



**Carleton University**  
**BUSI 4414A Capstone in Business Analytics**  
**Winter 2025**

**Professor:** Dr. Robert Helal  
**Email:** roberthelal@cunet.carleton.ca  
**Schedule:** Wednesdays 11:35am – 2:25pm  
**Office Hours:** By appointment  
**Modality:** In Person

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**BUSI 4414A Capstone in Business Analytics [0.5 credit]**

*This is a capstone course for the Business Analytics concentration. The objective of this course is to be the concentration's culminating course allowing students to undertake a major BA project, while refining their knowledge by examining a set of advanced/specialized topics.*

**Pre-requisites**

Fourth year standing in BA concentration/stream, and successful completion of all 3000-level courses in the BA concentration/stream requirement.

**Drop Course Policy**

The deadline for academic withdrawal follows the dates prescribed by Carleton University:

<https://calendar.carleton.ca/academicyear/>

The deadline to drop this course with full fee adjustment is January 31<sup>st</sup>, 2025. The last day to withdraw from full fall courses is March 15<sup>th</sup>, 2025.

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**Course Description**

This is a capstone course for the Business Analytics concentration. The objective of this course is to be the concentration's culminating course allowing students to undertake a major BA project, while refining their knowledge by examining a set of advanced/specialized topics beyond what has been introduced in the concentration.

## **Course Learning Objectives**

The objective of this course is to provide students with the opportunity to apply their knowledge from previous Business Analytics (BA) courses to complete a comprehensive project focused on the business analytics lifecycle. This course is designed to guide students through each stage of the lifecycle, from data collection and preprocessing to analysis, modeling, and the presentation of insights.

Throughout the course, students will explore how each phase of the analytics lifecycle contributes to making informed business decisions. The course also emphasizes the integration of data science with business strategy, highlighting the importance of transforming data into actionable insights.

## **Required Text and Other Readings**

Nelson, G. S. (2018). *The Analytics Lifecycle Toolkit: A practical guide for an effective analytics capability*. John Wiley & Sons.

Publisher: Wiley; 1st edition (April 3, 2018)

Hardcover: 464 pages

ISBN-10: 1119425069 / ISBN-13: 978-1119425069

**\$62.00 on Amazon / \$40.99 to \$59.95 at Carleton Bookstore**

No Charge on ProQuest eBook Central follow link: <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=5317892>

### *Suggested Texts/Readings*

Kimball, R., & Ross, M. (2015). *The Kimball Group Reader: Relentlessly practical tools for data warehousing and business intelligence*. John Wiley & Sons.

Publisher: Wiley; 2 edition (Dec 30 2015)

Paperback: 912 pages

ISBN-10: 1119216311 / ISBN-13: 978-1119216315

**\$60.00 on Amazon / No Charge on Wiley Online Library** follow link: <https://onlinelibrary-wiley-com.proxy.library.carleton.ca/doi/book/10.1002/9781119228912>

Other source:

<https://iee-dataport.org/datasets>

## **Grading Scheme**

### **Individual Assessment**

Individual Research Paper	20%
Course Participation	10%

### **Group Assessments**

Project Proposal and Presentation	10%
Project Progress Report and Presentation	10%
Final Prototype Demo and Presentation	30%
Final project report	20%
Peer Evaluations (see below)	

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TOTAL	100%
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## Semester Deliverables

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*Note: Requirements for each deliverable will be posted on Brightspace and discussed in class.*

### 1) Individual Assignment and Presentation

#### Research Paper on the Development of Successful Business Analytics Solutions

In this individual assignment, students will research and write a paper on a specific topic related to the development of successful business analytics (BA) solutions. The focus will be on one stage of the **business analytics lifecycle**, with the paper exploring key factors that contribute to the successful delivery of that stage.

Students are expected to choose a topic that has been approved by the professor and that is supported by current research. Examples of topics include but are not limited to:

- *Real-Time Business Analytics: Enhancing Decision-Making in Dynamic Environments*
- *Overcoming Challenges in User Adoption of Business Analytics Applications*
- *Measuring ROI for Business Analytics Solutions: Strategies for Quantifying Success*
- *Trends in AI Integration within Business Analytics Architecture*
- *Data Visualization Techniques for Enhanced Decision-Making*
- *Managing Data Privacy and Compliance in BA Projects*

The research paper must be grounded in current literature, with at least 8-10 scholarly sources, including peer-reviewed journals and industry reports. In addition to summarizing existing research, the paper must offer critical analysis of the chosen topic, exploring both challenges and opportunities for success.

#### Research Expectations:

Students are expected to demonstrate a comprehensive understanding of their chosen topic, supported by a range of credible scholarly sources. The depth of research will reflect the thoroughness with which students explore the topic, including the relevance and quality of the sources used. In addition, students must provide a critical analysis, offering a balanced evaluation of the opportunities and challenges involved in delivering business analytics solutions. The ability to connect research to real-world applications, using relevant case studies or practical examples, will further strengthen the analysis.

The research paper will be assessed on several key factors: how well the paper addresses the selected topic and its role within the business analytics lifecycle; the comprehensiveness and quality of the sources consulted; and demonstrated ability to interpret and assess findings.

**Research Paper Presentations:** Each paper will be presented in class in a seminar format.

## Assignment Details:

**Word Count:** 2000–2500 words (excluding references and appendices)

**Format:** APA style with proper citations and bibliography

**Submission:** Brightspace in PDF format

**Grading Criteria** - The research paper will be evaluated based on the following criteria:

- Relevance and Topic Development
- Research Depth
- Critical Analysis
- Structure and Organization
- Writing Quality and APA Formatting

*Note: Further details, including expectations and rubrics, will be provided on Brightspace.*

## 2) Group Project Overview

The group project is designed to simulate a real-world business analytics project, where students work collaboratively to solve a complex business problem using data-driven decision-making techniques. This project follows the full business analytics lifecycle and is divided into four key phases, each contributing to a final solution that addresses a business problem. The phases include: 1. a project proposal, 2. report progress updates, 3. a final presentation and demo, and 4. a comprehensive final report.

### Objective

Utilize analytics methodologies and techniques to collect, analyze, model, and present data-driven solutions tailored to meet a client persona's business requirements, including the delivery of a prototype that demonstrates the potential execution of the solution.

### Client Persona Project Assignment

The capstone project topic will be determined at the beginning of the semester. The instructor will present an overview of the business problem to be addressed, and the project scope will be developed for a target client profile (client persona). The chosen project will serve as the basis for all phases of the group work, allowing students to apply business analytics concepts in a real-world context. Details of the business analytics project and requirements will be posted on Brightspace.

**Note:** Specific details for each phase's deliverables will be reviewed at the start of the semester and posted on the course Brightspace.

## **Project Groups Formation and Evaluation**

Students will be organized into teams of 3-4 members. When forming teams, it is essential to seek members with complementary business analytics skills to ensure a well-rounded and effective project team. Teams should consist of members who bring diverse strengths in areas such as data analysis, programming, visualization, project management, and presentation skills. This diversity will enable the team to address the various aspects of the business analytics lifecycle, from data collection and preprocessing to model development and solution delivery.

*Note: The instructor will determine the final team sizes based on the total class enrollment to ensure balance across all groups.*

Each team is responsible for collaborating on all phases of the group project, with equal contribution expected from every member. Regular team meetings and active engagement are essential to ensuring consistent progress and shared responsibility.

## **Project Phases (Semester Deliverables)**

### **Phase 1: Project Proposal**

In the project proposal phase, your team will define the business problem and objectives for a client persona, outlining a detailed approach to solving the problem. The proposal should include an overview of initial data sources, the intended methodology for data analysis, and a high-level project timeline with clear milestones. This phase will involve both a written proposal and an in-class presentation, where your team will communicate the strategy to both the instructor and peers.

### **Phase 2: Report Progress Update**

The progress report provides an update on the work completed to date, including the results of data sourcing and preprocessing, as well as any preliminary insights from exploratory data analysis. Your team will demonstrate how the project is progressing according to the original plan, discuss any challenges encountered, and detail the next steps. You are expected to present an overview of your model development, discuss adjustments made, and update the project timeline.

### **Phase 3: Final Prototype Demo and Presentation**

In this phase, your team will deliver a comprehensive final presentation that covers the outcomes of your data analysis, model development, and the business solution. The presentation will include a live demonstration of the working prototype that was developed, highlighting its key features and functionality. You will present the final results, explain how client persona considerations/feedback influenced the project, and show how your solution meets the business needs. The presentation will also include a detailed discussion of the project's timeline, completion status, and Q&A with the instructor and peers.

#### **Phase 4: Final Project Report**

The final project report is a professional document that summarizes the entire analytics process. It will include sections on the client persona's business problem, the methodology used, data analysis, model development, and key insights. The report should also present your final recommendations to the client persona based on your findings and include appendices with supplementary materials such as visualizations, code, or additional data analysis. This phase emphasizes clear communication, thorough documentation, and a detailed discussion of results and challenges.

#### **Capstone Project Grading Criteria**

The group project is designed to evaluate your ability to apply business analytics concepts in a real-world context. Throughout the project, your team will be assessed not only on the quality of the final deliverables but also on your progress, collaboration, and ability to deliver a practical solution to the project business problem. The grading will reflect both individual and team contributions across the project.

- **Clarity and Professionalism:** The clarity and structure of written and verbal communication.
- **Depth of Analysis:** The thoroughness of the data exploration, model development, and insights derived.
- **Practicality of Solution:** The relevance and applicability of the solution to the client persona's business needs.
- **Teamwork and Participation:** Collaboration within the team and active engagement during presentations.

**Details for each phase's deliverables, including expectations and rubrics, will be provided on Brightspace** at the beginning of the semester. The rubrics will outline specific evaluation criteria for each phase and provide guidance.

#### **Group Peer Evaluations**

Each phase of the project requires team members to contribute equally. Teams will meet regularly and ensure that progress is made consistently in line with the project timeline. Attendance at team meetings and active participation during presentations are mandatory.

At the end of the project, a team evaluation will be conducted. Each team member will evaluate the contribution and collaboration of their peers. These evaluations will be incorporated into the final project assessment for each student, ensuring that individual contributions are recognized. This evaluation will account for a portion of the final course grade.

### 3. Class Participation

Class participation is an essential component of this course and will contribute to your overall grade. Active participation involves not only attending lectures but also engaging in meaningful discussions, contributing ideas, and demonstrating preparedness for each class session. Participation helps create a collaborative learning environment and is a key factor in developing a deeper understanding of business analytics concepts.

**Participation will be evaluated based on the following criteria:**

- **Engagement:** Students are expected to contribute thoughtfully to class discussions and group activities. This includes asking relevant questions, responding to peers' ideas, and sharing your insights or experiences related to course materials.
- **Preparedness:** Come to class prepared, having completed the assigned readings, case studies, or exercises. Demonstrating a clear understanding of the material and contributing informed comments will positively affect your participation grade.
- **Collaboration and Respect:** A key element of participation is the ability to work well with others, both in group settings and during class discussions. This includes listening to peers, respecting diverse perspectives, and contributing in a constructive manner.
- **Attendance and Punctuality:** Regular attendance is expected. Repeated absences or tardiness will impact your participation grade.

Please note that class participation extends to your involvement in team projects, presentations, and collaborative activities.

### Guest Speakers

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Throughout the semester, we will have several **guest speakers** who are industry practitioners offering various current perspectives on business analytics. These sessions will provide valuable insights into real-world applications of business analytics, including emerging trends, challenges, and innovations from professionals working in the field.

Guest speakers will join us either **in-person or virtually**, as they are based locally and internationally. These sessions will provide students with the opportunity to engage with experts who are actively working in business analytics across different industries and regions.

**Attendance at all guest speaker sessions is mandatory.** These sessions are important to your learning in the capstone course and provide unique opportunities to learn from and interact with professionals. It is important that we demonstrate the value of guest speaker time and show our appreciation for their contributions. Participation in these sessions will contribute to your class participation grade.

**Note:** *The final schedule for guest speakers will be confirmed as the speakers' availability is finalized. Any changes to the schedule will be communicated promptly via Brightspace and during class.*

## Criteria for Evaluation and Grading

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**Submissions:** For this course, all submissions are electronic, in PDF form, submitted on Brightspace by stated deadlines.

**Grading:** Each component of a student's grade will be calculated as described for each assessment method on the course Brightspace page. Where applicable an assignment rubric will be provided. A student's final course grade will be a weighted average of each of these components.

If you are unable to attend class on the day an assignment is due, it is your responsibility to ensure that you have submitted your assignment on Brightspace prior to the deadline. Submissions sent via e-mail will not be accepted.

## Missed Course Deliverables

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### **Late Assignments:**

All assignments are due by the deadline provided. Lates assignments will be penalized at 10% per day, based on the Brightspace due date and time.

### **Missed Assignments and Deferred Examination:**

In cases where students are not able to meet a course requirement (i.e., contribute to a group project, submit an individual assignment) due to a certified illness, these situations will be addressed following university guidelines. In all such cases, students will be required to provide an official medical certificate/documentation at least two weeks before the end of the semester.

### **Deferred Final Assignment:**

Students unable to complete the final project due to illness or other circumstances beyond their control must contact the professor in writing to request a deferral. Permission may be granted if the absence is supported by a medical certificate and or appropriate document(s) to support the reason for the deferral.

### **Contribution to Program Learning Goals:**

See Appendix B for details the learning objectives that will be the focus on learnings in this course.



**Example of Declaration of Academic Integrity**

**BUSI4414 Business Analytics Capstone Project:  
Declaration of Academic Integrity (Group)**

\_\_\_ Draft/ \_\_\_ Final Report on Company: \_\_\_\_\_

The University Senate defines plagiarism in the regulations on instructional offenses as: “to use and pass off as one’s own idea or product work of another without expressly giving credit to another.”

I/we declare that the work submitted herewith is my/our work. All sources have been referenced in the footnotes and listed in the bibliography. This work has not been shared with anyone outside this group. This work is the intellectual property of each of the group members and will be returned to any one of the group members to be shared with the other group members.

Student Number	Student Name	Signature of Student (Everyone must sign to receive a grade)

Date Submitted: \_\_\_\_\_

*Instructional offence cases must be communicated to the Associate Dean, Undergraduate programs; individual solutions are not permitted.*

## Appendix A – Detailed Course Schedule

### BUSI4414 (Winter 2025) – Business Analytics Capstone Project

#### CLASS SCHEDULE

2024/2025 dates and deadlines: <https://calendar.carleton.ca/academicyear/>

Week	Date	Topics	Class Preparation	Due This Week
1	Jan 8	Course Introduction Course Objectives Capstone Project Topics		Groups Formed
2	Jan 15	Analytics Overview Analytics – Organization and Roles	<i>Chapters 1, 2</i>	
3	Jan 22	Analytics and the Enterprise Analytics Data Strategy Project proposal presentations	<i>Chapter 3, 4</i>	Proposal Submissions Individual Project Topics
4	Jan 29	Analytics Lifecycle (AL) Stages	Chapters 5 Guest(tbc)	
5	Feb 5	AL Stage 1 – Analytics Problem Framing	Chapter 6 Guest(tbc)	
6	Feb 12	AL Stage 2 – Data Sensemaking AL Stage 3 – Analytics Model Development	Chapter 7, 8 Guest (tbc)	
	Feb 19	No Classes		
7	Feb 26	AL Stage 4 – Applying Analytics to Business AL Stage 5 – Analytics Product Management Project Progress presentations	Chapters 9, 10	Project Progress Presentation Submissions
8	Mar 5	Actioning Analytics	Chapter 11 Guest (tbc)	
9	Mar 12	Core Competencies for Analytics Teams	Chapter 12 Guest(tbc)	Individual Research Paper Submissions
10	Mar 19	Term Paper Presentations		
11	Mar 26	Group Project Presentations		
12	Apr 2	Group Project Presentations/Wrap-Up		Final Project Submissions

\* **Speakers, Schedule and Readings:**

This semester may include guest speakers, and additional readings on a particular topic may occasionally be assigned. While every attempt will be made to keep to the schedule listed above, unforeseen circumstances and availability of guest speaker(s) may necessitate modifications throughout the semester (including assignments, readings and topics). I will keep you informed of changes via Brightspace.

## Appendix B – Learning Outcomes for the Bachelor of Commerce Program

Goal	Learning Objectives	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught but Not Assessed	Competencies Taught and Assessed
<b>BC1 Knowledge</b>  Graduates will be skilled in applying foundational business knowledge to appropriate business contexts..	1.1 Graduates will interpret and critique quantitative and qualitative data to draw conclusions through a summary of findings.  1.2 Graduates will demonstrate knowledge of equity, diversity and inclusion practices within the context of the globalized business environment.  1.3 Graduates will use financial information, models and datasets to make decisions.  1.4 Graduates will demonstrate how to apply business theories, concepts and tools to support organizational decision making.  1.5 Graduates will demonstrate how to identify and apply appropriate technologies to address business issues.	X		X	X    X
<b>BC2 Collaboration</b>  Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.	2.1 Graduates will demonstrate an understanding of the characteristics of collaborative leadership.  2.2 Graduates will demonstrate the ability to work effectively in teams.				X  X
<b>BC3 Critical Thinking</b>  Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.	3.1 Graduates will make decisions by gathering, interpreting and applying information from a variety of sources to address complex business issues.  3.2 Graduates will identify ethical issues and apply ethical principles in addressing complex business issues.  3.3 Graduates will apply principles of sustainability when developing new ideas or addressing business issues.		X  X		X
<b>BC4 Communication</b>  Graduates will be effective and persuasive in their communications.	4.1 Graduates will communicate effectively on business topics through oral presentations that provide a clear, rational and persuasive course of action.  4.2 Graduates will communicate effectively on business topics through written reports that provide a clear, rational and persuasive course of action.  4.3 Graduates will communicate effectively on business topics through digital channels and platforms that provide a clear, rational and persuasive course of action.  4.4. Graduates will demonstrate an understanding of the process of planning, managing and undertaking a business project in their communications.				X   X  X

## Appendix C – Additional Information

### Course Sharing Websites:

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group Work:

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

#### Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for the final project. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him/her/themselves) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

### Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100    B+ = 77-79    C+ = 67-69    D+ = 57-59    F = Below 50

A = 85-89    B = 73-76    C = 63-66    D = 53-56

A - = 80-84    B - = 70-72    C - = 60-62    D - = 50-52

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### Requests for Academic Accommodation:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

<https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

<https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to

send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

**Academic Integrity:**

Violations of academic integrity—presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

**Centre for Student Academic Support:**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

**Other Important Information:**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

**Additional Guidance on Citations/Bibliography:*****Bibliography:***

It is important that you follow a recognized style to present a comprehensive bibliography that ensures an integrated alphabetical order and recognizes multiple citations to same year documents from a common source.

Be consistent when ordering your citation sources so that like items are grouped together. For example, Natural Resources Canada may also be referred to as NRC (both of which are acceptable), however in ordering citations from multiple NRC documents select one format and list consecutively by date (from oldest to most recent).

Guidance provided by the Academy of Management in its Style Guide may be found at: <http://aom.org/uploadedFiles/Publications/AMR/AMRstyleguide.pdf> (disregard the *in-text*, *in-parenthesis* identification, as the required use of footnotes replaces this format).

***Footnotes:*** Every source for citations, statistics, tables, etc. should be sequentially referenced to a footnote at the bottom of the page. Full information should be provided to allow a reader to know exactly where you obtained the data, remembering that direct quotations require the specifics of page number. When a subsequent citation is made to the exact same one that proceeds you may identify it as *ibid* (for more details see

<https://www-chicagomanualofstyle-org.proxy.library.carleton.ca/home.html>