

## **ANZAM CONFERENCE PAPER STYLE GUIDE**

ANZAM conference papers are presented using the same format as outlined in the editorial guidelines for the *Journal of Management & Organization* (JMO). The key format and style guide details are summarised in this document. For further details for referencing, please refer to the Publication Manual of the American Psychological Association, 6th Edn.

**THIS WILL BE YOUR COVER PAGE.**

**IMPORTANT:** When completed, you may save your file as a TOTAL document for your use, but then you need to save it as TWO separate documents for submission online:

Save the Paper *with* cover page as a separate file, e.g. SmithJpaper\_cover.doc, then

Save the Paper *without* cover page as a separate file, e.g. SmithJpaper\_nocover.doc

Stream Number and Title

(Arial 12 pt Regular Right)

Competitive/Interactive Session (choose one)

(Arial 12 pt Regular Right)

Abstract Only in Program (state only if opting out of full publication in proceedings)

(Arial 12 pt Regular Right)

**Title for ANZAM paper**

**(Arial 12 pt Bold/Centred) (maximum of 200 characters)**

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*(Same information from other authors, if any, follows here. Presenter's name to be underlined)*

Stream Number and Title  
(Arial 12 pt Regular Right)  
Competitive/Interactive Session (choose one)  
(Arial 12 pt Regular Right)

**Title for ANZAM paper**  
(Arial 12 pt Bold/Centred) (maximum of 200 characters)

**ABSTRACT:** (*maximum 120 words, Times New Roman 11pt italics, single line spacing*)

**Keywords:** (max. 6 keywords from lists supplied for conference streams, Times New Roman 11pt regular)

**PAPER TEXT** - (Times New Roman 11pt regular)

### **Length**

Maximum of **twelve (12)** A4 pages of text for competitive papers and **nine (9)** A4 pages for interactive papers, double-spaced, 11 point Times New Roman font, excluding References, Tables and Figures (which are placed at the end of the paper after the text), and the cover page with author details.

### **Margins**

2.5cm (1") on every side

### **Citations and References**

Citations and references should be accurate, timely and consistent throughout. ANZAM uses the Publication Manual of the American Psychological Association (APA), 6th Edn., as outlined below. Please ensure that all in-text citations appear in your References, and vice-versa as appropriate. The accuracy and format of reference citations is the authors' responsibility.

### **Headings, Sections and Text**

ANZAM conference papers should use only three levels of headings (see examples below). Use boldface for Level 1 and 2 headings; italics for Level 3 headings.

**MAIN HEADINGS** (all capital letters; centred; bold) are first and should be used to identify the (normal) three or four major sections of the manuscript. It is unnecessary to have a heading such as 'Introduction'.

**Second-level headings** (title-style; bold; flush left; nothing else on the line) are next.

*Third-level headings* (first letter of first word capitalized; indented and italicized) are next.

Text is to be in paragraph format, left-aligned, one tab indent for first line of each paragraph, double-spaced, 11 point Times New Roman font.

Examples:

## LEVEL-1: **METHODS**

### **Level-2: Data and Sample Measures**

#### *Level-3: Independent variables*

There were three independent variables (IVs) examined in the current research. These were operationalised as follows.

### **Artwork Presentation**

**Tables and Figure Graphics:** Each table or figure should have a sentence in your text that introduces it. Useful tables and figures do not duplicate the text or each other. Carefully consider what each table or figure adds to your work. Look at tables and figures in published, hard-copy issues of *JMO* to get ideas for preferred formats. Indicate in the text where a table or figure is to be inserted as follows:

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Insert Figure 1 about here

---

Figures and tables should be placed at the END of your text (following the References). They should be centred and numbered consecutively (one sequence for Tables, one for Figures) using Arabic numerals (e.g. Table 1, Figure 2, etc.) and have self-explanatory captions, in bold, title-style, left-aligned, above the figure or table, for example: **Figure 2: Distribution of the Online Learning Literature**

Use more than one page if needed for Tables to achieve a neat, readable presentation. Do not use code names and abbreviations, e.g., use ‘Profitability’ *not* ‘PRFT’.

Each table should report one type of analysis as relevant (identified by its title), and each column and row should contain only one type of data. Place labels across the top or down the side. The body of your table should contain only data. Report only *two decimal places* for statistics. Place correlation coefficients in the *lower-left corner* of a correlation table. For general footnotes to tables, use superscript small letters. For ‘*p*’ footnotes, use asterisks. These go *under* the general table footnotes. Always use a single asterisk for the .05 level; two for the .01 level; etc. Examples:  $*p < .05$ ;  $**p < .01$ ;  $***p < .001$ . Do not ever report significance as  $p < .000$  or  $p = .000$ ; report an actual probability value.

### **Other Matters**

**Language:** Papers must be submitted in English. Translation from other languages into English is acceptable and must be provided by professional translators. ‘English’ or ‘American’ spellings are acceptable, provided they are used consistently in the paper.

**Technical terms:** Help your work to be accessible to ANZAM members. Define key technical terms. A technical term is a word or phrase not in a general-use dictionary with a meaning that you (or even you and other published scholars) ascribe to it. Put the first appearance of a technical term in single quotation marks.

**Abbreviations:** Avoid using abbreviations for the names of concepts. Use ordinary words for variable names – *not* code names or other abbreviations. Use the same name for a variable throughout your text, tables, figures and appendices. Names of organisations and research instruments may be abbreviated, but give the full name (with abbreviation in brackets) the first time you mention one of these.

**Sexist or biased language:** Avoid language that might be interpreted as denigrating to ethnic or other groups. Do not use ‘he’ as a generic pronoun to avoid implying gender-based discrimination. Using plural pronouns for example, changing ‘the manager . . . he’ to ‘managers . . . they’, usually helps.

**Footnotes** should be used sparingly if at all, and not used to cite references. Place each at the bottom of the page to which it pertains.

**Hypotheses**, when used, should be fully and separately stated, with a distinct number (Hypothesis 1) or number-letter (Hypothesis 1a) label. Display hypotheses in indented blocks, in italic type, as follows:

*Hypothesis 1a. Concise writing has a positive relationship with publication*

*Hypothesis 1b. Following JMO's 'Style Guide for Authors' has a positive relationship with publication.*

## Referencing Style

### CITATIONS

These are your *in-text, in parentheses*, identifications of publications. Every work that has a citation needs to have a corresponding reference at the end of your paper (see 'References' below).

#### Examples:

##### **Single author:**

**Name-year citation (when citing in parentheses)** – Several studies (Adams, 1994; Bernstein, 1988, 1992; Celas, 2000a, 2000b) support this conclusion. Group names in *alphabetical order*. *Note: Two or more works published in the same year by one author (or by an identical group of authors) are designated by 'a,' 'b,' and so forth, after the year as in the Celas example above.*

**Year-only citation (when citing in text)** – Van Dorn and Xavier (2001) presented conflicting evidence.

##### **Multiple authors:**

If a work has two authors, give both names every time you cite it. For three through five authors, give all names the first time, then use 'et al.' When citing in text, use 'and'; when citing in parentheses, use '&'.

#### Examples:

**First citation** – Few field studies use random assignment (Foster, Whittington, Tucker, Horner, & Grimm, 2000)

**Subsequent citations** – ... even when random assignment is not possible (Foster et al., 2000).

For six or more authors, use 'et al.' even for the first citation. NOTE: the corresponding reference at the end of the paper should list *all* authors.

***Secondary citation:***

Use secondary citation sparingly, if at all; endeavour to find the original source. However, if used, follow this format:

... Smith and Jones (1989, as cited in Border & Chism, 1992) argue that...

or ... not all writers agree (Smith & Jones, 1989, as cited in Border & Chism, 1992).

In this example, only Border and Chism (1992) should appear in the References.

***Quotations:***

Cite page numbers for direct quotations. Example:

**Short quotation** – Lee (1998, p. 3) has said that writing a book is 'a long and arduous task'. Note single quotes.

**Long quotations** – (40 words or more) in indented blocks, *without* quotation marks.

***Other citations:***

**No author** – Cite the periodical or organisation. Examples:

**Periodical as author** – Analysts predicted an increase in service jobs (*Australian Financial Review*, 1999).

**Corporate author** – Analysts predict an increase in service jobs in the *N.Z. Industrial Outlook* (Statistics New Zealand, 2004).

Such sources can also be identified informally. No corresponding reference will then be needed. Example:

**Informal citation** – According to the 2004 *N.Z. Industrial Outlook*, published by Statistics New Zealand, service jobs will increase.

***Electronic sources:***

Use a regular citation (author, year) if you can identify a human, periodical, or corporate author. If not, give the Web address that was your source in parentheses. In the latter case only, no corresponding reference need be provided.

## REFERENCES

A list headed 'References' and comprising full details of all sources should be provided at the end of your paper. The list should contain only work you have cited in-text (it is not a bibliography), and should be in alphabetical order by first author's surname. For corporate authors and periodicals, alphabetize by the first substantive word (*not* by 'the'). List the *earliest* work by the first author *first*. Differentiate works by the same author(s) from the same year by adding 'a,' 'b,' etc., after the years. Repeat the author's name for each entry. Use hanging indent format for each reference.

### ***Journal Articles and Periodicals:***

Each Journal reference must include author surname(s) and initials, year of publication, full title of article, full name of journal, volume and (optional) issue numbers, and page range (in full) of the article.

Jackson, S. E. & Schuler, R. S. (1995). Understanding human resource management in the context of organisations and their environment. *Annual Review of Psychology*, 46, 237-64.

Teo, S. (2000). Evidence of strategic HRM linkages in eleven Australian corporatized public sector organisations. *Public Personnel Management*, 20(4), 557-74.

If an article has no author, the periodical is the author:

*BusinessWeek*. (1998). The best B-schools. October 19, 86 –94.

*Harvard Business Review*. (2003). How are we doing? 81(4), 3.

### ***Books:***

Each reference must include author(s) last names and initials, year of publication (in brackets), book title (in Italics), city of publication, and publisher.

Ashkanasy, N. M., Härtel, C. E. J. & Zerbe, W. J. (Eds.). (2000). *Emotions in the workplace: Research, theory, and practice*. Westport CT, Quorum Books.

Holland, P.J., Sheehan, C.R., Donohue, R.D. & Pyman, A. (2007). *Contemporary issues and challenges in HRM*. Prahran, Victoria, Tilde University Press.



### ***Chapters in Edited Books and Book Series:***

- Anderson, J. A. & Adams, M. (1992). Acknowledging the learning styles of diverse student populations: Implication for instructional design. In L. L. B. Border & N. V. N. Chism (Eds.), *Teaching for diversity: New directions for teaching and learning*, 49, 19-34. San Francisco, Jossey Bass. [Note: Book series]
- Brenner, S. N. (1995). Stakeholder theory of the firm: Its consistency with current management techniques. In J. Nasi (Ed.), *Understanding stakeholder thinking* (pp. 75-96). Helsinki, LSR-Julkaisut Oy.
- Dutton, J., Bartunek, J. & Gersick, C. (1996). Growing a personal, professional collaboration. In P. Frost & S. Taylor (Eds.), *Rhythms of academic life* (pp. 239-248). London, Sage.
- Guion, R. M. (1992). Personnel assessment, selection, and placement. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd edn.) (pp. 327-97). Palo Alto CA, Consulting Psychologists Press.

### ***Electronic sources:***

References for electronic sources end in a retrieval statement consisting of the following basic information: Retrieved month, day, year, from electronic address (do not include a full stop at the end of the URL as this might be mistaken as part of the electronic address).

### ***Other Forms of Publication:***

Please refer to the Publication Manual of the American Psychological Association, 6th Edn, for other types of references.