

APA Annotated Bibliography

Definitions:

APA – Use APA writing style to format the bibliographic information for the source used.

Annotated – Provide a paragraph of approximately 120-150 words that briefly *describes* and *evaluates* the content of the source.

Citations/Bibliography – The alphabetical listing of the sources used. This can include articles from journals, books, websites. These are the sources used for researching the topic.

Questions to Consider in Writing an Annotation:

1. About what is this article? Briefly summarize it.
2. Is this a reliable source?
3. For the topic covered, is the information given current? Note, some topics require very current information, e.g., how government regulations affect client care. In contrast, other topics the researcher is not as concerned about currency, e.g., the application of Jesus' teaching on client care today.
4. If it is a research article, does the research seem reliable and well explained?
5. Will you use this source for your research topic, and if yes, describe why?
6. If it is an article, is it from a peer-reviewed journal?
7. Is there information given in the source that helped you focus your topic or offer other ideas for discussing your topic?

Instructions:

1. Format the references per a References list for a written paper.
2. Alphabetize the references.
3. In the bibliography, double-space everything, including the citations and the annotations.
4. The reference uses the hanging indent format for any 2nd or subsequent lines of the reference.
5. The first line of the annotation should be indented as you would for a direct quote that is 40 words or longer. It uses a block format for the paragraph, with no indenting.
6. If it is a long list, consider organizing them by topic to enhance reading the annotations.
7. Note examples below for journal articles and a book on the topic of servant leadership.

An example follows, including the title page.

Annotated References

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APA101: APA Formatting and Style for Bibliographies

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Annotated References

Aboramadan, M., Dahleez, K., & Hamad, M. (2020). Servant leadership and academics' engagement in higher education: Mediation analysis. *Journal of Higher Education Policy & Management.*, 42(6), 617–633. <https://doi.org/10.1080/1360080X.2020.1774036>

This study presents a model for the impact of servant leadership on staff engagement in academic settings. The paper introduces intrinsic motivation, psychological ownership, and person-job fit as intervening mechanisms between servant leadership and work engagement. The article shows that the link between servant leadership and academics' work engagement is not straightforward. Intrinsic motivation, psychological ownership, and person-job fit of academic staff had a full mediating effect among the examined variables. The paper provides evidence that servant leadership is the right style for higher education. Moreover, the article offers essential implications for administrators and policymakers in higher education about servant leadership's role in promoting academics' work engagement.

Blanchard, K. H. (2005). *Lead like Jesus: Lessons from the greatest leadership role model of all time*. W Pub Group.

Using Jesus as the best model possible, Blanchard advises any leader to apply Jesus' leadership model to our lives. He uses alliteration of the letter H in describing the characteristics. Blanchard talks about the heart, the head, the hands, the habits, etc. He motivates each leader to take concrete steps to apply Jesus' model. Although written in a delightful reading style, it provides sound leadership attributes that anyone with a Christian worldview could model.

Carroll, A. B. (2005). Servant leadership: An ideal for nonprofit organizations. *Nonprofit World*, 23(3), 19–20.

Carroll briefly defines servant leadership as credited to R. Greenleaf. He then lists ten keys to servant leadership, including common characteristics such as empathy and listening. He concludes the article by giving six applications that can be made for the nonprofit manager. For any nonprofit leader striving to establish a servant leadership culture in the workplace, this article provides good basics for achieving that goal.

Peete, D. (2005). Needed: Servant-leaders. *Nursing Homes: Long-term Care Management*, 54(7), 8–9.

Peete discusses the basic tenets of servant leadership as established by Greenleaf in 1970. He mentions several companies who have since implemented Greenleaf's leadership style, e.g., Southwest Airlines, ServiceMaster, etc. He further emphasizes how this model can apply to housing for seniors. This article would lead the researcher to investigate further how servant leadership was implemented in the mentioned companies.

Wicks, J. (2019). Servant leadership, the college bubble, and saving higher education. *College and University*, 94(4), 67–69.

Leaders who prioritize the development of their institutions over that of their students and personnel contribute to the college costs incurred by students expand inversely with the quality of education. Students are progressively insulated from the real world by leaving college barely prepared to pay their debts, much less contribute to society. Over the last several decades, campus leaders have been selected precisely for their ability to view students and personnel in this way and to use their skills to diagnose institutional issues, prescribe a remedy for those issues, and successfully convince followers to apply the

remedy. To address student unpreparedness, today's leaders in higher education should adopt a more holistic approach to individuals' development: They must become servant leaders.