

Guidelines for the Doctor of Philosophy Candidate and for the Master's Thesis Candidate

- **The Annotated Outline and Bibliography**
- **The Doctoral Dissertation and the Master's Thesis**

January 2012

For the Dissertation and Thesis Candidates

Step 1. The candidate should discuss with the Dean, the potential subject(s). Approval by the Dean of the subject and general content is necessary.

Step 2. The candidate must obtain a mentor. The mentor must possess a doctoral degree. The mentor is to assist the candidate in reaching the successful completion of the dissertation or thesis. The mentor must submit his or her vitae for the Dean's approval and the mentor approval form must be sent by the student to the Dean for approval. If the candidate does not have an appropriate mentor, the Dean will provide one. The importance of the mentor cannot be overemphasized. The mentor's relationship to the candidate, the subject and the research are vital in expeditiously producing a quality paper. The mentor is to be the primary contact with the Dean as the dissertation or thesis progresses. The candidate and the mentor should develop a realistic timetable for completion for the outline and sections of the dissertation/thesis.

Step 3. A preliminary annotated outline and bibliography for the dissertation and thesis candidate is to be developed. It is to be approved by the candidate and mentor, signed and submitted to the Dean for approval. The doctoral final annotated outline and bibliography is typically between eight to twelve double-spaced pages. The master's final annotated outline and bibliography is typically between four to nine double-spaced pages. The longer and more detailed the outline, the greater the opportunity for a completed quality dissertation or thesis. The written annotated outline and bibliography should represent fifty to eighty-five percent of the total time of the undertaking. The annotation is a critical component of this outline. The dissertation or thesis is not primarily a writing endeavor, but rather one of research and structure.

Step 4. After the Dean's approval of the preliminary outline, the primary interactions will be between the candidate and the mentor. The Dean is to be contacted only if major problems or questions arise. The mentor will provide quarterly updates on the candidate's progress.

Annotated Outline and Bibliography Development

To reiterate, the final detailed annotated doctoral outline is typically between six to fifteen double-spaced pages while the master's outline is typically between four to nine double-spaced pages. Both should consume fifty to eighty-five percent of the total project time.

1. The candidate's research should stimulate interaction between the growth of the bibliography and the growth and structure of the annotated outline and bibliography.
2. An initial one or two page outline will expand as the research develops, thus increasing the chapters and chapter subsets.
3. Every chapter subset should list the number identifying bibliography alongside of the corresponding subset.
4. Relevant pages from the bibliography should be kept in separate notes, which will facilitate the research undertaking. It is recommended, but not required, that the "Harvard Outline" format be used.
5. The candidate's research should stimulate interaction between the growth of the bibliography and the growth and structure of the detailed outline. Several drafts may be required.
6. The writer may also have the important points written on an index card in their own words.
7. Candidates will be required to have their dissertation or thesis screened by turnitin.com to affirm the independence of their work.
8. In the body of the project, a paragraph of explication of other people's research should be followed by a sentence that explains the relevance of this work with the candidate's dissertation or thesis.
9. The submitted dissertation or thesis is expected to have been submitted through grammar and spell-checking.

The submitted final annotated outline and bibliography may differ somewhat from the original outline and bibliography. Any major changes, however, must be submitted to the Dean for approval.

Some dissertations or theses do not lend themselves to the traditional dissertation or thesis format. For these dissertations or theses, the candidate, the mentor and the Dean will determine a suitable format.

The candidate and the mentor are to approve all outlines and subject matter, as well as, the final dissertation or thesis before review by the Dean

The Doctoral and Master's Dissertation and Thesis Presentation Requirements

1. The format style used may be Turabian, APA (Publication Manual of the American Psychological Association, Sixth Edition; American Psychological Association; <http://owl.english.purdue.edu/owl/resource/560/01/>) or any other appropriate format style determined by the Dean after consultation with the mentor and candidate. For all those questions concerning the form and layout not addressed, the candidate should consult "A Manual for Writers of Term Papers, Capstone and Dissertations" by K.L. Turabian latest edition; Publisher: University Of Chicago Press or any other comparable manual may be used.
2. Every page must be typed perfectly with no visible mistakes.
3. Endnotes may be used instead of footnotes. Endnotes are placed at the end of each chapter on a separate page entitled "Endnotes". Each chapter begins with endnote #1.
4. All work is to be double-spaced unless indicated otherwise; i.e. quoted paragraphs. Use the type size utilized in this manual.
5. Doctoral dissertations are typically 150 to 200 double-spaced pages in length. Master's theses are typically 75 to 100 double-spaced pages in length. Length has varied between 117 and 380 double-spaced pages in length for the dissertation and between 52 and 156 double-spaced pages in length for the thesis. The length will depend on the subject matter and the dissertation or thesis structure.
6. The mentor is to approve the Dissertation/Thesis and sign the *Final Approval of the Dissertation/Thesis Form* and send it to the Dean. Upon the Dean's approval of the Dissertation/Thesis and signing of the form, the candidate should follow the dissertation and thesis binding procedure.

Two hard covered stitched bound copies and a CD-ROM of your dissertation or thesis are to be sent to International University for Graduate Studies. One of those copies and the CD-ROM will be placed in your portfolio file. The other will be placed in the Lewis Ross Memorial Library located in St. Kitts.

To maintain high quality copies of your hard covered stitched bound dissertation or thesis, we have chosen the printing firm of Tyco. Tyco does many of the bindings for the doctoral and masters candidates at Yale University. The University will pay for these two copies. If you want additional copies for your personal or professional use they will cost about \$100 each.

Upon the final approval of your dissertation or thesis by the Dean please proceed with the following instructions from Tyco regarding the format of your document as well as how to electronically submit your document to Tyco for printing and binding. If you have any questions on this process or any of the information provided below your contact at Tyco will be Mike Iannuzzi at mike@tycopy.com or (203) 562-9723:

- **Dissertation Format**
 - Your document should use Times New Roman font and have 1-inch margins for the top, bottom, left and right margins.

- **Electronic Submission**
 - Email your document in PDF format¹ to iugsbinding@tycocomp.com and please include the following information in the body of the email:
 - Name
 - Telephone Number
 - Information to be printed onto the front cover
 - Information to be printed onto the spine
 - Note: The University requires two bound copies and a CD-ROM, which Tyco will ship to the University. The University will pay for these two copies. If you would like any additional copies for your own use, please note that request in your email and include a shipping address for the additional copies.

- **Pricing**
 - The price for printing and binding is as follows (plus applicable taxes and shipping):¹
 - \$.20 per page for copying onto acid-free 25% white cotton paper; and
 - \$65.00 per binding for hardcover stitched binding (2" thick or less), which includes the student's name and dissertation title stamped onto the front cover and spine and the IUGS seal stamped onto the front cover.

- Printing and binding take approximately 3-4 weeks to complete although rush service is available for an additional fee.

For more information on Tyco Copy Center and the other services that it provides, including various other soft cover binding options, please visit www.tycocomp.com.

¹ If you are unable to email your document in PDF format, please email it to Tyco in MS-Word format and Tyco will then email back a PDF document for you to review and approve. ¹ After submitting your request via email someone from Tyco will contact you to arrange for payment via credit card.

Example: Annotated Outline and Bibliography; need a new outline here

CHAPTER II

Estimated page	Bibliography	
37	II. Diagnosing Organisational Culture	
5	A. Organisational Assessment	4,10,15,2
	1. Capacity for Innovation	1,3,14
3	2. Organisational Learning	1,3,5,8,10
1	3. Leadership Styles and Management Roles	7,8,9
3	4. Rules and Boundaries	6,12
2	B. The Orientation of Organisations	6,14
1	1. Productivity, Quality and Motivation	6,14
2	2. Autonomy and Decision Making	4,12
3	3. Access to Information	3,4,6
2	4. Communication Patterns	6,11
1	5. Power Distribution and Empowerment	2,4
1	6. Response to Challenge	3,7,14
3	C. Changing Organisational Performance	1,8,10,11,13
1	1. Formal and Informal Rules	1,4,7
2	2. Jobs and Job Design	1,2,7

Example: Bibliography

1. Bereby-Meyer, Yoella, Moran, Simone, & Unger-Aviram, Esther. (2004). When performance goals deter performance: Transfer of skills in integrative negotiations. *Organizational Behavior and Human Decision Processes*, Vol. 93, 142-154.
2. Bouwen, Rene ,& Taillieu, Tharsi.(2004). Multi-party collaboration as social learning for interdependence: Developing relational knowing for sustainable natural resource management. *Journal of Community & Applied Social Psychology*, Vol. 14, 137-153.
3. Dowling, Michael.(2004). Adapting to Change: Creating a Learning Organization. *Public Relations Strategist* . Vol. 10, 10-13.
4. Fandt, Patricia M., & Ferris, Gerald R.(1990). The management of information and impressions: When employees behave opportunistically. *Organizational Behavior and Human Decision Processes*, Vol. 45, 140.
5. Forman, David C. (2004) Changing perspectives from individual to organizational learning. *Performance Improvement*, Vol. 43, 16-21.
6. Grates, Gary F.(2004). Why don't I know? The strategic role of today's internal communications. *Public Relations Strategist*, Vol.10, 14-17.
7. Hyde, Cheyl A.(2004). Multicultural development in human service agencies: Challenges and solutions. *Social Work*, Vol. 49, 7-16.
8. Kantambu Latting, Jean; Beck, Mary H.; Slack, Kelley J., Tetrick; Lois E., et al.(2004). Promoting service quality and client adherence to the service plan: The role of top management's support for innovation and learning. *Administration in Social Work*, Vol. 28, 29-48.
9. Kirk, Philip, Shuttle, Anna Marie. (2004). Community leadership development. *Community Development Journal*, Vol.39, 234.
10. Light, David. (2004). When learning stops. *MIT Sloan Management Review*, Vol.45, 10-11.
11. Mausolff, Christopher. (2004). Learning from feedback in performance measurement systems. *Public Performance & Management Review*, Vol.28, 9-29.
12. Phillips, Fred. (2003). The distortion of criteria after decision-making. *Organizational Behavior and Human Decision Processes*, Vol. 88, 769-784.
13. Rowland, Gordon. (2004). Shall we dance? A design epistemology for organizational learning and performance. *Educational Technology, Research and Development*, Vol. 52, 33-48.
14. Ryan, Allan. (2004). Organizational learning from performance feedback: A behavioral perspective on innovation and change. *Administrative Science Quarterly*, Vol.49, 490-494 .
15. Vera, Dusya, Crossan, Mary. (2004). Strategic leadership and organizational learning. *Academy of Management. The Academy of Management Review*: Vol. 29, 222-240.

Assembly of the Dissertation or Thesis

The material of the bound and stitched copies must be assembled in the following order:

1. Blank flyleaf (not numbered or counted as a page).
2. Title Page (counted as page “I” in lower case Roman Numerals, but the numeral is not typed on the page).
3. Table of contents (enter page “ii” at the bottom of the first page and continue consecutively numbering subsequent pages in lower case Roman Numerals up to the beginning of the text in Chapter I).
4. List of Illustrations and Charts (if any).
5. List of Tables (if any).
6. List of Cases (if any).
7. Preface
8. Text of the report begins with Chapter I. Begin numbering pages with Arabic numerals throughout the entire report, including the last page of the Index. The page number is entered at the bottom of the first page of each new chapter, in the upper right-hand corner of all other pages.
9. Margins: after the first page of each new chapter, there should be a one inch margin (from the body of the work) on the top, right, and bottom of the page...one and one-half inches for the left-hand margin.
10. At this point, enter the separate title pages with APPENDIX, BIBLIOGRAPHY, and INDEX in capitals.
11. APPENDIX (if any).
12. BIBLIOGRAPHY
13. Additional reference material (i.e. Glossary or List of Abbreviations)
14. INDEX (if any)
15. Blank fly leaf

Example: Title Page are Psy.D., D.S.W. etc coversheets like this too?

DIAGNOSING ORGANISATIONAL CULTURE

BY

JANE DOE

A DOCTORAL DISSERTATION SUBMITTED TO THE DEAN,
FACULTY OF
SOCIAL ORGANISATIONAL AND
POLITICAL PSYCHOLOGY

IN PARTIAL FUFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

(dates the degree is to be conferred)

CERTIFIED BY:

Dean

Date

SPONSORING COMMITTEE:

Mentor

Date

Example: Table of Contents add new examples here ?

TABLE OF CONTENTS

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LIST OF CASES (if any)	v
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Theories of Organisational Functioning	
Principles of Effective Organisational Functioning	
Why Leadership Fails	

CHAPTER II

DIAGNOSING ORGANISATIONAL CULTURE	65
Organisational Assessment: Organisational Learning, Leadership Styles and Management Roles, Rules and Boundaries, Organisational Infrastructure	
Orientation: Productivity, Quality and Motivation	
Autonomy and Decision-Making	
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GLOSSARY (if any)	98
INDEX (if any)	10

Preface Format

PREFACE

The preface should be rather brief, consisting of a page or so, probably not more than two. It should contain a succinct statement indicating the reason for the choice of the topic, the purpose of the study, the author's self-determined limits and the methods of the research employed. This section may include acknowledgements of those who have assisted the author in his/her work. It is requested that the author affix the date and his/her signature at the conclusion of the Preface.

(Signature)

July 2, 2012

Example of expansion from outline to capstone project add new examples here ?

(for each new chapter, leave 2" top margin)

CHAPTER II (centered)

DIAGNOSING ORGANISATIONAL CULTURE

Organisational culture is the atmosphere of an organisation that includes the beliefs, values, rituals, rules and influences shared by the organization's members. It influences how persons will behave within the organisation. It includes formal rules, such as written policies, procedures, standards and guidelines. Organisational culture also includes informal rules such as communication patterns and spheres of influence.

The culture of the organisation impacts most aspects of organisational life, such as decision-making processes, freedom to act and how work is shared. Personal motivation, internal relationships, and movement into leadership positions will all be affected by an organisation's culture as will methods for conflict resolution, inclusion or exclusion in planning processes, and how the organisation responds to external threats. An organisation's ability to maintain cooperation, productivity and morale during times of rapid change will also be largely determined by its culture. Finally, the value placed on organisational learning will be highly dependent upon the climate or culture within that organisation. While external forces including political influences, economic factors, technological advances and social changes in the "macro-system" will most certainly help to shape the organisation's climate, it is the *culture* of the organisation itself that determines general workplace attitudes and response to these macro-influences.

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