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HOW TO FORMAT A BUSINESS PAPER OR REPORT

Title Page

The title page of every essay and report should contain the following information:

- the title of the paper
- the author
- the student's "A number"
- the name and number of the class
- the date of submission
- the name of the professor

The title of the paper should be short but descriptive (i.e. "Case Analysis #1" would not be acceptable). It does not have to be witty or catchy, but it must give the reader a general idea of the topic to be discussed. See the sample title page near the end of this guide.

Printing

Papers should be printed on standard white 8½" x 11" paper.

Some professors will accept papers that are double-sided; however, you should check with them to see if this is acceptable.

Spacing and Margins

Depending on your professor's instructions, your paper should be either 1.5 or double spaced. Margins should be 1 inch (2.54 cm) at the top, bottom, and sides of the page. Justify the left margin only.

Pagination

Every page of your paper, excluding the title page, must be numbered. Page numbers should be placed in the top right-hand corner of the page. Page numbers should not be embellished with periods, parentheses, or other punctuation.

Some professors may want you to include your last name immediately before the page number, and some will not want you to do so.

If you are *not* supposed to include your last name, then the top of your page should look like this (assuming that the text box represents the top of a page):

17

If you *are* supposed to include your last name, then include it just before the page number with only one space separating the two. Here is an example (assuming that the text box represents the top of a page):

Smith 17

It is best to check with your professor to see which option is his/her preference.

Indentation and Paragraphs

Depending on your professor's preference, you should do one of the following two things:

- Indent the first line of every paragraph using the tab key, which should be set at 5 to 7 spaces or ½ inch. Indent for all paragraphs except for an abstract, block quotations, titles/headings, table titles/notes, and figure captions. In this format, do not include an extra line between paragraphs.

OR

- Include an extra line between paragraphs and do not indent the first line of each paragraph. However, long quotations should always be indented ten spaces.

Quotations

Anytime that someone else's idea is used word-for-word in a paper, you must give that source credit for the information by including an in-text citation immediately after the quotation. Direct quotations must be reproduced exactly the same as in the original source, including wording, spelling, capitalization, and punctuation.

Here is an example:

When choosing a text, keep in mind that it "should present each of the four components of the persuasive message and its constituent elements such as reader benefits (direct and indirect), appeals (emotional, rational, and/or ethical), and details (statistics, facts)" (Creelman, 2008, p. 81).

If you must change the quotation in any way (i.e. so that it makes sense grammatically within your own sentence), then you must surround the change with square brackets.

Here is an example:

MacDonald (1999) states that the message of the work "include[s] the importance of individual entitlements to social security benefits . . . and the importance of who receives the income in terms of how it is spent" (p. 58).

The Ellipsis

If you need to remove words within a sentence from a direct quotation, then you must indicate this by using an ellipsis (three spaced periods) in place of the missing words. If the deleted words indicate an omission between two sentences, use four periods. Keep in mind that the quotation must still embody the original idea; the author you are using must be represented fairly. In other words, you cannot take out words that are essential to the meaning of the sentence (i.e. taking out the word “not” so that the idea sounds positive).

Ellipsis

Here is an example:

For example, “Given that the current environment is the same..., the above finding suggests that the differences in productivity among the native born in various provinces arise from differences in the factors with which workers cooperate on the job and not just from differences in the quality of their own human capital” (Akbari, 1996, p. S338).

Abstract / Executive Summary

You may be required to include an abstract or executive summary of your paper. To do this, begin a new page after the title page with the word “Abstract” or “Executive Summary” centred. The next line should begin with a concise summary of the key points of your research (and it should not be indented). Please note that abstracts and executive summaries are different.

Abstract

An **abstract** provides a very brief summary of a report. Ideally, an abstract should be between 150 and 250 words in length but should still convey the main ideas or conclusions of the paper. Some professors, however, may allow longer abstracts, so check with your professor about length if you need to write one.

Executive Summary

Conversely, an **executive summary** can be anywhere from 1-10 pages long, depending on the report's length and your professor's requirements. While executive summaries also provide a summary of the report, they are designed for executives who most likely do not have the time to read the entire document. Therefore, an executive summary should highlight important information contained in the report. This information should include items like brief background information, the criteria used to make a decision, the decision or recommendation, and a justification for that decision.

Tables

Tables provide an efficient way of presenting a large amount of data in a condensed format. They should be reserved for important data directly related to the content of your paper and for simplifying text that would otherwise be dense with numbers.

If you include a table in your paper, you do not need to repeat the same information in your text. Simply choose one method of presenting the information – whatever you think will be clearer for the reader to understand.

However, you can, and should, mention the highlights or important information found in the table within the text of your paper so that you can explain its significance; just make sure that you do not repeat **all** of the tabular information in your text.

To refer to tables in your paper, refer to them by their number (Table 1) instead of writing things like “the table above”.

Tables should contain the following information:

- **Table number:** Number all tables in the order in which they are first mentioned in the text.
- **Title:** Each table should contain a brief and explanatory title.
- **Headings:** Each column should contain a short heading that does not make the column wider than necessary.
- **Notes:** Tables can contain three kinds of notes:
 - General notes provide information about the table and begin with the word *Note* (italicized) followed by a period. General notes include the source of the table if you did not create it.
 - Specific notes refer to a particular column, row, or individual entry and are indicated by superscript lowercase letters.
 - Probability notes indicate the results of tests of significance.

Here is an example of a table with made-up results:

Table 1

Intercorrelations Between Subscales for Respondents

Subscale	1	2	3	4
1. Satisfied	.44	.55	.66	.77
2. Unsatisfied	.22	.33	.44	.55
3. Indifferent	.11	.22	.33	.44

Citing tables from another source

To cite tables from another source, you need to cite where you got the table from. Include a note just below your table to provide the reader with adequate citation information.

Use the term “Reprinted from” if you have taken the table exactly as you found it in your source, and use the term “Adapted from” if you have modified it in any way.

Here is an example of a table from another source:

Table 2

Indebtedness and the rise in bankruptcies

	Debt-to-income ratio	Bankruptcies ratio	Predicted rise in the bankruptcies ratio
1975 Q1	1.80	0.037	
1999 Q1	4.11	0.104	
Percentage change	128%	181%	210%

Note. Estimated elasticity of bankruptcies ratio with respect to debt-to-income ratio: 1.64. Adapted from “Macroeconomic Determinants of Personal Bankruptcies,” by I. Hussain, 2006, *Managerial Finance*, 28, p. 26.

Figures

Although figures usually require the reader to estimate values, they allow for a quick glance at an overall pattern of results and are useful for highlighting interactions between variables. A figure should be simple, clear, and easy to understand.

There are several types of figures that can be included in a paper. The most common ones include the following:

- *Graphs* show relationships in a dataset. There are several types of graphs:
 - Scatter plots
 - Line graphs
 - Bar graphs
 - Pictorial graphs
 - Pie graphs
- *Charts* show relationships between parts of a group or between different groups.

All figures should meet the following requirements:

- The font size for all parts of the figure should be between 8 and 14 points.
- Include a legend to explain any symbols used.
- Include a brief but descriptive caption.

To cite figures, refer to them by their number (Figure 5) instead of writing things like “the figure above”.

Use the term “Reprinted from” if you have taken the figure exactly as you found it in your source, and use the term “Adapted from” if you have modified it in any way.

Here is an example:

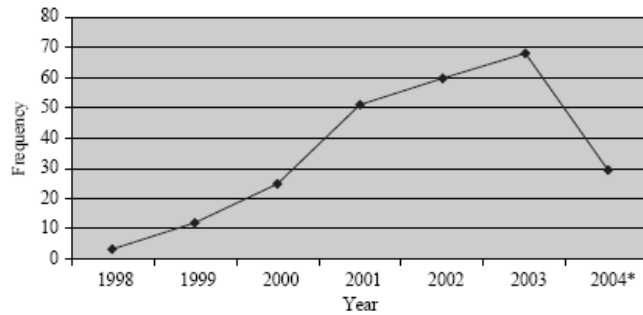


Figure 1. Depiction of first-time use of reverse auctions over time. Reprinted from “Diffusion of Online Reverse Auctions for B2B Procurement: an Exploratory Study,” by T. Schoenner, 2008, *International Journal of Operations and Production Management*, 28, p. 267.

Remember that figures and tables should each be numbered chronologically but separately (e.g. Table 1, Table 2, Figure 1, Table 3, etc.).

A NOTE ON PLAGIARISM

1. What is Plagiarism?

According to Saint Mary's Academic Calendar, plagiarism is the "presentation of words, ideas or techniques of another as one's own. Plagiarism is not restricted to literary works and applies to all forms of information or ideas that belong to another (e.g. computer programs, mathematical solutions, scientific experiments, graphical images, or data)" (Saint Mary's University, 2009, pp. 22-23).

Therefore, plagiarism includes taking someone else's words, sentences, or paragraphs and using them in your own paper without explaining where you got them from. However, this is not the only form of plagiarism. Plagiarism also involves taking someone else's *ideas* or *arguments*, putting them into your own words, and then not citing the source. In addition, keep in mind that when you paraphrase an idea or argument from someone else, you need to change the structure of the sentence and put it into your own words as well as include a citation. Simply changing or rearranging a few words is not sufficient and is considered a form of plagiarism. Academic writing is all about ideas and arguments, so if you get information (or specific sentences or groups of words) from somewhere else, then you have to show where you got it from.

2. Avoiding Plagiarism

To avoid plagiarism, make sure that you cite all sources that you use in your paper. If you include information word-for-word from a source, then you need to put quotations around it (see the Quotation section in this booklet) and include it in your text and in your reference list. If you take someone's idea/argument but put it into your own words, then you don't need quotation marks, but you still need to cite it in your text and in your reference list.

3. Common Knowledge and Plagiarism

Some students have heard that "common knowledge" doesn't need to be cited, so they wonder when something is considered common knowledge. After all, something might be common knowledge to researchers in a field but be new information for a student. Basically, there's no set rule for whether something is considered common knowledge or not, but if you ask yourself the question "would everyone who studies Author A, Topic B, or Subject C know this?", and if your answer is "yes", then you should be okay. Another way to look at it is that if the same information can be found in five or more sources (which are completely independent and not referring to one person or to one another), then it's probably common knowledge.

Example of something that *does not* need to be cited:

The Canadian workforce has seen an increase in the number of female employees over the past three decades.

Example of something that *must* be cited:

Statistics Canada reports women are employed at a rate of 59.3% in Canada (2009).

If you are unsure whether or not a source is common knowledge, then it's always better to cite it than not to cite it. Also, keep in mind that if you are using a specific person's study or idea, even if it is common knowledge, then you should cite it.

DOCUMENTING RESEARCH – APA STYLE

APA style requires both in-text citations and a reference list. For every in-text citation there should be a full citation in the reference list, and vice versa.

IN-TEXT CITATIONS

In APA style, in-text citations are placed within sentences and paragraphs so that the reader is clear about what information is being quoted or paraphrased and whose information is being cited. To create an in-text citation, simply cite the author's last name, the date of the work, and the number of the page from which you got the information in parentheses.

Formatting in-text citations

There are two ways to cite sources within your text: within the sentence and at the end of the sentence:

Here is an example:

Dang (2007) states that "...” (p. 22).

Or

“Quote quote quote” (Dang, 2007, p. 22).

Citing paraphrased material

When you paraphrase or use another author's ideas as your own, you may use one of two types of in-text citation. If the information that you are paraphrasing is from a specific location within the text, make sure to include the page number in your citation. If you are using a general idea from the source (i.e. the overall argument from an article), then there is no need to include a page number.

Here is an example of how to cite paraphrased material:

Ye (2008) reports that Asian options, although commonly traded on the over-the-counter market, can also be found trading on some exchanges (p. 188).

Or

Asian options, although commonly traded on the over-the-counter market, can also be found trading on some exchanges (Ye, 2008, p. 188).

Short, direct quotations

Quotations shorter than 40 words should be incorporated into the text and enclosed by double quotations marks (“ ”).

Here is an example:

The paper comes to one of the following conclusions: “When firms litigate, the enforcement agency must direct its limited resources away from inspections towards litigation” (Raymond, 2004, p. 174).

Long (or block) quotations

A block quotation is used when quoting a passage of 40 words or longer. Set the quotation off from the rest of the text, indent it five spaces, and keep the same spacing as the rest of your paper (i.e. if you are using 1.5 spacing, then your block quotation should also be 1.5 spaced). No quotation marks are used. The citation should be placed at the end of the quotation *following* the last punctuation mark.

Here is an example:

As Venkat and Ogden suggest,

The results support the general norm in advertising of using very attractive models. In this study, purchase intent was higher when attractive models were used. However, such a pattern was evident only for female subjects. Therefore, for products aimed at women, advertisers are likely to be successful when using attractive models. (p. 62)

The citation follows the punctuation mark.

Introducing quotations

Remember to introduce the quotation by incorporating it into the text of your paper – do not simply leave a quotation that is a complete sentence standing on its own.

Example of a quotation that *has not* been properly introduced:

Unions must advance with a female perspective and pay attention to matters that women raise. “Union membership means better pay, benefits, and pensions. It means having someone in your corner, bringing fairness and balance to the workplace” (Canadian Labour Congress, 2005, para. 3).

The quotation is included as a separate sentence with no connection to the author’s topic. It therefore may not be clear how it fits in to the author’s point.

Example of quotation that *has* been properly introduced:

The quotation is properly introduced into the sentence.

According to the Canadian Labour Congress, “union membership means better pay, benefits, and pensions. It means having someone in your corner, bringing fairness and balance to the workplace” (2005, para. 3).

Indirect quotations (citing a source within a source)

On occasion, you may come across a citation within a text that you would like to incorporate into your work. If this is the case, ***you should always*** attempt to find the original source of the quotation and quote it directly. However, sometimes you will need to quote a source that quotes another source (for example, if Saint Mary's does not have access to the original source through its databases or through Novanet).

If this is the case, then after you paraphrase or quote the original source, use "as cited in" followed by the source that you found the information in.

Do not include the original source in your references list; just include the source in which you found the information.

Here is an example showing how to cite a source within a source:

As well, "the combination of structural uncertainty and complexity can produce 'surprises' that fundamentally alter the fishery system (Holling as cited in Charles, 2008, p. 2).

Holling is the person who originally stated the information (Charles is citing Holling).

Charles is the source in which you found this information, and is the source that gets cited in your reference list.

Citing authors

When citing a work, you must include the author's surname, the year of publication and the page number. You may choose to cite the source in one of two ways: with the author included in your sentence, or with the author included in the citation.

Here is an example:

Gregory (2009) reported that... (p. 21).

Or

In a recent study, it was reported that... (Gregory, 2009, p. 21).

Citing a source with two authors

When a work has two authors, always cite all names every time the reference occurs in your paper.

For example, the first citation would look like this:

MacKinnon and Nemiroff (2004) found that... (p. 71). **OR** “quote quote quote” (MacKinnon & Nemiroff, 2004, p. 71)

Subsequent citations would appear as the following:

MacKinnon and Nemiroff (2004) also determined that... (p. 72). **OR** “quote quote quote” (MacKinnon & Nemiroff, 2004, p. 72).

Citing a source with three or more authors

When a work has three, four or five authors in subsequent citations to the first, include only the last name of the first author followed by “et al.”

For example, the first citation would look like this:

Kim, Laroche, and Lee (1990) found that...

Subsequent citations would appear as the following:

Kim et al. (2007) also suggested that...

No author

If a work has no author, cite the first few words of the title and the year of the publication. The title should appear in italics.

Here is an example:

Canadian University Students (2005)

THE REFERENCE LIST

A reference list is a list of all the sources (journal articles, books, documents from websites, interviews, data sets, etc.) you have used in the preparation of your paper. Here are some things to note about the reference list:

- **Alphabetically organized:** Entries should be arranged in alphabetical order by authors' last names. If you have a source without an author, arrange it within the list alphabetically by title.
- **Authors:** Write out the last name and initials for all authors of a particular work. Use an ampersand (&) instead of the word "and" when listing multiple authors of a single work (e.g. Banks, T., & Campbell, N).
- **Titles:** Only the first word of the title and any proper nouns should be capitalized.
- **Pagination:** Use the abbreviation "pp." to designate page numbers of articles from periodicals that do not use volume numbers, especially newspapers. These abbreviations are also used to designate pages in encyclopedia articles and chapters from edited books.
- **Hanging Indent:** The first line of the entry is flush with the left margin, and all subsequent lines are indented (5 to 7 spaces) to form a "hanging indent."
- **Underlining vs. Italics:** Use italics instead of underlining for titles of books and journals.

SAMPLE IN-TEXT CITATIONS AND REFERENCES

1. JOURNAL ARTICLES

Journal article with a DOI assigned

A digital object identifier (DOI) gives a scholarly paper or article a unique identifying number that anyone can use to obtain information about the publication's location on the Internet.

In-text citation

(Driscoll, 2006, p.347)

The citation includes the author's last name, year of publication, and page number in parentheses.

The title of the article is NOT in italics and only capitalizes the first word of the title and subtitle as well as names.

Reference-list entry

Driscoll, C. (2006). The not so 'clear cut' nature of organizational legitimating mechanisms in the Canadian Forest Sector.

Business & Society, 45, 322-353. doi: 10.1177/0007650306289398

Name of the journal in italics and with major words in capitals

Volume number of the journal.

Page numbers on which the article appears

DOI

Note: Only include the issue number of the journal if each issue starts on page one (journals are not usually longer than 100 pages per issue, so if the article is from issue 3 and is on pages 322 to 353, then the issues continue counting upwards – they do not each start at page one, so the issue number is not included. If you need to include it, the volume and issue numbers look like this: 51(3) for volume 51, issue 3.

Journal article with no DOI assigned (Electronic Version)

In-text citation

(Fullerton, 2005, p.99)

Reference-list entry

Fullerton, G. (2005). The impact of brand commitment on loyalty to retail service brands. *Canadian Journal of Administrative*

Sciences, 22, 97-111. Retrieved from <http://www3.interscience.wiley.com/journal/114269012/home>

Include the URL of the homepage of the journal, even if you got the article from a database.

Journal Article with no DOI assigned (Print version)

In-text citation

(Meade, Sivakumar, & Phillips, 2005, p. 98)

Reference-list entry

Meade, M., Sivakumar, S.C., & Phillips, W.J. (2005). Comparing

principal component analysis, gabor wavelets and discrete wavelet transforms for face recognition. *Canadian Journal of Electrical and Computer Engineering*, 30, 93-102.

Journal Article with Two Authors:

In-text citation

(Jutla & Yu, 2008, p. 218)

Reference-list entry

An ampersand (&) is used between the names of two authors.

Jutla, D.N., & Yu, W. (2008). Applying the Delta model to mobile marketing management in the US marketplace. *International Journal of Electronic Business* 6, 216-231. doi: 10.1504/IJEB.2008.019105

2. PRINT SOURCES

Book with one author

In-text citation

(Kelloway, 1998, p.7)

Title of book in italics – capitalize only the first word of the title and subtitle and any names or acronyms.

Reference-list entry

Kelloway, E.K. (2003). *Using LISREL for structural equation modelling: A researcher's guide*. Thousand Oaks, CA: SAGE Publications.

Place of publication – include both the city and the state or the city and the country if it is outside the US.

Publisher

Book with two authors

In-text citation

(Badawi & Beekun, 1999, p. 48)

Reference-list entry

Badawi, J. A., & Beekun, R. (1999). *Leadership: an Islamic perspective*. Beltsville, MD: Amana Publications.

Edited book

In-text citation

(Pendse, 1991, p. 2)

Reference-list entry

“Ed.” is the abbreviation of “Editor”.

Pendse, S.G. (Ed.). (1991). *Perspectives on an economic future: Forms, reforms, and evaluations*. Santa Barbara, CA: Greenwood.

Chapter or article in an edited book

In-text citation

(Wang & Wang, 2006, p. 293)

Reference-list entry

Wang, H. & Wang, S. (2006). Data mining with incomplete data. In Wang, J. (Ed.), *Encyclopedia of Data Warehousing and Mining* (pp. 293-296). Hershey, PA: Idea Group.

“pp” means
“page
numbers”.

Article or chapter in an edited book in press (not yet published)

In-text citation

(Rixon & Ellwood, in press)

Authors of the article
or chapter

“In press” indicates that the book
has not yet been published. This
replaces the year of publication.

Editors
of the
entire
book

Reference-list entry

Rixon, D., & Ellwood, S. (in press). Reporting for public sector agencies: A stakeholder model. In S. Osborne & A. Ball (Eds.), *Social Accounting and Public Management: Accountability for the Public Good*. New York, NY: Routledge.

If the publication location
of the book is not available
yet, then use the most
common North American
location of the publisher.

Book with an edition other than the first

In-text citation

(Das, Schwind & Wagar, 2007, p. 222)

Reference-list entry

Das, H., Schwind, H., & Wagar, T. (2007). *Canadian Human Resources Management* (8th ed.). Toronto, ON: McGraw-Hill.

The edition number is indicated in
parentheses after the title of the book.

Book with no author or editor

In-text citation

(*Publication Manual*, 2009, p. 208)

Use an abbreviated version of the book title in
place of the author’s name – it must start with
the same words as the reference-list entry so
that the reader can find it in the reference list.

Reference-list entry

Publication Manual of the American Psychological Association. (2009). (6th ed.). Washington, DC: American Psychological Association.

3. WEBSITES AND INTERNET SOURCES

Document or page from a website – no author

In-text citation

(Governance, 2008, p.12)

Title of the document or page (shortened if it is long)

Name of the publishing organization in italics

Reference-list entry

Governance. (2008). *McCain*. Retrieved from <http://www.mccain.com/company/Governance/Pages/Default.aspx>

Complete title of the page

Note: All pages that are cited in the text must be cited in the reference list, so if multiple pages from the same website are used, then all of them need to be included in the reference list.

Document or page from a website - authored

In-text citation

(Proctor, 2010)

Reference-list entry

Proctor, S. (2010). Hot topics: Expert available to discuss workplace

safety. *Saint Mary's University*. Retrieved from <http://www.smu.ca/newsreleases/2009/10-11-10-workplacesaftey.html>

Data Set from an Online Source

In-text citation

(Statistics Canada, 2009)

Note: A Statistics Canada source can be considered either a data set (if you are using data from a table) or a government document (if it's a report). See the examples in "Other Types of Sources" for information on citing a government document.

Reference-list entry

Statistics Canada. (2009). *Table 1: Labour force characteristics by age and sex* [Data file]. Retrieved from

<http://www.statcan.gc.ca/>

subjects-sujets/labour-travail/lfs-epa/t090409a1- eng.htm

Online Lecture Notes or Presentation Slides

In-text citation

(Driscoll, 2009, slide 8)

Reference-list entry

Driscoll, C. (2009). *Ethical issues in business* [Power Point slides]. Retrieved from <http://smuport.smu.ca/cp/grouptools/filesshare/7485/8793/intro2009.ppt>

Type of file
retrieved

Press Release (online)

In-text Citation

(Saint Mary's University, 2009)

Reference-list entry

Saint Mary's University. (2009, March 10). *Sobey student receives \$10,000 award for excellence in business studies* [Press release]. Retrieved from <http://www.smu.ca/newsreleases/2009/09-03-10.html>

Date of press
release

Blog entry or comment

In-text citation

(MacDonald, 2009)

Reference-list entry

MacDonald, C. (2009, March 31). What makes business work? The little things. [Web log post]. Retrieved from <http://www.businessethicsblog.com/>

An electronic or digital book

In-text citation

(Schmetterer, 2003, p. 44)

Reference-list entry

Schmetterer, B. (2003). *Leap: a revolution in creative business strategy*. Retrieved from <http://books.google.com/books?id=cDTy1fHTmWoC&printsec=frontcover&dq=Business+Strategy+subject:%22Business+%26+Economics+/%2BStrategic+Planning%22#PPP1,M1>

4. OTHER TYPES OF SOURCES

Annual Report

In-text citation

(Sobeys Inc., 2006, p. 43)

Reference-list entry

Sobeys Inc. (2006). *Sobeys 2006 Annual Report*. Retrieved from http://corporate.sobeys.com/English/Annual_Reports/2006/introduction.html

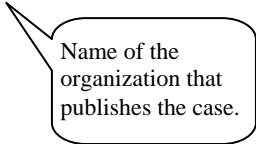
Case (stand-alone)

In-text citation

(Young, n.d.)

Reference-list entry

Young, N. (n.d.). *First Nations Artisans (B)*. Accounting Case Institute Case Study.



Name of the organization that publishes the case.

Case (within a textbook)

In-text citation

(O'Rourke, 1994)

Reference-list entry

O'Rourke, J.S. (1994). Excel Industries (A). In J.S. O'Rourke, *Management Communication: A Case-Analysis Approach* (pp. 51-54). Upper Saddle River, NJ: Prentice Hall.

Personal communications (private letters, memos, interviews, emails, etc.)

In-text citation

(Najah Attig, personal communication, February 16, 2009.)

Note: Personal communications are not listed in a reference list because the data is not retrievable.

Government document with an author

In-text citation

(Catano, Kelloway, & Adams-Roy, 2000)

Reference-list entry

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Government document without an author

In-text citation

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(De Young, Charles, & Hjort, 2008, p. 149).

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De Young, C., Charles, A.T., & Hjort, A. (2008). *Human Dimensions of the Ecosystem Approach to Fisheries: An Overview of Context, Concepts, Tools and Methods* (Fisheries Technical Paper No. 489) Rome, Italy: Food and Agriculture Organization of the United Nations.

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Title of article

Title of newsletter

If the newsletter was retrieved online, include "Retrieved from" and the URL here.

Paper presented at a meeting or conference

In-text Citation

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Haiven, L. (2006, June). Unions in Arts and Culture: Pursuing Intellectual Property. Presented at the Canadian Industrial Relations Association Annual Conference, Toronto, ON.

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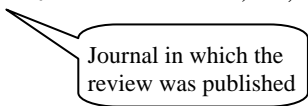
Book review

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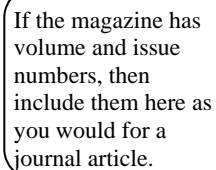
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In-text citation

(Lightstone, 1996, p. 26)

Reference-list entry

Lightstone, K. (1996, May). The road less traveled. *CA Magazine*, 20-27.



If the magazine has volume and issue numbers, then include them here as you would for a journal article.

Newspaper article

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Achabar, M. & Simpson, B. (Producers) & Achabar, A. & Abbott, J. (Directors) (2003). *The Corporation* [Motion Picture]. Canada: Big Picture Media Corporation.

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SAMPLE PAPER

Balancing Acts:
A Two-Stage Process for Organizational Mentorship Programs

Full title of
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Jane Doe
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MGMT 2215 - Introduction to Management

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22 September 2009

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Balancing Acts: A Two-Stage Process for Organizational Mentorship Programs

Citation showing more than one source

Research results show that employees who are mentored have an advantage over nonmentored employees, whether related to career development, psychosocial support, or role-modelling behaviours (Chao, 1997; Chao, Walz, & Gardner, 1992). Additionally, individuals who mentor others also obtain benefits (Allen, Poteet, & Burroughs, 1997). For example, individuals involved in mentoring will display organizational-citizenship behaviours (OCBs) towards other individuals in the organization (McManus & Russell, 1997, p. 150) and mentoring relationships established prior to an individual’s initial contact will aid in that individual’s encounter, change, and acquisition phases of socialization to the organization (McManus & Russell, 1997, p.155). If individuals are aided in socialization processes, then organizations may indirectly benefit because these employees may require fewer resources in order to adapt to an organization’s culture.

Paraphrased material followed by a reference

Ellipsis used to remove extra information

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To use Scandura’s definition (1997), the term mentor “refers to a more senior person who takes an interest in the sponsorship of a more junior person... of the same organization” (p.59)... [section continues].

In terms of actual mentoring programs, however, informal mentoring relationships are generally deemed to be superior to formal mentoring programs (Chao, Walz, & Gardner, 1992, p. 619). Nevertheless, while informal relationships may be superior in terms of results, informal mentoring programs may be less accessible to employees belonging to a minority population (for example, women or racial minorities). As Chao, Walz and Gardner (1992) explain, “[i]nformal mentorships arise because of a desire on the part of the mentor to help the protégé and a willingness on the part of the protégé to be open to advice and assistance from the mentor” (p.621). Thus, one reason for this lack of accessibility is because informal relationships are chosen by the individuals involved and individuals have a tendency to be drawn to those similar to themselves (Allen, Poteet, & Burroughs, 1997). Because of this limitation of informal mentoring, formal mentoring programs may be a better opportunity for minority-group members to access mentoring programs: the programs can be designed to allow equal access to mentors through strategic or blind mentor-protégé assignments. In addition, these programs can create diversity training opportunities for mentors.

Square brackets indicating a change from the original

It would seem, then, that both formal and informal mentoring relationships have their benefits and drawbacks, so choosing which strategy best suits a particular organization or individual can be challenging. However, the solution to these opposing options may lie in a two-stage process of mentoring that seeks to address the limitations of both formal and informal mentoring programs by combining the strengths of each. Training organizational mentors through a formal training process and then creating the conditions to develop and enhance informal mentoring relationships – through, for example, opportunities for management interaction – may be the best way to obtain benefits for both individuals and organizations. The potential effectiveness of this model can be demonstrated by examining the relative strengths and weaknesses of formal and informal mentoring programs, describing issues of access to mentoring relationships, and explaining the benefits of mentor training. In so doing, it should become clear that it is not enough simply to hope that effective mentoring in organizations will occur: structures and resources to

support these programs are required, particularly where majority and minority groups exist. To create truly accessible, open, and diverse workplaces, organizations need to create opportunities for everyone to access the wealth of knowledge and experience that mentors possess.

Organized
alphabetically by
author's last name

References

The reference list
appears on a new
page.

Allen, T. D., Poteet, M. L., & Burroughs, S. M. (1997). The mentor's perspective: A qualitative inquiry and future research agenda. *Journal of Vocational Behavior, 51*, 70-89.

Every line
of an
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one is
indented

Chao, G. T. (1997). Mentoring phases and outcomes. *Journal of Vocational Behavior, 51*, 15-28

Chao, G., Walz, P.M., & Gardner, P.D. (1992). Formal and informal mentorships: A comparison on mentoring functions and contrast with nonmentored counterparts. *Personnel Psychology, 45*(3), 619-636.

McManus, S. E., & Russell, J. E. A. (1997). New directions for mentoring research: An examination of related constructs. *Journal of Vocational Behavior, 51*, 145-161.

Scandura, T. A. (1997). Mentoring and organizational justice: An empirical investigation. *Journal of Vocational Behavior, 51*, 58-69.

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- Order the references alphabetically by last name.
- Keep your entries with the same spacing as your paper (i.e. 1.5 or double).
- When there are several works by the same author, list the earliest publications first, and list single-author entries before multiple-author entries with the same first author.
- If a single author has multiple works published in the same year, then alphabetize them by title and include letters (starting with "a") after the year in both your reference list and in-text entries (i.e. 1999a; 1999b).
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Purdue University Online Writing Lab (OWL) (February 17, 2009). *APA Formatting and Style Guide*. Retrieved April 17, 2009 from <http://owl.english.purdue.edu/owl/resource/560/01/>

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