

## Transforming the Working Outline into a Table of Contents

So far this semester I have stressed the importance of the outline in helping you get your Project conceptually organized. I've looked at working and finalized outlines so now it is time to transform your outline into a Table of Contents.

As I expect to see a Table of Contents (I don't want to see your outline again), when you submit your half draft, I hope this handout will help you successfully transform the outline into a Table of Contents.

Let's start with an example of an outline. What you see below corresponds with the traditional type of outline that many students produce. It is by no means complete but it essentially reflects what I expected from students

### I. Introduction and Statement of Problem

This Project is going to examine the behavioral traits of millennials to identify how those traits may hamper their professional development in the context of daily work environments.

### II. Justifications for the Study

Arguments will be advanced to reinforce the importance of the above statement of problem.

A. Millennials will eventually be the numerical majority in the workforce. It is essential to better understand how they work both as individuals and in groups in order to enhance their productivity. By seeking to identify and understand their behavioral traits, this Project stands to help businesses and employees reach higher production levels.

B. To date, millennials have been widely characterized as narcissistic and lacking in social skills. Little empirical research exists to substantiate or refute these assertions. In the absence of research, these assertions are little more than stereotypes. Ideally, this Project will advance a richer understanding of this important population.

C. An additional argument would be made here

D. An additional argument would be made here

### III. Literature Review

The literature review will present published work that identifies what the actual traits of millennials are and how those traits affect their work environments.

A. According to Jacoby (2012), Anderson and Johnson (2009) and Maryweather (2008), millennials have been negatively socialized in part by technological devices to expect immediate reinforcement that emphasizes the positive nature of their efforts.

B. Millennials appear to be highly defensive and unable to handle criticism (Colby and Thomas, 2007; Warrick and Mazone, 2011).

C. Additional research (see references) suggest that millennials see themselves as leaders and indeed appear to possess important characteristics central to leadership roles.

1. Millennials like to see jobs/tasks become finished jobs/tasks

2. Millennials can work independently and expect others to work that way as well to efficiently complete jobs/tasks.

D. An additional causal factor could be discussed here

IV. Summarization of the Literature

V. Proposed Solution to the Problem

VI. Implementation of the Solution

VII. Evaluation of Programmatic Solution

VIII. Conclusion

Having reviewed the outline, let's transform it into a Table of Contents. To do this let's talk about Level 1, Level 2 and Level 3 headings.

Roman Numerals in the above outline correspond with Level 1 headings.

Alphabetic characters in the above outline correspond with Level 2 headings.

Numbered points in the above outline correspond with Level 3 headings.

So, the Table of Contents page and the actual Table of Contents essentially will look like what follows:

### Table of Contents

Cover Page.....	1
Executive Summary.....	2
Table of Contents.....	3
Introduction and Statement of Problem.....	4
Justifications for the Study.....	5
Millennials in the Majority.....	5
Stereotypes and Millennials.....	6
A level 2 heading here for the third argument.....	6
A level 2 heading here for the fourth argument.....	7
Literature Review.....	8
Reinforcement: What Millennials Crave.....	9
The Defensive Posture of Millennials.....	10
I am a Leader.....	11

Task Completion.....	11
Leadership and Delegation of Individual Responsibilities.....	12
A level 2 heading here for the fourth causal factor identified from the literature.....	13
Summarization of the Literature.....	15
Proposed Solution.....	16
Implementation of the Solutions.....	20
Evaluation of Programmatic Solution.....	25
Conclusions.....	27
References.....	29
Appendix A (if needed).....	33

Hopefully you are seeing how the transformation of the outline into the Table of Contents works and how it would continue on through the Conclusion.

Now that we have an idea of what the Table of Contents will look like, we need to address how the elements of the Table of Contents appear in the body of your work as level 1, 2, and 3 headings.

Level 1 headings are to be centered on their own line of text. Examples of level 1 headings include for example Executive Summary, Table of Contents, Introduction and Statement of Problem, Justifications for the Study, and Literature Review.

Level 2 headings are to be at the left margin on their own line of text. Selected examples of level 2 headings include (from my Table of Contents example above) Millennials in the Majority, Stereotypes and Millennials, Reinforcement: What Millennials Crave, The Defensive Posture of Millennials, and I am a Leader.

Level 3 headings are indented and on the same line of text as the actual text of that paragraph. For example:

Task Completion. Millennials are driven to complete tasks and to do so efficiently because, to them, efficient task completion affords them additional “me” time. According to Ferguson (2014, p. 48) “millennials will seek to acquire work-related tasks that can be completed individually and that offer the tangible return in terms of both praise and freedom.” They also.....

I hope this will be helpful to you but please contact me if you have any questions.