



Aalto University
School of Business

Mikkeli Campus

Bachelor's Program in International Business

CITATION AND REFERENCING GUIDE

The Harvard System

Third edition
Sophia Butt

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CONTENTS

PAGES

| | |
|-------------------------|---|
| Introductory Note | 3 |
|-------------------------|---|

PART ONE

| | |
|--|----------|
| 1. Referencing vs. Plagiarism | 4 |
| 1.1 Why Provide Citations? | 4 |
| 1.2 The Detection of Plagiarism | 4 |

PART TWO

| | |
|--|----------|
| 2. Reference Lists: Bibliographic Details | 7 |
| 2.1 Books | 8 |
| 2.2 Articles | 10 |
| 2.3 Internet & Website Sources | 13 |
| 2.4 Works of Corporate Authorship | 15 |
| 2.5 Documents from Official Bodies..... | 16 |
| 2.6 Conference Papers & Proceedings | 17 |
| 2.7 Media..... | 18 |
| 2.8 Social Media | 19 |
| 2.9 Unpublished Academic Works | 23 |
| 2.10 Written & Spoken Discourse | 24 |
| 2.11 Miscellaneous | 25 |
| 2.12 Reference Lists – Important Distinctions | 31 |
| 2.13 Reference List or Bibliography? | 34 |

PART THREE

| | |
|---|-----------|
| 3. Harvard Referencing System: Citation Techniques | 35 |
| 3.1 Format of Citations | 35 |
| 3.2 Short, In-text Quotations | 35 |
| 3.3 Quotation Marks | 37 |
| 3.4 Long Quotations | 37 |
| 3.5 Paraphrased Summary | 38 |
| 3.6 Page Numbers | 39 |
| 3.7 Synthesizing Sources | 40 |
| 3.8 Citing Web Sources | 40 |
| 3.9 Secondary Referencing | 41 |
| 3.10 (sic) | 41 |
| 3.11 Ellipsis Mark | 42 |
| 3.12 Adding to Quotations | 43 |
| 3.13 (ibid) | 44 |
| 3.14 Reporting Verbs & Tense Choices | 44 |

PART FOUR

| | | |
|-----------|---|-----------|
| 4. | Practice Exercises | 47 |
| 4.1 | Why provide citations? | 47 |
| 4.2 | Organizing a Reference List | 47 |
| 4.3 | Reference List – Text Identification | 48 |
| 4.4 | Error correction | 50 |
| 4.5 | To cite or not to cite? | 50 |
| 4.6 | Sample text with Harvard-Style Citation | 51 |

PART FIVE

| | | |
|-----------|----------------------------------|-----------|
| 5. | Concluding Comments | 56 |
| 5.1 | Evaluating Sources | 56 |
| 5.2 | Final Tips | 57 |
| | Bibliography | 58 |

PART SIX

| | | |
|-----------|--|-----------|
| 6. | Answer Key to Exercises in Part Four..... | 59 |
|-----------|--|-----------|

APPENDIX

| | | |
|--|-------------------------------|-----------|
| | Plagiarism Chart | 63 |
|--|-------------------------------|-----------|

INTRODUCTORY NOTE

Written and spoken texts from every discipline across the globe frequently refer to works produced by other people. This practice is particularly common in academic work where the citation could be by means of acknowledging studies, reports, results, statistics, illustrations, tables or quotations produced by other authors and researchers.

When referring to external sources for university assignments, it is imperative that students use an approved citation method and follow the *specific* referencing technique employed by their department or university. There are many citation techniques that are employed by academic institutions across the world; one of the most recognized methods is the **Harvard Referencing Style**, also known as the 'Author-Date System'.

Using exemplification, this handbook is designed to offer guidance and support to students at Aalto University (Mikkeli Campus) on citation and referencing methods for the BScBA program. It shows how data from a number of different sources, including print, electronic and spoken formats, can be cited and referenced using the Harvard System. It should be noted that many academic institutions have created a personal Harvard house-style, and so slight variations in the Harvard Referencing System are often found at different educational establishments.

This Guide is based on British English conventions, but also includes examples in American English. While both forms are acceptable at Aalto University, it is essential that students select one and are consistent in the application of their preferred style.

Note: the terms 'references' and 'citations' are often used synonymously. Occasionally, the former is also used as an abbreviated form for the *Reference List*. For the purpose of this Guide, '**reference**' is used to mean the bibliographic details relating to text-types (e.g.: a book, chapter in a book, journal article...) as shown in sections 2.1-2.11 of this Guide, and '**citation**' means the data recorded/used in-text either directly (in the form of a quotation) or indirectly (by way of paraphrasing) in the main body of the work.

Students should ensure that the guidelines contained herein are used in conjunction with any specific instructions given by faculty at Aalto University.

Sophia Butt
Visiting Professor at Aalto University

PART ONE

1. REFERENCING vs. PLAGIARISM

Referencing is an important component of academic work, and as such, it is essential for students to accurately document, both for themselves and the reader, the source of all the materials used in preparation for their submissions.

1.1 Why provide citations?

There are many reasons why students should acknowledge the use of another person's work; some of the most common are:

- to avoid the charge of plagiarism (see section 1.2 and the appendix)
- to support arguments, as citing authoritative sources gives them credibility
- to introduce claims and counter-claims
- to demonstrate familiarity with existing research on a topic
- to provide evidence to professors that the required reading (homework) has been completed, and/or additional research has been done around the subject
- to enable the reader to quickly and easily find an original source by using the full bibliographic details in the Reference List at the end of the work

1.2 The detection of plagiarism

Plagiarism, or literary theft, is a serious academic offense. Students who use the work of another person without explicitly mentioning the original author risk being awarded a low grade, or a fail mark, and even possible disciplinary action on their academic course.

Contrary to the belief of most perpetrators of this offense, plagiarism can be fairly easily detected. Given the nature of their work, professors are frequently engaged in extensive reading and/or research in addition to grading student assignments: it is this practice, combined with the factors that follow, which provides them with the necessary skills needed to uncover any cases of academic misconduct.

1.2.1 Evidence of stylistic variation

The Internet has given rise to the temptation to plagiarize with relative ease. When students cut and paste sentences, paragraphs or whole sections into their work without acknowledging the source or placing the addition within quotation marks, this expresses a clear intention to deceive as the implication is that the presented work is their own. However, there is often a notable difference between the plagiarists' writing style and that of the added text. This stylistic variation, which includes semantic and syntactic differences, and variations in grammatical structures, is usually the first indicator of plagiarized content.

1.2.2 Inconsistency in writing style of complete submissions

Stylistic variation can also take place at the macro-level. Professors are given cause for concern when they note a degree of inconsistency between the writing styles of the different assignments submitted by the same student. In cases where plagiarism has taken place, close comparisons of several assignments, allegedly written by the student, often reveal irregularities/inconsistencies in the language and style of the work.

1.2.3 Use of well-known phrases/data – without acknowledgement

As a general rule, faculty are well-read in their fields, hence when students use renowned work without citation, this is often easily noticed by their professors.

1.2.4 Search engines

When attempting to locate suspicious content taken from online sources, academic staff often also make use of the same search engines that are used by plagiarists. *Google* is particularly effective in producing 'hits' for searched items.

1.2.5 Detection software

Plagiarism detection software is increasingly used by academic establishments worldwide. The programs are very effective in accurately and swiftly identifying like-for-like matches using a wide range of databases. In fact, much of the software is so reliable that few students are wrongly accused of plagiarism. As such, in institutions where the software is widely employed, it has been successful in creating a strong deterrent for students who are tempted to engage in this academic misconduct.

1.2.6 Other anomalies

A mixture of referencing styles (Harvard, Chicago, MLA, APA...); signs of dated citations where there are no references past a certain [old] date; unusual formatting, which may include mixed margins, fonts and sizes, variations in the (sub)heading style or text alignment; off-topic content and anachronisms – where the work refers to past events as though they are current, are all further indicators of suspicious work that points to academic wrongdoing.

1.2.7 Experience

The more experience instructors have in assessing students' work, the more likely they are to quickly identify plagiarized content.

See [appendix](#) for a breakdown of the different types of plagiarism.

PART TWO

2. REFERENCE LISTS: BIBLIOGRAPHIC DETAILS

Work that incorporates in-text referencing in the Harvard style is easily identifiable through its use of author-date citations in the main body, that is, the *surname* (family name) of the author, followed by the *year of publication* in parentheses; e.g.: **Baker (1992)**. As accurate referencing is an essential part of academic practice, it is crucial that students familiarize themselves with the rules that govern correct referencing. This Guide addresses two key components of the Harvard Referencing System: the **Reference List**, or list of works that are detailed at the end of written work, and **in-text citations**.

Reference Lists compiled according to the conventions of the Harvard Referencing System contain specific information pertaining to each source cited in the main body of the work. These works are listed on a separate page at the end of the assignment, **before any appendices**. Note that the entries in the Reference List are presented in alphabetical order using the authors' surnames, as opposed to in the order in which they are cited.

The bibliographic details provided for each entry are dependent on the source type. That is, the particulars for a book are different to those given for a journal article, and in turn, these both differ from the information listed for Internet sources. This section of the Guide will highlight these differences, with examples.



Tip: it is often difficult and very time-consuming to retrieve materials after they have been used. Therefore, students are advised to use/create a system where the details of the sources consulted for an assignment are recorded for ease of retrieval at a later stage. Nowadays, there are a wide variety of Reference Management Software systems available to choose from, for example [RefWorks](#); [EndNote](#); [CiteULike](#); [MediaWiki](#); [Mendeley](#). [Microsoft Word](#) also has a 'References' tab which helps writers to save details of materials cited in the production of an assignment. However, students should note that these software systems rarely mirror the Harvard house style of any one academic institution. Therefore, they should be carefully checked.

Note: the examples contained in the following section of this Guide are not exhaustive. In the event of needing clarification or guidance on other text-types, students should consult Aalto faculty, refer to the sources listed in the Bibliography at the end of this document, and/or browse through authoritative sources online.

KEY TO PART TWO OF THIS GUIDE

The color-coding in this section is for exemplification purposes only. The Reference List at the end of academic work should be presented as one continuous list, in black font.

- **Sub-section number & heading of the different types of external sources**
- **Bibliographic details to be included for each print and non-print source**
- **The position of key differences in each bibliographic reference**
- Example of Reference List/in-text format for different source types



Tip: the order, punctuation and spacing for each entry are also part of the prescribed format for Reference Lists, and as such, they warrant careful attention. Remember: according to the Harvard Referencing system, where known, the author and date (surname and year of publication) are always used for any in-text citations.

2.1 BOOKS

2.1.1 Single/co-/multiple authors

Author's surname, initial(s). (year) *Book title – in italics.* **Place of Publication:**
Publisher's name. e.g.:

- ⇒ Marcouse, I. & Lines, D. (2002) *Business Case Studies: AS and A Level.* London: Longman.
- ⇒ Wylie, A., Sivewright, R. & Hagan, P. (2006) *Higher Business Management Case Studies and Exam Preparation.* New York: Hodder Arnold.

See section 3.2 for examples of **in-text citations** with books.

2.1.2 Edited Book (single/multiple editors)

Editor's surname, initial(s). (ed.) (year) Book Title – in italics. Place of Publication: Publisher's name. e.g.:

- ⇒ Peters, B.D. (ed.) (2001) *Business Accounting*. Cambridge: Cambridge University Press.
- ⇒ Harris, P.J. & Mongiello, M. (eds.) (2006) *Accounting and Financial Management*. Oxford: Butterworth Heinemann.

2.1.3 Chapter in an Edited Book:

Chapter author's surname, initial(s). (year) 'Chapter Title – within single inverted commas.' In: Editor's surname, initial(s). (ed.) Book Title – in italics. Place of Publication: Publisher's name. Chapter pages. e.g.:

- ⇒ Wise, P.W. (2004) 'Why Wear brands?' In: Kendal, S. (ed.) *The Power of Brands*. London: Edward Arnold. pp. 5-22.

Note: the Reference List entry for a chapter in an edited book contains the name of both the author of the chapter, and the editor(s) of the book. However, when citing an edited book in the main body of the work, the **in-text citation** refers to the author of the chapter only, and not the editor, e.g.: to use the example above:

- Wise (2004) identifies the reasons why consumers often buy brands.

2.1.4 Editions of Books (revised/updated versions)

Author's surname, initial(s). (year) Book Title – in italics (edition/edn.). Place of Publication: Publisher's name. e.g.:

- ⇒ Cole, G.A. (2003) *Management Theory and Practice* (6th edition). UK: Thomson Learning.
- ⇒ Belbin, M. (2010) *Management Teams: Why They Succeed or Fail* (3rd edn.). UK: Butterworth Heinemann.

The rule surrounding the **in-text citation** of books with more than one edition is the same as referencing other books, i.e.: the author and date are referred to. Reference to the edition is not made in the main body of the work.



Tip: when referring to a book with several editions, ensure that the *year of publication for the edition that is being used* is referenced. Students often make the mistake of referring to the *reprint* date, or the date of the first edition.

2.1.5 e-Book/e-Readers

Author's surname, initial(s). (year) *Book Title – in italics* [e-Book]. Available from: website URL [Accessed on date]. e.g.:

⇒ Black, S.A. (2016) *Businesses – Yesterday, Today & Tomorrow* [e-Book]. Available from: <http://proquest.safaribooksonline.com/0201874849> [Accessed on 5 August 2016].

When an electronic book is available on an eReader such as *Kindle*, it should be referenced in the same way as a print book (as explained in sub-section 2.1 of this Guide) with the e-Reader type indicated in brackets, or, if unknown – the words 'Electronic Book' directly after the title in brackets; e.g.:

- ⇒ Gerber, M.E. (2001) *The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It* [Kindle Edition]. London: Harper Collins e-Books.
- ⇒ Black, S.A. (2016) *Businesses – Yesterday, Today & Tomorrow* [Electronic Book]. London: Routledge.

2.2 ARTICLES

2.2.1 Article in Print Journal

The following format is for journal articles that were accessed in hard copy form:

Author's surname, initial(s). (year) 'Article Title – in inverted commas.' *Name of Journal - in italics*; volume (issue no. in parentheses [if given]): page no.(s). e.g.:

- ⇒ West, R. (1994) 'Needs Analysis in Language Teaching.' *Language Teaching*; 27 (1): 1-19.
- ⇒ Maxwell, R.S. (2003) 'Advertising: The Ethics of Targeting Children.' *Journal of Advertising*; 15: 3-8.

2.2.2 Article in Electronic Journal (where the journal publishes in print & online)

Where a journal is published in both print and electronic format, but the writer accessed an article via the latter, this is indicated as follows:

Author's surname, initial(s). (year) 'Article Title – in inverted commas.' Name of Journal – in italics [Online – in brackets]. Volume (issue no. in parentheses [if given]): page no.(s). e.g.:

- ⇒ West, R. (1994) 'Needs Analysis in Language Teaching.' *Language Teaching* [Online]. 27 (1): 1-19.

2.2.3 e-Article (where the article is in e-article format only)

The following is for journal articles that can only be accessed online:

Author's surname, initial(s). (year) 'Article Title – in inverted commas.' Name of Journal – in italics [Online]. Volume (issue no. [if given], in parentheses). Available from: full URL [Accessed on...full date – in brackets]. e.g.:

- ⇒ West, R. (1994) 'Needs Analysis in Language Teaching.' *Language Teaching* [Online]. 27 (1). Available from: <http://www.journals.cambridge.org/action/displayJournal?jid=LTA> [Accessed on 20 December 2009].

2.2.4 Articles Retrieved from a Database

Where an article has been accessed via a database, writers need to provide the name of that source, as shown below:

Author's surname, initial(s). (year) 'Article Title – in inverted commas.' Name of Journal – in italics; volume (issue no. [if given], in parentheses): page no.(s). Retrieved from: Database [Accessed on...full date – in brackets]. e.g.:

- ⇒ West, R. (1994) 'Needs Analysis in Language Teaching.' *Language Teaching*; 27 (1): 1-19. Retrieved from: EBSCO Database [Accessed on 20 December 2007].

The **in-text citation** pattern for journal articles is the same regardless of the journal type, i.e.: whether a print journal, online journal article, or journal article retrieved from a database – it is the author-date that are referred to. Some writers tend to cite the database if articles have been retrieved from there (e.g.: EBSCO, 2013). This is incorrect and will complicate matters, particularly where more than one article has been accessed and subsequently cited from the same database.

2.2.5 Periodical

Author's surname, initial(s) [where author is not known/given, start with article title in single inverted commas]. (year, day + month [latter abbreviated, where given]) '**Article Title – in inverted commas.**' *Magazine Title - in italics.* Page no.(s). e.g.:

- ⇒ Debono, M. (2007, 7 Dec.) 'Teamworking Strategies for Multi-cultural Businesses.' *Business Week*. p.12.
- ⇒ Klonowska, Y. (2007, 21 Jan.) 'Ethical Businesses – Imagine that.' *Business Week*. pp. 26-7.
- ⇒ 'Out of the shadows, into the world' (2004, 19 Jun.) *The Economist*. p. 26.

Note: in the Reference List, the day and month are also given for periodicals or similar publications which have more than one publication each year, for instance, daily/weekly/fortnightly/monthly/quarterly...publications. However, the **in-text citation** does not usually include the full date, but the year of publication only, i.e.:

- Klonowska (2007) examines the effects of advertising on...
- The effects of advertising on children...(Klonowska, 2007).

See section 2.12.4 of this Guide for examples of how multiple citations for the same author in the same year are cited in-text and listed in the Reference List.

2.2.6 Newspaper Article

Author's surname, initial(s). (year, day + month [latter abbreviated]) **'Title of article – in inverted commas.'** *Name of Newspaper – in italics.* Page no.(s).
e.g.:

⇒ Purvis, L.S. (2005, 14 Feb.) 'Kids' Brands: The Truth.' *Independent*.
p.10.

As in the case of other periodicals, the **in-text citation** for a newspaper does not include the full date, i.e.:

- Purvis (2005) explores the relevance of brands...
- The Independent (2005) published an article in which...

In rare cases where multiple texts are being cited for the same author, in the same year *and* the same source, the day and month are also given in-text, e.g.:

- Purvis (2005, 14 Feb.) explores the relevance of brands...
- Purvis (2005, 30 Mar.) also highlights the power of brand loyalty...

2.3 INTERNET & WEBSITE SOURCES

2.3.1 Blogs

Data obtained from **a weblog** (commonly known as a **blog**) is referenced and cited as follows:

Author's surname, initial(s). (year) **'Title of weblog entry in single inverted commas'** [Weblog]. *Name's Blog – in italics*; place, day and month – if available.
Available from: full URL [**Accessed on...full date – in brackets**]. e.g.:

⇒ Fahey, R. (2016) 'Brexit Stage Right: What now?' [Weblog]. *Rob Fahey's Blog*; Japan, 24 June. Available from: <http://www.robfahey.co.uk/blog/brexit-stage-right-now/> [Accessed on 26 June 2016].

2.3.2 Website Sources

For most **other website sources**, the following format is used:

Author's surname, initial(s). (year) *Title of webpage – in italics*. Available from: full URL [Accessed on...full date – in brackets]. e.g.:

⇒ Clay, R.A. (2000) *Advertising to children: Is it ethical?* Available from: <http://www.apa.org/monitor/sep00/advertising.html> [Accessed on 20 December 2007].

Where the **date** of the website source is **unknown**:

⇒ Clay, R.A. (n.d.) *Advertising to children: Is it ethical?* Available from: <http://www.apa.org/monitor/sep00/advertising.html> [Accessed on 20 December 2007]. (note: n.d. = no date)

Where the **author** of the website source is **unknown**:

⇒ *Advertising to children: Is it ethical?* (2000) Available from: <http://www.apa.org/monitor/sep00/advertising.html> [Accessed on 20 December 2007]. (where the author is unknown, **start and list the entry according to the title of the webpage**)

Where the **author and date** of the website source is **unknown**:

⇒ *Advertising to children: Is it ethical?* (n.d.) Available from: <http://www.apa.org/monitor/sep00/advertising.html> [Accessed on 20 December 2007].

The **in-text citations** for the above would appear as follows:

- Clay (2000) argues that...
- Clay (n.d.) argues that...
- A report entitled 'Advertising to children: Is it ethical?' (2000) asks...
- It has recently been argued that...(www.apa.org).

Note: in the last example above, the **short-form** of the webpage is given in parentheses at the end of a paraphrased summary, however, the full-form of the URL *must* be detailed in the Reference List at the end of the work. Writers should not cite the short-form of the webpage outside of parentheses, i.e.: the following is *incorrect*:

- According to www.apa.org, aiming adverts at children is...



Tip: Writers should carefully consider the use of any source where the author and/or date of the text are unknown as this will affect the perceived authority of the claims being supported, or the argument being proposed in the assignment. Students are also advised to avoid citing URLs in the main body, wherever possible.

2.4 WORKS OF CORPORATE AUTHORSHIP

Name of organization that has authored the paper (year) *Title of Paper/Book/Report – in italics* (edition – if any). Place of Publication: Publisher. Page no.(s). e.g.:

- ⇒ China Council for the Promotion of International Trade (2006) *International Liaison Report* (2nd edition). Jiangsu, China: CCPIT Jiangsu Sub-Council. pp. 20-45.
- ⇒ Nokia (2007) *Annual Report: 2006-2007*. Helsinki: Nokia Group. p. 25.
- ⇒ British Medical Association (2000) *The Medical Professions and Human Rights: Handbook for a Changing Agenda*. London: BMA. pp. 14-20.

The **in-text citations** for the above could appear in a variety of forms, e.g.:

- The China Council for the Promotion of International Trade (2006) ask...
- Nokia (2007) highlights a growing trend where...
- The Nokia Group's *Annual Report for 2006-2007* highlighted that...(Nokia, 2007).
- In their handbook, the BMA (2000) state that...
- The rights of individuals within the medical profession have been extensively explored by a number of governing bodies; for example, the British Medical Association (BMA) stipulates that...(BMA, 2000).

2.5 DOCUMENTS FROM OFFICIAL BODIES

2.5.1 Reports

Country: Name of the governmental body that has authored the paper **(year)** **Title of Paper/Book/Report – in italics (edition – if any).** **Place of Publication:** **Publisher.** e.g.:

- ⇒ **Great Britain: Home Office** (2003) *Direct Broadcasting by Satellite: Report of a Home Office Study*. London: HMSO.
- ⇒ **United Nations: Security Council** (2007) *Report to the General Assembly (2006-2007)*. New York: Security Council Affairs Publications Board.

The **in-text citations** for official sources which do not have a named author can be presented in a number of ways. Most commonly, they give the title of the report, or make reference to the governing body in place of the author, e.g.:

- The Home Office (2003) recently reported on...
- In a report entitled *Direct Broadcasting by Satellite* (2003), it was established that...
- The Security Council (2007) suggested a variety of...
- Several methods were suggested in an attempt to address the concerns raised. These included...(Security Council, 2007).

2.5.2 Acts of Parliament

Name of Country. **Short title of Act with year – in italics (chapter – c.#).** **Place of Publication:** **publisher.** e.g.:

- ⇒ **Great Britain.** *Housing Act 1996 (c.52)*. London: Her Majesty's Stationery Office.
- ⇒ **UK.** *Safeguarding Vulnerable Groups Act 2006 (c.47)*. London: HMSO.

The **in-text citations** for Acts make reference to the short title, complete with year, i.e.:

- The Housing Act 1996 states that...
-whereas the UK Act, Safeguarding Vulnerable Groups 2006, states that...

2.5.3 Statistics

Author, initial(s). [where given] **or country and source (year)** *Full Title – in italics*
Title/no. in series [where applicable] **or (day + month [latter abbreviated]).** **Place of Publication: Publisher. Page no.(s).** e.g.:

- ⇒ **UK. Office for National Statistics** (2007) *Employment Rates 2006-2007* (12 Dec.). London: ONS. p. 12.

In-text citations which make reference to statistics can be presented as follows:

- The Office for National Statistics (2007) found that...
- These statistics were representative of...(ONS, 2007).

2.6 CONFERENCE PAPERS & PROCEEDINGS

Author(s), initial(s)/Name of sponsoring organization (year) 'Title of paper [where given] **in inverted commas.**' **In:** *Title of Proceedings/Conference – in italics*; location of conference: day and month. **Place of Publication: Publisher. Page no.(s).** e.g.:

- ⇒ Cereti, C.F. (2004) 'An Italian Survey of Pitches for Soccer.' **In:** *Proceedings of the 1st International Conference on Turfgrass Management and Science for Sports Fields*; Athens, Greece: 6 June. Leuven, Belgium: ISHS. pp. 11-28.
- ⇒ Institution of Electronic and Radio Engineers (1970) *Proceedings of the Joint Conference on Automatic Test Systems*; Birmingham, UK: 13-17 April. London: I.E.R.E. p. 20.

The **in-text citations** for the above source can vary depending on whether the writer wants to stress the name of the conference, the title of the paper, or the name of the speaker/author. Some examples of citation techniques are as follows:

- A number of presenters spoke about this topic at the conference on *Turfgrass Management and Science for Sports Fields* (2004) in Greece...
- A recent paper entitled 'An Italian Survey of Pitches for Soccer' (2004) illustrates how...
- Cereti (2004) presented his latest study at a conference in Greece...

2.7 MEDIA (e.g.: film/radio broadcast/music/podcast)

2.7.1 Film & Radio

Title of film/radio program – in italics (year/abbreviated date) [Medium - in brackets]. Name of Director/Program Editor or Producer. Location of Production Company: Name of Broadcasting Company. e.g.:

- ⇒ *To Kill a Mockingbird* (1962) [Film Drama]. Directed by Robert Mulligan. Hollywood: Universal Studios.
- ⇒ *Crossing Continents: Native Americans in the US Military* (2007, 20 Dec.) [BBC Radio 4]. Program Producer: Arlene Gregorius. London: BBC.

The **in-text citations for film, radio or TV media** tend to refer to the title of the work or program, rather than the producer, director, or editor of that material, e.g.:

- In the 1962 film *To Kill a Mockingbird*, the director shows...
- In *To Kill a Mockingbird* (1962), we find that the central character...
- *Crossing Continents*, a BBC radio broadcast (2007), discussed the...

2.7.2 Music

The way in which music is referenced depends on its format and how it was accessed, e.g.:

- ⇒ Crawford, M. (2009) 'Shop class as soulcraft' [Audio Podcast]. *Future Tense Radio National, ABC Radio*; Sydney, 5 November. Available from: <http://www.abc.net.au/radionational/programs/futuretense/shop-class-as-soulcraft/3098308> [Accessed on 5 August 2016].

- ⇒ Bartók, B. (1946) *Violin Concerto no. 2* [Music Score]. London: Boosey & Hawkes.
- ⇒ Mozart, W.A. (1791) *The Magic Flute* [CD]. New York: G. Schirmer.

2.8 SOCIAL MEDIA (e.g.: Facebook, Twitter Feed, YouTube)

In recent years, we have seen an unprecedented growth in the number of social media platforms which are used by online communities to share content and participate in social and professional networking. This new form of media makes the transfer of text, photos, audio, video, and information in general increasingly fluid among online users. Consequently, as explained by Radice (2016), it is no surprise that companies are also making widespread use of social media for the purpose of relationship marketing with their customers.

Given the largely informal tone of social media, the inclusion of citations which refer to one or more of its many platforms is likely to be limited in an academic assignment. That said, however, many businesses are recognizing the value of social media in terms of the provision of real-time news, instant feedback, and ease of use for consumers. Therefore, businesses now increasingly employ Twitter Feeds, Facebook and several of the other popular forms of social media to engage with their customers for the purpose of one or more of the following:

- **real-time information:** to provide updates on services (e.g.: transport news)
- **website surveys:** feedback on website use & design
- **photo-sharing:** asking customers to post their photographs of experiences relating to the company
- **live Q&A chats:** for assistance on matters in real-time
- **relationship surveys:** customer satisfaction surveys requesting feedback on the quality of the service and/or product post-purchase – and for instant ‘Likes’ and thumbs-up signs



Tip: when citing and referencing social media sites, both in the Reference List and in-text, use the company/account holder's real name. Where this is unavailable, cite the username posted online instead. See examples of Social Media that follow:

2.8.1 Facebook Posts

Author of the Facebook account – Surname, initial(s). (year) ‘Title of the post [up to 15 words only] in single inverted commas.’ *Facebook Post*, day and month of post (where available). Available from: URL [Accessed on date]. e.g.:

- ⇒ Shikoh, H. (2016) ‘Uh oh...still not oppressed enough despite the headscarf...I suggest she be forced to [...].’ *Facebook Post*, 3 August. Available from: <https://www.facebook.com/hasan.shikoh> [Accessed on 6 August 2016].
- ⇒ Ghadery, A. (2016) ‘And just what is the IMF up to now? They knew what they were doing at the time without a shadow of a doubt!’ *Facebook Post*, 4 August. Available from: <https://www.facebook.com/angela.ghadery> [Accessed on 6 August 2016].

Where the Facebook account relates to a **company**, this is shown as follows:

- ⇒ Kesko (2016) ‘Oletko jo kuullut että K-Plussa uudistuu? Saat tulevaisuudessa enemmän henkilökohtaisia etuja digitaalisessa muodossa. Tämän lisäksi...[...] (translation into English, if in another language).’ *Facebook Post*, 3 August. Available from: <https://www.facebook.com/KeskoOyj/> [Accessed on 4 August 2016].

The style of **in-text citations** for social media follows the author-date pattern – as shown in the first example below, unless there are multiple citations for the same source, in which case the abbreviated date format is also given:

- In her Facebook post, Ghadery (2016) highlighted the contradictions behind Lagarde’s recent activities in the IMF.
- Kesko (2016, 3 Aug.) used their Facebook page to...

2.8.2 LinkedIn

Owner of LinkedIn account – Surname, initial(s). (year) ‘Title of LinkedIn section in inverted commas.’ *LinkedIn Profile*, day and month of post – where available. Available from: URL [Accessed on date]. e.g.:

- ⇒ Santala, J. (2016) 'Experience.' *LinkedIn Profile*. Available from: https://www.linkedin.com/in/jaana-santala-15491159?authType=NAME_SEARCH&authToken=VIGA&locale=en_US&trk=tyah&trkInfo=clickedVertical%3Amynetwork%2CclickedEntityId%3A208295056%2CauthType%3A_NAME_SEARCH%2Cidx%3A1-1-1%2CtarId%3A1470511396889%2Ctas%3Ajaana [Accessed on 5 May 2016].

2.8.3 Twitter Feeds

Surname of Twitter account holder, initial(s). (year) 'Title of the Tweet in single inverted commas.' *Twitter Post*, day and month of post (where available). **Available from: URL [Accessed on date].**

- ⇒ Obama, B. (2009) 'Launched American Graduation Initiative to help additional 5 mill. Americans graduate college by 2020.' *Twitter Post*, 28 January. Available from: <http://twitter.com/BarackObama/status/2651151366> [Accessed on 18 August 2011].

2.8.4 YouTube

YouTube account holder – Surname & initial(s) or company name or username, (year) 'Title of YouTube video in single inverted commas' [Video Recording]. *YouTube Post*, day and month of post (where available). **Available from: URL [Accessed on date].**

Where the YouTube account holder is an **individual**, this is referenced as follows:

- ⇒ Shikoh, H. (2016) 'Marangu – Towards the roof of Africa' [Video Recording]. *YouTube Post*, 27 July. Available from: <https://www.youtube.com/watch?v=Z5nXLYbltFY> [Accessed on 20 August 2016].

Where the YouTube account holder is a **company**, this is referenced as follows:

- ⇒ Google Australia (2014) ‘Google – Year in Search’ [Video Recording]. *YouTube Post, 15 December*. Available from: <https://www.youtube.com/watch?v=Hs5IuUOs2y4> [Accessed on 30 November 2015].
- ⇒ BBC Sport (2016) ‘Rio 2016 opening ceremony – the best bits - Olympic Games Rio 2016 – BBC Sport’ [Video Recording]. *YouTube Post, 5 August*. Available from: <https://www.youtube.com/watch?v=PLLt2mSqpd0> [Accessed on 6 August 2016].

Where the name is unavailable, reference the **username** instead, as follows:

- ⇒ **PewDiePie** (2016) ‘Greatest game of all time returns’ [Video Recording]. *YouTube Post, 4 August*. Available from: <https://www.youtube.com/watch?v=enyAqtoaE2w> [Accessed on 16 July 2016].

When citing social media **in-text**, do so in the same way as other text-types, i.e.: giving the author/company/username and year:

- The teaser trailer for the expedition to Kilimanjaro was revealed by Shikoh (2016) via his YouTube post entitled, ‘Marangu – Towards the roof of Africa.’

The day and month – with the latter in abbreviated form – are only cited where there are multiple citations for the same author, in the same year, and in the same source-type, e.g.:

- The teaser trailer for the expedition to Kilimanjaro was revealed by Shikoh (2016, 27 Jul.) via his YouTube post entitled, ‘Marangu – Towards the roof of Africa.’
- Shikoh (2016, 29 Jul.) also uploaded photographs of his hiking adventure on his Facebook account.

In the above, the writer reveals that Shikoh makes use of two social media platforms – YouTube and Facebook – to share his latest news with followers.

2.9 UNPUBLISHED ACADEMIC WORKS

2.9.1 Dissertations/Theses

Author, initial(s). (year) Title – in italics. Level of degree awarded + work-type.
Location of Awarding Institution: Name of Institution [unpublished – in brackets]. e.g.:

- ⇒ Butt, S. (1997) *The Dilemmas of Screen-Subtitling*. M.A. Dissertation.
Birmingham, UK: University of Birmingham [unpublished].

Where the academic work was published, simply indicate this as below:

- ⇒ Peel, C. (1995) *Aspects of Neural Networks for Modeling and Control*.
PhD Thesis. Newcastle, UK: University of Newcastle-upon-Tyne
[published].

In-text citations for dissertations and theses are incorporated into the work in the same way as other sources, i.e.: by way of reference to author-date. As students are not permitted to re-submit sections/extracts of text from their previously submitted assignments, where relevant, they may instead choose to cite their own work.



Tip: students are advised to avoid citing themselves unless completely necessary, or, lest they are specifically referring to the raw data and/or findings of previously conducted primary research.

2.9.2 Lecture Notes

Author, initial(s). (Year of presentation) ‘Lecture title – in inverted commas.’
Lecture notes distributed in *unit/module* – in italics at name of academic institution;
location. Day and month. e.g.:

- ⇒ Butt, S. (2016) ‘Understanding Misunderstandings in Different Sociolinguistic Contexts.’ Lecture notes distributed in *Language & Literature Society of Soka University*; Japan. 22 June.

2.9.3 PowerPoint Presentations

Author, initial(s). (Year of presentation) ‘PowerPoint title – in inverted commas’ [PowerPoint]. *Unit/module/conference – in italics* at name of institution; **location. Day and month.** e.g.:

- ⇒ Shikoh, H. (2016) ‘The Origins of ISIS’ [PowerPoint]. *Global Lecture Series at Soka University*; Japan. 3 June.

Or, where the PowerPoint slideshow has been accessed online:

- ⇒ Butt, S. (2016) ‘Authentic Course Design & Managing Stakeholder Expectations’ [PowerPoint]. *Faculty Professional Development Session at Soka University*; Japan, 25 May. Available from: <https://vimeo.com/album/3676658> [Accessed on 30 May 2016].

2.10 WRITTEN & SPOKEN DISCOURSE

The inclusion of personal communications (**pers. comm.**) as a reference in academic assignments are rare, as these tend to be informal/private conversations and/or exchanges between parties. On occasion, however, citing such written or spoken discourse may be of value as it could add weight to a claim/discussion, or portray findings as being more authoritative, for instance:

- The long-term strategy at Kone was deemed a resounding success by the CEO of the company (Ehrnrooth, 2016: **pers. comm.**, 6 Jul.).
- This was confirmed by email (Hay, 2007: **pers. comm.**, 19 Oct.).

2.10.1 Email

Name of sender [surname, initial(s).] **(year)** *email subject – in italics.* **Personal email sent to:** Name of recipient, name of affiliated company/institution [if any], date of email. e.g.:

- ⇒ Butt, S. (2007) *EET Results for Marketing Students*. Personal email sent to: Chris Hay, Birmingham Business School: University of Birmingham, 19 October.

2.10.2 Interview

Surname of Interviewee, initial(s). (year) *Personal Interview* (subject matter in parentheses). Interviewer: Full name, **Date of interview**. e.g.:

- ⇒ Patterson, I. (2003) *Personal Interview* (Memories of Southwark During WW2). Interviewer: John Simpson, 14 May.

2.11 MISCELLANEOUS

2.11.1 Dictionary

[Usually there is no specified author for a dictionary; where an author *is* named: **Author, initial(s) – otherwise...**] *Dictionary Title – in italics* (year) (vol. no./edition – where given). **Place of Publication: Publisher**. e.g.:

- ⇒ *Concise Dictionary of English Etymology* (1996) (2nd edition). Oxford: Oxford University Press.
- ⇒ *Cambridge Business English Dictionary* (2015) Cambridge, UK: Cambridge University Press.

In-text citations for dictionaries are needed in assignments where definitions are warranted. The title of the dictionary and the year of publication are usually given in parentheses after the definition, e.g.:

- Branding can be defined to mean the method by which a unique image of a product or service is created in the mind of the consumer (Cambridge Business English Dictionary, 2015).

2.11.2 Author Unknown

Start with the... **'Title of report or article – in inverted commas'** or *Title of webpage – in italics* [i.e.: as relevant to the text-type] **(Date)**... *and then follow the remainder of the pattern for the source type...* e.g.:

- ⇒ 'Kids' Brands: The Truth' (2005, 14 Feb.) *Independent*. p.10.
- ⇒ *Ethical Business* (2010) Available from: <http://www.bbc.co.uk/business.html> [Accessed on 20 October 2011].

Where the author is unknown, the **in-text citation** can be presented by referring to the title of the source text, or the publishing body, followed by the year of publication, e.g.:

- An article published in the Independent newspaper in 2005 explored...
- ...this was the conclusion reached in the online article entitled 'Ethical Business' (2010).
- It was found that...(www.bbc.co.uk).

Also see the examples provided in sections 2.4 and 2.5 of this Guide.

2.11.3 No Date (common for online sources, e.g.: webpages)

Author's surname, initial(s). (n.d.) Title of webpage – in italics. Available from: full URL [Accessed on...full date – in brackets]. e.g.:

- ⇒ Clay, R.A. (n.d.) *Advertising to children: Is it ethical?* Available from: <http://www.apa.org/monitor/sep00/advertising.html> [Accessed on 20 December 2007].

Where the date of a publication is unknown, the **in-text citation** is given by referring to the author, followed by (n.d.) in parentheses, where the latter means 'no date'. See section 2.3.2 of this Guide for an in-text example.

2.11.4 Non-English Texts

The bibliographic details recorded for a non-English text are the same as those given in sections 2.1 to 2.11 of this Guide, depending on the text-type. However, a translation of the non-English title should be given along with the original. **This translation should be placed within parentheses following the title** with no intervening punctuation, as shown in the examples that follow:

- ⇒ Gaulle, D. (2004) *Je ne sais pas (I don't know)*. Paris: Editions Phébus.

- ⇒ Laisi, P. (1997) 'Älykästä mekatroniikkaa Japanissa' (**Intelligent mechatronics from Japan**). *Automaatioväylä* [Online]. 12 (6). Available from: <http://automation.tkk.fi/Publications/Articles> [Accessed on 8 January 2008].

If a *translation* of the non-English text has been consulted and subsequently cited in the main body of an assignment, the language of publication should be indicated in parentheses following the title in the Reference List. e.g.:

- ⇒ Gaulle, D. (2004) *I don't know* (**in French**). Paris: Editions Phébus.
- ⇒ Laisi, P. (1997) 'Intelligent mechatronics from Japan' (**in Finnish**). *Automaatioväylä* [Online]. 12 (6). Available from: <http://automation.tkk.fi/Publications/Articles> [Accessed on 8 January 2008].

The **in-text citation** for non-English texts is presented by referring to the **author of the source/original text**, and not the translator, followed by the year of publication, e.g.:

- This idea was investigated further in a French study by Gaulle (2004).
- Laisi (1997) explored this in some detail...

If a **quotation** is cited from a non-English text, this must be translated into English by the student and placed within quotation marks; (**own translation**) is then presented in parentheses immediately after the quote, e.g.:

- Laisi (1997: 45) stated that this was 'of paramount importance when establishing a lasting relationship with consumers, leading to customer loyalty' (**own translation**).

2.11.5 Graphics

The bibliographic details recorded in the Reference List for a table, graph, chart, picture – or any other non-text form – are the same as those for its corresponding source-type. The **in-text citation** is placed directly under the image, with the figure number, brief title for the figure, and author-date source-type. The font size is usually slightly smaller than that of the rest of the in-body text. See examples that follow.

2.11.5.1 Diagrams

The **in-text citation** for this figure are shown below the diagram:

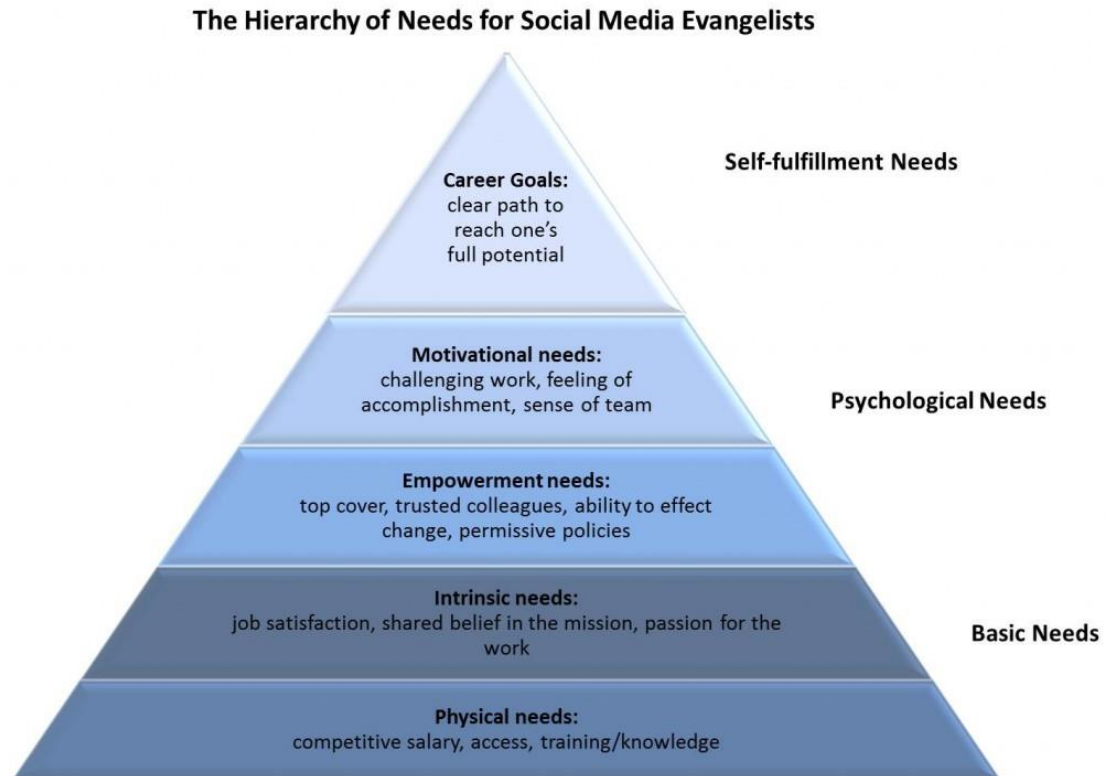


Figure X: Social Media Hierarchy of Needs (Radick, 2011)

The **Reference List entry** for the figure above, would read:

- ⇒ Radick, S. (2011) *The Hierarchy of Needs for Social Media Evangelists*. Available from: <http://steveadick.com/2011/02/15/the-hierarchy-of-needs-for-social-media-evangelists/> [Accessed on 9 August 2016].

2.11.5.2 Photographs

Details surrounding the source of photographs are not always available. The examples below show how images/photos can be referenced and cited in each case:

Where source details **are** available, the **Reference List entry** would read:

Photographer's surname, initial/magazine name (year photo was taken/magazine was published) *Title of photo* [Format]. Available from: <http://website URL> [Accessed on date]. e.g.:

⇒ **Business Week** (2005) *The man who invented management – Peter Drucker* [Image]. Available from <http://www.d.umn.edu/~jvileta/drucker.html> [Accessed on 5 August 2016].



Tip: if the source is a book, include the Place of publication and Publisher instead of the URL and date accessed on. If the image is taken from an alternative source, then substitute the bibliographic details above according to the text-type.

The **in-text citation** for a photograph would appear under the photograph as follows:



Figure X: Photograph of Peter Drucker (Business Week, 2005)

Where source details are **not** available, the **Reference List entry** would read:

Photograph of X (n.d.) Available from: <http://website URL> [Accessed on date].

e.g.:

⇒ **Photograph of Tim May (n.d.)** Available from <http://image.welcome.ac.uk> [Accessed on 5 July 2016].

2.11.5.3 Flickr

Owner of Flickr account – Surname, initials(s). (year) 'Title of the Flickr image in single inverted commas' by [name of image creator, where available]. Flickr, day and month of post (where available). Available from: URL [Accessed on date].

- ⇒ Pesterev, S. (2016) 'Baikal ice' by Sergey Pesterev. *Flickr*, 30 January. Available from: <https://www.flickr.com/photos/pesterev/25082131072/in/pool-best100only/> [Accessed on 15 March 2016].

Where the **creator** of the original artwork or image and/or **date** are **unknown**, reference this as follows:

- ⇒ Idleformat (2010) 'Clifton Suspension Bridge.' *Flickr*, *n.d.* Available from: www.flickr.com/idleformat [Accessed on 14 December 2010].

2.11.5.4 Image or Artwork

Where the original artwork has been **viewed in person**:

Artist's surname, initial(s). (year of production/n.d.) *Title of artwork – in italics* [Format]. **Place/City: Museum/Venue.** e.g.:

- ⇒ Monet, C. (1873) *Poppies* [Painting]. Paris: Musée d'Orsay.
⇒ Rodin, A. (1886) *The lovers* [Sculpture]. Paris: Rodin Museum.

Where the original artwork has been **viewed online**:

- ⇒ Van Gogh, V. (1890) *Undergrowth with two figures*. Viewed online at: <http://www.vangoghgallery.com/catalog/Painting/656/Undergrowth-with-Two-Figures.html> [Accessed on 5 August 2016].

2.11.5.5 Instagram

Surname, initial(s). (where name is unavailable, use the handle) (year) 'Title of the post [up to 15 words only] in single inverted commas [if any].' *Instagram Post*, day and month of post (where available). Available from: URL [Accessed on date].

- ⇒ *theeconomist* (2016) 'Created by Saype, a French artist, on the Chaux-de-Mont ski slope above Leysin, Switzerland, this...[...]' *Instagram Post*, 4 August. Available from: <https://www.instagram.com/theeconomist/> [Accessed on 7 August 2016].

- ⇒ Ajayi, A. (2016) *Instagram Post*, 12 March. Available from: <https://www.instagram.com/ayajayi/> [Accessed on 6 July 2016].

2.11.6 PDFs

These are referenced according to the conventions of their text-type, with [PDF] added after the title; e.g.:

- ⇒ Klein, N. (2000) *No Logo: No Space, No Choice, No Jobs: Taking Aim at the Brand Bullies* [PDF]. London: Flamingo Press.
- ⇒ Institution of Electronic and Radio Engineers (1970) *Proceedings of the Joint Conference on Automatic Test Systems* [PDF]; Birmingham, UK: 13-17 April 1970. London: I.E.R.E. p. 20.
- ⇒ Johnson, I. (2007) 'The Philosophy of Business Ethics' [PDF]. *The Journal of Business Management* [Online]. 12 (Spring): 23-26.

The **in-text citations** for PDF documents are unchanged, i.e.: use the author-date.

2.12 REFERENCE LISTS – IMPORTANT DISTINCTIONS

2.12.1 Placement of Text with No Named Author

While the list of references is presented at the end of academic work in alphabetical order using the authors' surnames, in instances where the authors of the texts are unknown, the first letter of the title [of the report/webpage, etc.] is used to place the item in the appropriate position within the Reference List. For instance, note the position of the radio program, *Crossing Continents*, in the following example:

Cole, G.A. (2003) *Management Theory and Practice* (6th edition). UK: Thomson Learning.

Crossing Continents: *Native Americans in the US Military* (2007, 20 Dec.) [BBC Radio 4]. Program Producer: Arlene Gregorius. London: BBC.

Klein, N. (2000) *No Logo: No Space, No Choice, No Jobs: Taking Aim at the Brand Bullies*. London: Flamingo Press.

Peters, B.D. (ed.) (2001) *Business Accounting*. Cambridge: CUP.

2.12.2 Different Author – Same Surname

Where there are two or more authors with identical surnames, the entries should be positioned using the surname *and* the initial, also in alphabetical order. For example, if there were two separate texts authored by, say, Robert Johnson and Isabelle Johnson, then the material authored by Isabelle would appear above Robert's, as follows:

Davies, C. (2008) *Small and Medium-Sized Enterprises*. UK: Thomson Learning.

Johnson, I. (2007) 'The Philosophy of Business Ethics.' *The Journal of Business Management* [Online]. 12 (Spring): 23-26.

Johnson, R. (1990) *Responsible Business Owners*. Available from:
<http://www.business.com/owners%890/html> [Accessed 31 October 2008].

2.12.3 Same Author – Different Year

Occasionally, writers/researchers may need to use and subsequently cite two or more texts authored by the same person. Where this happens, the entries in the Reference List should appear in the appropriate alphabetical position – but also in year order – with the earliest first; for example:

Cole, G.A. (2003) *Management Theory and Practice* (6th edition). UK: Thomson Learning.

Peters, B.D. (1999) *The Role of the Financial Accountant*. Oxford: Oxford University Press.

Peters, B.D. (ed.) (2001) *Business Accounting*. Cambridge: Cambridge University Press.

2.12.4 Same Author – Same Year

In some cases, students will use multiple texts authored *by the same person – in the same year*. Where this happens, a distinction needs to be made between the different texts for the purpose of the in-text citation. In the Harvard Referencing System, this is done through the addition of letters in small case (a, b, c) after the year, e.g.: **(2000a)** – in both the in-text citations, e.g.: **Butt (2000a) concluded that...** and also the Reference List. Note that in the case of same-year publications by the same author, where the actual order in which the materials were published is not known, the letters are randomly assigned to the texts:

Butt, S. (1997) *The Dilemmas of Screen-Subtitling*. M.A. Dissertation. Birmingham, UK: University of Birmingham [unpublished].

Butt, S. (2000a) 'Socio-Translation.' In: Caldas-Coulthard, C.R. (ed.) *M.A. in Translation Studies*. UK: University of Birmingham, Centre for English Language Studies.

Butt, S. (2000b) 'Fixed Lexical Sets in Translation.' In: Caldas-Coulthard, C.R. (ed.) *M.A. in Translation Studies*. UK: University of Birmingham, Centre for English Language Studies.

Butt, S. (forthcoming) 'Cohesion & Coherence.' In: Caldas-Coulthard, C.R. (ed.) in *M.A. in Applied Linguistics*. UK: University of Birmingham, Centre for English Language Studies.

Cole, G.A. (2003) *Management Theory and Practice* (6th edition). UK: Thomson Learning.

2.12.5 Use of 'et al.'

For single texts written by multiple authors, give the name of each author in the Reference List. In the main body, where there are *two* authors, name both for each in-text citation. Hence, in the case of the example entry for a multiple-authored text in section 2.1.1 above, an *in-text citation* would read, **Marcouse and Lines (2002) suggest...** However, where there are *three or more* authors for a single text, use 'et al.' [the latter is Latin for 'and others'] *after the first named author* for all in-text citations, e.g.: **Smith, Jones, Brown and Perkins (2007)...** would become **Smith et al. (2007)...** in-text.

Note: the names of the multiple-authors should not be reorganized into alphabetical order; this is because they appear on the original source in the order of the main contributors, in descending order; e.g.: in the above example, Smith would have contributed the most to that work, and Perkins the least.

2.13 REFERENCE LIST or BIBLIOGRAPHY?

Occasionally, students will hear the term **Reference List** being used interchangeably with **Bibliography**. While both are visually identical in terms of their format, the former contains only those texts that were cited in the work, whereas the latter *also includes* a wider list of texts on a particular topic that were consulted by the writer/researcher – but not cited. By default, students at Aalto University should include a Reference List at the end of their work, unless faculty specifically [also] ask for a Bibliography.



Tip: care should be taken to ensure that each entry in the Reference List is in the appropriate format, with the relevant bibliographic details, based upon the text-type.

PART THREE

3. HARVARD REFERENCING SYSTEM: CITATION TECHNIQUES

When using the Harvard Referencing System, materials from external sources are cited in the main body of written assignments using one of the following techniques, with the source name referenced in all three cases:

- short, in-text quotation (*within* a paragraph)
- long, indented quotation (placed *between* paragraphs)
- summary/paraphrased version of writers' ideas



Tip: in essays, article reviews, research proposals and theses, all three methods should be used to cite external sources as this ensures that the stylistic nature of the work is dynamic and non-repetitive. However, some genres of writing (e.g.: reports, literature reviews...) rarely contain quotes.

3.1 Format of Citations

All in-text citations (short quotes and paraphrased sentences) must be presented in the same font as the main text. For each citation provided in the main body of assignments, students need to cite the **surname** of the author followed by the **year** of publication (i.e.: the 'author-date'). In the case of quotes – or verbatim reference to another author – the **page number** is also given. Where the author is unknown, a corporate name or a brief form of the title can be used to introduce the source. Website addresses (short URLs) should be avoided in-text. Where this is unavoidable, they must only be used in parentheses at the end of paraphrased content.

3.2 Short, In-text Quotations

Short quotes can be incorporated into the text in a number of different ways. Some of the most common techniques in the Harvard style include opening statements with the author-date, followed by a suitable reporting verb. The quote must be presented within quotation marks. The style in which a short quote can be included in a text varies, as shown below:

Single Author

- ⇒ **Harrison (2005)** highlighted the ‘need to combat unethical advertising aimed at children’ (p. 23).
- ⇒ The ‘need to combat unethical advertising aimed at children’ was highlighted in a recent study (**Harrison, 2005: 23**).
- ⇒ Many researchers have argued against the practices of targeting children through advertising strategies. **Harrison (2005: 23)** states that there is undeniably a strong ‘need to combat unethical advertising aimed at children.’

Where the author’s name is mentioned in the opening statement, only the year (or year and page number for quotes, separated by a colon) is placed in parentheses. Where the citation appears at the end of a sentence/paragraph, the author and year are placed within parentheses (and again, add the page number for direct quotes). Two or multiple authored texts are cited in the same way.

Where the author-date citation is placed mid-sentence/paragraph, it relates only to that sentence or idea. When the name of the author(s) appears at the start or middle of a sentence, it is not repeated in parentheses. Also, in cases where there is more than one author, **the ampersand (&) is used** to join the authors **when placed in parentheses** at the end of the sentence, **and in the Reference List**, but ‘and’ must be used in the main body when the citation is placed outside of parentheses, e.g.:

Multiple Authors

- ⇒ **Marcouse and Lines (2002)** state that ‘case study analysis is one of the most effective ways to learn the practical application of business tools’ (p. 5).
- ⇒ Many university courses employ the use of cases in their modules as it is argued that ‘case study analysis is one of the most effective ways to learn the practical application of business tools’ (**Marcouse & Lines, 2002: 5**).
- ⇒ One recommendation is ‘a comprehensive approach’ to case analysis (**Wylie et al., 2006: 9**).

3.3 Quotation Marks

According to British English conventions, short quotes are placed within single inverted commas, without italics. Double quotation marks are then used for a quote which is *nested within* the quoted content. In American English, this stylistic pattern is reversed, for instance:

British English

Marcouse and Lines (2002: 5) state that ‘...case study analysis is “one of the most effective ways” to learn the practical application of business tools’.

American English

Marcouse and Lines (2002: 5) state that “...case study analysis is ‘one of the most effective ways’ to learn the practical application of business tools.”

Also note the position of the punctuation mark (e.g.: period/full-stop or comma) that appears after quoted content in each style of English. While both of the above formats are acceptable, students should select one – British or American – and use this consistently throughout their work. It is worth highlighting that quotation marks are not commonly used for long quotations.



Tip: quotation marks (single or double) are also used when referring to content which is ambiguous, technical or contentious. The effect of this is to draw attention to the word/phrase, similar to that of highlighting the term through italics.

3.4 Long Quotations

Long quotations, i.e.: those that are **three lines (not sentences) or longer**, are usually indented and placed between paragraphs; they can also be presented in a different font size (one size smaller); e.g.:

Jordan (1992: 240) also draws attention to the necessity for using hedging language:

A feature of academic writing is the need to be cautious in one’s claims and statements. In other words, writers may indicate their certainty and commitment in varying degrees so as to present the content in an objective and carefully considered manner.

This may be done using a number of different techniques...

It is not necessary to place a long, indented quote within quotation marks. Also, the position of the author/date/page can vary, depending on the sentences surrounding the quote:

Most professors encourage students to use hedging language, for...

...[a] feature of academic writing is the need to be cautious in one's claims and statements. In other words, writers may indicate their certainty and commitment in varying degrees so as to present the content in an objective and carefully considered manner (Jordan, 1992: 240).

This may be done using a number of different techniques...



Tip: Avoid excessive inclusion of quotations. Frequent, unnecessary use reduces the impact of the citations and weakens the tone of the paper. The relevance and necessity of each quote should be immediately apparent to the reader. For instance, while a quote can be used as evidence to support a carefully crafted interpretation/argument, or to introduce a counter-argument, it is typically considered effective when referring to the direct words of an authority on the subject. Hence, never use a quotation purely as a substitute for personal opinion or to create patchwork sentences, as this is the sign of a lazy and/or ill-informed writer.

3.5 Paraphrased Summary

When writers avoid the use of direct quotations, they may choose to cite an external source by paraphrasing the key ideas: That is, by rewording the main point. For instance, if the direct quote was...

Academic writers need to take care when making assertions in their work. In this respect, vague language can be helpful as 'it allows claims to be made with due caution, modesty, and humility' (Hyland, 1994: 241).

...it could be paraphrased as follows:

Hedging language can be a useful tool to express caution in academic writing as it enables the writer to make statements in a careful or moderate manner. As such, students must pay attention to the claims made in their analysis (Hyland, 1994).



Tip: when someone's ideas are paraphrased, an author/date citation is still required. However, note the omission of page numbers.

There are several ways to cite work that has been paraphrased, depending on how much has been used from another source. Varying the way in which the citations appear in a piece of writing often increases the readability of the text, by reducing any monotony. Where a source is used as a general reference for an entire paragraph, the citation is usually placed at the end of the paragraph, as in the Hyland (1994) example above. If the author and date are given at the start of a sentence, this tends to indicate that the citation relates only to that sentence; e.g.:

Baker (1992) suggests a number of different strategies to deal with the issue of non-equivalence in translation. Similarly, other authors also focus on the difficulties faced by translators when attempting to render equivalents in a target language.

In the above, the use of the word *similarly* signals to the reader that the citation for Baker (1992) ends immediately before this word.

3.6 Page Numbers

Writers must provide page numbers for all direct quotes, long or short, *and* when using secondary referencing (see section 3.9). When quoting from a webpage or an electronic source where a page reference is not possible, it is recommended that students indicate this in their text so that the reason for the absence of page references is immediately apparent to the reader; e.g.:

- ⇒ **On his website, Jordan (1992)** also draws attention to the necessity for using hedging language by highlighting that ‘a feature of academic writing is the need to be cautious in one’s claims and statements. In other words, writers may indicate their certainty and commitment in varying degrees.’
- ⇒ **Jordan (1992)** also draws attention to the necessity for using hedging language by highlighting that ‘a feature of academic writing is the need to be cautious in one’s claims and statements. In other words, writers may indicate their certainty and commitment in varying degrees.’ **His website** provides several examples of hedged content.

3.7 Synthesizing Sources

When preparing for an assignment, students will inevitably come across different texts which refer to the same points or areas of discussion. These sources should be incorporated into the main body through *synthesis*.

The purpose of synthesis is to demonstrate to the reader that a wide range of sources have been consulted, and that the connections between these texts and the standpoints of the authors have been understood. When synthesizing, the authors are placed in parentheses at the end of the sentence or paragraph **in ascending date order**. Where there are two publications in the same year, order these alphabetically, for example:

There are a number of different strategies that can be used to address the issue of non-equivalence in translation. Translators need to find alternative ways of rendering an equivalent in the target text; some of the common strategies used are borrowing, calque, literal translation, transposition, modulation and reformulation (Baker, 1992; Newmark, 1992; Hatim & Mason, 1997; Venuti, 1998).

3.8 Citing Web Sources

When citing a source from a website, this is done in the same way as any other citation, i.e.: by reference to the author and date. However, often webpages tend not to display the names of authors, and so an alternative method of citation becomes necessary. Where the website source is an official publication (for instance a company report, or government statistics...), use the name of the authorizing body in place of the author in the main body citation. Here are some examples:

- ⇒ According to Microsoft (2011), MS Office 2010 offers features that can enable users to reduce repetitive tasks, by using smart technology to achieve more in less time.
- ⇒ Microsoft Office 2010 offers features that can enable users to manage time efficiently and effectively by reducing mundane tasks through smart technology (Microsoft Office 2010 Key Features, 2011).
- ⇒ Microsoft Office 2010 is reported to offer features that can enable users to manage time efficiently and effectively by reducing mundane tasks through smart technology (www.microsoft.com).

Note that in the second example above, the full URL (<http://www.microsoft.com/business/en-us/businessneed/domoreinlesstime/default.aspx?fbid=7oZqZZDxZ3>) is not presented in the main body; this would appear in the Reference List at the end of the work instead, complete with the other bibliographic details, including the date on which the website was accessed.

3.9 Secondary Referencing

While conducting research for an assignment, writers will come across texts which quote or cite other authors. For example, if a student was reading a book authored by, say, *Bailey*, s/he may find a citation by Bailey which refers to another author, for example *Jordan*. If the latter is of relevance to the essay being written, the student should endeavor to locate the primary author (i.e.: Jordan), so as to avoid the inclusion of a second-hand citation in the assignment. However, if the original source is inaccessible, secondary referencing becomes necessary. This is then done as follows:

- ⇒ Jordan (1999) **cited in** Bailey (2003: 39) provides some detailed information on paragraphing and the use of cohesive markers.
- ⇒ Bailey (2003: 39) **cites** Jordan (1999) when making reference to the necessity of the use of cohesive markers in paragraphs.

Where secondary referencing takes place, only the source that was consulted (e.g.: Bailey) is provided in the Reference List – and not the secondary source cited (e.g.: Jordan). Also, note the addition of page numbers for this form of citation: page references should be given when secondary referencing is used, regardless of whether a direct quotation or a paraphrased summary has been used.



Tip: always try to avoid secondary referencing as this means having to rely on the personal interpretation of others.

3.10 (sic)

Quotations are the *exact* words of another author, and so these must be copied accurately, with the same punctuation and spelling – including any mistakes. However, in the case of the latter, writers will need to signal to their readers that the mistake was present in the original. This is done through the use of **(sic)** as follows:

Jones (1999: 32) argues, ‘students rarely (sic) enjoy essay writing.’

The position of (sic) above shows that *rarely* is spelt incorrectly *in the original*. In the next example, (sic) is used to show that a homonym has been used in error:

Brown (2010: 4) stresses that ‘students must proofread there (sic) work prior to submission.’

(sic) can also be used to demonstrate ideological differences, e.g.:

‘A surgeon must always wash his (sic) hands thoroughly before operating’ (Smith, 2002: 34).

In the above, the writer signals a lack of approval for the sexist language and/or ideology used by the author cited. In other words, a more appropriate and inclusive statement would have been ‘...his **or her** hands...’ or for the word surgeon to have been pluralized, allowing the use of ‘...**their** hands...’ instead.

3.11 Ellipsis Mark

Any quote incorporated into a written assignment should include necessary information only, presented in a succinct and noteworthy form. If a writer finds a paragraph that, overall, contains data that is of relevance to the paper being prepared, but that also includes unrelated/unimportant content, the irrelevant text should be omitted from the quote by using the ellipsis mark, or **three dots**, without spaces on either side; e.g.:

Original:

Though we live in an era where print media is faltering, and people hand write and mail letters out of novelty rather than necessity, writing skills are still important. In fact, it can be argued that they are even more important now than ever. It's always been important for professionals and academics to use proper grammar and communicate well, but now, it's increasingly important for more people to have good writing skills. The reasons for that are many, but the two main forces in play are the Internet and a highly competitive job market.

Quote used in an essay:

The importance of developing effective writing skills is increasingly being stressed by experts. Many have also created websites to offer advice to students; for instance, Wright (2011) highlights that

[t]hough we live in an era where print media is faltering, and people hand write and mail letters out of novelty rather than necessity, writing skills are still important. In fact, it can be argued that they are even more important now than ever...The reasons for that are many, but the two main forces in play are the Internet and a highly competitive job market.

This argument was verified by a large number of employers who were surveyed.

Reminder: the above quotation was taken from a website, hence the omission of page numbers, as indicated to the reader.

3.12 Adding to Quotations

Any text placed within quotation marks should only include the original text. However, occasionally, it is necessary to *add* a word/phrase to a quote to ensure that it can be understood by the reader. In such cases, any additions are placed **within brackets** to signal that they are not part of the original text; e.g.:

‘Some help for these [anxious] students may come from demonstrating how poor many of the online papers are. This should act as a deterrent to the temptation to plagiarize from websites’ (Harris, 2004: 3).

Note: if the addition of [anxious] above were removed, readers could interpret the reference to students in a multitude of ways; for instance, the students could be domestic, international, undergraduate, postgraduate, conditional, unconditional, Business, Law, Medical, Computing, mature...the list is endless.



Tip: avoid unnecessary additions to quotes; make an assessment of the need for any inclusion.

3.13 (ibid)

ibid, the abbreviation for *ibidem*, is the Latin word meaning ‘in the same place’. This is often used in academic writing to inform the reader that a quote/paraphrased section has been taken from the same source as the *immediately preceding citation*; e.g.:

Harris (2004: 2) argues that ‘many students have poor time management and planning skills.’ He states that this is one of the reasons why some students are tempted to plagiarize, and also suggests that these students could be helped by ‘demonstrating how poor many of the online papers are’ (ibid: 3).

In the above, the use of (ibid) shows that while the source remains the same (i.e.: Harris), the short quote has been taken from a different page, i.e.: page 3. (ibid) can also be used in different paragraphs on the same page, or subsequent pages – provided there are no other sources cited in between.



Tip: avoid over-using (ibid).

3.14 Reporting Verbs & Tense Choices

It is noted that many students have a common tendency to use a small range of reporting verbs when introducing external sources in their writing; some of the most popular verbs are: *say*, *argue*, *state*, *suggest* and *show*. However, the choice of reporting verbs should be carefully considered by the writer as each verb differs in terms of its strength and meaning; for example, ‘X **suggests**’ is much weaker, and more tentative, than ‘X **argues**’. In addition, the choice of verb can also convey a difference in the meaning of the **writer’s** perspective. For instance:

- ⇒ Harris (2003) **claims** that university students have a natural desire to plagiarize.
- ⇒ Harris (2003) **states** that university students have a natural desire to plagiarize.

The use of *claim* above suggests that the writer disagrees with this premise and that s/he is about to make a counter-claim. However, *states* has a more neutral to positive connotation, suggesting that the writer most likely shares the viewpoint. Table 1 below lists the commonly used reporting verbs in writing, and highlights their strength and most frequent function. **Note:** the list of verbs provided in each row is not exhaustive.

3.14.1 Reporting Verbs – Strength & Function

| Strength & Function | Example Verbs |
|---|--|
| NEUTRAL: these verbs are commonly used to present what the writer considers to be factual | describe, show, reveal, study, demonstrate, note, indicate, report, observe, assume, take into consideration, examine, elaborate, state, believe (<i>unless this is a strong belief</i>), mention... |
| TENTATIVE: the verbs here are used to say what the writer thinks or speculates about, without absolute certainty | suggest, speculate, intimate, hypothesize, imply, propose, recommend, posit the view that, question the view that, postulate... |
| STRONG: these verbs are often used by writers to make strong arguments and claims | argue, claim, emphasize, contend, maintain, assert, theorize, support the view that, deny, negate, refute, reject, challenge, strongly believe that, counter the view/argument that... |

Table 1: The Function of Reporting Verbs [adapted from: Sharpling (2007)]

3.14.2 Tense Choice in Reporting Verbs

[Adapted from John & van Geyte (2010) *Writing a Literature Review*. Birmingham: EISU]

There is some flexibility in choosing which tense to use in order to cite sources. It has been found that the overwhelming majority of academic citations tend to use one of the three tenses shown in Table 2 below. There is much variation within these patterns; for instance, the reporting verb itself also influences the tense used. Overall, it could be said that when a writer wants to focus on what a previous researcher **did** (investigated, studied, analyzed, etc.), the past tense is used. However, when s/he refers to what the researcher **thought** (stated, concluded, claimed) more tense options are possible, e.g.:

- Aaker (1996) concluded that branding can be related to...
- Aaker (1996) has concluded that...
- Aaker (1996) concludes that...

Read the examples in Table 2 below, along with the brief explanations of why the different tenses are used in each case.

| Past Tense | Present Perfect Tense | Present Tense |
|--|--|---|
| <ul style="list-style-type: none"> • Aaker (1996) investigated the effects of branding. • The effects of branding were widely investigated by Aaker (1996). | <ul style="list-style-type: none"> • The effects of branding have been investigated (Aaker, 1996; Klein, 2001; Lindstrom, 2010). • There have been several investigations into the effects of branding (Aaker, 1996; Klein, 2001; Lindstrom, 2010). • Several researchers have studied the effects of branding. | <ul style="list-style-type: none"> • The effects of branding appear to be fairly complex (Aaker, 1996; Klein, 2001; Lindstrom, 2010). • Branding appears to have a complex set of effects on its target audience. |
| <p>...the past tense is often (though not exclusively) used to refer to a single study, or to focus on what was done by a previous researcher; it is also used to indicate that something has changed/been updated since...</p> | <p>...the present perfect tense is used for reference to areas of inquiry, or a focus on something that has been done by researchers in the recent past, suggesting that the studies and findings are also relevant today...</p> | <p>...the present tense is commonly used to refer to the current state of knowledge, irrespective of the date of the source being cited, as the implication is that the points being presented are the most up-to-date...</p> |

Table 2: Tense Choice in Reporting Verbs



Tip: The **present simple tense** is most common when using reporting verbs (as demonstrated in most of the examples contained throughout this Guide).

PART FOUR

4. PRACTICE EXERCISES

This section is designed to help students to revise or practise what they have learnt in earlier sections of this Guide. Answers can be found in **Part Six**.

4.1 Why Provide Citations?

There are many reasons why students should acknowledge the work of other writers. Brainstorm these reasons and list them below:

- To avoid the charge of plagiarism
-
-
-
-
-

4.2 Organizing a Reference List

1. What is the difference between a **Bibliography** and a **Reference List** and which is compulsory in academic writing?
2. In what order are Harvard entries placed in a Bibliography/Reference List?
3. What is the difference between a book which has several **editors**, and a book which has several **editions**?
4. What is an e-journal?

5. It is recommended that a Reference List be organized according to text-types; e.g.: books under one heading; Internet sources under another; journal articles with their own sub-heading... **True or False?**
6. List the information that is needed for three different text-types of your choice.
 - i)
 - ii)
 - iii)

4.3 Reference List – Text Identification

Look at the entries in the Reference List below and try to identify the text-type for each source – without referring back to the previous pages in this Guide! You will note that some are easier to identify than others...

Reference List

1. *Advertising to children: Is it ethical?* (2000) Available from: <http://www.apa.org/monitor/sep00/advertising.html> [Accessed on 20 December 2007].
2. British Medical Association (2004) *The Handbook of Ethics and Law* (2nd edition). London: BMA. pp. 14-20.
3. Butt, S. (1997) *The Dilemmas of Screen-Subtitling*. M.A. Dissertation. Birmingham, UK: University of Birmingham [unpublished].
4. Cereti, C.F. (2004) 'An Italian Survey of Pitches for Soccer.' In: *Proceedings of the 1st International Conference on Turfgrass Management and Science for Sports Fields*; Athens, Greece: 6 June. Leuven, Belgium: ISHS. pp. 11-28.

5. Cole, G.A. (2003) *Management Theory and Practice* (6th edition). UK: Thomson Learning.
6. *Concise Dictionary of English Etymology* (1996) (2nd edition). Oxford: Oxford University Press.
7. *Crossing Continents: Native Americans in the US Military* (2007, 20 Dec.) [BBC Radio 4]. Program Producer: Arlene Gregorius. London: BBC.
8. Great Britain. *Housing Act 1996* (c.52). London: Her Majesty's Stationery Office.
9. Great Britain: Home Office (2003) *Direct Broadcasting by Satellite: Report of a Home Office Study*. London: HMSO.
10. Harris, P.J. & Mongiello, M. (eds.) (2006) *Accounting and Financial Management*. Oxford: Butterworth Heinemann.
11. Institution of Electronic and Radio Engineers (1970) *Proceedings of the Joint Conference on Automatic Test Systems*; Birmingham, UK: 13-17 April. London: I.E.R.E. p. 20.
12. 'Kids' Brands: The Truth' (2005, 14 Feb.) *Independent*. p.10.
13. Klein, N. (2000) *No Logo: No Space, No Choice, No Jobs: Taking Aim at the Brand Bullies*. London: Flamingo Press.
14. Klonowska, Y. (2007, 30 Nov.) 'Advertising to Children.' *Business Week*. pp. 13-15.
15. Marcouse, I. & Lines, D. (2002) *Business Case Studies: AS and A Level*. London: Longman.

4.4 Error Correction

The Reference List below has errors. Work with a partner to change/correct the entries and to reorganize the bibliographic details into the correct order.

Reference List

1. Kogan Westwood, Page. J. *How to Write a Marketing Plan* (2nd edition). London: (2000)
2. Lowes, R., Peters, H. & Turner, M. London: *The International Student's Guide: Studying in English at University*. (2004) Sage Publications.
3. *Cases in Strategic Management*. (1991) London: Pitman Publishing. Clarke-Hill, C. & Glaister, K.
4. *Guardian.co.uk* [Online]. 'Kremlin to inject \$40bn into Russia's Banks.' Available from: <http://www.guardian.co.uk/world/2009/feb/04/russia-banking> [Accessed on 4 February 2009]. (2009, 4 Feb.) Hopkins, K.
5. N. Haywood-Thomas. *Backstreet Business* [BBC Radio 4] Program Editor: BBC. London: (2008, 28 Sep.)

4.5 To cite or not to cite? That is the question...

Which of the following need references in the *main body* of the work?

1. A mention of facts or figures from another writer.
2. An idea of your own.
3. Some data that you collected in your own previously conducted research.
4. A proposition put forward by a participant in a seminar.
5. A quote from an external source/another author.
6. Something agreed to be common knowledge.

4.6 Sample Text with Harvard-Style Citations

The following example text, adapted from Tarricone and Joe Luca (2002), illustrates most of the in-text citation techniques referred to in **Part Three** of this Guide. A Reference List corresponding to this text is also given, followed by some questions.

EMPLOYEES, TEAMWORK AND SOCIAL INTERDEPENDENCE – A FORMULA FOR SUCCESSFUL BUSINESS?

Introduction

Businesses today want much more from their employees than just putting in a day's work. They expect that employees have a combination of attributes that will benefit the business and contribute to the success of the business (Johnson et al., 2000). Business success specifically means profit-generation, and the latter does not just mean employees generating cash flow and contacts for the business, but also includes the ability of employees to create and maintain positive working relationships with colleagues, clients and superordinates.

Skills such as problem solving, communication, collaboration, interpersonal skills, social skills and time management are actively being targeted by prospective employers as essential requirements for employability, especially in team environments. Employers consistently mention collaboration and teamwork as being a critical skill, essential in almost all working environments.

A team member who is the programmer must have acceptable technical skills in programming. This skill can be tested for competence and classified as a 'visible skill' (Wysocki et al., 1995). Also, having acceptable generic and team skills is highly desirable but not always easily testable, i.e. testing for time management, problem solving or collaboration skills can be challenging. An element of team skills, known as 'social interdependence' (Salovey & Mayer, 1990) is increasingly being promoted as being necessary for successful teamwork. This paper will discuss the relationship between successful teams and social interdependence and how these 'invisible skills' such as team skills have a direct impact on team and business success.

The Business of Teamwork

Successful teamwork and its influence on business success is not a new phenomenon, but the relationship between social interdependence theory and teamwork and its effect on business success is a relatively new concept. Simran (1995) cited in Kets De Vries (1999: 25) explains that research has identified effective teamwork as one of the fundamental elements of high-performing business, and while many companies describe themselves as team oriented, in reality, they have a long way to go before they can claim to have successfully created a team-oriented culture.

Creating an effective teamwork environment largely depends on management structures, leadership styles and the flexibility of the organization. Pedro (1990: 8) explains that individuals do not work in teams ‘...unless the structure, conditions, organization, and purpose of the enterprise support the team effort’ (own translation). Even so, once a team structure has been established, management are not solely responsible for nurturing effective working teams: it is also the responsibility of team members to perpetuate the success of the team. Managers must employ highly skilled individuals who can contribute to a team environment and its success by making use of their intellectual and creative skills (Wageman, 1997; Johnson et al., 2000).

Elmuti (1996) outlines the benefits for organizations of well-designed business teams, whereas Scarnati (2001) identifies a number of factors within businesses that do not support teamwork and fail to promote team success. When businesses realize the effect unsuccessful teams have on productivity, the corporate climate and the eventual impact on profits, they are more likely to take teamwork much more seriously and put into place strategies to promote and nurture team success.

Teamwork and Social Interdependence

It is a synergistic process that relies on all team members to contribute and participate in order to promote and nurture a positive team environment, and to meet the needs of clients. Team members must be flexible enough to adapt to working in a cooperative working environment where goals are achieved through collaboration and social interdependence, rather than individualized and/or competitive goals. The literature consistently highlights that one of the essential elements of a team is its focus towards a common goal and a clear purpose (Pedro, 1990; Harris & Harris, 1996; Fisher et al., 1997; Johnson & Johnson, 1999a, 1999b).

Effective interdependence relies on the intrinsic motivation of team members and the impetus this places on the team to accomplish desired common goals (Johnson & Johnson, 1999b). Scarnati (2001) explains that teamwork relies upon cooperative processes which enable individuals to extend their boundaries and achieve more through social interdependence. Further, Harris and Harris (1996: 63) explain:

...teams are successful and effective when they overcome difficulties – achieved through interdependence. Thus, the major difference between successful teamwork and unsuccessful teamwork is largely based upon team members sharing common goales (sic) and working together to achieve them.

Social interdependence can be considered to be positive, negative or non-existent (Johnson & Johnson, 1999b). Actions within a team can promote the success of others, obstruct the success of others, or not affect the success or failure of others. Positive interdependence results in promotive interaction; negative interdependence results in oppositions or conflicting interaction; and no interdependence results in an absence of interaction (Deutsch, 1949; Johnson & Johnson, 1999a).

Negative interdependence or competition generally results in oppositional interaction. This occurs when individuals prevent others from achieving because of their own competitiveness. Rather than promoting a team environment through positive interaction, team members are focused on 'increasing their own success...and on preventing anyone [else] from being more successful than they are' (ibid: 212). Positive interdependence is an important element of a successful team environment that brings out the best in each person and enables the team to achieve their goals at a far superior level than as individuals.

Cavalier et al. (1995) have identified the relationship between positive interdependent and a high level of achievement and success within teams. They contend that behaviors needed for successful teams include: a dynamic positive exchange of information and resources among team members; active communication and supportive behavior; flexibility and personal attributes to cope with changing demands; leadership and clear team roles; and interdependency among members. These attributes contribute to team cohesion, which enables teams to work together to achieve common goals and have a high level of motivation, which will help teams endure and persevere through problems and setbacks.

Conclusion

At a time when both a combination between the 'invisible' and 'visible' skills are being strongly promoted by employers and government funding authorities as being increasingly important, it would be appropriate to say that businesses expect more from employees than just an ordinary day's work. The ability to contribute to a team environment and perpetuate the progression and profitability of the business is an absolute necessity.

Reference List

- Cavalier, J.C., Klein, J.D. & Cavalier, F.J. (1995) 'Effects of cooperative learning on performance, attitude, and group behaviors in a technical team environment.' *Educational Technology Research and Development*; 43 (2): 61-71.
- Deutsch, M. (1949) 'A theory of cooperation and competition.' *Human Relations*; 2 (April): 129-151.
- Fisher, S.G., Hunter, T.A. & Macrosson, W.D.K. (1997) 'Team or group? Managers' perceptions of the differences.' *Journal of Managerial Psychology*; 12 (4): 232-42.
- Harris, P.R. & Harris, K.G. (1996) 'Managing effectively through teams.' *Team Performance Management: An International Journal*; 2 (3): 23-36.
- Hayes, C. (1995) 'The new spin on corporate work teams.' *Black Enterprise*; 24 (11): 229-32.

Johnson, D.W. & Johnson, R.T. (1999a) 'Social interdependence: Cooperative learning in education.' In: Bunker, B. & Rubin, J.Z. (eds.) *Conflict, Cooperation, and Justice*. San Francisco, CA: Jossey-Bass. pp. 205-51.

Johnson, D.W. & Johnson, R.T. (1999b) *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Needham Heights, MA: Allyn & Bacon.

Johnson, P.R., Heimann, V.L. & O'Neill, K. (2000) 'The wolf pack: team dynamics for the 21st century.' *Journal of Workplace Learning: Employee Counselling Today*; 12 (4): 159-64.

Kets De Vries, M. (1999) 'High-performance teams: lessons from the pygmies.' *Organizational Dynamic*; 2 (Winter): 66-77.

Pedro, G.M. (1990) *Jogadores da equipe e trabalho em equipe* (Team Players and Teamwork). Madrid: Grupo Anaya.

Salovey, P. & Mayer, J.D. (1990) 'Emotional Intelligence.' *Imagination, Cognition and Personality*; 9 (3): 185-211.

Scarnati, J.T. (2001) 'On becoming a team player.' *Team Performance Management: An International Journal*; 7 (1): 5-10.

Wageman, R. (1997) 'Critical success factors for creating superb self-managing teams.' *Organizational Dynamics*; 26 (1): 49-62.

Wysocki, R.K., Beck, R. & Crane, D.B. (1995) *Effective Project Management. How to Plan, Manage, and Deliver Projects on Time and within Budget*. New York: John Wiley & Sons.

Text adapted from: Tarricone, P. & Joe Luca, J. (2002) 'Employees, teamwork and social interdependence – a formula for successful business?' *Team Performance Management*; 8 (3/4): 54-59.

Now answer the questions on the following page.

Questions on Sample Text with Harvard-Style Citations

1. This text contains several synthesized citations. Identify *two* such examples.
2. Scan the text to find (sic). What is this, and why has it been used here?
3. One of the sources cited in this article is a non-English text. Who is the author?
4. The writers of this article choose to add a word to a quote for the purpose of clarity. What is this word and how is it presented?
5. Who authored the text for which 'ibid' is used?
6. There is an example of secondary referencing in this text. Who is the primary author in this citation?
7. What is the purpose of the lower case letters after the year of publication for some citations?
8. One of the sources cited in this text refers to a chapter in a book. What is the title of this book?
9. The words 'et al.' are used in several places within the text. Why?
10. Why do some of the citations in this text not have page references?

PART FIVE

5. CONCLUDING COMMENTS

It is important to assess the suitability and credibility of all the sources and texts included in academic assignments. This is particularly true of materials taken from the Internet. Published texts that appear in a library or database tend to be rigorously checked and are widely considered to be authoritative sources. The information available on the Internet, however, varies in terms of its reliability and authority, therefore it is the responsibility of the student to scrutinize materials before selecting them for inclusion in their work. Furthermore, while the Internet is a convenient tool, over-dependence on it can be more time-consuming and less fruitful than using a physical library.

Most professors will fail to be impressed if all the references in an essay/report/project are from unknown or unpublished works. Additionally, students are expected to consult *a variety of sources* in preparation for academic assignments. Thus, the Reference List often divulges much to the reader about the quality of the student's research.

5.1 Evaluating Sources

When evaluating sources for inclusion in your work, remember the following:

- While **Wikipedia** is very convenient as a quick reference tool, it is not a reliable academic source – as stated in its own disclaimer, and must therefore be avoided in assignments at all times [unless the work specifically focuses on Wikipedia itself].
- When consulting journal articles, use **peer-reviewed journals**: these are written for experts, by experts; include specialist knowledge; have the most current research and theories on the subject; and include content which is reviewed and approved by peer scholars prior to publication: these reviewers are referees who are not employed by the journal, thereby ensuring objectivity.
- Refer to sources that are **acknowledged** by others as **authorities** in the field.
- Differentiate between **popular sources** (e.g.: Business Week) and **respected sources** (e.g.: Harvard Business Review).

- Consult **primary sources** wherever possible, thereby avoiding secondary referencing.
- Use **up-to-date** sources in the field.
- Consider whether the writer is **neutral and/or objective**, as opposed to bias or has a conflict of interest.
- Review the **methodology** employed by the researcher when examining research findings and results.
- Use the work of **renowned publishers**, as their work is considered to be authentic and reliable.

5.2 Final Tips

Dos

- ✓ ...keep an accurate record of the bibliographic details of all sources consulted
- ✓ ...read widely around any given topic
- ✓ ...evaluate the information read and carefully assess the suitability of the source by asking the following questions:
 - ⇒ Who has written this text, when and for whom?
 - ⇒ What is the writer's purpose?
 - ⇒ Is the source academic?
 - ⇒ Is the language sufficiently academic?
 - ⇒ Are there any obvious errors in the text?
 - ⇒ Is the text relevant to my assignment?

Don'ts

- ✓ ...translate from a source text written in another language and present this as your own work
- ✓ ...depend heavily on a limited number of sources, as this will result in a lack of both depth and breadth in the assignment
- ✓ ...**plagiarize – it is unethical, usually detected, and will be penalized**

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1. De Montfort University (2005) *The Harvard system of referencing*. Leicester, UK: Department of Library Services, Publication no.: 23056.
2. Lofgren, J. (2007) *Citation and Reference Guide: Bachelor's Thesis 2006-2007*. Mikkeli, Finland: Helsinki School of Economics.
3. London South Bank University (n.d.) *How to do Your Referencing Using the Harvard System*. London: London South Bank University, Centre for Learning Support & Development, Library Service Help Sheets HS 30.
4. Radice, R. (2016) 'Top Social Media Trends That'll Change Your Business in 2016.' *Post Planner*. Available from: <https://www.postplanner.com/blog/top-social-media-trends-that-will-transform-your-business/> [Accessed on 6 August 2016].
5. Sharpling, G. (2007) *Reporting Verbs*. Warwick, UK: University of Warwick, CELTE.
6. Tarricone, P. & Joe Luca, J. (2002) 'Employees, teamwork and social interdependence – a formula for successful business?' *Team Performance Management*; 8 (3/4): 54-59.
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8. University of Technology (UTS) Sydney (2015) *Interactive Harvard UTS Referencing Guide – UTS Library*. Available from: <http://www.lib.uts.edu.au/sites/default/files/attachments/page/InteractiveHarvardUTSGuide.pdf> [Accessed on 6 August 2016].

PART SIX

6. ANSWER KEY FOR EXERCISES IN PART FOUR OF THIS GUIDE

4.1 Why provide Citations?

- to avoid the charge of plagiarism
- to support arguments, as citing external sources often gives writing more authority
- to introduce counter-claims and for the purpose of exemplification
- to demonstrate familiarity with existing research on a topic
- to provide evidence to instructors that the required reading (homework) has been done
- to enable the reader to quickly and easily find an original source by using the full bibliographic details in the Reference List at the end of the work
- to maintain ethical standards and academic integrity

4.2 Organizing a Bibliography or Reference List

1. A Bibliography contains details of all materials consulted in the writing of an assignment and not only those that were cited in the main body, whereas the Reference List provides the details of only those sources referred to in the work – either directly or indirectly. The Reference List is compulsory.
2. Sources are placed in the Reference List and/or Bibliography in alphabetical order using the authors' surnames, followed by their initials.
3. A book which has an/several **editor(s)** is divided into chapters that have been authored by different contributors; the names of the latter appear under their respective chapter headings on the Contents Page. The name of the editor(s) is given on the cover page. A book with several **editions** will have updates, revisions and corrections made to the newest, most recent edition.
4. An e-journal is an 'electronic journal' which stores archived volumes, in addition to the latest articles.
5. False. Harvard Reference Lists are not organized according to text-types; the sources consulted should be presented in a continuous list under one heading, in alphabetical order by author surname.
6. See Part Two of this Guide for the different details recorded for each of the text-types commonly referred to by students.

4.3 Text Identification

1. *Advertising to children: Is it ethical?* (2000) Available from: <http://www.apa.org/monitor/sep00/advertising.html> [Accessed on 20 December 2007]. = **website with unknown author**
2. British Medical Association (2004) *The Handbook of Ethics and Law* (2nd edition). London: BMA. pp. 14-20. = **official publication**
3. Butt, S. (1997) *The Dilemmas of Screen-Subtitling*. M.A. Dissertation. Birmingham, UK: University of Birmingham [unpublished]. = **academic/theses**
4. Cereti, C.F. (2004) 'An Italian Survey of Pitches for Soccer.' In: *Proceedings of the 1st International Conference on Turfgrass Management and Science for Sports Fields*; Athens, Greece: 6 June. Leuven, Belgium: ISHS. pp. 11-28. = **conference**
5. Cole, G.A. (2003) *Management Theory and Practice* (6th edition). UK: Thomson Learning. = **multiple edition book by one author**
6. *Concise Dictionary of English Etymology* (1996) (2nd edition). Oxford: Oxford University Press. = **dictionary**
7. *Crossing Continents: Native Americans in the US Military* (2007, 20 Dec.) [BBC Radio 4]. Program Producer: Arlene Gregorius. London: BBC. = **radio program**
8. Great Britain. *Housing Act 1996* (c.52). London: HMSO. = **Act**
9. Great Britain: Home Office (2003) *Direct Broadcasting by Satellite: Report of a Home Office Study*. London: HMSO. = **governmental report**
10. Harris, P.J. & Mongiello, M. (eds.) (2006) *Accounting and Financial Management*. Oxford: Butterworth Heinemann. = **edited book**
11. Institution of Electronic and Radio Engineers (1970) *Proceedings of the Joint Conference on Automatic Test Systems*; Birmingham, UK: 13-17 April. London: I.E.R.E. p. 20. = **conference**
12. 'Kids' Brands: The Truth' (2005, 14 Feb.) *Independent*. p. 10. = **newspaper article**
13. Klein, N. (2000) *No Logo: No Space, No Choice, No Jobs: Taking Aim at the Brand Bullies*. London: Flamingo Press. = **book by one author**
14. Klonowska, Y. (2007, 30 Nov.) 'Advertising to Children.' *Business Week*. pp. 13-15. = **periodical**
15. Marcouse, I. & Lines, D. (2002) *Business Case Studies: AS and A Level*. London: Longman. = **book by two authors**

4.4 Error Correction

Reference List

Backstreet Business (2008, 28 Sep.) [BBC Radio 4]. Program Editor: N. Haywood-Thomas. London: BBC.

Clarke-Hill, C. & Glaister, K. (1991) *Cases in Strategic Management*. London: Pitman Publishing.

Hopkins, K. (2009, 4 Feb.) 'Kremlin to inject \$40bn into Russia's Banks.' *Guardian.co.uk* [Online]. Available from: <http://www.guardian.co.uk/world/2009/feb/04/russia-banking> [Accessed on 4 February 2009].

Lowes, R., Peters, H. & Turner, M. (2004) *The International Student's Guide: Studying in English at University*. London: Sage Publications.

Page, J. (2000) *How to Write a Marketing Plan* (2nd edition). London: Kogan Westwood.

4.5 To cite or not to cite? That is the question...

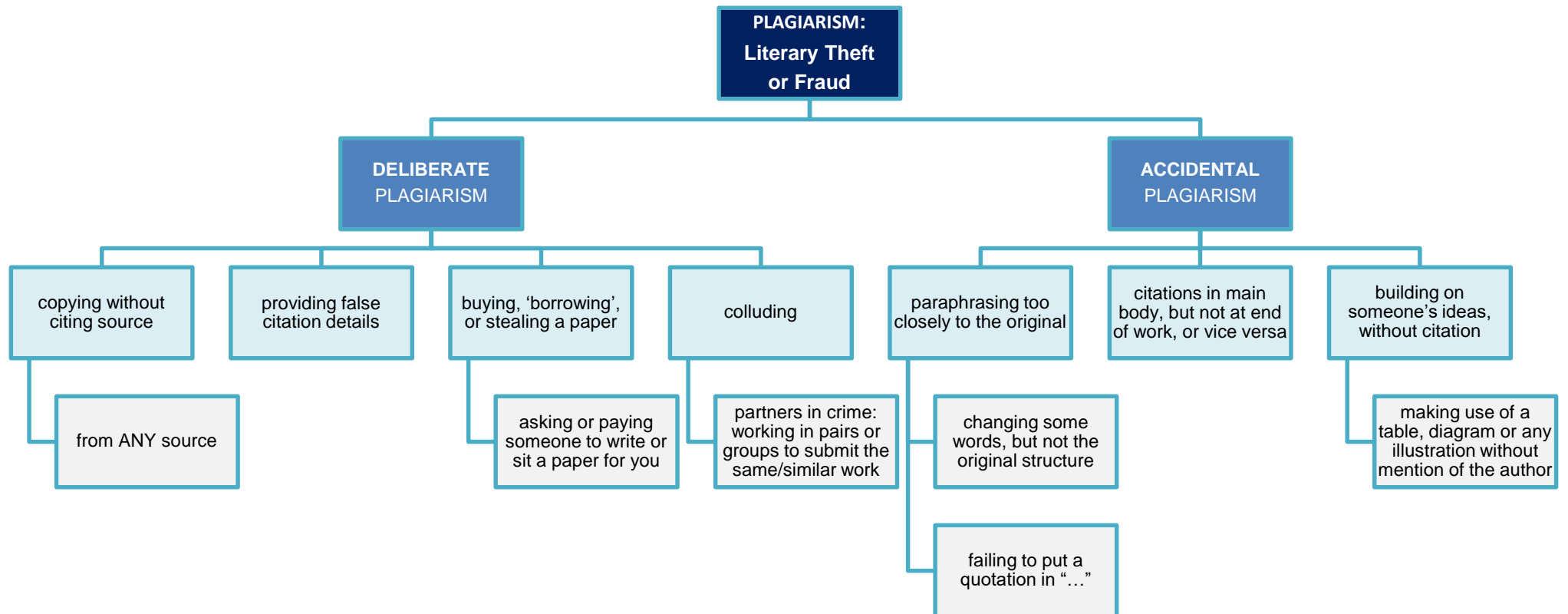
1. A mention of facts or figures from another writer. **(yes)**
2. An idea of your own. **(no)**
3. Some data that you have collected in your own previously conducted research. **(yes; cite yourself in the same way as you would any other author)**
4. A proposition put forward by a participant in a seminar. **(yes; if the idea is not your own, credit must be given to the other person).**
5. A quote from an external source/another author. **(yes)**
6. Something agreed to be common knowledge. **(This is a tricky one! The instinctive answer would be 'no'...however, all common knowledge has an original source...the question is [how] can this be traced? In order to be safe and to avoid being accused of plagiarism, it is suggested that students use a**

general phrase to introduce something that is considered to be common knowledge; e.g.: *It is a widely held belief that.../It is common knowledge that...*).

4.6 Sample Text with Harvard-Style Citations

1. (Deutsch, 1949; Johnson & Johnson, 1999a) **or** (Pedro, 1990; Harris & Harris, 1996; Fisher et al., 1997; Johnson & Johnson, 1999a, 1999b) **or** (Wageman, 1997; Johnson et al., 2000)
2. In the long quotation, after the word 'goales' to show that this has been spelt incorrectly
3. Pedro
4. [else]
5. Johnson & Johnson (1999a).
6. Simran (1995).
7. Johnson & Johnson have two publications in the year 1999; these are differentiated by the insertion of the letters after the date – i.e.: 1999a and 1999b
8. *Conflict, Cooperation & Justice*
9. To substitute the names of multiple authors
10. Page numbers are only provided for quotations (short or long), or in the case of secondary referencing

Appendix: Plagiarism Chart



Note: as some professors do not distinguish between *deliberate* and *accidental* plagiarism, to avoid problems, students are strongly advised to give credit where due. Failure to acknowledge an intellectual debt is a serious academic offense that can result in a possible breach of copyright law, or the instigation of disciplinary procedures on the BScBA program at Aalto University.