

COMMONWEALTH OF AUSTRALIA

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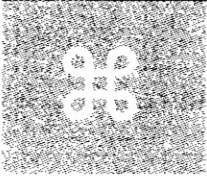
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marise the points in the body of the essay. It's a good idea to restate the thrust of your argument, but try to avoid repeating the thesis statement word for word. Just as the Introduction seeks to catch your readers' interest, try to leave them at the end, not only with a sense of something completed, but also with an appetite sharpened for further information. A dramatic prediction or a challenging question can serve this function. Do not introduce new information or new factual material in the conclusion.

Final Steps

In addition, there are other last-minute steps you can take to ensure that your work has the best possible chance of getting the marks you believe you deserve. See chapter 7 for a final checklist.

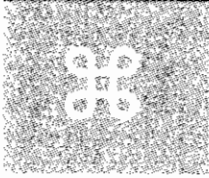
CHAPTER

3

Quoting from Other Writers Justification

As we have seen in Chapter 2, it is quite acceptable - even preferable - in a tertiary essay to borrow other people's ideas and use them in your writing. However, ideas are valuable commodities in the academic world, and therefore there are very strict rules about the ways in which such borrowing may be carried out. Essentially, these rules boil down to the principle that you cannot borrow ideas and present them as your own. You are expected to acknowledge the source of those ideas; in other words, you must say that you have borrowed them and indicate precisely where you have borrowed them from. This is known as "citing" your sources. Borrowing ideas without acknowledgement (known as plagiarism) is a serious crime in the academic world, and all universities have the power to apply penalties when it is committed. This University's policy on plagiarism is outlined in Appendix 3.

A second reason for citing your sources is to assist your readers. When you indicate where you have gained particular ideas from, any reader who is particularly interested in them may then track down the exact source document which you have consulted. Given the vast amounts of information that are available in the libraries of the world, and elsewhere, I am sure you will readily appreciate the need to be very detailed when specifying exactly where you have borrowed your information from.

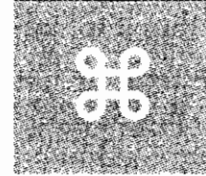


Even the most advanced scholars, who might be carrying out the most innovative and pioneering work in a particular field, are expected to acknowledge the related work of other researchers or experts in that field. The reason for this is to enable readers to gauge the value and relevance of the new work against the background of previous knowledge or theories.

You are probably aware of some of the ways in which information sources can be cited. No doubt you have seen little numbers above the text, footnotes at the bottom of a page, and lists of books and articles at the end of a chapter or the end of a book.

There are a number of different systems for this documentation procedure. The system adopted in the Faculty of Business is the Harvard System, sometimes called the Author-Date System, which is economical in terms of time and space, and growing in popularity in scholarly and scientific circles. *The Style Manual for Authors, Editors and Printers*, a book issued by the Australian Government Publishing Service, and one which you should become familiar with, points out the following reasons why the Harvard system has become more widely accepted:

1. It is straightforward and relatively easy to use.
2. Entries can be added and deleted, generally with minimal disturbance to the text.
3. It enables the reader to make an immediate association between an idea or fact and its author and time of publication. (AGPS 1996, p. 148)



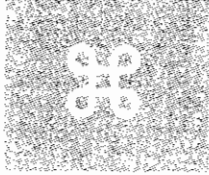
The Harvard System

The Harvard system does not use footnotes or a numbering system. Instead, it offers a brief note in the text about where the borrowed information has come from. This allows the reader to consult the alphabetically-ordered reference list at the end of the text, which contains full details of the original source.

The note within the text usually gives the author's name, the year of publication and the page number(s) if necessary.

The following passage (about the "grapevine" in organisations) shows various types of references in the text, using the Harvard System:

The terms *informal system* and *grapevine* are defined as virtually interchangeable (Presley 1997, pp.32-33). In terms of communication, the grapevine has been described as 'a person-to-person method of relaying secret reports which cannot be obtained through regular channels' (Redding 1995, p.616). As Donovan and Minogue (1989) pointed out, grapevine communication usually occurs in cluster-transmission patterns. Since many daily episodes of organisational communication, ranging from ritual greetings to coffee-break socialising, do not fit this pattern, some scholars prefer a broader definition of informal communication that includes such episodes (Seals & Crofts 1988). Some even argue that formal communication is writ-



ten. centralised (vertical), and planned, while informal communication is oral, decentralised (horizontal) and unplanned (Wonder 1983; Jackson 1985). Although research on the grapevine is not extensive, it has generated a number of significant findings. Harris (1994) reported that the grapevine was the speediest channel for spreading messages among employees, and Ifield (1996) was able to report accuracy ranging from 80 to 90 percent for noncontroversial company information. Some of the sophisticated computer techniques for charting the structure of informal communication networks are described in works by Joplin (1991a; 1991b).

NB The "references" cited above, and in the following examples in this chapter, are imaginary.

Notes

These are some of the rules of referencing which have been demonstrated in the passage above:

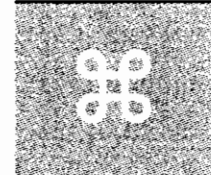
1. References in the text will normally give the author's name and the year of publication (with no punctuation between the two items).

Examples:

The theory was first put forward by an Italian researcher (Sinatra 1989).

or

Sinatra (1989) was the first to propose the theory.



2. If you wish to specify a particular page or pages in the work cited, the textual reference should appear, with a comma between the year and the page number (s).

Example:

Kristofferson (1990, p. 268) offers an alternative explanation.

Or

An alternative explanation is offered by Kristofferson (1990, pp. 268-70).

3. If the works of several authors are cited, the references should be separated by a semicolon.

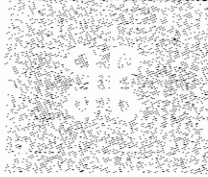
Example:

This interpretation is disputed by several scholars (O'Keefe 1988; Joye 1989).

4. If your text refers to more than one work by a given author in a particular year, they are distinguished by adding lower case letters to the date.

Example:

Parton (1991a; 1991b) has carried out a number of research projects which reinforce these findings.



5. A direct quotation can be worked into the text in various ways. The source, as in the following examples, should either introduce the quotation or be cited at the end. Single quotation marks are normally used.

Examples:

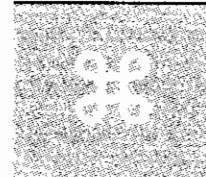
Rotten (1973 p.78) describes the function of upward communication as '... feedback for management, giving clues regarding the relative success of a given message.

Downward communication '...sets the tone and establishes the atmosphere for effective upward communication' (Emerson, Lake & Palmer 1984, p.23).

In his 1975 study of organisations which circulated a proliferation of bulletins, memos, letters, announcements, magazines, newsletters and policy statements, Rogers (p.169) refers to this phenomenon as 'overpublication', because employees tend to react by not reading or listening to the messages.

This is so, argues Armatrading (1986), because '...there is evidence that employees' greatest needs are for more job-related information from immediate supervisors and more organisation-related information from top management' (p.75).

6. Short quotations like those above can be worked into the structure of your prose in many different ways, as long



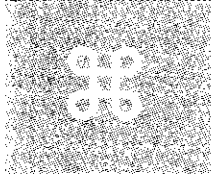
as the actual words quoted are enclosed by a pair of inverted commas. When you wish to use a longer quotation (more than 4 lines of type, say) the recommended practice is to separate the quotation from the body of the text by spacing and to indent it. Quotation marks are not required.

Example:

Maintenance communication is concerned with regulating organisational processes, but Sting (1991) suggested that there is more to maintenance communication than policies and procedure:

Maintenance communication can be defined as communication which influences individual staff members' feelings of self-respect, alters their perceptions of their interactions with other organisational personnel, and/or changes their individual commitment to organisational goals (p. 126).

Given such a broad definition, maintenance communication could include events ranging from corporate videos shown to all company staff, to the regular get-together in the pub after work on a Friday evening.



The Reference List

Obviously the Harvard system of referencing which has been explained above is only useful when it is accompanied by a list giving the complete details of the works that have been cited, so that an interested reader can locate them. That list is called the Reference List, and it consists of all works actually referred to in the text, including books, journal articles, audiovisual materials, government publications, or unpublished material.

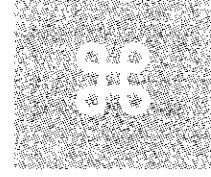
Note that the reference list is not the same as the Bibliography, which is a more general and comprehensive list of works on the topic or area of study covered in the work. The bibliography is more like the author's background reading list.

Works included in the reference list are listed in alphabetical order of their authors' names (or source names, in the case of official publications which have no nominated author), and there are very precise conventions about the way each type of item is recorded. The five main types of materials you will most probably be required to list are books, journal articles, articles from a book of readings, official reports and electronic sources. Here are the ways in which you should record each.

Book

The required information should be presented in the following order:

- Author's surname and initials or given name
- Year of publication



- Title of book (in italics)
- Title of series, if applicable
- Volume number or number of volumes, if applicable
- Edition, if applicable
- Publisher
- Place of publication
- Page number(s), if applicable

Examples:

Fowler, H. W. 1948, *A Dictionary of Modern English Usage*. 2nd edn, Oxford University Press, Oxford.

Daniels, T. D. & Spiker, B. K. 1987, *Perspectives on Organizational Communication*, 2nd edn, Wm. C. Brown Publishers, Dubuque, Iowa, p. 169

With the exception of the author's initials or given name and the year of publication, all elements are separated by commas, and the reference concludes with a full stop.

Journal Article

The required information should be presented in the following order:

- Author's surname and initials or given name
- Year of publication
- Title of article (in single quotation marks)
- Title of journal or periodical (in italics)
- Volume number, if applicable
- Issue number or other identifier, if applicable
- Page number(s)



Example:

Dahle, T. L. 1954, "An Objective and Comparative Study of Five Methods of Transmitting Information from Management to Business and Industrial Employees," *Speech Monographs*, vol. 21, March, pp.21-28

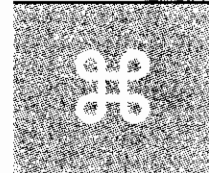
Article from a Book of Readings

The required information should be presented in the following order:

- Author's surname and initials or given name
- Year of publication
- Title of article (in single quotation marks)
- Title of book (in italics, prefaced by 'in')
- Editor's name (prefaced by 'ed.')
- Publisher
- Place of publication
- Page number(s), if applicable

Example:

Weick, K. E. 1985, 'Sources of Order in Underorganised Systems; Themes in Recent Organisational Theory,' in *Organisational Theory and Inquiry*, ed. Y. S. Lincoln, Sage, Beverley Hills, Calif.



Official report

The required information should be presented in the following order:

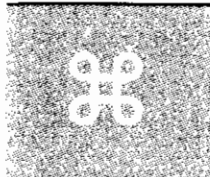
- Name of official body
- Year of publication
- Report Title (in italics)
- Reference number
- Publisher
- Place of publication
- Page number(s), if applicable

Example:

Australian Bureau of Statistics 1985, *Projections of the Population of Australia States and Territories, 1984 to 2021* Cat. no. 3222.0, ABS, Canberra.

Electronic Sources

Electronic sources of information include CD products, electronic journals or other sources on the Internet. Because the information on the Internet is always subject to change, the most crucial thing is to list the date on which a particular source was accessed.



The required information should be presented in the following order:

- Author's surname and initials or given name
- Title of work (in single quotation marks)
- Title of complete work (in italics)
- Type of medium
- Information sufficient for retrieval of item from supplier
- Access date

Example:

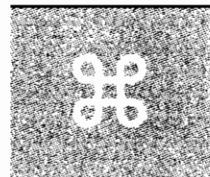
Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. <http://www.ccs.neu.edu/home/lpb/mud-history.html> (5 Dec. 1994)

For a more comprehensive coverage of this complex issue, visit the following website:

<http://www.cas.usf.edu/english/walker/mla.html>

or consult the following text:

Li, X. & Crane, N. 1996, *Electronic Styles: a Handbook for Citing Electronic Information*, 2nd edn, Information Today, Medford, NJ.



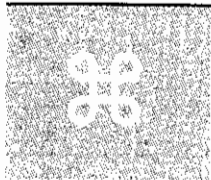
Validity of References

"Don't believe everything you read in the newspapers," someone once said, probably referring to our tendency to regard something in print as possessing a certain degree of truth, or validity. Obviously not all things in print are true and unbiased, but when you quote any printed source in your academic work, it is important that you have some sense of its validity.

The best sources of information for your essays or assignments are academic journals, particularly "refereed journals." Refereed journals are those which don't simply accept any article which is submitted to them. Rather, they forward the article to several recognised experts in the area for review, commentary and recommendations. After this process, the article is often returned to the author for amendments before it is published (or the reviewers may even recommend that the article not be published.) Thus, when you cite in your work articles that have appeared in refereed journals, your readers have the assurance that they have been checked by a review panel, and therefore that the information contained in them should be reliable. The articles are usually the result of a research project where data has been gathered by demonstrable means, and then analysed, and is now being reported on. They are not merely the opinion of the author(s).

A refereed journal usually contains a statement at the beginning on its credentials, like the following example:

"*Asia Pacific Journal of Human Resources* is the peer-reviewed journal of the Australian Human Resources Institute."



A refereed journal will also commonly contain a list of the members of its Editorial Board, who are usually university academics, or leading practitioners in a professional discipline area.

If refereed journals are at one extreme on a scale of reputation, perhaps Internet websites lie at the other. This is not to say that anything on a website is not reputable, but simply that we have to be far more sceptical about its validity. Many websites are created by individuals or commercial organisations, and there are simply no controls over what appears on them.

As a general rule, be very wary about citing material from a website in your written work, unless you can provide the reader with some evidence of its credibility.

Final Notes:

- If you are unable to produce italics (for example, if you are writing your assignments on a typewriter) underlining of titles is acceptable. The main principle is that the title should be clearly distinguished from the rest of the citation.
- If you have conducted interviews as part of your research, the details do not need to be included in a list of references. However, information about the person you interviewed and the date of the interview should be incorporated in the text of the assignment.
- When writing Law essays and assignments there are some particular requirements which you should be aware of. For more specific details, see Appendix 4.

CHAPTER

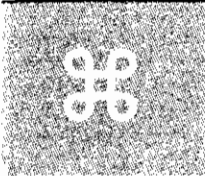
4

Writing Reports

In a number of your subjects you will be asked to write reports rather than essays. A report is generally the preferred mode of presentation when the task is a problem-solving one, or when you need to record the procedures and findings of a scientific experiment or investigation. In each case the research basically involves the collection of actual, real-life data. An essay, on the other hand, asks you to read broadly on a given topic, to interpret and evaluate the ideas that you have read and to develop a logical and persuasive line of argument.

Obviously, similar skills are called for in both essay and report writing, but they are traditionally presented in significantly different formats. This chapter will explain and discuss the required format for the formal written report. Many of the specifications which follow - the established conventions of report writing - arise from the assumption that a report is written in a real-life context. In other words, it is written for a particular person or persons who genuinely need the report, in the sense that they will use it to make decisions. A report, viewed like this, is essentially an organisational document, and it helps to get things done, whether in government, business, science or industry. This is a far cry from the relative artificiality of the tertiary essay, which is usually written and read for assessment purposes rather than for genuine transfer of information and subsequent action.

The Bibliography at the end of this manual contains a list of textbooks which include sample reports. Look at these samples, and use them as models for your own reports.



Elements of a Report

The following are the key elements of the report:

- Title Page
- Summary
- Table of Contents
- Introduction
- Body of Report
- Conclusion and Recommendations
- Reference List
- Appendices

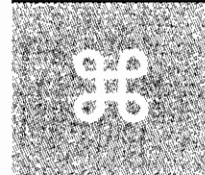
Here is a description of the function of each of these elements, and an outline of what each should contain.

Title Page

This page should contain:

- A concise and informative description of the report topic
- The name of the author(s)
- The name of the person(s) who authorised the report to be written
- The date

All of the above information should be laid out pleasingly on the page, with the title clearly shown (by font size, bold type or other typographical means) to be the most important piece of information. The Title Page could include a company logo, and in a large organisation, where many reports were written, an identifying



serial number might also be used. See Appendix I for a sample Title Page.

Summary

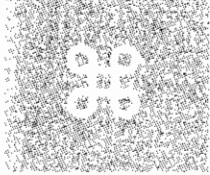
The writing of the Summary has caused difficulties for many students, largely because they are not fully aware of the function it serves in the report. The essential thing to remember is that the Summary is designed for the reader who may not have time to read the entire report when he/she gets it, but who does want to get a quick and comprehensive grasp of what the report says.

Therefore the Summary must (briefly) cover the following aspects:

- Background, authorisation and aim of the report
- Information sources and/or research methodology
- Major findings and recommendations

Many students feel uneasy about writing this material in the Summary, because they have already written much of it elsewhere within the report. The first two items, above, are included in the Introduction (as we shall see) and the third one obviously comes from the Conclusion and Recommendations. But, to emphasise the point, all of this information must be repeated (in condensed form) in the Summary, because it may be the only section of the report that some people ever read.

It is becoming increasingly popular to call this report component an Executive Summary, and some books on report writing refer to the Abstract, the Synopsis, or the Resume (which is simply the French word for sum-



mary.) These elements serve basically the same function as the Summary.

See Appendix 1 for a sample Summary.

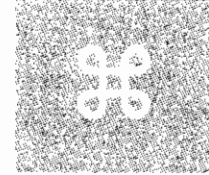
Table of Contents

You are all familiar with Contents pages. They are a sort of map of the territory contained within a report or a book, and their primary purpose is to enable readers to quickly locate particular pieces of information within the body of the work. Like maps, they must be absolutely correct in every detail, or much of their usefulness is lost. They also have a secondary purpose, which is to enable readers, at a glance, to get a clear sense of the overall structure of the document. This is why it is important to use layout features like indentation and variable font size to show the relationship between various items on the page. The Table of Contents should incorporate the following features:

- A system of headings and subheadings
- A numbering system
- Page numbers

I recommend that you use the decimal system of numbering (i.e. 1.0, 2.0, 3.0 etc for main sections and 1.1, 1.2, 1.3 etc for subsections within a main section) which allows theoretically unlimited embedding of subsections and sub-subsections.

If your report contains visuals (maps, graphs, tables, charts, diagrams etc) use a separate page for a Table of



Illustrations. Each item should be numbered (Figure 1, Table 2 etc.) and clearly labelled. In the body of the report, put each illustration in a box and write its number and label below. (e.g. Figure 6: Map of Property)

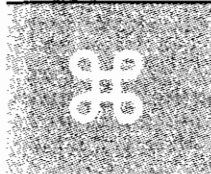
Any illustrations which take up a page or more should be included as appendices, unless you think it important that they be close to the relevant section of the body.

See the front of this manual for a sample Table of Contents.

Introduction

The Introduction should contain the following information:

- Background to the report. An explanation of the circumstances which have given rise to the research and the subsequent report. What is the (unresolved) situation that confronted you at the beginning of your research? Who authorised the report? Why is it being written?
- Aim of the report. A description of what behaviours, or decisions will be facilitated by the writing of the report. In general terms, what will the person(s) who authorised the report be able to do with it?
- Sources and Methodology. A general description of the sources of the information contained in the report and/or the research methodology used to collect it (e.g. field tests, lab. experiments, survey questionnaires, interviews, statistical projections etc.)



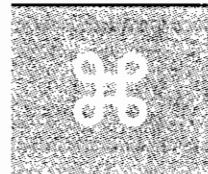
- Scope (optional). An outline of the extent of the topic which is covered in the report. Are specific areas excluded from the research? Sometimes it may be appropriate to combine certain of these elements. For example, a merging of the information about the background and the aims is acceptable. Your Introduction may be broken up into different sections if you wish (e.g. 1.1 Background, 1.2 Aim, 1.3 Sources and Methodology, etc.) but it is not compulsory. Alternatively, you may simply present the same information as a series of paragraphs, without the subheadings. See Appendix I for a sample Introduction.

Body of the Report

The body of the report is a written record of your findings. It should include all the facts that you have been able to uncover which are relevant to the reader(s) and to the decisions which will ultimately be made. It divides a complex subject into its component topics and subtopics. It should be clearly and logically organised in a way which is easy for the reader(s) to understand and absorb. In total, the information in the body should amount to a persuasive justification for whatever recommendations your report eventually arrives at.

Apart from the above general comments, there is very little that we can say to define or describe the body more precisely. Its actual contents will vary enormously according to the nature of the situation being investigated, the people who have authorised the report and the types of decisions that will eventually be made.

As a general rule, several different courses of action to re-



solve the original problem situation should be described, analysed and compared in the body of the report. If your report concludes with a particular recommendation which has significant drawbacks (e.g. it might be an ideal solution but a very expensive one) your reader(s) will be justified in asking whether alternative solutions have been evaluated, and if not, why not.

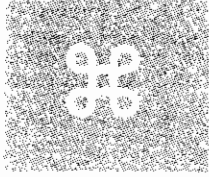
Remember that you should never use the term "body" in your report or your Table of Contents; it is simply a term of convenience for us when we are referring to those sections between the Introduction and the Conclusion.

Conclusion and Recommendations

Longer reports often make a distinction between the Conclusion and the Recommendations. The Conclusion is simply a brief summary of the major findings within the Body, and the Recommendations section lists the courses of action which you, the writer, think are the most appropriate when all of the findings have been weighed up and considered.

In the shorter reports which you will most probably be expected to write as part of your undergraduate course, it is normally acceptable to combine the two into one section. Check with your tutor.

Don't be tempted to introduce new material when you are writing either conclusion or recommendations. If you discover or think of some new information at this stage, you must backtrack and ensure that it is included in a suitable section of the Body. Also, make sure that your recommendations arise out of the evidence in the report.



Ideally your readers should be able to draw conclusions similar to yours on the basis of your findings. If people read your report and feel that your recommendations don't follow logically from the facts presented in the report as a whole, you may be accused of misleading your readers or of faking research to reach the conclusions you wanted to in the first place.

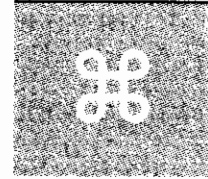
Certainly reports can be used, and are used, as political weapons within organisations, to ensure that certain policies are adopted ahead of others. However, the best advice I can give you is to strive to demonstrate that your presentation of the facts and your final recommendations are fair, objective and unbiased. That way you might not please everybody, but you cannot be accused of deception.

Above all, your recommendations must offer plausible solutions to the questions or problems that sparked the research in the first place. Ideally, your reader(s) should finish your report with the comforting feeling that the unresolved situation that confronted you (and them) when you began your analysis can now be resolved.

See Appendix I for a sample Conclusion and Recommendations.

Bibliography

See chapter 3 for discussion of the presentation of a Bibliography. Include one in your report if you have consulted various sources of information.



Appendices

Put information into an appendix (plural = appendices) if:

- it is relevant to the report, but
- it is so detailed or long that it would interrupt the flow if you put it into the body of the report.

The information contained in appendices must be relevant to the report, and it must be referred to somewhere in the body of the report. Don't fall into the trap of padding out your report with wads of extra, but unnecessary, material in the vain hope that you will fool someone into believing that you have done a more thorough research job.

When there is a reference in the body of the report to material in an appendix, that reference is essentially saying: "There is further information available on the point I have just made, but it is quite long and detailed and if I introduced it right here it would break up the organised way I'm presenting this topic. If you really want details, feel free to break off at this point and consult Appendix X. Alternatively, keep reading here, and read the appendix later, or if you regard that degree of detail as unnecessary, don't read it at all."

Give each appendix a number and a title, and enter it into the Table of Contents.