***Communications of the IIMA***

**Manuscript Style Guide and Example**

These guidelines are provided to assist authors in their preparation of manuscripts for submission to the editors of the *Communications of the IIMA* for publication consideration. Following these guidelines will making the formatting of manuscripts easier in order to create a journal that has a consistent, professional look.

General Setup

* **Font**: Times New Roman is the required typeface.
* **Point size**: 12 points is used for all text. except title of the paper (14 points) and table data (10 points).
* **Margins**: use one-inch on all sides of 8½ x 11-inch paper.
* **Page numbers**: place page numbers in are right justified in a header.
* **Headers/footers**: do not use either headers or footers, except for numbering the pages.
* **Footnotes**: avoid footnotes unless absolutely necessary.
* **Section breaks**: are not to be used.
* **Color**: no color, including URLs, is to be used. Format in black, with no color in tables or figures—use shading if necessary to distinguish divisions.
* **Portrait orientation**: use for all pages; this includes tables and figures. Wide tables and large figures will need to be reformatted by author(s) if they are too large for portrait orientation.
* **Single spacing**: single space all paragraphs, with zero points before and after paragraph marks.
* **Paragraphs**: do not indent paragraphs; use one blank line to separate paragraphs.
* **Full justification**: prepare the manuscript using full justification for all text paragraphs.

Title, Authors, Abstract and Keywords

* **Title**: centered, 14 points, bold, with two blank lines following before the name(s) of author(s).
* **Name(s), affiliation(s), country location(s), and email address(es) of author(s)**: centered, not in bold, 12 points, with two blank lines following before the **abstract**.
* **Abstract title**: centered, all caps, bold, with one blank line following before text of the abstract.
* **Text of abstract**: use full justification and italics; follow with one blank line before **keywords.**
* **Keywords**: list four to six key concepts that could be used in indexing the article, with two blank lines following before the **next major heading** (this is usually some indication of the introduction)

Levels of Headings (major headings, secondary headings and tertiary headings)

* **FIRST-LEVEL HEADINGS**: centered, all caps, bold. Major headings could include the following, but should be based on the content of the manuscript. Abstract, introduction, review of literature, methodology, findings, discussion or conclusion and references are typical sections for an empirical report.
* **Second-level Headings**: left justification, initial caps, bold, underscored.
* *Tertiary-level headings:* included as the first sentence of the paragraph, initial cap only, italics, not bold and are ended with a period.

Captions for Tables, Figures and Graphs

* **Captions**: use 12 points, centered, bold, and ended with a period.
* **Tables**: for data presented in rows and columns, begin the caption with **Table** and number each consecutively (Table 1, Table 2, Table 3, etc.)—also, properly introduce each table in the narrative, usually in the paragraph that immediately precedes the table. **For example**: As can be seen in Table 1, most . . . .
* **Figures**: for data presented in graphic form other than tables and for all other illustrations (photographs, screen images, drawings, etc.), begin the caption with **Figure** and number each consecutively (Figure 1, Figure 2, Figure 3, etc.)—also, properly introduce each figure in the narrative, usually in the paragraph that immediately precedes it. **For example**: Respondents’ interest seems to be turning away from time management and resource planning toward greater interest in resolution conflict management as depicted in Figure 3.

Data inside Tables, Figures and Other Writer Created Illustrations

* **Font**: Times New Roman, 10 points

In-text Citations

* Generally, the author-date method of citation requires the last name(s) of the author(s) and the year of publication. If the last name(s) of the author(s) appear(s) in the narrative, then only the date of publication is included inside the in parentheses.
  + **For example**: Goings and Goings (1998) describe traits of at risk students . . . . **Note**: the word **and** is used in the narrative—the ampersand (**&**) is only used in parenthetical citations and in references
    - **The reference for the citation about would be**:
      * Goings, D. A., & Goings, C. A. (1998). Interactive video disc: Reaching students from at-risk environments. In R. Warkentin & D. Rea (Eds.), Youth-Adult Partnerships: Unity and Diversity, pp. 63-68. New York, NY: McGraww-Hill.
* Occasionally, both the year and the last name(s) of the author(s) is/are included in the narrative, which makes parenthetical citation unnecessary.
  + **For example**: Goings and Johnson published their work on at matrix learning in 2011 . . . .
    - **The reference for the citation about would be:**
      * Goings, D. A., & Johnson, J. J. (2011). The synergistic effect of matrix learning: A case study using matrix learning in business classes. Business Education Innovation Journal, 3(1), 77-87.

In-text Citations for Direct Quotations

* The author-date citation style for APA is modified when a writer decides to include a direct quotation in the narrative. Direct quotations require the addition to a page number(s) in the citation or a paragraph number(s) when electronic sources without pagination is the source of the material**.**
* **For example:** (Goings & Goings, 1998, p. 64)
  + **The reference for the citation about would be:**
    - Goings, D. A., & Goings, C. A. (1998). Interactive video disc: Reaching students from at-risk environments. In R. Warkentin & D. Rea (Eds.), Youth-Adult Partnerships: Unity and Diversity, pp. 63-68. New York, NY: McGraw-Hill.

Citations and References

* For sources having either **one or two authors**, include all authors’ names for every citation:
  + Tudor (2000) outlined . . . .
  + (Tudor, 2000)
    - The reference:
      * Tudor, J. K. (2000). *Information security architecture: An integrated approach to security in the organization.* Boca Raton, FL: CRC Press.
  + Schlienger and Teufel (2002) studied . . . .
  + (Schlienger & Teufel, 2002)
    - The reference will include both authors’ last names:
      * Schlienger, T., & Teufel, S. (2002). Information security culture: The socio-cultural dimension in information security management. In M. A. Ghonaimy, M. T. El-Hadidi, & H. K. Aslan (Eds.), *Security in the Information Society: Visions and Perspectives* (pp. 191-202). Norwell, MA: Kluwer Academic Publishers.
* For sources having between **three and five authors**:
  + For the first appearance of the cited work, include each author in the citation
    - Gordon, Loeb, Lucyshyn, and Richardson (2004) investigated . . . .
    - (Gordon, Loeb, Lucyshyn, Richardson, 2004)
  + For subsequent citations for the same source, include only the first author’s last name and **et al**.
    - Gordon et al. (2004) demonstrated . . . .
    - (Gordon et al., 2004)
    - The reference will include all authors:
      * Gordon, L. A., Loeb, M. P., Lucyshyn, W., & Richardson, R. (2004). *2004 CSI/FBI computer crime and security survey.* Retrieved March 2, 2011, from https://gocsi.com/sites/ default/files/uploads/FBI2004.pdf
* For sources having **six or seven authors**, include only the first author’s last name and **et al**. in the citation:
  + Topi et al. (2009) . . . .
    - For the reference, include all authors’ names:
      * Topi, H., Valacich, J. S., Wright, R. T., Kaiser, K., Nunamaker, J. F., Jr., Sipior, J. C., & de Vreede, G J. (2009). *IS 2010 curriculum guidelines for undergraduate degree programs in information systems.* New York, NY: Association for Computing Machinery (ACM) and Association for Information Systems (AIS). Retrieved from http://cis.bentley.edu/ htopi/IS2010\_11-23-2009.pdf
* For sources having **eight or more authors**, include only the first author’s name and **et al**. in the citation:
  + Gesmin et al. (2009) . . . .
    - For the reference, include the names of only the first six authors, then insert three ellipsis points (. . . ) and add the last author’s name:
      * Gesmin, S., Opara, E. U., Henderson, B., Polk, D., Irtiza, S., Siddiqui, U., . . . Tembley, B. (2011). An analysis of historical transformation of an IT giant based on sound strategic vision. *Communications of the IIMA, 11*(3), 11-20.

Combined Citations within the Same Parentheses

* **Single set of parentheses**: encloses a group of related citations
* **Order of citations**: alphabetize multiple citations within a parenthetical citation according to primary author’s name, then date of publication then two or more citations have identical authors. **SEE page 8—*Validity* for an example.**
* Distinguish identical references (identical author(s) and identical publication date(s) by adding an alphabetic character (a, b, c, etc.) to the date portion of the citation. For example: (Smith, 2011a) comes before (Smith, 2011b), which comes before Smith, 2001b) in the reference list.

General Guidelines for Preparing References to Journal Articles

* Follow APA guidelines: journal, newspapers, magazines, trade journals, proceedings, documents from web sites, etc., require different elements in their proper APA format.
* Do not use a database system to create entries—these are hard, if not impossible for the production editor to revise—type the required information as if typing a paragraph.
* Do not number references
* List references alphabetically by first author’s last name
* Refer to the *Publication Manual of the American Psychological Association* for guidelines on the inclusion of suffices (Jr., Sr., II, III, etc.)
* When there is no author, move the title to the first position
* Use **Anonymous** for the author only when the work was signed anonymous
* Single space references, with a single blank line between each.
* Use hanging indention of second and subsequent lines. For example:

Lehman, C., & DuFrene, D. (2011). Managing data and using graphics. *BCOM3*, *:* (2011-2012 ed.)*.* Mason, OH: Cengage Learning*.* **(APA reference for a book)**

Paulsen, C., & Coulson, T. (2011). Beyond awareness: Using business intelligence to create a culture of information security. *Communications of the IIMA, 11*(3), 35-54. **(APA reference for an article in a journal)**

* Elements for APA references to articles in journals (difference elements are required for other types of source material)
  + **Author**(s): except when the number of authors is greater than seven, include all authors’ names. Use commas to separate authors and to separate surnames from first initials (full first names never appear in APA references), and use the ampersand (&) before the last author. **Note**: the examples from above: Lehman, C. M., & DuFrene, D. D. and Paulsen, C., & Coulson, T. Both first and middle initials may be used if doing so helps to distinguish between authors with the same last name and the same first initial.
  + **Date of publication**: is always the second element, even if the work has no publication date, in which case (n.d.), a signal that no date was provided for the source, is used in place of a publication date. Most often, only the year is included in APA references for journal articles; for newspapers, as an example of a difference, the full date is needed, with the year appearing first (2012, January 24) is required because of the daily publication, in most cases with newspapers. Occasionally, **in press** is used in place of a date when the source is not yet published.
  + **Article title**: no quotations are used; no underscoring is used; no italics. The title is presented in sentence style: This means only the first word in the title is capitalized, any proper nouns are capitalized, and the first word in a secondary title is capitalized.
  + **Secondary title**: use a colon to separate a primary title from a secondary title even when the publisher used a dash or some other device to separate the two.
  + **Journal title**: use italics and provide the full, formal title of the journal. For example: *Communications of the IIMA* is the preference over the colloquial *CIIMA*.
  + **Volume number**: use italics and separate the journal title from the volume number with a comma—never include the word volume or the abbreviation vol.
  + **Issue number**: include the issue number in parentheses, but not in italics, immediately following the volume number and do not space between the two elements.
  + **Page numbers**: end the reference with the inclusive page numbers of the article; do not use p. for page or pp. for pages, however.
  + **Digital object identifier** (dio): add these whenever they are available.
* References to other types of secondary sources follow specific APA guidelines for books, chapters in books, newspaper articles, magazines articles, and other published works like proceedings and web documents. Some of these are illustrated in the sample manuscript that follows.

Reconcile References with Citations

* At the end of the writing process, writers should reconcile their references with their citations: Every citation must have a reference and every reference must have at least one citation.
* References and citations have a one-to-many relationship: Each reference must have at least one citation. References not cited in the narrative should be deleted.

**Effects of Praise and Conditioning of Canine Behavior**

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**ABSTRACT**

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*The quick brown fox jumped over the lazy dog. Lazy dogs may result from breeding or the Lazy character may actually be a result of advancing age. The quick brown fox jumped over the lazy dog. Lazy dogs may result from breeding or the Lazy character may actually be a result of advancing age.* (full justification, italics, 12 points)

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**Keywords:** (bold) brown fox, exercise, lazy dogs (full justification, 12 points).

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**INTRODUCTION**

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The quick brown fox jumped over the lazy dog. Lazy dogs may result from breeding or the Lazy character may actually be a result of advancing age. The quick brown fox jumped over the lazy dog. Lazy dogs may result from breeding or the Lazy character may actually be a result of advancing age. The quick brown fox jumped over the lazy dog. Lazy dogs may result from breeding or the Lazy character may actually be a result of advancing age. The quick brown fox jumped over the lazy dog. Lazy dogs may result from breeding or the Lazy character may actually be a result of advancing age. The quick brown fox jumped over the lazy dog. Lazy dogs may result from breeding or the Lazy character may actually be a result of advancing age.

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**RELATED RESEARCH**

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The quick brown fox jumped over the lazy dog (Smith, 2011). The experience so frightened the lazy dog that she ran yelping to her master. Numerous studies have been conducted (Ellis, 1987b, Kellogg, 2000; Poland & Goings, 2004), and most agree that frightful experiences neither damage nor kill lazy dogs. Nichols (1976), a pioneer in animal mental condition, Smith and Logan (1998), Ellis (1987a), and Wilson (2010) concluded that loving masters should protect their lazy dogs from near encounters with brown foxes. Note the (Ellis, 1987**b**) citation and the later appearing Ellis (1987**a**) citation and their corresponding entries in the references. Using the APA in-text citation system (author’s last name, year of publication), writers must so identify separate citation entries and their corresponding references to overcome same author, same publication date confusion.

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**Typical Canine Behavior** (secondary heading: bold, underscored, left justification)

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Figure 1 is a picture of a ten-year-old female miniature schnauzer named Gracie. Note the lower case **m** in miniature and the lower case **s** in schnauzer. There is no reason to capitalize most words that are used in manuscripts—only proper nouns and words in titles or words that begin sentences. Before participating in the study, she was often frightened by wild life, particularly brown foxes. She was subject is this study and is now owned by a master who is more in line with her particular behavior and conditioning. Often the stance and posture of the animal belies the outward image of confidence that can often fail to influence these otherwise defenders of home-based security.

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**Figure1: Ten-Year Old Miniature Schnauzer—Gracie.**

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[](http://en.wikipedia.org/wiki/File:Miniature_Schnauzer_02.jpg)

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**RESEARCH DESIGN**

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Three hundred ten to thirteen-year old miniature schnauzers were selected for this study, as that age range is where their masters first recognize that their dogs are becoming lazy. These dogs live (lived) in the southern United States and were monitored by medical personnel with the Louisiana State University School of Veterinarian Medicine.

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**Data Collection** (second-level heading: bold, underscored, left justification)

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Masters of the 300 miniature schnauzers enrolled in the study gave their dogs balanced diets and daily “good boy” or “good girl” comments immediately following interaction with stuffed brown fox dolls.

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*Instrumentation.* (third-level or tertiary headings: italics, ended with a period) Data were recorded on a researcher-developed form based on the work by Ellis (1987a). Gender, whelping date, dam, sire, height, weight, etc. Other items, including medical history, mating history, and general home environment were also included on the form for collection.

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*Validity*. Numerous researchers (Ellis, 1987a, 1987b; Poland & Goings, 2004; Smith & Logan, 1998) recommend studying dam and sire medical records, as well as the medical history of test subjects; such data provide significant indexes for investigation of disposition and timidity.

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*Reliability*. Preliminary data from ten cooperating veterinarians from the School of Veterinarian Medicine at University of Georgia were used to assess the reliability of the data collection instrument. Each doctor in ten pairs of veterinarians examined five test subjects independently. When their assessments were compared, the inter-rater reliability coefficient between pairs of veterinarians was .90.

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*Wrap up and final data collection*. At the end of a four-week period, each dog was examined by its veterinarian and diagnostic data were collected.

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**Data Analysis** (secondary heading: bold, underscored, left justification)

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The data were encoded into an Excel spreadsheet for analysis, and descriptive statistics were prepared for an initial review. Following that initial review, the researchers assigned test subjects into three categories based on the data provided by their vets: Mildly lazy dog, really lazy dog, and uber lazy dog.

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**DISCUSSION**

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The resulting statistical analysis shows a significant correlation the number of “good boys” and ”good girls” comments used when training test subjects and their subsequent behavior and condition as recorded by their veterinarians. As noted below in Table 1, the amount of praise (good boys/good girl) resulted in increasing greater positive reactions.

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**Table 1: Correlation Between Praise and Subsequent Behavior and Physical Condition.**

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables | 1 | 2 | 3 | 4 | 5 |
| 1. Subject’s age | -- |  |  |  |  |
| 1. Dam’s age at subject’s whelping | .45\*\*\* | -- |  |  |  |
| 1. Sire’s age at subject’s whelping | .37\*\*\* | .27\*\*\* | -- |  |  |
| 1. Master’s praise quotient | .15\*\* | .13\*\* | .01 | -- |  |
| 1. Subject’s conflict quotient | .05 | .10\* | -.15\*\* | .241 | -- |
| 1. Praise level | -.25\*\*\* | -.15\* | -.35 | .33\*\*\* | -.20\*\*\* |
| \*p< .05, \*\*p< .01, \*\*\*p< .001 | | | | | |

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**CONCLUSIONS AND RECOMMENDATIONS**

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With proper conditioning, training, and nutrition, miniature schnauzers can become confident enough to warn off the negative effects of quick brown boxes. The study shows that masters receive multiple benefits from providing their dogs with proper training and psychological conditioning.

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This study focused on the interaction between conditioning and training on miniature schnauzers and their interaction with speedy, sharp-witted, suddenly appearing brown foxes. Additional research should be undertaken to measure the effects of training and conditioning with regard to the effect marauding squirrels and fast pussy cats have on miniature schnauzers.

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**REFERENCES**

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Ellis, T. (1987a). Effects of loving masters on the psychological health of miniature schnauzers. *American Association of Veterinarians, 14*(4), 17-30. **(journal reference)**

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Ellis, T. (1987b). Evaluating breeding and demographic indexes for clues into the behavior of miniature schnauzers. *Communications of the VET, 48*(2), 78-83. **( journal reference)**

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Kellogg, C. (2000). Canine mortiality studies. Retrieved July 14, 2011, from http://www.hotdog. org/Resources/AllAboutthePuppies/Default.aspx **(web document reference)**

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Poland, R., C., & Goings, D. A. (2004). *Patterns of Fear: Case studies of miniature schnauzers from 1989 to 2000.* San Francisco, CA: Kraker Publishing. **(book reference)**

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Smith, H. (2011, January 15). Brown fox terrorizes local lazy dog: How ready are you to protect your lazy dog?*. The Union Recorder*, pp. A1. **(newspaper reference)**

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Smith, J. D., & Logan, K. (1998). The relationship between masters and frightened lazy dogs. *DOG Quarterly*, *31*(1), 35-58. **(journal reference)**

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Wilson, W. (2010, Spring). Catching a break when protecting your animals is a top priority. *Better Kennels and Yards 21*(2), 26-30. **(magazine reference)**