

Faculty of Management - School of Business
Student Handbook – August 2011
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INTRODUCTION

Welcome to the Faculty of Management – School of Business. This handbook was created to provide a guide for undergraduate students to use in pursuing their academic goals. We hope the tools offered in this handbook will help you to have a positive and successful experience at Vancouver Island University (VIU).

This guide was developed with input from students, faculty and administration to present students with comprehensive information relevant to all School of Business undergraduate offerings. In an effort to continually improve this manual, we invite feedback from our students to ensure its helpfulness and inclusiveness.

FACULTY OF MANAGEMENT MISSION STATEMENT

To provide a dynamic teaching and learning environment in management education for diverse communities of interest. We foster student, faculty, and staff success, strong community links and international collaboration through innovative educational opportunities.

PROGRAM MATRICES

Course Progression

Course progression matrices have been developed to provide students with a clear academic path. To optimize individual student success, it is important to follow the program matrix outlined for your program concentrations. This ensures that prerequisites are taken in the right order and that sufficient student seats are created and allocated based on this progression.

Prerequisites

Course prerequisites are designed to ensure that students have the knowledge they need to progress through each stage of their program. Consequently, prerequisites are strictly enforced. It is the student's *responsibility* to enroll only in courses for which he or she has the prerequisites. Students will be deregistered from classes if they cannot verify completion of required prerequisites.

Note for students without minimum "C" in Principles of Math 12, Applications of Math 12, or Foundations of Math 12

Failure to complete Math 151 with a minimum "C" in the first semester of study could result in the student not being permitted to continue in the program.

Maximum Number of Courses

The matrices have been developed based on a five course per semester plan. This is the recommended course load for a full-time student.

BBA Student Advisor

Your BBA Student Advisor is your resource for questions or concerns regarding courses, prerequisites, timetables, and programs. The Student Advisor has drop-in times each week that are open to students for information and guidance.

- **You MUST see the BBA Advisor in the semester when you will be completing the majority, if not all, of your required first and second year business courses.** This is to choose your program concentration. Program concentrations must be declared, and recorded on your student record, as seats in third and fourth year classes are reserved for specific concentrations. It should be noted that while

first year is common to all concentrations, variations in course requirements begin in the fall semester of second year. The **BBA Matrix** details the courses in each concentration.

- It is **RECOMMENDED** that you see the BBA Advisor in your final year to confirm your graduation status.

VIU's Automated Program Planner (G.P.S.) provides each student with a personalized educational map. This program can be accessed online through your **My Student Records** page. If clarification is needed regarding your educational map, see the BBA Student Advisor.

The BBA Advisor for 2011-2012 is Tracy Gillis, MBA CGA.

Phone: 250-753-3245, local 2452

Email: Tracy.Gillis@viu.ca

Location: Room 446 on the fourth floor of building 250.

Advising hours will be posted on her door.

FOURTH YEAR

ACCOUNTING

Mgmt 491/499
(or 3 credits – UL Elective
and 3 credits - Elective)
Acct 410 Acct 421
Acct 435 Qume 436
Mgmt 496 Elective
Elective

ECONOMICS

Econ 490 or UL Elective
Econ 491 or Elective
Fnce 423 or Mgmt 323 or
UL Econ Elec Econ 360
UL Bus Elec UL Econ Elec
Mgmt 496 Elective
Elective

FINANCIAL SERVICES

Mgmt 491/499
(or 6 credits – UL Electives)
Fnce 423 UL Bus Elec
Mark 361 Fnce 345
Fnce 427 or 322 Elective
Mgmt 496 Elective

MARKETING

Mgmt 491/499
(or 3 credits – UL Bus Elective
and 3 credits – UL Elective)
Mark 368 Mark 325
Mark 430 Mark 460
Mgmt 496 Elective
Elective

HUMAN RESOURCE MANAGEMENT

Mgmt 491/499
(or 6 credits – UL Bus Electives)
Mgmt 425 or 345 Mgmt 365 or 377
Mgmt 485 Elective
Mgmt 496 Elective
UL Bus Elec

INTERNATIONAL BUSINESS

Fnce 423 Mgmt 423
Elective
UL Bus Elec
Elective
Elective

MANAGEMENT

Mgmt 491/499
(or 6 credits – UL Bus Electives)
Mgmt 496 Mgmt 450
UL Mgmt Elec UL Mgmt Elec
UL Elec Elective
Elective

Notes:

Computer Skills

Required computer skills include the ability to create complex documents in Word, advanced use of graphs and spreadsheets in Excel, the ability to create multimedia presentations in Powerpoint, knowledge of database applications using Access and a basic knowledge of websites. You will be expected to demonstrate these computer skills throughout the program with no further instruction. <http://www.viu.ca/business/bba.asp>

Course Sequencing – students must follow the sequences indicated below.

FIRST Semester: Acct 100; Engl 115; Mgmt 192; elective or Qume 185; plus 3 non-business elective credits (or Math 151 for students without Math 12).

SECOND Semester: Engl 225; Fnce 130; Mgmt 292; Mark 160; plus 3 non-business elective credits.

REQUIRED COMPUTER COMPETENCIES

Students are expected to demonstrate the following computer competencies throughout their program without further instruction.

Students without these competencies should enroll in Qume 185.

General

- Exhibits knowledge of operating system basics
- Has detailed knowledge of the computer desktop
- Can start and shut down the system
- Can access commonly used programs and create new files with these programs
- Can multitask in a typical desktop computing session
- Knows commonly used keyboard shortcuts
- Can identify common hardware components and can describe their function
- Understands the fundamental processes performed by system software and application software
- Appreciates the significance of common computer specifications such as processing speed and amount of installed RAM

File Management

- Has thorough knowledge of the file management utility
- Understands file extensions within the Windows operating system
- Can access files and folders on local and network drives
- Can create folders on local or network drives
- Can save files to specific folders and can retrieve files from these folders
- Can open, update and save previously created files
- Can copy and move files between folders
- Can delete un-needed files
- Can properly connect, use and disconnect common peripheral devices such as USB drives, auxiliary disk drives and digital cameras
- Can decompress ZIP compressed archives and can create compressed archives

Network Concepts and Terminology

- Has basic general knowledge of network concepts and terminologies
- Has an understanding of common network protocols such as HTTP and TCP / IP
- Has an appreciation for the technical foundation of the VIU network, typical small office networks and Internet / intranet technologies
- Has a general understanding of the evolution of the Internet

Internet Research

- Has an appreciation of different kinds of Web search tools: crawler and directory-based search engines, meta search engines
- Can use appropriate search syntax such as Boolean operators or searching on specific phrases

- Can constrain searches to specific domains
- Can eliminate or include particular terms from search strings
- Has some knowledge of specialized search tools such as paid subscription databases and specialist websites and services
- Has an understanding of the rigor required for academic research
- Has a fundamental understanding of reference management tools such as RefWorks

Word Processing

- Can competently use the word processing interface
- Has a detailed working understanding of the use of headings, paragraphs and lists
- Can manage long documents that incorporate table of contents and index entries
- Understands sections within a document and can treat sections independently within a single document
- Can create specific page numbering schemes and styles
- Has a complete understanding of the application of styles in a document, including the ability to modify preconfigured styles and create custom styles

Website

- Understands the fundamentals of HTML and can apply the most common tags
- Can construct a simple Web page with title, headings, paragraphs and lists
- Can incorporate graphics on a Web page
- Has an appreciation of the various file formats in use on a website
- Can create links between pages within a Web project
- Can create links to any public resource on the World Wide Web
- Understands some technical requirements regarding website hosting
- Understands the domain registration process; can access public domain registration records

Presentation Graphics

- Has an appreciation of the appropriate use of presentation graphics software such as PowerPoint
- Can select appropriate templates for the topic, intended audience and viewing conditions
- Can create slides to several common templates
- Can modify a common template
- Can effectively utilize appropriate text styles, including headings and lists
- Can incorporate graphic objects on slides
- Can create precisely-specified custom behaviours of objects on a PowerPoint slide
- Can apply appropriate transitions from slide to slide throughout a presentation

Spreadsheet

- Understands the concepts of rows and columns in a spreadsheet application
- Understands various common data types
- Has a thorough awareness of constants, calculated values and formulas
- Understands relative and absolute cell references

- Can perform simple calculations, using cell references and common mathematical operators
- Can transfer calculations from cell to cell (AutoFill) to improve efficiency and accuracy
- Can apply common functions
- Understands the significance of function arguments
- Understands the construction and application of common chart types derived from spreadsheet data
- Can select appropriate chart types for specific purposes
- Can readily apply a spreadsheet solution to such common situations as budget projections or stock performance tracking and comparisons
- Can efficiently manage large spreadsheets with multiple sheets with many rows and columns

Database

- Understands common data types such as text, currency and time/date
- Understands such key concepts as storing a data item in only one location
- Understand the various object types that can exist within a single database: tables, forms and queries, for example
- Understands the significance of a primary key in a database table
- Understands relationships between database tables and how relationship integrity can be enforced

Software Integration

- Can efficiently transfer data from one application to another within a typical office productivity software suite
- Understands dynamic data linking between applications
- Can effectively manage multiple applications at the same time

UNIVERSITY CULTURE

Most faculty areas subscribe to a set of values you are expected to abide by to facilitate mutual respect, learning and success.

Openness for Learning New Things

Your educational experience will introduce you to new subjects and perspectives, as well as new ways of examining topics. No matter what you have learned previously about “the way things are”, you will encounter ideas, examples and evidence which will challenge your assumptions and opinions about the world. University culture provides an atmosphere for you to test and question information and opinions presented to you, in order to promote a higher level of understanding and knowledge.

If you have values, beliefs and ideas which you feel are threatened by the things you are learning, we encourage you to speak to your instructor about your feelings. We ask that you remain open-minded and consider the viewpoints provided by your peers and instructors. Informed free speech and debate is a critical and valuable part of the university experience

Mutual Respect in the Classroom

The best learning environment is one where we show mutual respect for each other’s viewpoints and opinions. The faculty encourages free speech and discussion. However, be sensitive to how your comments may affect the feelings of others in the classroom.

If you feel that someone has been insensitive or disrespectful to you, speak to that person privately, or to your instructor. You may wish to see your instructor during office hours, or to make an individual appointment.

Vancouver Island University has policies which encourage a learning environment free of harassment. You can read more about the policies in the online calendar.

<http://www.viu.ca/humanrights/guide.asp>

Culture Shock

Many international students experience some degree of culture shock. You may experience differences in methods of classroom instruction, particularly in the areas of classroom interaction, teamwork and what is expected in an academic paper. Other differences may include food, customs, dealing with multiple cultures, and the English language. If you feel that any element of “culture shock” is affecting your studies, make

an appointment with the International Student Advisor, in the International Education Building to discuss those concerns.

English Language Support

The Writing Centre offers students writing assistance. Instructors are available in the Writing Centre on the 4th floor of the Library in Room 474. The Centre offers 10 minute drop-in sessions and sign-up for private appointments. If you have made an appointment and realize you cannot attend, please cancel your appointment to make the time available for other students.

When you arrive at your Writing Centre appointment, please bring a copy of the assignment you were given by the instructor. Students can discuss the requirements of the current assignment as well as assignments that have already been written (or partially written). Help is available with the organization of the paper, grammar, quotations and citations, etc.

ACADEMIC INTEGRITY AND CONDUCT

Vancouver Island University is a diverse and tolerant place; however academic dishonesty will not be tolerated. The School of Business is committed to maintaining academic integrity. Integrity and honesty are important in both academic and professional settings and are crucial to achieving personal success. The faculty recognizes that most students strive to be honest, ethical, and professional.

Professional Conduct

We feel it is important for students to exhibit a level of ethical conduct demanded of professionals.

- Come to class on time, just as you would for a job interview or business meeting.
- Notify your instructor of your intention to leave a lecture early if you intend to do so.
- Attend all lectures, seminars and labs. If you are not interested in coming to class, please drop the course and leave the space open for someone who is. Students are responsible for all missed academic work during absences. Many instructors base a portion of your final grade on attendance and participation. Aside from missing important information, why give up easy marks? Failure to show up for exams will result in a zero mark for the exam.
- Show respect for everyone in the classroom. This includes listening to the lecture and being engaged in the learning process. Participation is encouraged, and should be at all times cordial.
- Contribute to the learning environment. Everyone has something to say and student participation makes the class much more interesting for everyone. Professionalism means reading the assigned materials before class; otherwise you cannot be an effective contributor to the lecture topic.
- If you bring a pager or cell phone to class, make sure it is turned off.
- It is up to your instructor to decide whether the use of notebook computers is acceptable during class. Notebook computers should not be used for any reason that is not related to course material and discussion. It is not appropriate to surf the Internet, use email or instant message during class. This indicates disrespect for your classmates and the instructor.

Plagiarism Defined

Failure to acknowledge the sources of information used in your assignments may leave you open to a charge of **plagiarism** which could result in an “F” for the assignment, or the entire course. The BBA Program uses the Harvard Style of Referencing for published material.

Here are some general guidelines to ensure that your work is correctly done.

- You cannot use a writer’s exact words without using “quotation marks” and giving a citation to where your reader can locate the exact words you’ve cited.
- It is not acceptable to include the words of another author with your own and present the revised version as being your original work (unless you give the other author credit). This must also be cited.
- Using another student’s paper by editing it and submitting it as original work is dishonest.
- Having your assignment or paper “proofread” does not mean that the proofreader rewrites your work. If someone proofs your work, they are advisors only in terms of clarity, grammar, punctuation and style, but not content.
- Do not use sources obtained through the Internet without documenting your sources according to Harvard Style Referencing. It is your responsibility to learn how to cite your sources accurately. **Copying content from electronic sources and pasting it into an assignment without using quotation marks and citing your source is academic dishonesty.**
- If an instructor receives two term papers or exams which appear to be essentially the same work, **both students will receive a failing grade** for the course in which they submitted the paper. This makes it your responsibility to ensure that your work is not used by other students. “Somebody stole my paper (or electronic file)” will not be accepted as an excuse.
- If you plan to use the same paper or report, or a different version of the same paper for two different classes, it is a VIU-wide policy that you must have written permission from:
 - both instructors, if you want to turn in the same paper concurrently within the same semester,
 - the second instructor only, if the paper has already been graded by another instructor.

Academic Misconduct Defined

Academic misconduct includes, but is not limited to, giving and receiving information during any test or exam, using unauthorized sources of information during any test; plagiarizing; fabrication, cheating, and, misrepresenting the work of another person as your own, facilitation of academic misconduct, and under certain conditions, non-attendance.

Plagiarism will not be tolerated. You must reference your work and acknowledge sources with in-text citations and a complete list of references. This includes direct and indirect quotes, diagrams, charts, figures, pictures and written material.

For group projects, the responsibility for academic integrity, which can result in academic misconduct and its resulting penalties, rests with each person in the group and sanctions would be borne by each member.

The Academic Misconduct Committee

The School of Business considers any act of academic misconduct a very serious offence. An Academic Misconduct Committee was created to enforce a formal process and provide consistency within the School of Business. Each instructor within the School of Business abides by this process and endeavours to ensure that every instance of academic misconduct is dealt with swiftly.

What Happens if You Are Suspected of Academic Dishonesty?

First Offence

If a student is suspected of cheating or plagiarism: student finishes an exam, and when it is submitted the instructor informs the student of the situation, or student hands in an assignment that is thought to be plagiarized.

- The instructor does not mark exam or assignment.
- The student's work is referred to the Academic Misconduct Committee who independently read the exam or assignment.
- A formal hearing is called involving the committee, the instructor, and the student. The student may bring an advocate to the hearing to ensure the process is fair (this is recommended particularly if English is not the student's first language).
- Information is shared and questions may be asked by all parties involved.
- Instructor and student leave.
- Committee discusses the matter and decides on course of action.

Possible Results

- Cheating/Plagiarism ruled out - the assignment/exam is marked as usual by the instructor.
- Cheating/Plagiarism affirmed - depending on the circumstances, the committee will apply one of the following:
 - a warning
 - a grade of zero for the assignment or exam
 - a grade of "F" (Fail) in the course
- The committee's recommendation is presented to the Dean, Faculty of Management.
- Upon the Dean's agreement with the recommendation, the decision is passed on to the Registrar where it will be added to the student's **permanent** record.

Please note that this could affect entrance to other institutions

Second Offence

Upon affirmation by the Academic Misconduct Committee, and in turn by the Dean, of a second cheating or plagiarism occurrence, the student may be **expelled** from Vancouver Island University.

Policies on Exams and Written Assignments

You must be present for the dates on which exams are written. A make-up exam will only be considered for legitimate reasons (e.g. medical emergencies) at the discretion of the instructor. Excuses involving conflicts with working hours will not be accepted.

Other rules include the following.

- All course requirements must be completed in order to receive credit for the course.
- An instructor may give a grade of zero for a late assignment or exam where the answers have been provided or discussed in class.
- Each instructor has the discretion to decide whether or not late assignments will be accepted. Ensure that you have read the course outline pertaining to this.
- **Do not conduct original research** without the prior approval of your instructor and the Department. If you do, you will be violating VIU's policies for research with human subjects. This includes surveys (on or off campus), interviews with businesses, firms, your father who is a marketing director, or your interesting neighbour, etc. Consent must be obtained from the applicable Department and a formal letter must be signed by the person to be interviewed before the interview process begins.
- If you have a learning disability, or other condition which may affect your work in any course, please identify yourself to your instructor as soon as possible and make arrangements with Disability Services to facilitate individually recognized needs.

Group Work

Many students ask why they must work in groups. Group work helps students gain a more comprehensive understanding of subjects through sharing experiences, knowledge, thoughts and ideas and can provide a constructive environment for developing thoughts and arguments.

Vancouver Island University is fortunate to have a diverse student body. Ever-increasing globalization means that most students will conduct business with different nations in the course of their careers. The group process enables students to work with people from different nations and backgrounds, learn to consider issues from different perspectives and gain insight into problem-solving in various cultures.

Group Projects and Presentations

Group projects and presentations are intended not only to reflect the workplace but to build skills that result in cohesive teamwork. Teamwork teaches delegation, deadlines, and correlation. It also exploits individual strengths and compensates for individual weaknesses.

Group Discussion

Group discussion is valuable in clarifying thoughts and defining arguments. However, individual assignments should be based on your own account of the discussion and should not resemble the final work of the other members of the discussion. Thus, it is recommended that students separate after discussion and prepare their assignments alone to avoid producing work that may be viewed as collusive or plagiarised.

Student Feedback

Students are encouraged to approach faculty with feedback on all aspects of their courses. This aids the faculty in improving courses. VIU supports an open and friendly instructor-student environment where students should feel comfortable talking to faculty. You may be surveyed regarding your academic plan or course preferences. These results are used to forecast the number of sections to create in future semesters for any given course or program.

You may also be asked to fill out an anonymous instructor evaluation for some of your courses. These faculty evaluations are mandated as part of the VIU Faculty Association Collective Agreement. After evaluations are collated, instructors receive the results including anonymous verbatim transcripts of the written portions of the evaluations.

TIPS FOR ACADEMIC SUCCESS

Day-Timer/Agenda Book

Time management is one of the most important skills a student can learn for success not only in University, but in life. Time management reduces stress and the tendency to procrastinate. The Student Union hands out a free Agenda book each September which is available all over Campus, as well as in the Student Union Building. USE IT - your student fees paid for it!

Here are some tips:

- At the beginning of each semester instructors hand out a course outline which often includes the due-dates of assignments and exams. Write these due dates down in your agenda book. This way, nothing can “sneak up on you”.
- Look at each month separately. Determine what is due in that month in each course. Make a priority list of what needs to be completed and studied-for so that you have ample time and can still keep up with your readings.
- Include all extra-curricular activities and work shifts so that you know if you have to work the night before an exam or due date and can plan accordingly.
- Make sure you record all group/team meetings and meetings with instructors or advisors. Forgetting important commitments is not acceptable at this level.

Make Friends

Find students who are willing to engage in a conversation about what you are learning. Studying with others will help clarify many points. Get involved with the Vancouver Island University Business Students' Association (page 19).

Read

Before class read assigned materials and take comprehensive notes during lectures. If you haven't done the readings, you are not prepared for the lecture. Students receive highest marks when they integrate points from readings and lectures into their exams.

Read the Newspaper

Most of your instructors will be referring to current events, so don't be in a situation where you don't know what's going on in the world. Pick up the weekend edition of The Globe and Mail or The National Post for the best journalism or use the Library resources to read previous editions online (see pages 25-27 for information on Library resources).

Skill Building - Networking - Events - Volunteering



What is the BSA?

The Vancouver Island University Business Students' Association (BSA) is made up of students wanting to maximize their education by networking with the business community, faculty, and other students. The goal is to prepare students for real world situations, to enhance life on campus, and to supplement the education received in the classroom with real world experience.

Why Join the BSA?

School is more than just books and classes! Become an active member of the BSA and you will learn real world skills that can take you further than your education alone. You will develop stronger networking skills, event planning skills, and learn how an organization works. Everything from using Robert's Rules of Order, to producing budgets and financial statements, to marketing strategies is covered in BSA meetings and events.



How to get involved:

- Become an active member at large by attending meetings
- Run for a position on the board
- Participate in planning events

www.viubsa.ca

Board of Directors

President
VP Administration
VP Finance
VP Internal Affairs
VP External Affairs
VP Marketing (x2)
Activity Coordinator (x2)
International Student Liaison
Professional Development Coordinator
Year Representatives (1st through 4th)

Community Involvement - Campus Life - Fundraising

Be Realistic About What You Can Accomplish

If you want to discontinue a course, be sure to contact Registration before the drop date or you will receive an “F” for an incomplete course.

Exercise

Your brain works better when it is fed oxygen. Try to fit some exercise into your busy schedule. Get enough sleep to attend your 8:30 a.m. classes.

Work Hard

There are few other ways to become happy and successful. Tuition is expensive - try to get the most out of your experience at Vancouver Island University by being committed to your education.

Involve Yourself in School Life

There are many clubs, outdoor programs, speakers and activities offered throughout the school year. Try to balance your course work with other activities to enhance your experience at VIU. Consult the VIU Campus Recreation site for a list of all the programs and activities offered on campus at: <http://www.viu.ca/campusrec/index.asp>

The Process of Learning

Learning can be rewarding when you immerse yourself in the process. You must have a commitment to learn and be willing to work hard. Nobody is obligated to “provide” you with an education – that is something you must do on your own.

Begin preparing for exams in the first week of classes. This means attending all lectures, making notes and paying particular attention to the themes, concepts and ideas that your instructor highlights in lectures. Some will provide study guides for exams. Keep up with the work and don’t allow yourself to get behind on the readings.

There are four stages to acquiring knowledge:

- Learn through reading and reflecting about the content of the course materials. Many instructors offer additional references for study.
- Analyze the materials. This means breaking down various arguments and theories into their constituent parts, examining their assumptions and presuppositions.
- Be critical of the assumptions, the logical form of the argument and the cases it excludes. Critical thinking is an extremely important skill that you will need to use through both your professional and personal life.

- Argue your point. If you can substantiate your argument, you should feel compelled to voice it. As well, we should be open to the arguments of others and be willing to revise our ideas based upon logical consistency of the argument, and the evidence to support it. Knowledge is provisional, and thus is constantly being revised and added to; continually challenging our views, beliefs, opinions and perspective.

ORAL PRESENTATIONS

In the course of your academic career you will have to make many presentations. Presentations are used as part of the curriculum to help students become comfortable presenting information to groups of people. This is a skill that is required by most professionals during their careers. Preparation and practice are the keys to success. Here are some tips.

Time

Keep to the time limit that is set. If you don't keep to your limit you could be forcing another student to shorten his or her presentation.

Flexibility

If someone else goes over time, you must be able to shorten your presentation, while not losing the most important elements.

Back-Up

The show must go on! Have a contingency presentation in case of technical difficulties. Do not rely solely on your presentation software. It is advisable to have back-up overheads or handouts prepared in case of technological malfunctions.

Try Not to Read

Presentations are more interesting and dynamic when the person appears to be speaking extemporaneously (without preparation, off the top of their head). Talk to your audience rather than read to them. Also, look at the slides on your laptop during the presentation, not the projected image.

Dress Professionally

It looks nice, is reflective of the workplace and lends credibility to your presentation.

Visual Aids

Learn to use PowerPoint™ or other presentation software effectively. Below are some guidelines provided by research sponsored by UCLA.

Tips for Presentation Slides

Basics

- Include only essential information
- Avoid slides with too much data
- No more than seven words a line, seven lines a slide

Pictures

- Graphics are useful in presenting information
- Art or pictures can illustrate a point
- Pictures should be large and bold
- Two pictures a slide maximum

Graphs, Diagrams, Charts

- Great for showing relationships, comparisons or change
- Graphs should not show much detail
- Diagrams should only be used to demonstrate something

Arrangement

- Don't crowd the information
- Leave space between lines of text
- Make the slide look symmetrical

Templates

- Use templates
- They provide design
- They provide standardized positions, colour and style

Colours

- Limit use of colour
- Beware of certain combinations
- Use colours that contrast
- Use a dark background with light letters
- Test for readability from a distance

Font/Text

- Font size should correspond with importance
- Should be between 18-48 point
- Use clearly legible fonts
- All capital letters are hard to read
- Use capital letters to start each point
- Avoid abbreviations and punctuation marks

Source : Effective Presentations

< <http://www.research.ucla.edu/era/present/index.htm> >

WRITING

~~Important~~

The following sections are intended as a *guideline* for student reference. Sample formats and assignment guidance provided here is **NOT** intended to replace specific instructions given to you by faculty.

Always follow guidelines from your instructor and adhere to his or her particular expectations for assignments. If you are unsure on any topic, ask your instructor for clarification.

Writing Guidelines

The following table lists a few of the most common characteristics of papers at the different grade levels. Not all characteristics will necessarily be present at once. Any basic flaw, if sufficiently serious and frequent, can reduce a mark significantly.

“A” Papers

- sound writing style, proper attention to references
- consistently well organized logical structure, with an interesting and significant thesis and paragraphs directly related to that
- no badly flawed sections (e.g. contradictions, collapses, irrelevances)
- consistent interpretive engagement with the text, with good examples examined in useful detail
- at the higher range, an intelligent awareness of some of the more complex implications of the argument (e.g. counterexamples, alternative accounts, contradictions or ambiguities within the text under consideration)
- paper structure includes title page, table of contents, executive summary, appropriate headings in body of paper and list of references

“B” Papers

- a good writing style with only very occasional grammatical faults
- a firm sense of logical structure with a clear thesis and paragraph structure, which may be in some places rather flawed or inadequate
- some consistent attention to evidence from the text and to interpretation of that evidence (which may be developed insufficiently or explored poorly)
- often an argument which is basically sound but which is rather superficial or narrow or strained or insensitive to some major counterexamples (or more likely) interpretation
- paper structure is missing one or more key elements

“C” Papers

- a comprehensible but flawed engagement with the text and thesis and some evidence of structure but rather confused or irrelevant in places
- careless writing style and insufficient attention to references
- excessive reliance on uninterrupted quotes or on material from secondary sources
- large sections of the paper consisting of little more than a summary of the text
- the application of huge unexamined generalizations to the text, without sufficient regard to what the text itself is saying
- at the lower end, a refusal to explore particular details of the text and instead a host of uncoordinated opinions (either the writer’s or from secondary sources) about the text and other matters
- paper structure has serious weaknesses

“D” Papers

- an excessively careless writing style (to the point where the reader has at times to take a guess at what the writer means)
- little or no argumentative structure to shore up the opinions, often the thesis is unworkable or absent
- paper structure is non-existent

“F” Papers

- very serious difficulties with basic writing style and with the structure of the argument (no thesis, no sense of paragraph development, no engagement with the text)
- partial or total plagiarism (pleas of ignorance about plagiarism will be ignored)
- paper structure is non-existent

Library Research

Vancouver Island University Library has a wealth of resources if you know where to look for them. You have a choice between using print or electronic resources, or a combination of both. Here is a brief summary of what is available.

VIU Library

The VIU Library website is located online at < <http://www.viu.ca/library/>>. To login, you need your library card and PIN number which provides access to the various services and resources particularly when you are researching from off-campus. You can initiate this access by taking your VIU student card to the library’s **Service Desk** (main/3rd floor) where the staff will validate it as your library card. At this time you’ll be given the accompanying Library PIN.

The Student Guide to Library Services

This brief document provides information on borrowing materials, accessing resources online, equipment loans, interlibrary loans, etc.

http://www.viu.ca/library/docs/stu_guide.pdf

Databases (searching for journal articles)

The library currently has ~ 150 electronic databases which contain journal articles and other information for all the disciplines currently taught at VIU. To find the management databases, go to the **Databases by Subject** link under the **Search for Resources** section, on the library's main page (blue tool bar). Then view the **Business and Management** list: <http://libguides.viu.ca/content.php?pid=48509>. This section lists ~ 40 databases. Some of these resources are traditional databases (which cite articles in journals on concepts and topics), while others are more specialized (untraditional) databases which provide company reports and finances, market reports, data and statistics, industry reports, etc.

There is a series of research guides created to help you identify and locate resources for your research assignments. The main guide is called **Management: Electronic Resources** <http://libguides.viu.ca/content.php?pid=49187>. To find the complete list of management guides, go to the library's main page and select **Guides and Tutorials** (from the **Search for Resources** list). Then scroll down the page until you get to the section called **Browse by Subject**, which includes the link to the **Business and Management** guides: <http://libguides.viu.ca/cat.php?cid=9927>

Here are some examples of the management research guides:

<http://libguides.viu.ca/content.php?pid=84719>

Management: Business Law

<http://libguides.viu.ca/content.php?pid=49141>

Management: Company Information

<http://libguides.viu.ca/content.php?pid=49011>

Management: Country Information Resources

<http://libguides.viu.ca/content.php?pid=48343>

Management: Fraud Awareness, Detection and Prevention (Acct 350)

<http://libguides.viu.ca/content.php?pid=87801>

Management: Library Research Basics

<http://libguides.viu.ca/content.php?pid=48366>

Management: Market Resources

<http://libguides.viu.ca/content.php?pid=50069>

Recreation and Tourism Resources

A full listing of all library guides can be found at <http://libguides.viu.ca/index.php>

Journals A to Z

The library has thousands of journals in its collection but only a small number of these are available in print or microform. The majority of the journal collection is available in full text in an online database. To locate specific titles in this collection, go to the library's main page and select, **Journals A to Z**, from the **Search for Resources** list (blue tool bar): <http://cufts2.lib.sfu.ca/CJDB/BNM/browse>. On the search page type in the journal title, the system will search for your title and then tell you if this publication is part of our collection, where it is located, and what years are available.

Newspapers

Newspapers can provide great, current information. However, you must be careful that the information is credible. Recommended newspapers include The Globe and Mail and The National Post. The current issues (last 3 months) are located in the Periodical area on the main floor of the library; however, both titles are available online in the database, Canadian Newsstand, which carries almost 300 Canadian Newspapers in full text.

Reference Collection

There are books in the Reference Collection (main/3rd floor) useful to management students e.g. European Marketing and Data Statistics, Encyclopedia of Recreation and Leisure in America, and Compendium of Tourism Statistics. The library has recently moved the majority of this collection upstairs to the main stacks to enable students to use them more easily and to allow these resources to be checked out of the library.

Government Publications

The government publishes many relevant studies along with data and statistics. The print publications are located in the Government Publications area of the library (main/3rd floor), in either the BC or federal government section. The online resource, **Canadian Research Index**, is a database which contains information from all three levels of government and is listed alphabetically under the title in the **Databases A to Z** listing. Note that a huge portion of government publications are now available online at the appropriate government web site. Important government statistics sites are also included in the **Data and Statistics** page, listed on the research guide, **Management: Electronic Resources** <http://libguides.viu.ca/content.php?pid=49187>.

eBooks

The library has a continuously growing collection of over 56,000 electronic books (in full text) which can be accessed online. A large portion of these books are in various areas of management. eBook records will come up in the result list of any general search in the library catalogue. However, users can specifically search for eBooks. To do so, go to the Library's main page, and under **Search for Resources** (blue tool bar), select the **eBooks** option from the list. This will allow you to search all the electronic books in VIU library's collection <https://marlin.mala.bc.ca/malabin/door.pl/0/0/0/60/797/X>

There is also a guide to VIU's eBooks which group these resources under different platforms: <http://libguides.viu.ca/content.php?pid=51067>.

Reference Desk

The Reference Desk is located on the library's main (3rd) floor on the right hand side as you enter the gates. This desk is staffed by professional Librarians who can assist you when you need research information for your studies and assignments. For assistance outside the library, you can contact librarians online via two services: Askaway and Ask-a-Librarian. The first is a province-wide, live chat service provided by academic librarians throughout BC. The second is an email service, provided by VIU Librarians. The Askaway chat service is located on pages throughout the library online website. Both can be accessed off the library's main page, by selecting the link: **Ask for Help**.

Library Instruction Classes

Course instructors can request a **Library Instruction Class**, particularly for their 3rd and 4th year levels. This library research skills class is taught by the subject librarian and is usually 1.5 hours long. The librarian and instructor liaise together for this instruction which addresses specific course content, along with a specific student assignment.

World Wide Web

The Web is also a source for research: for example, corporate Web sites are a source of corporate annual reports. However, other Web research can be risky. There is an abundance of material on the Web which is **not** credible. When evaluating information found on the Web, consider the following.

- Is this a credible source?
- Is it dated and authored? (The article should have an author and a date.)
- Online journals are always best.
- Wikipedia is not a credible source. Wikipedia's information can be altered or added-to by anyone. Therefore, there is no way to tell if the information is credible or not. **Most instructors will not allow information sourced from Wikipedia!**
- Corporate or organization websites are ok. Many times you will need to research an organization whose information will not always be authored or dated. Sometimes you can find the author in the source code but if not, make sure you reference it correctly. (See Referencing Section)
- Google Scholar is a good search engine to explore.

Writing a Research Paper

Writing a research paper generally requires the student to make an argument or describe something. Here are some guidelines.

- **Be Objective and Factual**
Your paper will be convincing when you substantiate it with references to factual sources. Personal opinions and generalizations from your own experience - which may be very interesting- are not appropriate. The strongest papers are those that analyze, integrate and synthesize information from credible sources that are relevant and appropriate to the assigned topic.
- **Use Third Person**
Most instructors in the School of Business require the use of third person. For example, the use of, "I, we, he, she, they", is not accepted. Instead use, "One must...", "The group should....", "Management is responsible for....." etc. If you are unsure about this consult your instructor or the Writing Centre.
- **Correct Grammar and Spelling**
The School of Business has developed a policy regarding English standards for every course. Assignments must be free of spelling, punctuation, and grammatical errors. Assignments containing such errors will be penalized (i.e. mark deductions). Although it is recommended to do a computer spell check before submitting assignments, be aware that some computers don't pick up words that are misused. You must proofread all your assignments.

Choose a Topic

- If a topic is not assigned to you, choose one well in advance. You should have an idea for all papers assigned for that semester within the first two weeks of class. Make sure to approve your topic with your instructor.
- Pick something that interests you and is not too broad a subject. You need to ensure that you can find and access the information you need to cover the subject factually and credibly.
- Narrow your subject down to something manageable for a paper and consult the library's on-line catalogue for books and articles. You may find some interesting sub-topics and want to focus on them in more detail.
- If a topic is assigned, it is likely that others will need the same research materials as you. You must make certain you will be able to access the materials you need.

Making Sense of Your Resources

Using textbook resources can be overwhelming. You don't have to read each one, cover to cover. Consult the textbook's Table of Contents and Index to focus on what the authors have to say on the topic you've chosen. Make judgments as to whether you want to include their research, comments, or observations in your paper. Make notes on index cards to record your sources of information. You don't have to worry about organizing the material or writing anything coherent at this point.

Next, make more detailed notes on the journal articles and texts you've gathered. If an author in a textbook mentions a particularly relevant journal article which you can't find in the library, obtain it through **Inter-Library Loans** (allow for up to two weeks for delivery!). Sort through your information and discard or return unnecessary materials.

Begin with the most promising sources. Extract the main ideas, outstanding examples and important conclusions. Any information you collect should relate directly to your topic or questions.

Always ask yourself at each stage of the research process, "what does this article, book or the notes I'm making have to do with my main argument or description of my topic?" If you can't answer that question, the information probably isn't useful or you should re-think your topic.

Write an Outline

Writing an outline is great way to clarify what you want to cover and in what order. An outline is useful for group papers to help delegate the workload and set progress schedules and deadlines.

Make an outline for your paper within the framework below (Intro, Body, and Conclusion). If it's helpful, state your thesis (central question or idea), the main questions you intend to address and the ideas you plan to express. Under each one, briefly organize your supporting points.

An outline can also help you keep your sources and citations organized. Note in the outline the sources for each paragraph or main point. For direct quotes, record the page number of the quote from the source where it appears, in your paper.

Write the Paper

The first draft should have a clearly defined order - either chronological or one based on the logical flow of ideas. Here is a general guide.

- **The Introduction**
Some people find this section easier to write last - how can you tell people what you're writing about if you haven't written it yet?

Use this section to convince the reader to continue reading your work. Explain what you are going to do in the body of your paper: what are the major problems, questions and issues? You may also wish to provide some historical background to the issue.

- **The Body**
Progress through your paper in the same order as you have outlined in your introduction. This provides for easy reading and contributes to the flow of your argument. The body must flow and be well structured (use complete sentences in coherent paragraphs under identifiable sections). Consider using headings to provide a "map" for the reader to follow your thinking.

- **The Conclusion**
Summarize the key points and, in some cases, remind readers of the purposes for writing the paper as you stated them in the Introduction. Substantiate the reliability of the conclusions in view of information you've collected.

Generally speaking, no new ideas should be added in this section because you are concluding a topic. You have convinced your reader about a certain state of affairs based on the strength of your research and the consistent argument which you've made.

Reports

Reports require the same rigor in terms of resources and sourcing as papers and essays. They differ in that they are more carefully organized, using headings, lists, charts and

graphs where appropriate. Good reports simplify facts so that anyone can understand them. Collecting information and organizing it clearly and simply into meaningful reports are skills all successful business people require.

Using Charts and Graphs

A picture is worth a thousand words. In report writing your goal is to be as clear and concise as possible.

- If a chart or graph can say it better than you can, use it.
- If it is not your own however, you must source it!
- If it requires explaining or it takes up a lot of space you can choose to put it in an appendix instead.

The Executive Summary or Abstract

The executive summary or abstract, while located at the beginning of the document, should always be written last. It should be a “snap-shot” or synopsis of the most important points of your report or case study. Its purpose is to provide the executive who is too busy to read the entire report with the gist of the information it contains. While the length of the executive summary is one of some debate, a good rule of thumb is that it should be one page long for every ten pages of the report (excluding Appendices). It is perfectly acceptable to “cut and paste” key sentences or paragraphs and charts from the report. Be sure to include those things you think an executive would be most concerned with, e.g. financials, trends, recommendations etc.

Table of Contents

The Table of Contents can be created using your word processing software. In Word™, you can use built in outline level formats or styles for your paper then just chose to insert the title page at the beginning of the report. You can also use outlining levels to create a more customized Table of Contents. Choose (View), (Outlining), then go through the paper and select the headings and sub-headings you want to appear in the Table of Contents. Then select (Insert), (Reference), (Index and Headings), (Table of Contents). You can then format it to suit your needs.

Structure

Followings are the key elements of the report.

- | | | | |
|----|-------------------------------|----|----------------------------|
| 1. | Title Page or Front Page | 5. | Body of Report |
| 2. | Executive Summary or Abstract | 6. | Conclusion/Recommendations |
| 3. | Table of Contents | 7. | Appendices (Optional) |
| 4. | Introduction | 8. | Reference List |

Sample Report Format

TITLE PAGE
A Sample

Group Members: Jane Smith
John Student

This report is submitted in partial fulfillment of
the requirements for International Marketing
MARK xxx, Spring 200X

Faculty of Management
Vancouver Island University
Nanaimo, BC, Canada

(Date of submission)

TABLE OF CONTENTS

Introduction.....1

Current Market
Main Point One.....2
Main Point Two.....2
Main Point Three.....2

Industry Analysis
Main Point One.....3
Main Point Two.....4
Main Point Three.....4

Future Trends
Main Point One.....5
Main Point Two.....6
Main Point Three.....6

Conclusion..... 6

Appendices
Appendix A: Market Statistics
Appendix B: Value Chain

References

TITLE
A Sample

Introduction
Text (purpose and progression of report)

Current Market
Text text text

Main Point One
Text text text

Main Point Two
Text text text

Main Point Three
Text text text

Industry Analysis
Text text text

Main Point One
Text text text

Main Point Two
Text text text

Main Point Three
Text text text

Future Trends
Text text text

Main Point One
Text text text

Main Point Two
Text text text

Figure 2.1: The World's Exports and Imports in US\$ Billions, Selected Years 2001-2005, SITC 553: Cosmetics and Related Products.

Year	World Exports (US\$ billions)	World Imports (US\$ billions)
1990	10	8
1991	12	10
1992	14	12
1993	16	14
1994	18	16
1995	20	18
1996	22	20
1997	24	22
1998	26	24
1999	28	26
2000	30	28
2001	32	30
2002	34	32
2003	36	34
2004	38	36

Source: United Nations

Main Point Three
Text text text

Conclusion
Text (summarize, recommend, substantiate)

**Sample Appendix 1:
Total World Trade of Cosmetics**

YEAR	World Exports (in Billions)	World Imports (in Billions)
1990	10.29	8.63
1991	10.87	9.76
1992	12.63	11.22
1993	13.34	11.83
1994	15.97	14.07
1995	18.58	16.72
1996	20.11	18.26
1997	21.17	18.98
1998	21.76	20.03
1999	22.42	21.27
2000	23.33	22.35
2001	25.5	24.31
2002	27.51	26.18
2003	33.7	33.7
2004	39.28	36.84

Source: United Nations, 2006.

REFERENCES

Balassa, B. (1965), Trade Liberalization and 'Revealed' Comparative Advantage, *The Manchester School of Economic and Social Studies*, 33, pp. 99-117.

Balassa, B. (1975), European Economic Integration, North Holland, Amsterdam.

Balassa, B. (1977), Revealed Comparative Advantage Revisited: An Analysis of Relative Export Shares of the Industrial Countries, *The Manchester School of Economic and Social Studies*, 45, pp. 327-344.

Balassa, B. (1979), The Changing Pattern of Comparative Advantage in Manufactured Goods, *Review of Economics and Statistics*, 61 (2) May, pp. 259-266.

Balassa, B. (1986), Comparative Advantage in Manufactured Goods: A Reappraisal, *Review of Economics and Statistics*, 68 (2) May, pp. 315-319.

Balassa, B. and Bauwens, L., (1988), Changing Trade Patterns in Manufactured Goods: An Econometric Approach, *Journal of International Economics*, 23, pp. 182-185.

Case Studies

Many courses within the business program use case studies to teach students how to analyze a situation and make a decision or recommendation based on their analysis. A case is either a fictional or real-life snap-shot of a company, person or project during a specific period of time. After reviewing the case you will be asked to write an analysis report that should include:

- a background or history of the company, person, project or situation,
- a description of the prominent issues pertaining to the case,
- an objective analysis of each of the issues (instructor may or may not provide guiding questions),
- your recommendations based on the analysis, **or**
- an evaluation of the solution provided in the case.

Your instructor is likely to require a specific format for writing your case study which may or may not include questions for analysis. Always follow the specific case instructions outlined by your instructor.

Considerations

- **Scope**
Sometimes instructors do not wish you to research the company in question beyond the scope of the case. In such cases ensure you use additional sources of theory, other than your textbook, to substantiate your analysis, recommendations and/or evaluations.
- **Time**
Give yourself ample time. Many cases are long and require more than one read-through to define the issues. Know the case backwards and forwards before you begin your case study analysis. Take notes along the way. Case studies are not something that can be done the night before.
- **Objectivity**
Be analytical and objective during the analysis portion of your report. This is where you examine the facts and issues as they are presented, highlighting both the positive and negative implications of each. Be analytical rather than descriptive and avoid personal opinions.
- **Substantiate**
Your analysis should guide your recommendations or evaluation. Your recommendation may be based on your opinion, but should be substantiated by points discussed in your analysis.

REFERENCING

Why Reference?

Academic studies are all about knowledge: sharing it, building upon it, creating new ideas and understanding. To support this, we are required to recognize how we have used other people's ideas and work in our own writing at school. Referencing is acknowledgement of our use of other's work. We need to reference properly for the following reasons:

- **Credibility** - provide evidence of our effort to investigate a body of knowledge and produce academic work
- **Credit** - give credit to others for their work and contributions
- **Access** - supply our readers with the information to access our sources for themselves

It's in your Code of Conduct!

Vancouver Island University's Student Code of Academic Conduct holds students to a standard of academic integrity. This standard includes the obligation to acknowledge other people's work and to avoid plagiarism.

Plagiarism is taken seriously.

Plagiarism is the unauthorized use of someone else's ideas and words and the representation of them as your own original work. Each year, our Faculty of Management Academic Misconduct Committee deals with several cases of academic misconduct related to plagiarism; the consequences in some cases range from assignment failure, to course failure and suspension. For more information, see the section on **Academic Integrity and Conduct** in this handbook.

Plagiarism often happens out of ignorance of the responsibility for proper citation and referencing but this is not considered a valid excuse. This section of the handbook is to help you avoid any unintended violations of academic conduct.

Referencing Terminology

Referencing is the act of identifying the sources of information you have used in your work. The following terms apply to specific aspects of referencing.

Citing - is identifying the use of information from another source, at the exact place you are using that information in your writing.

Citation - is the actual quotation of material from another source, along with a brief identification of that source (usually author and publication year as a minimum identification). The citation enables the reader to find the more detailed reference for that source within your bibliography.

Reference - is the more detailed identification of a source used in your work. It includes such information as: author(s), year of publication, title, publisher, etc. All your references are listed together at the end of your document. A referencing system (like Harvard Referencing) prescribes a standardized structure for the identification information used in a reference.

Reference List - the complete list of all the references used for your work. This list is alphabetical, by author's last name, and acts as an index; using the author and date in a citation, the reader should easily find the matching detailed reference in the reference list.

Bibliography - is the term Harvard Referencing uses for the Reference List. Note that other systems may use the term "Bibliography" to describe a complete reading list (including sources read but not cited), thus potentially bigger and broader than an actual list of references.

Harvard Referencing

A standard method for structuring citations and references helps simplify their use for both the reader and the writer. Several systems to ensure appropriate acknowledgment of others sources exist: MLA, APA and Chicago for example. Some journals even have their own their own required formats. The Faculty of Management Business department's standard method is Harvard Referencing (commonly called "Quote, Unquote"), available at: <http://www.viu.ca/business/resources.asp>

IMPORTANT: Unlike methods such as APA, which also defines standards for writing style (i.e. including the use of headings, tables, punctuation, etc.), Harvard Referencing focuses only on referencing. Ensure that you check departmental and instructor expectations for writing style standards.

Next Steps

1. Access the Harvard Referencing manual found at the link on the Business Student's resources web page provided above. You may download the PDF copy for yourself.
2. Read the introduction explanation (pages 3-4) and review the manual to familiarize yourself with the contents. The most commonly used material is likely to be found in the section on "Citing within your text", and the "Printed sources" and "Electronic sources" subsections of the Bibliography section.

3. A “**Speedy Guide to Harvard Referencing**” that contains many of the most common citation and reference situations you will encounter is found at the end of this section of the handbook. It is also available in PDF format at <http://www.viu.ca/business/resources.asp>
4. The in-text citations give the reader quick identification of your source and enough information to find the detailed reference in your bibliography. Remember to include source page numbers when you are including a quotation in your writing or paraphrasing specific material from the source.
5. Strive for consistency. You have some choices when applying referencing, particularly in formatting your reference items in the bibliography (i.e. publication titles can be underlined or in bold or italics). Be consistent in applying your choices within a document.
6. **Remember the reasons for referencing!** It is difficult to categorize all the possible scenarios that you may come across when trying to document sources for your writing, particularly given the rapidly evolving use of the internet to publish information. Sometimes you may have to pick the closest example of formatting and apply it, or combine characteristics of two examples. When it isn’t clear exactly which situation applies, remember the *intentions* of “credibility, credit and access” and ensure you are doing your best to address those intentions.

Internet Resources for Referencing and Writing

VIU

- <http://www.viu.ca/business/resources.asp> (Faculty of Management, Business Department Student Resources)
- <http://www.viu.ca/writingcentre/index.asp> (Writing Centre)
- <http://www.viu.ca/technology/students/workshops.asp> (Student Technology Workshops)

External

- <http://www.plagiarism.org> (great site for material on academic writing)
- <http://owl.english.purdue.edu/owl/> (Purdue University’s Online Writing Lab)
- <http://www.library.ualberta.ca/guides/plagiarism> (University of Alberta’s site for academic writing)
- <http://www.lmu.ac.uk/skills/open/sfl/content/harvard/> (LMU is the source of “Quote, Unquote” guide – this is their online tutorial version)

Additional Notes

- Remove the hyperlink! When you enter the internet address for a web source in your reference list, your word processor may automatically convert it into a

hyperlinked address (underlined and in blue). The hyperlink is not required and should be removed.

- Citation flexibility. You may wish to include the author(s) name naturally in your writing and that is an acceptable variation of the citation. Simply use the author in your text and retain the year and page number (if used) in parentheses as before. For example: “Schein (1999) describes culture in three levels.”
- Page identification prefix in citations and references: for single page number, use ‘p.’ [Citation example: (Smith, 1999, p.45)]; for a page range, use ‘pp.’ [Citation example: (Wilson, 2008, pp.48-57)]

SPEEDY GUIDE TO HARVARD REFERENCING

Source Types/General Rules	In-text citation	Bibliography
Book, single author	(Collins, 2001, p.49)	Collins, J. (2001) Good to great. New York, Harper Business.
Multiple authors format (for any source). Examples are for 2, 3 and 4 or more authors.	Format in citation: (Gundry & Kickul, 2007) (Hughes, Ginnett & Curphy, 2006) (Davis et al., 2000)	Format in reference: Gundry, L.K. & Kickul, J.R. Hughes, R.L., Ginnett, R.C. & Curphy, G.J. Davis, B. et al.
Chapter in an edited collection	(Kotter, 1999, p.73)	Kotter, J.P. (1999) Making change happen. In: Hesselbein, F. & Cohen, P.M. eds. Leader to leader. San Francisco, Jossey-Bass, pp.69-79.
Secondary reference (book cited within another book)	(Argyris, 1982, quoted in Senge, 2006, p. 164)	Argyris, C. (1982) Reasoning, learning and action: individual and organizational. San Francisco: Jossey-Bass. Quoted in: Senge, P.M. (2006) The fifth discipline. New York, Currency/Doubleday.
Journal article (print)	(Hazy, 2006, p.61)	Hazy, J.K. (2006) Measuring leadership effectiveness in complex social-technical systems. Emergence: complexity & organization. 8 (3), pp.58-77.
Journal article (retrieved from online database)	(Kuvaas, 2006, p.371)	Kuvaas, B. (2006) Work performance, affective commitment, and work motivation: the roles of pay administration and pay level. Journal of organizational behaviour [Internet], 27 (3), pp.365-385. Available from: < http://www3.interscience.wiley.com > [Accessed 13 January 2009].
Reference book with no author (e.g., dictionary)	(Oxford English dictionary, 1989, p.127)	The Oxford English dictionary. (1989) vol 5, 2 nd ed. Oxford, Clarendon.

Source Types/General Rules	In-text citation	Bibliography
Government report	(Ministry of the Solicitor General, 1990, p.45)	Canada. Ministry of the Solicitor General. (1990) A vision of the future of policing in Canada. Ottawa, ON, Department of Justice.
Magazine article	(Salmon, 2009)	Salmon, F. (2009, March 17) A formula for disaster. Wired, pp.74-79.
Newspaper article, no author	("Crime Rates Rise," 2005)	Crime rates rise for second consecutive year. (2005) The Vancouver Sun, 15 July, p.A1.
Brochure	(Royal Canadian Mounted Police, 2006)	Royal Canadian Mounted Police (2006) Crime prevention tips for homeowners. Nanaimo, Canada, Royal Canadian Mounted Police.
Electronic documents (i.e. electronic book or case study) retrieved from online source	(Rochlin & Boguslaw, 2001)	Rochlin, S.A. & Boguslaw, J. (2001) Safeco's urban marketing initiative [Internet]. Boston, MA, The Center for Corporate Citizenship at Boston College. Available from: < http://www.caseplace.org > [Accessed 6 March 2009].
Web page - authored	(Rowett, 1998)	Rowett, S. (1998) Higher Education for capability: autonomous learning for life and work [Internet], Higher Education for Capability. Available from: < http://www.lle.mdx.acu.uk/hec/about.htm >[Accessed 8 August 2000].
Web page - corporate	(Ikea Group, 2009)	Ikea Group (2009) About Ikea [Internet], Inter IKEA Systems B.V. Available from: < http://www.ikea-group.ikea.com/?ID=2 > [Accessed 6 March 2009].