



ACADEMIC STYLE GUIDE

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INTRODUCTION

Welcome to the AGB Style Guide! We hope you will find this to be a useful resource as you develop and improve your written communication skills during your study at AGB. This AGB Style Guide articulates AGB's expectations for the written work you submit for assessments at Diploma and Advanced Diploma levels but we do encourage students to follow this style at Certificate IV level as well. The modern workplace expects consistent and well-written communication, and use of a style guide is not uncommon. It is also useful to become familiar with the process if you are aiming to progress into higher education in the future. Hence, it is important that we clarify the requirements for presenting your assessments.

We have tried to keep the AGB Style Guide as simple and straightforward as possible. The AGB Style Guide is divided into four sections:

- Section 1: provides the details of the general guidelines for submission
- Section 2: provides the details to submit knowledge questions
- Section 3: explains the principles of writing for AGB, including paragraph writing.
- Section 4: explains how to present your assessment in report format, which is the standard format for AGB assessments.
- Section 5: outlines how to style and present any documents you are submitting during your AGB study.
- Section 6: provides you with guidelines on author/date style referencing, paraphrasing and quoting to help you reference appropriately for your AGB assessments and includes an appendix of examples on how to reference in-text and in your reference list.

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

1. GUIDELINES FOR SUBMISSIONS

The following provides a guideline in how you are required to set out your work when submitting assessments.

PAPER

A4 White, single sided printing only (Submission of Knowledge Questions)

A3 White, Single sided printed only (Submission of CAD drawings)

ORIENTATION

Portrait, unless the graphic template calls for a landscape layout

MARGINS

A4 Standard margin set-up

A3 margin set up for CAD drawings

FONT

Calibri or Ariel 12 point.

LANGUAGE

English

ALIGNMENT

Left alignment or justified

REFERENCING

Harvard style. The following website is a guide to assist in referencing from various sources:

<http://www.citethisforme.com/harvard-referencing> (Anon., 2017)

LINE SPACE/PARAGRAPH SPACING

1.5 Line space between paragraphs

COVER PAGE

All assessments must have a cover page containing:

- Your name
- Your unit name
- The number of the assessment i.e. Assessment 2, Task A
- The page number to be added in the footer of the page i.e. Page 1 of 2 (Refer to Figure 1 for example)

2. RESPONDING TO KNOWLEDGE QUESTIONS

This section is designed to provide you with a guide to how to submit questions for your assessment tasks, if there is no provisions to type your answers into the assessment tool or if you are intending to submit an electronic copy of your assessment. Please note that the Guideline requirements for submission still remains the same, except for a few minor changes:

- There is no requirement to Cite your answer when submitting an answer to your question
- Your full name, unit name and the assessment number must be placed in the footer of your work as per Figure 1 below.

Figure 1: Example of information in Footer

<hr/>	
Question 1: xhejdnklkmelkneljnkejbfhbcbfir	
Questions 2: sjlwnjnj2nj2jfkjbfjkbjfkfjknfnwekfjn	
<hr/>	
John Smith Work with Diversity Assessment 1	Page 1 of 2

Source: developed by AGB for this guide

2.1 Emailing Submissions

When work is being submitted by email, you are to ensure that you save your work as per the following example:

Save As: *John Smith Work with Diversity Assessment 1*

This way when the trainer/assessor of student support officer receive your work, they will know who it is from, the topic area and the assessment number it relates to.

2.2 Overall assessment decision

Where the full assessment pack has been completed, the student is to ensure that overall assessment decision, student declaration has been completed. Generally the overall assessment decision is the last page of the assessment pack. Figure 2 below provides an example of what the student is required to submit along with the final assessment.

Figure 2: Student signature required

<p><i>Student declaration:</i></p> <p>I confirm that this assessment is all my own work and where the work of others is used, I have referenced the source. This may refer to group work or any referenced materials used.</p> <p>Student's Name: _____</p> <p>Students Signature: _____</p> <p>Student Number: ___ (If Known) _____</p>

Source: developed by AGB for this guide

3. REPORT WRITING: WRITING PARAGRAPHS

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 the AGB assessments. Understanding how to structure your paragraphs will enable you to express yourself in a logical way. It makes you more convincing as a writer and speaker because it forces you to be clear about the point you want to make and justify it. Therefore, people will not only understand what you think but why you think it.

3.1 What is a paragraph?

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

3.2 The basic structure of a paragraph

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

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

Table 1: Example structure of a paragraph

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

Source: developed by AGB for this guide

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

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

3.3 Types of paragraphs

Students often only write descriptive paragraphs in their assessments. This is the easiest kind of writing because you are repeating what you have read (hopefully) in your own words (paraphrasing).

For this guide, paragraphs are divided into three categories:

- Description (explain and describe)
- Analysis (compare and contrast)
- Persuasion (argue a proposition).

A particular emphasis is placed on the difference between descriptive paragraphs and those that analyse and argue. This is because it is important to understand the difference to achieve marks in assessments.

Using descriptive paragraphs may get a pass; however, for higher marks students must write analytically and academically. This is also important for documents used within organisations where these skills can also be applied.

Of course, not all paragraphs have the same function and/or purpose. For example, the paragraphs you use for introductions and conclusions will be different to those you write in the body. Introduction paragraphs will tell the reader what you will do. Conclusion paragraphs will tell the reader what you have done. Therefore, the introduction and conclusion paragraphs are a little different to the main kind of paragraph you will be writing – the body paragraph, which will be the focus of this guide.

Most often for assessments, you would show how you can apply theory to a practical example or situation. Therefore, paragraphs should also demonstrate the application of theory. The difference between paragraphs that merely describe theory and paragraphs that contrast/analyse and apply theory will now be discussed.

3.4 Descriptive paragraphs

Descriptive paragraphs, not surprisingly, are used to describe a phenomenon or phenomena. Therefore, a descriptive paragraph starts by stating the phenomena that are to be described. Then, each element is named and elaborated on in some organised or systematic way. For example, you could describe the elements from the left to the right if describing a figure or model diagrammatically represented, or you could mention the most important to the least important if describing a theory.

In the example below, the elements of Salovey and Mayer's model of Emotional Intelligence (1990) are described, and then a conclusion is drawn based on this description. In this way, the writer not only describes the theory but also shows that the theory has been thought through. This is what readers are looking for — not just regurgitation.

Salovey and Mayer (1990) were the first to use 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. The first category consists of the components of appraisal and expression of emotion in oneself and appraisal of emotion in others. The second category – regulation – has the components of regulation of emotion in oneself and regulation of emotion in others. The third

category, utilisation of emotion, includes the components of flexible planning, creative thinking, redirected attention and motivation. Thus, it can be seen that both thinking and emotion are involved in Salovey and Mayers EI (1990).

3.5 Analytical paragraphs

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

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

The paragraph below is an example of critical analysis that takes the previously discussed descriptive paragraph and makes the discussion both analytical and critical.

The term ‘emotional intelligence’ (EI) was first used by Salovey and Mayer (1990). They theorised that emotional intelligence consists of the following three categories of adaptive abilities: appraisal and expression of emotion, regulation of emotion and utilisation of emotions in solving problems. Goleman’s (1995) model of ‘emotional quotient’ (EQ), on the other hand, comprises of the categories self-awareness, self-regulation, internal motivation and 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 the assessment.

However, you can also write analytically when comparing theory to real-life examples, as you would in an assessment project for AGB.

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

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

Note the use of first person in this paragraph is due to its self-reflective nature. For more information on the use of first person in academic writing refer to section 5.4.

3.5.1 Persuasive paragraphs

Usually, the assessments that achieve the highest marks are the ones that have been both analytical and persuasive because they have transparent reasoning. That is, they have carefully analysed a topic, organised the information and supporting evidence, and presented a persuasive case. In physics, students may have to learn how to operate or even build complicated machines. In the social/behavioural sciences, students need to learn how to construct clear, concise, analytical and supported arguments in their writing.

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 work place.

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

(New paragraph)

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

3.5.2 How to write an analytical paragraph in five easy steps

Step 1 – Write the topic sentence

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

Step 2 – Brainstorm

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

Step 3 – Plan

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

Step 4 – Write the first draft

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

Step 5 – Revise and edit

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

Ask yourself the following questions:

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

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

3.6 Linking paragraphs

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

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

<i>Purpose of the link</i>	<i>Words/phrases that articulate the link</i>
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 AGB for this guide

4. REPORT FORMAT

This section describes the standard report format which should be used for most (if not all) AGB assessments. First, the main sections of the report format are identified. Then, the content for each section of the report is described in more detail. Finally, the presentation of tables and figures is explained.

4.1 Sections of the report

Assessments at AGB should be submitted using a standard report format. The following is the basic report format of an AGB assessment. You are required to follow this format unless the assessment details for a particular subject specifically ask you to use a different format.

Table 3: Example report layout

Title page – Please include: <ul style="list-style-type: none">• Student name (Full name placed in the header)• Assessment name• Assessment Number
Executive Summary
Table of contents
1. Introduction
2. <heading >
3. <heading>
4. ...
5. ...
6. Conclusion (or Conclusion and Recommendations where relevant)
Reference List
Appendices

Source: developed by AGB for this guide

4.2 Content within each report section

Title page (on a separate page)

Give your assessment a title and summarise the assessment question to remind the reader what the assessment is about. Include the name of the business (or country) investigated if

you are writing about a particular organisation (or country/region). The title of the assessment should be comprehensive enough to give the reader an idea about the coverage of the assessment.

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

Executive summary (on a separate page)

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

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

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

Table of contents (on a separate page)

After the executive summary (on a new page), you should include a table of contents with a list of the numbered sections and subsections of the assessment, showing page numbers.

Numbered appendices should also be presented in the table of contents (see the table of contents for this guide as an example of a table of contents).

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

Introduction

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

Discussion (covered in several sections)

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

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

Table 4: Example heading layout

<p>2. Heading</p> <p>Under the primary level heading, the first paragraph of the section begins on a new line (like this).</p> <p>2.1 Sub-heading</p> <p>Under the secondary level heading, the first paragraph of the section begins on a new line (like this).</p> <p>2.1.1 Sub-sub-heading. Following this tertiary level heading, the first paragraph of the section starts on the same line as the heading (as shown here).</p> <p>3. Heading</p> <p>Under the primary level heading, the first paragraph of the section begins on a new line (like this). etc...</p>
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Source: developed by AGB for this guide

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

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

Conclusion

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

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

In some assessments, you may be specifically asked to make recommendations. You should then ensure the heading becomes 'Conclusions and recommendations' to show that this final section includes recommendations as well. You will need to make sure recommendations (which you probably already outlined in the body of the report) are clearly summarised in this section.

This could involve a couple of paragraphs of text with or without a list of the main recommendations (which will make the conclusion section longer than would otherwise be the case). Where possible, your recommendations should outline the specific actions that are required. Of course, recommendations have to be justified and the priority that you place on each recommendation needs to be considered.

A final sentence of the report could be used to demonstrate that the purpose of the assessment task (stated in the introduction section) has been achieved.

Reference list

A listing of all relevant references, assembled in alphabetical order by author surname, should be provided. The reference list is **not** included in the word count. Details of referencing are included in section 6 of this Style Guide.

Appendices

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

4.3 Tables and figures

Tables and figures are an excellent way of illustrating and justifying your argument.

However, they must complement the written words discussed in the section(s) above the table or figure you have included and should not replace that discussion. Make sure all the important points in your arguments are in your text and that the reader does not have to search in a table or figure for those points. A figure such as a pie chart, a bar chart or a line chart is especially useful for showing relationships between variables.

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

- A number and a title at the top. The title should be long enough to make the table or figure self-contained so that its conclusion can be grasped without referring back to the text of the assessment; for example, 'Figure 3: Market segmentation for concert attendees'. The title is placed above the table/figure with only the first letter capitalised and no full stop.
- Notes and sources should appear below the table, for example 'Source: developed by AGB for this guide.' The source is placed above 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.

- A legend clearly showing what each line or symbol in a figure stands for.
- Axis titles and column headings that clearly describe the variables involved, including the scale used; for example, 'sales revenue in \$00s'.

- Axis scales that are clearly marked, and that have a clear break if the scale is not continuous from zero.

Table 5 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 to the text, includes a table number/title above the table and acknowledges its source immediately below the table.

Table 5: Likelihood ratings- report

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: Larsen et al. 2014, p. 233.

5. STYLE

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

Style Manual for authors, editors and printers 2002, 6th edn, revised by Snooks & Co., Australian Government Publishing Service, Canberra.

5.1 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.

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'.

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'.

Commercial terms

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

5.2 Textual contrast

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.

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.

Italics

Italics are used in the following situations:

- titles of books, periodicals, plays, longer poems, musical compositions, 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.

Underlining

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

5.3 Shortened forms

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

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.

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.

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...'

Initialisms

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

5.4 Use of first person

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

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

5.5 Numbers and measurements

If a number is used to open a sentence that number either should be spelt out or the sentence rearranged. For example: 'Nineteen wagons competed in the Calgary Stampede.' Never open a sentence with a number accompanied by a symbol (i.e. money).

Amounts of money are usually expressed with numerals accompanied by a symbol. For example: 'The cost of the ticket was \$25 per person'. It is also used to differentiate between currencies. For example: 'A\$' or 'AUD', 'U\$' or 'USD'.

In general, spell out numbers lower than 10, but use numerals for those above.

For example: nine instead of 9, but 163 (not one hundred and sixty-three).

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

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

Expressions of time

Shortened forms of eras (for example: BCE) are shown without full stops and before a space between the year and the era. Centuries may have the number spelt out or in numerals but remain consistent throughout the document. Dates should be written with numerals for the day and year but with the month written out; there should be no commas used (for example: 26 January 2016). Restrict the use of 'numeral only' (for example: 26.01.2016) presentation of dates to tables and instances where space is limited.

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

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).

6. REFERENCING

This section explains the referencing requirements for AGB assessments, projects and theses. Firstly, a brief summary outlines the generic requirements, guidelines for citing in text and guidelines for your reference list. After this, refer to the table for detailed examples to ensure you appropriately reference all written academic work submitted to AGB.

6.1 Summary of the AGB referencing system

AGB assessments/projects normally contain the following number of relevant references from different sources in the reference list:

- Diploma and Advanced Diploma assessments 5–10
- All references must be from credible sources such as academic journal articles, academic texts, professional/industry-related journals, government reports and formal company documents.
- AGB uses an author-date referencing system. The author-date referencing system (such as Harvard or APA) includes both of the following:
 - In-text citations. These are short references used in the text. These show the source references of quoted and paraphrased materials you have used to support your arguments/comments.
 - Reference list. This is a list of all references used in the text. The list is placed at the end of the assessment/project. This reference list is presented in alphabetical order by author surname and presents full details of each

publication referenced in the text. It is important to note that a reference list is not the same as a bibliography. A reference list notes the sources you have actually cited within your document. In contrast, a bibliography lists all sources you consulted while writing your document, whether they were cited or not. AGB students are required to provide a 'Reference List' at the end of their coursework. A bibliography is not required.

- **NB:** AGB does not accept referencing with footnotes.

6.2 In-text citations referencing

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

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

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

6.3 Direct quotation v. paraphrasing

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

Table 6: Direct quotes Vs paraphrasing

Direct quote	<p>Direct quotation is the insertion of the exact words of a source into your writing. Direct quotations should be used sparingly and should equate to no more than 10% of your paper.</p> <p>When you incorporate a direct quotation into a sentence, you must cite the source. Fit quotations within your sentences, enclosed in quotation marks, making sure the sentences are grammatically correct.</p> <p>Example</p> <p>Issues surround the imitation of real world buildings as they ‘serve the important function of grounding users’ expectations and providing affordances for them to effectively move through space, they can also be limiting...’ (Ball & Bainbridge 2008, p. 118). Full stops go after the brackets.</p>
Long quotation	<p>If your quotation is more than 30 words, write an introduction in your own words (ending in a colon), then, present the quotation by indenting from the left margin and using the same font type, size and line space as the body of the text. Do not use quotation marks around the quote.</p> <p>Example</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</p>

	<p>consumer and the specific buying situation. In some cases, consumers use careful calculations and logical thinking.</p>
Short quotation	<p>Incorporate short quotations into the text using single quotation marks and a full stop after the citation.</p> <p>Example</p> <p>AGB is ‘keen to expand its research in the area of Work-Applied Learning’ (Hardy 2010, p. 5). <i>(Information prominent)</i></p> <p>As Hardy (2010, p. 5) states, AGB is ‘keen to expand its research in the area of Work-Applied Learning’. <i>(Author prominent)</i></p>
Omitting words from quote	<p>To omit words from quotations, use an ellipsis. An ellipsis is also used if the quotation mark does not begin at the start of the sentence.</p> <p>Example</p> <p>Barringer (2015, p. 111) states ‘structure of the industry... has four key issues’.</p>
Additional tips for quotations	<p><i>Incorrect Terms</i></p> <p>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.</p> <p>Example</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> <p><i>Double quotations</i></p> <p>For a quotation within a quotation, use double quotation marks within single quotation marks.</p>

	<p>Example</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> <p><i>Explaining meaning</i></p> <p>If you need to explain the meaning of a word in your quotation, place the explanation within square brackets after the work in question.</p> <p>Example</p> <p>Hardy (2016, p. 9) stated that, ‘citation is <i>de riguer</i> [strictly required] for all professional academics’.</p>
Paraphrasing	<p>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.</p> <p>Example</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>
How to cite the same idea from different works	<p>When citing more than one publication to validate your argument the authors’ names are ordered alphabetically inside the brackets. Use a semicolon (;) to separate the works cited inside the brackets.</p> <p>Example</p> <p>Multiple papers (Taylor 2012; Webster 2001) show that....</p>

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

Source: developed by AGB for this guide

6.4 Reference list

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

- **Reference list** 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 AGB assessments.

Note that AGB assessments, projects and theses all require you to present a **reference list**.

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

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

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

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

For example:

Hong, BH & Yeung, KL 2001 ...

Hong, BH & Yeung, KL 2009 ...

If the reference list 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 reference list.

For example:

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

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

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

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

If you export, copy and paste your referencing information (for example: from Google Scholar) check the whole reference list for **consistency**.

6.5 Page numbers

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

Table 7: Abbreviations of page numbering

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 AGB for this guide

6.6 Abbreviations

Table 8: General Abbreviations

app.	Appendix	n.d	No date	pt.	Part
chap.	Chapter	no. or nos.	Number or numbers	rev.	Revised
ed. or eds.	Edited by, editor or editors	p. or pp.	Single page or pages	suppl.	Supplement
edn	Edition	para.	Paragraph	trans.	Translator or translators
et al.	And others (Latin et al)	pubn.	Publication	vol.	Volume

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7. REFERENCE LIST

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

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

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.

Style manual for authors, editors and printers, 2002, 6th edn, revised by Snooks & Co., Australian Government Publishing Service, Canberra.

APPENDIX A REFERENCING EXAMPLES AND GUIDELINES

General examples

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

Book and eBook

Author(s) **Date** ***Book title (italics)*** **Edition** **Publisher** **Place of publication**

↓ ↓ ↓ ↓ ↓ ↓

Kuratko, DF 2014, *Entrepreneurship: theory, process practice*, 10th edn, Cengage Learning, Ohio.

Journal article (both for hardcopy and those accessed online)

Author(s) **Date** **'Journal article title'** ***Journal title (italics)*** **vol.** **no.**

↓ ↓ ↓ ↓ ↓ ↓

Karmann, T, Mauer, R, Flatten, T & Brettel, M 2016, 'Entrepreneurial orientation and corruption', *Journal of Business Ethics*, vol. 133, no. 2, pp. 223–234. ← **Page (s)**

Webpage or individual document from a website

Author(s) **date** ***webpage title (italics)*** **Date Viewed**

↓ ↓ ↓ ↓

Department of Industry, Innovation and Science 2016, *Entrepreneurs' programme*, viewed on 25 February 2016, <http://www.business.gov.au/advice-and-support/EIP/Pages/default.aspx#> ← **web page URL**

Books and eBooks

Cite and reference eBooks in the same way as print

Situation	In-Text Citation	Reference list example
One author	<p>Kuratko (2014) states entrepreneurship is about seeking opportunities and taking risks <i>or</i></p> <p>Entrepreneurship is about seeking opportunities and taking risks (Kuratko 2014)</p>	<p>Kuratko, DF 2014, <i>Entrepreneurship: theory, process, practice</i>, 9th edn, Cengage, Ohio.</p>
Two authors	<p>Hill and Hult (2016) state that business is global <i>or</i></p> <p>(Hill & Hult 2010)</p>	<p>Hill, CWL & Hult, GTM 2016, <i>Global business today</i>, 9th edn, McGraw Hill Education, New York.</p>
Three authors	<p>Hughes, Ginnett and Curphy (2015) states lessons are learnt <i>or</i></p> <p>(Hughes, Ginnett & Curphy 2015)</p>	<p>Hughes, RL, Ginnett, RC & Curphy, GJ 2015, <i>Leadership: enhancing the lessons of experience</i>, 8th edn, McGraw Hill Education, New York.</p>
Four or more authors	<p>Noe et al. (2015) discusses how competitive human resources management is <i>or</i></p> <p>(Noe et al. 2015)</p>	<p>Noe, RA, Hollenbeck, JR, Gerhart, B & Wright, PM 2015, <i>Human resource management: gaining a competitive advantage</i>, 9th edn, McGraw Hill Education, New York.</p>
Multiple works—same author	<p>(Perry 2010, 2013) <i>or</i></p> <p>(Perry 2010a, 2010b)</p>	<p>List these works as separate references as per the 'One Author' example above.</p>

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

		Book chapter from <i>Authored</i> book – Reference as a whole book.
No date/approximate date	(Huzzard n.d.) <i>or</i> Huzzard (c. 2015)	Huzzard, T n.d., <i>Action research and healthcare</i> , Sage, London. Huzzard, T c.2015, <i>Action research and healthcare</i> , Sage, London.
Secondary sources	Miller 2005 (cited in Agrios 2015) found... <i>or</i> ...was found (Miller 2005, cited in Agrios 2015)	Agrios GN, 2015, <i>Exploring strategy</i> , 10th edn, Pearson, New York.
eBook no page numbers There are a number of options Cite the chapter A paragraph number An overarching heading plus a paragraph number within that section A short title in quotation marks	(Jones, 2012, para. 3) (Jones, 2012, 'The Future of finance,' para. 1) (Jones 2012, para. 6 of chapter 5)	Jones, D. 2012, 'The future of finance', in J.R. Bryson, P.W. Daniels, N. Henry & J. Pollard, <i>Knowledge, space, economy</i> , Routledge, London.

Journal articles

Cite and reference electronic and print journal articles using the same format.

Situation	In-text citation	Reference list
<p>Journal article: print or online</p> <p>Articles appearing online should be cited in the same manner as articles in print journals</p>	<p>Direct quotes must have a page number in the citation.</p> <p>'30 percent were dissatisfied and 8 percent were outright disengaged' (Mirvis 2012, p. 95).</p> <p>... 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 Byzalov, D & Plehn-Dujowich, J 2014, 'Demand uncertainty and cost behaviour', <i>Accounting Review</i>, vol. 89, no. 3, pp. 839–855.</p>
<p>Journal articles:</p> <p>pre-print (submitted, before peer review)</p> <p>post-print (accepted & peer reviewed - not yet published)</p> <p>It is recommended to use the published version of a paper if it is available</p>	<p>Barclay (2008) asserts ...</p> <p>... (Turnbull 2010)</p>	<p>Barclay, L 2008, 'Women and midwives: position, problems and potential', submitted to <i>Midwifery</i>, [pre-print], http://espace.cdu.edu.au/view/cdu:6640.</p> <p>Turnbull, B 2010, 'Scholarship and mentoring: An essential partnership?', <i>International Journal of Nursing Practice</i>, [post-print], http://espace.cdu.edu.au/view/cdu:10014.</p>

One or more authors	Olsson and Lau (2015)... <i>or</i> (Olsson & Lau 2015)...	Olsson, E & Lau, M 2015, 'When one size does not fit all: using participatory action research to co-create preventative healthcare services', <i>Action Research</i> , vol. 13, no. 1, pp. 9–29.
No volume/issue numbers	(Whitehurst 2016)... <i>or</i> Whitehurst (2016)...	Whitehurst, J 2016, 'How to build a passionate company', <i>Harvard Business Review</i> , 15 February, pp. 12–15.

Web sources and online material

Situation	In-text citation	Reference list example
<p>Webpage with author</p> <p>The author can be an individual author, government body or organisation</p>	<p>...this agreement (Yates 2009)</p> <p>...these rulings (Australian Taxation Office [ATO] 2012)</p> <p>(Australian Competition and Consumer Commission [ACCC] 2015)</p> <p>Ford (2016) ...</p>	<p>Yates, J 2009, <i>Tax expenditures and housing</i>, viewed 26 February 2016, http://www.ahuri.edu.au/publications/download/ahuri_judith_yates_research_paper.</p> <p>Australian Taxation Office 2012, <i>Income tax: deductibility of self-education expenses incurred by an employee or a person in business</i>, viewed 26 February 2016, http://law.ato.gov.au/atolaw/view.htm?DocID=TXR/TR989/NAT/ATO/00001&PiT=99991231235958.</p> <p>Australian Competition and Consumer Commission 2015, <i>Report on the Australian petroleum market: June quarter 2015</i>, viewed 26 February 2016, http://www.accc.gov.au/system/files/1004_ACCC%20Petrol%20Report_Macro_July%202015_FA.pdf.</p>

		Ford 2016, <i>About Ford Australia</i> , viewed 26 February 2016, http://www.ford.com.au/aboutfordaustralia .
Webpage no date	Covey (n.d.)... <i>or</i> (Covey n.d.)	Covey, SR n.d., <i>The leader in me</i> , viewed 26 February 2016, www.stephencovey.com/news/press_release.php .
Webpage no author	...(Heart Disease 2015) Note: cite in-text the first few words of the reference list entry and the year.	Heart disease when you're fit and healthy 2015, viewed 26 February 2016, https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/heart-disease-when-youre-fit-and-healthy . Note: when there is no author for a webpage, the title moves to the first position of the reference entry.
Webpage direct quote	'...' (Red Cross 2014, para. 13) <i>or</i> '...', from the Red Cross website (2014, para. 13) Note: when including a direct quotation in text, be sure to include the author and date of publication.	The reference list at the end of the essay should include author, date, title and URL. For example: Red Cross 2014, <i>Ways of working</i> , viewed 26 February 2016, http://www.redcross.org.au/ways-of-working.aspx .
Conference proceedings	Riley (1992)... <i>or</i> (Riley 1992)...	Riley, D 1992, 'Industrial relations in Australian education', in <i>Contemporary Australasian industrial relations: proceedings of the sixth AIRAANZ conference</i> , AIRAANZ, Sydney, pp. 124–140, viewed 26 February 2016, http://www.airaanz.org/uploads/2/1/6/3/2163987/proceedings_all_refereed_papers.pdf .

YouTube or streaming video	Monty Python's Channel (2008) contains ... <i>or</i> ... 'relationship between mindfulness and addiction' (Brewer 2016)	Monty Python's Channel 2008, streaming video, viewed 26 February 2016, http://www.youtube.com/user/MontyPython . Brewer, J 2016, A simple way to break a bad habit, streaming video, viewed 26 February 2016, http://www.ted.com/talks/judson_brewer_a_simple_way_to_break_a_bad_habit .
Podcast/Webcast	Rockson (2014)... <i>or</i> (Rockson 2014)	Rockson, T 2014. Embrace your global advantage as told by nomads, podcast, viewed 26 February 2016, http://taylorrockson.com/podcast/ .
Social media (e.g. Facebook and Twitter)	(Turnbull 2016)	Turnbull, M 2016, Media Blog, Viewed 26 February 2016, http://www.facebook.com/malcolmtturnbull/ .
Blog	Cite as a webpage (Turnbull 2016)	Turnbull, M 2016, Media Blog, Viewed 26 February 2016, http://www.malcolmtturnbull.com.au/media/category/blog .

Legal/Government documents/Reports

Situation	In-Text Citation	Reference list example
Acts and Ordinances (Legislation)	<i>South Australian Import Act 2010 (SA)</i> <i>or</i> <i>(South Australian Import Act 2010 (SA))</i>	<i>South Australian Import Act 2010 (SA), section number(s)</i>
Publications	ABS (2009) <i>or</i> (ABS 2009)	Australian Bureau of Statistics (ABS) 2009, <i>South Australian Statistics</i> , Cat. No. 15665.9
Reports	(Wu 2016)	Wu, T 2016, <i>IBISWorld Industry Report K6200, Finance in Australia</i> .

	(Department of Immigration and Border Protection [DIBP] 2015)	Department of Immigration and Border Protection 2015, <i>Annual Report 2014-15</i> , viewed 26 February 2016, http://www.border.gov.au/ReportsandPublications/Documents/annual-report/DIBP-Annual-Report-2014-15.pdf .
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Newspaper articles

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

Miscellaneous

Situation	In-text citation	Reference list example
Personal communications	In an email sent on 10 August 2015, The CEO of Coca Cola, stated '...'	Not referenced.
Confidential Information	Company A (2015) or	Company A, 2015. <i>Costs and implications of project beta</i> . Unpublished internal document.

	(Company A 2015)	OR Name withheld 2017. <i>Name of document</i> . Unpublished confidential document
AGB Learning Materials	AGB (2013) <i>or</i> (AGB 2013)	Academic Global Business (AGB), 2013, 'Topic 5: Selection and retention of employees', in <i>Strategic human resource management learning materials</i> , AGB, Geelong.
Thesis—unpublished	Markus (unpub.) <i>or</i> (Markus unpub.)	Markus, N unpub., The use of mythology and language in Tolkien, BA Hons Thesis, University of Greenwich. Note: title not italicised as not published.
Dictionary	The Oxford English Dictionary (2010) <i>or</i> (The Oxford English Dictionary 2010)	Not referenced.
Holy/Sacred Book (e.g. The Bible)	(Psalm 23:6–8)	Not referenced.
Conference paper—hard copy	Riley (2015) <i>or</i> (Riley 2015)	Riley, D 2015, 'Industrial relations in Australian education', in Contemporary Australasian industrial relations: proceedings of the sixth AIRAANZ conference, AIRAANZ, Sydney, pp. 124-140.
DVD	<i>Waiting for Breakfast</i> (2002) <i>or</i> (<i>Waiting for Breakfast</i> 2002)	<i>Waiting for breakfast</i> 2002, DVD recording, Film Co., New York.

Movie	<i>Waiting for Breakfast</i> (2002) or (<i>Waiting for Breakfast</i> 2002)	<i>Waiting for breakfast</i> 2002, motion picture, Film Co., New York.
Television broadcast	'Birds of Australia' (2011) or ('Birds of Australia' 2011)	'Birds of Australia' 2011, <i>Wildlife for all</i> , television broadcast, Channel 21, 18 December.
Radio interview	Markus (2008) or (Markus 2008)	Markus, N 2008, <i>Tolkien and Norse mythology</i> , radio broadcast, Radio RAD, 8 November.
Statistics from ABS	...(Australian Bureau of Statistics [ABS] 2015a) As mentioned in the 2015 Labour force document (ABS 2015b)	Australian Bureau of Statistics 2015a, <i>Consumer price index</i> , Australia, Sep 2015, viewed 26 February 2016, http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/6401.0?opendocument#from-banner=LN . Australian Bureau of Statistics 2015b, <i>Labour force, Australia, Oct 2015</i> , viewed 26 February 2016, http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/6202.0 .
Dataset	...(Department of the Environment [DoE] 2015)	Department of the Environment 2015, <i>Threatened species state lists: 24 Nov 2015 Dataset</i> , viewed 26 February 2016, http://data.gov.au/dataset/ae652011-f39e-4c6c-91b8-1dc2d2dfee8f/resource/ab6c9078-ac64-41e0-9987-3e38da53d277/download/epbcthre .
Table or image	'...' (Larson et al. 2014, p. 233)	Larson, EW, Honig, B, Gray, CF, Dantin, U & Baccarini, D, 2014, <i>Project management: the managerial process</i> , McGrawHill, North Ryde NSW.

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

Creating new citation styles

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

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