**Please use the official WU Vienna University of Economics and Business Administration Cover Sheet for Bachelor’s Theses / Master’s Theses**

Note: Please format your thesis according to APA style (<https://apastyle.apa.org/>), like this template is formatted. Please see appendices for formatting guidelines (which are in accordance with APA guidelines) of specific elements of your thesis.

[https://www.wu.ac.at/en/students/my-program/bachelors-student-guide/bachelors-thesis](https://www.wu.ac.at/en/students/my-program/bachelors-student-guide/bachelors-thesis/)

<https://www.wu.ac.at/en/students/my-program/masters-student-guide/masters-thesis>

Non-technical summary

This section is a short non-technical summary of your research for non-expert readers. If written well, it could be an effective way to communicate your research while initiating or adding to an existing public debate. Think of this as an opinion column or a guest essay, where you get to deliver the main argument of your research in your own voice. The summary should be limited to 500-800 words. The best non-technical summaries are:

* **cogent**: the text should clearly state the main idea and seek to delight the reader with great writing and originality. The best way to test this is by having your parents or grandparents read the text. If they understand it without needing clarification and can follow your argument, then you are on the right track.
* **timely**: while your thesis may not be a direct response to something that is happening in the news at this very moment, it is important to demonstrate that the topic is relevant and current. We encourage you to think broader, to look for the issues in the public conversations, and to demonstrate that your work has implications for public policy or private industry.
* **engaging**: the text should resonate with the reader and offer some novel perspective that has not been heard many times before. Use the research that you conducted to have a conversation with the reader, predicting their counterarguments and addressing them with empirical evidence, while also remaining humble about the aspects we do not know yet.
* **factual**: you need to be able to verify the evidence that you provide. Focus on primary sources like the original research paper rather than a paper in which it was cited. Seek proof behind the broad assertions (like “Vienna is the most livable city in the world”) and provide as much nuance and precision as possible.

Inspiring examples can be found here:

[Do Happy Faces or Sad Faces Raise More Money?](https://observer.com/2017/06/do-happy-faces-or-sad-faces-raise-more-money-fundraising-nonprofit/) (2017, June 20). *Observer*.

Foroohar, R. (2021, September 19). [Forget the ‘she-cession’—Women will redefine the labour market.](https://www.ft.com/content/23031dc0-8225-49de-b78f-c1d331db5c54) *Financial Times*.

Jena, A. B., & Worsham, C. M. (2023, June 19). [Opinion | The Science of What We Eat Is Failing Us.](https://www.nytimes.com/2023/06/19/opinion/nutrition-science.html) The New York Times.

Nolan, T. C., Beatrice. (2023, September 3). [You are more productive in the office, say elite CEOs. Data seems to back them up.](https://www.businessinsider.com/employees-back-to-the-office-what-the-data-really-says-2023-9) *Business Insider.*

Kristof, N. (2021, June 9), [Opinion | Are Vets and Pharmacists Showing How to Make Careers Work for Moms?](https://www.nytimes.com/2021/06/09/opinion/women-motherhood-jobs.html) *The New York Times*.

Miller, C. (2023, August 6) [Opinion | Is Your Crush on OkCupid Telling You the Truth?](https://www.nytimes.com/2021/08/06/opinion/honesty-social-media.html) *- The New York Times*.

Sales, N. J. (2023, September 11). W[hat if ‘ghosting’ people isn’t just rude, but psychologically harmful?](https://www.theguardian.com/commentisfree/2023/sep/11/what-if-ghosting-people-isnt-just-rude-but-psychologically-harmful) *The Guardian*.

Vázquez, K. (2023, July 28). [*Chatting with strangers: Why the practice is dying out and why that matters*](https://english.elpais.com/society/2023-07-28/chatting-with-strangers-why-the-practice-is-dying-out-and-why-that-matters.html). EL PAÍS English.

Brik, T. & Krymeniuk O. (2019, June 10).[*What do the majority of Ukrainians think about state control over economics and personal freedoms?*](https://voxukraine.org/en/what-do-the-majority-of-ukrainians-think-about-state-control-over-economics-and-personal-freedoms) *Vox Ukraine*

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List of Tables and Figures

If your work contains tables or figures, also create a list of tables or/and figures. You can create two separate lists for tables and tables or use one list for both.

THESIS TITLE IS REPEATED ON THE 1ST PAGE OF THE TEXT

1. Introduction

This template guides you in crafting your thesis. Start with an introduction, structured as follows:

1. **Engage the Reader:** Describe the significance of your topic. Highlight its relevance, practical implications, and theoretical consequences.
2. **State Your Research Question:** Clearly convey the primary focus so the reader knows what to anticipate.
3. **Present Relevant Background:** Introduce pertinent theories and research findings that contextualize your thesis.
4. **Justify Your Thesis:** Clarify the need for your research. Is it to provide policymakers a consolidated view of the literature? To explore relationships between variables in a unique manner? Or to reconcile conflicting theories? Be transparent about your paper's contribution without exaggerating.
5. **Guide the Reader:** Outline your thesis structure and briefly explain how each section addresses your research question.

Remember, your research questions and hypotheses should stem from and be justified by existing literature, not simply intuition.

* 1. Empirical and replication thesis

In both original and replication studies, introduce hypotheses in the introduction section to present the predictions or concepts being tested. Hypotheses serve a dual purpose: they articulate expectations derived from theories or prior research and establish the linkage between your study design and these anticipations.

Specifying Hypotheses:

* Clearly specify anticipated relationships or differences between defined variables.
* Predict relationships or differences between studied variables, e.g., "Hypothesis 1: A positive relationship exists between variable A and variable B." or "Individuals in condition 1 exhibit a significantly lower expression of variable A than those in condition 2 (hypothesis 1)."

Testing and Reporting Hypotheses:

* Every formulated hypothesis must be tested, and its findings reported in the results section.
* Be mindful of time constraints and propose only what can realistically be tested, avoiding an excess of hypotheses.

Expanding on Hypotheses:

* While a hypothesis typically addresses the primary expected outcome, additional (exploratory) hypotheses, informed by existing research, may refine, or expand upon the central prediction.
* Clearly separate your confirmatory and exploratory analysis. Exploratory analyses involve unplanned tests of post hoc hypotheses, potentially influenced by some research results. Conversely, confirmatory hypotheses entail planned tests of a priori hypotheses, uninfluenced by research outcomes.

Additional information for students writing a replication thesis**:**

* Discuss in the introduction literature related to the replication debate.
* Outline the original article, its objectives, and the derivation of its hypotheses, while avoiding a thorough reiteration of its entire theoretical framework.
* Ensure you detail the hypotheses and clarify all paradigms and constructs involved.
* Critically assess the original study. Reserve critiques about its execution or context for the discussion section, while addressing replicability issues in the theory section

* 1. Literature review thesis

Provide a critical analysis of existing literature on a specific topic to identify gaps, establish context, and guide future research. Please ensure your sources (18-25 scientific papers) are recent (preferably literature from the last 8 years) and relevant to assure the timeliness and applicability of your review. If available literature on the topic is scarce, include all relevant articles regardless of their publication date. If there is an abundance of available literature, establish and clearly state reasonable criteria to narrow down your selection, ensuring focused and relevant review.

Specifying Hypotheses:

* Clearly specify anticipated relationships or differences between defined variables (please be inclusive of different ways to operationalization your constructs of interest, e.g., pro-environmental behavior could be measured by the times someone has taken public transportation, helping to clean up a park, voting for environmental policies, saving energy etc.).
* Predict relationships or differences between constructs, e.g., "Hypothesis 1: A positive relationship exists between construct A and construct B."

Testing and Reporting Hypotheses:

* Use the formulated hypothesis to guide your research process as well as the write-up of the literature review.
* Be mindful of time constraints and propose only what can realistically be reviewed, avoiding an excess of hypotheses.

Expanding on Hypotheses:

* While a hypothesis typically addresses the primary expected outcome, additional (exploratory) hypotheses, informed by your reading, may refine, or expand upon the central prediction.
1. Method
	1. Empirical and replication thesis

If you are writing an empirical or replication paper, report all inclusion criteria for your study (if applicable) or whether subjects were excluded from the analysis, and if so, by which criteria.

Describe relevant information about subjects (age, gender, ethnicity if applicable, occupational status, work experience, etc.). In addition to age and gender, different information about subjects may be relevant to your work, depending on the research question. If participants have missing values, how were these handled?

Describe the data collection (where was the data collected? e.g., lab, field, online, what software was used (if applicable), duration of data collection, whether participants were compensated, and if so, what compensation.

Describe the criteria you used to calculate the required sample size (e.g., power analysis, time constraints). What other criteria were used to decide when to stop collecting data?

Describe the study design: how many conditions were there? How were participants assigned to each condition? What did participants do?

Describe the study materials and measurements taken, e.g. What stimuli/questionnaires were used.

* 1. Literature review thesis

If you work on a literature review without original empirical work or a replication, your research sample consists of the articles. Therefore, your methods section should describe the literature review methodology in detail. List the databases and the keywords you used when searching and selecting the research papers for your review. Describe inclusion and exclusion criteria you used to decide which papers to include.

Of course, scientific books/reference works/textbook literature can also be used. In addition, internet sources can be used in individual cases, e.g., for:

* company and industry information (e.g., company pages or association pages) in the context of an empirical study
* working papers (unpublished works)
* technical reports by scientific authors
* Non-scientific and unsuitable published sources (Wikipedia, lecture notes, other bachelor’s / master’s theses) are not recommended!

#### To generate a comprehensive and reproducible literature review please implement a protocol for your review. This helps you to make good decisions and document your selection and analysis logic. Report your protocol in the appendix of your thesis. Please answer the following questions within your review protocol:

* What are the primary review questions applied to the literature research?
* Which databases or materials did you consult/use/utilize in your search??
* What was your search strategy, and which keywords or search queries did you use?
* What are the selection criteria (inclusion/exclusion) for the papers?

When reporting your search protocol and its results in your methods section, or the appendix of your thesis, use the template from Appendix D, and adapt it to your literature search.

1. Results
	1. Empirical and replication thesis

In the case of empirical work (or replication), describe here the analyses performed. The confirmatory (hypothesis-testing, pre-planned) analyses are to be strictly distinguished from the exploratory analyses.

Describe here the descriptive statistics as well as the results of the inferential statistical analyses performed. Report which inferential statistical tests were performed to test which hypotheses (e.g., ANOVA, linear regression, chi-square test). Provide degrees of freedom, p-values, test statistics, effect sizes if possible, and confidence intervals. What statistical software was used for data analysis?

Please note that all planned analyses must be reported here. You are free to perform and report the exploratory analyses.

* 1. Literature review thesis

This is where the answer to your research question is found. The simplest form of validation is based on a simple descriptive method in which you list in a table all the studies that you found when you searched (using the specified search terms in the defined search engines) for the hypothesis you made. After that, in the simplest case, you could count out how many studies speak for and how many against the effect specified in the research question. See Table 1 for an example.

**Table 1**

*Provide Table Title*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Study | Author | Method, ggf. paradigm | Independent Variable or Predictor | Dependent Variable or Criterion | N | Relation (e.g., Correlation) |
| 1 | Author X et al. (2012) | Holt and Laury Lottery | Age | Risk aversion | 120 | positive |
| 2 | Author Y & Author Z (2003) | .. | Age | Risk aversion | 95 | negative |
| 3 | .. | .. | .. | .. | .. | positive |
| 4 | .. | .. | .. | .. | .. | none |

*Note.* Here you can provide a brief description of the table content. For example, this case: Example of Simple Hypothesis Testing in Literature Review Papers.

However, you should seek to go beyond this rough presentation by listing the test statistics (e.g., t- or F-values), p-values, and effect sizes (r or Cohen's d) of the individual studies and take these into account when testing the hypotheses (if effect sizes were not listed in a study, they can usually be calculated from the test statistics). See Table 2 for an example.

**Table 2**

*Provide Table Title*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Study | Author | Method/ Paradigm | Independent variable or predictor | Dependent variable or criterion | N | *r* | *p* |
| 1 | Author X et al. (2012) | Holt and Laury Lottery | Age | Risk aversion | 120 | .67 | .001\*\* |
| 2 | Author Y & Author Z (2003) |  | Age | Risk aversion | 95 | -.76 | .0001\*\*\* |
| 3 | .. | .. | .. | .. | .. | .24 | .037\* |
| 4 | .. | .. | .. | .. | .. | .13 | .14 |
| … | .. |  |  |  |  |  |  |

*Note.* Example of an approach to hypothesis testing in literature papers.

Ideally, you would weight these effect sizes in terms of a simplified meta-analysis and statistically analyze how significant the effect is. A heuristic possibility for summing up offers the calculation of a mean weighted correlation according to the following formula:

T=$\frac{\sum\_{i=1}^{k}rN}{\sum\_{i=1}^{k}N}$ (1)

(Note: for simplicity, the formula omits a Fisher Z transformation and its inverse; in a more sophisticated analysis, the corresponding operations could still be added). Remember to number any equations used on the right.

1. Discussion

Here you again briefly state the aim of your study and reflect on the extent to which this aim has been achieved. Report whether the findings support or oppose your hypotheses stated in the introduction. Describe whether your results are in agreement or disagreement with previous findings and give possible reasons for this agreement (or disagreement). Explain the implications of your results (Why do your results matter?). Also address the strengths and weaknesses of your study here (e.g., internal, and external validity, statistical reliability, measurement error, if any, power achieved, etc.). Conclude what theoretical and/or practical implications your findings have.

* 1. Replication thesis

Additional information for students writing a replication thesis**:**

Start your discussion with a statement on the original finding's replicability, succinctly address whether the initial results were replicable and highlight any discrepancies. Address any discrepancies, similarities, or variations in the outcomes, methodology, or data interpretation. Evaluate the strengths and limitations of your replication study.

Discuss the theoretical and practical implications of your replication study. Address how your results contribute to the understanding of the original findings and the broader academic field. Emphasize any new insights gained from the replication study. Propose directions for future research based on your replication study.

Conclude with a closing statement that summarizes the essence of your replication study. Reinforce the importance of replication in upholding the integrity and validity of research in the academic realm.

* 1. Empirical thesis

Briefly reintroduce the research questions or hypotheses that guided your study, providing context for the discussion. Summarize the key findings of your study. Discuss how the actual findings align with your initial hypotheses or expectations. Address any differences and explain possible reasons for variations.

Compare your results with existing literature on the topic. Discuss how your findings support or contradict previous research, emphasizing any novel contributions. Interpret the results in-depth, exploring the implications of your findings. Address any limitations or strengths of your study.

Discuss the generalizability of your findings to the broader population or similar contexts. Discuss the practical implications of your findings. Explain how your results can inform real-world decisions, practices, or policies. Provide suggestions for future research based on your findings. Highlight areas that require further exploration or improvement in methodology.

Summarize the key points discussed in the discussion section. Reinforce the main findings and their significance within the broader research context.

* 1. Literature review thesis

Briefly reintroduce the research questions or hypotheses that guided your literature review. Summarize the key findings of your literature review. Discuss how the actual findings align with your initial hypotheses or expectations. Address any differences and explain possible reasons for variations. Discuss how the literature you have reviewed addresses or contributes to answering the research questions or objectives you set out in the introduction. Point out any gaps, limitations, or areas where the literature falls short. Discuss topics or perspectives that were not adequately covered or explored.

Assess the strengths and weaknesses of the literature you reviewed, considering factors such as sample size, research methods, theoretical approaches, and the credibility of the sources.

Discuss the overall contribution of the literature you reviewed to the understanding of the topic. Emphasize the significance and relevance of the collective body of research. Discuss the practical implications of the reviewed literature. Explain how the findings or insights from the literature can be applied in a real-world context. Propose areas for future research based on the gaps and limitations identified in the literature. Suggest potential research questions and approaches for further exploration.

Summarize the key points discussed in the discussion section and reiterate the importance of the reviewed literature in the context of your research.

1. References

Start the reference list on a new page.

The purpose of the reference list is to ensure that the sources can be verified by a third party in an unambiguous and unmistakable manner. The literature sources are to be arranged in the reference list alphabetically according to (first) author name in chronological order (first all publications by e.g., Adler as sole author, then those by Adler with C and D as co-authors, then those by Adler with Z as co-author etc.). Entries are displayed with hanging indentation. Most reference entries have three components:

1. Authors: Authors are listed using last names and initials in the same order as specified in the source. All authors' names are separated by commas. If there are seven or more authors, list the first six and include the suffix "et al." for the remaining authors. If no author is known, the title of the document is given first in the reference.

2. Year of publication: the year of publication is indicated in parentheses after the authors' names, with a period after the closing parenthesis. If the year of publication is not known, use "n.d." in the parentheses after the authors' names.

3. Source reference: The source reference contains the title, journal name, scope of the source, and page numbers (for journal articles) or the title, place of publication, and publisher (for books).

Information on how to cite AI generated content can be found here: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Here you can find detailed information regarding the APA citations guidelines: <https://apastyle.apa.org/style-grammar-guidelines/references>

Tip: Google scholar can help you with APA citations. Click on the little quotation marks below the article, select the APA style citation, paste it in your reference list and format it according to APA guidelines.

* 1. Paper: Examples

Ambrus, A., & Greiner, B. (2019). Individual, dictator, and democratic punishment in public good games with perfect and imperfect observability. Journal of Public Economics, 178. 104033.<https://doi.org/10.1016/j.jpubeco.2019.104053>

Hansson, K., Persson, E., Davidai, S., & Tinghög, G. (2021). Losing sense of fairness: How information about a level playing field reduces selfish behavior. Journal of Economic Behavior & Organization, 190, 66-75.<https://doi.org/10.1016/j.jebo.2021.07.014>

Rahal, R. M., Fiedler, S., & De Dreu, C. K. W. (2020). Prosocial preferences condition decision effort and ingroup biased generosity in intergroup decision-making. Scientific Reports, 10(1), 1-14.<https://doi.org/10.1038/s41598-020-64592-2>

* 1. Book: Example

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>

* 1. AI content: Example

See: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Appendix A. General information about appendices

Please include used questionnaires, optional tables, information about stimulus materials (i.e., all materials that are not in the main text) in the appendix and refer to this appendix in the main text of your thesis. The appendices themselves should be numbered consecutively (e.g., Appendix A, B, C, etc.). Each (additional) appendix should be on its own page. Provide a brief description of the content.

Appendix B. Font and Spacing

The font must be a common proportional font such as Arial or Times New Roman, font size 12, justified, line spacing double-space (footnote text same font as in text, font size 10, single line spacing). Align the text to the left and leave the right margin uneven (“ragged“). Do not manually divide words at the end of a line, and do not use the hyphenation function to spread words at the end of the lines. Indent the first line of every paragraph by 1.27 cm. The remaining lines of the paragraph should be left-aligned. Use 2.5 cm margins on all sides (top, bottom, left, and right) of the page.

Appendix C. Headings

There are five levels of heading in APA Style. Level 1 is the highest or main level of heading, Level 2 is a subheading of Level 1, Level 3 is a subheading of Level 2, and so on through Levels 4 and 5.

Use headings and subheadings to organize the sections in your document. The first level heading is shown with initial capital letters and centered on the page. You should number your headings and subheadings. This numbering is in decimal (e.g., 1, 1.1, 1.1.1, etc.). Subheadings can follow the higher-level heading directly, with a maximum of one line spacing. Before new chapter headings (heading level 1), at least one line of spacing from the previous text should be inserted in any case. However, do not start a new page for each heading.

Example:

**Centered, Bold, Title Case Heading (Level 1 Heading)**

Text begins on a new line (indent the first line).

**Flush Left, Bold, Title Case Heading (Level 2 Heading)**

Text begins on a new line (indent the first line).

***Flush Left, Bold Italic, Title Case Heading (Level 3 Heading)***

Text begins on a new line (indent the first line).

**Indented, Bold, Title Case Heading, Ending with a Period (Level 4 Heading).** Text begins on the same line and continues as a regular paragraph.

***Indented, Bold Italic, Title Case Heading, Ending with a Period (Level 5 Heading).*** Text begins on the same line and continues as a regular paragraph.

**Appendix D. Tables and Figures**

If tables and figures do not impede the flow of reading, they can be included in the text. However, the minimum number of pages should still be observed, depending on the required average characters per page. Tables and figures which, for example, extend over several pages and thus impede the flow of reading, can be inserted in the appendix. The appendix can then be referred to in the text.

**Tables**

Usually only horizontal lines are used in tables. The font within the table can be smaller than in the main text (e.g., 11). The tables must be referred to in the text (Table 1). Please find example of tables below. These tables would usually be integrated in the results section.

**Table 1**

*Provide Table Title, e.g.: An example of the formal representation of a table*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variables | *M* (*SD*) | Var. 1 | Var. 2 | Var. 3 | Var. 4 |
| Var. 1 | 2.46 (.02) |  | .04 | -.04 |  .03 |
| Var. 2 | 23.45 (10.45) |  |  |  .04 |  .01 |
| Var. 3 | 4.34 (3.45) |  |  |  | -.19\* |
| Var. 4 | 123.45 (70.69) |  |  |  |  |

*Note.* Provide a brief description (one or two sentences) for the table. The critical p-values can be given below the table.

\* *p* < .05

**Table 2**

*An example of a table for presenting the results of a regression model*

|  |  |  |  |
| --- | --- | --- | --- |
| *Predictor variables* | *Regression 1* | *Regression 2* | *Regression* 3 |
| Gender (1, female; 0, male) | 0.06\*\*\* | 0.05\*\* | 0.06\*\* |
| Hometown (1, Pairs; 0 elsewhere) | -0.119\*\* | -0.040\* | -0.06\*\* |
| *Ethnicity*  |  |  |  |
| Black (1, yes; 0, no) | -0.04 | -0.04 | -0.06 |
| Latino (1, yes; 0, no) | -0.04 | -0.04 | -0.06 |
| White (1, yes; 0, no) | -0.04 | -0.04 | -0.06 |
| Years in school (1, freshmen; 6, doctoral) | -0.04 | -0.04 | -0.06 |
| Parents’ education (1, less than high school; 5, graduate) | -0.04 | -0.04 | 0.06 |
| Life satisfaction |  | -0.04 | -0.04 |
| Social trust |  | -0.04 | -0.04 |
| *Needs for using groups* |  |  |  |
| Socializing |  |  | -0.04 |
| Entertainment |  |  | -0.04 |
| R2 | 0.04 | 0.04 | -0.04 |
| R2 change | 0.04 | 0.04 | -0.04 |

*Note:* Provide a brief description (one or two sentences) for the table, e.g.: values refer to unstandardized regression weights. The t-statistics are given in parentheses.

\**p* < 0.05; \*\*p<0.01; \*\*\*p<0.001.

**Figures**

Any kind of visual display that is not a table is considered a figure. In the text, reference must be made to the figures (Figure 1).

**Figure 1**

Title of Figure

*Note.* Example of what an illustration could look like. The description of the illustration can include several sentences/lines but should not be too long.

**Appendix E. Quoting Rules**

**Formal Quoting Rules.** We suggest using the guidelines given in the Publication Manual of the American Psychological Association, 7th edition (2019): <https://apastyle.apa.org/style-grammar-guidelines/citations>

In consultation with the supervisor, other citation methods can also be used. A chosen style must be maintained throughout the entire bachelor’s thesis / master’s thesis.

**Quoted Text.** Source material must be identified in the text body of the document by indicating authors and the year of publication of the sources. The full citation is listed in the reference list inserted after the text area of the document. If the names of authors of a source are part of the formal structure of a sentence, the year of publication appears in parentheses after the authors' names, e.g., Stein (2001).

If the authors of a source are not part of the formal structure of the sentence, both the authors and the year of publication are given in parentheses, separated by a semicolon, and sorted alphabetically, e.g. (Dunker et al., 2003; Stein & Patten, 2001).

When citing a source that is the work of two authors, list both authors each time. If three or more authors must be cited, include the last name of the first author followed by the phrase "et al." for the first and each subsequent mention of the source. We recommend use of a citation manager (e.g., Mendeley, Zotero, EndNote), which can help simplify the process of correct referencing.

When using a direct citation, always include the author's name, year, and page number as part of the citation. A citation consisting of fewer than 40 words should be enclosed in double quotation marks and integrated into the formal sentence structure.

A 40-word or longer citation is presented in block format and indented on the left throughout. Note that the block quote lacks quotation marks:

Durch viele Zitate vermehrt man seinen Anspruch auf Gelehrsamkeit, vermindert aber den auf Originalität, und was ist Gelehrsamkeit ohne Originalität! Man soll sie also nur gebrauchen, wo man fremder Autorität wirklich bedarf. (Schopenhauer, 2007, S. 33)

Please note that the correct notation for page number is ‘S’ in German and ‘P’ in English.

**Quoting AI-generating content.** Please see: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

**Illustrations/Tables**. Figures and tables must also be cited. The source is indicated directly in the table caption, which must be given above or below the figure/table, e.g., Figure 1: Structure of the Balanced Scorecard (Quelle: Kaplan & Norton, 1996, P. 9).

If the content of an illustration is only slightly changed, the basic concept of another auditor remains visible, but must be referred to, e.g., Figure 8: Systematization of intangible assets (Source: Sveiby, 1995).

If figures/tables are "merged" using several sources, this must be made clear, e.g., Figure 10: Classification of formal management control mechanisms (Source: Own representation based on Ouchi (1979), p. 35f., Dekker (2004), p. 38).

**Appendix F. Text Template for Reporting the Use of AI Tools**

**Acknowledgment of Artificial Intelligence Tools Used:**

For purposes of writing revision and grammar checks, I used the following tools:

* Grammarly (https://www.grammarly.com)
* Chat-GPT v.3.5 (https://chat.openai.com/)
* Bing (https://www.bing.com)

I used the following prompts:

* "Check for errors in my writing.”
* "Correct for grammar, spelling and comma mistakes."

I used the output to help revise my writing in the following segments of my thesis:

1.1. Introduction

2.3. Sampling

3.4.2. Results Study 1

4. Discussion

**Appendix G. Template for Reporting Protocolled Literature Search Results**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  | **Identification** |  | Papers identified from:  Database 1 (n=1) Database 2 (n=) Database 3 (n=) | **→** | Papers included or excluded *by criteria*:  Criteria 1 (n=) Criteria 2 (n=) Criteria 3 (n=) |  |
|  |  |  | **↓** |  |  |  |
|  | **Screening** |  | Papers screened (n=) | **→** | Papers included or excluded *by criteria*:  Criteria 1 (n=) Criteria 2 (n=) Criteria 3 (n=) |  |
|  |  |  | **↓** |  |  |  |
|  | **Inclusion** |  | Papers included in review (n=)Studies included in review (n=) |  |  |  |
|  |  |  |  |  |  |  |