

Turabian Survival Manual

A STUDENT'S GUIDE TO THE
PREPARATION OF FORMAL PAPERS
Sixth Edition



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Original artwork by Laura Margaret Welch (1968-2003)

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INTRODUCTION

The following guide to the preparation of class assignments is provided to the student with the intended purpose of removing some of the confusion experienced in paper presentation format requirements. This booklet is not intended as a substitute for the designated style guide, *A Manual for Writers of Term Papers, Theses, and Dissertations*, Sixth Edition by Kate L. Turabian. The student is expected to have a working knowledge of the style manual. Use of this booklet will standardize elements left to the option of the institution, will alleviate some questions regarding writing style preparation of assignments, and provide uniformity in preparation and evaluation of papers.

The first section of this booklet discusses the types of papers that may be required by a professor during the semester and the usual criteria and guidelines of the expectations for a competently prepared paper. During the discussion and in the examples that follow, reference to *A Manual for Writers* is made by chapter and paragraph in the following format – **(3.4)** would indicate chapter three, paragraph four.

The second section of the booklet will provide annotated examples of correct style interpretations of various types of pages that make up a typical graduate level research paper. In these examples the following notations will be used:

(14.21-24)	Means that sections 21 through 24 of chapter 14 of <i>A Manual for Writers</i> applies to the item discussed or illustrated
sp	A space is called for
ss	Single spacing
ds	Double spacing
ts	Triple space
ln(s)	line(s)
ind	indent
4sp ind	four space indent
1"	one inch
1 ½"	one and one half inch
2"	two inches
ALL CAPS	all letters capitalized
U/L	upper/lower case (headline style)
ul	underline
it	italicized

Note: *The Turabian Survival Manual* was created by the writer as an effort to learn the Chicago or Turabian writing format. Later it was expanded to standardize criteria for writing when the author was a grader for Dr. Bill Caldwell at Southwestern Baptist Theological Seminary. In the past few years it has been used as a syllabus supplement for students in courses taught by the author. Since it is a rather comprehensive treatment of the varieties of writing requirements in seminary courses, it has been informally adopted as an un-official style manual by other student groups. The criteria of the *Survival Manual* is applicable to students in Dr. Welch's classes and seminars. Students should verify from their professors if the *Survival Manual* is an acceptable guide and interpretation for the preparation of courses for that professor.

ASSIGNMENT PREPARATION AND TURABIAN FORMAT

The Chicago Style has been adopted as the required writing style for formal papers and academic work completed at New Orleans Baptist Theological Seminary. As an aid to students, Kate L. Turabian of the University of Chicago developed *A Manual for Writers of Term Papers, Theses, and Dissertations* in 1955. This publication is still produced by the University of Chicago under her name and is now in its seventh edition. The seminary uses the Sixth Edition of the Turabian Manual as the official style manual. This manual best follows the requirements for writing style for disciplines in the philosophy and theological studies. It is the writer's responsibility for correct presentation of any paper that is to be submitted for evaluation in the course of graduate study. This includes content, grammar, syntax, and typing (13.1).

General

All major class assignments should be turned in with a title sheet as per **Example 1** (1.7). Depending upon the content of the assignment, other facets of Turabian format should be followed. This will include the proper use of abbreviations (2.1-26), use of numbers (2.29-73), spelling (3.1-4), punctuation (3.54-111), capitalization (4.1-13), italicization and quotation marks for titles and names (4.14-27), foreign words and phrases (4.28), and the use of illustrative materials in the paper for tables (chapter 6) and figures (chapter 7). Proper notation of resource materials will conform to the criteria of chapters 8-10 and the examples displayed in chapters 11, 12, and 14.

Page Format

Assignments will be typed (13.2-8), on white bond or 20 pound weight paper (13.35) using an un-justified right margin (13.11, 14.3). Paper will be cut-sheet or micro-tear form-fed that will leave no ragged edges (13.30). A minimum of one inch margin should be left on all four sides. Multiple page papers should have a left margin of one and one-half inches for stapling and binding (14.2). In major papers (usually greater than 15 pages) pages commencing major sections should have a two-inch top margin (14.10).

The material that makes up the Front-Matter is numbered with a small roman numeral centered at the bottom of the page. All pages of the front matter are counted, however, neither the front title page or the second blank sheet will have a roman page numeral affixed (14.6-7). Each page of the body of the text, beginning with the introduction section and ending with the bibliography page, will be numbered consecutively with an Arabic numeral placed on the fifth line (3/4 of an inch) from either the top or bottom of the page. For pages that begin new major headings the page number will be at the bottom and the top of the page for all remaining pages. The page number is to be centered on the page (14.8).

Type

Papers are usually typed double-spaced, except block quotations, notes, captions, legends, bibliographies, and long headings which are single-spaced (14.5). Some types of assignments may lend themselves to single-space submissions; when single spacing is to be allowed this will be indicated by the professor.

Reproduction of the paper should be in type-set quality (inkjet, laser, impression key) print with printed characters that have true descenders (g,p,y; g,p,y; g, p, y) that drop below the printed line (13.28). Ornamental typeface, including script, should never be used for term papers, theses, or dissertations (13.27). While Times-Roman is the usual default set in most word processing programs, the Courier/Courier New font with equi-distant spacing is the preferred choice of type. Font will be twelve-point (ten characters to the inch) for text and ten-point (twelve characters per inch) for notes are suggested by Turabian (13.27). For consistency, when the word processing program will allow, it is recommended that the entire

paper be prepared in a twelve-point font using Courier/Courier New. Some word processing programs place notes in 10-font. The use of fonts greater than 12-point will not be accepted.

Paragraphs and footnotes are indented 5 to 8 spaces from the left margin. Indentation must be consistent throughout the paper (14.4). Block quotations are indented four spaces (5.4). Footnotes are indented the same as that which is chosen in the body of the paper for paragraphs. The second line of a bibliographic entry is always indented five spaces (9.8).

Citations

Reference citations will follow the format of Chapter 8 “Notes” and Chapter 9 “Bibliographies” for footnotes or end notes; and, the style of Chapter 10 “Parenthetical References and Reference Lists” for a modified APA format. Research references must be complete as outlined in either the notation or parenthetical style and must always include specific page referencing from the work in documents that are page numbered. The Turabian Survival Manual is not exhaustive in examples of citations and the student should become familiar with the examples of citation in Chapters 11,12, and 14.

ASSIGNMENT TYPES

Writing assignments assist the learner to develop competencies across the total spectrum of the learning taxonomy. Course work may include the simple digest of a book that measures the learner’s gain in knowledge, to the research paper which will cause the learner to synthesize their understanding of the topic of study and express that understanding in an analysis of the information gained. Types of assignments, based upon their increased competency level, include:

Digest: To organize into a systematic arrangement, usually by summary or classification. Read each section of the book and condense it using the author’s words and thoughts to indicate what the writer has said. No comment or analysis is to be made.

Critique: A critical review or commentary. Look for what the author is saying, not if there is personal agreement with what is said. With each section, write down the author’s major points as they are revealed. Point out textual strengths and weaknesses as well as significant insights that are derived.

Reaction: A statement of personal comprehension of the subject matter. Personal reaction (good or bad) to the information in the book or article; pointing out perceived strengths and weaknesses of the material and why this determination was made.

Appraisal: The application of the learner’s understanding. From each section, select one or two of the most valuable insights received and reflect on these in relation to the educational and ministry programs or administrative responsibilities understood. The objective is to ask questions like; “How will this concept improve the program of the church if applied?” Focus upon the critical and important issues of the book or article as personally understood.

Research Paper: An evaluation and synthesis of information from a variety of commentators on a selected topic. The research paper is a report about what authorities in the particular field of study state about that subject. It is not a discussion of how the learner feels about the subject. In fact, a research paper is written in the third person, reporting what is given by authorities in the field of research, and will not utilize personal opinion or experience of the writer. Most professors will authorize the student to express opinion or experience in the non-research portions of the paper such as the Introduction or in a Summary or Conclusion or as an appendix to the body of the paper.

COMPOSING THE RESEARCH PAPER

To commence a research paper, the student will surround themselves with several good resources related to the subject. These may be books, periodicals, or other research sources such as on-line data bases, audio/video tapes and CDs, dissertations and journal monographs or reports. Usually the professor will designate a minimum number of research sources required. A good rule of thumb is a minimum of one research source per two pages of text. Resources should reflect the most contemporary thought related to the subject but may also include historical or precedent-setting discovery or report.

The writer of the research paper begins with a determination of a topical thrust of the paper. This comes as a result of significant preliminary research in the subject area. A well written paper begins with an outline. For instance, suppose the researcher desires to write on the subject of "delegation." An outline that discusses the topic may be:

- I. Introduction
- II. Supervision by delegation
 - A. Delegation defined
 - B. What delegation is
 - C. What delegation is not
- III. Delegation in the church
 - A. When is delegation called for
 - B. Barriers to successful delegation
 1. Barriers among church members
 2. Barriers within the church staff
 - C. Processes of delegation for church staff
- IV. Conclusion

Note the three major elements of the research conducted:

- An **Introduction** that will give a brief preview or overview of the subject and also state what the writer of the paper intends to accomplish from the research
- **Textual Divisions** that report research aspects of the subject in a complete, logical and systematic fashion
- A **Conclusion** that brings out the high points of the research project and expresses the writer's summary or application of the research developed

Thus the outline forms the basis for defining the major sections of the paper as well as any sub-heading levels within those major research sections.

In *A Manual for Writers*, Turabian defines three major sections for any research paper (1.3):

1. Front Matter. The front matter or preliminaries will have an un-numbered Title Page (1.7), an un-numbered blank page/copyright page (1.8), and dedication or epigraph pages (1.9-10). The table of Contents is the first page of the preliminaries that will display a page number (1.11-18 and 14.6-7). This is usually page *iii* and is placed at the bottom of the page. When appropriate, a List of Illustrations (1.19-23), List of Tables (1.24), Preface (1.25), Acknowledgements (1.26), Abbreviations (1.27), or Glossary (1.28) may follow the Content page as part of the front matter. Page numbering will continue the lower case roman numeral sequence and will always appear $\frac{3}{4}$ of an inch from the bottom of the page. Front matter prior to the table of contents page is not listed in the Contents; however any pages of front matter subsequent to the Content page are listed in the Contents.

2. The Text. The text of the paper contains the research material or body of content. Each major element of the text (INTRODUCTION, RESEARCH SECTIONS, and CONCLUSION) are treated as major sections of the paper and commence on a new page (14.10). In short papers of 10-12 pages or less commencing a major section immediately after the preceding

section is recommended to save space. When using this continuation style, the writer will triple-space between the preceding section of text (14.12) and then type the next major heading, centered in all caps, then triple space to commence the text or subheading (see **Example 4**). In major papers of less than 50 pages, usually the use of chapter designations and numbers are omitted; using instead only the title of the major section to define the new topic of discussion. The text is page numbered sequentially in Arabic (1, 2, 3, etc) beginning with the Introduction and continues throughout the paper to include the pages of any appendices and the Bibliographic entry (14.8). Major headings and sub-topic headings must be exactly as they appear in the Contents (1.15) and conform to the Turabian sub-divisions scheme for position (14.10-12), capitalization, and format (1.37). The following examples this scheme:

MAJOR HEADING ALL CAPS, CENTERED
1st Level Subheading, Centered, Underlined, Headline Style
2nd Level Sub-heading, Centered, Headline Style
3rd Level Sub-heading, Margin-left, Underlined, Headline Style
4th Level sub-heading, margin-left, sentence style

Turabian Sixth Edition allows the writer to substitute bold face for underlined headings. Check with the professor to see if that is an authorized text modification.

The Textual section of research is divided into three basic elements. These conform to the outline the student developed earlier. Both the Introduction and Conclusion sections are major headings. The research text should have a minimum of one major heading addressed.

A. The Introduction. The purpose of the introductory statement is to catch the reader's attention and to offer a brief preview of the research paper. It may include cited reference material from noted authorities, Scripture, contemporary reports from news media, or any other general information about the topic that will set the stage for the research discussion that follows. The Introduction should be brief and conclude with a statement by the writer of what the project will accomplish. For instance, "This paper will review the process of delegation, it's application in the church environment, with specific consideration for delegation by and within the church staff." (See **Examples 3 and 4**.)

B. The Research Text. The research text is the principle portion of the paper and will dwell upon a report of what authorities and other researchers state about the topic. Scholarly papers will integrate the concepts of several authors concerning topic material rather than a paragraph-by-paragraph repeat of one author's perspective followed by a second author's view, and a third and so-on. The objective is to synthesize the research material as the student conceives and understands it, while at the same time ascribing proper reference notation for the material cited. On occasion it may be appropriate to directly quote material using the citation resource's exact words. A word of caution concerning direct quotation: Poor research papers often appear as a string of direct quotes of the "He says . . . ," "She says . . . " variety with little evidence of understanding, analysis or synthesis of the research information. Additionally, remember that good research dictates that you seek and present both a comparative as well as a contrasting viewpoint whenever they exist. Paragraphs that have a citation with a string of Ibid repeats indicates poor synthesis and represents little more than a book report of one author's view on a facet of the subject material.

C. The Conclusion. The Conclusion or Summary will bring salient and important findings into a consolidated presentation. The writer should seek to provide the reader with highlights of the paper, instances of application, an overview of lessons learned, and/or areas wherein the writer might seek future research to broaden his or her understanding of the topic. This is not the place to introduce new research findings. Cited sources should be limited to authors who assist the writer in summarizing the research topic.

3. Back Matter. The Back Matter consists of notes (endnotes), appendices, and the bibliographic listing of sources cited or consulted. Pagination continues in the Arabic format of the text (14.8).

A. Notes. When authorized by the professor, endnotes may be used in lieu of footnotes or parenthetical citation in the body of the text. In the text, source citation references are numbered sequentially (8.12) by an Arabic numeral elevated one-half space above the line (8.7) or superscripted and placed immediately following the cited material (8.3-7, 11). The note citation is a major section page titled NOTES and occurs on the next page immediately following the conclusion section of the text (1.46, 1.15). Endnote format is exactly like that prescribed for footnotes (9.21-153, chapter 11, and **Example 7**). Warning: the Notes section does not substitute for the bibliography. A Works/Sources Cited, Reference List, or Bibliography must appear to complete the research paper.

B. Appendix. Whenever the writer desires to include information which supports the research topic, but does not lend itself to textual or illustrative format, the appendix is the suggested form (1.39-45). Photocopies, maps, long lists, diagrams, photographs, charts are examples of materials that would be appropriate in the appendix. Pagination continues the Arabic format (14.8) with the numeral at the bottom of the page for the first page and top for subsequent pages of the same appendix. Photocopies or materials that are not reproduced in the word processing format should be page numbered in the top right hand corner and enclosed in brackets (1.44 and **Example 8**). Neither footnotes nor endnote numeration continues into the appendix. Material that is to be referenced is done so by standard footnote citation preceded by "Source: ---" (See **Example 9**).

C. Bibliography. When listing of the reference material cited is all that the writer provides, this section is more appropriately termed WORKS CITED or SOURCES CITED (9.2). When parenthetical reference style has been used, the term REFERENCE LIST is appropriate (10.2). The two formats are significantly different and cannot be interchanged.

When other research material was reviewed but not cited in the text, or when the writer desires to point the reader to additional resources, then these additional resources should be listed in this section and the term BIBLIOGRAPHY used to indicate to the reader that other than cited materials were researched. All resource citations used in the paper must appear in whatever listing style is used; Footnotes or notes – sources cited, and parenthetical – reference list (chapter 11) with the exception of quotations or citations from Scripture. If the Scripture citation was from a notation in the Bible or other commentary, then that version of the Bible, it's publisher and other bibliographic data should be listed.

***A Caveat.** Many word processing software packages and some computer printing systems do not conform to Turabian in every detail. Even the Seminary designated software package of Microsoft Word does not completely conform. Aids to assist the student to adapt to these criteria are given as helps in the back of this manual.*

Any and all variations from Turabian form which necessarily result from the limitations of the computer program or software or the printing system in use and which cannot be avoided by the student or corrected by reasonable alternative means can be waived from grade reduction if the student will discuss the problem with the professor prior to paper submission and gains his or her approval for variance of Turabian style. Since most professors use Graduate Assistants as graders, the student must write on the blank page that follows the title page the limitations that have been approved by the professor to avoid grade reduction for failure to follow the Turabian writing style.

Paper Evaluation Check-Off

- The paper is prepared in sufficient anticipation to ensure its submission at the required time
- Title page is in the proper format
- A blank sheet is behind the title page
- The Content page is in proper format
- Major headings and principle sub-headings appear on the Contents page as they appear in the paper
- A List of Illustrations page is included when necessary
- Front Matter pages from the Contents page onward are numbered in lower case Roman numerals at the bottom of the page
- The Introduction includes problem identification and a statement of the writer's objective
- The paper is appropriately divided into major topic headings with adequate first-, second-, third- etc level sub-topic headings for clarity of presentation
- There exists a minimum of two reference citation per page of text
- No declarative or statement of research is made without reference citation
- Length of text meets assignment minimum requirements
- Figures, tables and other illustrations are appropriately set off from text by three blank spaces and captioned
- Significant findings are identified in a summary or conclusion
- A minimum of one inch margin exists on all four sides
- For multi-page length papers a left margin of 1½ inch is provided
- A top margin of two inches appears when a major heading commences a page
- Arabic page numbers in the text begin with the Introduction and run through-out the remainder of the paper through the bibliography
- Page numbers are centered at the top of pages except for beginning major heading pages or photocopies appendices
- Consistent paragraph indentation of 5-8 spaces is used throughout
- Footnotes and endnote indentation is the same as that used for paragraph indentation
- Block quotations are indented only 4 spaces
- Bibliographic second lines are indented 5 spaces
- Reference citations conform to the requirements for the assigned/chosen notation style – footnote, endnote, or parenthetical
- Citation notation numbers in the text appear in an appropriate place – at the end of reference
- Citations are numbered sequentially throughout the text
- Reference citations in the text are numbered in superscript
- Appendices are accurately titled, page numbered, and source cited
- Photocopied materials appearing in the appendix are legible, have appropriately typed titles, and are page numbered in brackets in the upper right corner
- All works cited in the paper are listed in the bibliography
- The bibliography is alphabetically presented
- Bibliographic references conform to the appropriate style for the citation format chosen – notes N/B or parenthetical P/RL
- The paper is clean, clearly typed/printed, and free from smudges or erasure marks
- Proper pitch/font and type style are chosen
- The paper has been proofed for typographical and grammatical errors
- The paper presented for grade is the original machine print or type
- The writer has presented the material in a clear and grammatically proper format
- The paper is stapled in the upper left-hand corner with a staple of sufficient length to clasp the entire paper

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Example 1 Title Page

2 INCHES

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY
DIVISION OF CHRISTIAN EDUCATION

THE TITLE OF THE CLASS ASSIGNMENT SHOULD BE PLACED
IN UPPER CASE, DOUBLE-SPACED BETWEEN LINES

19 AND 23 IN INVERTED PYRAMID STYLE

ASSIGNMENT TYPE SUBMITTED TO

DR. MR. MS I. M. PROFESSOR

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS OF THE COURSE

COURSE TITLE

COURSE NUMBER

RESEARCH PAPER
BOOK REPORT
BOOK DIGEST
CASE STUDY
LESSON PLAN
EVALUATION
ETC

Centered on paper

BY

FULL NAME OF THE STUDENT

DATE THE ASSIGNMENT IS DUE

2 INCHES

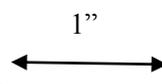
Example 2 Table of Contents Page

CONTENTS		2 " minimum or centered on the page
ts		
	LIST OF ILLUSTRATIONS	iv
ds		
	INTRODUCTION	1
ds		
	SUPERVISION BY DELEGATION	2
ss		
	Delegation Defined	2
	What Delegation is	4
	What Delegation is not	6
← 1 ½ " →	DELEGATION IN THE CHURCH	8 ← 1 " →
	When is Delegation Called For	8
3 sp indent	Barriers to Delegation	11
	Processes of Delegation.	13
	SUMMARY	15
	ENDNOTES	16
	APPENDIX A. DIAGRAM OF THE DELEGATION PROCESS	18
	WORKS CITED	19
<p>Note that the text of the Content page must be exactly duplicated in the body of the paper where these headings and sub-headings are used</p>		Spaced period leaders (1.18)
	iii	Front-matter, Roman numeral (14,7) spaced ¾ inch from bottom

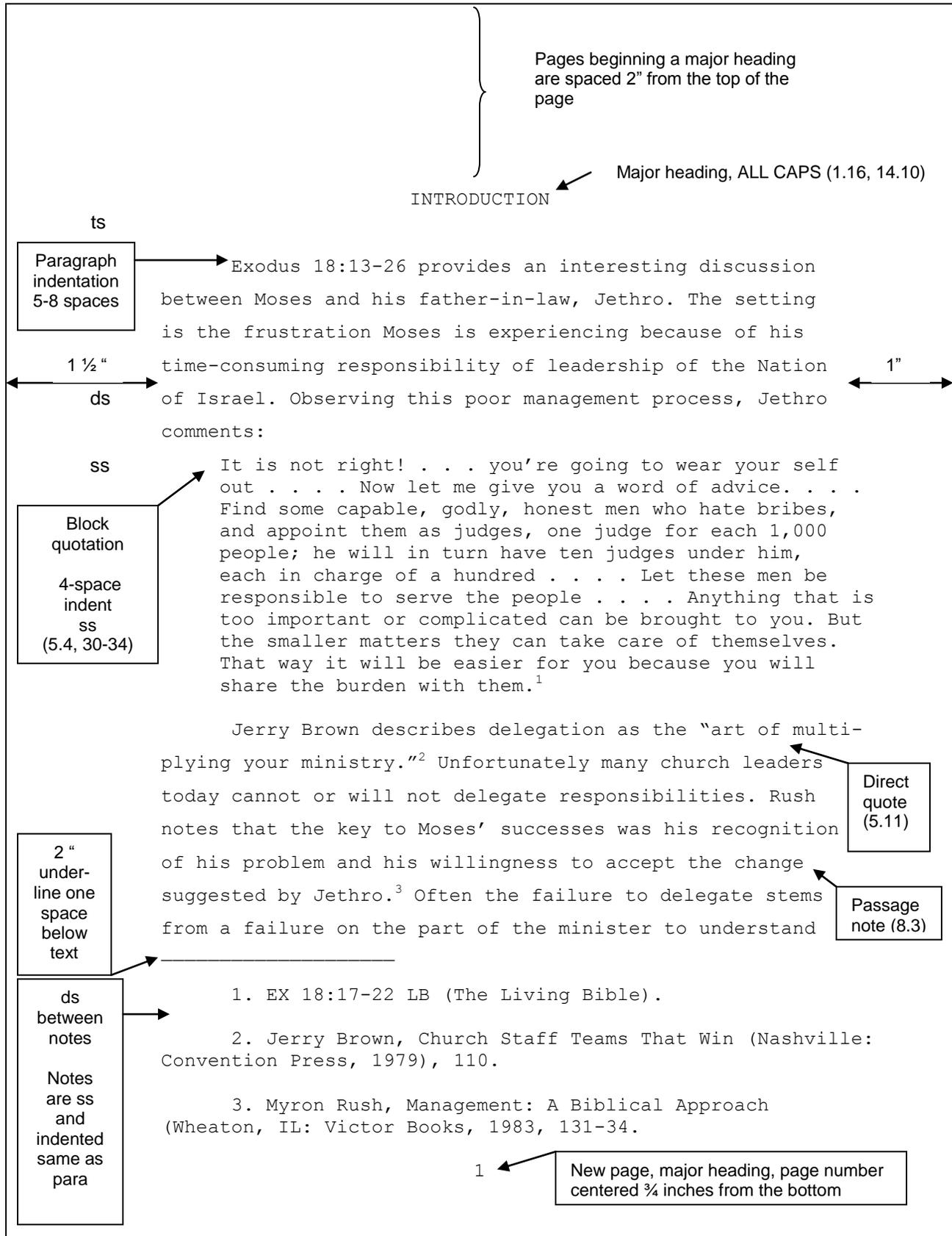
Example 3 List of Illustrations Page

ILLUSTRATIONS

ts	Figure	Page
ds	1. Chart of Centric Organization of Moses	7
ds	2. Chart of Line Organization Suggested by Jethro	8
	3. Typical Line Organization of the Local Church	10
1 1/2 "	4. Maxwell's Delegation Organization Matrix	14



Example 4 Sample Introduction Page Footnote reference format



Example 5 Major Used in Continuation Style Endnote Reference Format

2 ← Page number centered ¾ " from top

ds the process of delegation. This paper will explore the techniques of delegation with a view of providing insight to the church leadership into how to effectively delegate responsibilities.

ts SUPERVISION BY DELEGATION ← New major heading, ts from previous text, ALL CAPS, ts to the next text or sub-heading

ts

ds Delegation Defined

ds Leonard Wedel cites several essential leadership skills that the Christian leader must develop; significant among them is the skill of delegation.⁴ Therefore, delegation is a skill necessary for proper management. It is also a team process. Brown defines delegation as one of the essential ingredients of the process of development of the church staff team.⁵

1 ½ " ← Delegation may be defined as "transforming authority, responsibility, and accountability from one person or group to another."⁶ It generally involves the movement of authority from a higher level in the organization to a lower level. Delegation relates to the assignment of tasks or responsibilities to individuals in the organization that presently do not have that responsibility.⁷ ← 1 "

Tidwell offers that delegation is a skill to be used by effective church administrators.⁸ It could be surmised, therefore, that delegation is an administrative tool for accomplishing the objectives of the church.

Notes are numbered sequentially throughout the paper (8.12)

1st level subheading underline style (1.37)

What Delegation Is

Delegation is a process that derives it's motive for activity in the venue of a minister's recognition of how the church is to function; that is, it is composed of individuals who have been placed in the body of believers and empowered by the Holy Spirit with spiritual gifts that operate in conjunction with other gifted-individuals in the body to carry out the work of ministry.⁹ Engstrom and Dayton continue this philosophy of delegation by commenting that "the pastor who understands the proper division of responsibility in the church will succeed in leading the congregation to new insights."¹⁰ Wedel champions this concept of ministerial division within the church by offering a complete analysis of the various tasks that should be carried out in an effective and fully functioning

Example 6 Use of Illustration in the Body of the Text Endnote reference style

11 } 3/4"

ds
ds In summary, tasks that are repeated lend themselves well
ts to the delegation process.

What You Should Not Delegate ← 3rd level subheading using bold rather than underline

ds We have discovered that when a minister delegates
1 1/2" responsibilities, he or she also grants the authority to
1" carry out that task. Certain responsibilities, however,
should not be assigned to subordinates. Below is a composite
listing of both Wedel as well as Dayton and Engstrom for
tasks that should not be delegated by the administrator.²²

3 blank lines (6.19) ↑
Figure 2. Composite listing of responsibilities that should not be delegated by the supervisor

Number all illustrations sequentially throughout the paper (7.4, 13) →

- General supervisory duties
- Actions involving planning, organizing, directing, or evaluation of work
- Major decision-making responsibilities
- Policy formation
- Employee promotions, transfers, etc.
- Salary decisions
- Employee work performance evaluation or discipline

3 blank lines (6.19) ↑

← 1st level subheading bold

Barriers to Successful Delegation

ds Barriers Among Church Members ← 2nd level subheading
ds

As noted by Rush, many church leaders state that they would like to delegate more of the responsibilities which they have been assigned.²³ A major problem, as noted by Rush and others, is that while the minister would dearly love to give away some of their responsibilities, the church member is not willing or capable of accepting the delegated responsibility.²³ This reluctance stems from a variety of reasons: (1) The parishioner fails to recognize their responsibility to use the spiritual gift, (2) The leader fails to provide teaching that would create a understanding

} Minimum 3/4 inch

Example 7 Text Continuation Parenthetical reference style

13

Developing the Staff Delegator

Terry and Franklin (1982, 227-28) suggest eight steps which will help in the encouragement of managers to utilize delegation as a management tool. These steps will form the framework for the remainder of the discussion. Associated research will be added where apropos.

Making the Delegator Feel Secure

Anthony calls this first step "Developing a Supportive Organizational Climate (1978, 46)." This means that if delegation is to occur at any echelon of the organization, it must be supported from the top (Rush 1983, 139). In the church, most supervisors who are reluctant to delegate are fully capable of performing the task themselves and see no reason to entrust the task to others. In order to promote security, administrative efforts and inducements at titles, special privileges and the such may encourage delegation of lesser tasks due to this new position (Howard 1979,12).

Realize the Need for and Believe Deeply in Delegation

For the delegation process to be supported from the top echelons of the organization, they must seriously understand when and why they can delegate responsibilities and remain in charge. Delegation is needed in the church staff:

- a. When minor jobs are taking you away from the major ones
- b. When deadlines are being missed
- c. When you spend too much time on trivial tasks
- d. When others who are trained could do the task
- e. When others need the training (Hendrix, 1981, 83-84)

Delegation not only relieves the minister of certain responsibilities but is a necessary element in the spiritual development of the parishioner. Even in the business world strong administrators hold firmly to the concept that delegation is a vital means to personnel development (Markley 1986, 175).

Date, page scheme, author given in text (10.13-18)

2nd level subheading

Direct quote (10.18)

Source reference

Third level subheading greater than 35 spaces (1.36 & 14.11)

Content reference

Block quote indented 4-sp (5.4)

Block quote

Example 8 Sample Endnote Page

Major heading 2" from top

NOTES

ts

ds

ss

1. EX 18.17-22 LB (The Living Bible).
2. Jerry Brown, Church Staff Teams That Win (Nashville: Convention Press, 1979), 110.
3. Myron Rush, Management: A Biblical Approach (Wheaton, IL: Victor Books, 1983), 133-34.
4. Leonard Wedel, Church Staff Administration (Nashville: Broadman Press, 1978), 143).
5. Brown, 110.
6. Rush, passim chapter 4.
7. Ted Engstrom and Edward Dayton, The Art of Management for Christian Leaders (Waco, TX: Word Books, 1976), 141.
8. Charles Tidwell, Church Administration: Effective Leadership for Ministry (Nashville: Broadman Press, 1985), 208-09.
- 9 Engstrom and Dayton, 142.
10. Ibid., 144.
11. Wedel, 145-46.
12. Judy Stamey, "How Delegation Can Strengthen the Work of the Minister of Education," Church Administration, April 1987, 11.
13. Brown, 198-201.
14. Ellen Makley, Franklin Peters and Laura Smith-Walters, "Delegation as a process of Employee Development," Journal of Personnel Administration 21 (June 1986): 175.
15. Tidwell, 209.
16. Ibid.

16

Page number at bottom of text for major heading, ¾ inches from bottom

Example 9 Photocopied Appendix Source citation format

Type in title same as Content page, ALL CAPS, centered

APPENDIX A

DIAGRAM OF DELEGATION PROCESS

Minimum of 1"

[18]

Page number follows Arabic sequence of the Text portion of paper

Delegation as a Process

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graph TD
    A[DECIDE WHAT NEEDS TO BE DONE] --> B[SELECT THE BEST PERSON TO DO THE JOB]
    B --> C[MAKE THE ASSIGNMENTS CLEAR]
    C --> D[ESTABLISH LEVEL OF AUTHORITY]
    D --> E[ANTICIPATE PROBLEMS]
    E --> F[BUILD IN CHECK POINTS]
    F --> G[EVALUATE AND BUILD ON RESULTS]
    G --> H[AFFIRM EMPLOYEE AND GIVE MORE CHALLENGING ASSIGNMENTS]
    H <--> I[COACH EMPLOYEE AND OFFER ADDITIONAL TRAINING]
    
```

Use of Source citation (6.50-52, 7.21-26, 14.24 & 30)

Source: Ellen Markley, Franklin Peters and Laura Smith-Walters, "Delegation as a Process of Employee Development," *Journal of Personnel Administration* 21 (June 1986): diagram 4a, 178.

Example 10 Appendix Writer Created

2" from top

APPENDIX A

THE DELEGATION PROCESS

Delegation is a sequence of administrator directed steps. The process may be visualized in the following manner:

1. Decide what needs to be done – what is the task that requires accomplishment
2. Select the best person to do the job – given the personnel who work with you, who can accomplish the task best with the least amount of action on your part
3. Make the assignment clear – communication is critical
4. Establish level of authority – what amount of direct interaction do you see needed to accomplish the task
5. Anticipate problems – create a contingency to prevent failure
6. Build in check points – establish a method of monitoring the success
7. Evaluate and build on the results – evaluation determines whether the plan was accomplished in the manner established
8. Affirm employee and give more challenging assignments – personnel develop with challenging tasks
9. Coach the employee and offer training if required – the objective is success

1 ½" 1"

Source: Interview with Dr. Tommy Bridges, Chairman Administration Department, Southwestern Baptist Theological Seminary, Fort Worth, Texas, 27 September 1989; and Ellen Markley, Franklin Peters and Laura Smith-Waters, "Delegation as a Process of Employee Development," *Journal of Personnel Administration* 21 (June 1986): diagram 4a, 178.

For use of source citation in appendices and other illustrations in the paper see (6.50-52, 7.21-26, 14.24 & 30)

18 ← Page number follows Arabic sequence of text and is placed ¾" from bottom of page

Example 11 Sample Source Bibliography Footnote – Endnote Style

Major heading, centered 2" from the top of the page (14.10)

WORKS CITED

Title of the bibliography suggests that these references are the only ones cited in the text (9.2)

ts
ss
ds
ss
ds

Bridges, Tommy. Interview with the author. Southwestern Baptist Theological Seminary, Fort Worth, TX 27 September 1989.

Brown, Jerry. Church Staff Teams That Win. Nashville: Convention Press, 1979.

Engstrom, Ted W. and Edward R. Dayton. The Art of Management for Christian Leaders. Waco, TX: Word Books, 1976.

Hendrix, Olan. Management for the Christian Leader. Milford, MI: Mott Media, 1981.

Markley, Ellen, Franklin Peters, and Laura Smith-Walters. "Delegation as a Process of Employee Development," Journal of Personnel Administration 21 (June 1986): 175-79.

Rush, Myron. Management: A Biblical Approach. Wheaton, IL: Victor Books, 1983.

Stamey, Judy. "How Delegation Can Strengthen the Work of the Minister of Education." Church Administration April 1987, 11-12.

Terry, George and Stephen Franklin. Principles of Management, Eighth Edition. Homewood, IL: Richard Irwin, Inc., 1982.

Tidwell, Charles A. Church Administration: Effective Leadership for Ministry. Nashville: Broadman Press, 1985.

Wedel, Leonard. Church Staff Administration. Nashville: Broadman Press, 1978.

19

Page number continues Arabic sequence of text, centered, bottom of page 3/4" from bottom

Works indicated in underline style

Journal

Magazine

Book
Two authors

Book
Single
Author

Indent 5 spaces (9.8)

1 1/2"

1"

Example 12 Sample Source Bibliography Parenthetical Reference Style

Note the significant difference in styles.
Reference list cites the year after the author's name.
The title of the work is given in sentence style rather than headline style

Major heading, centered, ALL CAPS, 2" from top of page

Title suggests that the bibliographic listing is for works cited in the text in parenthetical reference style

ts

ss

ds

REFERENCE LIST

Bridges, Tommy. 1989. Interview with the author. Southwestern Baptist Theological Seminary, Fort Worth, TX, 27 September.

Brown, Jerry. 1979. *Church staff teams that win*. Nashville: Convention Press.

Engstrom, Ted W., and Edward R. Dayton. 1976. *The art of management for Christian leaders*. Waco, TX: Word Books.

Hendrix, Olan. 1981. *Management for the Christian leader*. Milford, MI: Mott Media.

Markley, Ellen, Franklin Peters, and Laura Smith-Waters. 1986. "Development as a process of employee development." *Journal of Personnel Administration* 21 (June) 175-79.

Rush, Myron. 1983. *Management: a biblical approach*. Wheaton IL: Victor Books.

Stamey, Judy J. 1987. "How delegation can strengthen the work of the minister of education." *Church Administration*, April, 11-12.

Terry, George and Stephen Franklin. 1982. *Principles of management*, Eighth Edition. Homewood IL: Richard D. Irwin, Inc.

Tidwell, Charles. 1985. *Church administration: effective leadership for ministry*. Nashville: Broadman Press.

Wedel, Leonard. 1978. *Church staff administration*. Nashville: Broadman Press.

1 1/2"

1"

Journal (10.29, 11.39-40)

Magazine article (10.29, 11.41)

Multiple authors (11.4)

Single author (911.3)

Works indicated in italic style (XXX)

Indent 5 spaces

19

Page number follows sequence of Arabic numbering of text, centered, 3/4" from the bottom of the page

Aids in Paper Preparation

Within the past decade the academic world has completed the transition from manually prepared assignments and projects to those composed in computer generated word processing programs. New Orleans Seminary now requires students to have access to the internet, have been assigned an electronic address for communications, and has designated the Microsoft family of programs as the official medium of correspondence. This universal designation will ultimately lead to the production and submission of assignments electronically.

Several resources exist to assist the student in the preparation of their work. Some useful ones are:

In the past certain problems have arisen with the use of Word and the Turabian style of writing. Below are some shortcuts to the problems:

1. How to do Turabian page numbering in Word – to insert the number 1 of page one at the bottom and a 2 at the top of the next page:

- Click on the View menu and choose Header and Footer
- On the Header and Footer toolbar, click the Page Setup icon (looks like an open book)
- At the Page Setup window, click the Layout tab
- In the Headers and Footers section click on “Different First Page” to add a check mark in the box; click OK
- Back at the Header and Footer toolbar click the “Switch Between Header and Footer” icon
- In the “First Page Footer” rectangle, place the cursor where you want to enter the page number – centered – and click the “Insert Page Number” icon. The number 1 appears centered
- To change the font for the first page number, select the number and click Format/Font. Make your changes and click OK
- Click the “Show Next” button to go to the second page of the document
- Click the “Switch Between Header and Footer” button
- In the “Header” rectangle on page 2, place the cursor where you want to enter the page number – center – and click the “Insert Page Number” icon. The number 2 will appear.
- To change the font for the page number on page 2 repeat the step above
- Subsequent page numbers will appear at the top of the page. To return the page numbering to the bottom in the back matter repeat the initial set up.

2. Reveal codes in Word

- Click Help
- Choose “What’s This”
- Click on the item in question and some formatting information will be displayed
- Hit the Esc Key to turn it off

3. Placing the note in the proper place below the text.

Footnotes should be placed below the text of each page in which a note appears.¹

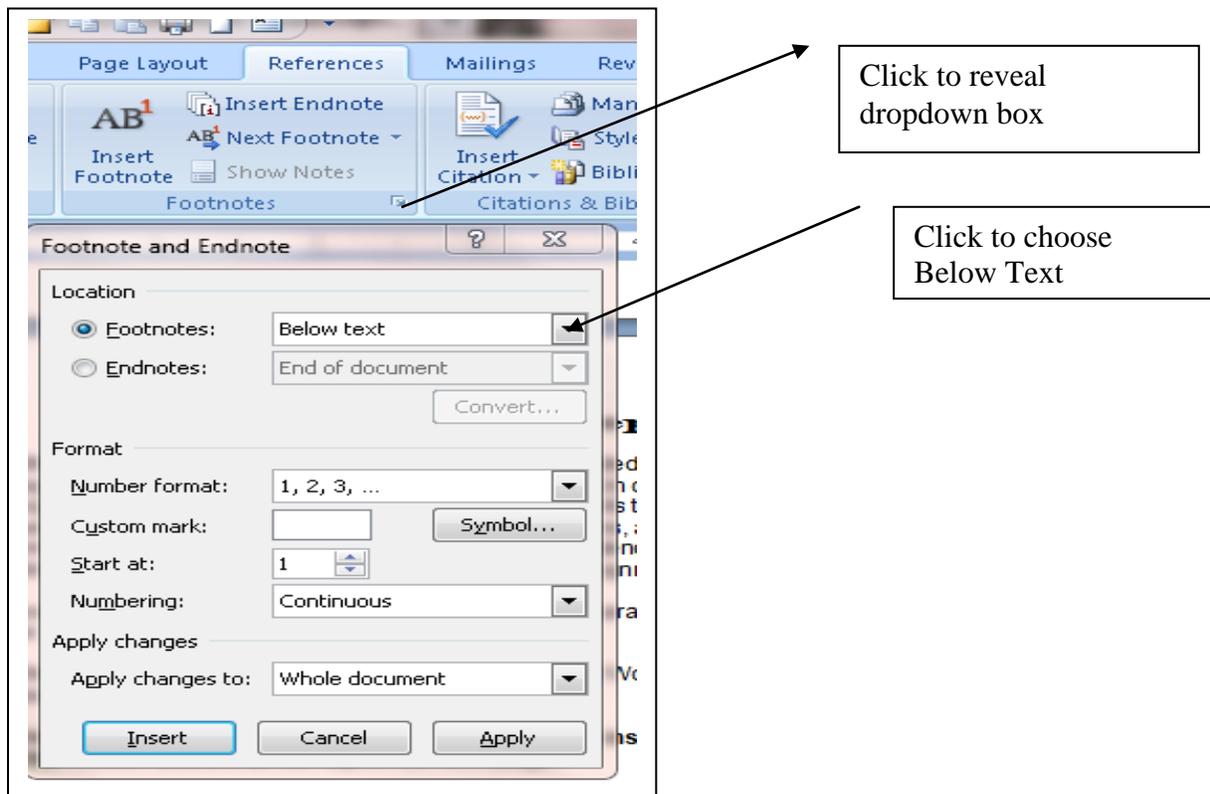
Students often have difficulty with this because the defaults for both Microsoft Word and Corel Word Perfect have been set to “bottom of page.” To correct this problem, the student will have to modify the settings of the footnote to adjust the position of the footnote on the text page.

1. Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, Sixth Edition, (Chicago: The University of Chicago Press, 1996), 8.15, 121.

In Microsoft Word:

- In the toolbar at “Insert” choose “Notes”
- In the dialog box that appears, note that footnote is defaulted at “bottom of page” occurs
- Also note that “auto number” is defaulted
- In the Options dialog box note that it selects all footnotes
- In the drop-down box to the right “Place at” select “Beneath Text”
- Accept and close

For footnotes using Word 2010 and later, notes are described in the “Reference” section of the tool bar. By clicking on the down arrow in the right hand section of the dialog box, a new dialog box is revealed. In the upper right hand corner of this dropdown box, change the position of the note from the default bottom of page to bottom of text. See below:



4. Electronic References; Turabian section 8.141

Since the production of the Sixth edition significant emphasis has been placed on the use of the internet and other electronic resources. Electronic references still require the same full disclosure of information – author, title, name and description of source, format, online source, place of publication, publisher/vendor, date of publication or access, and identification pathway that will allow the reader to access the same information.

Basic citation components and punctuation for a footnote or endnote:

Note number. Author's first name and last name, <author's internet address if available>, "Title of Work" or "title of message," in "Title of Complete Work" or title of list or website as appropriate, <internet address>, [menu path if appropriate], date if available, archived at if appropriate.

Example:

17. Phillip Curtin, <curtinpd@junix.hef.jhu.edu>, "Goree and the Slave Trade," in H-AFRICA, h-africa@msu.edu, [path:H-NET E-Mail Discussion Groups/HAFRICA/Discussion Threads/Goree and the Atlantic Slave Trade – item number 465] 31 July 1995, archived at <gopher.h-net.msu.edu>.

Basic citation components and punctuation for bibliographic entries

Author's Last Name, First Name <author's internet address>. "Title of Work" or "title line of message." In "Title of Complete Work" or title of list or site as appropriate. <Internet address>. [menu or path if appropriate]. Date if available. Archived at: if appropriate.

Example:

Loban, Richard. <Rlobban@grog.rich.edu>. "Reply: African Muslim Slaves in America." In H-AFRICA. <"H_AFRICA@MSU.EDU">. 4 August 1995. Archived at: <"http://h-net.msu.edu/-africa/archives/august95">.

Parenthetical references and Reference Lists would follow the same format substituting the date after the author and using a sentence style for all titles.