, concepts, theory, data, results, statistics, graphs, illustrations, figures, drawings, or any pieces of information that belongs to somebody else. Paraphrasing somebody else' words, spoken or written, without recognizing the source is another form of plagiarism.

Students are advised to consult with their Thesis Advisers on the proper way of presenting the work that will not result in plagiarized material.

B CITING REFERENCE MATERIALS

1. Materials in - text

In - text referencing means that all source materials used in writing this thesis must be properly acknowledged in the body of the text. References used in - text should match the references cited in the List of References.

Use single space when quoting parts of a sentence, or parts of a paragraph. Use 0.5” indents from margin, and begin and end quoted sentences with quotation marks. See example below:

“Use single space when quoting parts of a sentence, or parts of a paragraph. Use indents from margin, and begin and end quoted sentences with a quotation marks” (Hamid, 2005, p. 67)

2. Formatting references

President University follows the American Psychological Association (**APA**) style of referencing sources. The APA format applies to references like books, journals, articles, magazines, newspaper clippings, and internet articles.

See Appendix 6 for the APA referencing format.

ARTICLE III - THESIS ASSESSMENT

1. Thesis assessment criteria

The thesis will be assessed based on two criteria:

- a. Paper
- b. Presentation

2. Assessors

There will be three (3) assessors:

- a. The assessor is the material advisor, meanwhile is he unable to take part, he will be substituted by the technical advisors.

- b. Two (2) Examiners

3. **Thesis Assessment Matrix:**

Criterion	Advisor	Examiner I	Examiner II	Total
Paper	15 %	10%	10%	35%
Oral Defense	10%	15%	15%	40%
Effort	25%	0%	0	25%
Total	50%	25%	25%	100%

- 3.1 According to the matrix above, the thesis paper will have an overall grade weight of 35%. It is assessed by all three assessors.
- 3.2 The Oral Defense will also have an overall grade weight of 40%. It is assessed by all three assessors.
- 3.3 The effort of the student in the process of completing the thesis will also have a grade weight of 25%. It will be assessed by the Thesis Advisor alone.
- 3.4 In terms of research paper and oral defense, the thesis will be assessed in terms of the following:
 - a. Originality of the topic
 - b. Significant contribution to the academic community/industry
 - c. In-depth critical analysis
 - d. Consistency, relevance, and relatedness of the recommendation to the problems
 - e. Grammar, sentence, and paragraph structure
 - f. Mastery of the subject matter
 - g. Quality of the presentation (clarity of message; creativity, well-organized structure)
 - h. Ability to answer questions in clear, concise and direct manner

ARTICLE IV - THESIS MANAGEMENT PROCESS

SECTION 1 - THESIS ADVISERS

A. Roles and Responsibilities

1. Provide guidance and advice to the student during the preparation of the thesis, from proposal up to completion. A Thesis Advising Consulting Form shall be used to document this process.
See standard Thesis Advising Consulting Form in Appendix 7.
2. Sign off/approve the thesis proposal as ready to proceed to full thesis writing.
3. Provide guidance on the appropriate research method to be undertaken, including what data collection and analysis methods are appropriate to be used.
4. Provide support on what literature references are needed to draw up the theoretical framework.
5. Ensure lines of communication are open with the student during the thesis preparation stage.
6. Ensure all meetings and consultations are done properly and on time. The Adviser must document each consultation meeting (Refer to Attachment 2 -Consultation Meetings Form)
7. Review and recommend the draft thesis to be “Ready for Defense”.
8. If the draft thesis is NOT “Ready for Defense”, the Adviser will exercise the right to refuse to affix his/her signature on the Recommendation Letter, and shall ask for a re-schedule of the thesis defense until the thesis is ready.
9. Attend the thesis defense as scheduled. Meanwhile is he unable to take part, he will be substituted by the technical advisors
10. If the Panel of Examiners recommends amendments to all, or certain portions of the draft thesis, provide guidance to the student in the reformulation or revision of the draft Thesis
11. Review the revised thesis and recommend finalization.

B. Selection Criteria for Thesis Advisers

1. The criteria to be used in the selection of Thesis Advisers are:
 - a. Full-time lecturer or Part-time lecturer
 - b. Must hold a minimum Master's level degree
 - c. Must come from the student's major Faculty or closely-related Faculty of Economics.
 - d. Adviser will be done by 2 people; they are material adviser and technical adviser.
 - e. Should have a good command of the English language as the thesis is written in English.
2. The Dean of Faculty shall be responsible for selecting the Advisers based on these criteria.
3. The Dean of Faculty shall be responsible in the terms of compensation for Advisers in accordance with University policies.
4. Any issues or decisions arising from the selection of Thesis Advisers shall be resolved by the Dean of Faculty and the Vice Rector I for Academic Affairs.

SECTION 2 - PANEL OF EXAMINERS

A. Roles and Responsibilities

1. Review and examine the general quality of the work as a thesis.
2. Reject to examine any thesis that has not been signed off by the Thesis Adviser as "Ready for Defense".
3. Give a fair assessment of the quality of the thesis based on the set criteria.
4. Deliberate thoroughly on the grade assessment.
5. Resolve any dissenting opinions on the grade assessment internally. There has to be united and uniform decision before the final grade is communicated to the student.
6. It is inappropriate to inform the student of any dissenting opinion after the decision is handed down. Such action will merit sanction and the withholding of the examiner's compensation.
7. Recommend amendments or revisions.

8. Review the revisions and recommend finalization.
9. Sign off/ approve the thesis as FINAL and ready for publication.
10. Maintain order during the defense process and ensure decisions are fair and equitable.

B. Selection Criteria for Panel of Examiners

1. The criteria to be used in the selection of the Panel of Thesis Examiners are:
 - a. Full-time lecturer or Part-time lecturer
 - b. Must hold a minimum Master’s level degree.
2. The Chairperson of the Panel of Examiners shall be appointed by the Dean of the faculty from which the candidate originates.
3. Composition of the Panel of Examiners
 - a. The Panel shall be composed of chair person and two (2) Examiners, where one of these members comes from the same faculty as the student being examined. See Table 2 below.

Table 2 Composition of the Panel of Examiners

Faculty of Economic	Chair	Examiner I	Examiner II
Management			
a. Marketing			
b. BF			
c. HTM			
d. HRM			
e. IB			
Accounting			
a. Auditing			
b. Taxation			
c. Management ACC			

- b. If a panel member is unable to attend the scheduled thesis defense, one (1) day advance notice shall be given to the appointed Chairperson for that particular thesis defense schedule.

- c. Once the defense is convened, the Chairperson shall not allow any panel members to leave the room until the defense is completed.
- d. The Dean of Faculty shall be responsible for selecting the Advisers based on the criteria in Table 2.
- e. The Dean of Faculty shall be responsible in the terms of compensation for the Panel of Examiners in accordance with University policies
- f. Any issues or decisions arising from the selection of Thesis Advisers shall be resolved by the Dean of Faculty and the Vice Rector I for Academic Affair.

SECTION 3- MANAGEMENT OF THESIS PROCESS

A. Announcement of Thesis Preparation

- 1. The Dean of Faculty shall issue the schedule of the thesis defense one (1) month prior to the actual defense date.
- 2. All students shall receive a notice or posting of the defense schedule, e.g. date, time, and place.
- 3. The thesis defense schedule shall be fixed and immovable, unless an urgent and necessary reason exists for the schedule to be moved.
- 4. The Panel of Examiners shall determine if a thesis need “RE-DEFENSE” and shall establish the schedule.
- 5. There shall be no thesis “RE-DEFENSE” ten (10) calendar days before the scheduled date of graduation.

B. Submission Schedule of Draft Thesis

- 1. Students shall submit “Ready for Defense” thesis two (2) weeks prior to the actual date of defense.
- 2. A thesis that has not been signed off by the Adviser as ready for defense shall be rejected and will not be allowed to be examined.
- 3. Students shall prepare three (3) copies of the draft thesis: for adviser (1 copy) and for examiners (2 copies).
- 4. The draft thesis shall be submitted to the Faculty of Economics.

C. Scheduling the Oral Defense

1. The Faculty of Economic announces the commencement of the Oral Defense period. The Faculty will determine if the defense will be an open or closed session.
2. The Faculty of Economics then prepares the schedule for Oral Defense and communicates the schedule to the Panel of Examiners and to the candidate.
3. The Faculty of Economics will be responsible for collecting the draft thesis and distributing it to the Panel of Examiners at least one (1) week before the scheduled oral defense.

D. The Oral Defense Session

1. The Adviser as the Chairperson announces the commencement of the Oral Defense. He/she declares if the session is an open or closed session.
2. The Chair then reads out the procedures and flow of the defense, ensuring that everyone involved in the session clearly understands the procedures that follow.
3. The Chair then invites the Thesis Advisor to introduce the candidate and the nature, objective, and significance of the research that will be presented.
4. The Chair then invites the candidate to give a presentation of the key components of the research. The candidate will be given 20 minutes for presentation.
5. After the presentation, the Chair then announces that the floor is now open for questioning and the Panel of Examiners is invited to start fielding questions.
6. The entire thesis defense process should take not more than 1.5 hours, unless there the Chair announces that additional time is needed for further questions.
7. After the entire process of questioning is over, the candidate is then requested to leave the room to enable the Panel of Examiners to deliberate.
8. After the deliberation is over and a decision has been made, the candidate will be called back into the defense room.
9. The Chair then informs the candidate of the assessment and invites the Panel of Examiners to give additional comments or suggestions if necessary.

10. The Chair then closes the deliberation.

E. Submission Schedule of Final Thesis

1. Final versions of the thesis shall be submitted seven (7) calendar days after pass the oral defense.
2. Thesis submitted one (1) week before the scheduled Graduation Date shall not be accepted.

D. Clearance Policy

1. Students scheduled for defense shall settle the CLEARANCE obligation prior to attending the defense.
2. **CLEARANCE** means that:
 - a. The student has already completed all the academic requirements prior to the defense as attested by a confirmation from the Faculty of Economics.
 - b. The student has paid the thesis defense fee and graduation fee.
 - c. The student has settled any pending obligations due to the university.
3. No student will be allowed to defend his/her thesis until proof of clearance is presented on the day of oral defense.

Below is the Thesis Clearance Process:

STEP 1: Faculty of Economics announces beginning of clearance process two (2) weeks before the Oral Defense Week.

STEP 2: Student obtains the Clearance Form from the Faculty.

STEP 3: Student meets with the Student Adviser to assess his/her current academic standing. Student Adviser reviews academic standing and signs or approves the Clearance Form. Any problems shall be referred to the Head of Study Program (*Ketua Jurusan*).

STEP 4: Student gets clearance from the Accounting Department for 1) any pending financial obligations 2) pay the thesis defense fee.

STEP 5: Student gets clearance from the library for any pending obligations.

STEP 6: Student presents the Clearance Form to the Chairperson of the Panel of Examiners on the day he/she is scheduled for Oral Defense.

REFERENCES

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APPENDICES

**EFFECTS OF REWARDS ON JOB SATISFACTION OF
EMPLOYEES IN A MEAT PACKAGING
COMPANY**

(7 single spaces from top margin, 16 Font bold, 1.5 spaces; multiple lines form an inverted pyramid)

By

Muhammad K.

ID no.

(7 single spaces from thesis title, 14 Font bold)

**A thesis presented to the
Faculty of Economics President University
in partial fulfillment of the requirements for
Bachelor Degree in Economics Major in Management**
(5 single spaces from name of student, 14 Font bold)

September 2007

(3 single spaces from citation, 14 Font bold)

(1 inch space from bottom margin)

APPENDIX 2

**THESIS ADVISER
RECOMMENDATION LETTER**

(16 Font All caps Bold, 7 single spaces from top margin)

This thesis entitled “*(thesis title 14 Font bold)*” prepared and submitted by (name of student) in partial fulfillment of the requirements for the degree of (title of degree) in the Faculty of (name of faculty) has been reviewed and found to have satisfied the requirements for a thesis fit to be examined. I therefore recommend this thesis for Oral Defense *(14 Font regular, 5 single spaces from heading above)*.

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DECLARATION OF ORIGINALITY
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I declare that this thesis, entitled “ _____ ”
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university to obtain a degree. *(14 Font regular, 5 single spaces from
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The Panel of Examiners declare that the thesis entitled “*(name and title of thesis)*” that was submitted by *(name of student)* majoring in *(title of major)* from the Faculty of *(name of faculty)* was assessed and approved to have passed the Oral Examinations on *(date of defense)* *(14 Font regular, 5 single spaces from heading above)*

Name and signature of Chair - Panel of Examiners

Name and signature of Examiner

Name and signature of Examiner

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Key Referencing Guidelines: APA Format

The American Psychological Association (APA) format is used widely in referencing formal literature from published sources.

A. Citing resources in - text

One Author

One author study of stress in the workplace (Weisberg, 1983) shows a correlation between....

Author's name in text

In his study, Weisberg (1983) shows a correlation....

Author's name and date in text

In Weisberg's 1983 study of stress in the workplace....

Two publications by same author (s), same year

When he completed his study of stress (Weisberg, 1983b)....

Note: if you use two or more publications by the same author that appeared the same year, the first is designated *a*, the second *b* (e.g. Weisberg, 1983 and Weisberg, 1983b), and so on. These letters also appear in the reference list that follows the text of your paper.

Two Authors

There is a current and growing concern over the use of psychological testing in elementary schools (Albert and Glennon, 1982).

Note: With two authors, both names are cited. If a work has more than two authors but fewer than six authors, mention all names in the first reference, and in the subsequent references cite the first author followed by *et al.* and the year (Sparks et al, 1984).

Specific parts of a source

These theories have an interesting history (Lee, 1966 p. 53). Cite the page source.

B. Books

One author

Yukl, G. (2006). *Leadership in Organizations*, 6th Edition. New York: Pearson Education International.

Two authors

Robbins, S.P. & Coulter, M. (2005). *Management*, 8th Edition. New York: Pearson Education International.

Two or more authors

De Janasz, S., Dowd, K.O. & Schneider, B.Z. (2002). *Interpersonal Skills in Organizations*. Boston: McGraw Hill.

Corporate author

American Psychological Association. (1983). *Publication manual* (3rd ed.) Washington, D.C.: American Psychological Association.

Edited book

Letheridge, S., & Cannon, C.R. (Eds). (1980). *Bilingual education: Teaching English as a second language*. New York: Praeger.

Book, revised edition

Cohen, J. (1977). *Statistical power and analysis for the behavioral sciences* (rev. ed). New York: Academic Press.

Article or chapter in edited book

Gurman, A.S., & Kriskern, D.P. (1981). Family therapy outcome research: Knowns and unknowns. In A.S. Gurman & D.P. Kriskern (Eds.). *Handbook of family therapy* (pp. 742-775). New York: Brunner/Mazel

Article or chapter in Un-edited book

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for for healing, transition, and transformation. In B. R. Wainrib (1995) *Gender issues across the life cycle* (pp. 107-123). New York: Springer.

C. Periodicals

Journal article, one or two authors, paginated by issue

Paulus, P.B. & Yang, Huei-Chuan (2000). Idea generation in groups: A basis for creativity in organizations. *Organizational Behavior and Human Decision Processes*, 82, 2, 76-87.

Magazine or newspaper article, with author

Gardner, H. (1981, December). Do babies sing a universal song? *Psychology Today*, pp. 70-76.

Newspaper article, no author

Study finds free care used more. (1982, April). *APA Monitor*, p. 14.

Newspaper article, corporate author

Staff. (1980, September 1). Professionals face tax rises as IRS targets personal service corporations. *Behavior Today*, p. 34.

D. Internet or Electronic Publication

If there is an author:

Kelly, G. (2004). New child vaccine gets funding boost. Retrieved March 21, 2004 from http://news.ninemsn.com.au/health/story_13178.asp

If there is NO author:

New child vaccine gets funding boost. Retrieved March 21, 2004 from http://news.ninemsn.com.au/health/story_13178.asp

If quoting “word for word” an entire text from a book:

Numerous studies indicate that HIV-AIDS can be reasonably controlled with proper preventive procedures (Williams, 2004, p.34)

If citing a source from the internet:

It has been reported that a new child vaccine has received funding boost from the government to treat polio-related cases (Kelly, 2004: www.news.ninemsn.com.au)

If citing a secondary source in a book:

Neil and Egan argue that men and women have different ways of looking and interpreting their life experiences (1992 cited in Wainrib, 1995, p. 107)

If citing from the video, film or broadcast

Title, Year. (For films the preferred date is the year of release in the country of production.) Type of audio-visual (e.g. Film, Video, DVD, TV, Radio).

Author/Director. (Optional but preferred) Production details – place: organisation.

Macbeth 1948, Film, Directed by Orson Welles. Republic Pictures, USA.

Outfoxed: Rupert Murdoch's War on Journalism 2004, Film, Directed by Robert Greenwald, The Disinformation Company, USA.

If citing from television program:

Title, Year, Type, transmitting organisation and channel, and the full date and time of transmission. E.g.

Sleek Geeks 2008, TV, ABC, Jan 17, 2000 hrs.

Southern Cross Nightly News 2008. TV, Southern Cross Broadcasting, Jan 27, 1800 hrs.

Where known, the number and title of the episode should normally be given, as well as the series title. E.g.

Yes, Prime Minister Episode 1: The Ministerial Broadcast, 1986, TV, ABC, Jan 16.

Contributions: individual items within a programme should be cited as contributors.

E.g.

Rudd, Kevin 2008, Interview, in *The 7.30 Report*, TV, ABC, Feb 12, 1935 hrs.

THESIS CONSULTATION AND ADVISING SHEET

Student name : _____ **Major** : _____
Thesis title : _____ **Adviser** : _____

No	Consultation Date	Agenda and Discussions	Action to be Taken	Student Signature	Adviser Signature

Reminder to ADVISERS:

1. Original copy of this sheet should be submitted to the FE Staff one week after the completion of the thesis process.
2. Advisers must keep a copy of this Sheet for legality purposes.
3. Please multiplied this sheet by yourself.