Citing & Referencing Using the Harvard Style: Examples

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Introduction

This working document aims to demonstrate to students how to cite and create reference lists in the Harvard Style. It is provided to accompany an online video titled '**Citing & Referencing in Assignments Using the Harvard Style**' which is available on YouTube$^{(TM)}$.

The intention of providing this material is to give students a clear idea of what is acceptable practice in writing academic papers. Please bear in mind that this paper is designed to be used in conjunction with the '**Citing & Referencing in Assignments Using the Harvard Style**' video.

The video (accompanying this document) cover the basics of citing, quoting and referencing for some of the main formats used in academic assignments (journal articles, books, contributions to books such as chapters, official publications and newspaper and magazine articles) but it is worth bearing in mind that other forms of publication are becoming more acceptable.

This document contains four parts.

Part A is a piece of text which contains a piece of text containing various types of citations.

Part B is the same text as Part A with notes that indicate the type of material being cited.

Part C is the same text as Part D but includes notes that explain the type of material being referenced.

Part D is a references list that contains various types of references. Annotations have been removed to provide students with a clear model of a bibliography.

Part A. (Sample text containing various types of citations)

Engaging students in large class environments is a growing problem for educators at university level (Heaslip *et al.* 2014). Cullen (2011b) writes that understanding how to cite is fundamental to learning how to improve critical thinking abilities. This is why the role of the librarian in the research process is often underestimated (Cullen 2000). It is often the case that students, particularly in corporate settings, should be aware of the political ramifications of the underlying criteria of using a particular pedagogical approach (Cullen and Turnbull 2012). 'The "sacralization" of the management development experience, coupled with the emergence of the learning discourse and its associated emphasis on self-development, has contributed to the emergence of SMD' (Cullen, 2008a: 272).

> Learning to communicate clearly and sharing knowledge effectively is vital if one wishes to developing a successful career in management (Cullen 2008b).

> 'Research often highlights how adequate organisational and management communication processes are essential to meet strategic goals. Interactive, two-way communication processes become key to improving productivity in business environments with increasingly sophisticated and educated workforces that continue to grow progressively more competitive' (Cullen, 2008b: 51).

Understanding how to communicate to particular groups of followers at specific times is central to the contingency theories of leadership (Cullen 2015). Indeed, the creation of an open culture of communication is essential when an organisation is undergoing significant change or needs to foster a climate of innovation and creativity (Cullen 2004, Cullen 2008c, Cullen 2011a).

> 'The challenge for leaders is to recognize and act on the discretion the circumstances offer and then to have the ability to reflect on that "reality" through an understanding that this is just their own idiosyncratic view...' (Galavan and Cullen, 2008: 251-252). This is especially important when the views of leaders towards, for example, the need to protect the natural environment are becoming increasingly shared throughout society (Bell *et al.* 2012). Examples of this include the recent international commitment to seriously address climate change (United Nations, 2015) and the emergence of a new form of work ethic (Cullen 2016).

Part B. (Annotated ample text containing various types of citations. Notes are highlighted in **RED CAPITAL LETTERS** and explained below the text.)

Engaging students in large class environments is a growing problem for educators at university level (Heaslip *et al.* 2014) **A**. Cullen (2011a) **B** writes that understanding how to cite is fundamental to learning how to improve critical thinking abilities. This is why the role of the librarian in the research process is often underestimated (Cullen 2000) **C**. It is often the case that students, particularly in corporate settings, should be aware of the political ramifications of the underlying criteria of using a particular pedagogical approach (Cullen and Turnbull 2012) **D**. 'The "sacralization" of the management development experience, coupled with the emergence of the learning discourse and its associated emphasis on self-development, has contributed to the emergence of SMD' (Cullen, 2008: 272) **E**.

Learning to communicate clearly and sharing knowledge effectively is vital if one wishes to developing a successful career in management (Cullen 2008b) **F**.

'Research often highlights how adequate organisational and management communication processes are essential to meet strategic goals. Interactive, two-way communication processes become key to improving productivity in business environments with increasingly sophisticated and educated workforces that continue to grow progressively more competitive' (Cullen, 2008b: 51) **G**.

Understanding how to communicate to particular groups of followers at specific times is central to the contingency theories of leadership (Cullen 2015) **H**. Indeed, the creation of an open culture of communication is essential when an organisation is undergoing significant change or needs to foster a climate of innovation and creativity (Cullen 2004, Cullen 2008c, Cullen 2011b) **I**.

'The challenge for leaders is to recognize and act on the discretion the circumstances offer and then to have the ability to reflect on that "reality" through an understanding that this is just their own idiosyncratic view...' (Galavan and Cullen, 2008: 251-252) **J**. This is especially important when the views of leaders towards, for example, the need to protect the natural environment are becoming increasingly shared throughout society (Bell *et al.* 2012) **K**. Examples of this include the recent international commitment to seriously address climate change (United Nations, 2015) **L** and the emergence of a new form of work ethic (Cullen 2016) **M**.

A – Citation of an article with more than two authors

B – Citation of an article with a single author

C- Citation of a magazine article

D- Citation of an article with two authors

E- Direct quotation from an article

F- Citation of a book written by a single author

G- Quotation from a book written by a single author. Note that quotations must also contain the page numbers that the quoted text appeared on. As this direct quote is more than **40** words long it has been separated from the rest of the paragraph and indented.

H- Citation of a chapter contribution to an edited book. Chapter is written by a single author

I – Citations of multiple sources discussing the development of single concept

J- Citation of a chapter contribution to an edited book. Chapter is written by two authors. Note that at this page spread over two pages. All page numbers that the quoted text appeared on is included.

K- Citation of a chapter contribution to an edited book. Chapter is written by more than two authors

L- Citation of an official publication.

M- Citation of a website.

Part C. Annotated References (Explanations are provided in **RED CAPITAL LETTERS** beside the relevant text).

Bell, E., Cullen, J. and Taylor, S. (2012) 'Sustainability and the Spiritual Work Ethic' in Case, P., Hopfl, H. and Letiche, H., eds., *Belief & Organization*, Basingstoke, Hampshire: Palgrave Macmillan, 185-203. **REFERS TO CHAPTER CONTRIBUTION TO AN EDITED BOOK. CHAPTER IS WRITTEN BY MORE THAN TWO AUTHORS** .

Cullen, J. (2000) 'Rupert Giles: The professional image slayer', *American Libraries*, 31(5), 42. **A MAGAZINE ARTICLE.**

Cullen, J. (2008a) 'Self, Soul and Management Learning: Constructing the Genre of the Spiritualized Manager', *Journal of Management, Spirituality & Religion*, 5(3), 264-292. **A JOURNAL ARTICLE WRITTEN BY A SINGLE AUTHOR.**

Cullen, J. (2008b) *Communication and knowledge sharing at work*, Dublin: Blackhall publishing. **A BOOK WRITTEN BY A SINGLE AUTHOR.**

Cullen, J. (2008b) 'Professionalizing knowledge sharing and communications: Changing roles for a changing profession', *Business Information Review*, 25(1), 53-57. **A JOURNAL ARTICLE WRITTEN BY A SINGLE AUTHOR.**

Cullen, J. and Turnbull, S. (2012) 'The "hetero-ethical" management development rationale', *Journal of Management Development*, 31(6), 584-593. **A JOURNAL ARTICLE WRITTEN BY TWO AUTHORS.**

Cullen, J. G. (2004) 'Identifying sectoral management cultures through recruitment advertising ', *Leadership & Organization Development Journal* 25(3), 279-291. **A JOURNAL ARTICLE WRITTEN BY A SINGLE AUTHOR.**

Cullen, J. G. (2011a) 'The writing skills course as an introduction to critical practice for larger business undergraduate classes', *International Journal of Management Education*, 9(4), 25-37. **A JOURNAL ARTICLE WRITTEN BY A SINGLE AUTHOR.**

Cullen, J. G. (2011b) 'Researching workplace spiritualization through auto/ethnography', *Journal of Management, Spirituality & Religion*, 8(2), 143-164. **A JOURNAL ARTICLE WRITTEN BY A SINGLE AUTHOR.**

Cullen, J. G. (2015) 'Leading Through Contingencies' in Carroll, B., Ford, J. and Taylor, S., eds., *Leadership: Contemporary Critical Perspectives*, London: Sage, 45-68. **CHAPTER**

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Cullen, J. G. (2016) *Sustainability and the work ethic* [online], available:
https://johngcullenblog.wordpress.com/2016/01/04/sustainability-the-work-ethic/
[accessed 6th January 2016]. **A page on a website.**

Galavan, R. and Cullen, J. (2008) 'The Leader's Prison' in Galavan, R., Murray, J. and Markides, C.,
eds., *Strategy, Innovation & Change*, Oxford: Oxford University Press 242-253. **CHAPTER CONTRIBUTION TO AN EDITED BOOK. CHAPTER IS WRITTEN BY TWO AUTHORS** .

Heaslip, G., Donovan, P. and Cullen, J. G. (2014) 'Student response systems and learner engagement
in large classes', *Active Learning in Higher Education*, 15(1), 11-24. **A JOURNAL ARTICLE WRITTEN BY MORE THAN TWO AUTHORS** .

United Nations / Framework Convention on Climate Change (2015) *Adoption of the Paris Agreement*,
21st Conference of the Parties, Paris: United Nations. **AN OFFICIAL PUBLICATION.**

Part D. References

Bell, E., Cullen, J. and Taylor, S. (2012) 'Sustainability and the Spiritual Work Ethic' in Case, P., Hopfl, H. and Letiche, H., eds., *Belief & Organization*, Basingstoke, Hampshire: Palgrave Macmillan, 185-203.

Cullen, J. (2000) 'Rupert Giles: The professional image slayer', *American Libraries*, 31(5), 42.

Cullen, J. (2008a) 'Self, Soul and Management Learning: Constructing the Genre of the Spiritualized Manager', *Journal of Management, Spirituality & Religion*, 5(3), 264-292.

Cullen, J. (2008b) *Communication and knowledge sharing at work*, Dublin: Blackhall publishing.

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