

Graduate Institute of International Human Resource Development
National Taiwan Normal University

Thesis Manual

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CHAPTER I PRELIMINARIES

A thesis is composed of preliminaries, body, references, and appendices. Preliminaries include such elements as the following.

- Cover page (See Appendix A; don't number the page)
- Title page (don't number the page)
- Signature or approval page (See Appendix B; don't number the page)
- Acknowledgement (See Appendix C, don't number the page)
- Abstract (See Appendix D, page number: "I")
- Table of contents (See Appendix E, page number: "II" or "III")

You may use those appendices in this document directly after making necessary changes.

Cover Page

The proper format for the cover page is illustrated in Appendix A. You may use the example directly after making some necessary changes (e.g., change the red part in Appendix A).

All contents on the cover page should be centered.

Title Page

The page shows the title, author, date, publisher, etc. You may use the cover page as your title page.

Approval Page

This page is the evidence that your work has been approved by your thesis committee and the supervisor of your graduate program. It is also important to be attached with the final version of your thesis before submitting/ uploading to the library. You will get this approval page until your advisor approves the final version of your thesis.

Acknowledgement

In this section, students have the opportunity to express their appreciation to those who have contributed to their academic and personal growth as scholars.

Abstract (page number as I)

Each thesis project report must include a one-page abstract. The abstract is a summary of the thesis project and describes the essential ideas of the thesis project.

Typically, an abstract includes a statement of the problem, a summary of the methodology used, the argument, the nature of the proof or evidence, and the conclusion. For a project executed in a non-print medium, the abstract should typically include a statement of the concept, the context of the work, a discussion of the medium/processes used in the project's creation, and the conclusion. In addition, key words should be shown on this page.

Because the abstract summarizes what the thesis project report has accomplished, it should be written in past tense, not future tense.

Table of Contents (page number as “II” or “III”, it depends)

Every thesis project report should include a table of contents listing the page numbers of the abstract, table of contents, list of figures, list of tables, and each chapter and section, reference, and appendices. Please refer to appendix E.

CHAPTER II THESIS PROJECT BODY

For a thesis project that is executed as a printed document, the body of the work is usually about 60-70 pages, though some, particularly in the natural sciences, may be shorter, and those in the social sciences may be longer. The body of the work should be an expanded version of the information contained in the abstract and it should follow the conventions of the author's discipline. The following depicts the format in detail.

Margins

1-inch (2.54 cm) margins are required on all four sides (top, bottom, left and right) of a page. This applies to all pages. You may elect to use a one and one-quarter inch left margin if using a binder. Make sure everything (including tables, figures, appendices) fit within the margins.

Paragraph Alignment

The thesis project should align the text to the left and leave the right margin uneven, **do not use full justification**, which adjusts the spacing between words to make all lines the same length (flush with the margins). **Do not** manually divide words at the end of a line, and **do not** use the hyphenation function to break words at the ends of lines. **Do not** manually insert line breaks into long DOIs or URLs; however, breaks in DOIs or URLs applied automatically by a word-processing program are permissible.

Paragraph Indentation

The thesis project should be indented the first line of every paragraph **0.5-inch**. For consistency, use **the tab key or automatic paragraph-formatting function** of your word-processing program. The default setting in most word-processing programs is acceptable. The remaining lines of the paragraph should be **left-aligned**.

Exceptions to these paragraph indentation requirements are as follows:

1. Section labels should be centered and bold.
2. The first line of the abstract should be flush left, not indented.
3. The entire of block quotation should be indented from the left margin 0.5-inch. If the block quotation spans more than one paragraph, the first line of the second and any subsequent paragraphs of the block quotation should be indented another 0.5-inch, such that those first lines are indented a total of 1-inch.
4. Level 1 headings should be centered and in bold, and Level 2 and 3 headings should be left-aligned and in bold or bold italic.
5. Table and figure numbers, titles, and notes should be flush left.

6. Reference list entries should have a hanging indent of 0.5-inch.
7. Appendix labels and titles should be centered and bold.

Type

The thesis project should be printed in **12-point font**, Times New Roman.

Spacing

The thesis project report should be **1.5 line spaced**. Within the text, paragraphs are indented four spaces (which translates into about a half-inch indent on word-processors). You may press the “Space” key four times or “Tab” key once to indent. The only exceptions to this requirement are titles, headings, table titles and notes (if any), and figure captions, which require no indents. All text is done fully justified; in other words, please align both the left and right ends of each line of text.

Page Numbering

The “**Acknowledgement**” (do not number), and “**Abstract**” (numbered as I) precede the Table of Contents; these pages should be numbered in **Roman numerals (I, II, III...)**. All pages thereafter should receive continuous **Arabic numbering (1, 2, 3...)**. Page numbers are **centered** in the footer.

Printing and Binding

You should print the thesis **double-sided** for binding. Before printing, make sure each chapter starts on an **odd number page** so it will appear on the right side of your thesis after binding. Please insert a **blank page** before the first page of a chapter if it happens to fall on an even page. Do the same for each of the preliminaries because they should also appear or start on the right side after binding. Hide the page number on those blank filler pages to look professional.

Headings

A heading in a document identifies the topic or topic of the content within each section. It helps readers become familiar with how a paper’s content is organized, allowing them to easily find the information they seek. There are, basically, five levels of heading in APA Style.

CHAPTER II LITERATURE REVIEW (16-Point Font)

Level 1

Centered, Bold, Title Case Heading, 14-Point Font

Text begins as a new paragraph.

Level 2

Flush Left, Bold, Title Case Heading, 14-Point Font

Text begins as a new paragraph.

Level 3

Flush Left, Bold Italic, Title Case Heading, 12-Point Font

Text begins as a new paragraph.

Level 4

Indented, Bold, Title Case Heading, Ending with a period, 12-Point Font. Text begins on the same line and continues as a regular paragraph.

Lever 5

Indented, Bold Italic, Title Case Heading, Ending with a period, 12-Point Font. Text begins on the same line and continues as a regular paragraph.

Texts under Level 1, 2 and 3 headings start in the **next** paragraph, while texts under Level 4 and 5 headings start in the **same** paragraph. Examples:

Example 1:

CHAPTER III RESEARCH METHODS (Chapter title)

Research Approach (Level 1 heading)

Your texts start here. Texts under Level 1, 2 and 3 headings start in the next paragraph, while texts under Level 4 and 5 headings start in the same paragraph.

Data Collection (Level 1 heading)

Your texts start here.

Sample and Participant Selection (Level 2 heading)

Your texts start here.

Purposeful Sampling (Level 3 heading)

Your texts start here.

Sampling Criteria. (Level 4 heading) Your texts start here.

Criteria One. (Level 5 heading) Your texts start here.

Criteria Two. (Level 5 heading) Your texts start here.

Assessment and Measures (Level 2 heading)

Data Analysis (Level 1 heading)

Example 2:

CHAPTER II LITERATURE REVIEW (Chapter title)

Women's Entrepreneurship (Level 1 heading)

Entrepreneurship was first used by Professor Myles Mace during her lecture at Harvard University in 1947 (Brush, De Bruin, & Welter, 2009). This event had brought entrepreneurship research into the ambit of the scientific field. [paragraph continues]

Startup Ecosystem (Level 1 heading)

Novel technology tends to emanate from new ventures, especially startup. Thiel (2014) debates that startups “question received ideas and rethink business from scratch” (p. 11). Startups are not merely the key players in highly competitive markets, but also challenge and disrupt the conventional industries, revitalize the entrepreneurial community through introducing new products, services or business models that greatly facilitate their ability to provide promising solutions to the existing problem (OECD, 2016). [paragraph continues]

Culture (Level 2 heading)

Located at the heart of the Asia Pacific region puts Taiwan at a considerable advantage to travel both domestically and internationally. According to Jan (2019), Taiwan is widely recognized for its advanced manufacturing and robotics. [paragraph continues]

Policy (Level 2 heading)

The Taiwanese government initiated the “Asia Silicon Valley Development Plan” in September 2016 (National Development Council, 2016). The objectives of this plan are (1) promoting innovation, research and development for the Internet of Things, notably devices and applications, and (2) advancing Taiwan’s startup ecosystem (NDC, 2016). In terms of policies, the plan proposes three major constituencies:

Residency [Level 3 heading]

The Entrepreneur Visa was established in 2015 for attracting foreign startups. This visa is valid for a year with unlimited entries, but it can be extended without leaving

Taiwan if the applicant passes the government's evaluation. [paragraph continues]

Example 3:

Location: United States (Level 2 heading)

ERGs Implementations (Level 3 heading)

While some participants from the companies in the United States manifested their support in the ERGs, others described their discontent and their experiences. With some saying it was for promotion of the company and showcase to an outside view of a more diverse and inclusive company than it actually is. But others said that it was mostly separating groups and describing that it could actually be increasing ingroup bias.

It is important to mention that the ERGs are relatively new implementations in the participants' companies with no longer than two years of existence. As stated before, the idea of the ERGs is to show others what the group is about, so they are able to understand and learn about different identities. In the interviews, all participants were asked if they had joined other ERGs besides the one from Latin Americans before, but only one participant said yes. All expatriate participants in the United States interviewed for this research, belong to an ERG group for Latin Americans.

Expatriates Experiences. (Level 4 heading) An expatriate participant states that she is interested in the idea of the groups being able to get people together. But she does not like that they are in separate groups and labeled. And she says that she would like to be in a group related to the company that would focus on specific organizational issues.

I like it because I like people a lot. I do not like the putting people in buckets. It is the first time this happening to me, I have lived in so many places and this is the first time I am put in a Latino bucket. And I keep telling everyone "where is the group called: I am an A's company employee and I want a better salary. I want to belong in that group, not the Latino group." I mean you go somewhere and you need to melt.
(Juanita, Mexico, Expatriate)

CHAPTER III TABLES AND FIGURES

Please number tables and figures consecutively as they appear in your text. For instance, name the first table in Chapter 1 as “**Table 1.1** *Definitions of Management Development*” or the second figure in Chapter 2 as “**Figure 2.2** *Octagonal Framework*”

Use asterisks to indicate statistical significance explained in the probability level note at the bottom of the table. Assign a given alpha level the same number of asterisks from table to table within your paper, such as $*p < .05$ and $**p < .01$; the largest probability receives the fewest asterisks [the smaller probability gets more asterisks].

The following checklist may help ensure that the data in your table are effectively presented and conform to the APA (7th ed.) style rules. (cited from APA, 2020, p. 207).

- ☐ Is the table necessary?
- ☐ Does the table belong in the print and electronic versions of the article. Or can it be placed in supplemental materials?
- ☐ Are all comparable tables in the paper consistent in presentation?
- ☐ Are all tables called out or referred to in the text?
- ☐ Are all tables numbered consecutively with Arabic numerals in the order in which they are first mentioned in the text? Is the table number bold and flush left?
- ☐ Is the table title brief but explanatory? Is it written in italic title case and flush left?
- ☐ Does every column have a column heading, including the leftmost (stub) column? Are all column headings centered?
- ☐ Are all abbreviations explained, as well as special use of italics, bold, parentheses, dashes, and symbols?
- ☐ Are the table notes, if needed, in the order of general note, specific note, and probability note? Are the notes double-spaced and flush left and in the same font as the text of the paper?
- ☐ Are table borders correctly applied (at the top and bottom of the table, beneath column headings, above table spanners)?
- ☐ Is the line spacing of the table correctly applied (double-spacing for the table number, title, and notes; single-spacing, one-and-a-half-spacing, or double-spacing for the table body)?
- ☐ Are entries in the left column flush left beneath the centered stub heading? Are all other

column headings and cell entries centered (except when aligning entries to the left would improve readability)?

- Are confidence intervals reported for all major point estimates? Is the confidence level—for example, 95%—stated, and is the same level of confidence used for all tables and throughout the paper?
- If the results of statistical significance testing are included in the table, are all p values correctly identified? Are exact p values provided? Is the “ $p <$ ” notation used only when needed? When the “ $p <$ ” notation is used, are asterisks or daggers attached to the appropriate table entries and defined? Are asterisks or daggers used consistently to indicate the same p value in all tables in the same paper?
- If all or part of a table reprinted or adapted, is there a copyright attribution? If permission was necessary to reproduce the table, have you received written permission for its reuse (in print and electronic forms) from the copyright holder and sent a copy of that written permission with the final version of your paper?

Table Components

The basic components of a table are shown below and are summarized as follows.

1. Number: The table number (e.g., **Table 1.0**) appears above the table in **bold font**.
2. Title: The table title appears **1 double-spaced line** below the table number in **italic title case**.
3. Headings: Tables may include a variety of headings depending on the nature and arrangement of data. All tables should include **column headings**, including a **stub heading** (heading for the leftmost column). Some tables also include **column spanners** (heading that describes the entries in 2 or more columns in the table body), **decked heads** (heading that is stacked, often to avoid repetition in column heads), and **table spanners** (heading that covers the entire width of the table body, allowing for further divisions).
4. Body: The table body includes all the rows and columns of a table. A *cell* is the point of intersection between a row and a column. The body may be **single-spaced, 1.5 spaced, or double-spaced**.
5. Notes: Three types of notes (general, specific, and probability) appear below the table as needed to describe contents of the table that cannot be understood from the table title or body alone (e.g., definitions of abbreviations, copyright attribution). Not all

the tables include table notes.

Example 1:

Table 1.0 (Table number)

Definitions of Management Development (Table title)

*Title Case Heading,
Italic*

Column
Heading

Definition	Year	Author
A conscious and systematic decision-action process to control the development of managerial resources in the organization for the achievement of organizational goals and strategies.	1975	Ashton et al.
An attempt to improve managerial effectiveness through a planned and deliberate learning process. . . that function which, from deep understanding of business goals and organizational requirements, undertakes the following: <ul style="list-style-type: none"> ● to forecast needs, skill mixes and profiles for many positions and levels ● to design and recommend the professional, career, and personal development programs necessary to ensure competence ● to move from the concept of “management” to the concept of “managing” 	1977	Mumford
A conscious and systematic approach to control the development of managerial resources in the organization for the achievement of goals and strategies.	1986	Molander
. . . the whole, complex process by which individuals learn, grow, and improve their abilities to perform professional management tasks.	1986	Wexley and Baldwin
We use the term “management development” to describe management education, structured training and also, more informal processes such as mentoring and self-development.	1997	Thomson et al.
An attempt to improve managerial effectiveness through a planned and deliberate learning process	1987	Mumford

Table notes:
Clarify
information
in the table
body,
12-point
font.

Note. Adapted from “A Meta-Review of the Management Development Literature,”
by **J. Cullen and S. Turnbull**, 2005, *Human Resource Development Review*, 4(3), p. 338.
Copyright 2005 by the Sage Publications.

*Author Name:
Initial Name. Surname
Name*

Example 2:**Table 2.1**

Summary of Hierarchical Regression Analysis for Variable Predicting Adult Daughter's Belief in Paternalism

Adult Daughter's Belief in Paternalism		
Variable	Model 1	Model 2
Control		
Daughter's education	-.41**	-.22*
Mother's age	.21*	.14
Main Effect		
Attitude toward elders		.54**
Affective feelings		.31**
Dogmatism		-.04
<i>F</i>	12.52	24.35**
<i>R</i> ²	0.22	0.45
<i>Adj R</i> ²	0.20	0.43
ΔR^2		0.23
ΔF		12.35**

Asterisks
for *p*
values

Statistical
symbols
should be
italic

Note. *n* = 46.

p* < .05. *p* < .01.

Flush left; statistical
symbols should be italic

Example 3:**Table 3.1**

Factor Loadings for Exploratory Factor Analysis

Scale	Introversion	Emotional Dysregulation	Peculiarity
SPQ Constricted Affect	.77	.33	.21
Excessive Social Anxiety	.43	.52	.29
Ideas of Reference	-.08	.17	.67
No Friends	.84	.19	.50
Odd Beliefs	-.03	.34	.56
Odd Speech	.23	.70	.11
Unusual Perceptions	.15	.58	.36

If you split the table, you
should mention like this.

(continued)

If you split the table, you should mention like this, and repeat column headings.

Table 3.2

Factor Loadings for Exploratory Factor Analysis (continued)

Scale	Introversion	Emotional Dysregulation	Peculiarity
DAPP Submissive ness	.24	.73	.16
Identity Problems	.69	.70	.23
Restricted Expression	.35	.18	.24
Anxiousness	.04	.83	.10
Conduct Problems	.30	.10	.23
Suspiciousness	.78	.67	.72
Social Avoidance	.12	.38	.49
Insecure Attachment	.61	.25	.24

Note. Factor loadings > .40 are in bold. SPQ = Schizotypal Personality Questionnaire; DAPP = Dimensional Assessment of Personality Pathology—Basic Questionnaire.

Figure Checklist

The following checklist may help ensure that your figures communicates most effectively and conforms to APA Style and formatting conventions. (cited from APA, 2020, p. 232).

- ☐ Is the figure necessary?
- ☐ Does the figure belong in the print and electronic versions of the article, or can it be placed in supplemental materials?
- ☐ Is the figure being submitted in a file format acceptable to the publisher?
- ☐ Has the file been produced at a sufficiently high resolution to allow for accurate reproduction?
- ☐ Are the figures equally important concepts prepared according to the same size and scale?
- ☐ Are all figures numbered consecutively with Arabic numerals in the order in which they are first mentioned in the text? Is the figure number bold and flush left?
- ☐ Are all figures called out or referred to in the text?
- ☐ Is the figure title brief but explanatory? Is it written in italic title case and flush left?

- ☐ Is the figure image simple, clear, and free of extraneous detail?
- ☐ Are all elements of the image are clearly labeled?
- ☐ Are the magnitude, scale, and direction of grid elements clearly labeled?
- ☐ Has the figure been formatted properly? Is the font Times New Roman within the image portion of the figure and between 14 and 18 points in size?
- ☐ Are all the abbreviations explained (with exceptions as noted in Section 7.15), as well as the use of special symbols?
- ☐ If the figure includes a legend to define symbols, line styles, or shading variants, does the legend appear within or below the image? Are words in the legend written in title case?
- ☐ Have all substantive modifications to photographic images been disclosed?
- ☐ Are the figure notes, if needed, in the order of general note, specific note, and probability note? Are the notes double-spaced and flush left and in the same font as the text of the paper?
- ☐ If all or part of a figure is reprinted or adapted, is there a copyright attribution? If permission was necessary to reproduce the figure, have you received written permission for reuse (in print and electronic forms) from the copyright holder and sent a copy of that written permission with the final version of your paper?

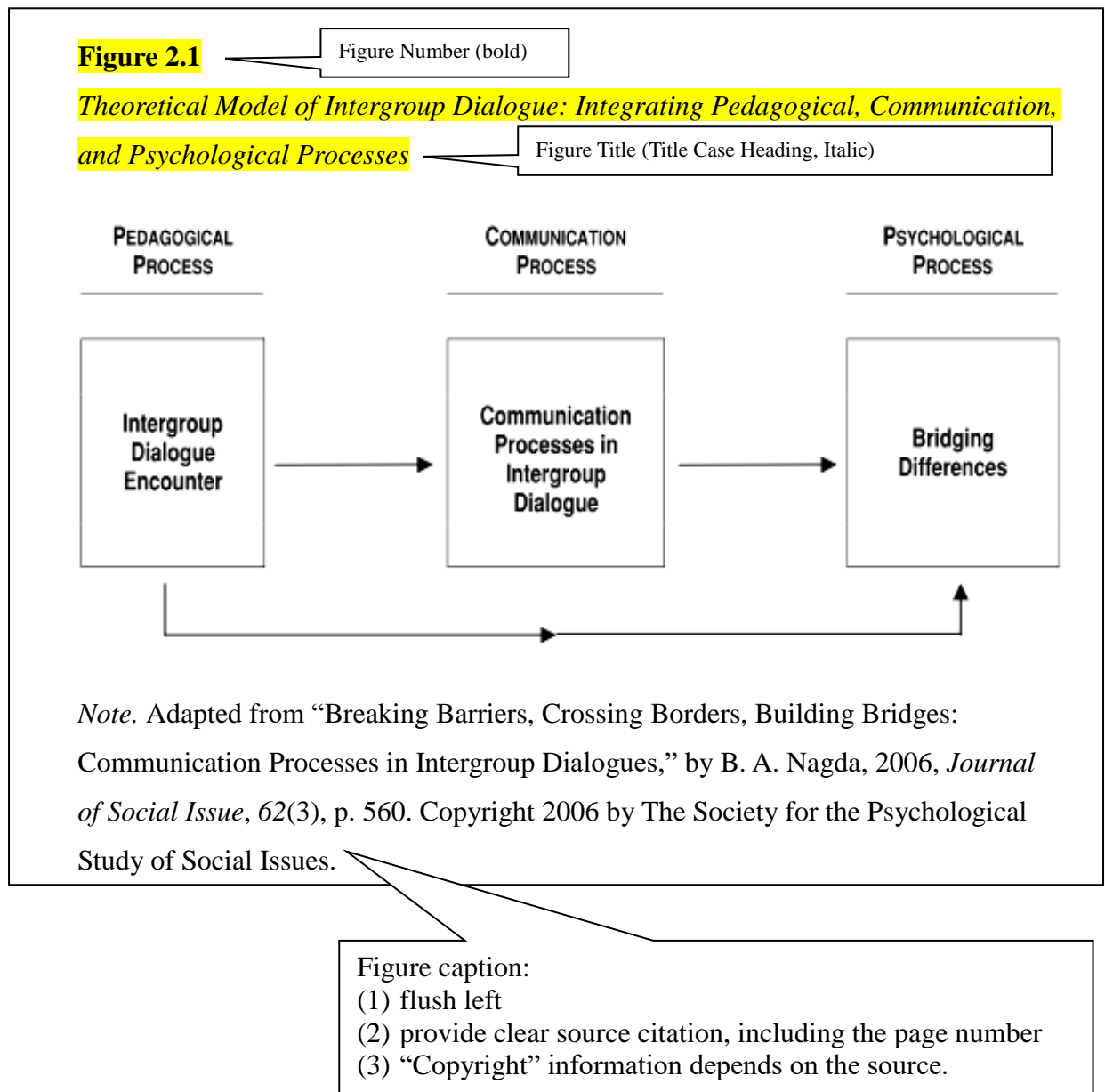
Sample Figures

Many types of figures can be used to present data to readers. The more common types of figures used in qualitative, quantitative, and mixed methods research are as follows:

1. Graphs: display the relationship between two quantitative indices or between a continuous quantitative variable and groups of participants or subjects.
2. Charts: display nonquantitative information with the use of enclosed clinical trial.
3. Drawings: show information pictorially and can be used to illustrate
4. Maps: display spatial information
5. Plots: present individual data points as a function of axis variable. Common types of plots include the scatterplot and multidimensional scaling.
6. Photographs: contain direct visual representations of information. They are often used to present information that would be difficult to portray effectively with drawings.

As tables supplement the text, so should each figure. The following are examples of figures:

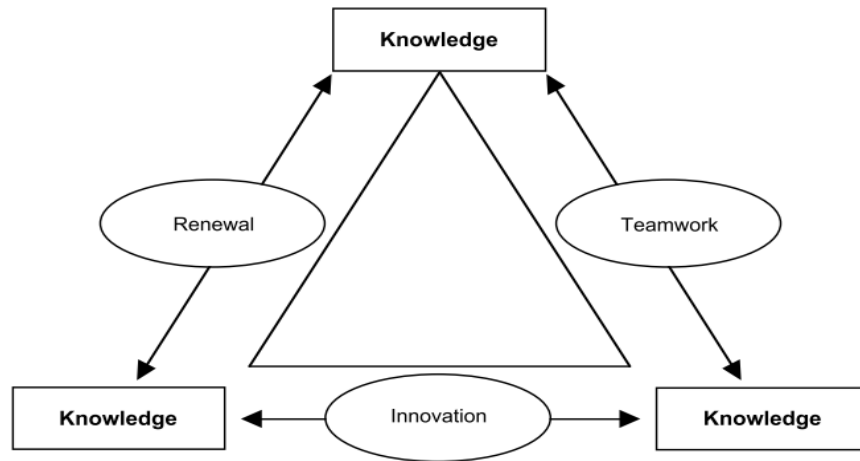
Example 1:



Example 2:

Figure 3.2

Knowledge Creation, Transfer and Integration.



Note. Adapted from “Knowledge Management in the Learning Society,” by Organization for Economic Co-operation and Development (OECD), 2000. Copyright 2000 by the OECD.

CHAPTER IV CITATIONS, QUOTATIONS, AND REFERENCES

The style issued by American Psychological Association (APA) should be followed.

Citations

References must match citations. References cited in text must appear in the reference list; conversely, each entry in the reference list must be cited in text. A reference list is not a general bibliography. It includes only those works expressly cited in your text.

Plagiarism

To avoid plagiarism, provide appropriate credit to the source whenever you do the following:

1. Paraphrase the idea of others
2. Directly quote the words of others
3. Refer to data or data set
4. Reprint or adapt a table or figure, even images from the internet that are free or licensed in the Creative Commons
5. Reprint a long text passage or commercially copyrighted test item

Self-Plagiarism

Like plagiarism, self-plagiarism is unethical. General guidelines for using an acceptable amount of duplicated material are as follows:

1. Ensure that the core of the new document constitutes an original contribution to knowledge in that
 - Only the amount of previously published material necessary to understand that contribution is included and
 - The material appears primarily in the discussion of theory and methodology.
2. Place all duplicated material in single paragraph or a few paragraphs, when feasible, with a citation at the beginning or end of each paragraph. Introduce the duplicated material with a phrase such as “as I have previously discussed.” Do not use quotation marks or block quotation formatting around your own duplicated material.
3. When you re-analyze your won previously published data, such as in largescale, longitudinal, or multidisciplinary project, provide sufficient information about the

project so that readers can evaluate the current report but do not repeat every detail of the design and method. Find a balance that involves referring readers to the earlier work using citations.

In Text Citation

Example 1:

Table 4.1

Examples of Citation

Source	Citation
Unknown or Anonymous Author	<p>Include the title and year of publication:</p> <ul style="list-style-type: none"> ➤ If the title is italicized in the reference, also italicize it in the text citation: (<i>Interpersonal Skills</i>, 2000) ➤ If the title of the work is NOT italicized in the reference, used double quotation marks around the title: ("Understanding Sensory Memory," 2002) <p>Narrative citation: The article <i>Short Title</i> (2000) listed ...</p>
Single Author (Use Last name only)	(Smith, 2000) (Smith, 2000, p. 123)
Two Authors	(Adams & Baca, 2000, pp. 123–146)
Three or More Authors	<p>Include the name of only the first author plus “et al.” in every citation, including the FIRST citation, unless doing so would create ambiguity</p> <p>(Adams et al., 2000)</p>
Group Author without Abbreviation	(University of Pittsburgh, 2000)
Group Author with Abbreviation	<p>First Citation: (United Nations [UN], 1996)</p> <p>Subsequent Citations: (UN, 1996)</p>

(continued)

Table 4.1*Examples of Citation* **(continued)**

Source	Citation
In Press	(Smith, in press)
Message	(A.B. Smith, personal communication, January 23, 2001)
Multiple	(Able, 2000; Baca, 1950; Car, 1975) Note: authors' order should follow alphabetic sequence: A→B→C.....Z
No Date Reprint	(Smith, n.d.)

If you split the table,
you should mention
like this

Once you
split table,
please type
the column
heading
again.

Unknown Author or Anonymous Author

Cite the title and year of publication in the in-text citation. If the title is italicized in the reference, also italicize the title in the in-text citation. If the title of the work is not italicized in the reference, use double quotation marks around the title in the in-text citation. Capitalize these titles in the text using title case, even though titles in references are set in sentence caps. If the title is long, shorten it.

(*Short Article Title*, 2001).

("Short Article Title," 2001)

Two Authors

Cite both authors' last names. In reference, use a comma to separate an author's initials from additional author names, even when there are only **TWO** authors; use an ampersand (&) before the final author's name.

(Smith & Jones, 2000)

Smith, B. C., & Jones, B. B.

Three to More Authors

Cite the first author plus "et al." in all text citations. In references, provide surnames and initials for up to and including 20 authors. When there are two to 20 authors, use an ampersand (&) before the final author's name.

(Beamer et al., 2006)

Beamer, A. A., Cooper, B. B., & Johnson, C. C.

Avoiding Ambiguity

Sometimes multiple works with three or more authors and the same publication year shorten to the same in-text citation form which creates ambiguity. To avoid ambiguity, cite as many names as needed to distinguish the references, and abbreviate the rest of the names to “et al.” in each citation. For example, two works have the following authors:

Kapoor, Bloom, Montez, Warner, and Hill (2017)

Kapoor, Bloom, Zucker, Tang, Kim and Daly (2017)

Both these citations shorten to Kapoor et al. (2007). To avoid ambiguity, cite them as follows:

Kapoor, Bloom, Montez et al. (2007)

Kapoor, Bloom, Zucker, et al. (2017)

Abbreviating Group Author

The first time the source is cited, write out the full name of the author followed by the acronym in square brackets: (Congressional Budget Office [CBO], 1988). Subsequent citations note just the acronym (CBO, 1988).

If the group name FIRST appear in narrative citation, include abbreviation before the year in parentheses, separated with a comma.

The American Psychological Association (APA, 2017) described...

Subsequent citations are: According to APA (2017), ...

Translated, Reprinted, Republished, and Reissued Dates

Cite the original publication date followed by the year of translation, reprint, republication, or reissue date if both are known. For example,

Freud (1900/1953)

(Burton, 1855/1964)

Multiple Sources

Several sources may be cited within a single set of parentheses. List sources **alphabetically** by author. Each citation is separated by a semicolon.

(Allan, 1995; Brown, 1990; Cooper, 1998; Dean, 1992; Smith, 2000).

Same Author

Cite the author's name once, followed by the dates separated by commas. (Smith & Jones, 1999, 2000, 2001, in press). **List dates chronologically, the most recent last.**

Same Author, Same Date

Several sources by one author that share the same year of publication are arranged alphabetically by title in the reference list and lowercased letters are assigned to each in order. Cite the source in the text.

(Smith, 2001a, 2001b)

According to Smith (2001a),

(Smith, n.d.-a, n.d.-b)

Same Author, Same Date, and others

When citing a work written by an author alone, along with other pieces of work written in collaboration with others, and both in the same year, the solo work comes first, followed by others in alphabetical order of the second author

(Adams, 1999; Adams & Baca, 1999; Adams, Caesar, & Baca, 1999).

Same Last Name

When two different authors share the same surname add first initials to both. (A. B. Smith, 2001), (C. D. Smith, 1999) in all citations. If the same lead author is cited in collaboration with different authors, and the citation would otherwise be shortened to the lead author et al., add additional authors to both in order to differentiate the citations: (Smith et al., 1990; Smith et al., 1995) becomes (Smith, Jones et al., 1990; Smith, Baca et al., 1995).

Quotations

Quotations must be placed in quotes (like “~”). All quotations must include a citation referring the reader to the source document.

(1) Less than 40 words quotation

E.g., She said, “Teaching methods are important in schools for children” (Miele, 1993, p. 258), but she did not clarify which schools were studied.

Provide page #
from the source.

OR

Miele (1993) found that “Teaching methods are important in schools for children” (p. 258).

- (2) **40 words or more.** Display a quotation of 40 or more words in a freestanding block of typewritten lines, and omit the quotation marks. Start such a *block quotation* on a new line, and indent the whole block 0.5-inch from the left margin (in the same position as a new paragraph).

Ex:

Yamazaki (1995) wrote:

Expatriates often learn to manage across-cultures without formal training or education in cross-cultural skills. As a process likely to occur outside any formal educational system, cross-cultural learning fits naturally under the more general category of experiential learning.
(p. 5)

- (3) **Block quotation consisting of two paragraphs.** Indent the first line of each subsequent paragraph an additional 0.5-inch:

Another participant also shares the idea of melting:

The whole point of being diverse is actually taking some portion of one culture and making it better. You know, I know there is some Mexicans, they are actually like better Tex MEX than Mexican food, who would have thought that is basically taking Mexican food and making it an American way.

And I think that is actually where the advanced diversity inclusion resides. Instead of, you know, separating the culture, saying, Oh, this is how they do it. This is how they do. It is actually taking the best of each of them and doing a mix. And bring up a new culture. Okay. I am going to like that. (Nadia, Bolivia, Expatriate)

- (4) **Direct quotation of material without page numbers:**

- (a) Provide a heading or section name

(Dominic & Elias, 2015, *Organizational Behavior section*)

- (b) Provide an abbreviated heading or section name in quotation marks to indicate full abbreviation if the full heading or section name is too long.

For example,

The original heading was “What Can You Do to Prevent Kidney Failure?” becomes (Centers for Disease Control and Prevention, 2017.

“What Can You Do” section).

- (c) Provide a paragraph number (count the paragraph manually if they are not numbered.

(Mariana, 2014, para. 1).

- (d) Provide a heading or section name in combination with a paragraph number.

(DeAngelis, 2018, Musical Forays section, para. 4).

- (5) **Audiovisual Works.** To directly quote from an audiovisual work (e.g., audiobook, YouTube video, TED Talk, TV show), provide a time stamp for the beginning of the quotation in place of a page number. For example, People make “sweeping inferences and judgements from body language” (Cuddy, 2012, 2:12).

- (6) **Accuracy of Quotations.** If any incorrect spelling, punctuation, or grammar in the source might confuse readers, insert the word “[sic]”, italicized and in square brackets, immediately after the error in the quotation. For example, Nowak (2019) wrote that “people have an obligation to care for there [sic] pets” (p. 250).

- (7) **Changes to a quotation requiring explanation:**

Omitting Material. Use an ellipsis (...) or (...) to indicate that you have omitted words within a quotation. Do not use as ellipsis at the beginning or end of any quotation unless the original source includes an ellipsis. Use (...) to show a sentence break within omitted within the omitted material such as when a quotation includes the end of one sentence and the beginning of another sentence.

(8) Quotations that contain material already in quotation marks:

- (a) For quotations fewer than 40 words, use single quotation marks within double quotation marks to set off material that was enclosed in double quotation marks in the original source.

Amy et al. (2021) noted that “mobile devices enabled employees in many jobs to work ‘anywhere, anytime’” (p. 123).

- (b) For quotations of 40 words and more, use double quotation marks around quoted material that appears within a block quotation.

I like it because I like people a lot. I do not like the putting people in buckets. It is the first time this happening to me, I have lived in so many places and this is the first time I am put in a Latino bucket. And I keep telling everyone “where is the group called: I am an A’s company employee and I want a better salary. I want to belong in that group, not the Latino group.” I mean you go somewhere and you need to melt. (Juanita, Mexico, Expatriate)

(9) Quotation from research participants

- (a) When quoting research participants, use the same formatting as for other quotations: Present a quotation of fewer than 40 words in quotation marks within the text and present a quotation of 40 words and more in a block quotation.

- (b) When quoting research participants, abide by the ethical agreements regarding confidentiality and/ or anonymity between you and your participants. You may need to assign participants a pseudonym.

For example,

Participant Julia, a 32-year-old woman from California, described her experiences as a new mother as “simultaneously the best and the hardest time of my life.”

Reference

"References cited in text must appear in the reference list; conversely, each entry in the reference list must be cited in text" (APA, 2001, p. 215).

1. Use **SINGLE-SPACE** when you type the references.
2. Leave one single space between items.
3. Indent from the 2nd line of each item.
4. A comma is needed (after the first author name) even though it is only two authors.

<Example>

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38–48.
<http://ojs.lib.swin.edu.au/index.php/ejap>

Light, M. A., & Light I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. *Law Enforcement Executive Forum Journal*, 8(1), 73–82.

Example by Types

I. Periodicals

Periodicals include items published on a regular basis such as journals, magazines, newspapers, newsletters and blog.

General reference form:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical*, xx(x), pp. xx-xx. <http://doi.org/xx.xxx/xxxxxx>

- ◆ Include the digital object identifier (DOI) in the reference if one is assigned.
- ◆ If no DOI is assigned to the content and you retrieved it online, include the home page URL for the journal, newsletter, or magazine in the reference.

Use this format: <http://www.xxxxxxxx>

1. Journal article with DOI

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24,

225–229. <https://doi.org/10.1037/rev0000126>

2. Journal article without DOI (when DOI is not available)

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38–48.
<http://ojs.lib.swin.edu.au/index.php/ejap>

Light, M. A., & Light I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. *Law Enforcement Executive Forum Journal*, 8(1), 73–82.

- ◆ Include volume number (Italic) and the issue number (in parenthesis) if the journal is paginated by issue.
- ◆ If there is no DOI assigned and the reference was retrieved online, give the URL of the journal home page.
- ◆ No retrieval date is needed.

3. Journal article without DOI, published in another language

Guimard, P., & Florin, A. (2007). Les évaluations des enseignants en grande section de maternelle sont-elles prédictive des difficultés de lecture au cours préparatoire? [Are teacher ratings in kindergarten predictive of reading difficulties in first grade?]. *Approche Neuropsychologique des Apprentissages chez l'Enfant*, 19, 5–17.

- ◆ If the original version of a non-English article is used as the source, cite the original version. Give the original title and, in square brackets, the English translation.
- ◆ If the English translation of a non-English article is used as the source, cite the English translation. Give the English title without brackets.

4. Magazine article without a DOI

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(5), 26–29.

5. Online magazine article

Clay, R. (2008, June). Science vs. ideology: Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6).
<http://www.apa.org/monitro/>

6. Newsletter article, no author

Six sites meet for comprehensive anti-gang initiative conference. (2006, November/December). *OJJDP News @ a Glance*.
http://www.ncjrs.gov/html/ojjdp/news_at_glance/216684/topstory.html

- ◆ The exact URL is helpful here because specific newsletter articles are difficult to locate from the government agency home page.
- ◆ Alphabetize works with no author by the first significant word in the title (in this case, “Six”).
- ◆ In text, use a short title (or the full title if it is short) enclosed in quotation marks for the parenthetical citation: (“Six Sites Meet,” 2006).

7. Newspaper article

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

- ◆ Precede page numbers for newspaper articles with **p. or pp.**
- ◆ If an article appears on discontinuous pages, give all page numbers, and separate the numbers with a comma (e.g., pp. B1, B3, B5–B7).

8. Online newspaper article

Brody, J.E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. <http://www.nytimes.com>

- ◆ Give the URL of the home page when the online version of the article is available by search to avoid nonworking URLs.

9. Blog post

Klymkowsky, M. (2018, September 15). Can we talk scientifically about free will? *Sci-Ed*. <https://blogs.plos.org/scied/2018/09/15/>

10. Comment on an online periodical article or post

KS in NJ. (2019, January 15). From this article, it sounds like men are figuring something out of women have known forever. I know of many [Comment on the article “How workout buddies can help stave off loneliness”]. *The Washington Post*. <https://wapo.st/2HDTogJ>

- ◆ Credit the person who left the comment as the author using the format that appears with the comment (i.e., a real name or a username).
- ◆ Provide the comment title or up to the first 20 words of the comment; then write “Comment on the article” and the title of the article on which the comment appeared (in quotation marks and sentence case, enclosed with square brackets).

II. Books, Reference Books, and Book Chapters

For an entire book, use the following reference formats:

Author, A. A. (1967). *Title of work*. Publisher.

Author, A. A. (1997). *Title of work*. <http://www.xxxxxxx>

Author, A. A. (2006). *Title of work*. <https://doi.org/xx.xxx/xxxxxx>

Editor, A. A. (Ed.). (1986). *Title of work*. Publisher.

For a chapter in a book or entry in a reference book, use the following formats:

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx–xxx). Publisher.

Author, A. A., & Author, B. B. (1993). Title of chapter or entry. In A. Editor & B. Editor (Eds.), *Title of book* (pp. xxx–xxx). <http://www.xxxxxxx>

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx–xxx).
<http://doi.org/xx.xxx/xxxxxx>

1. Entire book, print version

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency*. Taylor & Francis.

2. Electronic version of print book

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency* [DX Reader version]. <http://www.ebookstore.tandf.co.uk/html/index.asp>

Schiraldi, G. R. (2001). *The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth* [Adobe Digital Editions version].
<https://doi.org/10.1036/0071393722>

3. Electronic-only book

O’Keefe, E. (n.d.). *Egonism & the crisis in Western values*.
<http://www.onlineoriginals.com/showitem.asp?itemID=135>.

4. Book chapter, print version

Hayborn, D. M. (2008). Philosophy and the science of subjective well-being.
In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 17–43). Guilford Press.

5. Book in another language

Real Academia Española. (2001). *Diccionario de la lengua española*
[Dictionary of the Spanish language] (22nd ed.). Madrid, Spain: Author.

- ◆ If a non-English reference work is used as the source, give the title in the original language and, in brackets, the English translation.

6. Book with editor credited on the book cover

Meadows, D. H. (2008). *Thinking in systems: A primer* (D. Wright, Ed.).
Chelsea Green Publishing.

- ◆ When an editor is credited on the cover of a book, provide the editor’s name in parentheses after the book title with “Ed.” Or “Eds.”

7. Edited ebook (e.g., Kindle book) or audiobook without a DOI, with a nondatabase URL

Pridham, K. F., Limbo, R., & Schroeder, M. (Eds.). (2018). *Guided participation in pediatric nursing practice: Relationship-based teaching and learning with parents, children, and adolescents*. Springer Publishing Company. <http://a.co/0lAiVgt>

8. Entry in a dictionary, thesaurus, or encyclopedia

American Psychological Association. (n.d.). Positive transference. In *APA dictionary of psychology*. Retrieved June 14, 2019,
from <https://dictionary.apa.org/positive-transference>.

- ◆ When an online reference work is continuously updated and the versions are not archived, use “n.d.” as the year of publication and include a retrieval

date.

III. Reports and Gray Literature

1. Report by a government agency or other organization

Australian Government Productivity Commission & New Zealand Productivity Commission. (2012). *Strengthening trans-Tasman economic relations*.
<https://www.pc.gov.au/inquiries/completed/Australia-new-zealand/report/trans-tasman.pdf>

2. Report by individual authors at a government agency or other organization

Fried, D., & Polyakova, A. (2018). *Democratic defense against discrimination*. Atlantic Council.
https://www.atlanticcouncil.org/images/publications/Democratic_Defense_Against_Disinformation_FINAL.pdf

3. Annual Report

U.S. Securities and Exchange Commission. (2017). *Agency financial report: Fiscal year 2017*.
<https://www.sec.gov/files/sec-2017-agency-financial-report.pdf>

IV. Doctoral Dissertations and Master's Theses

1. For a doctoral dissertation or master's thesis available from a database

Hollander, M. M. (2017). *Resistance to authority: Methodological innovations and new lessons from the Milgram experiment* (Publication No. 10289373) [Doctoral dissertation, University of Wisconsin-Madison]. ProQuest Dissertations and Theses Global.

2. For an unpublished dissertation or thesis

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.

3. Dissertation or Master's thesis published online (not in a database)

Hutcheson, V. H. (2012). *Dealing with dual differences: Social coping*

strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents [Master's thesis, The College of William & Mary]. William & Mary Digital Archive.
<https://digitalarchives.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf>

V. Database

1. from ERIC

Kubota, K. (2007). *“Soaking” model for learning: Analyzing Japanese learning/teaching process from a socio-historical perspective*. Retrieved from ERIC database. (ED498566)

VI. Conference Sessions and Presentations

1. Proceedings published regularly

Cynx, J., Williams, H., & Nottebohm, F. (1992). Behavior learning. *Proceedings of the National Academy of Sciences, USA*, 89, 1372-1375.

2. Unpublished paper presented at a conference

Lanktree, C., & Briere, J. (1991, January). Early data on the Trauma Symptom Checklist for Children (TSC-C). Paper presented at the meeting of American Professional Society on the Abuse of Children, San Diego, CA.

3. Conference session

Fistek, A., Jester, E., & Sonnenberg, K. (2017, July 12–15). *Everybody's got a little music in them: Using music therapy to connect, engage, and motivate* [Conference session]. Autism Society National Conference, Milwaukee, WI, United States.
<https://asa.confex.com/asa/2017/webprogramarchives/Session9517.html>

4. Paper presentation

Maddox, S., Hurling, J., Stewart, E., & Edwards, A. (2016, March 30–April 2). *If mama ain't happy, nobody's happy: The effect of parental depression on mood dysregulation in children* [Paper presentation]. Southeastern Psychological Association 62nd Annual Meeting, New Orleans, LA, United States.

VII. Audiovisual and audio works

1. TED Talk

Giertz, S. (2018, April). *Why you should make useless things* [Video]. TED

Conferences.

https://www.ted.com/talks/simone_giertz_why_you_make_useless_things

VIII. Webpage or Electronic Resources

1. Webpage on a website

Avramova, N. (2019, January 3). *The secret to a long, happy, healthy life? Think age-positive*. CNN.

<https://www.cnn.com/2019/01/03/health/respect-toward-elderly-leads-to-long-life-intl/index.html>

- ◆ Use this format for article published online news sources (e.g., BBC News, Bloomberg, CNN, HuffPost, MSNBC, Reuters, Salon, Vox).

2. Webpage on a website with a group author

World Health Organization. (2018, March). *Questions and answers on immunization and vaccine safety*. <https://www.who.int/features/qa/84/en>

- ◆ When the author and site name are the same, omit the site name from the source element.

3. Webpage on a website with an individual author

Martin Lillie, C. M. (2016, December 29). Be kind to yourself: *How self-compassion can improve your resiliency*. Mayo Clinic.

<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/self-compassion-can-improve-your-resiliency/art-20267193>

4. Webpage on a website with no date

Boddy, J., Neumann, T., Jennings, S., Morrow, V., Alderson, P., Rees, R., & Gibson, W. (n.d.). *Ethic principles*. The Research Ethics Guidebook: A Resource for Human Scientists.

<https://www.ethicsguidebook.ac.uk/EthicsPrinciples>

5. Webpage on a website with a retrieval date

U.S. Census Bureau. (n.d.). *U.S. and world population clock*. U.S. Department of Commerce. Retrieved July 3, 2019, from <https://www.census.gov/popclock/>

- ◆ When the author and site name are the same, omit the site name from the source element.

- ◆ Include the retrieval date because the contents of the page are designed to change over time and the page itself is not archived.

X. Chinese Resources

Translate the text and add [text in Chinese] in the end of the reference.

For example:

<Original text>

李偉俊 (2009). 以結構方程模式檢驗影響國中小教師實施創造思考教學態度之理論模式。人力資源管理學報，第九卷，第三期，頁1-17。

<In the thesis references>

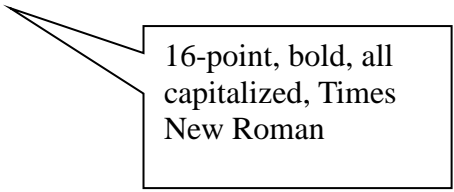
Li, W. C. (2009). The factors affecting a theoretical model of elementary and junior high school teachers' attitude toward teaching for creative thinking, as analyzed by the SEM model. *Journal of Human Resource Management*, 9(3), 1-17. [text in Chinese]

The above are parts of the examples of APA 7.0 reference styles. For further detailed information, please refer to the APA manual or the website at <http://www.apastyle.org>

CHAPTER V APPENDICES

Any detailed statistical results, or other materials, such as instruments, coding, and so on that the student uses in the thesis project should be included as appendices, consistent with the conventions of the discipline.

APPENDIX A: COVER PAGE & TITLE PAGE



16-point, bold, all
capitalized, Times
New Roman

Thesis Title

Uppercase and lowercase
heading, centered; 14-point
font, bold, Times New
Roman

by

Full Name of Author (First name, Last name)

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of

MASTER OF BUSINESS ADMINISTRATION

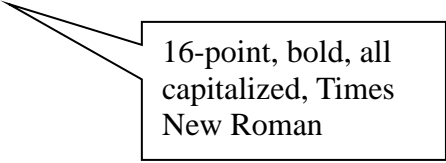
Major: International Human Resource Development

Advisor: Dr. First name, Last name, Ph.D.

National Taiwan Normal University
Taipei, Taiwan

Month, Year

APPENDIX B: APPROVAL PAGE



16-point, bold, all
capitalized, Times
New Roman

*leave one line here (press Enter)

Thesis Title

Uppercase and lowercase heading, centered; 14-point, bold, Times New Roman

* one line between “thesis title” and “by”

by

* one line between “by” and “author’s name”

Full Name of Author

*two lines between “author’s name” and the following (press Enter twice)

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF BUSINESS ADMINISTRATION

* two line between the above and the following

Approved by:

Dr. **First name Last name**
Thesis Advisor

Dr. **First name Last name**
Committee Member

Dr. **First name Last name**
Committee Member

Dr. **First name Last name**
Director of the Graduate Program

Graduate Institute of International Human Resource Development
National Taiwan Normal University
Taipei, Taiwan
Date Month Year

Put this part at the bottom of the approval page

APPENDIX C: ACKNOWLEDGEMENT

ACKNOWLEDGEMENT

14-font, bold, all
capitalized

My warmest thanks go to Dr. John Smith, chair of department of English of Arizona State University, for his inspiring guidance and encouragement throughout my research for this work. For their reading of the manuscript and for helpful suggestions and other support, I want to thank Dr. Eric Walker, Dr. Anne Rowe, and Dr. Leo Sandon. My gratitude is also extended to Dr. Corad Tanzy, Dr. Joann Gardner, and Dr. Karen Laughlin for their instruction during my study at Arizona State University. I also greatly appreciate the financial aid from Arizona State University, whose dissertation fellowship supported me throughout the final stage of my research.

Finally, I would like to extend my heart-felt thanks to my family. My parents' support and blessing and, especially, my wife's cooperation and efficient housekeeping have made this work possible.

One paragraph. Do not indent. Between 150-250 words.

APPENDIX D: ABSTRACT

ABSTRACT

14-point font, bold, all capitalized

Long gloried as a writer of home life, Dickens devotes his energy and talent to scrutinizing the middle-class family structure in his novels. His portrayals of middle-class households are full of perplexing contradictions. Adopting a social and historical approach, this study examines how Dickens works the complexity of Victorian middle-class family structure into his novels. The first part of this study discusses numerous Victorian concerns involving the family by examining modern social and historical studies and various nineteenth-century essays published in major Victorian journals. Among these concerns are marriage, the household structure, the meaning of love, the roles of women, children, and siblings. By broadly applying Raymond Williams's analytic model of cultural process (the *dominant*, the residual, the *emergent*), this analysis presents a multiple picture of the Victorian middle-class family, challenging the myths and stereotypes established in the works of such prominent spokespersons on these subjects as John Ruskin and Covertry Patmore. Growing out of the preceding analysis, the second part of the dissertation Discusses how *dominant*, *residual*, and

Keywords: thesis, cover page, abstract, appendices, table of contents

Indented, italics.

3-5 keywords separated with a comma. No period at the end.

APPENDIX E: TABLE OF CONTENTS

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14-point font, bold,
all capitalized

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