

STYLE GUIDE FOR AUTHORS

(Date created: November 2023)

Bachelor 'Business Administration (B.Sc.)' Master 'Management & Organization Studies (M.Sc.)'

- The entire submission (title page, abstract, table of content, lists, main text, references, appendix, and declaration of authorship) must be submitted in **ONE** document. This document should be submitted in both Adobe Portable Document Format (.pdf) **AND** Microsoft Word (.doc, .docx).
- *Font, size, and format:*
 - Arial or Times New Roman
 - 11-point font (Arial) or 12-point font (Times New Roman)
 - 1.5-line spacing (references and abstract should be single-spaced)
 - All text should be justified (Exception: References are flush left.)
 - DIN A4 page setting
- *Margins:*
 - Top: 2 cm to the header; 4 cm to start of text
 - Bottom: 2 cm to the footer; 4 cm to start of text
 - Left: 2.5 cm
 - Right: 2.5 cm
- *Header:*
 - Right: Page Number
 - Left: Heading of the chapter (first outline level) or an abbreviated version of it
- *Footer:*
 - Right: Semester in which the thesis is written
 - Left: Name of the author(s); in the case of teamwork, individual contributions can be identified here (if a differentiated and/or separate assessment should be considered)

The header as well as the footer should be separated from the body of the paper by a line. Font: Arial, italic, 9pt or Times New Roman, italic, 10pt.

- *Page numbering:*

Please indicate the page number in the header. Note that the cover page is not included in the numbering (the cover page should also **not** include either header or footer). Roman numerals should be used for the abstract, the table of contents,

lists of tables/figures/abbreviations, the appendix, and the declaration of authorship. The main text, as well as the references, are to be numbered consecutively in Arabic numerals.

- *Headings:*

Use only three levels of headings. Use bold-face for all three. Main headings (all capital letters; flush left; 16-point font) are first. Second-level headings (flush left; 14-point font) are next. Third-level headings (flush left; 12-point font) are next. Don't skip steps: No second-level headings before you use a first-level heading, for instance. Use second- and third-level headings in sets of two or more. Note: There is no 'dot' after the last digit.

Example:	3	METHODOLOGY	[1st level]
	3.1	Research design	[2nd level]
	3.2	Sampling	[2nd level]
	3.3	Data collection	[2nd level]
	3.3.1	Interviews	[3rd level]
	3.3.2	Conception of the interview guideline	[3rd level]

- *Structure of the work:*

- Cover page
- Abstract
- Table of Content
- List of Figures
- List of Tables
- List of Abbreviations
- Text of the paper/thesis
- References
- Appendix
- Declaration of Authorship

- *Cover page:*

Under the title of your work, list authors' names, E-Mail, supervisor(s), course name, semester, and submission date.

- *Abstract:*

The abstract should include a brief outline of the problem, a summary of the content of the paper, the aim of the paper or the research question, the methodology or approach, an indication of how the research question is addressed, and key findings. **Limit of 250 words.** A maximum of **4-5 key words** should be

indicated at the end of the abstract. These should highlight the key thematic and empirical foci of the work.

- *Abbreviations and acronyms:*

Abbreviations and acronyms should be spelled out fully the first time they are used in the text. The abbreviation or acronym should then be indicated in brackets.

- *Numbers:*

Numbers one through nine should normally be spelled out. Numerals should be used for 10 and above and when numbers are used in conjunction with headings, tables and figures, percentages, a unit of measure or referring to ages of people, events, or things.

- *Reference style:*

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

The references are to be presented in alphabetical order by last/family name of the lead author and should not be numbered. The reference list **must** contain **all** bibliographic information on **all** of the literature and sources used in the paper. Only material used and cited in the work is to be included.

- *Citations:*

Citations are included in the text (normally in parentheses) in order to identify all research and sources that the text draws on. Every work and source that has a citation needs to have a corresponding reference. If more than one citation is offered within the same parenthesis these should be ordered alphabetically. If two or more works by one author (or by an identical group of authors) are published in the same year then these should be identified by adding 'a,' 'b,' and so forth, after the year. If a work has two authors, give both names every time you cite it. For three through six authors, give all names the first time, then use 'et al.' in citations. For seven or more authors, use 'et al.' even for the first citation (the corresponding reference should, however, include all the names). Use page numbers when quoting (Example: Mayer & Whittington, 1999: 940).

- *Quotations and Paraphrases:*

All quotations should be identified by quotation marks ("This is a quote"). If you omit words from a quote, this should be identified by using parentheses ("This (...) quote"). **If you do this, you need to ensure that the meaning of the quote is not changed.** For all quotes the source, including page number where applicable, must be indicated to make clear it is not your own work. Similarly, where other work is

paraphrased, this work must be clearly indicated as the source. As with quotes you must ensure that paraphrases accurately represent the original meaning.

As quotations and paraphrases are drawn from other peoples' work, the real value-added lies in how these are used. They should therefore not be overused and must be embedded in a clear and focused narrative that you have developed.

- *Appendices:*

Present long but essential and detailed methodological details, such as transcripts, a discussion of the development of scales, in an appendix or appendices. Be concise. Label appendices 'APPENDIX A,' 'APPENDIX B,' and so forth. A substantive title, such as 'Final category system,' should follow. Label tables within appendixes 'Table A1,' 'B1,' and so forth.

- *Tables and Figures:*

A list of tables and figures should be created when at least two tables and figures are included. Figures and tables are numbered consecutively for the entire text and listed in a corresponding list of figures and tables with page numbers. In addition to the number, there must also be a signature under each figure and table, e.g. 'Fig. 1: Title of figure'. The figure is then referred to in the text using the figure number, e.g. '(see Fig. 1)'. Each table or figure needs to be introduced in your text.

- *Active voice and first person:*

Where possible, use an **active voice** ("They did it") instead of the passive voice ("It was done"). This can improve the readability of the text and, in some cases, make it easier for readers to see who did what. Use the **first person** ("I" or "we") to describe what you, or you and your coauthors, did.

- *Sexist or biased language:*

We appreciate a reflective and respectful use of language. In relation to sex and gender this can be expressed by using neutral or explicitly inclusive language. It is, for example, good practice to not use 'he' or 'she' exclusively when writing generically. In some cases, using the plural – changing 'the manager ... he' to 'managers ... they' – is one solution; using 'he/she' ('him/her') is another.

When writing in German the Deutscher Blinden- und Sehbehindertenverband e.V. (DBSV) suggests the use of gender-neutral language, such as the word 'Team' as the alternatives are less easily identifiable by visually impaired persons. If using shortforms to signal gender diversity the DBSV at the time of writing suggests the use of the gender asterisk as offering the most barrier-free approach as it is more easily identifiable (<https://www.dbsv.org/gendern.html>).

- *Last but not least:*

Please discuss remaining questions with your supervisor. Remember that the intention of a scientific writing style is not to make things unnecessarily complicated but to ensure that (1) the work is as clear and accurate as possible, (2) the work and ideas of others are acknowledged appropriately, and (3) that readers can therefore trace the source material on which the work rests.

A note on plagiarism

→ **“Ignorance is no excuse!”**

- *What is plagiarism?*

Plagiarism occurs when someone (1) uses words, ideas, or work products (2) attributable to another identifiable person or source (3) without properly attributing the work to the source from which it was obtained (4) in a situation where there is a legitimate expectation of original authorship (cf. Fishman, 2009: 5; Weber-Wulff).

- *How do I do it correctly?*

The correct way to introduce the content of other people's thoughts and work is by using the quotations or paraphrases while acknowledging the source of the material (not only in the list of references but also at the point in the text where the source is used). A key difference to plagiarism is that the sources are indicated. This allows the reader to check the original source. Using accurately attributed quotes and paraphrases ensures that the work is verifiable and transparent (cf. Eco, 2003: 44; Niederhauser, 2000: 24).

References

- American Psychological Association (2023). *Reference examples*.
<https://apastyle.apa.org/style-grammar-guidelines/references/examples> (date accessed: 23/11/2023).
- Deutscher Blinden- und Sehbehindertenverband e.V. (2023). *Gendern*.
<https://www.dbsv.org/gendern.html> (date accessed: 23/11/2023).
- Eco, U. (2003). *Wie man eine wissenschaftliche Arbeit schreibt*. 10. Aufl., C.F. Müller.
- Fishman, T. (2009, September 28–30). "We know it when we see it" is not good enough: Toward a standard definition of plagiarism that transcends theft, fraud, and copyright. 4th Asia Pacific Conference on Educational Integrity (4APCEI), University of Wollongong, NSW, Australia. <https://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf> (date accessed: 23/11/2023).
- Mayer, M. C.J. & Whittington, R. (1999). Strategy, structure and 'systemness': National institutions and corporate change in France, Germany and the UK, 1950–1993. *Organization Studies*, 20(6), 933-959.
<https://doi.org/10.1177/0170840699206002>
- Niederhauser, J. (2000). *Duden – die schriftliche Arbeit. Ein Leitfaden zum Schreiben von Fach-, Seminar- und Abschlussarbeiten in der Schule und beim Studium; Literatursuche, Materialsammlung und Manuskriptgestaltung mit vielen Beispielen*. 3., völlig neu erarb. Aufl., Dudenverlag.
- Weber-Wulff, D. (o.A.). *Portal Plagiat*. <https://plagiat.htw-berlin.de> (date accessed: 23/11/2023).