

# AIB STYLE GUIDE

## CONTENTS

1	10 STEPS FOR WRITING ASSESSMENTS.....	5
2	SENTENCE STARTERS, TRANSITIONAL AND OTHER USEFUL WORDS.....	8
3	TYPES OF WRITING.....	12
3.1	What is a paragraph?.....	12
3.2	The basic structure of a paragraph.....	12
3.3	Types of paragraphs.....	13
3.3.1	Persuasive paragraphs.....	14
3.3.2	Analytical paragraphs.....	15
3.3.3	Steps in writing Analytical paragraphs.....	16
3.4	Other styles of writing.....	17
3.5	Linking paragraphs.....	19
3.6	Connecting theory and practice.....	20
4	REFLECTIVE PRACTICE.....	20
5	REPORT FORMAT.....	22
5.1	Sections of the report.....	22
5.2	Content within each report section.....	22
	Title page (on a separate page).....	22
	Executive summary (on a separate page).....	23
	Table of contents (on a separate page).....	23
	Introduction.....	23
	Discussion (covered in several sections).....	24
	Conclusion.....	24
	References.....	25
	Appendices.....	25
6	REFLECTIVE WRITING.....	25
6.1	What is reflective writing?.....	25
6.2	Main features of reflective writing.....	26
6.3	Writing in the third person academically.....	26
6.4	Strategies to write your point of view in an objective style.....	27
6.5	Sample reflective paragraph using the third person.....	28
7	COMMENTARY.....	28
7.1	What is a commentary?.....	28

7.2	Key steps in beginning your commentary.....	28
8	TIPS FOR OTHER ASSESSMENT TYPES .....	29
8.1	Quizzes or knowledge checks .....	29
8.2	Oral presentations .....	29
8.3	Collaborative activities.....	30
9	ACADEMIC INTEGRITY .....	31
9.1	What is plagiarism, and how can you avoid this?.....	32
9.2	What is collusion, and how can you avoid this? .....	33
9.3	What is double submission, and how can you avoid this? .....	33
10	STYLE .....	34
10.1	Details of document settings at AIB.....	34
10.2	Tables and figures .....	34
10.3	Use of capital letters .....	35
10.3.1	Time indicators and periods.....	36
10.3.2	Scientific names .....	36
10.3.3	Commercial terms.....	36
10.4	Textual contrast .....	36
10.4.1	Headings.....	36
10.4.2	Indented material .....	36
10.4.3	Italics .....	36
10.4.4	Underlining.....	37
10.5	Shortened forms .....	37
10.5.1	Abbreviations .....	37
10.5.2	Contractions .....	37
10.5.3	Acronyms .....	37
10.5.4	Initialisms .....	37
10.6	Use of the first person .....	37
10.7	Numbers and measurements .....	38
10.7.1	Expressions of time .....	38
10.7.2	International system of units .....	38
11	REFERENCING .....	39
11.1	The importance of referencing .....	39
11.2	Using credible sources .....	40
11.3	No or minimal referencing: plagiarism .....	40
11.4	Summary of referencing at AIB.....	40

11.4.1	Number of references.....	41
11.4.2	Types of references.....	41
11.4.3	Reference list versus bibliography.....	41
11.4.4	General formatting for the reference list .....	41
11.5	In-text citations .....	42
11.6	Referencing direct quotation v. paraphrasing .....	42
11.7	Quotation marks .....	44
11.8	Frequently Asked Questions .....	45
11.9	Page numbers .....	47
11.10	Abbreviations .....	47
12	REFERENCING EXAMPLES.....	48
12.1	General rules.....	48
12.1.1	Authors.....	48
12.1.2	Capitalisation .....	48
12.2	Books and eBooks .....	49
12.3	Journal articles .....	52
12.4	Web sources.....	55
12.5	Company and industry Information.....	57
12.6	Conference proceedings .....	58
12.7	Data and statistics.....	59
12.8	Encyclopedias and dictionaries.....	60
12.9	Images, photos, tables or artwork .....	60
12.10	Learning Materials .....	62
12.11	Legal Materials (Legislation/Cases).....	63
12.12	Multimedia materials.....	64
12.13	Newspapers.....	66
12.14	Personal Communications .....	68
12.15	Theses .....	69
12.16	Creating new citation styles.....	69
13	REFERENCES .....	70
14	APPENDIX – HISTORY OF AMENDMENTS.....	71

## INTRODUCTION

Welcome to the AIB Style Guide! You will find this to be a useful resource to develop and improve your written communication skills. You can refer back to it as frequently as needed 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 the use of a style guide is not uncommon. At AIB, some marks for assessments are awarded for 'communication'. Hence, we must clarify the requirements for presenting your work.

You should always refer to and follow the specific requirements as outlined in your subject assessments because they may vary according to the subject. This guide provides some general guidelines and examples that you can follow.

We have tried to keep the AIB Style Guide as straightforward as possible. Here is a description of the content in each section:

- **Section 1** a 10-step approach to a written assessment/assignment
- **Section 2** Sentence Starters, transitional and other useful words
- **Section 3** the principles of writing for AIB, including paragraph writing
- **Sections 4 to 8** approaches to writing different assessment types
- **Section 9** the principles of academic integrity and tips on avoiding breaches
- **Section 10** how to style and present documents for your assessment/assignment submissions
- **Sections 11 to 13** guidelines on author/date referencing, on paraphrasing and quoting to help you reference appropriately for your AIB assessments, and an appendix of examples on how to reference in-text and in your reference list.

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 10 STEPS FOR WRITING ASSESSMENTS**

Each subject applies different assessment methods. Assessments help you focus on the specific concepts, theories and learning outcomes, and clarify your learning.

Before you start each subject, ensure you are familiar with your assessment due dates as listed within each subject. Scheduling these essential dates at the outset will help you to effectively manage your time throughout the duration of your subject. Remember that the due dates for most submissions are firm, and any late submission will incur penalties or may not be accepted.

We strongly recommended that you follow these ten steps in sequential order to successfully meet your written assessments' requirements.

### **Step 1. Read, understand and address the assessment question/task**

Read the assessment question, specific instructions and guidelines carefully. Ensure you clearly understand what is being asked. Identify what you need to do, how to do it and if you need any assistance to successfully finish the assessment. Your submission must respond to the assessment question/task, so make a checklist of all the assessment elements that you need to include.

Ensure you check the word count and do not exceed the specified word limit (typically a word count plus 10% tolerance).

Consider your audience as you plan, draft and write your 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 your facilitator will be the audience. Once you have identified your target audience, their requirements and knowledge, write your assessment with your target audience in mind.

### **Step 2. Do background reading and write down notes**

Do some brief background reading around the topic, starting with your textbook, and make notes on the main concepts and ideas that seem relevant. Is there any relevant history or any important detail that will be particularly significant? Are there any important people involved? Knowing such details will guide you on 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 you will need to cover in your assessment. Inform yourself on how to format the table of contents fields in Microsoft Word or any other word processing application you may be using and update the page numbers for your table of contents as your composition grows and evolves. Fine-tune your list of headings and sub-headings as you start to gather information. 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. Gather and collate relevant information and note your sources for proper referencing**

Gather relevant information from articles and other credible sources (preferably from peer-reviewed journal articles). Research can be very time consuming, so be clear about what type of information you are looking for. Also, use some of these efficient reading tips:

- Read abstracts and executive summaries first to get an overview of the information that is covered. You will quickly decide if the source is relevant to your research needs or not.
- If you decide that the source is relevant, read the introduction and conclusion sections first. Then read the first and last sentences of each paragraph. In this way, you can locate the specific information you need for your assessment without reading the entire source.

As you read and research, avoid highlighting large sections of the text. Instead, take notes of the relevant information. Taking notes helps you to understand and remember the information, but it does take time. To take efficient notes:

- do not copy whole sentences or chunks from your sources
- note down keywords and phrases only or paraphrase in your own words
- use symbols and abbreviations to show the links and relationships between the ideas that you are noting down.

ALWAYS write down the full reference details of your sources in your notes (you may forget or lose them otherwise). The AIB Style Guide has guidelines of which details you need to include when referencing within your written sentences (in-text referencing) and in your reference list.

It is essential to collect all the reference details when you are reading. Collecting all the necessary information for proper referencing as soon as you encounter the source will save you precious time. The list will also come in handy if you want to double-check the information. You want to avoid the situation where you need to waste time searching for the source again.

#### **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 irrelevant. It will give you a chance to finalise your outline before proceeding with the actual writing.

#### **Step 6. Start writing the assessment**

Now, and only now, start writing the assessment in the appropriate format. Remember to note the sources of information as you write because you must place appropriate in-text citations in your written assessment when you use information from your reading sources.

Smarthinking can offer help with the drafting of your written assessments. Smarthinking is a professional 24/7 academic writing support service that AIB offers to all students. Smarthinking will review your DRAFT assessments and provide feedback and advice on the need for consistent referencing, structure and organisation of ideas, and spelling and grammar. If you need clarification on the feedback, reach out to Academic Learning Advisor <https://stephanieschembri.youcanbook.me/> or Librarian <https://barbaracoat.youcanbook.me/>.

### **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. Before 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 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 for reports**

If you are writing a report, you should 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**

Schedule adequate time for drafting and editing of your written assessments. Schedule time also to submit first drafts to Turnitin (To do this submit your assessment before due date as TurnItIn is embedded in the submission points and you can resubmit up until the due date). If the Turnitin Originality Report highlights complete sentences and chunks of text in your draft, these will need to be revised for accurate referencing and/or paraphrased before your final written submission deadline. Doing this will help you produce a better-quality final submission and also adhere to AIB's Academic Integrity Policy.

Submit the assessment to AIB. 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 be challenging to start a sentence or find words to show the relationship between your ideas. Below is a list of possible sentence starters to help you make that all-important start. There are also lists of transitional and other linking words that you can use to show the relationship between your sentences and paragraphs and make your writing flow.

**Table 1: Sentence starts, transitional and other useful words**

To introduce		
This essay discusses ...	... is explored ...	... is defined ...
The definition of ... will be given	... is briefly outlined ...	... is investigated ...
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 analysed ...
Emphasised are ...	... is explained and illustrated with examples ...	

To conclude		
In summary, ...	To review, ...	In conclusion, ...
In brief, ...	To summarise, ...	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 ...	... maybe ...	... 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 ...	... emphasises ...
... 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 ...	... hypothesised 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 Toi, G, & Bartlett-Trafford, J 2009, *The business of writing: Written communication skills for business students*, 3<sup>rd</sup> edn, Pearson Education, Auckland.

### 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 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. 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 (1) analytical, (2) persuasive, (3) reflective and (4) 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 are 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 recognised 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 and develop that point by referring to and discussing evidence. The concluding sentence tells the reader

the significance of the evidence in relation to the paragraph's main point. In this way, the reader knows what the point is and what evidence there is to make it, and importantly, why that point is being made.

**Table 2: 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 an AIB assessment, in-text referencing must be included. Here is an example of a paragraph that would be typical for the body of an AIB assessment:

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 an 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 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 Persuasive paragraphs

Assessments should use both analytical and persuasive paragraphs 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 assessment 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 workplace.

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, Ginnette 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 workplace.

### 3.3.2 Analytical paragraphs

Analytical paragraphs compare and contrast ideas and concepts to other concepts, ideas and 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 challenging 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 single correct 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.

Salovey and Mayer (1990) first used the term “emotional intelligence” (EI). 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, comprises 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 assessment. However, you can also write analytically when comparing theory to real-life examples, as you would in an assessment or project for AIB.

Here is a paragraph demonstrating critical analysis. It compares Salovey and Mayer’s (1990) model 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 this 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 the first person in this paragraph is due to its self-reflective purpose. For more information on the use of the first person in academic writing, refer to section 10.6.

### 3.3.3 *Steps in writing Analytical paragraphs*

#### **Step 1 – Write the topic sentence**

Analysis requires you to look at all the individual elements of the topic, concept or theory and how each element relates to one another and to the whole. When planning your analytical paragraphs, make a list of the points or elements you want to cover. Read your topic material to get some ideas. Do not forget to record the source(s) details and the page number(s) so you can go back to them. Write a “topic sentence” for each idea that you want to write about. A topic sentence is a summary of the information you want to write about in the paragraph.

#### **Step 2 – Brainstorm**

Once you have written the topic sentence, you need to think of ideas to support it. Read further and think about what ideas and evidence might be relevant. How do the views from different authors compare on the topic? Is there any similarity or clear difference? Make a note of these. 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 now 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 overall?
- Do the facts, details and examples explain/develop the topic sentence? Is there enough support?
- Is the material presented in a systematic way?
- Does each 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 explained how in the last line?

Remember to use proper 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 argument's merits against existing theory or your 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 Style 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 evidence and argument, leading to your conclusion
- a recognition of the limitations in your evidence, argument and conclusion.

**Example of effective critical writing.** The text below is an example of good critical writing. The writer 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 idea that individuals seek, and wish to maintain, an internal state of consistency (Festinger 1957). It is seen as one of the most influential twentieth-century theories in social psychology but has provoked research, contention, and revision over time (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 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 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; Holman, Martinez-Iñigo & Totterdell 2008; Lewig & Dollard 2003; Pugh et al. 2011; Rafael & Sutton 1987); and suicide at the extreme (Hochschild 1983).

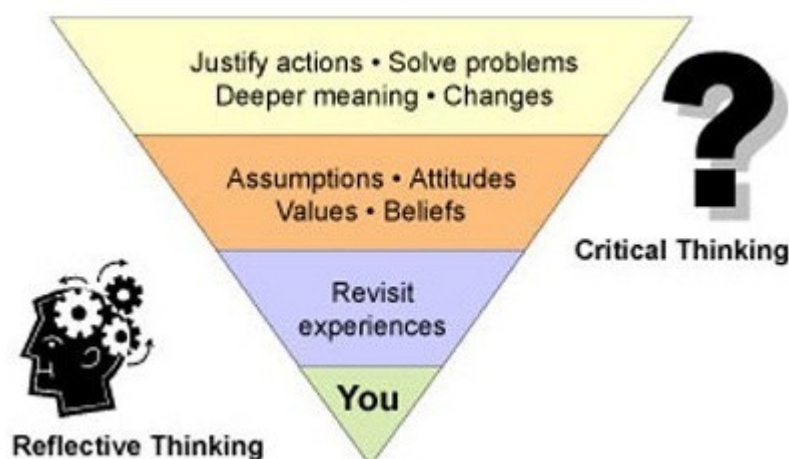
You can see how the author is considering the available evidence, but also the limitations on that evidence, and will be taking all of this into account in drawing conclusions

The major difference between descriptive and critical writing is the presence of your evaluation and/or argument. In descriptive writing, you are not proposing an argument but merely giving the background to the issue. You are presenting the information as it stands, without evidence of your analysis, evaluation or discussion. Descriptive writing is relatively easy but can often lead to assessments that exceed the maximum word count so take care. You need to show your knowledge of the topic and background to the issues, but it is your analysis and evaluation of the topic and issue that is important and should take up a greater proportion of the word count. An assessment using only descriptive writing would earn few marks because the purpose of AIB written assessments is for you to participate in the academic debate on the topic or issue. Therefore, critical writing requires you to weigh up the evidence and arguments of others and 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 they can best be woven into the argument that you are developing
- remember that a much higher level of skill is needed for critical writing than for descriptive writing, which is reflected in the higher marks earned by critical writing.

**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 views.



Source: Developed by AIB for this guide.

## Finding your academic voice

When you engage in critical and reflective writing, you are developing your 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 based on 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 relationships between different ideas. Possible linking words or phrases, which help in this regard, are as follows.

**Table 3: 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 connect 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 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 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.

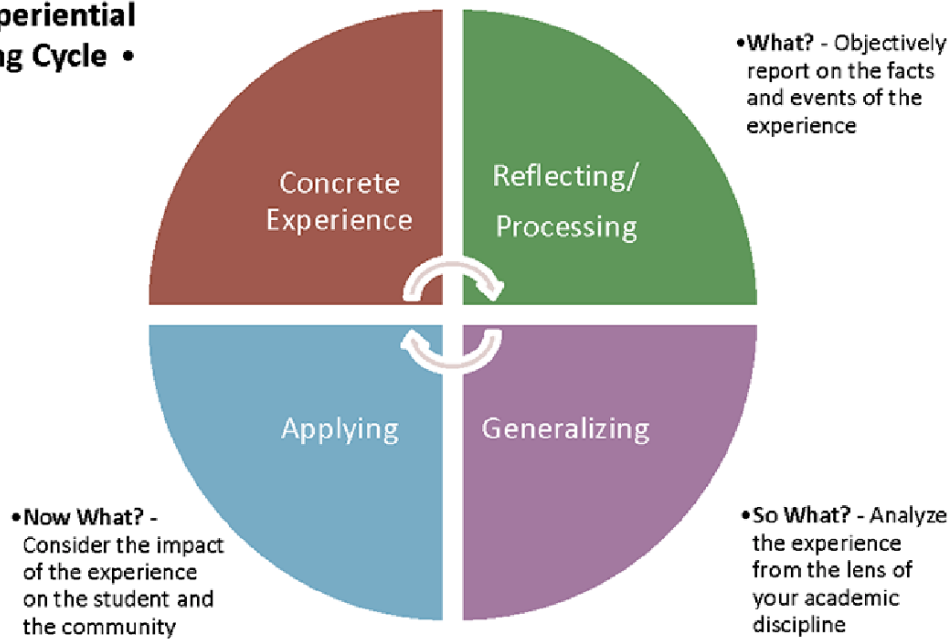
To reflect involves genuine engagement on your part. It is not vague or passive; it does not just happen on its own. You can learn how to reflect and how to benefit from reflection. It is really valuable to get into the habit of reflecting critically—not only during your study but also in life generally.

Reflective writing tasks may be included in your assessments (see Section 6 Reflective Writing). These tasks 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, what you have learned from them and how you might apply this learning in future.

Reflective practice is one of the critical 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 provide the basis for action that can be actively tested and, in turn, create 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 REPORT FORMAT

This section describes the standard report format, which should be used for many AIB assessments. First, the main parts of the report format are identified. Then, the content for each section of the report is described in more detail.

### 5.1 Sections of the report

Assessments at AIB are often 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 4: Example of the report layout**

Title page – Please include:
<ul style="list-style-type: none"><li>• Assessment title</li><li>• Word count</li><li>• Student name</li><li>• Student number</li><li>• Subject name</li><li>• AQF level of Subject</li></ul>
Executive Summary (on a separate page)
Table of contents
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.

### 5.2 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 based on the executive summary—particularly if it is persuasive.

Your executive summary should include what you did, how you did it (Background), why you did it (Purpose), what your main findings were, and what your key recommendations are (Results). 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 typically 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, and the scope of your report. It 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) to help the reader understand the sections and flow of the assessment quickly. For example:

**Table 5: Example headings layout**

<b>2. Heading</b>	Under the primary level heading, the first paragraph of the section begins on a new line (like this).
<b>2.1 Sub-heading</b>	Under the secondary level heading, the first paragraph of the section begins on a new line (like this).
<b>2.1.1 Sub-sub-heading.</b>	Following this tertiary level heading, the first paragraph of the section starts on a new line (like this).
<b>3. Heading</b>	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 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 your



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 must 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 complete listing of all the references you have cited, assembled in alphabetical order by author surname, must be provided. The References section is not included in the word count. Details of proper referencing are contained in Sections 11 to 13 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.

# 6 REFLECTIVE WRITING

Critical reflection is a crucial skill that enables you to develop as a professional long after you have completed your studies. Therefore, as a student at AIB, you will be called upon to write about your personal experiences to make your learning authentic.

Reflective writing enables you to show:

- how and what you have learnt
- what you have done or experienced
- how this learning and experience relates to the theories, concepts and models you are studying.

## 6.1 What is reflective writing?

Reflective writing is a form of academic writing which allows the use of both first-person and third-person perspectives. Reflective writing is a way of processing your practical experience to improve your learning. The two key features of reflective writing are:

1. **The integration of theory and practice.** You need to identify the important aspects of your reflection and write these using the appropriate theories and academic context to explain and interpret your reflections. Use your experiences to evaluate the theories you have read from relevant academic literature.
2. **Identify the learning outcomes of your experience.** You may include a plan for next time that identifies what you would have done differently. Refer to your new

understandings and unexpected things you have learnt about yourself using current literature as evidence to support your claims.

Reflective writing can be confronting, as you are writing about your experience and beliefs. Try to stand back and look at your experience and not let yourself be influenced by your feelings about a situation so that you can think about it clearly. Although you are writing about your own experiences and feelings, you need to be as rigorous and thorough as you would be for any other assessment.

When referring to your personal experience, use it as a starting point and consider how typical it is. Has any research been done? Would you be able to support your argument using current literature (including academic peer-review references)? Is there any academic article or research that shows your experience has been examined or can be used more generally?

## 6.2 Main features of reflective writing

**Table 6: Reflective writing**

<b>You NEED to use the third person when</b>	<b>You MAY use the first person when</b>
using statistics, reports, theories and academic literature that you have read and want to use them as evidence to your claims. In this case, you need to include the sources you refer to. <ul style="list-style-type: none"> <li>Northouse (2019) defines authentic leadership as... He explains that...</li> <li>Northouse (2019) argues/states/believes...</li> <li>Research (reference) shows that...</li> <li>Smith (2018) stated....</li> </ul>	using personal experiences reflecting or giving an opinion <ul style="list-style-type: none"> <li>My focus as a leader was to...</li> <li>My leadership styles...</li> <li>As a leader, I have learnt from relevant theories that ....</li> <li>As a leader, I had to consider...</li> </ul>
comparing and contrasting the views of others	including your own view
being objective <b>Passive voice</b> is highly recommended in academic writing: <ul style="list-style-type: none"> <li>It was found that ....</li> <li>...has been shown to be...</li> </ul>	being subjective <ul style="list-style-type: none"> <li>My experience shows that...</li> </ul>
referring to wider research <ul style="list-style-type: none"> <li>According to Smith and Northouse (2019), the absence of stress can produce more effective working outcomes.</li> </ul>	presenting personal data <ul style="list-style-type: none"> <li>I found that when I am less stressed, I am more effective at work.</li> </ul>
using evidence	giving anecdotal evidence
using reasoning	being intuitive

Source: Developed by AIB for this guide

### 6.3 Writing in the third person academically

Most academic writing should be in the third person: using the third person makes your writing **more objective** and **less personal**. For academic and professional writing, this sense of objectivity makes the writer seem less biased and, therefore, more credible.

The third person helps the writer stay focused on facts and evidence instead of personal opinions.

**Use the proper pronouns.** The third person refers to people “on the outside”. You either write about someone by name or use third-person pronouns.

- Third-person pronouns include he, she, it; his, her, it's; him, her, it; himself, herself, itself; they; them; their; themselves.
- Names of other people are also considered appropriate for third-person use.
  - Example: “Smith believes differently. According to his research (reference), earlier claims on the subject are incorrect”.

**Refer to the subject in general terms.** Sometimes, a writer will need to refer to someone in indefinite terms. In other words, they may need to address or speak about a person generally. This is when the temptation to slip into the second person “you” comes into play. An indefinite third-person pronoun or noun is appropriate here.

- Indefinite third-person nouns common to academic writing include the writer, the reader, individuals, students, a student, an instructor, people, a person, a woman, a man, a child, researchers, scientists, writers, experts.
  - Example: “In spite of the challenges involved, researchers persist in their claims”.
- Indefinite third-person pronouns include one, anyone, everyone, someone, no one, another, any, each, either, everybody, neither, nobody, other, anybody, somebody, everything, someone.
  - Incorrect example: “You might be tempted to agree without all the facts”.
  - Correct example: “One might be tempted to agree without all the facts”.

### 6.4 Strategies to write your point of view in an objective style

As a large proportion of a reflective account is based on your own experience, it is normally appropriate to use the first person (I). However, most assessments containing reflective writing will also include academic writing. You are therefore likely to need to write both in the first person (“I felt...”) and in the third person (“Northouse (2019) proposes that ...”). Identify which parts of your experience you are being asked to reflect on and check the assessment guidelines for your subject.

- Emphasise things and ideas rather than people and feelings. For example, instead of writing “I believe the framework is valid, based on these findings”, write “These findings indicate that the framework is valid”.
- Avoid evaluative words that are based on non-technical judgments and feelings. For example, use *valid* or *did not demonstrate* instead of *amazing* or *disappointment*.

- Avoid intense or emotional evaluative language. For example, instead of writing “Parents who do not immunise are obviously abusing their children”, write “Lack of immunisation has some harmful effects on children’s health”.
- Use objectivity to show caution about your views or to allow room for others to disagree. For example, instead of writing “I think lack of immunisation spreads disease”, write “There is evidence to support the possibility that the likelihood of measles outbreaks increases with the reduction in immunisation”.
- Find authoritative sources, such as authors, researchers and theorists in books or articles, who support your point of view, and refer to them in your writing. For example, instead of writing “Leadership is, in my view, clearly something social”, write “As Northouse (2018) argues, leadership is intrinsically social”.

Source: Adapted from Sydney University Writing Skill Centre, viewed 29 October 2019, <https://sydney.edu.au/students/writing.html>.

## 6.5 Sample reflective paragraph using the third person

The transformational leadership questionnaire results in high scoring in all four I’s: Idealised Influence, Inspiring Motivation, Intellectual Stimulation, and Individualised Consideration (Bass & Steidlmeier 1999). The results of the first two characteristics, idealised influence and inspiring motivation are not surprising as the leader leads by example and is always positive, optimistic and gets people on board by being this way. The leader believes that the power of influence is determined by the behaviours of the leader to their followers. An example of this is when the leader was required to adopt a new sales plan for the team to increase sales and customer experience. The leader took this challenge on with ease and optimism and involved team members in the creation of the sales plan, with the vision being set on customers receiving the best customer experience.

# 7 COMMENTARY

## 7.1 What is a commentary?

This type of assessment required you to examine a piece of writing critically. The audience for this assessment is the teaching team who are interested in the content of the articles being explicitly reviewed, the argument that is being presented by the author(s) and your critical assessment of their ideas.

## 7.2 Key steps in beginning your commentary

Your task is to:

- Identify of the key points and main arguments of the paper.
- Discuss these key points in relation to broader leadership theories and concepts.
- Discuss their relevance and application to your personal and professional experience.

- Write to your audience. The audience for this assessment is the teaching team who are interested in your critical evaluation of the argument and main ideas being presented by the author(s).
- Write your commentary in essay format. This means that you do not use headings or sub-headings within the body of your response. Write well-structured paragraphs. See the [AIB Study Skills](#) site for guidelines on how to structure your writing.

Use the following questions as a guide to help you draft your commentary:

- What are the aim and objectives of the article?
- What is the central argument?
- What theoretical framework or central concepts are discussed?
- How do the theoretical frameworks or concepts discussed apply to your own professional experience?
- How does the work fit into the wider literature?
- How does the work advance your knowledge of the subject and/or the application of the theory to your professional experience?

## 8 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 assessments. 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.

### 8.1 Quizzes or knowledge checks

Some 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. Quizzes may have time limits. 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.

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.

### 8.2 Oral presentations

Assessment tasks that require you to create and submit an oral presentation may be in the form of a narrated PowerPoint or Zoom 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, a presentation contains 6–8 slides and runs for 4–5 minutes.

### **Look-and-feel**

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 and images should not be included 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.

## **8.3 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.

Teamwork 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
- cooperate with others
- work in a team environment
- demonstrate leadership skills
- plan and share work
- 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 teamwork skills. By participating in team-based assessments and class activities, students will be prepared to take up any challenges that are associated with working in teams and will become effective team players.

## 9 ACADEMIC INTEGRITY

AIB expects students (as well as staff and adjunct staff) to display high standards of academic integrity.

As an AIB student, it is important to adhere to high standards of academic integrity. This involves avoiding plagiarism, collusion and other conduct that compromises the integrity and authenticity of your work. You are required to be ethical, honest and responsible in your writing and reporting. View the examples below to understand how to avoid compromising your academic integrity, and familiarise yourself with the Academic Integrity Policy and Procedure.

### **Breaches of academic integrity include:**

*Plagiarism* – submitting another person’s words or ideas as one’s own. This includes the use of ideas, sentences, paragraphs or other extracts from books, articles and other published or unpublished work, without acknowledging their sources. This means that unacknowledged use of quotations or paraphrasing ideas from materials including but not limited to books, articles, the internet or another student’s work is plagiarism.

*Collusion* – refers to a situation where a student advertently or inadvertently assists, or is assisted by, someone else with assessment work that should have been the work of an individual student. This includes a student giving or sharing an assessment with another student, making an assessment available to others for potential use, using an assessment written by someone else and writing an assessment together.

*Contract cheating* – engaging services (paid or unpaid) of others to have the assessment written for an individual and submitting that assessment as the individual’s own. Contract cheating can also be referred to as ‘ghostwriting’ or ‘contract writing’.

*Fabrication* – submitting results or data that do not exist and have been made up; this includes fabrication of identity and impersonation.

*Falsification* - submitting results or data that have been manipulated to reach a specific conclusion. This applies to assessment content and misattribution of sources.

*Double submission* – submitting substantially the same piece of work for more than one subject unless agreed upon with the Subject Coordinators of each subject. It also applies to the preparation of journal articles and learning materials.

### **Turnitin**

To support you in meeting academic integrity requirements, most assessments are submitted to the text-matching software Turnitin to be compared with other written work from a variety of sources such as the Internet, published works (e.g. journal articles, books) and assessments previously submitted to Turnitin.

It is provided as a tool to develop your academic integrity skills and awareness by helping you to identify potential issues with unreferenced or inadequately referenced materials. It is important to note that Turnitin does not detect plagiarism. This is because Turnitin cannot make a judgement about whether plagiarism has occurred. It can only tell you whether a particular piece of your text matches to text from another source.

You are encouraged to take the opportunity to review your Turnitin report, correct any issues and resubmit before your assessment is due to be marked. Please note that access to Turnitin is from within the assessment submission points.

### Smarthinking

To provide you with additional support for your academic writing, AIB has partnered with Smarthinking, a specialist writing tutoring service. You will be able to access Smarthinking on a 24/7 basis throughout your studies. If you need clarification on the feedback, reach out to your Academic Learning Advisor <https://stephanieschembri.youcanbook.me/> or Librarian <https://barbaracoat.youcanbook.me/>.

## 9.1 What is plagiarism, and how can you avoid this?

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

### Note:

- If you copy and paste the Example paragraph below and do not provide the source, it is plagiarism. A penalty will be applied.
- If you copy and paste the complete paragraph and provide the source, it is still objectionable, and a penalty will be applied since you did not paraphrase.
- If you copy and paste the complete paragraph and change a few words in it, it will still not meet the paraphrasing requirements, and a 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 assessment:

#### 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 not appropriate 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 not appropriate 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 not appropriate because changing a few words only is not paraphrasing.**

See the following way this paragraph *should be* presented in your assessment:

### 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.

## 9.2 What is collusion, and how can you avoid this?

If your assessment is found to be similar to another student's assessment, whether submitted to AIB or any other institution, your assessment will be considered to have been colluded with other student's assessment, and the relevant penalty will be applied. **To avoid this, you must not use another student's assessment.**

## 9.3 What is double submission, and how can you avoid this?

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

For example, the Operations Management (OMGT) and Strategic Supply Chain Management (SSUP) assessment questions are such where one assessment can be used for another subject with/without minor changes, e.g. substantial parts of the OMTG assessment can be used for SSUP assessment. 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 assessment for each subject or seek the advice of your facilitator.

## 10 STYLE

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

Australian Government Publishing Service 2006, *Style manual for authors, editors and printers*, 6<sup>th</sup> edition, John Wiley & Sons, Milton. For updates, see <https://www.stylemanual.gov.au/>.

### 10.1 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.

### 10.2 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, consequently tables and their headers and footers are not included in the word count. Ensure 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 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 include 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 are clearly marked and have a clear break if the scale is not continuous from zero.

Table seven 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 and title above the table and acknowledges its source immediately below the table.

**Table 7: 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.

### 10.3 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.

### 10.3.1 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”.

### 10.3.2 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”.

### 10.3.3 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 the names of computer software and hardware.

## 10.4 Textual contrast

### 10.4.1 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.

### 10.4.2 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.

### 10.4.3 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.

#### 10.4.4 Underlining

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

### 10.5 Shortened forms

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

#### 10.5.1 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.

#### 10.5.2 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.

#### 10.5.3 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...”.

#### 10.5.4 Initialisms

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

### 10.6 Use of the 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 the first person is expected and essential to convey your message.

## 10.7 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”, “US\$” 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.

### 10.7.1 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 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.

### 10.7.2 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).

## 11 REFERENCING

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

AIB requires appropriate referencing in assessments. The AIB Style Guide provides detailed information about referencing requirements and presents examples in the appropriate style. These examples are produced using the Harvard Australian (AGPS) style.

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.

### 11.1 The importance 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.

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 a normal practice and a standard skill learnt during academic study.

For a very long time, it has been practised 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 the standard academic practice to acknowledge your sources through referencing and quoting.

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 essential 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.

## 11.2 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. Your assessment mark will be adversely affected if you use poor references, e.g. Wikipedia.

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 is 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 via the *Summon Single Search* and linking via *Google Scholar*. For more information on using the AIB Online Library, refer to the [Library](#) link on the Student Learning Portal.

## 11.3 No or minimal referencing: plagiarism

An absence of (or minimal) referencing usually implies that you are plagiarising. You are passing off a thought, theory or 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.

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

## 11.4 Summary of referencing at AIB

AIB requires appropriate referencing in assessments. The AIB Style Guide provides detailed information about referencing requirements and presents examples in the appropriate style. These examples are produced using the Harvard Australian (AGPS) style.

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.



#### 11.4.1 Number of references

AIB assessments/projects typically contain the following number of relevant references from different sources in the references:

- MBA assessments 6–12 (Will vary depending on the subject)
- The number of 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.

#### 11.4.2 Types of 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 requires the Australian Harvard (AGPS) author-date referencing system. The author-date referencing system 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 or comments.
- References. This is a list of all references used in the text. The list is placed at the end of the assessment or project. References are presented in alphabetical order by the first author's surname and present full details of each publication referenced in the text. It is important to note that references are not the same as a bibliography.
- **NB:** AIB does not accept referencing with footnotes.

#### 11.4.3 Reference list versus bibliography

- 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 all AIB assessments, projects and theses require you to present references.

#### 11.4.4 General formatting for the reference list

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

The title *References* heads the list.

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

## 11.5 In-text citations

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

- **Author prominent** is when you name the author at the commencement of the sentence.

*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.

*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, an information prominent in-text citation allows you to clearly state your argument that is then evidenced and supported by the in-text citation. Author prominent is used when a concept or study is unique to an author, or you wish to offer your opinion on the author's comments.

## 11.6 Referencing direct quotation v. paraphrasing

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

**Table 8: Direct quotation v. paraphrasing**

<b>Direct quote</b>	<p><i>Note: Direct quotation is the insertion of the exact words of a source into your writing. Direct quotations should be used sparingly and should comprise less than 10% of your assessment.</i></p> <p><i>When you incorporate a direct quotation into a sentence, you must cite the source. Fit quotations within your sentences, enclosed in double quotation marks, ensuring the sentences are grammatically correct. Include a page number in the reference. The full stop is placed after the brackets in information-style referencing and at the end of the sentence in author-prominent style referencing.</i></p> <p><b>Examples</b></p> <p>Issues surround the imitation of real-world buildings as, while 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 &amp; Bainbridge 2008, p. 118).</p> <p>According to Ball and Bainbridge (2008, p. 118), issues surround the imitation of real-world buildings as, while they “serve the important function of grounding users’ expectations and providing affordances for them to effectively move through space, they can also be limiting”.</p>
---------------------	--

<b>Long quotation</b>	<p><i>Note: 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 (but not the right) and using the same font type, size and line space as the body of the text. Do not use quotation marks around the quote.</i></p> <p><b>Example</b></p> <p>Armstrong (2015, p. 143) discusses the methods by which consumers make choices. He states that:</p> <p 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.</p>
<b>Short quotation</b>	<p><i>Note: Incorporate short quotations into the text using double quotation marks and a full stop after the citation.</i></p> <p><b>Example</b></p> <p>GCWAL is “keen to expand its research in the area of Work-Applied Learning” (Hardy 2010, p. 5).</p> <p>(Information prominent)</p> <p>As Hardy (2010, p. 5) states, GCWAL is “keen to expand its research in the area of Work-Applied Learning”.</p> <p>(Author prominent)</p>
<b>Omitting words from quote</b>	<p><i>Note: To omit words from quotations, use an ellipsis. An ellipsis can also be used if the quotation does not begin at the start of the sentence.</i></p> <p><b>Example</b></p> <p>Barringer (2015, p. 111) states, “structure of the industry ... has four key issues”.</p>
<b>Incorrect Terms (wrong grammar, spelling etc.)</b>	<p><i>Note: 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 on your part.</i></p> <p><b>Example</b></p> <p>Many writers, including Hardy (2010, p. 10), argued that “... the world was round and to suggest that is flot [sic] is purely absurd”.</p>
<b>Double quotations</b>	<p><i>Note: For a quotation within a quotation, use single quotation marks within double quotation marks.</i></p> <p><b>Example</b></p> <p>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”.</p>

<b>Explaining meaning</b>	<p><i>Note: If you need to explain the meaning of a word in your quotation, place the explanation within square brackets after the work in question.</i></p> <p><b>Example</b></p> <p>Hardy (2016, p. 9) stated that, “citation is de riguer [strictly required] for all professional academics”.</p>
<b>Paraphrasing</b>	<p><i>Note: 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.</i></p> <p><b>Example</b></p> <p>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.</p>

Source: Developed by AIB for this guide.

## 11.7 Quotation marks

Traditional Harvard referencing style recommends using SINGLE quotation marks around any direct quote. However, AIB recommends you enclose all direct quotes in DOUBLE quotation marks because TurnItIn only recognises text enclosed in double quotation marks as a direct quote.

In this guide, all Australian Harvard (AGPS) Author-Date direct quote examples are presented within double quotation marks.

## 11.8 Frequently Asked Questions

**Table 9: Frequently Asked Questions**

<p><b>The text does not have a date of publication.</b></p>	<p><i>Note: If there is no year of publication, use n.d. in place of the year.</i></p> <p><b>Example</b></p> <p>In uncertain times, leaders must prioritise actions that have the biggest impact (Franklin Covey n.d.).</p> <p>Franklin Covey n.d., <i>Achieving results in unpredictable times</i>, viewed 3 June 2021, <a href="https://resources.franklincovey.com/blog/achieving-results-in-unpredictable-times">https://resources.franklincovey.com/blog/achieving-results-in-unpredictable-times</a>.</p>
<p><b>Should I write city or country for the book's place of publication</b></p>	<p><i>Note: If the city of publication is not easily identifiable to a country, you may add either the state/province or the country (but not both).</i></p> <p>Hunt, B &amp; Terry, C 2018, <i>Financial institutions and markets</i>, 8<sup>th</sup> edn, Cengage, Melbourne.</p> <p>Stone, RJ 2010a, <i>Human resource management</i>, 6<sup>th</sup> edn, Wiley, Milton, Qld.</p>
<p><b>Two different works give the same idea.</b></p>	<p><i>Note: When citing more than one publication to validate your argument, the authors' names are ordered alphabetically inside the brackets. Use the word 'and' to join authors if you use author-prominent style. Use a semicolon (;) to separate the works cited inside the brackets. Both works will be cited in the reference list.</i></p> <p><b>Example</b></p> <p>According to Anderson and Son (2017) and Mittal and Dhar (2015), transformational leaders inspire creativity.</p> <p>Transformational leaders inspire creativity (Anderson &amp; Sun 2017; Mittal &amp; Dhar 2015).</p>
<p><b>The same author has published two articles/texts in different years.</b></p>	<p><i>Note: There will be no confusion in-text due to the different years. If you would like to cite information from both texts, place the years in chronological order, separated by a comma. In the References, list them in chronological order with the earliest first.</i></p> <p><b>Example in-text citation</b></p> <p>Organisational success depends on human resources (Stone 2013, 2014).</p> <p><b>Example end-text citation</b></p> <p>Stone, RJ 2013, <i>Managing human resources</i>, 4<sup>th</sup> edn, Wiley, Milton, Qld.</p> <p>Stone, RJ 2014, <i>Human resource management</i>, 8<sup>th</sup> edn, Wiley, Milton, Qld.</p>

<p><b>An indirect citation or secondary source (i.e. information which comes from a referenced article).</b></p>	<p><i>Note: Provide the reference for the book/article you actually read. 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 did 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 Geduld’s work is cited in Rotar and you did not read Geduld’s work, you would provide Rotar’s details in the References.</i></p> <p><b>Example In-text citation</b></p> <p>Fiol et al. (cited in Anderson &amp; Sun 2017) asserts transformational and charismatic leadership are very similar.</p> <p>Transformational and charismatic leadership are very similar (Fiol et al., cited in Anderson &amp; Sun 2017)</p> <p><b>Example End-text reference</b></p> <p>Anderson, MH &amp; Sun, PYT 2017, ‘Reviewing Leadership Styles: Overlaps and the need for a new ‘full-range’ theory’, <i>International Journal of Management Review</i>, vol. 19, pp. 76–96.</p>
<p><b>The text comes from the internet (webpage etc.)</b></p>	<p><i>Note: Include the date you saw (viewed) the item online and the URL.</i></p> <p><b>Example</b></p> <p>Covey, SR n.d., <i>The leader in me</i>, viewed 26 February 2021, <a href="http://www.stephencovey.com/news/press_release.php">www.stephencovey.com/news/press_release.php</a>.</p>
<p><b>The same author published two articles/texts in the same year.</b></p>	<p><i>Note: 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. To determine which letter to add, place the end-text references in alphabetical order by title. Assign the letter a to the first reference in the list (rather than the first reference you cite in-text).</i></p> <p><b>In-text</b></p> <p><i>Note: If you reference only one of the two texts at a time:</i></p> <p>The humanistic approach to employees is a result of the human relations movement (Stone 2008b).</p> <p><i>If the same information is found in both texts separate the years with a comma.</i></p> <p>Human resource management centres on managing employees productively (Stone 2008a, 2008b).</p> <p><b>End-text:</b></p> <p>Stone, RJ 2010a, <i>Human resource management</i>, 6<sup>th</sup> edn, Wiley, Milton, Qld.</p> <p>Stone, RJ 2010b, <i>Managing human resources</i>, 2<sup>nd</sup> edn, Wiley, Milton, Qld.</p>

## 11.9 Page numbers

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

**Table 10: 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.

## 11.10 Abbreviations

**Table 11: Abbreviations**

<b>app.</b>	Appendix	<b>n.d.</b>	no date	<b>rev.</b>	revised
<b>chap.</b>	Chapter	<b>no. or nos</b>	number or numbers	<b>suppl.</b>	supplement
<b>Cth</b>	Commonwealth of Australia used in legislation	<b>p. or pp.</b>	single page or pages	<b>trans.</b>	translator or translators
<b>ed. or eds</b>	edited by, editor or editors	<b>para.</b>	Paragraph	<b>vol.</b>	volume
<b>edn</b>	Edition	<b>pubn</b>	Publication		
<b>et al.</b>	and others (from Latin <i>et alia</i> )	<b>pt.</b>	part		

Source: Developed by AIB for this guide.

The rule regarding full stops after abbreviations is this: When the last letter of an abbreviation is the last letter of the word, a full stop is not necessary (e.g. edn or eds). However, when the last letter of the abbreviation is not the last letter of the word, a full stop is used (e.g. ed. and et al.).

## 12 REFERENCING EXAMPLES

Here are some examples of Australian Harvard (AGPS) author-date style. More detailed examples are included throughout this guide, but these general principles should be followed where no exact example can be provided.

### 12.1 General rules

The majority of resources you will use in your studies are books, journal articles and websites. These are the main components of referencing each of these sources.

#### Book and eBook

Author Date Book Title (italics) Edition Publisher Place of publication  
Northouse, PG 2018, *Leadership: Theory and practice*, 8<sup>th</sup> edn, SAGE Publications, Los Angeles.

#### Journal article (both for hardcopy and those accessed online)

Author Date Article Title Journal (italics) Volume No. Pages  
Ignatius, A 2020, 'The real deal on data', *Harvard Business Review*, vol. 98, no. 1, p. 10,  
<https://doi.org/10.1007/s10551-014-2305-6>.  
DOI if available

#### Webpage or individual document from a website

Author Date Webpage title (italics) Date viewed Webpage URL  
Australian Institute of Company Directors [AICD] 2018, *Directors, is ethics on your board agenda?*, viewed 6 June 2021,  
<https://aicd.companydirectors.com.au/membership/company-director-magazine/2018-back-editions/july/royal-commission-ethics>.

#### 12.1.1 Authors

The major examples for rules with authors are listed in the Book and eBook section of this guide.

#### 12.1.2 Capitalisation

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.

A colon is used to introduce subtitles. The first word after the colon has a capital letter.

If you export, copy and paste your referencing information (for example: from Summon Single Search, EbscoHost, Google Scholar, Trove), check all of your references for consistency of punctuation, including capitalisation, commas and full stops (periods).



## 12.2 Books and eBooks

Cite and reference eBooks in the same way as print.

If the city of publication is not easily identifiable to a country, you may add either the state/province or the country.

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>One author</b>  <i>Note: The author may be an organisation.</i>	<p>Northouse (2022) states the true leader may not be the one appointed to a leadership role.</p> <p>The true leader may not be the one appointed to a leadership role (Northouse 2022).</p>	<p>Northouse, PG 2022, <i>Leadership: Theory and practice</i>, 9<sup>th</sup> edn, SAGE, London.</p> <p><i>Note: The publisher's name is not in capital letters unless this is the standard presentation of their name.</i></p> <p><i>Note: A colon is used to introduce subtitles. The first word after the colon has a capital letter.</i></p>
<b>Two authors</b>	<p>Hunt and Terry (2018) state that housing loans can be made to owner-occupiers or investors.</p> <p>Housing loans can be made to owner-occupiers or investors (Hunt &amp; Terry 2018).</p>	<p>Hunt, B &amp; Terry, C 2018, <i>Financial institutions and markets</i>, 8<sup>th</sup> edn, Cengage, Melbourne.</p>
<b>Three authors</b>	<p>Hughes, Ginnett and Curphy (2015) state lessons are learnt.</p> <p>Lessons are learnt (Hughes, Ginnett &amp; Curphy 2015).</p>	<p>Hughes, RL, Ginnett, RC &amp; Curphy, GJ 2015, <i>Leadership: Enhancing the lessons of experience</i>, 8<sup>th</sup> edn, McGraw Hill Education, New York.</p>
<b>Four or more authors</b>  <i>Note: Harvard allows et al. in text for any number of authors from four. All authors need to be listed in the end text reference list</i>	<p>Noe et al. (2015) discuss how competitive human resources management is.</p> <p>Human resources management is competitive (Noe et al. 2015).</p>	<p>Noe, RA, Hollenbeck, JR, Gerhart, B &amp; Wright, PM 2015, <i>Human resource management: Gaining a competitive advantage</i>, 9<sup>th</sup> edn, McGraw Hill Education, New York.</p>
<b>Multiple works—same author</b> <i>Note: Where titles are published in the same year, the texts are assigned a lower-case letter (next to the year) depending on the alphabetical order of the title. See also section 11.8.</i>	<p>Organisational success depends on human resources (Stone 2013, 2014).</p> <p>Human resource management centres on managing employees productively (Stone 2010a, 2010b).</p>	<p>Stone, RJ 2010a, <i>Human resource management</i>, 6<sup>th</sup> edn, Wiley, Milton, Qld.</p> <p>Stone, RJ 2010b, <i>Managing human resources</i>, 2<sup>nd</sup> edn, Wiley, Milton, Qld.</p> <p><i>Note: List these works as separate references as per the Author examples above.</i></p>

<b>Different texts – same family name</b>	<i>Note: Follow the ‘One Author’ example above. Different years mean there will be no confusion.</i>	<i>Note: List these works as separate references as per the ‘One Author’ example above.</i>
<b>Different authors—same family name and year</b>	<i>Note: Use the authors’ initials in this instance.</i> (Smith, L 2020). (Smith, N 2020).	<i>Note: List these works as separate references as per the ‘One Author’ example above.</i>
<b>Later editions</b>	<i>Note: As per the examples above, depending on number of authors.</i>	Kuratko, DF 2014, <i>Entrepreneurship: Theory, process, practice</i> , 9 <sup>th</sup> edn, Cengage, Boston.
<b>Two or more texts cited at once</b>	Frederick, O’Connor and Kuratko (2016) and Scarborough and Cornwall (2016) indicate that social entrepreneurs innovate to solve social problems.  Social entrepreneurs innovate to solve social problems (Frederick, O’Connor & Kuratko 2016; Scarborough & Cornwall 2016).  <i>Note: Separate the authors with the word ‘and’ in author-prominent style and a semicolon in information prominent style.</i>	<i>Note: List these works as separate references as per the examples above.</i>
<b>No author</b>	We paraphrase the article ( <i>Employment the professional way</i> 2000).  The book <i>Employment the professional way</i> (2000) states the following.  <i>Note: If the title of the book is long, it is permissible to shorten it for the in-text reference.</i>	<i>Employment the professional way: A guide to understanding the Australian job search process for professionally qualified migrants</i> 2000, Australian Multicultural Foundation, Sydney.  <i>Note: The full title of the text must be written in the references list, no matter its length.</i>
<b>Edited work</b>	Davies and Barnett (eds 2015) state that the phrase critical thinking may be interpreted in multiple ways.  The phrase critical thinking may be interpreted in multiple ways (Davies & Barnett eds 2015).	Davies & Barnett (eds) 2015, <i>The Palgrave handbook of critical thinking in higher education</i> , Palgrave, New York.  <i>Note: If there is one editor, follow the relevant ‘Author’ example above using (ed.).</i>

<b>Chapter in edited work</b>  <i>Note: Book chapter from Authored book – Reference as a whole book</i>	<p>Swantz (2008) states that participatory action research requires researchers to be learners.</p> <p>Participatory action research requires researchers to be learners (Swantz 2008).</p>	<p>Swantz, ML 2008, 'Participatory action research as practice', in P Reason &amp; H Bradbury (eds), <i>The SAGE handbook of action research: Participative inquiry and practice</i>, Sage, London.</p> <p><i>Note: The editor's initials precede the family name whereas the author's initials are always presented after the family name.</i></p>
<b>Secondary sources</b>	<p>Workplace satisfaction comes from feeling valued at work (Neilson, cited in Nankervis et al. 2020).</p>	<p>Nankervis, A, Baird, M, Coffey, J &amp; Shields, J 2020, <i>Human resource management: Strategy &amp; practice</i>, Cengage, Melbourne.</p>
<b>eBook no publisher</b>	<p>Murphy Jr (2021) maintains Warren Buffet is a genius.</p>	<p>Murphy, B Jr 2021, <i>Warren Buffet predicts the future</i>, self-published, New York.</p>
<b>eBook no page numbers</b>	<p><i>Note: No page numbers need to be added to quotes taken from ebooks which do not have page numbers.</i></p>	<p>Jones, D 2000, 'The future of finance', in Bryson, JR, Daniels, PW, Henry, N &amp; Pollard, J (eds), <i>Knowledge, space, economy</i>, Routledge, London.</p> <p><i>Note: To reference a chapter in an ebook, without pages, omit the pages.</i></p>
<b>Audio Book</b>	<p>Fry (2004) tells the story of a failed poet with numerous character flaws.</p> <p><i>Note: to quote, use a timestamp instead of a page number.</i></p> <p>Fry (2004, 11:53) says ...</p>	<p>Fry, S 2004, <i>The Hippopotamus</i>, audiobook, downloaded 11 September 2020, <a href="http://www.audiobookstore.com/uk/">http://www.audiobookstore.com/uk/</a>.</p>

## 12.3 Journal articles

Generally, the rule is to cite the journal article as per the general rules without distinguishing if you accessed the hardcopy or the online version. You do not need to include the database you obtained it from as this will vary and the URLs will be lengthy. For materials outside the AIB and online collections, there are some additional suggestions. Cite and reference electronic and print journal articles using the same format. Include the Digital Object Identifier (DOI) if available, e.g. <https://doi.org/10.1007/s10551-014-2305-6>.

If a date of publication is available include it, otherwise exclude.

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>Journal article: print or online</b>  <i>Note: Articles appearing online should be cited in the same manner as articles in print journals.</i>	<p>“30 percent were dissatisfied and 8 percent were outright disengaged” (Mirvis 2012, p. 95).</p> <p>Mirvis (2012, p. 95) reports “30 percent were dissatisfied and 8 percent were outright disengaged”.</p> <p>It is ... advantages such as fixed and higher variable costs (Banke et al. 2014).</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.</p> <p>Banke, R, Smith, J, Byzalov, D &amp; Plehn-Dujowich, J 2014, ‘Demand uncertainty and cost behaviour’, <i>Accounting Review</i>, vol. 89, no. 3, pp. 839–855.</p>
<b>Journal article from a website</b>  <i>Note: Online journal articles (those available in web page form only) usually do not have page numbers, so instead use section or paragraph numbers. Some may also have sections of an article and are divided by subheadings. If the paragraph number is not easily identifiable (e.g. it requires much scrolling to locate), it can be omitted.</i>	<p>“Leadership is an important factor for the company to be able to improve on its results” (Hernández-Perlines &amp; Araya-Castillo 2020, para. 9).</p> <p>Hernández-Perlines and Araya-Castillo (2020) support the premise that servant leadership improves team performance.</p>	<p>Hernández-Perlines, F &amp; Araya-Castillo, LA 2020, ‘Servant leadership, innovative capacity and performance in third sector entities’, <i>Frontiers in Psychology</i>, vol. 11, viewed 11 June 2021, <a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00290/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00290/full</a>.</p>

<p><b>Journal articles: Advanced online publication / pre-print</b></p> <p><i>Note: Prior to publication in journal no volume and page number available.</i></p>	<p>Maquieira, Tarí and Molina-Azorín (2020) assert that chain hotels have better leadership processes than independent hotels.</p> <p>Research suggests that chain hotels have better leadership processes than independent hotels (Maquieira, Tarí &amp; Molina-Azorín 2020).</p>	<p>Maquieira, SP, Tarí, JJ &amp; Molina-Azorín, JF 2020, 'Transformational leadership and the European Foundation for Quality Management model in five-star hotels', <i>Journal of Tourism Analysis: Revista de Análisis Turístico</i>, Preprint, viewed 11 November 2020, <a href="https://www.emerald.com/insight/content/doi/10.1108/JTA-02-2019-0007/full/html">https://www.emerald.com/insight/content/doi/10.1108/JTA-02-2019-0007/full/html</a>.</p>
<p><b>Journal article with no volume/issue numbers</b></p> <p><i>Note: If a date of publication is available include it, otherwise exclude.</i></p>	<p>Employees should be encouraged to show their emotions (Whitehurst 2016).</p> <p>Whitehurst (2016) says employees should be encouraged to show their emotions and be passionate about their work.</p>	<p>Whitehurst, J 2016, 'How to build a passionate company', <i>Harvard Business Review Digital Articles</i>, February 15, pp. 2–4.</p>
<p><b>Journal article with article number rather than page numbers</b></p> <p><i>Note: Some journals have article numbers with individual numbering for each article</i></p>	<p>"Students achieve many aspects of workplace learning in clerkships through formal or informal workplace-based peer groups" (Chou, Teherani &amp; Masters 2014, p. 1).</p> <p>Chou, Teherani and Masters (2014, p. 1) state "Students achieve many aspects of workplace learning in clerkships through formal or informal workplace-based peer groups".</p>	<p>Chou, CL, Teherani, A &amp; Masters, D 2014, 'Workplace learning through peer groups in medical school clerkships', <i>Medical Education Online</i>, vol. 19, issue 1, article number 25809, viewed 15 June 2021, DOI:10.3402/meo.v19.2580</p>
<p><b>One author</b></p>	<p>Osagie (2017) states the telecom sector has a tremendous history of engaging themselves in different social activities.</p> <p>The telecom sector has a tremendous history of engaging themselves in different social activities (Osagie 2017).</p>	<p>Osagie, NG 2017, 'Corporate social responsibility and profitability in Nigeria telecommunication industry: A case study of MTN Nigeria', <i>Journal of Entrepreneurship &amp; Management</i>, vol. 6, no. 2, pp. 1–8.</p>
<p><b>Two authors</b></p>	<p>Mishra and Modi (2016) state extensive debate regarding its consequences for firm shareholders.</p> <p>There is extensive debate regarding its consequences for shareholders (Mishra &amp; Modi 2016).</p>	<p>Mishra, S &amp; 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.</p>

<b>Three authors</b>	<p>Maon, Swaen and Lindgreen (2017) state lessons are learnt.</p> <p>Lessons are learnt (Maon, Swaen &amp; Lindgreen 2017).</p>	<p>Maon, F, Swaen, V &amp; 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.</p>
<b>Four or more authors</b>  <i>Note: List all the authors in the reference list but in the in-text reference you just list the first author and write et al. after the name.</i>	<p>Hilderbrand et al. (2017) examines consumer reactions to two basic contribution types.</p> <p>Consumer reactions to two basic contribution types are examined (Hilderbrand et al. 2017).</p>	<p>Hilderbrand, D, Farooq, M, Demotta, Y, Sen, S &amp; Valenzuela, A 2017, 'Consumer responses to corporate social responsibility (CSR) contribution type', <i>Journal of Consumer Research</i>, vol. 44, no. 4, pp. 738–758.</p>

## 12.4 Web sources

The objective of referencing web sources is to enable your reader to be able to access the sources you have cited. Webpages can be moved and removed so it is important to include the date you referenced it in addition to other details which will enable your reader to find the information if this happens.

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>Online popular magazine</b>	<p>Artificial intelligence can be used to assist people with disabilities in doing their job (Forbes Coaches Panel 2021).</p> <p>Forbes Coaches Panel (2021) are excited that artificial intelligence can help companies to be more inclusive.</p>	<p>Forbes Coaches Panel 2021, 'Council Post: Six of the smartest applications of artificial intelligence in business', <i>Forbes</i>, 8 June, viewed 11 June 2021, <a href="https://www.forbes.com/sites/orbescoachescouncil/2021/06/08/six-of-the-smartest-applications-of-artificial-intelligence-in-business">https://www.forbes.com/sites/orbescoachescouncil/2021/06/08/six-of-the-smartest-applications-of-artificial-intelligence-in-business</a>.</p> <p><i>Note: If the website has a day and month of publication, include it. If it does not, this information can be omitted.</i></p>
<b>Webpage with author</b> <p><i>Note: the author may be a person or an organisation.</i></p>	<p>Imagine Canada (2021) reports an increase in capacity since the start of COVID-19 to 28% in charities.</p> <p>Charities in Canada are better adapting to the changing economic circumstances over time (Imagine Canada 2021).</p>	<p>Imagine Canada 2021, <i>Sector monitor: Ongoing effects of the COVID-19 pandemic</i>, viewed 16 June 2021, <a href="https://imaginecanada.ca/en/research">https://imaginecanada.ca/en/research</a>.</p> <p><i>Note: If you are referring to a particular part of a webpage use the URL of the page where that content is found. If the website has a day and month of publication, include it.</i></p>
<b>Webpage with Corporate author</b> <p><i>Note: If the name of an authoring organisation, e.g. government agency, is long and cited often in the text, it may be necessary to abbreviate the name in the in-text citation.</i></p>	<p>The Australian Securities and Investment Commission [ASIC] advises that it is the board's responsibility to mitigate risks (ASIC 2019).</p> <p>ASIC (2019) suggests boards should be proactive in relation to corporate governance.</p>	<p>Australian Securities and Investment Commission [ASIC] 2019, <i>Corporate Governance Taskforce: Director and officer oversight of non-financial risk report</i>, viewed 16 June 2021, <a href="https://asic.gov.au/regulatory-resources/corporate-governance/corporate-governance-taskforce/">https://asic.gov.au/regulatory-resources/corporate-governance/corporate-governance-taskforce/</a>.</p>

<p><b>Webpage no date</b></p> <p><i>Note: Use the abbreviation n.d. for "no date".</i></p>	<p>Edible Blooms (n.d.) ensure that their packaging is 100% recyclable.</p> <p>The organisation is so committed to carbon neutrality that even their ink is environmentally friendly (Edible Blooms n.d.).</p>	<p>Edible Blooms n.d., <i>Sustainability commitment</i>, viewed 16 June 2021, <a href="https://www.edibleblooms.com.au/page/edible-blooms-commitment-to-the-environment/">https://www.edibleblooms.com.au/page/edible-blooms-commitment-to-the-environment/</a>.</p>
<p><b>Webpage no author</b></p> <p><i>Note: Examples of such webpages are rare and usually very old; most webpages are cited with the name of the website as the author. Check that there is not a more appropriate category.</i></p>	<p>The Internet 1996 World Exposition was a world's fair for the information age (<i>Internet 1996 World Exposition</i> 1996).</p> <p>Interrupt Technology Corporation are a software consulting firm (<i>Interrupt Technology Corporation</i> n.d.).</p> <p>Special thanks to all our partners who supported us this summer (<i>Three Rivers Stadium</i> 1998).</p> <p><i>Note: The in-text reference is taken from the first few words of the full reference.</i></p>	<p><i>Internet 1996 World Exposition</i> 1996, viewed 22 July 2009, <a href="https://park.org/main.html">https://park.org/main.html</a>.</p> <p><i>Interrupt Technology Corporation</i> n.d., viewed 6 December 2013, <a href="http://www.itcorp.com/">http://www.itcorp.com/</a>.</p> <p><i>Three Rivers Stadium</i> 1998, viewed 19 October 2003, <a href="https://3riversstadium.org/">https://3riversstadium.org/</a>.</p>
<p><b>Webpage direct quote</b></p>	<p>It is important to understand that "How we work is as important as what we do" (Red Cross 2014).</p> <p><i>When quoting from a website, it is not necessary to include page or paragraph numbers. See section 11.6.</i></p>	<p>Red Cross 2014, <i>Ways of working</i>, viewed 26 February 2016, <a href="http://www.redcross.org.au/ways-of-working.aspx">http://www.redcross.org.au/ways-of-working.aspx</a>.</p>



## 12.5 Company and industry information

This section refers to company information that is publicly available or available via the AIB databases (secondary data). When referring to information available from within your organisation please refer to the section on personal communication.

Also note that any company and industry information is not considered to be an academic reference. While you may reference it, if your assessment instructions require a minimum number of academic references, these will not contribute to this.

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>Company report</b>	<p>CIBC (2020) supports women's equality and hosts free educational events in communities.</p> <p>The bank performs a quarterly review of environmental risk (CIBC 2020).</p>	<p>CIBC 2020, <i>CIBC's 2020 sustainability report</i>, viewed 17 June 2021, <a href="https://www.cibc.com/en/about-cibc/corporate-responsibility.html">https://www.cibc.com/en/about-cibc/corporate-responsibility.html</a>.</p>
<b>Company annual report</b>	<p>Woolworths partnered with Indigenous businesses to procure hand sanitiser (Woolworths Group 2020).</p> <p>Local indigenous businesses provided Woolworths with 300,000 litres of hand sanitiser (Woolworths Group 2020)</p>	<p>Woolworths Group 2020, <i>Annual report 2020</i>, viewed 10 June 2021, <a href="https://www.woolworthsgroup.com.au/page/investors/our-performance/reports/Reports/Annual_Reports">https://www.woolworthsgroup.com.au/page/investors/our-performance/reports/Reports/Annual_Reports</a>.</p>
<b>Company profile</b>	<p>Origin Energy Ltd was originally part of Boral Limited (IbisWorld 2020).</p> <p>IbisWorld (2020) advises that Origin Energy will be divesting its interests in oil and gas assets.</p> <p>Canadian Pacific Railway operate across a 15,000-mile network in Canada and the US (Hoover 2021).</p> <p>Hoover (2021) outlines the products hauled by the Canadian Pacific railway, including coal, grain, and industrial and consumer products.</p>	<p>IbisWorld 2020, <i>Origin Energy report</i>, viewed 19 June 2021, retrieved from IbisWorld database.</p> <p>Hoover 2021, <i>Canadian Pacific Railway Limited profile</i>, viewed 19 June 2021, retrieved from ProQuest One Business database.</p>

<b>Financial data</b>	<p>Yahoo Finance (2021) lists the opening share price for the ANZ Banking Group on the 14 January 2021 as \$24.10.</p> <p>The opening share price for ANZ Banking Group on the 14 January 2021 was \$24.10 (Yahoo Finance 2021).</p>	<p>Yahoo Finance 2021, <i>ANZ Banking Group Ltd (ANZ.AX)</i>, viewed 6 August 2020, <a href="https://au.finance.yahoo.com/q/hp?s=ANZ.AX">https://au.finance.yahoo.com/q/hp?s=ANZ.AX</a>.</p>
<b>Industry report</b>  <i>Note: If no individual author given, cite the database e.g. IBISWorld as the author</i>	<p>IBISWorld (2021) indicates that barriers to entry in the gardening industry are low.</p> <p>If you have access to the required equipment, it is simple to enter the gardening market (IBISWorld 2021).</p>	<p>IBISWorld 2021, <i>N7313 Gardening services in Australia</i>, viewed 7 March 2021, retrieved from IBISWorld database.</p>

## 12.6 Conference proceedings

When referencing conference proceedings papers, the techniques used are very similar to those employed when referencing journal articles.

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>Conference proceedings</b>  <i>The name of the overall proceedings should appear in italics. For papers available online, include viewed date and URL (web site address).</i>	<p>Jones, Baker and Hardy (2020) determined that small Zoom break out rooms were more effective than large groups in teaching.</p> <p>Quality information literacy instruction can be effective in an online environment (Jones, Baker &amp; Hardy 2020).</p>	<p>Jones, F, Baker, A &amp; Hardy, J 2020, 'Reimagining information literacy teaching and learning during the COVID-19 pandemic: Research and evidence-based practice skills training redesigned for online delivery', <i>ASCILITE 2020: 37th Conference of the Australian Society for Computers in Learning in Tertiary Education</i>.</p>
<b>Conference paper—hard copy</b>	<p>Riley (2015) presents a unique view on industrial relations.</p> <p>Industrial relations play a ... role in education (Riley 2015).</p>	<p>Riley, D 2015, 'Industrial relations in Australian education', <i>Contemporary Australasian Industrial Relations: Proceedings of the Sixth AIRAANZ Conference</i>, AIRAANZ, Sydney, pp. 124–140.</p>

## 12.7 Data and statistics

Many sources for data and statistics are very similar to referencing a website.

Also note that data and statistics are not considered to be academic references. While you may reference it, if your assessment instructions require a minimum number of academic references, these will not contribute to this.

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>Financial data</b>	<p>Yahoo Finance (2021) lists the opening share price for the ANZ Banking Group on the 14 January 2021 as \$24.10</p> <p>The opening share price for ANZ Banking Group on the 14 January 2021 was \$24.10 (Yahoo Finance 2021).</p>	<p>Yahoo Finance 2021, <i>ANZ Banking Group Ltd (ANZ.AX)</i>, viewed 6 August 2020, <a href="https://au.finance.yahoo.com/q/hp?s=ANZ.AX">https://au.finance.yahoo.com/q/hp?s=ANZ.AX</a>.</p>
<b>Statistics</b>  <i>Note: Where citing more than one report from the same author and published in the same year, identify them by assigning a letter after the year according to the alphabetical order of the title.</i>	<p>In 2019–2020, government assistance was provided to nearly 80% of businesses (Australian Bureau of Statistics [ABS] 2021a).</p> <p>According to the ABS (2021b), retail trade rose in April.</p>	<p>Australian Bureau of Statistics 2021a, <i>Characteristics of Australian business</i>, 4 June, viewed 7 June 2021, <a href="https://www.abs.gov.au/statistics/industry/technology-and-innovation/characteristics-australian-business/2019-20">https://www.abs.gov.au/statistics/industry/technology-and-innovation/characteristics-australian-business/2019-20</a>.</p> <p>Australian Bureau of Statistics 2015b, <i>Retail trade, Australia</i>, 3 June, viewed 7 June 2021, <a href="https://www.abs.gov.au/statistics/industry/retail-and-wholesale-trade/retail-trade-australia/apr-2021">https://www.abs.gov.au/statistics/industry/retail-and-wholesale-trade/retail-trade-australia/apr-2021</a>.</p>

## 12.8 Encyclopedias and dictionaries

Generally, reference sources only need to be referenced in text and do not form a part of your end text references.

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>Dictionary</b>	<i>The Oxford English dictionary</i> (2010) defines leadership as the traits that turn a person into a leader.  Leadership is defined as the traits that turn a person into a leader (The Oxford English dictionary 2010).	Not referenced.
<b>Holy/Sacred Book</b> (e.g. The Bible or Koran )	(Psalm 23:6–8) (Koran chapter: verse)	Not referenced.

## 12.9 Images, photos, tables or artwork

When using images, you must be aware of copyright. Not all images are freely available to use. The best type of images are those with a [Creative Commons \(CC\) licence](#)

To search for images under the CC licence go to <https://search.creativecommons.org/>

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>Table, figure or image from a book</b>	Figure 1: Essential terms for employment contracts (Stone 2014, p. 125).  <i>Note: If you are reproducing an image in your assessment put the in-text citation under the image.</i>  <i>Note: If you discuss information from the table or figure in your paragraph, you will also need an in-text citation.</i>	Stone, RJ 2014, <i>Human resource management</i> , 8 <sup>th</sup> edn, Wiley, Milton, Qld.  <i>Note: Refer to section 10.2 Tables and Figures for more information.</i>
<b>Table or figure from a website</b>	Figure 1: Maslow's hierarchy of needs (The School of Life 2021).  Figure 3: Maslow's hierarchy of needs (Seong, cited in Cherry 2021).  <i>Note: If you are reproducing an image in your assessment put the in-text citation under the image. If you discuss information from the table or figure in your paragraph,</i>	The School of Life 2021, <i>The importance of Maslow's pyramid of needs</i> , viewed 7 June 2021, <a href="https://www.theschooloflife.com/thebookoflife/the-importance-of-maslows-pyramid-of-needs/">https://www.theschooloflife.com/thebookoflife/the-importance-of-maslows-pyramid-of-needs/</a> .  Cherry, K 2021 <i>The 5 levels of Maslow's hierarchy of needs</i> , Verywell Mind, 19 March, viewed 7 June 2021, <a href="https://www.verywellmind.com/what-is-maslows-hierarchy-of-">https://www.verywellmind.com/what-is-maslows-hierarchy-of-</a>

	<p><i>you will also need an in-text citation there.</i></p> <p><i>Note: If the diagram is not the author's own, you should cite as a secondary source.</i></p>	<p>needs-4136760.</p> <p><i>Note: If a website has a day/month of publication include it as in the second example.</i></p> <p><i>Note: Refer to section 10.2 Tables and Figures for more information.</i></p>
<b>A table or figure you have modified, added to or changed in any way</b>	<p>Figure 7: Criteria for assessing data collection methods (modified from: Stone 2014, p. 179).</p> <p><i>Note: You must advise that you have modified the table.</i></p> <p><i>Note: Put the in-text citation under the image. If you discuss information from the table or figure in your paragraph, you will also need an in-text citation there.</i></p>	<p>Stone, RJ 2014, <i>Human resource management</i>, 8<sup>th</sup> edn, Wiley, Milton, Qld.</p> <p><i>Note: Refer to section 10.2 Tables and figures for more information.</i></p>
<b>A table or figure you have made using data from another source</b>	<p><i>Note: Reference the source you obtained the data from (e.g. if the data came from a report, reference the report both in-text and end-text; if the data came from a journal article, reference the journal article).</i></p>	<p><i>Note: Refer to section 10.2 Tables and figures for more information.</i></p>
<b>Image found online with creator and year</b>	<p>From <i>title of image</i> by Author Year, licence, URL.</p> <p>From <i>PESTEL design</i> by Gemmerich 2013, licensed under CC BY-SA 2.0, viewed 3 June 2021, <a href="https://www.flickr.com/photos/65359602@N02/8676632854">https://www.flickr.com/photos/65359602@N02/8676632854</a>.</p> <p><i>Note: The author may be an individual or a company.</i></p> <p><i>Note: If the image does not have a title, use a brief description of the image e.g. Bay with forested hills.</i></p>	<p>Author Year, <i>Title of the image</i>, licence, URL.</p> <p>Gemmerich 2013, <i>PESTEL design</i>, licensed under CC BY-SA 2.0, viewed 3 June 2021, <a href="https://www.flickr.com/photos/65359602@N02/8676632854">https://www.flickr.com/photos/65359602@N02/8676632854</a>.</p>
<b>Image found online with no author or year</b>	<p>The photograph Apple (n.d.) is a solid example of how images can be used to evoke feelings.</p> <p><i>Note: If the image does not have a title, use a brief description of the image e.g. Bay with forested hills.</i></p>	<p>Apple, n.d., digital photograph, viewed 3 June 2021, <a href="https://upload.wikimedia.org/wikipedia/commons/thumb/b/bb/MN55_aka_Rave_Apple.jpg/1200px-MN55_aka_Rave_Apple.jpg">https://upload.wikimedia.org/wikipedia/commons/thumb/b/bb/MN55_aka_Rave_Apple.jpg/1200px-MN55_aka_Rave_Apple.jpg</a>.</p>

## 12.10 Learning Materials

When referencing previous learning materials please consult with your OLF (Online Learning Facilitator) to determine what is appropriate as simply citing a previous assessment may be considered a double submission in Academic Integrity.

Also note that learning materials are not considered to be an academic reference. While you may, in certain circumstances, be required to reference them, if your assessment instructions require a minimum number of academic references, any learning materials you use will not contribute to this count.

You may use data from previously submitted assignments from the same or other subjects, as long as an in-text reference is provided to acknowledge that previously submitted work.

However, your discussion and analysis should be contextualised (i.e., uniquely written) for the current subject, in accordance with the current assessment instructions.

Where reasonable to expect, it's best to paraphrase your own work, and re-quote others work appropriately.

Where appropriate and relevant, we recommend that you incorporate previous OLF feedback.

SITUATION	IN-TEXT EXAMPLES	REFERENCE EXAMPLES
<b>AIB Learning Materials</b>	AIB (2020) states retention of employees is crucial to maintaining corporate knowledge.  Retention of employees is crucial to maintaining corporate knowledge (AIB 2020).	Australian Institute of Business [AIB] 2020, 'Topic 5: Selection and retention of employees', <i>8003SHRM Strategic Human Resource Management 2020 Term 1</i> , Australian Institute of Business, Adelaide.  <i>Note: If there are multiple works by the same author follow the example in section 11.8.</i>
<b>AIB Collaborative Forum post</b>	As suggested by Morrison (2020), a company must have a competitive advantage to succeed.  A company must have a competitive advantage to succeed (Morrison 2020).	Morrison, S 2020, 'SHRM collaborative forum', <i>8003SHRM Strategic Human Resource Management 2020 Term 2</i> , viewed 25 March 2020, <a href="https://learning.aib.edu.au/mod/forum/discuss.php?d=80422">https://learning.aib.edu.au/mod/forum/discuss.php?d=80422</a> .
<b>Unpublished work: Thesis</b>	Markus (unpub.) states Tolkien draws on mythology.  Tolkien draws on mythology (Markus unpub.).	Markus, N unpub., The use of mythology and language in Tolkien, BA Hons Thesis, University of Greenwich.  <i>Note: Title not italicised as not published.</i>

<b>Unpublished work:</b> <b>Previous assignment.</b> <i>Note: Double submissions (submitting work that is substantially the same as previously submitted work) may not be acceptable without approval from your subject coordinator.</i>	Smith (unpub.) states the staff at BIA are highly motivated.  The staff at BIA are highly motivated (Smith unpub.).	Smith, K unpub., Human resource practices at BIA, MBA SHRM Assessment 1, 8003SHRM Strategic Human Resource Management 2021 Term 5, Australian Institute of Business, Adelaide.  <i>Note: Title not italicised as not published.</i>
--	---	---

### 12.11 Legal Materials (Legislation/Cases)

Legal citation has its own rules. You can access full text of cases and legislation from the [AUSTLII](#) and [CanLII](#) databases.

Note: Intext and end-text reference is the same

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>Legislation</b>  <i>Note: (Acts, Bills and Ordinances)</i> <i>Short title in italics, or use the long title if there is one, year in italics, jurisdiction abbreviation (in round brackets) and section/s if applicable</i>	Section 1.5.5 of the <i>Corporations Act 2001</i> (Cth) outlines who can be a company director in Australia.  The duties of being a Company Director in Australia are numerous ( <i>Corporations Act 2001</i> (Cth), s. 1.5.5).	<i>Corporations Act 2001</i> (Cth), s. 1.5.5
<b>Cases</b>  <i>Note: Details to include are:</i> <i>Popular title of Case (in italics) Year (in round brackets) Volume number Reporter abbreviation First page number.</i>	<i>Mabo v Queensland</i> is a landmark High Court case that lead to the introduction of native title legislation in Australia ( <i>Mabo v Queensland</i> (1989) 166 CLR 186).  <i>Mabo v Queensland</i> (1989) 166 CLR 186 is a landmark Australian High Court case.	<i>Mabo v Queensland</i> (1989) 166 CLR 186

## 12.12 Multimedia materials

With the exception of LinkedIn Learning, the author of a video can be either the producer, organisation, speaker or director, as long as they are identified in the source. Try to select whichever is most appropriate.

For most platforms, the author will usually be the name of the channel. For platforms like TED which feature a guest speaker, the speaker's name provides more clarification. For LinkedIn Learning, use the name of the instructor below the video as the author.

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<p><b>LinkedIn Learning video</b></p> <p><i>Note: LinkedIn is distinguished as a platform as it is a subscription service. For all other video services simply use online video.</i></p> <p><i>Note: Use the name of the instructor below the video as the author. This can be a person, an organisation or even both.</i></p>	<p>Qualitative research is subjective (Acayo &amp; Schwanbeck 2015).</p> <p>Acayo and Schwanbeck (2015) argue that quantitative and qualitative data is best used together.</p> <p>Big Think (2019) recommends using empathy to create better customer experiences.</p> <p>Employing empathy can help to create a better customer experience (Big Think 2019).</p> <p>Letford and Madecraft (2021) assert that questions should be actionable.</p> <p>To build a culture of creativity, you must build a culture of inquiry (Letford &amp; Madecraft 2021).</p>	<p>Acayo, P &amp; Schwanbeck, A 2015, <i>Quantitative vs. qualitative research</i>, viewed 30 September 2018, <a href="https://www.linkedin.com/learning/learning-design-research/quantitative-vs-qualitative-research">https://www.linkedin.com/learning/learning-design-research/quantitative-vs-qualitative-research</a>.</p> <p>Big Think 2019, <i>Tim Brown: Use design thinking everywhere</i>, LinkedIn Learning video, viewed 8 August 2020, <a href="https://www.linkedin.com/learning/a-design-thinking-approach-to-putting-the-customer-first/tim-brown-use-design-thinking-everywhere">https://www.linkedin.com/learning/a-design-thinking-approach-to-putting-the-customer-first/tim-brown-use-design-thinking-everywhere</a>.</p> <p>Letford, G &amp; Madecraft 2021, <i>Asking powerful questions</i>, LinkedIn Learning video, viewed 17 June 2021, <a href="https://www.linkedin.com/learning/creative-thinking-strategies-for-leaders/a-critical-skill-for-leaders">https://www.linkedin.com/learning/creative-thinking-strategies-for-leaders/a-critical-skill-for-leaders</a>.</p> <p><i>Note: Use the title of the video itself rather than the name of the chapter or course.</i></p>



<p><b>YouTube or online video</b></p> <p><i>Note: If you mention an author by name in the text, use the same author in the reference list.</i></p>	<p>Godin and Rodwell (2018) emphasise the importance of being clear about your motivations when making important life decisions.</p> <p>The São Paulo state government stated that “a fine would be imposed on Bolsonaro” (Guardian 2021, 00:43).</p> <p>Discovery Insure “has a vision to create a nation of better drivers” (Lockhart n.d., 00:02).</p> <p>Most people who migrate between Mexico and the United States migrate through cities (The New Yorker 2021).</p> <p>Creativity is “now as important in education as literacy and should be treated with the same status” (Robinson 2006, 02:50).</p> <p><i>Note: Include a timestamp to a direct quote in the (hh:mm:ss) format. This only applies to the in-text reference.</i></p>	<p>Godin, S &amp; Rodwell, C 2018, <i>Seth Godin – what is marketing</i>, online video, viewed 15 January 2021, <a href="https://www.youtube.com/watch?v=rYfMhufnyEY">https://www.youtube.com/watch?v=rYfMhufnyEY</a>.</p> <p>Guardian 2021, <i>Jair Bolsonaro fined for not wearing mask at São Paulo biker rally</i>, online video, viewed 18 June 2021, <a href="https://www.dailymotion.com/video/x81zv7p">https://www.dailymotion.com/video/x81zv7p</a>.</p> <p>Lockhart, C n.d., <i>Discovery insure – how it works</i>, online video, viewed 6 September 2019, <a href="https://mastersandsavant.com/project/discovery-insure/">https://mastersandsavant.com/project/discovery-insure/</a>.</p> <p>The New Yorker 2021, <i>When humanitarian aid is considered a crime</i>, online video, viewed 18 June 2021, <a href="https://vimeo.com/545098743/">https://vimeo.com/545098743/</a>.</p> <p>Robinson, K 2006, <i>Do schools kill creativity</i>, online video, viewed 4 April 2011, <a href="https://www.ted.com/talks/sir_ke_n_robinson_do_schools_kill_creativity">https://www.ted.com/talks/sir_ke_n_robinson_do_schools_kill_creativity</a>.</p>
<p><b>Podcast/Webcast</b></p> <p><i>Note: Cite all hosts and guests as authors and include the title of both the episode and the podcast in the reference list.</i></p> <p><i>Note: As we reference one podcast in a series, the title of the podcast has capital letters.</i></p>	<p>The Robinhood app attracted celebrity investors soon after release (Raz &amp; Tenev 2021, 01:02:15).</p> <p>Zenhom (2021, 03:15) asks business owners to focus on a single unique selling point for their product to avoid confusing customers.</p> <p><i>Note: Include a timestamp to the relevant discussion in the (hh:mm:ss) format. This only applies to the in-text reference.</i></p>	<p>Raz, G &amp; Tenev, V 2021, ‘Robinhood: Vlad Tenev’, <i>How I Built This with Guy Raz</i>, podcast, viewed 9 May 2021, <a href="https://www.npr.org/2021/04/07/985041291/robinhood-vlad-tenev">https://www.npr.org/2021/04/07/985041291/robinhood-vlad-tenev</a>.</p> <p>Zenhom, O 2021, ‘Is your product unique enough?’, <i>The \$100 MBA Show</i>, podcast, viewed 10 June 2021, <a href="https://soundcloud.com/businessrepublish/mba1801-is-your-product-unique-enough">https://soundcloud.com/businessrepublish/mba1801-is-your-product-unique-enough</a>.</p>

<b>Social media (e.g. Facebook and Twitter)</b>  <i>Note: Use the full text of the post as the title. If longer than 20 words, abbreviate the title and include [...] to indicate this.</i>	<p>Permanent plantings generate weaker returns than cropping and grazing (Financial Review 2021).</p> <p>Gillard (2021) spoke with Abbey Hansen about removing the barriers to women in leadership.</p>	<p>Financial Review 2021, <i>The gap is very wide between the very strong returns generated from cropping and grazing farmland [...]</i>, Twitter, 21 June, viewed 21 June 2021, <a href="https://twitter.com/FinancialReview/status/1406687873261264896">https://twitter.com/FinancialReview/status/1406687873261264896</a>.</p> <p>Gillard, J 2021, <i>I am always relieved I can appear on TikTok without dancing! [...]</i>, Facebook, 25 March, <a href="https://www.facebook.com/permalink.php?story_fbid=10159281575547328&amp;id=161674172327">https://www.facebook.com/permalink.php?story_fbid=10159281575547328&amp;id=161674172327</a>.</p> <p><i>Note: Include the name of the platform and date of the post after the title.</i></p>
<b>Blog</b>	<p>Using a conversational tone of voice is more intimate for readers (Weaver 2020).</p>	<p>Weaver, R 2020, <i>The Roald Dahl guide to persuasive copywriting</i>, viewed 11 February 2021, <a href="https://copywritematters.com/roald-dahl-guide-persuasive-copywriting/">https://copywritematters.com/roald-dahl-guide-persuasive-copywriting/</a>.</p> <p><i>Note: Cite blog posts as you would cite a webpage.</i></p>

### 12.13 Newspapers

Newspapers and news can disappear from websites quickly as they contain primarily current information. Ensure you include as many points of reference, including the date of publication, as necessary to enable your reader to access them.

Also note that newspapers are not considered to be an academic reference. While you may reference it, if your assessment instructions require a minimum number of academic references, these will not contribute to this.

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>Newspaper article: Print or via database</b>	<p>According to Bickers (2021, p. 8), the new deal is expected to come into effect in July 2022.</p> <p>The new deal is expected to come into effect in July 2022 (Bickers 2021, p. 8).</p>	<p>Bickers, C 2021, 'Young Aussies front of mind in trade deal', <i>The Advertiser</i>, 16 June, p. 8.</p>

<p><b>Newspaper article: No author</b></p> <p><i>Note: Cite the name of the newspaper in italics.</i></p>	<p><i>The Advertiser</i> (2021, p. 15) reported that elder abuse is carried out by someone the elder knows and trusts.</p> <p>Elder abuse is carried out by someone the elder knows and trusts (<i>The Advertiser</i> 2021, p. 15).</p>	<p><i>The Advertiser</i> 2021, 'Appreciate wise elders to help end abuse', 16 June, p. 15.</p>
<p><b>Newspaper article: From a news website</b></p> <p><i>Note: Same principal as an online popular magazine.</i></p>	<p>Tham (2021) notes that the students at selective schools are not representative of the population.</p> <p>The students at selective schools are not representative of the population (Tham 2021).</p>	<p>Tham, M 2021, 'More stress, unclear gains: Are selective schools really worth it?', <i>The Conversation</i>, 17 June, viewed 17 June 2021, <a href="https://theconversation.com/more-stress-unclear-gains-are-selective-schools-really-worth-it-160762">https://theconversation.com/more-stress-unclear-gains-are-selective-schools-really-worth-it-160762</a>.</p> <p><i>Note: If the website has a day and month of publication, include it. If it does not, this information can be omitted.</i></p>
<p><b>Newspaper article: From a news website with no author</b></p>	<p>According to <i>ABC News</i> (2021), Whalers Way is home to several threatened bird species.</p> <p>Whalers Way is home to several threatened bird species (<i>ABC News</i> 2021).</p>	<p><i>ABC News</i> 2021, 'Planned rocket launch pad at Whalers Way approved for test launches despite opposition', viewed 17 June 2021, <a href="https://www.abc.net.au/news/2021-06-16/whalers-way-rocket-launch-site-approved-despite-opposition/100221264">https://www.abc.net.au/news/2021-06-16/whalers-way-rocket-launch-site-approved-despite-opposition/100221264</a>.</p> <p><i>Note: If the website has a day and month of publication, include it. If it does not, this information can be omitted.</i></p>

## Personal Communications

Personal communication is a resource that is accessible to you, so it does not need to be included in your Reference list. However, if it comes from a source that can be accessed by your reader, you will require an in-text citation and an entry in your reference list. The title not italicised as it is not published.

Also note that any form of personal communication is not considered to be an academic reference. While you may reference it, if your assessment instructions require a minimum number of academic references, any learning materials will not contribute to this.

When in-text referencing personal communication, you may place the first name or initial of the author *before* the family name.

SITUATION	IN-TEXT EXAMPLES	REFERENCE EXAMPLES
<b>Email</b>  <i>Note: State the type of communication and the date of communication as part of your author-prominent in-text reference.</i>	<p>In an email sent on 10 August 2020, Professor M Jones discussed the pressing need for sustainability.</p> <p>An email indicated the pressing need for sustainability (M Jones 2020, personal communication, 10 August).</p> <p>During a phone interview conducted on the 26 July 2020, Dr Mulyadi Robin stated that...</p>	<i>Note: Reference is not required unless it comes from an accessible source.</i>
<b>Interview</b>  <i>Note: State the type of communication and the date of communication as part of your author-prominent in-text reference.</i>	<p>During an interview conducted on 15 March 2021, Bill Holmes, outlined the financial performance of his company.</p> <p>The financial performance of the company was outlined (B Holmes 2021, personal communication, 15 March).</p>	<i>Note: Reference is not required unless it comes from an accessible source. In other words, if the interview was conducted on a video, you will need to reference the video (see multimedia section).</i>
<b>Letter</b>  <i>Note: State the type of communication and the date of communication as part of author-prominent in-text reference.</i>	<p>Smith, the Human Resource Manager of XYZ, expressed sincere regret in her letter dated 15 May 2020.</p> <p>The Human Resource Manager of XYZ expressed sincere regret that ... in her letter (Smith 2020, personal communication, 15 May).</p>	<i>Note: Reference is not required unless it comes from an accessible source.</i>

<b>Telephone</b>  <i>Note: State the type of communication and the date of communication as part of your author-prominent in-text reference.</i>	During a phone interview conducted on 19 May 2021, Professor P. Smith discussed the state of the ASX.  The state of the ASX was discussed (P Smith 2021, personal communication, 19 May).	<i>Note: Reference is not required unless it comes from an accessible source.</i>
<b>Confidential information</b>  <i>Note: By using the words Company A in place of your business name, your business remains anonymous.</i>	Company A (2015) finished the year with 3% growth.  Company A finished the year with 3% growth. (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

## 12.14 Theses

If the thesis is available on the internet, add the date viewed and a URL. The title not italicised as it is not published.

SITUATION	IN-TEXT CITATION	REFERENCE EXAMPLE
<b>Unpublished work: Thesis</b>	Markus (unpub.) states Tolkien draws on mythology.  Tolkien draws on mythology (Markus unpub.).	Markus, N unpub., The use of mythology and language in Tolkien, BA Hons Thesis, University of Greenwich.  <i>Note: Title not italicised as not published.</i>

## 12.15 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 options, then 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?

## 13 REFERENCES

Australian Government Publishing Service 2002, *Style manual for authors, editors and printers*, 6<sup>th</sup> edn, John Wiley & Sons, Milton, Qld.

Academic Skills and Learning Centre 2019, *Critical reviews Australian National University*, viewed 9 October 2019, <https://www.anu.edu.au/students/academic-skills/writing-assessment/critical-reviews>.

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

Kolb, DA 2015, *Experiential learning: Experience as the source of learning and development*, Pearson, London.

Manalo, E, Wont-Toi, G, & Bartlett-Trafford, J 2009, *The business of writing: Written communication skills for business students*, 3<sup>rd</sup> edn, Pearson Education, Auckland.

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.

Sydney University Writing Skill Centre, viewed 29 October 2019, <https://sydney.edu.au/students/writing.html>.

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

## 14 APPENDIX – HISTORY OF AMENDMENTS

### Version 15

June 2019 - Addition of Sentence Starters, Transitional and other useful words

### Version 16

December 2018 - Combination of the assessment and style guide into one document

### Version 17

June 2019 – update to academic integrity definitions

### Version 18

February 2020 – Update to tips for writing assessment, addition of reflective writing and commentary examples and revision and update of referencing examples.

### Version 19

September 2020 – Addition of new referencing examples for LinkedIn Learning videos, online videos, online popular magazines, financial information, personal communication and images.

### Version 20

January 2021 – Update to commentary instructions, removal of references to APA – Harvard is the preferred style at AIB, addition of advanced online publication and audio book references, minor update to table descriptions.

### Version 21

July 2021 Major upgrade to the examples of all referencing examples to include full intext examples.