



Colegio de San Juan de Letran

Intramuros, Manila



SUPPLEMENTAL PAGES

TO THE official

LETRAN RESEARCH MANUAL

FOR GRADUATE SCHOOL Use Only
Effective AY 2016-2017

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* Found in the Graduate School Student Handbook
** Promulgated During All Research and Writing Courses

A. GUIDELINES FOR THESIS/DISSERTATION WRITING

REQUIREMENTS

1. For the Masters program, Thesis Writing is a total of 6 units, and to be taken within 2 terms. Meanwhile, Strategic Management Paper and Business Project Paper are both 3-unit course-integrated requirements for Strategic Management and Business Project Study respectively, and must be taken after the completion of the academic courses. The doctoral program Dissertation Writing course is a 12-unit course and to be taken within 3 terms. Penalty for not completing a thesis/dissertation/strategic management/business project paper within the prescribed period shall be dealt with on a case-to-case basis by the Office of the Dean or when necessary the Dean's Council or its equivalent body.
2. A graduate researcher must be enrolled in the current trimester in Thesis Writing 1/Dissertation/ Writing 1/SM/BPS to be allowed to apply for a defense. In the event that the researcher cannot comply with the requirements in Thesis Writing 1/Dissertation Writing/SM/BPS of the current term, the researcher will be given a remark of INC, which has one term period for completion.
3. After the thesis/dissertation proposal defense, the researcher should defend the final thesis/ dissertation within the prescribed time.
4. Payment for thesis/dissertation proposal defense may not be carried over to another trimester if the candidate failed to defend within the term.
5. After the final thesis/dissertation defense, the graduate researcher who is unable to submit the revised thesis/dissertation paper within 30 calendar days shall be deemed to have failed the final defense and shall be required to repeat the entire thesis/dissertation cycle.
6. Only students who have successfully completed the proposal are qualified to apply for the Final Defense.

PROPOSAL DEFENSE PREPARATION

1. The following documents are to be prepared by the researcher for submission to the Graduate School Office.
 - a. Copy of the paper, unbounded signed by the adviser in the title page
 - 1.1. Masters program - 3 copies
 - 1.2. Doctoral program - 4 copies
 - b. Official Receipt of payment of Proposal Defense.
2. Scheduling of the Proposal Defense. The office will determine the date, time and place of the proposal defense and the distribution of the manuscripts to the members of the defense panel following the Graduate School Academic Calendar.
3. The Proposal Defense Panel The members of the proposal defense shall consist of masteral and doctoral degree holders:
 - Masters program – 3 Full Professors or Associate Professors
 - Doctoral program – 4 Full Professors or Associate Professors
4. The Proposal Defense Procedure
 - 4.1. The defense starts with a prayer led by the candidate.
 - 4.2. The researcher presents the proposal within 20 minutes, then the cross examination of the defense panel ensues for the next 40 minutes.
 - 4.3. The chair of the defense panel also serves as the timekeeper and moderator.
 - 4.4. After the defense, the panel members will immediately deliberate and thereafter, the chair announces the result
5. The Proposal Defense Grade: The student is given a numerical equivalent for either a Passed or Failed mark.

RESEARCH COLLOQUIUM

1. A student with a Non-thesis Masters Degree shall be allowed to pursue the Doctoral Degree provided that he/she complies with the following requirements:
 - 1.1. Upon completion of 75% of the study, the researcher should present the initial findings in a public forum scheduled by the Graduate School.
 - 1.2. In lieu of the colloquium, a researcher may choose to present his/her paper in an international conference/forum/convention.

FINAL DEFENSE PREPARATION

1. The following documents are to be prepared by the researcher for the final defense.
 - c. Payment Slip of Final Defense
 - d. Folder containing researcher’s information sheet
 - e. Required title page format
 - f. Accomplished Adviser’s Endorsement Form
 - g. Ethics Declaration
 - h. Language Editor’s Certification
 - i. Statistician’s and CPA’s Certification (only when applicable)
 - j. Copy of the paper, unbounded signed by the adviser
 - h.1. Masters program – 3 copies
 - h.2. Doctoral program – 4 copies
2. Scheduling of the Final Defense The Graduate School will determine the date, time, and place of the final defense and the distribution of the manuscripts to the members of the defense panel following the Graduate School Academic Calendar.
3. The Final Defense Panel The members of the Final Defense panel shall consist of the following:
 - Masters Program = 3 Associate Professors or Full Professors
 - Doctoral Program = 4 Associate Professors or Full Professors
4. The Final Defense Procedure
 - 4.1. The defense starts with a prayer led by the candidate
 - 4.2. The candidate presents the research within 20 minutes, then the cross examination for 40 minutes ensues.
 - 4.3. The chair of the defense panel also serves as the timekeeper and moderator.
 - 4.4. After the defense, the members of the defense panel use the following grading system to vote on the outcome of the defense:
5. The Final Defense Grade

NUMBER OF BALLS AND GRADE EQUIVALENT (3-Panel Members with 5 balls each) – MBA

Number of Balls	Grade Equivalent
15	100
14	97
13	93
12	92
11	91
10	90
9	87
8	85
7 & Below	84

NUMBER OF BALLS AND GRADE EQUIVALENT (4-Panel Members with 5 balls each) – DBA

Number of Balls	Grade Equivalent
20	100
18-19	98-99
16-17	94-96
14-15	90-93
12-13	88-89
11 & Below	87

The researcher is encouraged to publish his/her paper in a national or international publication, but is required to apply for publication in the Antorcha, following its prescribed style sheet.

REJECTION OF A FINAL THESIS/DISSERTATION

The bases for rejecting a final thesis/dissertation are:

1. There is evidence of plagiarism.
2. There is evidence that the researcher did not undertake the desirable processes of scientific investigation.

REQUIREMENTS FOR NON-ALIGNED MASTERS DEGREE GRADUATE TO PURSUE A DOCTORAL DEGREE

A student with a NON-ALIGNED Masters Degree shall be allowed to pursue the Doctoral Degree provided that he/she complies with the following requirements:

1. Submission of a duly authenticated copy of a scholarly paper required for his/ her Master's Degree which shall be presented to the Dean for evaluation.
2. Upon the evaluation of the Dean, the candidate may be required to take additional course requirements or present the submitted paper to a panel created by the Graduate School.

REQUIREMENTS FOR NON-ALIGNED BACHELOR'S DEGREE TO PURSUE A MASTERS DEGREE

A student with a NON-ALIGNED Bachelors Degree shall be allowed to pursue the Masters Degree provided that he/she complies with the following requirements:

1. Submission of a duly authenticated copy of a scholarly paper required for his/ her Bachelors Degree which shall be presented to the Dean for evaluation.
2. Upon the evaluation of the Dean, the candidate may be required to take additional course requirements or present the submitted paper to a panel created by the Graduate School.

GRADUATION REQUIREMENTS

Only those students who have completed all the requirements of the program will be allowed to graduate and join the graduation ceremony. Attending the graduation ceremony is mandatory.

GRADUATION HONORS

5. General Guideline for Graduation

- 5.1. Candidate must have finished the course according to the number of years indicated in the program of studies.
- 5.2. Candidate must have been enrolled for a minimum load of 6 units for every term.
- 5.3. Candidate must have enrolled within the required residency period.
- 5.4. Candidate must have not obtained a grade below 88 for Masters and 92 for Doctoral in any subject.
- 5.5. Candidate must have obtained a rating of 90% in the Comprehensive Examination.
- 5.6. Candidate must not have been subjected to any disciplinary action in and off campus of the Colegio.

6. Graduates may be awarded the following graduation honors:

Masters/Doctoral

- 6.1. SUMMA CUM LAUDE 98 - 100
- 6.2. MAGNA CUM LAUDE 95 - 97
- 6.3. CUM LAUDE 92 - 94

Note: Percentage Distribution of GRADE REQUIREMENTS for Graduation Honors

For Masters and Doctoral

40% Thesis/Strategic Management Paper/Business Project Paper/Dissertation
30% Oral Defense
30% Academic Performance

OUTSTANDING PAPER AWARD

A graduate student in Thesis/Strategic Management Paper/Business Project Paper Dissertation Writing who qualifies on the following criteria shall receive the Excellence Award

1. Published a scholarly article from a thesis/dissertation in a reputable national or international refereed journal.
2. Obtained high honors in the final grade of the Oral Defense of the manuscript.
3. Strongly recommended by the LRC and approved by the Graduate School Dean's Council or its equivalent body.

B. STANDARD FORMAT FOR GRADUATE SCHOOL THESIS WRITING

I. Preliminary Parts

Title page
Approval Sheet

Certificate of Originality, Certificate of Statistician/Finance Reviewer, and English Technical Editing
Acknowledgement Sheet
Abstract
Table of Contents
List of Tables
List of Figures
List of Plates
List Appendixes

II. Organization of the Report

Chapter 1 – THE PROBLEM AND ITS BACKGROUND

1. Introduction
2. Statement of the Problem
3. Hypothesis of the Study
4. Significance of the Study
5. Scope and Limitations of the Study
6. Definition of terms

INTRODUCTION

Origin of the problem/magnitude
Justification of the selection or choice of the study

STATEMENT OF THE PROBLEM

- a. The problem should be stated precisely, accurately and clearly.
- b. Stated in question form.
- c. Composed of one main question and a series of questions.
- d. The problem should be defined in terms of data that can be obtained.

HYPOTHESIS OF THE STUDY

- a. Tentative theoretical scheme for the research problem.
- b. The hypothesis should be stated in a testable form.
- c. Null hypothesis should be stated.
- d. Qualitative research does not test hypothesis.

SIGNIFICANCE OF THE STUDY

- a. This should state why the problem investigated is important and what significance the results have.
- b. Statement of relevance based on felt needs.
- c. Potential contribution of the research to new knowledge.
- d. Policy implications and other possible uses for its results.

DEFINITION OF TERMS

- a. Alphabetically arranged.
- b. This includes conceptual and operational definitions of important terms as used in the study.
- c. This section does not appear in a qualitative research.

Chapter 2- REVIEW OF RELATED LITERATURE

1. Related Literature
2. Conceptual Framework/Theoretical Framework
3. Research Paradigm

RELATED LITERATURE

- a. Purpose is to tell what research has or has not been done on the problem.
- b. To explain or clarify the theoretical rationale of the problem.
- c. Provides a general picture of the research topic.
- d. Only studies which are related in purpose, method and findings to the current study should be

included in the review.

e. Clarify the interrelationship of the studies reviewed. Point out weaknesses and strengths of each study.

CONCEPTUAL FRAMEWORK

- a. Formulate a tentative theoretical scheme for the research problem.
- b. Specifies the key variables showing their inter-relationships.
- c. This is not necessary for qualitative research

Chapter 3 – Research Methodology

1. Research Design
2. Locale of the Study
3. Sample and Population of the Study
4. Research Instrument
5. Data Gathering Procedure
6. Statistical Treatment

RESEARCH DESIGN

- a. Cross reference
- b. Either Qualitative, Quantitative or Mixed Method

SAMPLE AND POPULATION OF THE STUDY

Describe the sample profile, sample size and sampling procedure

RESEARCH INSTRUMENT

- a. A description of the adoption, construction and administration of the instrument.
- b. Instruments should include tests, questionnaire, interview guidelines and or schedules.

DATA GATHERING PROCEDURES

- a. Should be explained in complete details. Techniques, devices and procedures followed should be described.
- b. In experimental research, this include instruction given to participants, the formulation of groups, experimental manipulations and control features in the design

STATISTICAL TREATMENT

This includes the statistical tools used for the analysis and interpretation of data.

Chapter 4 - Presentation, Analysis and Interpretation of Data

- a. Summarizes the collected data and presents the results of the data analysis.
- b. Presented in a straight forward and unbiased way.
- c. Presentation must be geared to the research questions and the research hypothesis.
- d. The textual presentation should supplement or expand the contents of tables and charts. Do not expect the tables and figures to do the entire communication.
- e. The analyses of data should be objective and logical. Make a careful distinction between fact and opinion. Facts, instead of opinions, should prevail.

Chapter 5 – Summary, Conclusions and Recommendations

- a. Contains an overview of the research.
- b. Briefly recapitulate the entire content of the paper.
- c. Summarizes the most important findings and the implications and conclusions that can be derived in a concise manner.
- d. Provides essential grasp of what was done and what was found.
- e. The wording of the summary and the abstract shall not be the same. The summary is longer than the abstract.
- f. The conclusion provides the “So What” of the findings.
- g. The recommendations are practical suggestions for the implementation of the findings or the purposed direction of further and future research.

III. FORM AND STYLE

A. SPACING

- a. Double Space throughout the paper, in between paragraph triple spaces
- b. Double space between entries in the Bibliography section and single space within entries.
- c. Spacing between subsections or subheadings within a chapter shall be triple spaced for added clarity.
- d. Single Space in the list of Tables, Figures and Appendixes.
- e. Single Space entry in Table Heading.

B. MARGIN

Use a 1.5 inch margin for the left size, 1 inch for all other sides of the paper.

C. JUSTIFICATION

Left justify throughout the paper.

D. INDENTATION

Paragraph indentation should be 5-7 spaces or the normal tab default.

E. FONT

- a. Use '12 size font throughout the paper, including entries in tables,
- b. Use Book old man Style

F. PAGINATION

- a. All page numbers are placed at the upper right hand corner of each page.
- b. The first page of a new chapter is not numbered but is still counted.
- c. Lower case roman numeral s are used for the preliminary parts.

G. HEADING & SUBHEADINGS

Chapter titles shall be boldface, uppercase and centered on top of the page.

IV. APA CITATION STYLE

APA citation style refers to the rules and conventions established by the American Psychological Association for documenting sources used in a research paper. APA style requires both in-text citations and a reference list. For every in-text citation there should be a full citation in the reference list and vice versa.

The examples of APA styles and formats listed on this page include many of the most common types of sources used in academic research. For additional examples and more detailed information about APA citation style, refer to the Publication Manual of the American Psychological Association and the APA Style Guide to Electronic References.

Also, for automatic generation of citations in appropriate citation style, use a bibliographic citation management program (Ex. EndNote).

A. Reference Citations in Text

In APA style, in-text citations are placed within sentences and paragraphs so that it is clear what information is being quoted or paraphrased and whose information is being cited.

Examples:

Works by a single author

The last name of the author and the year of publication are inserted in the text at the appropriate point.

from theory on bounded rationality (Simon, 1945)

If the name of the author or the date appear as part of the narrative, cite only missing information in parentheses.

Simon (1945) posited that

Works by multiple authors

When a work has two authors, always cite both names every time the reference occurs in the text. In parenthetical material join the names with an ampersand (&).

as has been shown (Leiter & Maslach, 1998)

In the narrative text, join the names with the word “and.”

as Leiter and Maslach (1998) demonstrated

When a work has three, four, or five authors, cite all authors the first time the reference occurs.

Kahneman, Knetsch, and Thaler (1991) found

In all subsequent citations per paragraph, include only the surname of the first author followed by “et al.” (Latin for “and others”) and the year of publication.

Kahneman et al. (1991) found

Works by associations, corporations, government agencies, etc.

The names of groups that serve as authors (corporate authors) are usually written out each time they appear in a text reference.

(National Institute of Mental Health [NIMH], 2007)

When appropriate, the names of some corporate authors are spelled out in the first reference and abbreviated in all subsequent citations. The general rule for abbreviating in this manner is to supply enough information in the text citation for a reader to locate its source in the Reference List without difficulty.

(NIMH, 2007)

Works with no author

When a work has no author, use the first two or three words of the work’s title (omitting any initial articles) as your text reference, capitalizing each word. Place the title in quotation marks if it refers to an article, chapter of a book, or Web page. Italicize the title if it refers to a book, periodical, brochure, or report.

on climate change (“Climate and Weather,” 1997)

Guide to Agricultural Meteorological Practices (1981)

Anonymous authors should be listed as such followed by a comma and the date.
on climate change (Anonymous, 2008)

Specific parts of a source

To cite a specific part of a source (always necessary for quotations), include the page, chapter, etc. (with appropriate abbreviations) in the in-text citation.

(Stigter & Das, 1981, p. 96)

De Waal (1996) overstated the case when he asserted that “we seem to be reaching ... from the hands of philosophers” (p. 218).

If page numbers are not included in electronic sources (such as Web-based journals), provide the paragraph number preceded by the abbreviation "para." or the heading and following paragraph.

(Mönnich & Spiering, 2008, para. 9)

B. Reference List

References cited in the text of a research paper must appear in a Reference List or bibliography. This list provides the information necessary to identify and retrieve each source.

Order: Entries should be arranged in alphabetical order by authors' last names. Sources without authors are arranged alphabetically by title within the same list.

Authors: Write out the last name and initials for all authors of a particular work. Use an ampersand (&) instead of the word "and" when listing multiple authors of a single work. e.g. Smith, J. D., & Jones, M.

Titles: Capitalize only the first word of a title or subtitle, and any proper names that are part of a title.

Pagination: Use the abbreviation p. or pp. to designate page numbers of articles from periodicals that do not use volume numbers, especially newspapers. These abbreviations are also used to designate pages in encyclopedia articles and chapters from edited books.

Indentation*: The first line of the entry is flush with the left margin, and all subsequent lines are indented (5 to 7 spaces) to form a "hanging indent".

Underlining vs. Italics*: It is appropriate to use italics instead of underlining for titles of books and journals. Two additional pieces of information should be included for works accessed online.

Internet Address:** A stable Internet address should be included and should direct the reader as close as possible to the actual work. If the work has a digital object identifier (DOI), use this. If there is no DOI or similar handle, use a stable URL. If the URL is not stable, as is often the case with online newspapers and some subscription-based databases, use the home page of the site you retrieved the work from.

Date: If the work is a finalized version published and dated, as in the case of a journal article, the date within the main body of the citation is enough. However, if the work is not dated and/or is subject to change, as in the case of an online encyclopedia article, include the date that you retrieved the information.

* The APA has special formatting standards for the use of indentation and italics in manuscripts or papers that will be typeset or submitted for official publication. For more detailed information on these publication standards, refer to the Publication Manual of the American Psychological Association, or consult with your instructors or editors to determine their style preferences.

** See the APA Style Guide to Electronic References for information on how to format URLs that take up more than one line.

Examples:

Articles in journals, magazines, and newspapers

References to periodical articles must include the following elements: author(s), date of publication, article title, journal title, volume number, issue number (if applicable), and page numbers.

a. Journal article, one author, accessed online

Ku, G. (2008). Learning to de-escalate: The effects of regret in escalation of commitment. *Organizational Behavior and Human Decision Processes*, 105(2), 221-232.
doi:10.1016/j.obhdp.2007.08.002

b. Journal article, two authors, accessed online

Sanchez, D., & King-Toler, E. (2007). Addressing disparities consultation and outreach strategies for university settings. *Consulting Psychology Journal: Practice and Research*, 59(4), 286-295. doi:10.1037/1065- 9293.59.4.286

c. Journal article, more than two authors, accessed online

Van Vugt, M., Hogan, R., & Kaiser, R. B. (2008). Leadership, followership, and evolution: Some lessons from the past. *American Psychologist*, 63(3), 182-196. doi:10.1037/0003-066X.63.3.182

d. Article from an Internet-only journal

Hirtle, P. B. (2008, July-August). Copyright renewal, copyright restoration, and the difficulty of determining copyright status. *D-Lib Magazine*, 14(7/8). doi:10.1045/july2008-hirtle

e. Journal article from a subscription database (no DOI)

Colvin, G. (2008, July 21). Information worth billions. *Fortune*, 158(2), 73-79. Retrieved from Business Source Complete, EBSCO. Retrieved from <http://search.ebscohost.com>

f. Magazine article, in print

Kluger, J. (2008, January 28). Why we love. *Time*, 171(4), 54-60.

g. Newspaper article, no author, in print

As prices surge, Thailand pitches OPEC-style rice cartel. (2008, May 5). *The Wall Street Journal*, p. A9.

h. Newspaper article, multiple authors, discontinuous pages, in print

Delaney, K. J., Karnitschnig, M., & Guth, R. A. (2008, May 5). Microsoft ends pursuit of Yahoo, reassesses its online options. *The Wall Street Journal*, pp. A1, A12.

i. Books

References to an entire book must include the following elements: author(s) or editor(s), date of publication, title, place of publication, and the name of the publisher.

j. No Author or editor, in print

Merriam-Webster's collegiate dictionary (11th ed.). (2003). Springfield, MA: Merriam-Webster.

k. One author, in print

Kidder, T. (1981). *The soul of a new machine*. Boston, MA: Little, Brown & Company.

l. Two authors, in print

Frank, R. H., & Bernanke, B. (2007). *Principles of macro-economics* (3rd ed.). Boston, MA: McGraw-Hill/Irwin.

m. Corporate author, author as publisher, accessed online

Australian Bureau of Statistics. (2000). *Tasmanian year book 2000* (No. 1301.6). Canberra, Australian Capital Territory: Author. Retrieved from [http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/CA2568710006989... \\$File/13016_2000.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/CA2568710006989... $File/13016_2000.pdf)

n. Edited book

Gibbs, J. T., & Huang, L. N. (Eds.). (2001). *Children of color: Psychological interventions with culturally diverse youth*. San Francisco, CA: Jossey-Bass.

o. Dissertations

References for dissertations should include the following elements: author, date of publication, title, and institution (if you accessed the manuscript copy from the university)

collections). If there is a UMI number or a database accession number, include it at the end of the citation.

p. Dissertation, accessed online

Young, R. F. (2007). *Crossing boundaries in urban ecology: Pathways to sustainable cities* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (UMI No. 327681)

q. Essays or chapters in edited books

References to an essay or chapter in an edited book must include the following elements: essay or chapter authors, date of publication, essay or chapter title, book editor(s), book title, essay or chapter page numbers, place of publication, and the name of the publisher.

r. One author

Labajo, J. (2003). Body and voice: The construction of gender in flamenco. In T. Magrini (Ed.), *Music and gender: perspectives from the Mediterranean* (pp. 67-86). Chicago, IL: University of Chicago Press.

s. Two editors

Hammond, K. R., & Adelman, L. (1986). Science, values, and human judgment. In H. R. Arkes & K. R. Hammond (Eds.), *Judgement and decision making: An interdisciplinary reader* (pp. 127-143). Cambridge, England: Cambridge University Press.

t. Encyclopedias or dictionaries and entries in an encyclopedia

References for encyclopedias must include the following elements: author(s) or editor(s), date of publication, title, place of publication, and the name of the publisher. For sources accessed online, include the retrieval date as the entry may be edited over time.

u. Encyclopedia set or dictionary

Sadie, S., & Tyrrell, J. (Eds.). (2002). *The new Grove dictionary of music and musicians* (2nd ed., Vols. 1-29). New York, NY: Grove.

v. Article from an online encyclopedia

Containerization. (2008). In *Encyclopædia Britannica*. Retrieved May 6, 2008, from <http://search.eb.com>

w. Encyclopedia article

Kinni, T. B. (2004). Disney, Walt (1901-1966): Founder of the Walt Disney Company. In *Encyclopedia of Leadership* (Vol. 1, pp. 345-349). Thousand Oaks, CA: Sage Publications.

x. Research reports and papers

References to a report must include the following elements: author(s), date of publication, title, place of publication, and name of publisher. If the issuing organization assigned a number (e.g., report number, contract number, or monograph number) to the report, give that number in parentheses immediately after the title. If it was accessed online, include the URL.

y. Government report, accessed online

U.S. Department of Health and Human Services. (2005). *Medicaid drug price comparisons: Average manufacturer price to published prices* (OIG publication No. OEI-05-05-00240). Washington, DC: Author. Retrieved from <http://www.oig.hhs.gov/oei/reports/oei-05-05-00240.pdf>
Government reports, GPO publisher, accessed online

Congressional Budget Office. (2008). *Effects of gasoline prices on driving behavior and vehicle markets: A CBO study* (CBO Publication No. 2883). Washington, DC: U.S. Government Printing Office. Retrieved from <http://www.cbo.gov/ftpdocs/88xx/doc8893/01-14-GasolinePrices.pdf>

z. Technical and/or research reports, accessed online

Deming, D., & Dynarski, S. (2008). *The lengthening of childhood* (NBER Working Paper 14124). Cambridge, MA: National Bureau of Economic Research. Retrieved July 21, 2008, from <http://www.nber.org/papers/w14124>

aa. Document available on university program or department site

Victor, N. M. (2008). *Gazprom: Gas giant under strain*. Retrieved from Stanford University, Program on Energy and Sustainable Development Web site: http://pesd.stanford.edu/publications/gazprom_gas_giant_under_strain/

bb. Audio-visual media

References to audio-visual media must include the following elements: name and function of the primary contributors (e.g., producer, director), date, title, the medium in brackets, location or place of production, and name of the distributor. If the medium is indicated as part of the retrieval ID, brackets are not needed.

cc. Videocassette/DVD

Achbar, M. (Director/Producer), Abbott, J. (Director), Bakan, J. (Writer), & Simpson, B. (Producer) (2004). *The corporation* [DVD]. Canada: Big Picture Media Corporation.

dd. Audio recording

Nhat Hanh, T. (Speaker). (1998). *Mindful living: a collection of teachings on love, mindfulness, and meditation* [Cassette Recording]. Boulder, CO: Sounds True Audio.

ee. Motion picture

Gilbert, B. (Producer), & Higgins, C. (Screenwriter/Director). (1980). *Nine to five* [Motion Picture]. United States: Twentieth Century Fox.

ff. Television broadcast

Anderson, R., & Morgan, C. (Producers). (2008, June 20). *60 Minutes* [Television broadcast]. Washington, DC: CBS News.

gg. Television show from a series

Whedon, J. (Director/Writer). (1999, December 14). Hush [Television series episode]. In Whedon, J., Berman, G., Gallin, S., Kuzui, F., & Kuzui, K. (Executive Producers), *Buffy the Vampire Slayer*. Burbank, CA: Warner Bros..

hh. Music recording

Jackson, M. (1982). Beat it. On *Thriller* [CD]. New York, NY: Sony Music.

ii. Undated Web site content, blogs, and data

For content that does not easily fit into categories such as journal papers, books, and reports, keep in mind the goal of a citation is to give the reader a clear path to the source material. For electronic and online materials, include stable URL or database name. Include the author, title, and date published when available. For undated materials, include the date the resource was accessed.

jj. Blog entry

Arrington, M. (2008, August 5). The viral video guy gets \$1 million in funding. Message posted to <http://www.techcrunch.com>

kk. Professional Web site

National Renewable Energy Laboratory. (2008). *Biofuels*. Retrieved May 6, 2008, from http://www.nrel.gov/learning/re_biofuels.html

ll. Data set from a database

Bloomberg L.P. (2008). *Return on capital for Hewitt Packard 12/31/90 to 09/30/08*. Retrieved Dec. 3, 2008, from Bloomberg database.

Central Statistics Office of the Republic of Botswana. (2008). *Gross domestic product per capita 06/01/1994 to 06/01/2008* [statistics]. Available from CEIC Data database.

mm. Entire Web site

When citing an entire Web site (and not a specific document on that site), no Reference List entry is required if the address for the site is cited in the text of your paper. Witchcraft In Europe and America is a site that presents the full text of many essential works in the literature of witchcraft and demonology (<http://www.witchcraft.psmedia.com/>).

Notes: For more detailed information on APA citation style such as information on articles in press, journal special issues and supplements, translations, et cetera, see the Publication Manual of the American Psychological Association and the APA Style Guide to Electronic References.

References:

1. American Psychological Association's **Web site**
2. Purdue University Online Writing Lab's **APA Formatting and Style Guide**
3. Diana Hacker's **Research and Documentation Online**
4. Landmark's **Son of Citation Machine**

C. RECOMMENDED SCHEDULE OF A THESIS/DISSERTATION WRITING COURSE

	MBA	DBA
First Meeting	Orientation	Orientation
2 nd to 4 th Week	<ol style="list-style-type: none"> 1. Topic Clarification; Submission of the Approved BRM course output for Thesis 1 enrollees. 2. Recommendation of Adviser 3. Discussion of Thesis Protocol 4. On – going Application for Pre-Oral Defense (Proposal Defense) 5. Writing and Consultation with assigned adviser 	<ol style="list-style-type: none"> 1. Topic Clarification; Submission of the Approved BRM course output for Thesis 1 enrollees. 2. Recommendation of Adviser 3. Discussion of Dissertation Protocol 4. On – going Application for Pre-Oral Defense (Proposal Defense) 5. Writing and Consultation with assigned adviser
5 th to 8 th Week	-	-
9 th to 13 th Week	<p>12th Week – Last day for any Proposal Defense. Submission of Proposal is 2 weeks before Oral Defense (Proposal Defense).</p> <p>13th Week – Last day of submission of modified Research Proposal</p>	<p>12th Week – Last day for any Proposal Defense. Submission of Proposal is 2 weeks before Oral Defense (Proposal Defense).</p> <p>13th Week – Last day of submission of modified Research Proposal</p>
14 th Week	<p>Deliberation and Decision for Thesis 2 fitness of a research proposal, as:</p> <ol style="list-style-type: none"> 1. Matriculation of one term to enhance proposal or change a topic and subsequent Pre-Oral Defense (Proposal Defense) on a new topic 2. Enrollment in Thesis 2 	<p>Deliberation and Decision for Dissertation 2 (Colloquium) fitness of a research proposal, as:</p> <ol style="list-style-type: none"> 3. Matriculation of one term to enhance proposal or change a topic and subsequent Pre-Oral Defense (Proposal Defense) on a new topic 4. Enrollment in Dissertation 2



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D. FORMS

D.1. SAMPLE PAGE/SHEET



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D.2. SAMPLE TITLE PAGE

**INTERPERSONAL RELATIONSHIPS: ITS IMPLICATIONS
TO ORGANIZATIONAL COMMITMENT IN
SELECTED HIGHER EDUCATION
INSTITUTIONS (HEIs)**

A Dissertation Presented
to the Faculty of the
Graduate School of
Colegio De San Juan De Letran
Intramuros, Manila

In Partial Fulfillment
of the Requirements for the Degree of
Doctor of Business Administration

RAMON M. MARTICIO

January 2015



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GRADUATE SCHOOL

D.3. SAMPLE APPROVAL SHEET

APPROVAL SHEET

In partial fulfillment of the requirements for the DOCTOR OF BUSINESS ADMINISTRATION, this dissertation entitled “**TITLE**” prepared and submitted by **Name** is hereby recommended for admission to the Oral Examination.

ADVISER'S NAME

Adviser

the grade of **PASSED**.

THE EXAMINING TRIBUNAL

PANELIST'S NAME

Chairman

PANELIST'S NAME

Member

PANELIST'S NAME

Member

PANELIST'S NAME

Member

the degree of **DOCTOR OF BUSINESS ADMINISTRATION**.

EUNICE MARETH Q. AREOLA, PhD HSG

Dean



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D.4. SAMPLE CERTIFICATE OF ENGLISH EDITING

CERTIFICATE OF ENGLISH EDITING

This is to certify that I have edited this Dissertation entitled:

“ TITLE TITLE TITLE ”

prepared by **Name Name**

and have found it thorough and acceptable with respect to grammar and composition.

English Editor’s Name

Affiliation / Contact Number



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GRADUATE SCHOOL

D.5. SAMPLE CERTIFICATE OF THE STATISTICIAN

CERTIFICATE OF THE STATISTICIAN

This is to certify that I have assisted this Dissertation entitled:

“ _____

_____ ”

prepared by _____

and has provided the statistical treatment and data analysis.

Prof. _____

Affiliation / Contact Number



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D.6. SAMPLE CERTIFICATE OF ORIGINALITY

CERTIFICATE OF ORIGINALITY

declare that this dissertation entitled

“ _____

_____ ”

conceptual designs.

published nor written by another except where due acknowledgement is made.

(Candidate)

(Date)

Concurred by:

(Adviser)

(Date)

experts) MUST carry this documentation.



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D.7. SAMPLE CERTIFICATE OF THE CPA

**CERTIFICATE OF THE
CERTIFIED PUBLIC ACCOUNTANT**

This is to certify that I have edited this Strategic Management Paper entitled:

“ _____

_____ ”

prepared by _____

and has checked the financial analysis/statement.

Prof. _____

Affiliation / Contact Number

D.8. ADVISER ENDORSEMENT FORM



Colegio de San Juan de Letran
Letran Research Center

Form SR08

ADVISER ENDORSEMENT FORM

Student Researcher: _____ Date: _____

Title of Thesis:

To be completed by the adviser

Dear _____
Program Chairperson

I have reviewed and fully endorse the proposal manuscript attached herewith for evaluation. We look forward to a robust and thorough review of this manuscript and welcome the necessary changes, *if any*, to execute the study.

Thank you.

Research Adviser
Signature over printed name

Date

D.9. STATUTORY DECLARATION

Statutory Declaration

Hereby I declare

- that I wrote this dissertation without any illicit assistance and without using any other aids than stated and that this dissertation was neither presented in equal nor in similar form at any other university;
- that I cited all references that were used respecting current academic rules.

Place and date of issue:

Signature:



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D.10. FINAL FORMAT OF THESIS/DISSERTATION

FORMAT FOR THE FINAL FORM OF THE THESIS/DISSERTATION

Title Page	}	i-series (pagnations)
Endorsement of the Thesis/Dissertation Adviser		
Certification of Originality		
Certificate of English Editing		
Certification of the Statistician		
Acknowledgement (if any)		
Abstract		
Table of Contents		
List of Tables		
List of Figures		
List of Appendices		
CHAPTER I -	PROBLEM RATIONALE	
	Introduction / background of the Study	
	Significance of the Study	
	Impediments of the Study/Scope and Delimitation of the Study	
CHAPTER II -	RESEARCH QUESTIONS	
	Introduction of the chapter (one paragraph – citing the contents of the chapter)	
	Review of Related Literature (place subheadings of the related topics)	
	Synthesis of the Literature	
	Theoretical Framework	
	Research Questions/Statement of the Problem	
	Hypothesis (if any)	
	Conceptual Framework/Research Simulacrum	
CHAPTER III -	RESEARCH METHODS	
	Introduction of the chapter (one paragraph – citing the contents of the chapter)	
	Research Design	
	Subjects and Study Sites	
	Research Instruments/Data Measure	
	Data Gathering Procedure	
	Ethical Considerations	
	Statistical Treatment/Data Analysis	



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CHAPTER IV -	RESULTS AND DISCUSSIONS Introduction of the chapter (one paragraph – citing the contents of the chapter)
CHAPTER V -	SUMMARY, CONCLUSIONS AND DIRECTIONS FOR FUTURE RESEARCH Introduction of the chapter (one paragraph – citing the contents of the chapter)
REFERENCES	
APPENDICES	Definition of Terms Timetable of the Research Budgetary Requirements
CURRICULUM VITAE	(Short with recent picture of the candidate)



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D.II. FINAL FORMAT OF STRATEGIC MANAGEMENT PAPER

Strategic Management Paper Format (MBA Standard)

Title Page (use the prescribed template)

Approval Sheet

Certificate of Originality

Language Editor's Certification

Certification from the CPA

Table of Contents

Acknowledgement

Executive Summary

I. Introduction

1. History, Ownership, Management, Culture, Organizational Structure
2. Nature of Business/Product/Services
3. Current revenue, size and profit
4. Margin markets served
5. Number of employees
6. Other relevant basic information

II. Research Design and Methodology

1. Data and information sources
2. Manner of obtaining information and methodologies used
3. Major Assumptions

III. Comparing Mission and Vision

State the current Mission & Vision
Comment and evaluate Mission & Vision
Recommend changes if needed
Recommendation on how the Mission & Vision will be communicated to all stakeholders

IV. External Analysis

A. General Statement

Note: Discuss the following areas focusing only on factors that will have significant impact on your business.

1. Political & Governmental Focus
2. Economic Focus
3. Social, Cultural & Demographic Focus
4. Technological Focus
5. Environmental Focus
6. Legal Forces

Note: Translate the above in terms of what it means for your business, identifying opportunities that may affect the following:

Market Demand and Opportunities
Types of products and services offered
Intensity of Competition

Note: Based on the preceding analysis, analyze your industry using the Porter's Framework; state your conclusion for each force.

- Do a competitor analysis using CPM and explain the ratings. Identify your major competitors and provide relevant information for each as to revenue, size, Financial benefits, market share, strategies, etc. If there are too many competitors, choose only 2-3 major competitors and explain why you chose to focus on these competitors only.

C. Summary and Conclusion

Note: Use EFE

V. Company Analysis (Note: Use IFE and David's Functional Audit)

- A. Human Resources Area
- B. Marketing Area (Mix, Customers, Target Market)
- C. Production and Operations Area
- D. Financial Performance

Note: Review company's performance on key indicators: Revenue/Sales in past 5 years; Company's growth vs. industry growth or vis-à-vis other players Profitability

VI. Strategy Formulation

Note: Use the different strategy formulation tools: SWOT, SPACE, IE, GE/McKinsey, GRAND and QSPM. Explain the results of your analysis.

VII. Objectives, Strategies, Recommendations and Action Plans

- A. Strategies and Financial Objectives
- B. Recommended Business Strategies
- C. Recommended Organizational Strategies
- D. The Strategy Map
- E. Financial Projections and Overall Evaluation of the Strategies
- F. Departmental Programs

VIII. Strategy Evaluation Monitoring and Control



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Supplier and Distribution
Costs of Doing Business
Other aspects of the Business

B. Industry and Competitor Analysis

B.1 Industry Analysis

1. Market size and/or growth rate and state in the growth cycle.
2. Market Share Analysis
3. Market Mix
4. Buyer/Customer Profile
5. Factors affecting the cost of Doing Business
6. Operation/ Production Aspects
7. Technology Developments
8. Industry Financial Analysis (growth, profitability, liquidity, leverage and efficiency)
9. Problems in the Industry
10. Critical Success Factors

B.2 Porter's Five Forces Framework of Competitive Analysis

Note: Prepare an appropriate Balanced Score Card

IX. Concluding Remarks

Appendices

Note: All financial statements must be included here.

Ethical Declaration

References

Curriculum Vitae

Important: Acknowledge and cite your references/data sources. Proper footnoting should be followed.

Source: David, Fred R.

Strategic Management
Concepts and Cases
13th Edition

Pearson Education, Inc. 2011

filestramanformat-mban12015

***final paper format*



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D.12. FINAL FORMAT OF BUSINESS PROJECT PAPER

Business Project Paper Format (MBA SMP)

<i>Title Page (use the prescribed template)</i>	Year 1
<i>Approval Sheet</i>	Year 2
<i>Language Editor's Certification</i>	Year 3
Table of Contents	b. Founder and Management Team
Acknowledgement	c. Recruitment Plan
Executive Summary	1. Goals
I. Introduction	2. Structure
a. Vision	3. Type of Recruitment
b. Mission	4. Recruitment Process
c. Business name and location	- Selection
d. Background of the Business	- Orientation
e. Owner's name and function	- Training
f. Contact Information	- Compensation and Remuneration
g. Business Plan Summary	- Performance Evaluation
- Marketing	- Company Policies
- Operations	a. Dress Code
- Human Resources	b. Leaves
- Finance	c. Overtime
II. External Assessment	d. Equal Employment Opportunity Clause
Macro- Market Analysis (whichever applies)	d. 8 R's Component
a. Political	1. Reviewing
b. Economic	2. Rewarding
c. Social	3. Retooling
d. Technological	4. Recycling
e. Environmental/Ecological	5. Resonating
f. Legal	6. Retaining
III. Industry Analysis	7. Routing
a. Industry Size	8. Recruiting
b. Growth Rate	IX. Financial Plan
c. Porter's Analysis (whichever applies)	a. Assumptions
1. Threat of Substitution	b. Income Statement and SOE (Year 1, Year 2, Year 3)
2. Bargaining Power of Supplies	c. Projected Balance Sheet (Year 1, Year 2, Year 3)
3. Competitive Rivalry	d. Statement of Cash Flows (Year 1, Year 2, Year 3)
4. Rivalry among Existing Competitors	e. Financial Ratios (Year 1, Year 2, Year 3)
5. Bargaining Power of Buyers	f. Break-even Analysis (Year 1, Year 2, Year 3)
d. Key Success Factors	X. Sustainability Plan
e. Market Analysis	
f. Area Analysis	
g. Micro Market Analysis	
IV. Internal Assessment	
V. SWOT Analysis	
VI. Marketing Plan	
a. Marketing Objectives (4 or 7 Ps)	
b. Packaging	
c. Positioning	



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d. People

VII. Operational Plan

- a. Product Description
- b. Production Process
 - 1. Process Flow
 - 2. Supply Chain
 - 3. Quality Control
 - 4. Inventory
 - 5. Inventory Control
- c. Manpower/Labor
 - Salary Structure
- d. Project Site
- e. Project Lay-out (Floor Plan)
- f. Machineries and Equipment
- g. Suppliers

VII. Human Resource Plan

- a. Organizational Chart

- Vision (3 years after)
- Mission (3 years after)
- Objectives (3 years after)
- Strategies
- Specific Plan of Action

Appendix

- Survey Results
- Sample Questionnaire

References

Ethics Declaration

Curriculum Vitae

Source: Kaufmann Foundation, USA

//gshyformat-mbasmp2015



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D.13. THESIS/DISSERTATION RUBRIC FOR WRITTEN WORK (PROPOSAL)

THESIS/DISSERTATION PROPOSAL
(Rubric for Written Work)

Completed by: _____ Date: _____ Student ID: _____

Title of Thesis Proposal: _____

The following criteria are to be considered by the Committee members in adjudicating the merits of the student's Thesis Proposal.

1. To what extent is the research question focused and researchable?
2. To what extent has a coherent and relevant theoretical model been developed in support of the research question?
 - a. Are the sampling strategies and other sources of information well thought out and appropriate (the term 'sampling' is used in its broadest context and refers to sources of information (human, archival, library)
 - b. Are the information-collecting strategies clearly stated, including psychometric properties where appropriate?
3. To what extent are the design and methods appropriate and clearly articulated?
 - a. Are the planned analyses of the collected information clearly outlined and appropriate?
 - b. Is the proposal work plan feasible?

Instructions for scoring: Use the check boxes for detailed feedback, then make global judgments for each criterion rating and overall assessment.

Criterion	Exceeds expectation = 4	Meets expectation = 3	Does not meet expectation = 2	Does not exist = 1	Score
1. Mastery of theories and concepts in the field demonstrated in problem statement and literature review	<input type="checkbox"/> Arguments are superior <input type="checkbox"/> Objectives are well defined <input type="checkbox"/> Exhibits mature, refined critical thinking skills <input type="checkbox"/> Reflects mastery of subject matter and associated literature. <input type="checkbox"/> Demonstrates mastery of theoretical concepts <input type="checkbox"/> Documentation is excellent <input type="checkbox"/> Generates well-reasoned and well-supported hypotheses	<input type="checkbox"/> Arguments are coherent and reasonably clear <input type="checkbox"/> Objectives are clear <input type="checkbox"/> Demonstrates acceptable critical thinking skills <input type="checkbox"/> Reflects understanding of subject matter and literature <input type="checkbox"/> Demonstrates understanding of theoretical concepts <input type="checkbox"/> Documentation is adequate <input type="checkbox"/> Generates adequate hypotheses	<input type="checkbox"/> Arguments are sometimes incorrect, incomplete, or poorly defined <input type="checkbox"/> Objectives are poorly defined <input type="checkbox"/> Demonstrates limited critical thinking skills <input type="checkbox"/> Reflects limited understanding of subject matter and associated literature. <input type="checkbox"/> Demonstrates limited understanding of theoretical concepts <input type="checkbox"/> Documentation is weak <input type="checkbox"/> Inadequate statement of hypotheses	<input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist	
2. Mastery of methods of inquiry	<input type="checkbox"/> Design, analysis plan, excellent <input type="checkbox"/> Plan for analysis goes beyond the obvious, acknowledges limitations and critically considers alternatives <input type="checkbox"/> Demonstrates regulatory compliance	<input type="checkbox"/> Design reasonable for questions <input type="checkbox"/> Plan for analysis reasonable, acknowledges some limitations <input type="checkbox"/> Considers regulatory compliance	<input type="checkbox"/> Design inappropriate for questions <input type="checkbox"/> Confused or ineffective plan for analysis <input type="checkbox"/> Lacks articulation of regulatory compliance requirements	<input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist	
3. Quality of writing	<input type="checkbox"/> Writing is publication quality <input type="checkbox"/> No grammatical or spelling errors apparent <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Style is exemplary	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Some grammatical and spelling errors apparent <input type="checkbox"/> Organization is logical <input type="checkbox"/> Style is appropriate to discipline	<input type="checkbox"/> Writing is weak <input type="checkbox"/> Numerous grammatical and spelling errors apparent <input type="checkbox"/> Organization is poor <input type="checkbox"/> Style is not appropriate to discipline	<input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist	
4. Originality and potential for contribution to discipline	<input type="checkbox"/> Exceptional potential for discovery <input type="checkbox"/> Greatly extends previous work <input type="checkbox"/> Exceptional theoretical or applied significance <input type="checkbox"/> Exceptional publication potential	<input type="checkbox"/> Some potential for discovery <input type="checkbox"/> Builds upon previous work <input type="checkbox"/> Reasonable theoretical or applied significance <input type="checkbox"/> Reasonable publication potential	<input type="checkbox"/> Limited potential for discovery <input type="checkbox"/> Limited extension of previous published work in the field <input type="checkbox"/> Limited theoretical or applied significance <input type="checkbox"/> Limited publication potential	<input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist <input type="checkbox"/> Does not exist	
Overall judgment:	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Major Revision	<input type="checkbox"/> Meets expectations <input type="checkbox"/> Minor Revision	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Does not exist	
Comments:					



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D.14. THESIS RUBRIC FOR ORAL PRESENTATION

Masters in Business Administration
(Rubric for Oral Presentation)

	EXPERT (4)	PROFICIENT (3)	APPRENTICE (2)	NOVICE (1)	TOTAL
INTEGRATION OF KNOWLEDGE	The author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	
UNDERSTANDING OF TOPIC	The topic is clearly understood, the topic in-depth, and information is presented forcefully and convincingly.	The topic is clearly understood, the topic in-depth, and information is presented with ease.	The main points of the topic are clearly understood and presented with ease.	No adequate understanding of the topic.	
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or constant runs-on excessively. Quotations from others outweigh the writer's own idea excessively.	cursory discussion in all the sections of the paper or brief discussion in only few sections.	
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow; disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationship.	
PRESENTATION STYLE	Consistently used gestures, eye contact, tone of voice, and level of enthusiasm in a way that kept the attention of the audience.	Used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	A presentation style that did not keep the attention of the audience.	
INFORMATION	All information presented in the debate was clear, accurate, and thorough.	Most information presented in the debate was clear, accurate, and thorough.	Most of the information presented in the debate was clear, accurate, but not usually thorough.	Information had several inaccuracies or was usually not clear.	
USE OF FACTS/STATISTICS	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics, and/or examples, but the relevance of some was questionable.	Every point was not supported.	
PRESENTATION STYLE	Control of grammar, usage and mechanics; Almost entirely free of spelling, punctuation, and grammatical errors.	May contain few spelling, punctuation, and grammar errors.	Contains several spelling, punctuation, and grammar errors which detract from the paper's readability.	So many spelling, punctuation, and grammar errors that the paper cannot be understood.	
STYLE/VOICE	Style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. Word choice is specific, purposeful, dynamic and varied. Sentences are clear, active (subject-verb-object), and to the point.	Style and voice appropriate to the given audience and purpose. Word choice is specific and purposeful, and somewhat varied throughout. Sentences are mostly clear, active (SVO), and to the point.	Style and voice somewhat appropriate to given audience and purpose. Word choice is often unspecific, generic, redundant, and clichéd. Sentences are somewhat unclear; excessive use of passive voice.	Style and voice inappropriate or do not address given audience, purpose, etc. Word choice is excessively redundant, clichéd, and unspecific. Sentences are very unclear.	
CONCLUSION	Excellent summary of topic with concluding ideas that impact reader. Introduces no new information.	Good summary of topic with clear concluding ideas. Introduces no new information.	Basic summary of topic with some final concluding ideas. Introduces no new information.	Lack of summary of topic.	
				TOTAL SCORE	

Name of Candidate _____

Title of Paper _____

Adviser _____

Panel _____

Date: _____



Colegio de San Juan de Letran

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D.15. DISSERTATION RUBRIC FOR ORAL PRESENTATION

**Doctor of Business Administration
(Rubric for Oral Presentation)**

	EXPERT (4)	PROFICIENT (3)	APPRENTICE (2)	NOVICE (1)	TOTAL
INTEGRATION OF KNOWLEDGE	The author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	
UNDERSTANDING OF TOPIC	The topic is clearly understood, the topic in-depth, and information is presented forcefully and convincingly.	The topic is clearly understood, the topic in-depth, and information is presented with ease.	The main points of the topic are clearly understood and presented with ease.	No adequate understanding of the topic.	
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content surrs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Curious discussion in all the sections of the paper or brief discussion in only few sections.	
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow, disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationship.	
PRESENTATION STYLE	Consistently used gestures, eye contact, tone of voice, and level of enthusiasm in a way that kept the attention of the audience.	Used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	A presentation style that did not keep the attention of the audience.	
INFORMATION	All information presented in the debate was clear, accurate, and thorough.	Most information presented in the debate was clear, accurate, and thorough.	Most of the information presented in the debate was clear, accurate, but not usually thorough.	Information had several inaccuracies or was usually not clear.	
USE OF FACTS/ STATISTICS	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics, and/or examples, but the relevance of some was questionable.	Every point was not supported.	
GRAMMAR/ USAGE/ MECHANICS	Control of grammar, usage and mechanics; Almost entirely free of spelling, punctuation, and grammatical errors.	May contain few spelling, punctuation, and grammar errors.	Contains several spelling, punctuation, and grammar errors which detract from the paper's readability.	So many spelling, punctuation, and grammar errors that the paper cannot be understood.	
STYLE/VOICE	Style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. Word choice is specific, purposeful, dynamic and varied. Sentences are clear, active (subject-verb-object), and to the point.	Style appropriate to the given audience and purpose. Word choice is specific and purposeful, and somewhat varied throughout. Sentences are mostly clear, active (SVO), and to the point.	Style and voice somewhat appropriate to given audience and purpose. Word choice is often unspecific, generic, redundant, and cliched. Sentences are somewhat unclear; excessive use of passive voice.	Style and voice inappropriate or do not address given audience, purpose, etc. Word choice is excessively redundant, cliched, and unspecific. Sentences are very unclear.	
CONCLUSION	Excellent summary of topic with concluding ideas that impact reader. Introduces no new information.	Good summary of topic with clear concluding ideas. Introduces no new information.	Basic summary of topic with some final concluding ideas. Introduces no new information.	Lack of summary of topic.	
				TOTAL SCORE	

Name of Candidate _____

Title of Paper _____

Adviser _____

Panel _____

Date _____



Colegio de San Juan de Letran

GRADUATE SCHOOL

D.16. FINAL THESIS RUBRIC MBA

**Masters in Business Administration
(Rubric for Final Thesis)**

Content Criteria 40%	Well Developed 4	Acceptable 3	Sketch 2	Non-existent 1	TOTAL
Topic selected has significance for Leadership Studies					
Rationale for the Study (Chapter 1)					
Literature Review (Chapter 2)					
Research Methods (Chapter 3)					
Results of the Study (Chapter 4)					
Conclusions (Chapter 5)					
Thought and Expression Criteria 40%	Excellent: Superior to generally thoughtful analysis of complex ideas	Acceptable: Competent analysis of complex ideas;	Needs extensive work	Serious weakness in analysis of complex ideas;	
Raises vital questions or issues, formulating them clearly and precisely.					
Evidence of breadth and depth: insightful, in-depth analysis of complex ideas.					
Main points are developed and supported with relevant information and references that are appropriately incorporated.					
Organization and Logic: Well focused and well organized, well reasoned conclusions. Writing flows; I didn't get lost or have to work to determine what you were saying.					
Thinks open-mindedly, within alternative systems of thought, recognizing and assessing, as appropriate, their assumptions, implications, and/or practical consequences.					
Technical Criteria 20%	Excellent: Very few mistakes	Acceptable but needs work	Needs extensive work	Serious weakness in technical/content	
Clarity: demonstrates high level of vocabulary through careful word choice, sentences are constructed skillfully and purposefully.					
Transitions, summaries and conclusions exist as appropriate.					
Grammar, Punctuation, Spelling					
APA style: references are cited properly within the text and a complete reference list is provided; appropriate use of headings.					
Scholarly tone: Dissertation is written at the level expected for publication.					
				TOTAL SCORE	

Name of Candidate _____

Title of Paper _____

Adviser _____

Panel _____ Date _____



Colegio de San Juan de Letran

GRADUATE SCHOOL

D.17. FINAL DISSERTATION RUBRIC (DBA)

Doctor of Business Administration (Rubric for Final Thesis)

Content Criteria 40%	Well Developed 4	Acceptable 3	Sketch 2	Non-existent 1	TOTAL
Topic selected has significance for Leadership Studies					
Rationale for the Study (Chapter 1)					
Literature Review (Chapter 2)					
Research Methods (Chapter 3)					
Results of the Study (Chapter 4)					
Conclusions (Chapter 5)					
Thought and Expression Criteria 40%	Excellent: Superior to generally thoughtful analysis of complex ideas	Acceptable: Competent analysis of complex ideas;	Needs extensive work	Serious weakness in analysis of complex ideas;	
Raises vital questions or issues, formulating them clearly and precisely					
Evidence of breadth and depth: insightful, in-depth analysis of complex ideas					
Main points are developed and supported with relevant information and references that are appropriately incorporated					
Organization and Logic: Well focused and well organized, well reasoned conclusions. Writing flows. I didn't get lost or have to work to determine what you were saying					
Thinks open-mindedly, within alternative systems of thought, recognizing and assessing, as appropriate, their assumptions, implications, and/or practical consequences					
Technical Criteria 20%	Excellent: Very few mistakes	Acceptable but needs work	Needs extensive work	Serious weakness in technical content	
Clarity: demonstrates high level of vocabulary through careful word choice; sentences are constructed skillfully and purposefully					
Transitions, summaries and conclusions exist as appropriate					
Grammar, Punctuation, Spelling					
APA style: references are cited properly within the text and a complete reference list is provided, appropriate use of headings					
Scholarly tone: Dissertation is written at the level expected for publication					
				TOTAL SCORE	

Name of Candidate _____

Title of Paper _____

Adviser _____

Panel _____ Date _____



Colegio de San Juan de Letran

GRADUATE SCHOOL

D.18. STRATEGIC MANAGEMENT PAPER RUBRIC (WRITTEN & ORAL)

STRATEGIC MANAGEMENT PAPER

TITLE OF PAPER: _____

ADVISER : _____

NAME OF PROPONENT: _____

NAME OF PANEL MEMBER: _____

(Written Report Rubric)

A. Writing Skills' / Composition and Format	4	3	2	1
	Advance	Proficient	Developing	Novice
<i>A. Writing Skills' / Composition and Format</i>				
1 Structured flow and format				
2 Correct spelling and grammar				
3 Proper referencing				
4 General academic acceptability				
5 Structured explanation and argument				
6 Structured presentation				
<i>B. Technical Correctness</i>				
1 Quality of research data				
2 Relevance of research data				
3 Completeness of research data				
4 Timeliness of research data				
<i>C. Logical Evaluation of Data</i>				
1 Clarity of interpretation of data				
2 Synthesized analysis of data				
3 Independent opinion of data				
4 Well-thought out analysis of the entire paper				
TOTAL				
Score x 40/56 = %				

(Oral Presentation Rubric)

A. Oral Presentation	4	3	2	1
	Excellent	Average	Fair	Poor
<i>A. Oral Presentation</i>				
1 Coordination of response				
2 Clarity of presentation				
3 Poise & Composure				
4 Enthusiasm				
<i>B. Intellectual Ability</i>				
1 Logical answers to questions				
2 Independent thought				
3 Independent Response				
4 Independent Opinion				
5 Synthesized understanding of the paper				
6 General understanding of the paper				
TOTAL				
Score x 40/40 = %				



Colegio de San Juan de Letran

GRADUATE SCHOOL

D.19. BUSINESS PROJECT PAPER RUBRIC (WRITTEN & ORAL)

BUSINESS PROJECT STUDY

TITLE OF PAPER: _____

ADVISER : _____

NAME OF PROPONENT: _____

NAME OF PANEL MEMBER: _____

(Written Report Rubric)

A. Writing Skills' / Composition and Format	4	3	2	1
	<i>Advance</i>	<i>Proficient</i>	<i>Developing</i>	<i>Novice</i>
<i>A. Writing Skills' / Composition and Format</i>				
1 Structured flow and format				
2 Correct spelling and grammar				
3 Proper referencing				
4 General academic acceptability				
5 Structured explanation and argument				
6 Structured presentation				
<i>B. Technical Correctness</i>				
1 Quality of research data				
2 Relevance of research data				
3 Completeness of research data				
4 Timeliness of research data				
<i>C. Logical Evaluation of Data</i>				
1 Clarity of interpretation of data				
2 Synthesized analysis of data				
3 Independent opinion of data				
4 Well-thought out analysis of the entire paper				
TOTAL				
Score x 40/56 + 60 = %				

(Oral Presentation Rubric)

	4	3	2	1
	<i>Excellent</i>	<i>Average</i>	<i>Fair</i>	<i>Poor</i>
<i>A. Oral Presentation</i>				
1 Coordination of response				
2 Clarity of presentation				
3 Pose & Composure				
4 Enthusiasm				
<i>B. Intellectual Ability</i>				
1 Logical answers to questions				
2 Independent thought				
3 Independent Response				
4 Independent Opinion				
5 Synthesized understanding of the paper				
6 General understanding of the paper				
TOTAL				
Score x 40/40 + 60 = %				

E. GUIDELINES & PROCEDURES IN THE PREPARATION AND DEFENSE OF THESIS/DISSERTATION/STRATEGIC MANAGEMENT PAPER/BUSINESS PROJECT STUDY ADVISING, PROPOSAL AND DEFENSE

I. Thesis/dissertation advising

Advisee

An active advisee is a student who:

1. Is enrolled in Seminar in thesis writing (TW1 OR TW2), Dissertation Writing (DW1, DW2 or DW3), Strategic Management and Business Project Study.
2. Shows evidence of progress in required courses leading to research.

Adviser

1. Comes from the major area;
2. Dissertation adviser must be a Doctoral Degree holder while Thesis Adviser must be at least be a Master's Degree holder;
3. He/she must have the expertise in the research area (as evidenced by his/her own research program or that of his/her previous advisees).

Roles of the Adviser:

1. To guide the advisee in conceptualizing and designing the research;
2. To refer the advisee to or suggest experts whom/whose work the advisee might consult;
3. To suggest to the advisee available literature on the research topic;
4. To review the logic and coherence of the research report/interpretation of results as well as its relevance to the conceptualization of the research problem;
5. To ensure that the recommendation given during the Proposal and Final Defense are implemented by the advisee;
6. To remind/guide the advisee about the procedures and deadlines;
7. To ensure that the thesis/dissertation is ready for evaluation by the panel;
8. To inform the program chair of any advisee who has been inactive for two years; and
9. To ascertain that the thesis/dissertation meets the standards of excellence.

II. Roles of the Panel

1. To raise questions which assess the student's research competence and depth of the knowledge;
2. To suggest ways of improving the thesis/dissertation; and
3. To determine the rating of the researcher.

a. Selection and Appointment of Panel Members

1. Total membership of Defense Panel:
 - a. Minimum of Four (4) for dissertation
 - b. Minimum of Three (3) for thesis

*Including technical editor, statistician, finance consultant (CPA) as applicable.

b. Composition of the Defense Panel:

1. Chair, expertise in the research area.
2. One member should represent from the discipline.
3. One member of the panel should be a statistician.
4. All panel members should be doctoral, at least, master's degree holders.
5. The panel members shall be appointed by the dean upon recommendation of the adviser.

III. Research Proposal Presentation

The research proposal is presented and defended before the thesis/dissertation panel. The master's/doctoral candidate is given two calendar years and doctoral candidate four calendar years within which to finish his/her thesis/dissertation.

a. Thesis/Dissertation Panel

- a. The oral defense is scheduled on or before the deadline set by the graduate school as soon as the adviser officially certify that the thesis/dissertation is ready.
- b. Each member of the panel shall be provided with a copy of the thesis/dissertation one week before the scheduled defense.
- c. Provisions should be made for complete and accurate documentation of the proceedings of the defense, the summary of which is read to the panel.
- d. The summary of revisions agreed upon by the panel should be attached to the approval sheet.
- e. Approval by at least 75% of the panel members is required for passing the oral defense.
- f. The oral defense should be announced and held in the defense room of the Graduate School. It is open to the public.
- g. A student who fails the first defense shall be given another chance to defend his/her thesis/dissertation. Failure to pass the second defense shall result in the disqualification of the student from the degree program.

IV. Change of adviser

- a. If for some justifiable reason the adviser cannot continue serving as such he/she should inform the program chair in writing stating the progress and development of the thesis work made by the advisee. Upon the request of the student endorsed by the program chair, the dean shall appoint a new adviser.
- b. The student can formally request the dean for a change of adviser in cases where he/she and his/her adviser cannot work harmoniously



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

Colegio de San Juan de Letran

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