

AIB STYLE GUIDE

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INTRODUCTION

Welcome to the AIB Style Guide! We hope you will find this to be a useful resource as you develop and improve your written communication skills during your study with AIB.

This AIB Style Guide articulates AIB's expectations for the work you submit at AIB. The modern workplace expects consistent and well-written communication, and use of a style guide is not uncommon. At AIB, some marks for assessments are awarded for 'communication'. Hence, it is important that we clarify the requirements for presenting your work.

Please refer to the specific requirements outlined in your assessments in your subjects as they will vary according to the subject. This guide is to provide some overall tips and tricks.

We have tried to keep the AIB Style Guide as simple and straightforward as possible:

- Section 1 provides a 10-step approach to a written assessment / assignment
- Section 2 provides sentence Starters, transitional and other useful words
- Section 3 explains the principles of writing for AIB, including paragraph writing
- Section 4 explains how to present your assessment in report format
- Section 5 outlines some of the alternative assessment types to assignments
- Section 6 outlines the principles of academic integrity and tips on avoiding breaches
- Section 7 outlines how to style and present any documents you are submitting during your AIB study
- Section 8 provides you with guidelines on author/date style referencing, paraphrasing and quoting to help you reference appropriately for your AIB assignments and includes an appendix of examples on how to reference in-text and in your references.

AIB endeavours to provide you with the required guidelines for your academic success. Should you find any omissions or have any suggestions for improvements or additions, please contact AIB.

1. TIPS FOR WRITING ASSIGNMENTS

Each subject applies different assessment methods. An assessment serves an important function in helping you focus on the specific concepts, theories and learning outcomes and clarify your learning.

It is good practice to ensure you are familiar with your assessment due dates as listed within your Subject Outline. Being familiar with these essential dates will help you to effectively manage your time throughout the duration of your subject. It's also important to remember that most submission due dates are firm and any late submission will incur penalties or may not be accepted.

The following provides a recommended ten-step approach to writing assessments. It is strongly recommended that you follow these steps in sequential order to address your assessment requirements.

Step 1. Read, understand and address the assessment question

Carefully **read the assessment question, specific instructions and guidelines** and ensure you understand clearly what is being asked. Your submission must respond to the assessment question/task. By doing this you will know what you need to do, how to do it and whether you need some form of assistance to finish the assessment.

Furthermore, make sure you check the **word count**.

Then, consider the audience of the assessment. Do the assessment instructions suggest that the assessment should be aimed at a particular manager of a particular organisation? If no particular manager is mentioned in the instructions, assume that the facilitator will be the audience. Whoever the reader is, aim the assessment at your audience and keep in mind their requirements and knowledge.

Step 2. Do background reading and write down notes

Do some brief background reading around the topic, starting with your textbook, writing down the main concepts and ideas that seem relevant. Is there any relevant history related to your topic? Or is there any important detail that will be of high significance to the future? Are there any important people involved? Knowing such details will give you a better idea as to how to start and finish your assessment.

Step 3. Organise your assessment

Make a tentative, organised list of headings, sub-headings and important topics that will have to be addressed. Inform yourself as to how table of contents fields are formatted in Microsoft Word, or any other word processing application you may be using; and how to update the page numbers for your table of contents as your composition grows and evolves. Fine-tune your listing of subject headings as you start gathering information about the assessment's topics. Organisation is always the key to a well-written assessment. It not only gives you direction as you write, but it also gives your paper a certain level of professionalism.

Step 4. Collate information and note your sources for proper referencing

Gather information from articles and other credible sources (preferably from peer-reviewed journal articles). Take notes and write down reference information about your sources (you may forget or lose them otherwise). The AIB Style Guide has details of what information is required for referencing in the assessment; make sure you collect all that information when you first have your hands on the source of information. Collecting all the necessary information for proper referencing as soon as you encounter the source will save you precious time during the course of your writing. The list will also come in handy if you want to double check information.

Step 5. Organise your notes bearing in mind the marking criteria

Organise your notes and finalise the outline with its headings, sub-headings and topics. Consult the assessment instructions/guidelines and the marking criteria for your assessment (with the weightings for various criteria). Bear these in mind as you plan and write the assessment. Comparing your outline with the assessment details will let you know if you have covered everything that the assessment requires or if you have included something that is irrelevant. It will give you a chance to finalise your outline before proceeding with the actual writing.

Step 6. Start writing the assessment

Then, and only then, start writing the assessment in the appropriate format. AIB assessments are often written in a standard report format. Remember to note the sources of information as you write; after all, you have to ensure you place appropriate in-text citations in your report. We recommend you use the Office Word Format/Font command set to Arial, Calibri or Helvetica 12 point, and the Format/Paragraph command set to 1.5 line spacing.

Step 7. Re-read and re-write your assessment

Re-writing is essential. Make sure you add or delete appropriate words or paragraphs and check the spelling and grammar. Prior to re-writing, read and re-read your draft. Check whether the flow of thoughts is clear and maintains continuity. Check for any grammatical errors, spelling mistakes and/or improper use of full stops, commas or question marks. Make sure you read your assessment carefully to check for errors or omissions. Lastly, ensure that you adhere to the required word count, and add/delete words as necessary.

Step 8. Write the Executive Summary

Now write the Executive Summary. This is the summary of the entire assessment. Include only salient points of your assessment. It is called a summary because it is supposed to be brief and comprehensive.

Step 9. List the references

Add the alphabetical list of references by author surname.

Step 10. Submit the assessment

Submit the assessment to AIB in PDF format. Remember to keep an eye on the word count. The word count includes all text from the 'Introduction' section through to the beginning of the 'References' (that is, do not include the title page, Executive Summary/Abstract, table of contents, References or Appendices in the word count).

2. SENTENCE STARTERS, TRANSITIONAL AND OTHER USEFUL WORDS

It can sometimes be difficult to start a sentence to express ideas, or find words to show the relationship between ideas. Below is a list of possible sentence starters, transitional and other words that may be useful.

To introduce

This essay discusses ...	... is explored ...	... is defined ...
The definition of ... will be given	... is briefly outlined ...	... is explored ...
The issue focused on ...	... is demonstrated ...	... is included ...
In this essay ....	... is explained ...	... are identified ...
The key aspect discussed ...	... are presented ...	... is justified ...
Views on range from ...	... is evaluated ...	... is examined ...
The central theme ...	... is described ...	... is analyzed ...
Emphasized are ...	... is explained and illustrated with examples ...	

To conclude

In summary, ...	To review, ...	In conclusion, ...
In brief, ...	To summarize, ...	To sum up, ...
To conclude, ...	Thus, ...	Hence, ...
It has been shown that, ...	In short, ...	

To compare and contrast

Similarly, ...	In the same way ...	Likewise, ...
In comparison ...	Complementary to this ...	Then again, ...
However, ...	This is in contrast to ...	In contrast, ...
And yet ...	Nevertheless, ...	Conversely, ...
On the contrary, ...	On the other hand, ...	Notwithstanding ...
Whereas ...	In contrast to ...	That aside, ...
While this is the case ...	... disputes ...	Despite this, ...

To add ideas

Also, ...	Equally important ...	Subsequently, ...
Furthermore, ...	Moreover, ...	As well as ...
Next...	Another essential point...	Additionally, ...

More importantly, ...	In the same way ...	Another ...
Then, ...	In addition, ...	Besides, ...
Then again, ...	Firstly, ... secondly, ... thirdly, ... finally, ...	To elaborate, ...

To present uncommon or rare ideas

Seldom ...	Few ...	Not many ...
A few ...	... is uncommon	... is scarce ...
Rarely ...	... is rare ...	... is unusual ...

To present common or widespread ideas

Numerous ...	Many ...	More than ...
Several ...	Almost all ...	The majority ...
Most ...	Commonly ...	Significant ...
... is prevalent ...	... is usual ...	Usually ...

To present inconclusive ideas

Perhaps ...	... may be ...	... might be ...
There is limited evidence for ...	... is debated ...	... is possibly ...
... could ...	... may include ...	

To give examples

For example, ...	... as can be seen in ...	... supports ...
An illustration of ...	... as demonstrated by ...	... is observed ...
Specifically, ...	... is shown ...	... exemplifies ...
Such as ...	As an example ...	To illustrate, ...
For instance, ...		

To show relationships or outcome

Therefore ...	As a result ...	For that reason ...
Hence, ...	Otherwise, ...	Consequently, .
The evidence suggests/shows ...	It can be seen that ...	With regard to ...
After examining ...	These factors contribute to ...	It is apparent that ...
Considering ... it can be concluded that ...	Subsequently, ...	The effect is ...
The outcome is ...	The result ...	The correlation ...
The relationship ...	The link ...	The convergence ...

The connection ...	... interacts with ...	Both
... affects ...	Thus it is ...	... causes ...
... influences ...	... predicts ...	... leads to ...
... informs ...	... presupposes	... emphasizes
... demonstrates	... impacts on ...	... supports ...
...		

To present prior or background ideas

In the past, ...	Historically, ...	Traditionally, ...
Customarily, ...	Beforehand, ...	Originally, ...
Prior to this, ...	Earlier, ...	Formerly, ...
Previously, ...	Over time, ...	At the time of ...
Conventionally, ...	Foundational to this is ...	In earlier ...
Initially, ...	At first, ...	Recently ...
Until now, ...	The traditional interpretation ...	

To present others' ideas

According to ...	Based on the findings of ... it can be argued...	... proposed that ...
As explained by ...	... states that ...	... claims that ...
However, ... stated that ...	... suggested ...	... concluded that ...
Similarly, ... stated that ...	... for example, ...	... agreed that ...
Based on the ideas of ...	... defined ... as ...	... relates ...
As identified by ...	... disputed that ...	... contrasts ...
With regard to ... argued that ...	... concluded that ...	... confirmed that ...
... argues ...	... highlights ...	... demonstrates ...
... found that ...	... identifies ...	... wrote that ...
... demonstrated	... also ...	... reported ...
...		
... pointed out that ...	... maintained that ...	... hypothesized that ...
... expressed the opinion that ...	... also mentioned ...	... asserts that ...
... identified ...	... goes on to state/suggest/say	... emphasizes
... challenges the idea ...	... showed that ...	... explored the idea ...

Adapted from the following source

Manalo, E, Wont_To, G, & Bartlett-Trafford, J 2009, *The business of writing: Written communication skills for business students* (3rd ed.). Auckland: Pearson Education New Zealand.

3. TYPES OF WRITING

This section is designed to help you develop your writing skills. In particular, it will help you to understand the different styles of paragraphs that can be used within any written documents such as AIB assignments, reports, projects or reflections ('assessments'), memos or speeches. Understanding how to structure your paragraphs will enable you to express yourself in a logical way. It makes you more convincing as a writer and speaker because it forces you to be clear about the point you want to make and justify it. In this way, people will not only understand what you think but why you think it.

There are many forms of academic writing. The main categories are: analytical, persuasive, reflective, and critical. Each type of writing has specific features and purposes. Throughout your MBA journey, you will need to use a variety of writing types to complete your academic tasks

3.1 What is a paragraph?

A paragraph simply breaks up writing into discrete points that contribute to the main argument. Therefore, paragraphs can be seen as the building blocks of an assessment answer. If you look at journal articles and books, you will see that most consist of a series of paragraphs, one after the other, and each paragraph consists of three to eight sentences. Paragraphs can also be seen as units of meaning. Each paragraph focuses on an idea and contributes to the overall message or argument of the piece of writing. A key point to understand is that a paragraph is not a collection of unrelated sentences.

3.2 The basic structure of a paragraph

As you might know, many documents (including essays, reports and journal articles) are divided into three basic components: introduction, body and conclusion. A paragraph works in a similar way. Thus, there are three main components to a paragraph: the topic sentence (introduction), a number of support sentences (body), and a conclusion sentence (conclusion).

A good way of understanding a paragraph is to think of it as a mini essay. The topic sentence states the point the writer wants to make. The supporting sentences expand on that point by referring to or discussing evidence and the concluding sentence tells the reader the significance of the point. In this way, the reader knows not only what the point is, but also what evidence there is to make it, and importantly, why that point is being made.

Table 1: Example structure of a paragraph

Topic sentence
Supporting sentence 1
Supporting sentence 2
Supporting sentence 3
Conclusion sentence

Source: developed by AIB for this guide.

In AIB assignment/project/report writing, in-text referencing must be included. Here is an example of a paragraph that would be typical for the body of an AIB assignment/project/report:

Self-awareness is a critical skill/ability for leaders. Self-awareness is the capacity to be aware of emotions and feelings, moment to moment (Goleman 1995). If one is not aware of one's own emotions in an interaction, it would be impossible to regulate one's emotions, which is the second component in Goleman's model (Goleman 1995). For example, if one is not aware of rising anger in oneself in an interaction, the effectiveness of communication may be impeded by inappropriate outburst of anger. Thus, self-awareness is not only imperative for communication but is also considered the foundation of emotional intelligence (Goleman 1995; Mayer, Salovey & Caruso 2008).

3.3 Types of paragraphs

Academic writing requires the use of analytical or persuasive paragraphs. The easiest form of writing uses descriptive paragraphs because you are repeating what you have read (hopefully) in your own words (paraphrasing). However, more is required to achieve higher marks.

For this guide, paragraphs are divided into two categories:

- analysis (compare and contrast)
- persuasion (argue a proposition).

Not all paragraphs have the same function and/or purpose. For example, the paragraphs you use for introductions and conclusions will be different to those you write in the body. Introduction paragraphs will tell the reader what you will do. Conclusion paragraphs will tell the reader what you have done. Therefore, the introduction and conclusion paragraphs are a little different to the main kind of paragraph you will be writing – the body paragraph, which will be the focus of this guide. Most often for assessments, you would show how you can apply theory to a practical example or situation. Therefore, paragraphs should also demonstrate the application of theory. The difference between paragraphs that merely describe theory and paragraphs that contrast/analyse and apply theory will now be discussed.

3.3.1 Analytical paragraphs

Analytical paragraphs compare and contrast ideas/concepts to other concepts/ideas/principles in a discussion of theory. This is sometimes called critical analysis or critical judgment. The term *critical* in this sense does not mean saying negative things. Being critical in the *academic* sense means using discrimination — talking about differences in ideas and giving them a value.

Often the most difficult thing for students to understand is that the essence of good academic writing is **not just accepting what is said** at face value. In mathematics, there is usually one right answer. In social science absolute proof does not exist — there is no one right answer. Nothing can be proven, just argued. Thus, the goal of academic writing is to argue persuasively through writing analytically.

The paragraph below is an example of critical analysis that makes the discussion both analytical and

critical.

The term "emotional intelligence" (EI) was first used by Salovey and Mayer (1990). They theorised that emotional intelligence consists of the following three categories of adaptive abilities: appraisal and expression of emotion, regulation of emotion and utilisation of emotions in solving problems. Goleman's (1995) model of "emotional quotient" (EQ), on the other hand, comprising the categories self-awareness, self-regulation, internal motivation, empathy and social skills. Clearly the awareness and regulation of emotions in self and in others are fundamental to both models. It can also be seen that Goleman's model expands that of Salovey and Mayer and places emphasis on how EI operates in the world by expanding the notion of utilising emotion to solve problems to include both interactions with oneself and others.

This kind of critical analysis would be most useful when writing a literature review in a research report or showing that you have understood the theory in an exam or assignment. However, you can also write analytically when comparing theory to real-life examples, as you would in an assignment, exam or project for AIB.

Here is a paragraph demonstrating critical analysis. It compares Salovey and Mayer's model (1990) to the model of Goleman (1995) and then applies theory to a situation to show that the concepts are understood.

Self-awareness and self-regulation are fundamental categories of emotional intelligence which are recognised in all theoretical models (Salovey & Mayer 1990; Goleman 1995). Self-awareness is an awareness of one's own emotions. As Goleman (1995) explains, becoming aware of emotions in ourselves and others allows us to regulate emotions in ourselves and in others. For example, after repeated failed attempts to explain a product to a customer, I realised I was flushing, sweating and frustrated. It was my sudden awareness of my frustration that allowed me to regulate this emotion by breathing deeply, and calming down. I also became aware that the customer was frustrated through the increased volume of her voice. Thus, consistent with Goleman's theory, it was the recognition of my own and my customer's frustration that both prompted and allowed me to regulate my own emotion and my customer's, through trying a different tactic of explanation.

Note the use of first person in this paragraph is due to its self-reflective nature. For more information on the use of first person in academic writing refer to section 7.5.

3.3.2 *Persuasive paragraphs*

Assignments should use both analytical and persuasive because they have transparent reasoning. That is, you should have carefully analysed a topic, organised the information and supporting evidence, and presented a persuasive case. You need to learn how to construct clear, concise, analytical and supported arguments in your writing.

Persuasive writing takes analytical writing one step further. Including the components of analytical writing, persuasive writing also allows you to bring in your own point of view. This can include the development of arguments, recommendations, interpretation of findings, or evaluations of other's work. When writing persuasively, you use the information and categorisation as you would when writing analytically, but you incorporate a wider selection of information in order to support your point of view. That means that persuasive writing has to be evidenced extensively, through reference to published sources. The requirement to use persuasive writing can be distinguished by instructions to argue, evaluate, discuss, or take a position.

The paragraph below was submitted in an assignment about leadership. In this section, the paragraph will be “converted” to “academic” writing by explaining the theory, referencing and applying concrete examples to demonstrate an understanding of how theory can be applied. At present, the paragraph is not academic, analytical or persuasive because it does not draw on literature or examples. Therefore, it is an unsupported opinion of the student writer, which is not adequate.

(Existing paragraph)

Samantha is a transformational leader. She is passionate and enthusiastic at work. She creates visions for her followers and injects energy and motivation into her team. She is a great example of an inspirational leader for women in the work place.

The following paragraph, however, is analytical because it explains and applies concrete examples to that theory, and is persuasive because it posits an argument that is stated in the first two sentences and then supported in further sentences. The last sentence connects the paragraph and the argument back to the topic sentence that, in turn, connects to a larger argument in the paper.

(New paragraph)

It is argued that Samantha is both a charismatic and a transformational leader. Hughes, Ginnett and Curphy (2015) explain that charismatic leaders engage the emotions of followers through their passion, enthusiasm and vision for the future. Samantha creates visions for her followers and injects energy and motivation into her team on a regular basis. She does this by being passionate and enthusiastic at team meetings once a week when she outlines sales targets and their part in achieving the goals of the organisation. Motivating followers in this way to achieve the higher organisational purpose is, according to Hughes, Ginnette and Curphy (2015), a key characteristic of a transformational leader. Therefore, Samantha is a great example of a charismatic and transformational leader for women in the work place.

3.3.3 How to write an analytical paragraph in five easy steps

Step 1 – Write the topic sentence

When planning your essay, it is a good idea to make a list of the points you want to cover and to write a “topic sentence”, for each. A topic sentence is a summary of the information to be presented in the paragraph. Then, write paragraphs to expand on these sentences. A good way to come up with ideas is to read your topic material and jot down the main points. Do not forget to record the source(s) and the page number(s) so you can go back to them. The first thing to do is be clear about the point you want to make. First, think about what you want to do — describe theory, compare theory or apply theory; what do you want to argue?

Step 2 – Brainstorm

Once you have written the topic sentence, you need to think of ideas to support it. Read and think about what related ideas might be or other evidence or facts that fit with the theme. How do the ideas from different authors compare on the topic? Is there any similarity or clear difference? Make a note of these. Use your brain wisely. Read and think intensely and then take a break to let your unconscious mind put the pieces of the puzzle together at this stage. Come back and write your ideas down under your paragraph heading.

Step 3 – Plan

Brainstorming will probably provide you with more ideas than you require. Read over what you have written, and cross out those ideas that do not obviously relate to the topic sentence or perhaps save them for a different paragraph. Arrange the remaining ideas in the order you wish to present in your paragraph. Arrange the contrasting ideas into a coherent argument.

Step 4 – Write the first draft

Use the paragraph structure you have learnt to write the paragraph. Write the first sentence and then write the following sentences drawing on the ideas you have generated and drawing on references to literature or evidence. Once you have finished writing the first draft, think about what you have written. Does it say what you mean? It is very easy to write sentences that assume knowledge. Write as if the reader knows nothing. Then you will show the reader you do indeed know something. Write that important last sentence. Think about the significance of what you have said so far. Ask the question — “so what?” Write the answer as the last line. Think about connecting to the topic sentence to show your discussion has supported it.

Step 5 – Revise and edit

Revising and editing your paragraph means rethinking and rewriting. It may involve making additions or corrections, rewriting sentences or rearranging details.

Ask yourself the following questions:

- Is the topic sentence clear and relevant to the question(s)/topic?
- Do the facts, details and examples explain/develop the topic sentence? Is there enough support?
- Is the material presented in a systematic way?
- Does one sentence lead smoothly to the next?
- Does your paragraph argue something related to the topic sentence?
- How does your paragraph contribute to the overall argument? Have you said how in the last line?

Remember to use good grammar, spelling and punctuation and make sure to proofread.

3.4 Other styles of writing

Critical writing is common within the postgraduate academic environment. Containing all the components of persuasive writing, it has an added characteristic in that it incorporates at least one other point of view other than your own. Critical writing requires you to take into consideration at least two views on the information you are investigating, including your own. An example of this is when you offer a critique of a journal article where you would evaluate the researcher's interpretation/argument and then evaluate the arguments merits against an existing theory, or your own interpretation of the information. The requirement to use critical writing can be distinguished by instructions to debate, critique, disagree, or evaluate.

It is common for feedback on student writing to focus on the need to engage more critically with the source material. Typical comments from tutors are: 'too descriptive', or 'not enough critical analysis'. This Study Guide gives ideas for how to improve the level of critical analysis you demonstrate in your writing. What is critical writing?

The most characteristic features of critical writing are:

- a clear and confident refusal to accept the conclusions of other writers without evaluating the arguments and evidence that they provide
- a balanced presentation of reasons why the conclusions of other writers may be accepted or may need to be treated with caution
- a clear presentation of your own evidence and argument, leading to your conclusion
- a recognition of the limitations in your own evidence, argument, and conclusion.

Example of effective critical writing. The text below is an example of good critical writing. The author refers to the available evidence, but also evaluates the validity of that evidence, and assesses what contribution it can realistically make to the debate.

Cognitive dissonance theory (CDT) is based on the proposition that individuals seek, and wish to maintain, an internal state of consistency (Festinger, 1957) and has been called one of the most influential theories in social psychology to emerge from the twentieth century but has continued to provoke thought, research, contention, and revision well into the twenty-first century (Aronson, 1992; Harmon-Jones & Mills, 1999; Jones, 1985; Soutar & Sweeney, 2003; Hinojosa et al. 2017). Cognitive dissonance is the negative affective consequence of a discrepancy between related, thoughts, attitudes, behaviours, values and/or feelings (cognitions). Experienced as psychological discomfort, tension or unease, Festinger (1957, p. 266) claimed that dissonance for some is an 'extremely painful and intolerable thing' and can lead to lead to serious long-term problems for organisations and their employees through job dissatisfaction, absenteeism, increased turnover intentions, health problems, job burnout (Côté, 2005; Härtel, Hsu, & Boyle, 2001, 2002; Holman, Martinez-Iñigo, & Totterdell, 2008; Lewig & Dollard, 2003; Pugh et. al, 2011; Rafael & Sutton, 1987) and suicide at the extreme (Hochschild, 1983).

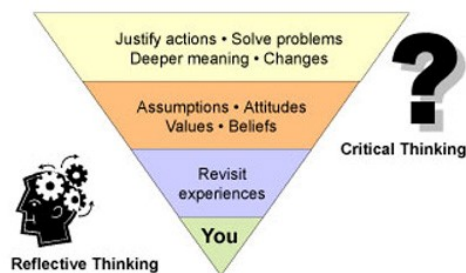
You can see how the author is considering the available evidence, but also the limitations on that evidence, and will be taking all of this into account in drawing conclusions

The major difference between descriptive and critical writing is the presence of an argument. In

descriptive writing, you are not proposing an argument, but merely setting the scene for the argument to occur. You are on presenting the information as it stands, without evidence of analysis or discussion. Descriptive writing is relatively easy, but can often lead to you using too many words, by simply describing the information you are attempting present. An assignment using only descriptive writing would, therefore, gain few marks. With critical writing, you are participating in the academic debate. This is more challenging and risky. You need to weigh up the evidence and arguments of others, and to contribute your own. You will need to:

- consider the quality of the evidence and argument you have read
- identify key positive and negative aspects you can comment upon
- assess their relevance and usefulness to the debate that you are engaging in for your assignment
- identify how best they can be woven into the argument that you are developing.
- a much higher level of skill is clearly needed for critical writing than for descriptive writing, and this is reflected in the higher marks it is given.

Reflective writing is more than a description or summary of your experiences, it is an opportunity for you to review previous experiences and think about that experience in relation to your subject learning materials. When writing reflectively, you critically evaluate your personal experiences to make connections with theories and practice. It allows you to build on your current knowledge and become more aware of your own views.



Source: Developed by AIB for this guide

Finding your academic voice

When you engage in critical writing, you are developing your own academic voice within your subject.

Wellington et al. (2005 p. 84) offer some suggestions for distinguishing between the academic and the non-academic voice. They suggest that the academic voice will involve:

- 'healthy scepticism' ... but not cynicism
- confidence ... but not 'cockiness' or arrogance
- judgement which is critical ... but not dismissive
- opinions ... without being opinionated
- careful evaluation of published work ... not serial shooting at random targets
- being 'fair': assessing fairly the strengths and weaknesses of other people's ideas and writing ... without prejudice, and
- making judgements on the basis of considerable thought and all the available evidence ... as opposed to assertions without reason.'

3.5 Linking paragraphs

Linking paragraphs is an important step in maintaining the flow and rhythm of your writing and improving its coherence. Writers often find it challenging to start a sentence, a new paragraph, or to show the linkages among different ideas. Possible linking words or phrases, which help in this regard, are as follows.

Table 2: Examples of words/phrases to help link paragraphs

Purpose of the link	Words/phrases that articulate the link
To introduce	This report discusses... In this report... The issue focused on is...
To conclude	In summary, ... Hence, ... It has been shown that...
To compare and contrast	Similarly... In comparison, ... However, ...
To show relationship and outcome	As a result... The evidence suggests... Considering... It can be concluded that...
To add an additional point	Furthermore, ... Also, ... As well as... In addition, ...
To give an example	For example, ... For instance, ...
To emphasise a point	Indeed, ... In fact, ... Clearly, ...
To demonstrate cause	Because... Since... For...
To show sequence	First, ... Secondly, ... Moreover, ... Furthermore, ...

Source: developed by AIB for this guide.

3.6 Connecting theory and practice

Academic writing at AIB requires you to link your practice and experience to the theory in written responses. Just describing the theory or just outlining your experience is not enough – you need to link the theory to examples of how they are applied in practice, relating this to your experience.

This demonstrates to the person marking your assessment that you understand the theory or concept, have thought deeply about it, and can apply it in practice to real life (or in some cases simulated) examples. You may also be asked to make recommendations based on your conclusions for a course of action for the organisation.

4. REPORT FORMAT

This section describes the standard report format which should be used for many AIB assignments. First, the main sections of the report format are identified. Then, the content for each section of the report is described in more detail. Finally, the presentation of tables and figures is explained.

4.1 Sections of the report

Assessments at AIB are commonly submitted using a standard report format. The following is the basic report format of an AIB assessment. You are required to follow this format unless the

assessment details for a particular subject specifically ask you to use a different format. A template for this report format is also available on the student learning portal.

Table 3: Example report layout

Title page – Please include: <ul style="list-style-type: none"> ▪ Assignment title ▪ Word count ▪ Student name ▪ Student number ▪ Subject name ▪ AQF level of Subject
Executive Summary
Table of contents <ol style="list-style-type: none"> 1. Introduction 2. <heading > 3. <heading> 4. ... 5. ... 6. Conclusions (or Recommendations and Conclusions where relevant)
References
Appendices

Source: developed by AIB for this guide.

4.2 Content within each report section

Title page (on a separate page)

Give your assessment a title and summarise the assessment question to remind the reader what the assessment is about. Include the name of the business (or country) investigated if you are writing about a particular organisation (or country/region). The title of the assessment should be comprehensive enough to give the reader an idea about the coverage of the assessment.

Also, include on the title page your name, student number and the subject's name. Also, remember to place the word count (which includes all text from the start of the introduction to the end of the conclusion, or the end of the recommendations section) on the title page. The title page is **not** included in the word count.

Executive summary (on a separate page)

The executive summary gives your reader an overview of the report. Before going through the entire report, readers first want to see the summary. In fact, in many busy business situations, decisions are sometimes made solely on the basis of the executive summary —particularly if it is persuasive.

Your executive summary should include what you did, how you did it, what your main findings were and what your key recommendations are. Although the executive summary appears at the beginning of the document, it should be written last after completing the assessment.

An executive summary always appears on a separate page. An executive summary does not have any subheadings and should not include in-text citations (references). An executive summary in an assessment report is usually one or two paragraphs in length and normally should not be more than 250 words. An executive summary of a project can be longer but should never be more than a page in length. The executive summary is **not** included in the word count.

Table of contents (on a separate page)

After the executive summary (on a new page), you should include a table of contents with a list of the numbered sections and subsections of the assessment, showing page numbers. Numbered appendices should also be presented in the table of contents (see the table of contents for this guide as an example of a table of contents).

Most word processing software provides a function for inserting an automatic table of contents. Please ensure the table of contents is updated before you submit the completed assessment. A table of contents is **not** included in the word count.

Introduction

The introduction explains to your reader what you are going to tell them in the body of your assessment. The first paragraph of your introduction gives the background to the assessment and explains why it is useful. Then, your second paragraph should state the aim, purpose or objective of the assessment, should mention any limitations and should present a very brief summary of the sections. The whole introduction section in an assessment report should not take more than about half a page or so; the introduction for a project can be longer.

Discussion (covered in several sections)

The sections after the introduction are where you begin the discussion, outlining relevant facts, presenting relevant concepts and theories and including analysis and evaluation. The discussion after the introduction should follow a logical pattern of thought.

Present information in a logical order. Rather than having one long discussion section, divide your discussion into sections and subsections each with a descriptive heading. This will make it easier for your reader to understand what you are trying to say. Make your headings longer than just one or two cryptic words (but not too long), so that they also help the reader to understand the sections and flow of the assessment quickly. For example:

Table 4: Example headings layout

2. Heading

Under the primary level heading, the first paragraph of the section begins on a new line (like this).

2.1 Sub-heading

Under the secondary level heading, the first paragraph of the section begins on a new line (like this).

2.1.1 Sub-sub-heading.

Following this tertiary level heading, the first paragraph of the section starts on a new line (like this).

3. Heading

Under the primary level heading, the first paragraph of the section begins on a new line (like this). etc...

Source: developed by AIB for this guide.

Each section should start with an obvious link to the previous section; for example: The previous section discussed strengths; in this section we turn to weaknesses. When linking sections and paragraphs it is helpful to use transition words, such as moreover, furthermore, in addition, also, consequently, so, on the other hand, in contrast, but, however, or nevertheless.

The content of the body of the report (and the actual sections and sub-sections) will vary depending on the assessment task and on the way in which you choose to address the assessment task. Make sure your discussion is well-structured and well-written. Make sure to use appropriate resources to justify your arguments and use in-text referencing to acknowledge other people's work.

Conclusion

The conclusion should be brief and to-the-point. The conclusion in an assessment report usually has two or three paragraphs and it takes up to three quarters of a page but no more. The conclusion for a project may be longer.

The conclusion should summarise and tie together the whole of the assessment or project, without introducing new material. The conclusion should briefly describe any recommendations based on the report findings.

In some assessments, you may be specifically asked to make recommendations. You should then ensure the heading becomes 'Recommendations and Conclusions' to show that this final section includes recommendations as well. You will need to make sure recommendations (which you probably already outlined in the body of the report) are clearly summarised in this section. This could involve a couple of paragraphs of text with or without a list of the main recommendations (which will make the conclusion section longer than would otherwise be the case). Where possible, your recommendations should outline the specific actions that are required. Of course, recommendations have to be justified and the priority that you place on each recommendation needs to be considered.

A final sentence of the report could be used to demonstrate that the purpose of the assessment

task (stated in the introduction section) has been achieved.

References

A listing of all relevant references, assembled in alphabetical order by author surname, should be provided. The references are **not** included in the word count. Details of referencing are included in section 4 of this Style Guide.

Appendices

You may choose to include appendices with additional, relevant materials. You should explicitly refer to an appendix in the text of the body of your assessment, with a very brief outline of its contents. That way you encourage the reader to look at the additional materials in the appendix. Appendices are **not** included in the word count.

4.3 Tables and figures

Tables and figures are an excellent way of illustrating and justifying your argument. However, they must complement the written words discussed in the section(s) above the table or figure you have included and should not replace that discussion, hence why tables and their headers and footers are **not** included in the wordcount. Make sure all the important points in your arguments are in your text and that the reader does not have to search in a table or figure for those points.

Maintain clarity when constructing tables. Keep titles brief and clear. Place tables directly after the paragraph that refers to them, or as close as possible. Each table and/or figure should have:

- A number and a title at the top. The title should be long enough to make the table or figure self-contained so that its conclusion can be grasped without referring back to the text of the assessment; for example, "Figure 3: Market segmentation for concert attendees". The title is placed above the table/figure with only the first letter capitalised and no full stop.
- Notes and sources should appear below the table, for example "Source: developed by AIB for this guide". The source is placed below the table/figure with only the first letter capitalised and a full stop.
- The whole section (title, table and source) should be one font size smaller than the assessment.
- For figures also:
 - A legend clearly showing what each line or symbol in a figure stands for.
 - Axis titles and column headings that clearly describe the variables involved, including the scale used; for example, "sales revenue in \$00s".
 - Axis scales that are clearly marked, and that have a clear break if the scale is not continuous from zero.

Table 3 below is an example of a table presented in the appropriate style. The table is mentioned in the text, is presented in a font size smaller than the text, includes a table number/title above the table and acknowledges its source immediately below the table.

Table 5: Likelihood ratings – projects

Descriptor	Definition	Probability
Almost certain	Event is likely to occur in most circumstances	91–100%
Likely	Event will probably occur in most circumstances	61–90%
Possible	Event should occur at some time	41–60%
Unlikely	Event could occur at some time	10–40%
Rare	Event will only occur in exceptional circumstances	0–10%

Source: Larson et al. 2014, p. 233.

5. TIPS FOR OTHER ASSESSMENT TYPES

Alternative assessment items include (but are not limited to) projects, reports, reflective practice, journal article critique, presentations, small written items, forum posts, and team assignments. Details about each assessment item and the weighting for each assessment item in any given subject, including the due dates, word limits and marking criteria are set out in the subject outline provided for the subject.

5.1 Reflective practice

Reflective practice requires you to synthesise different perspectives (whether from other people or literature) to help explain, justify or challenge what you have encountered in your own or other people's practice. It may be that theory or literature gives us an alternative perspective that we should consider; it may provide evidence to support our views or practices, or it may explicitly challenge them.

To reflect means to consider carefully, weigh up, or think purposefully about something. The ability to reflect upon your work and on that of others working with you is regarded as a critical professional skill. Similarly, reflecting upon your learning while undertaking study is an important skill: it helps to highlight areas particularly relevant to you and helps to deepen the learning.

To reflect involves genuine engagement on your part. It is not vague or passive; it does not just happen on its own. You can learn how to reflect and how to benefit from reflection. It is really valuable to get into the habit of reflecting critically – not only during your study but also in life generally.

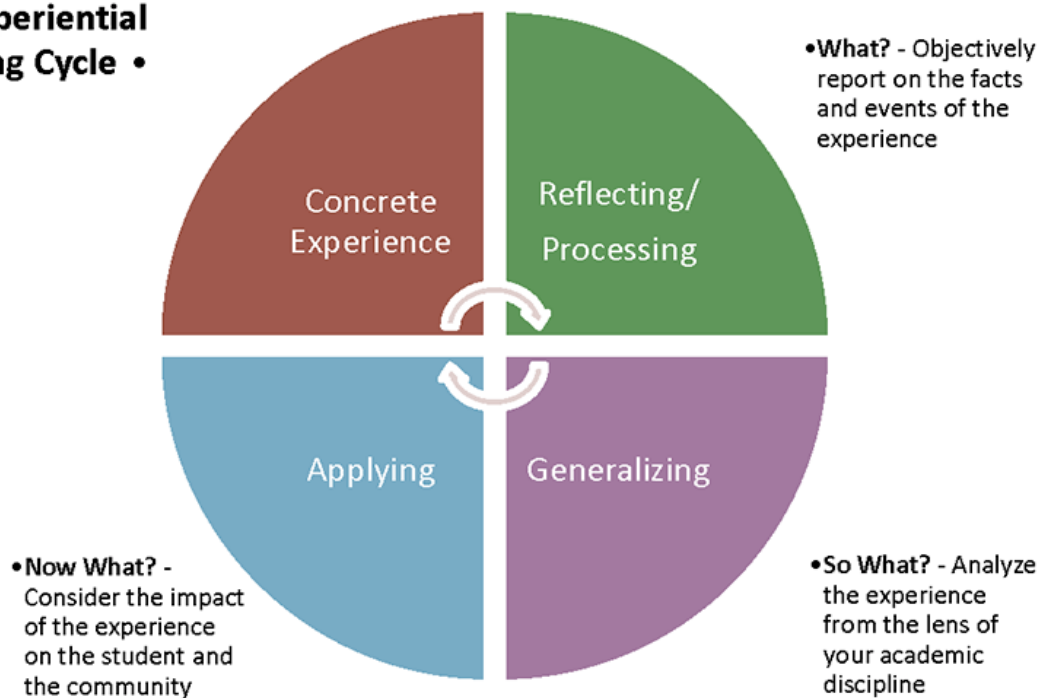
Critical reflection is a crucial skill that enables you to develop as a professional long after you have completed your studies.

Reflective practice tasks may be included in your assessments. As you work through your subjects, you may encounter various guided reflection points that encourage you to critically reflect on your work-related experiences and to consider them in the context of the concept or theory being discussed. You are also encouraged to keep a reflective journal into which you record relevant experiences, and what you have learned from them and how you might apply this learning in future.

Reflective practice is one of the key elements of experiential learning. Developed by David Kolb in 1984 and updated in 2015, the ‘experiential learning cycle’ consists of four learning stages in which immediate or concrete experiences provide a basis for observations and reflections. These observations and reflections are used to develop abstract concepts which in turn provide the basis for action that can be actively tested, in turn creating new experiences.

In short, the process can be boiled down to three simple questions – What? So What? Now What?

• **The Experiential Learning Cycle** •



Source: Developed by AIB for this guide

In the Kolb ‘experiential learning cycle’, reflection is a key element that enables you to learn from your experience:

- First, you involve yourself in (or “experience”) a task or new situation in an open-minded way.
- Then, you consider (or “reflect on”) the experience, for example by asking “What did I notice about my experience? How did it work for me? Do I still have questions?”. Such reflection helps you to make sense of your experience.
- Next, you can answer questions such as “What does my experience mean? How could this go better?”. This helps you to identify what could be improved and what you should do differently next time.
- Finally, you can check out the new plan by putting it into practice and testing it by doing something different. This takes you onto a new cycle of learning as you immerse yourself in a new experience.

5.2 Reflective practice journal

Keeping a reflective practice journal (or ‘learning journal’) is a useful means of keeping track of your learning from experience.

A reflective practice journal helps you to keep track of your learning in a systematic way by capturing learning points as you go. It is a way of recording relevant experiences, determining what you learned from them and identifying how you will apply this learning in the future.

At the end of each AIB subject there is a reflection week and a personal blog you can record your reflections. While it is not assessed, they will help you in your AIB journey. The questions below to guide you with your reflection and deepen your learning. You should answer the questions from your own perspective, there are no right or wrong answers. The reflective process may come in handy when you are preparing for your Project at the end of the degree, for a new job or a promotion. Also, this may be useful when you want to apply your learning in your personal and/or professional life.

1. Start by noting down the factual details of the subject:

Title of the subject

When undertaken (month/year)

What were the major assessments/activities

Were there any external factors that influenced my study? If so, which ones?

2. Next, evaluate your learning process:

To what extent did my study habits work for (or against) me?

How did my study of the subject change my attitude to it?

3. Then, draw conclusions:

How is this subject benefitting me on a personal level?

How did the study of the subject change my professional mindset?

How could the study of this subject help me in my current work?

How could the study of this subject help my career?

4. Finally, decide what useful action (if any) can be taken. There are opportunities to take action in any one (or all) of the following areas:

My own learning processes and practices

Based on my experience of studying this subject, will I (or should I) change how I learn and how I go about completing a subject? If so, how and in what way?

My ongoing study

What elements of this subject would I like to explore further during my MBA study?

My profession and/or workplace

Based on the knowledge I have gained in this subject, can I do something at work or change something in my workplace? If so, how can I do it and who do I need to talk to in order to make it happen?

My personal self

Have I learned something new about myself during this subject? If so, can I do something with that new insight?

5.3 Quizzes or knowledge checks

All subjects will have an assessable quiz or knowledge check activity that will be detailed in your subject.

For quizzes, there are multiple-choice quizzes to complete that will assess your understanding of key concepts across the various topics. All quizzes will be open until the final assessment date, though it is recommended to complete each one after completing the relevant topics while the concepts are still fresh in your mind.

All quizzes consist of 10 questions each with a time limit of 20 minutes per quiz. Your responses will be automatically submitted at the end of this time if you have not already finished and submitted. The questions you will be given are randomly drawn from a larger pool of questions, so no two students will receive the same set of questions.

Feedback. Once you have submitted the quiz, you will be able to see which questions you answered correctly or incorrectly and receive general feedback that will point you to the section of the textbook that discusses the correct answer. It is strongly recommended to review these sections of the text for any incorrect responses.

5.4 Journal article critique

Assessment tasks that require a Journal Article Critique are used to get you used to Academic articles and provide guidance to assist you in making the link between theory and practice. You will be required to read academic journals articles and engage in critical writing in response to guided questions.

Critical writing is:

- a clear and confident refusal to accept the conclusions of other writers without evaluating the arguments and evidence that they provide.
- a balanced presentation of reasons why the conclusions of other writers may be accepted or may need to be treated with caution.
- a clear presentation of your own evidence and argument, leading to your conclusion.
- a recognition of the limitations in your own evidence, argument, and conclusion.

5.5 Oral presentations

Assessment tasks that require you to create and submit an oral presentation may be in the form of a narrated PowerPoint, Zoom or Poodl presentation. For guidance in producing and submitting the presentation, detailed instructions will be provided within the subject. These instructions are likely to include how to create the form of presentation be it a narrated PowerPoint or Zoom presentation and a sample PowerPoint Template. Generally, presentation should contain 6–8 slides and run for 4–5 minutes.

Look-and-feel

In order to ensure good communication throughout the presentation

- Keep things simple. Slides should not be unnecessarily complicated or busy.

- Avoid text (or bullet-point) overload. Slides are meant to support a speaker and supplement a written document (in this case, the written report). Most details can be found in the report.
- Limit animation on each slide. The audience does not need to be ‘dazzled’ by special effects; it is the content that should be the star of the slides.
- Use high quality, appropriate graphics (only where relevant). Graphics/tables/images should not be included in order to impress the audience but should only be used if relevant and if they enhance the story told in the slides.
- Keep your slides interesting and engaging.

5.6 Collaborative activities

The aim of collaborative work is for students to work collaboratively on set tasks to achieve common objectives. This includes any tasks that are related to teaching or learning, and requiring students to work in teams including working on formal assessments.

Team work is an important part of studying at AIB, as it provides students with the opportunity to work in a collegial environment and learn important skills such as:

- The ability to clearly and effectively *communicate* with others.
- The ability to *cooperate* with others.
- The ability to work in a *team environment*.
- The ability to demonstrate *leadership* skills.
- The ability to *plan* and share work.
- The ability to take *authority* and delegate and share *responsibility*.

This will allow students to learn valuable skills (as shown above) that will make them effective managers and leaders in organisations. Working for organisations in today’s challenging times requires employees to demonstrate strong interpersonal and team work skills. By participating in team-based assessments and class activities, students will be prepared take up any challenges that are associated with working in teams and will become effective team players.

6. ACADEMIC INTEGRITY

AIB expects students (as well as staff and adjunct staff) to display high standards of academic integrity. It is your responsibility to conduct yourself honestly in research, reporting and writing and to ensure you avoid becoming involved in academic misconduct.

Academic integrity refers to ethical, honest and responsible conduct in writing and reporting. Breaches of academic integrity include:

- Plagiarism – submitting another person’s words or ideas as your own without appropriate acknowledgement and referencing.
- Collusion – submitting work as if it is one’s own when in reality it has been completed with others, including assisting or being assisted by another; receiving or giving assignment details to another; or publishing one’s work or related AIB materials online.

- Contract writing (Ghost writing) – submitting work that has been contracted out to others to complete on one’s behalf. This is a form of collusion.
- Fabrication – submitting work with results or data that do not exist and that have been made up. Also, submitting any documentation that is falsified in order to obtain an advantage (e.g. using a falsified medical certificate to obtain an extension).
- Double submission – submitting substantially the same piece of work for more than one subject unless agreed upon with the facilitators of the different subjects.

Please note that AIB checks assignments for plagiarism (using advanced text-matching software) and for other academic misconduct. AIB penalises work and/or people found to have been in breach of academic integrity.

For more details please see the Academic Integrity policy on the AIB website. See: <http://www.aib.edu.au/policies-and-procedures/>.

6.1 What is plagiarism and how can you avoid this?

Plagiarism is about using something written/said by someone else and presenting it as your own work. If you do this in your assignments or project, you will be penalised.

Note:

- If you copy and paste this paragraph and do not provide the source, it is plagiarism. The penalty will be applied.
- If you copy and paste the complete paragraph and provide the source, it is still objectionable and penalty will be applied since you did not paraphrase.
- If you copy and paste the complete paragraph and change few words in it, it will still not meet the paraphrasing requirements and penalty will be applied.
- To avoid penalties, you must read it, understand it and rewrite it in your own words and provide the source.

Example

Good quality products or services are no longer adequate to guarantee the sustainability of a company in the present competitive business. Prior research has developed various innovation models with the hope to better understand the innovativeness of the company.

See the following ways this paragraph **should not** be presented in your assignment:

Sample 1

Good quality products or services are no longer adequate to guarantee the sustainability of a company in the present competitive business. Prior research has developed various innovation models with the hope to better understand the innovativeness of the company. ***This is wrong because it is neither paraphrased nor referenced.***

Sample 2

Good quality products or services are no longer adequate to guarantee the sustainability of a company in the present competitive business. Prior research has developed various innovation models with the hope to better understand the innovativeness of the company (Abidin & Suradi 2014). ***This is wrong because it is not paraphrased.***

Sample 3

Better quality products or services are no longer adequate to ensure the sustainability of a business in the present competitive business. Prior research has developed various innovation models with the hope to understand the importance of innovation in the business (Abidin & Suradi 2014). ***This is wrong because changing few words only is not paraphrasing.***

See the following ways this paragraph **should** be presented in your assignment:

Sample 4

Abidin and Suradi (2014, p.1) state that in today's competitive business environment, only the better quality of products and services being offered by a business cannot guarantee the "sustainability of a business". Businesses need to be innovative to be successful. Some innovation models were developed by the researchers that may help the businesses to understand the importance of innovation.

6.2 What is collusion and how can you avoid this?

If your assignment is found similar to another student's assignment submitted to AIB or any other institution, your assignment will be considered to have been colluded with other student's assignment and the relevant penalty will be applied.

To avoid this, you must not use another student's assignment.

6.3 What is double submission and how can you avoid this?

Double submission occurs once you use one of your assignments for another subject(s). Or, substantial parts of one assignment are used for another assignment.

For example, the Operations Management (OMGT) and Strategic Supply Chain Management (SSUP) assignment questions are such where one assignment can be used for another subject with/without minor changes e.g. OMTG assignment can be used for SSUP assignment. If this happens, it will be taken as a 'double submission' and the relevant penalty will be imposed.

To avoid this, ensure that you write a new assignment for each subject or seek advice of your facilitator.

7. STYLE

This section describes the way in which you should format and present your written work for submission to AIB. It is based on the following text:

Australia & Snooks & Co. (revisor) 2002, *Style manual for authors, editors and printers*, 6th edition, John Wiley & Sons, Milton Qld.

7.1 Details of document settings at AIB

AIB's document settings for academic work are as follows:

- 12 point, of one of the following fonts Calibri, Helvetica or Arial (Calibri is the font used in this document)
- line spacing of 1.5 lines
- language set as English
- left aligned or justified.

7.2 Use of capital letters

All sentences should start with a capital letter. Capitals should also be used for the first letter of proper nouns or proper names, and to mark titles and honorific names used in direct address (unless they have been abbreviated to their generic element or unless it is a reference to a previous incumbent or the office itself).

Initial capitals should always be used for names that identify:

- nationalities
- races
- clans/tribes
- inhabitants of a region
- official names of countries
- geo-political designations
- topographical features
- buildings/structures/public places
- deities
- adherents of a particular religion
- speakers of a particular language.

In the full names of organisations, all words except articles, prepositions and conjunctions receive first letter capitals. For example: the Australian Institute of Business. This capitalisation is maintained for minor abbreviations of the name, but disappears when the name is abbreviated to a generic element. For example: the institute.

7.2.1 *Time indicators and periods*

The names of days and months are always capitalised, whereas, the names of seasons are lower case. Capitals are also given to institutional holidays or holy days. Titles of specific historical periods are capitalised (unless abbreviated to a generic element). Broad historical descriptions are left as lower case. For example: "the Renaissance" but "the colonial era".

7.2.2 *Scientific names*

In botany and zoology, the names of taxonomic groups are capitalised down to the genus level. The epithet is not capitalised and they are presented in italics. For example: *Eucalyptus marginate*. Common names of plants and animals are lower case (unless they contain a proper name). For example: "Bennett's wallaby" but "red-back spider". Chemicals and compounds are lower case, unless they contain a proper name. The same is true of viruses and diseases. Proprietary names of drugs are capitalised. For example: "paracetamol" but "Panadol".

7.2.3 *Commercial terms*

Trademarks, proprietary names and brand names are always capitalised. To print without a capital may infringe any registered status. Brand and model names should also be capitalised.

This includes names of computer software and hardware.

7.3 Textual contrast

7.3.1 *Headings*

Headings are signposts for readers and should be carefully distributed and worded. A clear and logical hierarchy will show the importance of different sections of information. Make sure to number headings and sub-headings. Keep the titles of headings brief and informative.

7.3.2 *Indented material*

Use indented material in a systematic way, maintaining the same amount of indentation each time to keep the document balanced. For example, every time you use a bullet-point list use the same indentation. Use a different amount of indentation when you use long quotations.

Itemised lists should be presented in bullet form unless numbers or letters are required to show priority or chronology. However, use itemised lists sparingly as they can disrupt the flow for the reader.

Punctuation of bullet-point lists is a matter for each author to decide as there are many different views on the issue. Whichever choice you make, just be sure to remain consistent throughout the document.

7.3.2 *Italics*

Italics are used in the following situations:

- titles of books, periodicals, websites, films, TV and radio programmes, works of art, legislation and legal cases
- names of ships, aircraft and other vehicles
- scientific names of animals and plants
- technical terms and those being defined
- words requiring particular emphasis or tone
- foreign words not yet absorbed into English.

7.3.3 *Underlining*

Avoid the use of underlining in your document as it could imply the presence of a hyperlink

7.4 Shortened forms

Avoid using grammatical contractions in your document — write the words out in full, for example, "do not" rather than 'don't'.

7.4.1 *Abbreviations*

These consist of the first few letters of a word but not the last letters (for example: Mon.). Always use a full stop at the end of an abbreviation and follow the usual capitalisation rules.

7.4.2 *Contractions*

These usually include the first and last letters of a word but have letters missing in between (for

example, Mr). Capitalise as per the full word but do not place a full stop at the end.

7.4.3 *Acronyms*

These are strings of initial letters that are pronounced as a word (for example: ASIC). Acronyms usually take all capitals, unless they are ones that have become familiar, everyday words (such as "scuba"), and no full stops. Write them in full the first time they are used with the acronym in brackets. After that, the acronym may be used. For example: "The Australian Securities and Investments Commission (ASIC) enforces company and financial services laws...".

7.4.3 *Initialisms*

These are strings of initial letters that are not pronounced as a word (for example: USA). They are fully capitalised and do not have full stops.

7.5 **Use of first person**

Academic writing uses a formal style, and minimal reference is made to the author. This means that your writing should not contain first person references (for example: I, me, my). The reason for this is that academic writing should be presented objectively.

Exceptions to this rule occur when an assessment asks for personal reflection, personal examples or your opinion. In these instances, the use of first person is expected and essential to convey your message.

7.6 **Numbers and measurements**

If a number is used to open a sentence that number should be spelt out or the sentence rearranged. For example: "Nineteen wagons competed in the Calgary Stampede." Never open a sentence with a number accompanied by a symbol (i.e. money). Amounts of money are usually expressed with numerals accompanied by a symbol. For example: "The cost of the ticket was \$25 per person". It is also used to differentiate between currencies. For example: "A\$" or "AUD", "U\$" or "USD".

In general, spell out numbers lower than 10, but use numerals for those above. For example: nine instead of 9, but 163 (not one hundred and sixty-three).

Percentages can be shown as text or numbers. However, the percentage symbol should only be used with numerals. For example: 10 percent or 10%, are both acceptable, but do not use "ten %".

Titles in a document, such as "Chapter 10" and "Figure 5.2", should be capitalised and followed by numerals. If Roman numerals are used, keep them in upper case for titles of book elements but lower case for page and paragraph numbers.

7.6.1 *Expressions of time*

Shortened forms of eras (for example: BCE) are shown without full stops and before a space between the year and the era. Centuries may have the number spelt out or in numerals but remain consistent throughout the document. Dates should be written with numerals for the day and year but with the month written out; there should be no commas used (for example:

26 January 2016). Restrict the use of "numeral only" (for example: 26.01.2016) presentation of dates to tables and instances where space is limited.

Times of the day can be expressed in words unless the exact time is important. If using 'am' and 'pm', these are lower case with no full stops and a space between them and the time.

7.6.2 *International system of units*

Names of units can be expressed either in words or by their symbol. In general, non-technical documents will use the words, but either is acceptable as long as consistency is maintained. Symbols may be preferred in tables and words in body text. The word "per" can only be used with spelt out words (for example: three per day), whereas the forward slash representing "per" can only be used with symbols (for example: 3/day).

8. REFERENCING

This section explains the referencing requirements for AIB assessments, projects and theses.

For exams, please be sure you paraphrase any of the open book resources you use to demonstrate your understanding of the material. All exams will be submitted through text-matching software to be compared with other written work.

AIB requires appropriate referencing in assessments. The AIB Style Guide provides detailed information about referencing requirements and presents examples.

Referencing other writers' work demonstrates the breadth of the background work that has gone into an assessment, shows the reader the source of any facts or information you are quoting, allows verification of your data and strengthens your academic argument. Good referencing contributes to improved assessment outcomes.

8.1 **The importance and relevance of referencing**

In an academic environment you are (nearly) always required to use referencing. You may wonder why academic study includes a focus on referencing. Or you may wonder why AIB ("the practical business school") insists on referencing in assessments and projects.

8.1.1 *Why reference?*

Referencing is a way to acknowledge the sources you use in the development of your thinking about an assessment and during the writing of an assessment. Referencing is normal practice and a standard skill learnt during academic study.

For a very long time, it has been practice in the academic world to clearly articulate which parts of your work are derived from other people and, alternatively, which parts of your work constitute your own contribution to a debate. In academia it is the norm to use other people's work and then build on that to present original thoughts and ideas. You get rewarded for summarising other people's work well; you also get rewarded for original thought. At all times, you need to show clearly when you are using or building on someone else's work.

Whether you are copying (e.g. a table), quoting word-for-word, paraphrasing or summarising, it is standard academic practice to acknowledge your sources through referencing.

8.1.2 *Why reference at "the practical business school"?*

Being able to identify good sources of information and effectively use this as evidence when building an argument are important generic skills that are useful for all managers.

In many workplaces, sources of evidence or sources of information are not recognised or acknowledged. And yet, in other workplaces it is normal and expected that you demonstrate where knowledge has come from. After all, whenever you use facts or data, you obtain those from a source (an annual report, a newspaper article, the Bureau of Statistics, or elsewhere). Whenever you apply a theory or write about other people's opinions, you are using someone else's intellectual property (which you read in a book, or heard in a TED talk or elsewhere).

It is good to learn about referencing and to become aware of different sources of information. It enables you to ask yourself (or others) important questions when you are reading reports or memos in the workplace, such as:

- Where did the information come from?
- Whose original idea is this?
- What sources of data were used?
- Are the data sources that were used appropriate?
- Is there better information out there?

While you currently may not use much (if any) referencing in the workplace, use of referencing for AIB assessments increases your awareness of sources of information and enhances your managerial skill set.

8.2 **Using credible sources**

All your references must be from credible sources such as books, peer-reviewed journals, magazines, company documents, and recent articles. Students are highly encouraged to use peer-reviewed journal articles as this may contribute towards a higher grade. Your assessment mark will be adversely affected if you use poor references.

A **credible source** in academic writing is one written by an expert in the subject area, and edited and fact-checked by multiple other experts to ensure that the information is accurate, comprehensively researched, and as free as possible from bias. This structure of credibility and authority prevents material being published which contains false data or speculation that could mislead its audience. A credible source is reviewed by peers with some expertise in the field and cites the sources it uses itself to make and support its argument.

An article in a peer-reviewed academic journal, a scholarly book, or data obtained from an industry database, was likely written by a certified professional, reviewed by other professionals before being published, and will give a proper citation for any claim it makes that support its argument. The idea is that a reader can find the same primary sources, research, or supporting passages that the author used.

The **AIB Online Library** provides access to databases containing credible sources, including:

- **IBISWorld/ Marketline** — up-to-the-minute industry information
- **EbscoHost** — credible and current journal article references
- **Proquest AIB/Inform** – credible and current journal article and newspaper references
- **JSTOR** – academic journal repository
- **ProQuest Ebook Central** — scholarly business eBooks.

For more information on using the AIB Online Library refer to the "Library" link on the student learning portal.

8.3 No or minimal referencing: plagiarism

An absence of (or minimal) referencing usually means that you are plagiarising — that you are passing off a thought/theory/quote as "your own" when in reality it is not.

Plagiarism constitutes serious academic misconduct. Academics have lost credibility and at times have lost their jobs when found to be plagiarising. Students found to plagiarise are penalised and there are cases of students being expelled for repeated academic misconduct.

In order to avoid plagiarism, you are strongly advised to adopt good referencing practices in all your assessment and project work.

8.4 Summary of the AIB referencing system

- AIB assessments, projects and theses must contain proper referencing. Your grade will be adversely affected if your assessment or project contains no/poor citations and/or references.
- All referencing must be **consistent** across your assessment/report.
- Basic guidelines for document setting is 12 point; sans serif font, for example, Calibri, Helvetica or Arial; line spacing of 1.5 lines; language set as English; left aligned or justified.
- AIB assessments/projects normally contain the following number of relevant references from different sources in the references:
 - MBA assessments 6–12 (Will vary depending on the subject and level)
 - Project (MBA) 20–25 (Will vary depending on the subject)
- The number or references needed for a Research Degree Thesis will vary depending on the length of the thesis. Your Principal Supervisor will advise you if you have too many or too few references.
- All references must be from **credible** sources such as academic journal articles, academic texts, professional/industry-related journals, government reports and formal company documents.

- AIB uses an author-date referencing system. The author-date referencing system (such as Harvard or APA) includes both of the following:
 - **In-text citations.** These are short references used in the text. These show the source references of quoted and paraphrased materials you have used to support your arguments/comments.
 - **References.** This is a list of all references used in the text. The list is placed at the end of the assessment/project. References are presented in alphabetical order by author surname and presents full details of each publication referenced in the text. It is important to note that references are **not** the same as a bibliography. References note the sources you have actually cited within your document. In contrast, a bibliography lists all sources you consulted while writing your document, whether they were cited or not. AIB students are required to provide a list of "References" at the end of their coursework. A bibliography is not required.
- **NB:** AIB does not accept referencing with footnotes.

8.5 In-text citations referencing

There are two main methods of using in-text citations.

- *Author prominent* is when you name the author at the commencement of the sentence. For example: Hardy (2016) states that AIB has a number of goals for the research department in the 2016–2020 Research Plan.
- *Information prominent* is when there is no direct reference to the author's name within the statement. For example: AIB has a number of goals for the research department in the 2016–2020 Research Plan (Hardy 2016).

Each of these two methods is useful and appropriate. However, *Information Prominent* in-text citation allows you to clearly state your argument that is then evidenced and supported by the in-text citation.

Quotation Marks

Harvard recommends using SINGLE quotation marks around any direct quote. If you use Turnitin, be sure to enclose all direct quotes in DOUBLE quotation marks because Turnitin recognises only the text enclosed in double quotation marks as a direct quote.

In this guide, all Author-Date direct quote examples are presented within double quotation marks.

8.6 Direct quotation v. paraphrasing

There are two ways to approach in-text citation/referencing — direct quotation and paraphrasing.

Table 6: Direct quotation v paraphrasing

<p>Direct quote</p>	<p>Direct quotation is the insertion of the exact words of a source into your writing. Direct quotations should be used sparingly and should equate to no more than 10% of your paper.</p> <p>When you incorporate a direct quotation into a sentence, you must cite the source. Fit quotations within your sentences, enclosed in quotation marks, making sure the sentences are grammatically correct.</p> <p>Example Issues surround the imitation of real world buildings as they “serve the important function of grounding users’ expectations and providing affordances for them to effectively move through space, they can also be limiting...” (Ball & Bainbridge 2008, p. 118). Full stops go after the brackets.</p>
<p>Long quotation</p>	<p>If your quotation is more than 30 words, write an introduction in your own words (ending in a colon), then, present the quotation by indenting from the left margin and using the same font type, size and line space as the body of the text. Do not use quotation marks around the quote.</p> <p>Example Armstrong (2015, p. 143) discusses the methods by which consumers make choices. He states that: <div style="padding-left: 40px;">The consumer arrives at attitudes towards different brands through some evaluation procedure. How consumers go about evaluating purchase alternatives depends on the individual consumer and the specific buying situation. In some cases, consumers use careful calculations and logical thinking.</div></p>
<p>Short quotation</p>	<p>Incorporate short quotations into the text using single quotation marks and a full stop after the citation.</p> <p>Example GCWAL is “keen to expand its research in the area of Work-Applied Learning” (Hardy 2010, p. 5). <i>(Information prominent)</i></p> <p>As Hardy (2010, p. 5) states, GCWAL is “keen to expand its research in the area of Work-Applied Learning”. <i>(Author prominent)</i></p>

Omitting words from quote

To omit words from quotations, use an ellipsis. An ellipsis can also be used if the quotation mark does not begin at the start of the sentence.

Example

Barringer (2015, p. 111) states "structure of the industry... has four key issues".

Additional tips for quotations

Incorrect Terms

If the original text is incorrect in terms of grammar or spelling, insert [sic] to show it is part of the original and not an error.

Example

Many writers, including Hardy (2010, p. 10) argued that, "...the world was round and to suggest that is flat [sic] is purely absurd".

Double quotations

For a quotation within a quotation, use double quotation marks within single quotation marks.

Example

Hardy (2010, p. 10) explained, "Markus and many others have said 'citation is the key to all good academic writing' (Markus 2009, p. 34) and I heartily support their view".

Explaining meaning

If you need to explain the meaning of a word in your quotation, place the explanation within square brackets after the word in question.

Example

Hardy (2016, p. 9) stated that, "citation is *de riguer* [strictly required] for all professional academics".

Paraphrasing

Paraphrasing is rewriting another person's ideas in your own words, summarising them and attributing the ideas to the original author(s). Paraphrasing is preferable to direct quotation as it demonstrates your understanding of the ideas and concepts.

Example

Many writers, including Hardy (2010), believe that paraphrasing is preferable to direct quotation and that accurate citation can help the author avoid allegations of plagiarism.

How to cite the same idea from different works

When citing more than one publication to validate your argument the authors' names are ordered alphabetically inside the brackets. Use a semicolon (;) to separate the works cited inside the brackets.

Example

Multiple papers (Taylor 2012; Webster 2001) show that....

Indirect citation or secondary source	<p>Provide the reference for the book/article you actually read.</p> <p>Sometimes an author writes about research that someone else has done, but you cannot read the original research report. In this case, because you did not read the original report, you will include only the source you <i>did</i> read in your references. The words "cited in" in the in-text citation indicate you have not read the original research. Only include the date of the source you read and not the original research. For example, if Miller's work is cited in Lister and you did not read Miller's work, you would provide Lister's details in the references.</p> <p>In-text citation: Miller's simple definition of social justice (cited in Lister 2007) ...</p> <p>In the references: Lister, R 2007, 'Social justice: Meanings and politics', <i>Benefits</i>, vol. 15, no. 2, pp. 113–125.</p> <p>Example (Fong, cited in Betram 1997)</p> <p>Fong's 1987 study (cited in Bertram 1997) found that older students' memory can be as good as that of young people, but this depends on how memory is tested</p>
Personal communications	<p>Cite personal communications only in-text.</p>

Source: developed by AIB for this guide.

8.7 References

There are two ways to present references at the end of your work:

- **References** notes any sources you have actually cited within your document.
- **Bibliography** lists all sources you consulted while writing your document, whether they were cited or not. This is not required for AIB assessments.

Note that AIB assessments, projects and theses all require you to present **references**.

Your list of references should appear on a new page, at the end of your assessment/ report with entries listed alphabetically by author (or title if there is no author).

The list is headed by the title **References**.

Each reference appears on a new line and there is no hanging indent, bullet point or numbering.

If the References includes two or more entries by the same author(s), list them in chronological order with the earliest first.

For example:

Hong, BH & Yeung, KL 2001 ...

Hong, BH & Yeung, KL 2009 ...

If the references entries by the same author were published in the same year, add a letter after the date in the in-text citation and in the references.

For example:

Smith JR 2008a, Business plan writing .../in-text (Smith 2008a)

Smith JR 2008b, Business plan writing .../in-text (Smith 2008b)

All sources that are cited in the text must have full details provided in the references.

Minimal capitalisation is preferred, so only the first word of book titles has a capital letter. Author names and initials are always capitalised; however, for journal titles, capitalise any word that is not a preposition or conjunction.

If you export, copy and paste your referencing information (for example: from EbscoHost, Google Scholar, Trove) check all of your references for **consistency**.

8.8 Page numbers

Page numbers must be used when quoting directly from published material. The use of page numbers is as follows:

Table 7: Page numbers

Number of Pages	Citation Style
One page	Hardy 2016, p. 5
Multiple pages with no sequence	Hardy 2016, pp. 4, 6, 9
Multiple pages in sequence	Hardy 2016, pp. 29–37

Source: developed by AIB for this guide.

8.9 Abbreviations

Table 8: Abbreviations

app.	Appendix	n.d.	no date	pt.	part
chap.	Chapter	no. or nos.	number or numbers	rev.	revised
ed. or eds.	edited by, editor or editors	p. or pp.	single page or pages	suppl.	supplement
edn.	Edition	para.	Paragraph	trans.	translator or translators
et al.	and others (Latin et al)	pubn.	Publication	vol.	volume

Source: developed by AIB for this guide.

REFERENCES

Australia & Snooks & Co. (revisor) 2002, *Style manual for authors, editors and printers*, 6th edition, John Wiley & Sons, Milton Qld.

Goleman, D 1995, *Emotional intelligence*, Bloomsbury Publishing, London.

Hughes, RL, Ginnett, RC & Curphy, GJ 2015, *Leadership: enhancing the lessons of experience*, 8th edn, McGraw-Hill Irwin Publications, New York.

Manalo. E, Wont_Toi, G, & Bartlett-Trafford, J 2009, *The business of writing: Written communication skills for business students* (3rd ed.). Auckland: Pearson Education New Zealand.

Mayer, JD, Salovey, P & Caruso, DR 2008, 'Emotional intelligence: new ability or eclectic traits', *American Psychologist*, vol. 63, no. 6, pp. 503–517.

Salovey, P & Mayer, JD 1990, 'Emotional intelligence', *Imagination, cognition, and personality*, vol. 9, pp. 185–211.

Wellington J, Bathmaker A, Hunt C, McCulloch, G & Sikes P 2005, *Succeeding with your doctorate*, London: Sage.

APPENDIX A REFERENCING EXAMPLES AND GUIDELINES

General examples

Here are some basic examples of Harvard author-date style. Examples that are more detailed are included throughout this guide, but where no exact example can be provided then these general principles should be followed.

Book and eBook

Author(s)	Date	Book title (<i>italics</i>)	Edition	Publisher	Place of publication
↙	↙	↙	↓	↓	↓
Kuratko, DF 2014, <i>Entrepreneurship: theory, process practice</i> , 10 th edn, Cengage Learning, Ohio.					

Journal article (both for hardcopy and those accessed online)

Author(s)	Date	'Journal article title'	Journal title (<i>italics</i>)	vol.	no.
↙	↓	↓	↙	↓	↓
Karmann, T, Mauer, R, Flatten, T & Brettel, M 2016, 'Entrepreneurial orientation and corruption', <i>Journal of Business Ethics</i> , vol. 133, no. 2, pp. 223–234. ← page(s) https://doi.org/10.1007/s10551-014-2305-6 ← DOI if available					

Webpage or individual document from a website

Author(s)	date	webpage title (<i>italics</i>)	Date Viewed
↓	↓	↓	↓
Department of Industry, Innovation and Science 2016, <i>Entrepreneurs' programme</i> , viewed on 25 February 2016, http://www.business.gov.au/advice-and-support/EIP/Pages/default.aspx# ← web page URL			

Books and eBooks

Cite and reference eBooks in the same way as print

Situation	In-Text Citation	References example
One author	Kuratko (2014) states entrepreneurship is about seeking opportunities and taking risks <i>or</i> Entrepreneurship is about seeking opportunities and taking risks (Kuratko 2014)	Kuratko, DF 2014, <i>Entrepreneurship: theory, process, practice</i> , 9 th edn, Cengage, Ohio.
Two authors	Hill and Hult (2016) state that business is global <i>or</i> (Hill & Hult 2010)	Hill, CWL & Hult, GTM 2016, <i>Global business today</i> , 9 th edn, McGraw Hill Education, New York.
Three authors	Hughes, Ginnett and Curphy (2015) state lessons are learnt <i>or</i> (Hughes, Ginnett & Curphy 2015)	Hughes, RL, Ginnett, RC & Curphy, GJ 2015, <i>Leadership: enhancing the lessons of experience</i> , 8 th edn, McGraw Hill Education, New York.
Four or more authors	Noe et al. (2015) discuss how competitive human resources management is <i>or</i> (Noe et al. 2015)	Noe, RA, Hollenbeck, JR, Gerhart, B & Wright, PM 2015, <i>Human resource management: gaining a competitive advantage</i> , 9 th edn, McGraw Hill Education, New York.
Multiple works—same author	(Perry 2010, 2013) <i>or</i> (Perry 2010a, 2010b)	List these works as separate references as per the 'One Author' example above.
Different authors—same family Name	Follow the 'One Author' example above. Different years mean there will be no confusion.	List these works as separate references as per the 'One Author' example above.
Different authors—same family name & year	Use the initials in this instance	List these works as separate references as per the 'One Author' example above.

Later editions	As per the examples above, depending on number of authors.	Kuratko, DF 2014, <i>Entrepreneurship: theory, process, practice</i> , 9 th edn, Cengage, Ohio.
Two or more authors cited at once	Kuratko (2014) and Hardy (2011) <i>or</i> (Kuratko 2014; Hardy 2010)	List these works as separate references as per the examples above.
No author	(Employment the professional way 2000) <i>or</i> ...the book Employment the professional way (2000) Shorten title in-text	<i>Employment the professional way: A guide to understanding the Australian job search process for professionally qualified migrants</i> 2000, Australian Multicultural Foundation, Sydney.
Edited work	Hallinan (2006) states ... <i>or</i> (ed. Hallinan 2010)	Hallinan, MT (ed.) 2006, <i>Handbook of the sociology of education</i> , Springer, Amsterdam. If there is more than one editor, follow the relevant 'Author' example above using (eds.).
Chapter in edited work	(Groundwater-Smith 2015)... <i>or</i> Groundwater-Smith (2015)	Groundwater-Smith, S 2015, 'As rain is to fields, so good teachers are to students', in S Knipe (ed.), <i>Middle years schooling: Reframing adolescence</i> , Pearson Education, Sydney. Book chapter from <i>Authored</i> book – Reference as a whole book.

<p>No date/approximate date</p>	<p>(Huzzard n.d.) <i>or</i> Huzzard (c. 2015)</p>	<p>Huzzard, T n.d., <i>Action research and healthcare</i>, Sage, London. Huzzard, T c.2015, <i>Action research and healthcare</i>, Sage, London.</p>
<p>Secondary sources</p>	<p>Miller 2005 (cited in Agrios 2015) found... <i>or</i> ...was found (Miller 2005, cited in Agrios 2015).</p>	<p>Agrios GN, 2015, <i>Exploring strategy</i>, 10th edn, Pearson, New York.</p>
<p>eBook no page numbers There are a number of options</p> <ul style="list-style-type: none"> • Cite the chapter • A paragraph number • An overarching heading plus a paragraph number within that section. • A short title in quotation marks 	<p>(Jones, 2012, para. 3) (Jones, 2012, 'The future of finance', para. 1) (Jones 2012, para. 6 of chapter 5)</p>	<p>Jones, D. 2012, 'The future of finance', in J.R. Bryson, P.W. Daniels, N. Henry & J. Pollard, <i>Knowledge, space, economy</i>, Routledge, London.</p>

Journal articles

Cite and reference electronic and print journal articles using the same format. Include DOI if available eg <https://doi.org/10.1007/s10551-014-2305-6>

Situation	In-text citation	References
<p>Journal article: print or online</p> <p>Articles appearing online should be cited in the same manner as articles in print journals</p>	<p>Direct quotes must have a page number in the citation.</p> <p>"30 percent were dissatisfied and 8 percent were outright disengaged" (Mirvis 2012, p. 95).</p>	<p>Mirvis, P 2012, 'Employee engagement and CSR: transactional, relational and developmental approaches', <i>California Management Review</i>, vol. 54, no. 4, pp. 93–117. Banke, R, Smith, J, Byzalov, D & Plehn-Dujowich, J</p>

	... advantages such as fixed and higher variable costs (Banke et al. 2014).	2014, 'Demand uncertainty and cost behaviour', <i>Accounting Review</i> , vol. 89, no. 3, pp. 839–855.
Journal articles: pre-print (submitted, before peer review) post-print (accepted & peer reviewed - not yet published) It is recommended to use the published version of a paper if it is available	Barclay (2008) asserts (Turnbull 2010)	Barclay, L 2008, 'Women and midwives: position, problems and potential', submitted to <i>Midwifery</i> , [pre-print], http://espace.cdu.edu.au/view/cdu:6640 . Turnbull, B 2010, 'Scholarship and mentoring: An essential partnership?', <i>International Journal of Nursing Practice</i> , [post-print], http://espace.cdu.edu.au/view/cdu:10014 .
No volume/issue numbers	(Whitehurst 2016)... <i>or</i> Whitehurst (2016)...	Whitehurst, J 2016, 'How to build a passionate company', <i>Harvard Business Review</i> , 15 February, pp. 12–15.
One author	Osagie (2017) states the telecom sector has a tremendous history of engaging themselves in different social activities <i>or</i> The telecom sector has a tremendous history of engaging themselves in different social activities (Osagie 2017)	Osagie, NG 2017, 'Corporate Social Responsibility and Profitability in Nigeria Telecommunication Industry: A Case Study of MTN Nigeria', <i>Journal of Entrepreneurship & Management</i> , vol. 6, no. 2, pp. 1–8.
Two authors	Mishra & Modi 2016 (2016) state extensive debate regarding its consequences for firm shareholder <i>or</i> (Mishra & Modi 2016)	Mishra, S & Modi, SB 2016, 'Corporate social responsibility and shareholder wealth: The role of marketing capability', <i>Journal of Marketing</i> , vol. 80, no. 1, pp. 26–46.
Three authors	Maon, Swaen V & Lindgreen (2017) state lessons are learnt <i>or</i> (Maon, Swaen & Lindgreen 2017))	Maon, F, Swaen, V, & Lindgreen, A 2017, 'One vision, different paths: An investigation of corporate social responsibility initiatives in Europe', <i>Journal of Business Ethics</i> , vol. 143, no. 2, pp. 405–422.
Four or more authors	Hilderbrand et al. (2017) examines consumer	Hilderbrand, D, Farooq, M, Demotta, Y, Sen, S, & Valenzuela, A

	reactions to two basic contribution types or (Hilderbrand et al. 2017)	2017, 'Consumer Responses to Corporate Social Responsibility (CSR) Contribution Type', <i>Journal of Consumer Research</i> , vol. 44, no. 4, pp. 738–758.
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Web sources and online material

Situation	In-text citation	References example
<p>Webpage with author</p> <p>The author can be an individual author, government body or organisation</p>	<p>...this agreement (Yates 2009)</p> <p>...these rulings (Australian Taxation Office [ATO] 2012)</p> <p>(Australian Competition and Consumer Commission [ACCC] 2015)</p> <p>Ford (2016) ...</p>	<p>Yates, J 2009, <i>Tax expenditures and housing</i>, viewed 26 February 2016, http://www.ahuri.edu.au/publications/download/ahuri_judith_yates_research_paper.</p> <p>Australian Taxation Office 2012, <i>Income tax: deductibility of self-education expenses incurred by an employee or a person in business</i>, viewed 26 February 2016, http://law.ato.gov.au/atolaw/view.htm?DocID=TXR/TR989/NAT/ATO/00001&PiT=99991231235958.</p> <p>Australian Competition and Consumer Commission 2015, <i>Report on the Australian petroleum market: June quarter 2015</i>, viewed 26 February 2016, http://www.accc.gov.au/system/files/1004_ACCE%20Petrol%20Report_Macro_July%202015_FA.pdf.</p> <p>Ford 2016, <i>About Ford Australia</i>, viewed 26 February 2016, http://www.ford.com.au/aboutfordaustralia.</p>
<p>Webpage no date</p>	<p>Covey (n.d.)...or (Covey n.d.)</p>	<p>Covey, SR n.d., <i>The leader in me</i>, viewed 26 February 2016, www.stephencovey.com/news/press_release.php.</p>
<p>Webpage no author</p>	<p>...(Heart Disease 2015)</p> <p>Note: cite in-text the first few words of the</p>	<p>Heart disease when you're fit and healthy 2015, viewed 26 February 2016, https://www.betterhealth.vic.gov.au/health/conditionsandtreat</p>

	references entry and the year.	ments/heart-disease- when-youre-fit-and-healthy. Note: when there is no author for a webpage, the title moves to the first position of the reference entry.
Webpage direct quote	“...” (Red Cross 2014, para. 13) <i>or</i> “...”, from the Red Cross website (2014, para. 13) Note: when including a direct quotation in text, be sure to include the author and date of publication.	The references at the end of the essay should include author, date, title and URL. For example: Red Cross 2014, <i>Ways of working</i> , viewed 26 February 2016, http://www.redcross.org.au/ways-of-working.aspx .
Conference proceedings	Riley (1992)... <i>or</i> (Riley 1992)...	Riley, D 1992, 'Industrial relations in Australian education', in <i>Contemporary Australasian industrial relations: proceedings of the sixth AIRAANZ conference</i> , AIRAANZ, Sydney, pp. 124–140, viewed 26 February 2016, http://www.airaanz.org/uploads/2/1/6/3/2163987/proceedings_all_refereed_papers.pdf .
YouTube or streaming video	Monty Python’s Channel (2008) contains ... <i>or</i> ...‘relationship between mindfulness and addiction’ (Brewer 2016)	Monty Python’s Channel 2008, streaming video, viewed 26 February 2016, http://www.youtube.com/user/MontyPython . Brewer, J 2016, A simple way to break a bad habit, streaming video, viewed 26 February 2016, http://www.ted.com/talks/judson_brewer_a_simple_way_to_break_a_bad_habit .
Podcast/Webcast	Rockson (2014)... <i>or</i> (Rockson 2014)	Rockson, T 2014. Embrace your global advantage as told by nomads, podcast, viewed 26 February 2016, http://tayorockson.com/podcast/ .
Social media (e.g. Facebook and Twitter)	(Turnbull 2016)	Turnbull, M 2016, Facebook update, 13 February, viewed 26 February 2016, https://www.facebook.com/malcolmtturnbull/ .
Blog	Cite as a webpage (Turnbull 2016)	Turnbull, M 2016, Media Blog, viewed 26 February 2016, http://www.malcolmtturnbull.com.au/media/category/blog .

Legal/Government documents/Reports

Situation	In-Text Citation	References example
Acts and Ordinances (Legislation)	<i>South Australian Import Act 2010 (SA)</i> or (<i>South Australian Import Act 2010 (SA)</i>)	<i>South Australian Import Act 2010 (SA)</i> , section number(s)
Publications	ABS (2009) or (ABS 2009)	Australian Bureau of Statistics (ABS) 2009, <i>South Australian Statistics</i> , Cat. No. 15665.9, Australian Bureau of Statistics, Canberra.
Reports	(Wu 2016) Marketline (2017) (If no author given cite the database e.g. Marketline or IBISWorld as the author) (Department of Immigration and Border Protection [DIBP] 2015)	Wu, T 2016, <i>IBISWorld Industry Report K6200, Finance in Australia</i> . Available from IBISWorld, viewed 4 January 2018. Marketline, December 2017, <i>CEO performance problems: failure to address key issues harms company prospects</i> . Available from Marketline Advantage Database, viewed 4 January 2018. Department of Immigration and Border Protection 2015, <i>Annual Report 2014-15</i> , viewed 26 February 2016, http://www.border.gov.au/ReportsandPublications/Documents/annual-reports/DIBP-Annual-Report-2014-15.pdf .

Newspaper articles

Situation	In-text examples	References example
Newspaper article: print or via database	Dodd (2015)	Dodd T 2015, 'MBA numbers explode as students flock to private colleges', <i>Australian Financial Review</i> , 20 September.
Newspaper article: no author	...minor damage ('Cliff collapse in Christchurch quake' 2016)	'Cliff collapse in Christchurch quake', 2016, <i>The Australian</i> , p. 8.

Newspaper article: from a news website	...	Reference as a webpage
--	-----	------------------------

Miscellaneous

Situation	In-text citation	References example
Personal communications	In an email sent on 10 August 2015, The CEO of Coca Cola, stated "..."	Not referenced.
Confidential Information	Company A (2015) or (Company A 2015)	Company A, 2015. <i>Costs and implications of project beta</i> . Unpublished internal document. OR Name withheld 2017. <i>Name of document</i> . Unpublished confidential document
AIB Learning Materials	AIB (2013) or (AIB 2013)	Australian Institute of Business (AIB), 2013, 'Topic 5: Selection and retention of employees', in <i>Strategic human resource management learning materials</i> , AIB, Adelaide.
Thesis—unpublished	Markus (unpub.) or (Markus unpub.)	Markus, N unpub., The use of mythology and language in Tolkien, BA Hons Thesis, University of Greenwich. Note: title not italicised as not published.
Dictionary	The Oxford English Dictionary (2010) or (The Oxford English Dictionary 2010)	Not referenced.
Holy/Sacred Book (e.g. The Bible)	(Psalm 23:6–8)	Not referenced.
Conference paper—hard copy	Riley (2015) or	Riley, D 2015, 'Industrial relations in Australian education', in

	(Riley 2015)	Contemporary Australasian industrial relations: proceedings of the sixth AIRAANZ conference, AIRAANZ, Sydney, pp. 124-140.
DVD	<i>Waiting for Breakfast (2002) or (Waiting for Breakfast 2002)</i>	<i>Waiting for breakfast 2002</i> , DVD recording, Film Co., New York.
Movie	<i>Waiting for Breakfast (2002) or (Waiting for Breakfast 2002)</i>	<i>Waiting for breakfast 2002</i> , motion picture, Film Co., New York.
Television broadcast	"Birds of Australia" (2011) or ("Birds of Australia" 2011)	'Birds of Australia' 2011, <i>Wildlife for all</i> , television broadcast, Channel 21, 18 December.
Radio interview	Markus (2008) or (Markus 2008)	Markus, N 2008, <i>Tolkien and Norse mythology</i> , radio broadcast, Radio RAD, 8 November.
Statistics from ABS	...(Australian Bureau of Statistics [ABS] 2015a) As mentioned in the 2015 Labour force document (ABS 2015b)	Australian Bureau of Statistics 2015a, <i>Consumer price index</i> , Australia, Sep 2015, viewed 26 February 2016, http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/6401.0?opendocument#from-banner=LN . Australian Bureau of Statistics 2015b, <i>Labour force, Australia, Oct 2015</i> , viewed 26 February 2016, http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/6202.0 .
Dataset	...(Department of the Environment [DoE] 2015)	Department of the Environment 2015, <i>Threatened species state lists: 24 Nov 2015 Dataset</i> , viewed 26 February 2016, http://data.gov.au/dataset/ae652011-f39e-4c6c-91b8-1dc2d2dfef8f/resource/ab6c9078-ac64-41e0-9987-3e38da53d277/download/epbcthre .
Table or image If you are reproducing in your assessment put the in-text citation	"..."(Larson et al. 2014, p. 233)	Larson, EW, Honig, B, Gray, CF, Dantin, U & Baccarini, D, 2014, <i>Project management: the managerial process</i> , McGrawHill, North Ryde NSW.

under the image		Refer to 2.3 Tables and Figures for more information
Referencing a table/figure from a website.	Table 2 shows... (SA Water 2014)	<p>A Water 2014, <i>Weekly Weather Report 5 January 2014</i>, SA Water, Adelaide, viewed 26 February 2016, http://www.sawater.com.au/content/water_storages/water_report/weekly_water_report.asp.</p> <p>Refer to 2.3 Tables and Figures for more information</p>

Creating new citation styles

If you cannot find a relevant example of the type of source material you want to cite, and if you have exhausted all the sources, then just cite all the details that would help the reader find the source easily. Think about the following items:

- Who created the work?
- When was it created?
- What is the title and type of information?
- Where can one find it?