



## APA Style Guidelines

Revised  
10/4/13

Kevin E. Hughes, Ph.D.

Significant contributions to this guide were made by

Jessica Grubaugh

Ronald Bolender, Ed.D.

John Washatka, Ed.D.

Copyright © 2010 Mount Vernon Nazarene University Jetter School of Business

## Table of Contents

Introduction.....	1
Plagiarism .....	2
Grammar and Punctuation .....	3
Parts of the Paper.....	7
Formatting the Paper.....	9
Seriation.....	11
General Rules for In-Text Citations.....	12
General Rules for the Reference List .....	18
Referencing Electronic Sources .....	25
Using the Bible.....	31
Sample Paper.....	34



## APA Style Guidelines

### Introduction

A writing style is necessary in an academic program in order to insure consistency for students as they write research papers and for instructors assigning and grading these papers. Today many undergraduate and graduate business programs subscribe to the style guidelines published in the sixth edition of the Publication Manual of the American Psychological Association (APA). The APA writing style provides a very specific way of organizing, and writing a research paper. The purpose of this guide is to provide students and instructors with uniform guidelines and criteria for writing and grading research papers. Please note: This resource should be accessed online at <https://admv.mvnu.edu/apastyle.pdf>. Any necessary revisions to the Mount Vernon Nazarene University APA Style Guidelines will be made to the online version. Instructors will use the online version as the guide for grading.

This document contains two sections. The first section contains APA style guidelines and examples. The last section is a sample research paper to illustrate what is expected of students regarding APA form and style.

## Plagiarism

Academic integrity requires that students acknowledge ideas and expressions borrowed from others. Plagiarism is a form of academic dishonesty in which writers [a] fail to acknowledge the source of ideas, or [b] portray someone else's work as one's own. Plagiarism includes:

- Copying another student's work on an assignment (e.g., forum posts, term papers, PowerPoint presentations, Excel worksheets, tests);
- Unauthorized accessing and/or copying another person's computer file(s);
- Submitting written work purchased from commercial sources (e.g., term papers secured online) or submitting work based upon information purchased from such sources;
- Submitting written work prepared by another person whether for money or favor;
- Unacknowledged quotation of a published work.

The basic principle is that writers must give credit whenever they use the work of others. This is true whether the material is quoted or paraphrased. Whenever another person's facts, ideas, statistics, graphs, drawings, opinions, theories, or words are used, it must be noted and appropriately referenced.

In the academic community there is variation in how often and to what degree the sources of ideas need to be cited. Faculty members can provide guidelines within academic disciplines. When the work depends upon the contributions of others, the basic principle to be followed is to acknowledge one's indebtedness to them.

(Adapted from AGS Student Handbook, 2008)

For some detailed examples of plagiarism in research writing and how to avoid it, please see the webpage presented by Indiana University – Bloomington entitled “Plagiarism: What It is and How to Recognize and Avoid It” <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

## Grammar and Punctuation

The rules of good English should be carefully followed with attention to the writing of complete sentences, correct spelling, and the use of proper verb forms.

### Third Person Pronouns

First person pronouns (e.g., I, me, my, we) and second person pronouns (e.g., you, your) are not appropriate in research. In research papers, if the writer needs to refer to himself/herself, the writer should do so using third person pronouns (e.g., the writer, the author, the researcher, the investigator). The best practice is to present the information in such a way that it is not necessary to refer to the writer at all. Most well-written newspaper articles provide good examples of research writing/reporting. The goal is to draw attention to the information and give credit to the appropriate sources, rather than drawing attention to the paper writer. This gives the research paper a more objective and professional tone. In the case of reflection papers or opinion papers, the writer will likely need to refer to himself/herself using third person pronouns. First- and second-person pronouns should only be used if the assignment specifically states that it is acceptable to do so.

### Punctuation

The rules for punctuation are to follow standard English practice.

### Font

All papers should be typed in Times New Roman, 12 point font size.

### Margins

Margin settings should be one inch for all sides. Be sure to check the margin between the header and the top of the page.

### Headers

All papers should have a header for easy identification. The header should consist of the first four or five words of the title. The header should be flush left. Page numbers should be inserted beginning with the title page and be flush right. On the title page only, the header should include the words "Running head:" before the title. (This is a change from APA 5).

### Spacing

Space once after non-ending punctuation like commas, colons and semicolons., There should be two spaces after every ending punctuation mark like periods, question marks and exclamation marks. (This is a change from APA 5).

Exception: Do not space after internal periods in abbreviations (e.g., a.m., i.e., U.S.), around colons in ratios (16:1), around hyphens (pre-post, pp. 75-79), or after a negative sign (-2.35).

Space before and after the +, -, and = signs but not around the / or ( ) signs when they are used as algebraic symbols for multiplication or division, i.e.  $(a + b(x) - y/2 = z)$ .

## Abbreviations

Write out long, frequently used terms the first time, followed by the abbreviation in parentheses. Do not use periods between the letters of abbreviations.

We all attend Mount Vernon Nazarene University (MVNU)...

Thereafter, use only the abbreviation:

We all hope to graduate soon from MVNU.

In citations and references use the following abbreviations followed by periods:

Vol. = volume, Vols. = volumes

p. = page, pp. = pages

Ed. = editor, Eds. = editors

ed. = edition

Rev. = revised

No. = number

n.d. = no date available

chap. = chapter

trans. = translator

2<sup>nd</sup> = second, 3<sup>rd</sup> = third, etc... (superscript is optional, but be consistent)

pt. = part

## Capitalization

Capitalize formal names or titles used in the text:

Dr. Robert Roller serves as the Dean of the Jetter School of Business.

Do not capitalize non-specific terms:

The students are enrolled in business courses.

In headings, titles, and subtitles (excluding reference lists) capitalize major words and all other words of four letters or more.

The Effect of the International Business Institute on the

Cross-Cultural Adaptability of Business Students:

An Evaluative Study.

For instructions on capitalization in references, see “General Rules for the Reference List”

## Hyphenation

Do not use hyphenation to divide a word that will not fit at the end of a line of text. Type the complete word at the beginning of the next line of text.

Do not hyphenate superlatives:

well developed, best made, best written

Do not hyphenate common prefixes:

postwar, multifaceted, nonsupport

Hyphenate adjectival phrases preceding nouns:

two-way analysis, role-play exercises, employee-based plan

Hyphenate if the base word or term is an abbreviation or a compound term:

non-US, pro-labor union, post-cold war

Hyphenate if the words can be misunderstood otherwise:

re-pair, un-ionized, co-worker

## Numbers

Spell out common fractions and expressions:

one-fourth, two-thirds, Fourth of July, Twelve Apostles

Spell out cardinal numbers that begin sentences:

Eighty students are enrolled in this program.

Spell out numbers that are non-exact, or below 10, or are not grouped with numbers over 10:

one-tailed test, five students, three months

Use numerals for numbers 10 and above, or lower numbers grouped with numbers over 10:

From 6-15 students take each course.

Use a combination of Arabic and written numbers for back-to-back modifiers:

There were eight 9 year olds in the play.

To make plurals add s only, without an apostrophe:

In the 1990s, temperatures averaged in the 80s.

Treat ordinal numbers as cardinal numbers:

first, second, third, fourth..., tenth, 11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup> ..., 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, ...  
(superscript is optional, but be consistent)

Use similar combinations for large numbers:

Over 200 million customers come through the store yearly.

Use numerals for exact statistical references:

divide by 2, select the top 10%, multiply by 3.25

Use the percent symbol (%) only with Arabic numerals:

15%, 22%, 99%

Write out the word percent when used with written numbers:

fifteen percent, two percent, nine percent

## Parts of the Paper

### Title Page

A title page is expected for every research paper. The specific parts of the title page are the header, title, author, and name of the college. On the title page only, the header should begin with the words “Running head:” flush left before the 4-5 word abbreviated version of the title which should be in all caps. (See sample paper)

A title should be a concise summary of the information contained in the paper. Recommended length for a title is no more than 12 words. The title should be typed in upper and lower case letters, centered in the upper half of the title page. The author’s name should be centered below the title using the first and last name. The name of the institution should be centered below the author’s name. Other items may be included on the title page as prescribed by the instructor. (See sample paper)

### Header

The purpose of the header is to allow a person to reorganize a research paper if several papers are mixed. A header allows an unstapled paper to be assembled in the proper order. Each page must have a page number and a header. A header is a short version of the title. The header must not be more than 50 characters in length. It is usually the first four or five words of the title, and should be in all capital letters. The words “Running head:” should be used only in the header of the title page. (This is a change from APA 5)

### Abstract

An abstract is not always required, but assume it is unless the syllabus or instructor says otherwise. An abstract is a synopsis of the research paper. The entire abstract should be one paragraph, justified left, and consisting of 150 to 250 words.

### Table of Contents, List of Figures, List of Tables

A table of contents, or a list of figures or tables is rarely required but should be used when a research paper consists of several chapters, sections, appendices, tables, or figures. The professor should specify if a table or list is required. (Use the ‘Table of Contents’ at the front of this guide for an example of how to format a ‘Table of Contents’, ‘List of Tables’, or ‘List of Figures’).

### Body of Paper

Beginning after the title page, the header should contain only the page number and the running head. The page number should be flush right. The header, with a 3 to 5 word version of the title should be flush left. (This is a change from APA 5)

The title of the paper should serve as the first heading above a short introduction. Do not use the word “Introduction” as a heading.

## References

Sources used for the research paper are listed on a page called ‘References’ (not a bibliography). The heading ‘Reference’ (for only one source) or ‘References’ (for multiple sources) should be centered at the top of the first page of references and it should NOT be bold. Samples for specific kinds of references are given later in this guide and in the sample paper.

Note: APA does not allow footnotes but uses ‘in-text citations’ instead to tell the reader where the information was found. The only sources that can be listed on the reference page are those that are cited in the text of the research paper. Do not list any source on the reference page that was not referred to in the text of the paper.

## Appendices

Each appendix should be titled. If there is only one appendix, it should be labeled ‘Appendix’. If there are multiple appendices label them Appendix A, Appendix B, etc... The label ‘Appendix’ or ‘Appendix A’ should be centered at the top of the first page of each appendix and should NOT be bold. The header should look like the header for the body of the paper. All appendices must be cited in the text. (See sample paper).

## Order of the Parts of the Paper

Not all of these components are required in every paper. You should always assume a title page, body, and reference list is required. Occasionally the syllabus or the instructor will call for additional parts such as an abstract, or a table of contents or a list of figures or tables. The order in which the parts of the paper should appear in the paper (if they are needed) is as follows: title page, abstract, table of contents, list of figures, list of tables, body of paper, reference list, appendices.

## Formatting the Paper

For detailed instructions on formatting papers to comply with the following APA guidelines please click on the Help tab in Microsoft Word and open Microsoft Word Help and follow the detailed step by step instructions provided there for your specific version of Microsoft Word.

### Font

All papers should be typed in Times New Roman font, using 12 point font size. Using one particular font provides consistency in the quantity of content in papers.

### Spacing between lines

All lines of a research paper should be double spaced. This includes all body text, headings, and references. There should also be two spaces after every ending punctuation mark, including periods. (This is a change from APA 5).

### Margins

The margin settings are one inch on all sides (top, bottom, left, and right).

### Headers

All papers should have a header for easy identification. The header should consist of the first four or five words of the title. The header should be flush left. (This is a change from APA 5) Page numbers should be inserted beginning with the title page and be flush right.

See the sample paper included at the back of this guide to see how the header should look.

## Level Headings

Level headings are used in APA style papers to organize content. Two and three level headings are the most commonly used and are described here. The APA manual gives examples of four and five level headings as well. The way to determine the appropriate number of levels for a particular paper is to find the section of the paper that has the most sub levels. Note: The title should be formatted the same as the highest level of heading used in the paper. (The sample paper included at the back of this guide illustrates three levels of headings.) (Bold headings is a change from APA 5.)

### For papers with two levels of headings:

Title of Paper  
(centered, initial caps, not bolded)

**Level 1 Heading**  
(centered, initial caps, bolded)

**Level 2 Heading**  
(flush left, initial caps, bolded)

### For papers with three levels of headings:

Title of Paper  
(centered, initial caps, not bolded)

**Level 1 Heading**  
(centered, initial caps, bolded)

**Level 2 Heading**  
(flush left, initial caps, bolded)

**Level 3 heading.**  
(indented, bolded, the first word and any proper nouns capitalized, ends with a period)

## Seriation

When elements in a series are listed there are two acceptable formats, seriation within a paragraph and seriation in separate paragraphs.

### Seriation within a paragraph

Identify elements in a series by lowercase letters (not italicized) in parenthesis. Within a sentence use commas to separate elements that do not have internal commas.

The employee's choices were (a) work alone, (b) work together, and (c) not work at all.

If the elements in the list have internal commas, then use semicolons to separate the elements.

We used three different reward programs: (a) pay for parts, on a daily basis; (b) pay by hours, on a weekly basis; and (c) pay by merit, on a monthly basis.

### Seriation in separate paragraphs:

When listing itemized conclusions or steps in a procedure identify them using an Arabic number followed by a period. Do not enclose the numbers with parenthesis. Bulleted paragraphs should be indented as shown below.

The following list of three recommendations was the result of the study:

1. Treat all employees equally. The results indicated that when employees (paragraph continues).
2. Pay an honest wage for an honest day's work. The research concluded that (paragraph continues).
3. Treat others as you wish to be treated. The golden rule applies in the workplace (paragraph continues).

### General Rules for In-Text Citations

APA uses citations in text to give credit to the authors/editors/organizations of information used. Cite exact quotes, data, and paraphrased information taken from sources in the text of the paper. (See citation examples in the following section and in the sample paper)

1. A citation in text should always be easily matched to the corresponding reference on the reference page. A citation should always match the author/editor or title, whichever appears first on the alphabetized reference page for that corresponding source.
2. When citing paraphrased information from a book, list the author's last name and the year of the publication within the sentence or paragraph in which the work is used
3. To cite a direct quote from any printed source always include the page number(s) indicating exactly where the quote was found. For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol. If neither paragraph nor page numbers are visible, cite the section heading and the number of the paragraph within that section of the document to direct the reader to the location of the material.
4. If no author or editor is listed for a source, use the first three to five words of the title of the source (as it will be listed on the reference page) in lieu of the author/editor's last name.
5. When citing websites or other material without authors or apparent titles, create a logical title (preferably a brief descriptive title) of the work as a title (to be used in the citations and on the reference list) and then follow step 5 above, i.e. Annual volunteer participation report for 2002-2003. \*\*\*Do not use the URL for the in-text citation\*\*\*
6. If no publishing date is available for a work use n.d. in lieu of the publication year just as it is used on the reference page.
7. End punctuation for a sentence should follow the last parenthesis unless it is a block quotation.

## Citation Examples

### Citing personal communications

Personal communications can be letters, memos, electronic communications, personal interviews, telephone conversations, etc. Note: Because they do not provide recoverable data, personal communications are not included on the reference list. Cite personal communications in the text only.

Provide the initials and the surname of the person, and provide as accurate a date for the communication as possible

The person's name may be part of the text.

P. K. Bowles (personal communication, February 25, 2004) stated it was difficult telling employees that their jobs were going to be moved to Mexico.

The person's name can also be in the citation.

It was reportedly difficult telling employees that their jobs were being moved to Mexico (P.K. Bowles, personal communication, February 25, 2004).

### Citing paraphrased material

If the author is mentioned in the sentence, then use only the last name followed immediately by the publication year in parentheses. Notice that the date comes before the punctuation that would normally follow the name.

According to Kozloff (1996), these same respondents reported that personality factors and interpersonal style were the primary culprits.

Another way to conversationally refer to a source

Kozloff (1996) states that these same respondents reported that personality factors and interpersonal style were the primary culprits.

An in-text reference to an author not mentioned by name in the sentence

In this case the source should be cited at the end of the sentence, inside the final punctuation.

These same respondents reported that personality factors and interpersonal style were the primary culprits (Kozloff, 1996).

When the same source is referred to multiple times in the same paragraph

Only cite the year of publication the first time a source is referred to in a paragraph.

The first time the author is referred to in the paragraph cite it including the year (Eschbach, 1997). Each time the author is referred to thereafter in that paragraph just use the last name without the year (Eschbach). If Eschbach is cited again in the next paragraph start all over again by using the name and year the first time that source is used.

Two authors for one source

If a work has two authors, always list both names in every citation.

In parenthesis the citation should look like this:

...was the major difference according to the study (Brislin & Bahwuk, 1999).

When mentioning the authors in the sentence use 'and' instead of '&':

Brislin and Bahwuk (1999) stated the major difference....

or

According to Brislin and Bahwuk (1999) the major difference...

Three or four authors for one source

If the source has three or four authors, use all the names the first time the source is cited in the paper and thereafter use only the first author followed by et al.

The first citation:

...according to the study (Selmer, Torbiorn & de Leon, 1998).

or

Selmer, Torbiorn, and deLeon (1998) stated...

Subsequent citations in the paper:

...according to the study (Selmer et al., 1998).

or

Selmer et al. (1998) studied...

Five or more authors

If the work has five or more authors refer to them by first author et al every time they are referred to in the paper.

(Smith et al., 2010).

Multiple sources in one sentence

If more than one work is cited in the same sentence in parentheses, show all the authors in the same set of parentheses separated by semicolons. The following example shows three sources cited in the same sentence.

...were the identical conclusions of three independent studies (Black, Gregerson, Mendenhall & Stroh, 1999; Eschbach, 1997; Mendenhall & Oddou, 1991).

Multiple works by the same author in the same publication year

If you cite multiple works by the same author(s) that have the same publication year, add letters to the publication year to discriminate between the sources alphabetically in the text and on the reference page. Put these same letters on the publication years on the reference page.

...according to the earlier study (Black & Mendenhall, 1991a).

... according to the subsequent study (Black & Mendenhall, 1991b).

or

Black and Mendenhall (1991a) found that...but in the subsequent study, Black and Mendenhall (1991b) determined...

### Citing direct quotations from books or journals

Direct quotations should be used sparingly. Paraphrasing is preferable to quoting. Quotes should be used only when the quote is clearer or more impactful than putting the information into your own words.

With a direct quotation, use the same citation rules as above but add the page number to the citation. If the quotation is at the end of the sentence, insert the page number immediately after the end quotation mark and before the final sentence punctuation. To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations. Note that the word 'page' is abbreviated in such text citations:

According to Kozloff (1996), these same respondents reported “personality factors and interpersonal style were the primary culprits” (p. 99).

If the quote comes in the middle of the sentence the page number should immediately follow the end quotation mark.

According to Kozloff (1996), these same respondents reported “personality factors and interpersonal style” (p. 99) were the primary culprits.

When the author is not directly mentioned in the sentence the whole citation immediately follows the end quotation mark.

They reported that “personality factors and interpersonal style” (Kozloff, 1996, p. 99) were the primary culprits.

Long quotes (over 40 words):

Quotation of 40 words or more must be written in block form with the entire paragraph indented. Quotation marks are not used with a block quote, and the citation should come after the final punctuation. (Use long quotes sparingly.)

...adjustment requires the learning of new behaviors that are suitable in the host culture.

Clarity of the frame of reference is the extent to which the certain set of cognitive elements drawn from the individual's world view is unanimous in recommending a type of behavior as "normative"; that is, clarity is the degree of consistency between manifest behaviour and the operant frame of reference. (Selmer et al., 1996, p. 832)

At home, the applicability of habitual behavior and clarity of the operant home frame...

If the author is referred to in the text, only the page number belongs at the end of the block quote.

...and Selmer et al. (1996) believe that adjustment requires the learning of new behaviors that are suitable in the host culture.

Clarity of the frame of reference is the extent to which the certain set of cognitive elements drawn from the individual's world view is unanimous in recommending a type of behavior as "normative"; that is, clarity is the degree of consistency between manifest behaviour and the operant frame of reference. (p. 832)

At home, the applicability of habitual behavior and clarity of the operant home frame...

Citing direct quotes from electronic sources without page numbers:

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol. If neither paragraph nor page numbers are visible, cite the section heading and the number of the paragraph within that section of the document to direct the reader to the location of the material.

Cooperation improved by as much as 50 percent in these cases (Myers, 2000, ¶ 5).

However, other studies seem to indicate it is too early to know the true impact of the new training methods (Beutler, 2000, Conclusion section, para. 1)

### General Rules for the Reference List

(See reference examples in the following section and in the sample paper)

1. Every source listed on a reference page should be cited in the body of the paper.
2. Alphabetize the reference list by the author/editor/titles (which ever appears first for each reference on the list).
3. Use hanging indent. This means starting the first line of each reference flush left and indenting all other lines one half inch
4. Type the author's last name, comma, space, author's first initial, period, space, middle initial, period, and a space (If there is no middle initial, the first initial is sufficient. Never use a full first name.)
5. When no author or editor name is available, begin the citation with the title of the work.
6. If a source has no author or apparent title, create a logical title (preferably a brief descriptive title) of the work. Be sure it matches the title used in the citation in text, i.e. Annual volunteer participation report for 2002-2003.
7. Type the publication year (in parentheses) followed by a period and a space.
8. Italicize titles of books, journals, newspapers and movies.
9. Include a retrieval date for electronic sources only for those with content that changes over time, such as Wikis.
10. Use the DOI number for electronic sources rather than the name of the database. If the document does not contain a DOI number, use the URL of the publisher's home page. If the URL is used do not put a period after it. End the reference with the exact URL with no additional characters or punctuation.
11. All words in the titles of journals are capitalized and italicized.
12. Article titles are not italicized and only the first word in the title and the first word after colons are capitalized.
13. Book titles are italicized and only the first word in the titles, the first word after colons, and proper nouns are capitalized.

14. When citing journals, the volume number, if available, is given as well as the issue number, which is in parentheses. The italicizing from the title of the journal should continue through the volume number if used. The citation should end with the page range (page numbers the article starts and ends on in the journal). Do not use 'vol', 'issue', 'p.' or 'pp'. or any other abbreviation. It should be simply ##(#), ##-##. Some electronic versions will not provide page numbers. In that case you may leave that item off the reference.
15. References for books must list the city of the publisher, then a comma followed by the two letter state abbreviation, then a colon followed by the name of the publisher. For large cities such as New York, Boston, or Chicago no state abbreviation is necessary. For cities outside the US, the city name is followed by the country name. For widely recognized international cities such as London, Montreal, Tokyo, Moscow or Paris the country name is not necessary. (When in doubt include the state abbreviation or country name.)
16. Electronic versions of articles from printed publication may include additional analysis or data not contained in their print versions. If you have viewed the article only in its electronic form, you can use a standard journal reference for the work but you should add [Electronic version] after the article title and before the punctuation.
17. If a book has a subtitle, the main title is followed by a colon, and the first word of the subtitle is capitalized.

## Reference Examples

## Audiovisual Media

Zigler, Z. (Producer/Writer/Director). (1989). *Goals: Setting and achieving them on schedule* [Video]. (Available from Business Advantage Inc., 4900 University Ave. West Des Moines, IA 50266)

Book or other non-journal print resource with no author or editor identified

*Coping with market instability*. (2005). Brisbane, NJ: Market Publishing.

## Book with one author

Grembowski, D. (2001). *The practice of health program evaluation* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.

## Book with two authors

Brislin, R., & Yoshida, T. (1994). *Intercultural communication training: An introduction* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.

## Book with three or more authors

Cleveland, H., Mangone, G. J., & Adams, J. C. (1960). *The overseas Americans: A report on Americans abroad*. New York: McGraw-Hill.

## Chapter by one author within an edited book

(This example should be used only when an author's work is published within an edited work.)

Keesing, R. M. (1974). Theories of culture. In G. Redding (Ed.), *International culture differences* (3-28). Brookfield, VT: Dartmouth Publishing Company.

Chapter by multiple authors within an edited book

(This example should be used only when authors' work is published within a larger work.)

Mendenhall, M. E., Kuhlmann, T. M., Stahl, G. K., & Osland, J. S. (2002). Employee development and expatriate assignments. In M. J. Gannon & K. L. Newman (Eds.), *The Blackwell handbook of cross-cultural management* (155- 184). Oxford, UK: Blackwell Publishers Ltd.

Dissertation

George, M. E. (1991). Cultural diversity in public elementary schools: An examination of principals' cultural adaptability and student achievement (Doctoral dissertation, University of La Verne, 1991). *Dissertation Abstracts International*, 53, 427.

Edited books

Burn, B. B. (Ed.).(2010). *Integrating study abroad into the undergraduate liberal arts curriculum*. New York: Greenwood Press.

Edited book with multiple editors

Triandis, H. C., & Brislin, R. (Eds.). (2005). *Handbook of cross-cultural psychology: Social psychology*. Boston: Allyn & Bacon.

Editions of books

Royse, D. (2001). *Program evaluation: A basic introduction* (3<sup>rd</sup> ed.). Belmont, CA: Brooks/Cole.

Journal article with no author

Annual community watch volunteer participation report for 2002-2003. (2003). *Community Watch*, 15(3), 7.

## Journal article with a corporate author

EM Guild, Inc. (2001, March). Viva la study abroad in Europe and Asia. *Careers & Colleges*, 21(4), 4.

## Journal article with one author

Aycan, Z. (1997). Expatriate adjustment as a multifaceted phenomenon: Individual and organizational level predictors. *The International Journal of Human Resource Management*, 8(4), 434-456.

## Journal article with two authors

Chowanec, G. D., & Newstrom, C. N. (1991). The strategic management of international human resources. *Business Quarterly*, 56(2), 65-70.

## Journal article with three or more authors

Eschbach, D. M., Parker, G. E., & Stoeberl, P. A. (2001). American repatriate employees' retrospective assessment of the effects of cross-cultural training on their adaptation to international assignments. *International Journal of Human Resource Management*, 12(2), 270-287.

## MVNU publication

Hughes, K. (2003). APA style guidelines. Mount Vernon, OH: Mount Vernon Nazarene University.

Webb, D. H. (2000). Human resource management: BBA 3073. Mount Vernon, OH: Mount Vernon Nazarene University.

## Personal communication

(Though a personal communication should be cited, a reference is not necessary. See the "General Rules for Citations in Text" section of this guide.)

## References to the Bible

(Though a Bible passage should be cited properly a reference is not necessary for Bible text,

however a reference is necessary for extrabiblical material such as a Bible commentary.

See the “Using the Bible” section of this guide.)

## Unpublished document

Bartel, R. J. (2001). International Business Institute: Preliminary Bulletin-2002. Stanford, IL:

Author.

## Referencing Electronic Sources

APA6 does not require a retrieval date in references. (This is a change from APA5)  
Underlined URLs are acceptable. Be consistent. Either underline (hyperlink) all of them or none of them.

Electronic articles also appearing in a printed version.

The URL is not required in this case. Use "Electronic version" in brackets after the article title.

Whitmeyer, J. M. (2000). Power through appointment [Electronic version]. *Social Science Research*, 29, 535-555.

Electronic source with an author, a date a title, and a URL

Brook, A. (2008). Kant's view of the mind and consciousness of self. Retrieved from

<http://plato.stanford.edu/entries/kant-mind/>

Young, L., & Rubican, K. (2001). Brand building. *Ad Focus*. Retrieved from

<http://www.fm.co.za/adfocus/young/brand.html>

Electronic source with an author and title but no date

If no date is given for the publication/posting, use (n.d.) to indicate no date was available.

Bolender, R. K. (n.d.). Personal mission statement. Retrieved from

[http://www.bolender.com/Dr.%20Ron/Portfolio/Personal\\_Mission\\_Statement.htm](http://www.bolender.com/Dr.%20Ron/Portfolio/Personal_Mission_Statement.htm)

Electronic source with a date and a title but no author

Organizational behavior. (2009). Harvard Business School. Retrieved from

<http://www.hbs.edu/units/ob/index.html>

Electronic source with a title but no author and no date

About us. (n.d.). Character Education Partnership. Retrieved from

<http://www.character.org/aboutus>

Our expatriate preparation services. (n.d.). Expatriate Preparation Guide. Retrieved from

<http://www.expatsworld.co.za/our%20services.html>

Electronic source with a date but no author, editor or a given title

If there is no apparent author, editor or title, create a brief logical descriptive title for the source.

Volunteer participation statistics for fiscal year 2003-2004. (2004). Volunteer Council. Retrieved from <http://www.volunteeramerica/2003-4/participation/statistics.html>

Electronic source with no author or editor, no given title and no date

If there is no apparent author, editor or title, create a brief logical descriptive title for the source.

Opportunities to volunteer in Asia. (n.d.). Volunteer America. Retrieved from

<http://www.volunteeramerica.net/Volunteer-in-Asia.html>

Electronic source requiring a subscription to view the article

Include the name of database at the end.

Pufpaff, L., & Yssel, N. (2010). Effects of a 6-week, co-taught literacy unit on preservice special educators' literacy-education knowledge. *Psychology in the Schools, 47*(5), 493-500.

Retrieved from Education Research Complete database.

An electronic source (journal article) from an online database with a DOI number

If a DOI exists for an article from an online periodical, include it at the end of the reference.

Sonnenschein, S., Stapleton, L., & Benson, A. (2010). The relation between the type and amount of instruction and growth in children's reading competencies. *American Educational Research Journal, 47*(2), 358-389. doi:10.3102/0002831209349215.

If a DOI exists for an electronic source include the DOI instead of the URL at the end of the reference.

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist*

*Ethics, 8*. Retrieved from <http://www.cac.psu.edu/jbe/twocont.html>

A digital object identifier (DOI) is now being assigned by the International DOI Foundation to identify content and provide a persistent link to its location on the Internet. When DOIs are available, you should include them for both print and electronic sources. The DOI is typically located on the first page of the electronic journal article, near the copyright notice. The DOI can also be found on the database landing page for the article.

### Online Abstract

If you are citing an abstract when the full article is available, add "[Abstract]" after the article/source name.

Smith, J. (2010). How many professors does it take to change a light bulb? [Abstract]. *Journal of Common Sense*, 37(2), 44-46.

### Online Newspaper Article

Kent, C. (2010, September 1). The true identity of Superman. *The Daily Planet*. Retrieved from <http://www.dailyplanet.com>

### Electronic Books

If the book is only available in a digital format or is difficult to find in print.

Mc Fly, M. K. (2012). To the future and back: A life changing experience. Retrieved from <http://digital.library.my.imagination.com/scifi.html>

If the work is not directly available online or must be purchased, use "Available from" instead of "Retrieved from"

Davis, M. (2012). Music from my mind. Available from <http://www.imagination.com/blues/trumpet-12456789>

### Chapter/Section of an Online Document or Chapter

Humperdink, E. E. (2012). Music man: The big story behind the big name. In Famous singers from the past. Retrieved from <http://imagination.music.org/bigname/longname.html>

Stiltskin, R. J. (2012). And then I woke up. In J. S. Sandman and G. B. Morningside (Eds.), A century of sleep in America. Retrieved from Exclusive Premier Online database.

### Dissertation/Thesis from a Database

Biswas, S. (2008). Dopamine D3 receptor: A neuroprotective treatment target in Parkinson's disease. Retrieved from ProQuest Digital Dissertations. (AAT 3295214)

### Online Encyclopedias and Dictionaries

Commonly encyclopedias and dictionaries do not provide authors' names. In such cases move the entry name to the beginning of the citation.

Marketing. (n.d.). In Encyclopædia Britannica online. Retrieved from

<http://www.britannica.com/EBchecked/topic/365730/marketing>

### Online Lecture Notes and Presentation Slides

When citing online lecture notes or presentation slides, provide the [file format] after the title (e.g. PDF document, PowerPoint slides, Word document, MP3 file).

Snooze, B. (2012). Making business writing fun [PDF document]. Retrieved from MVNU

Moodle Web site: <http://connect.learninghouse.com/orientationpart1/>

Hughes, K. E. (2010). Week Two Powerpoint: Chapters 5-7. [PowerPoint slides]. Retrieved from

<http://ilearn.mvnu.edu/course/view.php?id=11>

### E-mail

E-mails are not included in a list of references, though they should be parenthetically cited in the body of the paper. (J. Doe, personal communication, September 12, 1964).

### Online Forum or Discussion Board Posting

Include the title of the message, and the URL of the newsgroup or discussion board. Titles for items in online communities like blogs or forums are not italicized. If the author's name is not available, provide the screen name. Include post or message numbers, if available, in brackets. If available, include the URL where the message is archived (e.g. "Message posted to..., archived at...").

Blogger, O. L. (2010, January 17). Why I think I am right and you are wrong [Post 212].

Message posted to <http://groups.google.com/forum/messages/0000212.html>

## Wikis

APA warns writers that wikis (like Wikipedia) are not reliable sources for research. They may be a good place to start a search but never rely on a wiki as the ultimate source of any information and rarely if ever should a wiki be cited in a research paper. They are collaborative projects and the host of the wiki cannot guarantee the accuracy or truthfulness of the entries. But if a wiki is cited the reference should look like this:

Reliability of Wikipedia. (n.d.). Retrieved from Wikipedia:

[http://en.wikipedia.org/wiki/Reliability\\_of\\_Wikipedia](http://en.wikipedia.org/wiki/Reliability_of_Wikipedia)

## Audio and Video Podcast

Provide as much information as possible. The example includes about every possible type of information that could exist for a podcast. It is unlikely you will find all these pieces for every podcast.

Bell, A. G. & Watson, T. (Producers). (1875, June 5). Can you hear me now? [Episode 1].

Telephone Science @ Blast from the Past Podcasts. Podcast retrieved from

<http://science.imagination.org/podcast.htm>

## Using the Bible

Reference entries are not required for major classical works, such as the Bible. If a Biblical text is cited, no reference is required. However, if a study note or other extrabiblical material is cited, a standard APA reference is required.

Citing the Bible in text:

In the first citation (and only the first citation) identify the version used. Spell out the version in the citation. Do not abbreviate “RSV”, “KJV”, “NASB”, “NIV”, etc. Parts of classical works (e.g., books, chapters, verses, lines) are numbered across all editions, so use these numbers instead of page numbers when referring to specific parts of the source:

(1Co 13:1, Revised Standard Version)

If a second version of the Bible is introduced into the paper by quoting from it, then place that version in the citation.

Reference Bible passages in the text parenthetically. Within the parentheses, place the abbreviated form of the Bible book followed by chapter, then colon and verse. Write Genesis chapter one, verse one like this:

(Gn 1:1).

If referring to more than one verse then use the following format (verse 1 through 5):

(Gn 1:1-5).

When quoting a verse (or part of one) the reference comes at the end of the quote. Quotation marks end prior to the parentheses with the final punctuation after the citation:

“In the beginning God created the heavens and the earth” (Gn 1:1).

When the reference appears as part of the flow of the sentence write out the book name in full:

"In Genesis chapter one the days of creation are systematically detailed by the writer."

If a passage is referred to indirectly, it should be done like this:

The days of creation are systematically detailed by the writer (Gn 1).

Use the following abbreviations for the biblical books:

Old Testament books:

Genesis	Gn	2 Chronicles	2Ch	Daniel	Da
Exodus	Ex	Ezra	Ezr	Hosea	Hos
Leviticus	Lev	Nehemiah	Ne	Joel	Joel
Numbers	Nu	Esther	Est	Amos	Am
Deuteronomy	Dt	Job	Job	Obadiah	Ob
Joshua	Jos	Psalms	Ps	Jonah	Jnh
Judges	Jdg	Proverbs	Pr	Micah	Mic
Ruth	Ru	Ecclesiastes	Ecc	Nahum	Na
1 Samuel	1Sa	Song Of Songs	SS	Habakkuk	Hab
2 Samuel	2Sa	Isaiah	Isa	Zephaniah	Zep
1 Kings	1Ki	Jeremiah	Jer	Haggai	Hag
2 Kings	2Ki	Lamentations	La	Zechariah	Zec
1 Chronicles	1Ch	Ezekiel	Eze	Malachi	Mal

## New Testament Books:

Matthew	Mt	Ephesians	Eph	Hebrews	Heb
Mark	Mk	Philippians	Php	James	Jas
Luke	Lk	Colossians	Col	1 Peter	1Pe
John	Jn	1 Thessalonians	1Th	2 Peter	2Pe
Acts	Ac	2 Thessalonians	2Th	1 John	1Jn
Romans	Ro	1 Timothy	1Ti	2 John	2Jn
1 Corinthians	1Co	2 Timothy	2Ti	3 John	3Jn
2 Corinthians	2Co	Titus	Tit	Jude	Jude
Galatians	Gal	Philemon	Phm	Revelation	Rev

**Appendix**

Sample Paper

Running head: CROSS-CULTURAL ADAPTABILITY

The running head should be flush left and include no more than 50 characters from the title. The words "Running head" only appear on the title page. The title should be in all capital letters. In order to change your header for the rest of the paper, click on the header. Then in the toolbar, check the box for "Different First Page".

1  
Page numbers should be flush right.

Cross-Cultural Adaptability Literature Review

Kevin E. Hughes

Student's name, First, Middle Initial, Last

Mount Vernon Nazarene University

Name of institution

The title should be centered in the upper half of the page, typed in upper and lower case, and contain no more than 12 words.

MAN 6093 Global Business

MBA001MV

November 1, 2010

Dr. John Q. Smith

Centered in the lower half of the title page include the:  
course name and number  
section or group name and number  
date the paper is due  
instructor's name  
(be sure to include the appropriate title (Dr., Mr. Mrs. Ms.)

Notice the header is now just the short title (3-5 words) flush left and the page number flush right. The words "Running head:" only belong in the header on the title page.

## CROSS-CULTURAL ADAPTABILITY

2

Put an extra return in the header so there will be a double space between the header and the content of the paper on every page.

### Abstract

The instructor and/or the syllabus will indicate if an abstract is required for a paper. Notice the heading Abstract is NOT bolded

An abstract is one solid paragraph of 150 - 250 words. It is left justified. Notice the first line is not indented like a normal paragraph.

This study evaluated the effects of the International Business Institute (IBI) study abroad program on the cross-cultural adaptability (CCA) of US university students. The Cross-Cultural Adaptability Inventory (CCAI) was administered as a pre- and post-test to both a study-abroad and a stay-at-home group. Four hypotheses were tested using two-way ANOVA. The study-abroad group scored significantly higher than the stay-at-home group on the pre-test regarding the total score and three of the four traits. The study-abroad group scored significantly higher than the stay-at-home group on the post-test regarding the total score and all four traits. Neither group reported significant pre- to post-test score changes, however ANOVA indicated that the differences in the pre- to post-test score changes of the two groups were significant. Though significant CCA improvement did not occur for the study-abroad group as a whole, the students who had not lived abroad did report significant improvement. Participation in the IBI program appears to have been more beneficial for students with the least amount of prior cross-cultural experience.

There should be a 1 inch margin all the way around every page.

## CROSS-CULTURAL ADAPTABILITY

The title of the paper should be centered and NOT bolded at the top of this first page of the body.

3

The font for everything in the paper should be Times New Roman 12 pt.

### Cross-Cultural Adaptability Literature Review

The paper should be double spaced throughout

The literature review attempts to provide an overview regarding cross-cultural adaptability (CCA), the Cross-Cultural Adaptability Inventory (CCAI), and the International Business Institute (IBI) program. CCA is considered an essential component of expatriate success (Black, Gregerson, Mendenhall & Stroh, 1999; Eschbach, 1997; Mendenhall & Oddou, 1991). CCA can be enhanced (Kelley & Meyers, 1995). One of the methods shown to enhance CCA is cross-cultural training (Black & Mendenhall, 1990; Eschbach; Mendenhall & Wiley, 1994; Selmer Torbiorn & de Leon, 1998). One of those forms of training found to be highly effective is experiential training (Brislin & Bhawuk, 1999; Gudykunst, Guzley & Hammer, 1996; Selmer et al.). Such experiential training can take the form of a well designed study abroad program (Burn, Cerych & Smith, 1990). The IBI program appears to be such a study abroad program (Bartel, 2001; LaFrance, 2001). The purpose of this review was to develop the foundation for this study to evaluate the effect of the IBI program, as an experiential form of cross-cultural training, on the CCA of business students.

There should be 2 spaces after each period or punctuation mark ending a sentence.

In order to achieve these goals, the literature review delineates relevant history and research regarding CCA. This discussion shows the role CCA has played in expatriate failure and success since the British went to India in the 1600s. Models of adjustment from the 1960s to the present are reviewed. The CCAI is placed in the context of other self-assessment instruments. Then the CCAI and the theoretical underpinnings of the inventory are discussed, including the basis for each of the four dimensions measured in the inventory. The IBI program is placed in the context of American study abroad programs today. The IBI program is described in detail, including the coursework, tours, encounters, and opportunity to experience European history and

culture. The case is then made in the conclusion for evaluating the IBI program to determine if it prepared students for this important aspect of international business success.

Level 1 headings: Centered, Boldface, Upper and Lower Case Heading.

## **History of CCA Research**

The terms adjustment, adaptation, and effectiveness have been used interchangeably in cross-cultural research. This has led to confusion regarding what is being measured. Ruben (1989) noted the ambiguous and undifferentiated nature of the use of these constructs. He found that those who seemed to adjust quickly to a new culture were more ethnocentric and self-contained than individuals who adjusted more slowly. These quick adjusters were usually not the people who made effective long-term adjustment. Kealey (1989) also noticed that those who make the most effective long-term adjustment are usually those who interact more with host nationals and who experience the more intense acculturation stress during the transition. This points to the need to clarify the differences between adjustment, adaptation, and effectiveness.

The field of cross-cultural adaptability has made great strides since the introduction of the concept of culture shock by Oberg (1960). Oberg defined culture shock as the psychological reaction experienced by an individual when he or she encounters another culture and the conflict that results between his or her own identity and the perceptions, values, and social cues of the other culture.

## **Modern Expatriate Research**

Level 2 headings: Flush Left, Boldface, Upper and Lower Case .

Modern expatriate adjustment research began in the late 1970s. Early emphasis was on the field of human resource management and organizational behavior. Now those pioneers are part of a worldwide group of scholars actively conducting research on the topic of expatriate adjustment. The learning theory models from psychology dominated early theory development in

this area. It was hypothesized that since expatriate adjustment dealt with learning new skills and techniques of adaptation, constructs from learning theories should be used as foundational constructs for expatriate models (Mendenhall, Kuhlmann Stahl, & Osland, 2002).

Dinges and Baldwin (1983) explained that cross-cultural adaptability researchers in the late 1970s placed emphasis on finding predictors of cross-cultural success and “various topologies of model adaptive patterns to intercultural situations” (p. 182). This research came from the Peace Corps, business, technical assistant personnel, and the military (Kelley & Meyers, 1995). According to Dinges and Baldwin, there was consensus regarding what constituted intercultural effectiveness. The seven components were (a) open-mindedness, (b) intercultural empathy, (c) accurate perceptions of similarities and differences between cultures, (d) nonjudgmentalness, (e) accurate, perceptive, noncritical observations of the behaviors of one’s self and others, (f) the ability to establish meaningful relationships with host nationals, and (g) low ethnocentrism. In this same time period, other researchers focused on communications and cognitive skill development. Detweiler (1978) introduced the concept of categorizing. He concluded that people who are capable of thinking in broad categories appeared to be more successful in cross-cultural situations.

### **Models of Expatriate Adjustment**

In the late 1980s, developmental models of expatriate adjustment were proposed. These models are built around the premise that contact with another culture triggers three fundamental psychological phases: temporary disintegration, regrouping, then attainment of a higher level of development and maturity (Mendenhall et al., 2002). Personality based models also exist. These models are designed to predict and train for success by discovering and developing the most

appropriate personality traits. Studies throughout the 1970s, 1980s, and 1990s turned up key personality traits common among successful expatriates. The traits include flexibility, empathy, respect, tolerance, interest in local culture, and technical job skills (Abe & Wiseman, 1983; Bennett, 1986; Church, 1982; Dinges & Baldwin, 1983; Hannigan, 1990; Mendenhall et al.).

### **Behavioral Model**

Selmer et al. (1998) believed that cross-cultural adjustment is based on the clarity of the expatriate's operant frame of reference acting as an internalized set of relevant norms, and the appropriateness of his or her personal behavior in the host-culture. At home, habitual behavior patterns are usually effective. In an unfamiliar culture these same behaviors may be inappropriate or even unacceptable. Cross-cultural adjustment requires the learning of new behaviors that are suitable in the host culture.

Clarity of the frame of reference is the extent to which the certain set of cognitive elements drawn from the individual's world view is unanimous in recommending a type of behavior as "normative"; that is, clarity is the degree of consistency between manifest behaviour and the operant frame of reference. (Selmer et al., p. 832)

At home, the applicability of habitual behavior and clarity of the operant home frame of reference are both high. In the successful adjustment process the expatriate will transition until the applicability of new behaviors learned from the host culture increases and the habitual behaviors decrease. Simultaneously, in the adjustment process the home culture operant frame of reference becomes less clear and eventually gives way to increasing clarity of the host culture's operant frame of reference. The well-adjusted expatriate has developed a worldview that accommodates new cognitive elements from the foreign culture. This expatriate developed a

flexible orientation that supports new behaviors that are more appropriate in the host culture (Selmer et al., 1998).

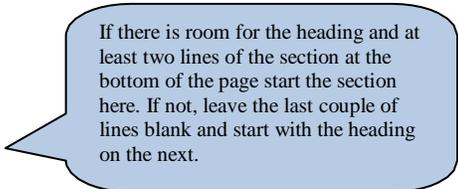
### **Social Learning Theory Model**

Black and Mendenhall (1991a) reported several ideas grounded in social learning theory as to why the honeymoon or ethnocentric phase occurs. Individuals put into an unfamiliar society tend to pay attention to any elements in the culture that are similar to those experienced at home and they superimpose familiarity on anything that even remotely resembles familiar cues. Because of this selective perception, individuals tend only to see differences that are highly visible and striking. Where the culture appears different or unfamiliar, individuals use habitual behavior that has been successful in apparently similar situations. During this phase there is a high probability of acting inappropriately and suffering negative consequences. It would therefore seem illogical for the honeymoon phase to exist.

Social learning theory proposes that in this first phase there is relatively little time for the negative consequences to accumulate, so there may not be recognition of the need to adapt or adjust behavior yet. Also, the form of the negative feedback may be different in the host culture than what the individual is accustomed to in the home culture, so the individual may not recognize the negative consequences. Third, the individual's desire to preserve a positive past self-concept may lead the person to ignore negative feedback even if such feedback is recognized (Black & Mendenhall, 1991a).

### **CCA and Expat Success and Failure**

Hisam (1997) stated that culture shock is a leading cause of expatriate failure. Eschbach (1997) demonstrated that integrated cross-cultural training could reduce the severity of culture



If there is room for the heading and at least two lines of the section at the bottom of the page start the section here. If not, leave the last couple of lines blank and start with the heading on the next.

shock, reduce the adjustment period, speed up the process of reaching cultural proficiency, and reduce the time needed to become effective and productive in the foreign assignment. In a survey of international selection practices, 98 percent of the respondents indicated that expatriate candidates were selected using the primary criteria of technical skills and willingness to relocate. Yet when asked the key factors contributing to failed international assignments, these same respondents reported that personality factors and interpersonal style were the primary culprits (Kozloff, 1996). According to Black et al. (1999) most poor performance or premature return cases among expatriates and their families result from cross-cultural problems, not from lack of technical or professional skills.

### **Attributes of Successful Expatriates**

The successful candidate should possess a high level of cross-cultural adaptability. The following traits reported by Phatak (1995) are the component parts of CCA as tested in the CCAI (Kelley & Meyers, 1995). Phatak stated that successful candidates possess cultural empathy, which is the degree to which a person is aware of other cultural behaviors and is willing to seek out the reasons why people think and act as they do. A successful manager must understand the differences and similarities between the home and host culture, and be tolerant of other cultures while avoiding making judgments based on his or her own cultural values and criteria. It is very important that the candidate be emotionally stable. The candidate should demonstrate an emotional equilibrium that is needed to deal constructively with adversity and various foreign circumstances. The successful manager also must be adaptable and flexible, with the ability to integrate with other people, cultures, and business operations. The person must be able to change as circumstances require, and be able to problem solve from different frameworks and

perspectives, in adverse situations, and with a lack of support and information from headquarters (see Appendix).

### **Conclusion**

The literature review presented relevant history and research regarding cross-cultural adaptability (CCA), showing the role CCA has played in expatriate failure and success since the British went to India in the 1600s. Models of adjustment from the 1960s to the present were reviewed demonstrating that CCA is an essential component of expatriate success (Black et al., 1999; Eschbach, 1997, Mendenhall & Oddou, 1991). It was shown that cross-cultural training could enhance CCA (Black & Mendenhall, 1990; Eschbach; Kelley & Meyers, 1995; Mendenhall & Wiley, 1994; Selmer et al., 1998).

Cross-cultural training comes in various forms and with different levels of rigor and effectiveness. Experiential training was shown to be effective at improving CCA (Brislin & Bhawuk, 1999; Gudykunst, Guzley & Hammer, 1996; Selmer et al., 1998). Experiential training can take the form of a well designed study abroad program (Burn et al., 1990), and the IBI program appears to be such a study abroad program (Bartel, 2001; LaFrance, 2001).

The International Business Institute (IBI) program is a form of experiential culture-specific training, providing the opportunity to experience European culture and interact with European business people over a ten-week period. By providing classes, tours, travel, and opportunities to be immersed in various cultures across Europe, the IBI program provides elements of cross-cultural training, found to be effective in improving CCA (Bartel, 2001; Black & Mendenhall, 1990; Eschbach et al., 2001).

The Cross-Cultural Adaptability Inventory (CCAI) was discussed in the context of self-assessment instruments. The CCAI was described and the theoretical basis was given for each of the four dimensions of the test: flexibility/openness, emotional resilience, personal autonomy, and perceptual acuity. These dimensions have been found to be essential components of CCA. The CCAI is designed for use with college students in study abroad programs (Kelley & Meyers, 1995). Based on the research findings, the IBI program should enhance CCA in the participants (Brislin & Bhawuk, 1999; Brislin & Yoshida, 1994; Gudykunst, Guzley & Hammer, 1996; Kobrin, 1984).

The header with title and page number should appear on each page of the reference list.

## CROSS-CULTURAL ADAPTABILITY

### References

"References" should be centered, with the R capitalized, and NOT bolded or underlined and this heading only appears on the first page of references.

11

A reference page should contain only the works cited in the paper. However additional references have been included here to provide more examples.

Abe, H., & Wiseman, R. L. (1983). A cross-cultural confirmation of the dimensions of effectiveness. *International Journal of Intercultural Relations*, 7(1), 53-67.

About us. (n.d.). Character Education Partnership. Retrieved from

<http://www.character.org/aboutus>

The italics continues through the volume number.

Aycan, Z. (1997, August). Expatriate adjustment as a multifaceted phenomenon: Individual and organizational level predictors. *The International Journal of Human Resource Management*, 8(4), 434-456.

The reference list should be double spaced and alphabetized. The first line of each citation should be flush left with each successive line indented. This is called a hanging indent. This is called a hanging indent.

Avramidis, E., & Norwich, B. (2002). Teachers' attitudes toward integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17(2), 129-147.

doi: 10.1080/08856250210129056

A journal article accessed through an electronic database with an assigned doi number

Azusa Pacific University catalog: 2001-2002. (2001). Azusa, CA: Author.

Bartel, R. J. (2001). ~~International Business Institute: Preliminary Bulletin-2002~~. Chicago:

Author.

An unpublished work that has no publisher, so the author is the only source of the document

Bennett, J. M. (1986). Modes of cross-cultural training: Conceptualizing cross-cultural training as education. *International Journal of Intercultural Relations*, 10(2), 117-134.

doi:10.1079/08856250210129167

Berry, J. W. (1980). Social and Cultural Change. In H. C. Triandis & R. Brislin (Eds.), *Handbook of cross-cultural psychology, Vol. 5. Social Psychology* (211-279). Boston:

Allyn & Bacon.

An article by one author inside a book with two editors

If there is not room for a full reference at the bottom of the page, leave the rest of the page blank and start the next reference on the next page

Black, J. S., Gregerson, H. B., Mendenhall, M. E., & Stroh, L. K. (1999). *Globalizing people through international assignments*. Reading, MA: Addison-Wesley Publishing Company, Inc.

Black, S., & Mendenhall, M. (1990, January). Cross-cultural training effectiveness: A review and a theoretical framework for future research. *Academy of Management Review*, 15(1), 113-36.

Black, J. S., & Mendenhall, M. (1991a). A practical but theory-based framework for selecting cross-cultural training methods. In M. Mendenhall & G. Oddou (Eds.), *Readings and cases in international human resource management* (177-204). Boston: PWS-Kent.

Black, J. S., & Mendenhall, M. (1991b). The U-curve... and theoretical framework. *Journal of International Business Studies*, 225-246.

Two articles by the same author with the same year. Follow the year with letters to tell them apart in the citations and in the references.

Bolender, R. K. (n.d.). Personal mission statement. Retrieved from

[http://www.bolender.com/Dr.%20Ron/Portfolio/Personal\\_Mission\\_Statement.htm](http://www.bolender.com/Dr.%20Ron/Portfolio/Personal_Mission_Statement.htm)

Brislin, R W., & Bhawuk, D. (1999). Cross-cultural training: Research and innovations. In J. Adamopoulos & Y. Kashima (Eds.), *Social psychology and cultural context* (205-216). Thousand Oaks, CA: Sage Publications.

Brislin, R., & Yoshida, T. (1994). *Intercultural communication training: An introduction*. Thousand Oaks, CA: Sage Publications.

Brook, A. (2008). Kant's view of the mind and consciousness of self. Retrieved from

<http://plato.stanford.edu/entries/kant-mind/>

Burn, B. B., Cerych, L., & Smith, A. (Eds.). (1990). *Study Abroad Programmes*. London, UK: Jessica Kingsley Publishers.

- Caligiuri, P. (1998, July). Legal issues in selecting global assignees. *Workforce*, 77(7), S30.
- Carlson, J. S. (1991). Relevant results from the study abroad articulation project. In B. B. Burn (Ed.), *Integrating study abroad into the undergraduate liberal arts curriculum* (1-6). New York: Greenwood Press.
- Cavusgil, S. T. (1993). Internationalization of business education: Defining the challenge. In S.T. Cavusgil (Ed.), *Internationalizing business education: Meeting the challenge* (1-14). East Lansing, MI: Michigan State University Press.
- Chowanec, G. D., & Newstrom, C. N. (1991, Autumn). The strategic management of international human resources. *Business Quarterly*, 56(2), 65-70.
- Church, A. (1982, May). Sojourners adjustment. *Psychological Bulletin*, 91(3), 540-572.
- Cleveland, H., Mangone, G. J., & Adams, J. C. (1960). *The overseas Americans: A report on Americans abroad*. New York: McGraw-Hill.
- Crocker, L., & Algina, J. (1986). *Introduction to classical and modern test theory*. New York: Holt, Rinehart, & Winston.
- Cui, G., & Van Den Berg, S. (1991). Testing the construct validity of intercultural effectiveness. *International Journal of Intercultural Relations*, 15(2), 227-241.
- Detweiler, R. A. (1978, September). Culture, category width, and attributions: A model-building approach to the reasons for cultural effects. *Journal of Cross-Cultural Psychology*, 9(3), 259-284.
- Dinges, N. G., & Baldwin, K. D. (1983). Intercultural competence: A research perspective. In D. Landis & R. W. Brislin (Eds.), *Handbook of intercultural training*, 1(106-123). New York: Pergamon Press.

- Dowling, P. J., & Schuler, R. S. (1990). *International dimensions of human resource management*. Boston: PWS-Kent Publishing Company.
- Eastern Mennonite University catalog: 2001-2002. (2001). Harrisonburg, VA: Author.
- EM Guild, Inc. (2001, March). Viva la study abroad. *Careers & Colleges*, 21(4), 4.
- Eschbach, D. M. (1997, 3rd quarter). Cross-cultural training: A tool for developing effective expatriate managers. *Journal of International Business Studies*, 28(3), 664-665.
- Eschbach, D. M., Parker, G. E., & Stoeberl, P. A. (2001, March). American repatriate employees' retrospective assessment of the effects of cross-cultural training on their adaptation to international assignments. *International Journal of Human Resource Management*, 12(2), 270-287.
- Expatriate (2001). Expatriate Services, Inc. Retrieved from <http://www.expatriate.com/oai.htm>
- Expatriate Preparation (2001). Expatriate preparation: Our services. Expatriate World. Retrieved from <http://www.expatriateworld.co.za/our%20services.html>
- Ferraro, G. P. (1998). *The cultural dimension of international business* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Forster, N. (1997, August). The persistent myth of high expatriate failure rates: A reappraisal. *International Journal of Human Resource Management*, 8(4), 414-433.
- Frazer, V. (1998, July). Selecting global assignees. *Workforce*, 77(7), S28-30.
- Fugate, D. L., & Jefferson, R. W. (2001, January). Preparing for globalization: Do we need structural change for our academic programs? *Journal of Education for Business*, 76(3), 160-171.

George, M. E. (1991). Cultural diversity in public elementary schools: An examination of principals' cultural adaptability and student achievement (Doctoral dissertation, University of La Verne, 1991). *Dissertation Abstracts International*, 53, 427.

Global Dynamics Inc. (2001). Training & development. Global Dynamics.com. Retrieved from <http://www.global-dynamics.com/GDTraining.cfm>

GlobalWorkshops (2001). GlobalWorkshops.com. Retrieved from <http://www.globalworkshop.com/>

Goldstein, D., & Smith, D. H. (1999, January). The analysis of the effects of experiential training on sojourners' cross cultural adaptability. *International Journal of Intercultural Relations*, 23(1), 157-173.

Grace College catalog: 2001-2002. (2001). Winona Lake, IN: Author.

Green, S. K., & Shinn, M. R. (1994). Parent attitudes about special education and reintegration:

What is the role of student outcomes? *Exceptional Children*, 61(3), 269-281.

Retrieved from Academic Search Complete database.

Article from a data base requiring a subscription to access. Use the name of the database instead of the URL or DOI

Grembowski, D. (2001). *The practice of health program evaluation*. Thousand Oaks, CA: Sage Publications.

Grove, C. L. (2001). International assignment services. Grovewell and Associates. Retrieved October 15, 2001, from <http://www.grovewell.com/all-expat-services.html>

Grove, C., & Hallowell, W. (2001). An assessment of assessment instruments for expat candidate selection. Grovewell.com. Retrieved from <http://www.grovewell.com/pub-expat-assess2.html>

- Grove, C. L., & Torbiorn, I. (1985). A new conceptualization of intercultural adjustment and the goals of training. *International Journal of Intercultural Relations*, 9(2), 205-233.
- Grovewell (2001). A guide to cross-cultural training. Grovewell and Associates. Retrieved from <http://www.grovewell.com>
- Gudykunst, W. B., Guzley, R. M., & Hammer, M. R. (1996). Designing intercultural training. In D. Landis & R. S. Bhagat (Eds.), *Handbook of intercultural training* (2nd ed., 61-80). Thousand Oaks, CA: Sage Publications.
- Gudykunst, W. B., & Hammer, M. R. (1984). Dimensions of intercultural effectiveness: Culture specific or culture general? *International Journal of Intercultural Relations*, 8(1), 1-10.
- Hannigan, T. P. (1990). Traits, attitudes, and skills that are related to intercultural effectiveness and their implications for cross-cultural training: A review of the literature. *International Journal of Intercultural Relations*, 14(1), 89-111.
- Hanvey, R. G. (1976). Cross-cultural awareness. In E. C. Smith & L. F. Luce (Eds.), *Toward internationalism: Readings in cross-cultural communication* (44-56). Rowley, MA: Newbury House Publishers.
- Hawes, F., & Kealey, D. J. (1981). An empirical study of Canadian technical assistance: Adaptation and effectiveness on overseas assignment. *International Journal of Intercultural Relations*, 4, 239-258.
- Hisam, T. G. (1997, 4th quarter). The value of expatriate support programs in reducing the susceptibility to culture shock for American expatriated employees working in Germany. *Journal of International Business Studies*, 28(4), 884-885.

Hoffman, D. M. (1990). Beyond conflict: Culture, self, and intercultural learning among Iranians in the U.S. *International Journal of Intercultural Relations*, 13, 387-428.

Houghton College catalog: 2001-2002. (2001). Houghton, NY: Author.

Kealey, D. J. (1989). A study of cross-cultural effectiveness: Theoretical issues, practical applications. *International Journal of Intercultural Relations*, 13(3), 387-428.

Keesing, R. M. (1974). Theories of culture. In G. Redding (Ed.), *International culture differences* (3-28). Brookfield, VT: Dartmouth Publishing Company.

Kelley, C., & Meyers, J. (1992). *Cross-cultural adaptability inventory: Action planning guide*. Minneapolis: Reid London House.

Kelley, C., & Meyers, J. (1995). *Cross-cultural adaptability inventory: Manual*. Minneapolis: Reid London House.

Kelley, C., & Meyers, J. (2001). CCAI: Cross-cultural adaptability inventory. *NCS Assessments*. Retrieved from <http://assessments.ncs.com/assessments/tests/ccai.htm>

King's College catalog: 2001-2002. (2001). Wilkes-Barre, PA: Author.

Kobrin, S. (1984). *International expertise in American business*. New York, NY: Institute of International Education.

Kozloff, B. (1996). Assessing expatriate selection. *Relocation Journal & Real Estate News*. Retrieved from <http://www.relojournal.com/feb96/exsel.htm>

LaFrance, V. (2001). International Business Institute. Retrieved from <http://www.messiah.edu/acdept/EPICNTR/programs/ibi.htm>

Maconochie, E. (1926). *Life in the Indian civil service*. London: Chapman & Hall.

- Mendenhall, M. E., Kuhlmann, T. M., Stahl, G. K., & Osland, J. S. (2002). Employee development and expatriate assignments. In M. J. Gannon & K. L. Newman (Eds.), *The Blackwell handbook of cross-cultural management* (155- 184). Oxford: Blackwell Publishers Ltd.
- Mendenhall, M., & Oddou, G. (1985). The dimensions of expatriate acculturation: A review. *Academy of Management Review*, 10(1), 39-47.
- Mendenhall, M., & Oddou, G. (1986). Acculturation profiles of expatriate managers: Implications for cross-cultural training programs. *Columbia Journal of World Business*, 21(1), 73-79.
- Mendenhall, M., & Oddou, G. (1991). The white water rapids of international human resource management. In M. Mendenhall & G. Oddou (Eds.), *Readings and cases in international human resources management* (3-27). Boston: PWS-Kent Publishing Company.
- Mendenhall, M. E., & Wiley, C. (1994, March/April). Strangers in a strange land. *American Behavioral Scientist*, 37(5), 605-20.
- Meridian Resources (2001). Global consulting and training for corporations. Retrieved from <http://www.mera.com/t20.html>
- Messiah College catalog: 2001-2002. (2001). Grantham, PA: Author.
- Mount Vernon Nazarene University catalog: 2001-2002. (2001). Mount Vernon, OH: Author.
- Naumann, E. (1992, 3rd quarter). A conceptual model of expatriate turnover. *Journal of International Business Studies*, 23(3), 499-531.
- NCS Assessment (2001). Cross-cultural adaptability inventory. NCS.com. Retrieved from <http://assessments.ncs.com/assessments/tests/ccai.htm>

- Oberg, K. (1960). Cultural shock: Adjustment to new cultural environments. *Practical Anthropology*, 7, 177-182.
- Olivet Nazarene University catalog: 2001-2002. (2001). Bourbonnais, IL: Author.
- Organizational behavior. (2009). Harvard Business School. Retrieved from <http://www.hbs.edu/units/ob/index.html>
- Our expatriate preparation services. (n.d.). Expatriate Preparation Guide. Retrieved from <http://www.expatsworld.co.za/our%20services.html>
- Phatak, A. V. (1995). *International dimensions of management* (4th ed.). Cincinnati: South-Western College Publishers.
- Rohrlich, B. F., & Martin, J. N. (1991). Host country and reentry adjustment of student sojourners. *International Journal of Intercultural Relations*, 15(2), 163-182.
- Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2001). *Program evaluation: An introduction* (3rd ed.). Belmont, CA: Brooks/Cole.
- Ruben, B. D. (1989). The study of cross-cultural competence: Traditions and contemporary issues. *International Journal of Intercultural Relations*, 13(3), 229-240.
- Ruben, B. D., & Kealey, D. J. (1979). Behavioral assessment and the prediction of cross-cultural adaptation. *International Journal of Intercultural Relations*, 3, 15-47.
- Sanders, J. R. (2000). *Evaluating school programs: An educator's guide* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.
- Schein, E. H. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass Publishers.

- Schneider, S. C. (1988, Summer). National vs. corporate culture: Implications for human resource management. *Human Resource Management*, 27(2), 231-246.
- Searle, W., & Ward, C. (1990). The prediction of psychological and sociological adjustment during cross-cultural transitions. *International Journal of Intercultural Relations*, 14(4), 449-464.
- Selmer, J. Torbiorn, I., & de Leon, C. T. (1998, October). Sequential cross-cultural training for expatriate business managers: Pre-departure and post arrival. *The International Journal of Human Resource Management*, 9(5), 831-840.
- Stening, B. W. (1994, May). Expatriate management: Lessons from the British in India. *The International Journal of Human Resource Management*, 5(2), 361-380.
- Teargarden, M. B., & Gordon, G. D. (1995). Corporate selection strategies and expatriate manager success. In J. Selmer (Ed.), *Expatriate management: New ideas for international business* (17-36). Westport, CT: Quorum Books.
- Thorogood, M., & Coombes, Y. (Eds.). (2000). *Evaluating health promotion: Practice and methods*. Oxford: Oxford University Press.
- Torbiorn, I. (1982). *Living abroad: Personal adjustment and personnel policy in the overseas setting*. New York: John Wiley.
- Tung, R. L. (1998a, Summer). American expatriates abroad: From neophytes to cosmopolitans. *Journal of World Business*, 33(2), 125-144.
- Tung, R. L. (1998b). Human resource management, international. In M. Poole & M. Warner (Eds.), *The IEBM handbook of human resource management* (375-391). London: International Thomson Business Press.

Ward, C., & Searle, W. (1991). The impact of value discrepancies and cultural identity on psychological and sociocultural adjustment of sojourners. *International Journal of Intercultural Relations*, 15(2), 209-225.

Westmont College catalog: 2001-2002. (2001). Santa Barbara, CA: Author.

Young, L., & Rubican, K. (2001). Brand building. *Ad Focus*. Retrieved from <http://www.fm.co.za/adfocus/young/brand.html>

The header should be included on each page of the appendix, and the one inch margin all around should be maintained. However the content of appendices can be anything from photos or illustrations to tables, charts or graphs.

## CROSS-CULTURAL ADAPTABILITY

### Appendix

“Appendix” should be centered, capitalized, and not bolded or underlined. If there is more than one, they should be labeled “Appendix A”, Appendix B”, “Appendix C” etc...according to the order they are referred to in the paper

22

#### Description of the Ideal Expatriate

---

##### Job Related Qualities

---

appropriate technical knowledge  
excellent managerial skills  
excellent performance record  
realistic view of the assignment  
proper motivation for assignment

---

##### Skills and Abilities

---

high aptitude for language  
diplomatic  
strong relational skills  
inclusive leadership style  
good coping skills  
comfortable with change  
culturally open

---

##### Personality Traits

---

determined  
persistent  
self effacing emotionally  
stable possessing inner  
strength culturally  
empathetic nurturing  
compromising  
compassionate  
flexible  
adaptable  
tolerant of ambiguity  
respectful of other cultures

---