UNIVERSITY OF COLOGNE
SEMINAR FOR BUSINESS ADMINISTRATION, CORPORATE DEVELOPMENT AND ORGANIZATION
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Information on the Compilation and Assessment of Theses at the Seminar for Business Administration, Corporate Development and Organization

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Table of Contents

1 APPLICATION FOR A THESIS

At the Seminar for Business Administration, Corporate Development and Organization, theses from the field of general business administration, in particular the subareas of corporate development and organization, are assigned and supervised. The thematic (research) focuses of the chair can be found on the homepage. The application procedure for a thesis differs depending on the type of work.

Bachelor theses:
Application procedure: Bachelor theses are assigned once per semester for two possible starting dates (usually April or June in the summer semester, October or December in the winter semester) in the first Klips2 registration phase. After the allocation to the Corporate Development Area in Klips2, the allocation to the chairs of Prof. Ebers, Prof. Irlenbusch, Prof. Schwens and Prof. Sliwka takes place via Ilias. After the results have been published, the students will receive a link that enables them to join the Ilias allocation.
In Ilias, students can indicate their preferences for the individual chairs. Please note the respective application deadlines that are announced in Ilias. Students who do not indicate any preferences will be allocated to the chairs according to the remaining capacities.
About one week after the application deadline, the students will be informed immediately by their supervisor which chair they have been assigned to. Please wait for this message first! If you have not received it two weeks after the application deadline, please contact the contact person named in Ilias.

Requirements: Prerequisite for a bachelor thesis at the Seminar for Business Administration, Corporate Development and Organization is the successful participation in a bachelor seminar in the Corporate Development area. Simultaneous participation in the bachelor seminar and the bachelor thesis is therefore not possible. Please plan your studies in such a way that you complete the bachelor seminar at least one semester before the planned bachelor thesis. Bachelor seminars are also attended in the first Klips-registration phase.

Master theses:
Application procedure: Master theses at the chairs of Prof. Dr. Ebers, Prof. Dr. Irlenbusch and Prof. Dr. Sliwka are assigned twice per semester via ILIAS. In the summer semester students can apply between March 20 and April 20 and between June 20 and July 20. In the winter semester applications are possible between September 20 and October 20 and between December 20 and January 20. The starting dates for processing are therefore May, August, November and February. Deviations from these starting dates are only possible in exceptional cases and must be discussed with the supervisor.
Further information on the application process is available in ILIAS. After successful application we will inform you by e-mail about your assigned chair and your supervisor. Usually the notification will be sent about 1-2 weeks after the application deadline. Please wait for this message first! If you have not received it two weeks after the application deadline, please contact the contact person named in Ilias.

Ilias links to apply for a master thesis:
Allocation in April or October: https://www.ilias.uni-koeln.de/ilias/goto_uk_crs_1185474.html
Allocation in January or July: https://www.ilias.uni-koeln.de/ilias/goto_uk_crs_1185479.html
The Ilias courses are updated after a successfully completed application round and are published online at the time of application. Please note that you cannot apply in April for a Master's thesis starting in January.

Requirements: Students of the master program Business Administration - Corporate Development can register for a master thesis as soon as they have reached 60 ECTS. At the time of application, these ECTS do not necessarily have to be listed on the Transcript of Records (in case of outstanding credits from the semester abroad or outstanding exam evaluations), as there may be about four to six weeks between application and registration of the thesis. Please note, however, that a thesis can only be registered with the Examinations Office once the 60 ECTS have actually been recorded on the Transcript of Records. **Students of the CEMS Master of International Management** can apply for a master thesis at any time. Separate capacities are available for CEMS students (3 places per application round). Students of other master programs can only apply for a master thesis if the capacities of the area are not yet fully utilized by the aforementioned students. Please contact the contact person(s) mentioned in Ilias in this regard.

2 PREPARATION FOR SCIENTIFIC WORKING TECHNIQUES

We recommend that all students take an introductory course on scientific work before participating in the Bachelor's seminar, or at the latest before the Bachelor's thesis. The university library, the UB, offers courses in literature research and individual research consultations. The course offerings can be found on the UB homepage (https://www.ub.uni-koeln.de/lernen_arbeiten/lernen/kurse/index_ger.html). Dr. Suthaus, subject specialist for business administration, is also available for questions (suthaus@ub.uni-koeln.de; 0221/470-3309). In addition, the Cologne Student Union (= Kölner Studierendenwerk) offers courses in academic writingwww.koelner-studentenwerk.de. The writing center can be found under the menu item "Psychosocial consultation". Bachelor students can also take part in the "Studium Integrale" courses on scientific writing (http://www.professionalcenter.uni-koeln.de/lehrveranstaltungen.php). The course "Techniques of scientific work: from research to the finished paper" is particularly recommended, since it covers not only research but the entire writing process of a final paper. In some cases, courses for scientific work can also be taken via Klips2.
If you would like to deepen your knowledge of scientific work, or if no courses were available, we strongly recommend that you read into the techniques of scientific work and research. For this purpose, a large amount of specialized literature is available. We recommend the following book (available as e-book via the UB):
Gleitsmann, B.M., & Suthaus, C. (2013). Wissenschaftliches Arbeiten im Wirtschaftsstudium. UVK-Verl.-Ges.

3 GENERAL NOTES

3.1. Scope of Work and Processing Time

Depending on the type of work, the following specifications apply (pure text, exclusive cover page, lists and appendix):

	Processing time	Scope of work
Bachelor Thesis	12 weeks	25 pages
Master Thesis (M.Sc Business Administration	6 months	60 pages
Master Thesis (CEMS MIM)	3 months	40 pages

With regard to page count, a tolerance range of +/- 10 percent is generally acceptable and can be freely used by the final thesis candidates. However, any deviations from the intended page count should be discussed with the respective supervisor. Figures and tables, even if they are part of the main text and not of the appendix, can always be excluded from the page count.

After registering your thesis, you will receive a written notification from the examination office, which will include the title of your thesis and the submission date. Both are also stored in Klips2. Contact your supervisor if you have not been able to find out your deadline within two weeks.

3.2. Supervision Process

All theses are supervised by members of the seminar. The dates for the supervision are agreed individually between the thesis candidate and the respective employee. There is no central introductory event for all thesis candidates at the beginning of the semester. After successful assignment to the seminar for business administration, business development and organization, your supervisor will contact you and offer you an appointment for an initial interview. Prepare for this interview by reading this guide and thinking about possible problems and questions you want to address in your bachelor thesis.

In principle, it is desired that final thesis candidates bring their own topic suggestions into the supervision process. They can do so by orientating themselves on the current research focus of the seminar for business administration, corporate development and organization, but they can also bring their own topics into the process. Please bring one or more concrete questions or problems you could imagine for your work to the first meeting with your supervisor. We will use these as a basis for developing a research question together with you.

Documents such as topic suggestions for the initial interview or outline, exposé on the follow-up discussions or concrete questions on problems that have arisen during the processing phase and which are to be discussed in the course of a support appointment must be sent to the supervisor .doc or .docx format approximately 24 hours before an appointment. File names according to the

following scheme YYMMDD_surname of candidate_content.doc (e.g. 100505_Müller_Exposé, or 100505_Müller_Outline) should be used.
Please check the documents for spelling, punctuation and grammar errors before sending them. If necessary, have your texts proofread by a third person!

4 REGISTRATION OF THE THESIS

After successfully applying for a place for a final thesis, candidates begin to work on their research question, structure and theoretical classification of the topic. A prerequisite for the application for a thesis is the preparation of a final exposé and the definition of a title for the thesis. The requirements for the exposé can be found under point 5.
The work will only be registered at the examination office after approval of the final exposé and in consultation with your supervisor!

The registration rules differ depending on the type of work:

- Bachelor theses should be registered with the examination office no later than **3 weeks** after the start of the supervision phase.
- Master theses should be registered with the examination office no later than **6 weeks** after the start of the supervision phase.

The exact modalities of registration depend on the relevant examination regulations. Please inform yourself about your examination regulations (https://wiso.uni-koeln.de/de/fakultaet/dekanat/pruefungsaemter/po-2015/download) and contact your supervisor if you have any questions or problems.

5 REQUIREMENTS FOR THE EXPOSÉ

Before theses can be registered, an exposé must be prepared. This should ensure that the candidates have familiarized themselves sufficiently with the topic and have a clear idea of the questions they want to answer in their thesis. The exposé contains the following aspects:

- **Research question:** contains the exact description of the research question which is answered in the thesis or the objective of the paper which is pursued with the thesis The quality of a work is ultimately measured by the extent to which the previously defined goal has been achieved. The research question should be formulated as precisely as possible and as briefly as necessary. A few sentences to describe the objective are already sufficient.

- **Outline:** corresponds to the later table of contents of the thesis. Here you can specify how you want to structure the work. In particular, you should describe which definitional/theoretical and conceptual principles are relevant for understanding the work and according to which aspects the analytical main part of the work should be structured.

- **Theoretical classification:** describes which concepts and/or theories should be used to answer the research question; and in which literature you can find these concepts and/or theories. Describe here (in a concise form, you are welcome to use a tabular form) how and why the identified concepts/theories/studies can contribute to answering the question of the thesis. Please refer to the studies using the rules of citation (point 6, Annex III)

- **only in master theses: (empirical) procedure for answering the research question:** describes which (empirical) methods (quantitative analysis, qualitative analysis, meta-analysis, (systematic) literature review, etc.) and data sources (scientific studies, archive data, panel data, public documents, expert interviews, surveys, experiments, etc.) are used to answer the research question and why these methods are suitable If possible, also indicate which sample (study participants, employees, etc.) or which case studies (potential interview partners, potential companies to be investigated) you are using.

- **Bibliography:** lists the studies that you have found in the course of the first literature search for the research question. Make sure that there is sufficient literature to answer the research question and make sure that you list about 10 scientific studies that are relevant to the topic in the exposé. Create the list of literature based on the formal criteria (see Appendix III).

The exposé creates a framework with the help of which you can safely start the processing phase of your thesis. Please note, however, that your knowledge of the topic of the paper will increase during the research and writing process. Therefore, the exposé, especially the outline, is not a final result. It can and should be adapted flexibly, if it makes sense. Smaller changes (from the second outline level onwards) can be made independently. For larger changes (e.g. changes to the research question, addition of new theories, etc.) it is recommended to consult your supervisor.

For the registration of the thesis it is also necessary to specify a title. This title may not be changed during the course of the thesis without permission. If you discover during the writing process that the title is no longer suitable, please contact your supervisor to submit the corresponding change request to the examination office.

6 NOTES FOR COOPERATIONS WITH PRACTICE PARTNERS

<u>Bachelor Theses:</u>
Cooperations with practice partners **are explicitly not recommended for bachelor theses** due to their only twelve-week processing time, the limited experience in scientific work and the empirical collection and analysis of data.

<u>Master Theses:</u>
Master theses can be prepared in cooperation with a company. Cooperations with business partners are particularly suitable if a question is to be answered empirically (qualitatively or quantitatively). When planning a practice cooperation, please note that the requirements and demands of the practice partner for a successful thesis may differ from the requirements of the seminar. It is your responsibility to adapt the ideas and expectations to the objectives and procedures to the requirements of the seminar.

Usually, cooperation with a practice partner within the framework of a master's project requires the signing of a confidentiality agreement. A template for such a declaration is available at the seminar. In the case of assured confidentiality, the thesis itself is supplemented by a "blocking note" on the page before the table of contents. A possible text for this note is: *"The following master thesis contains confidential data and information of the XXX. Publications or reproductions - even in part - are not permitted without the express written consent of the company. The Master's thesis is to be made available exclusively to the proofreaders and members of the examination board"*.

7 NOTES ON THE LITERATURE RESEARCH

7.1. Procedure for Literature Research

- Start your literature search with ***textbooks*** on the topics relevant to you and continue with the bibliographies. Textbooks provide a summary of the current state of research and are therefore well suited to gain an initial understanding of the topic and to establish the relevant theoretical foundations. Please note, however, that you can only quote from textbooks to a limited extent. Therefore, check each statement from a textbook that you would like to include in your work to see if it is not taken from another study. Only if the statement does not belong to the secondary literature but to the primary literature, you can quote from the textbook.

- Use the ***databases of the UB*** (https://www.ub.uni-koeln.de/suchen_ausleihen/suchen/medienarten/index_ger.html), to search online for articles published in (scientific) journals, but also for conference contributions. Scientific journals are one of the most important sources for scientific work, since the majority of the current scientific discussion takes place here. Most scientific journals and their articles can be accessed quickly and free of charge via the (economic) scientific databases of the UB databases for research are ***Business Source Complete (via EBSCO Host), JSTOR, ABIInformComplete or Web of Science***. On the homepage of the UB you will find all available economic databases. In the databases you can search for relevant keywords. Vary the keywords so that you do not miss any relevant articles and use more than one database for your research.

- ***Google Scholar*** is also a database. Do not use Google Scholar for systematic research. Based on your search habits, Google adjusts the displayed results. In addition, typically hundreds of thousands of search results are displayed, which are not focused on the economic faculty. However, you can use Google Scholar to quickly download articles that you already know by name.

- You can also find journal articles in the ***electronic journal librar***y of the UB (https://www.ub.uni-koeln.de/suchen_ausleihen/suchen/medienarten/index_ger.html). There you can access not only individual articles but also numerous complete journals. This means that you can select relevant journals and search for suitable studies. Here you will often find articles that are not available in the databases or via Google Scholar or to which you have no access there.

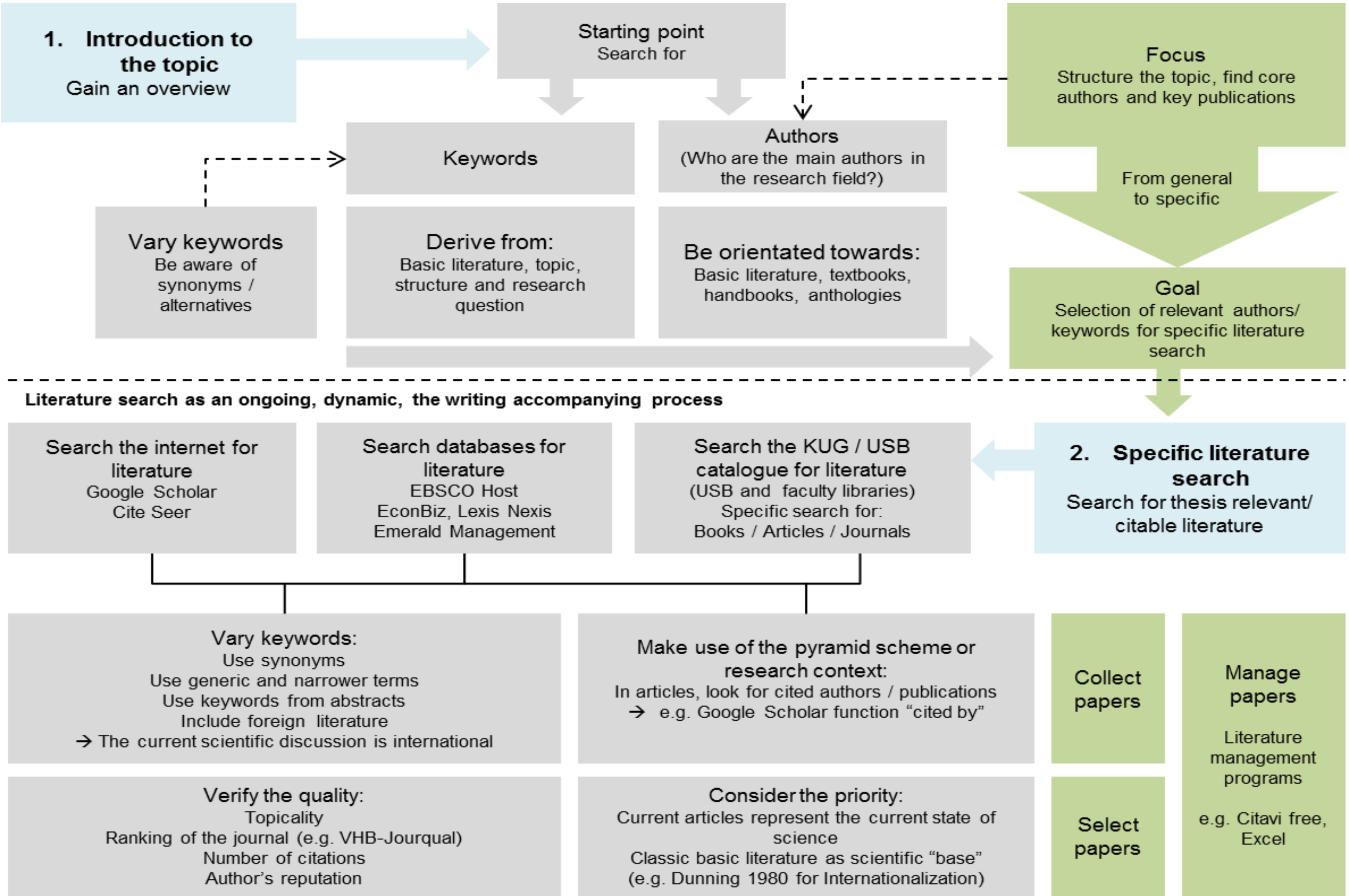
- Using the ***catalogs for books and journal volumes (KUG, UB catalog)*** you can search for books in addition to journals. Just like in the databases, you use specific keywords for your search, by which you can filter the entire literature.

- Use ***backward or forward search techniques***. Once you have found a good article, search its bibliography for further literature that fits your research question. You can also use the forward search to find out in which articles the already identified article is cited. The forward search function is offered by most databases, including Google Scholar. There you can find this function under each search result by clicking on "cited by".

- Enter the important and **central authors** in the respective subject area and check whether these authors have published or written further articles suitable for the subject.

Fast availability of resources does not replace a critical assessment. Often you will not only have to fall back on permanently available online resources, but also on the presence or loan stock of the UB. You should borrow or reserve basic works early enough so that you can receive and work through them during the processing time. The fact that a relevant work has already been borrowed does not count as an excuse for not referring to it in the course of the work.

Figure: Systematic Literature Research



7.2. Selection of Literature

To make good use of a scientific article for your work, you should:

1. Read the abstract (short summary of the contents before the article begins)
2. View the structure of the article
3. Mark important contents and note down any keywords
4. Use selected contents of an article
5. Critically examine the contents and to compare and combine them with further literature

Read selectively, especially at the beginning of your research, and try to identify as much suitable literature as possible. Start by reading the title and the abstract. Continue reading the article only if, after reading the abstract, you are convinced that the article could be helpful in answering your research question.

When researching and selecting your literature, pay attention to diversity of opinion and topicality of the literature. It is your task to identify the relevant literature for your research question and to present the state of research to date. Do not exclude studies that are thematically relevant because they take a contradictory position to your argumentation. Instead, contrast and discuss different opinions by comparing the content and context of the study. Always question the content critically.

7.3. Assessment of Literature

You are responsible for assessing the appropriateness of the literature you wish to use in your thesis. Read the literature critically to ensure that its quality is appropriate. In the case of studies published in journals, the journal ranking of the VHB can give you additional guidance (https://www.vhbonline.org/vhb4you/vhb-jourqual/vhb-jourqual-3/gesamtliste). The ranking represents an assessment of the quality of most economic journals and categorizes them into the classes A+, A, B, C, and. D. A+-ranked journals are outstanding and worldwide leading scientific journals of the highest quality. However, you should not rely solely on the ranking when evaluating an article. Since this is generally valid for the journal, the quality of an individual article may vary. For example, you may find good scientific studies in C-ranked journals, and even an article in an A-ranked journal may have quality problems. Likewise, you can find interdisciplinary journals that are not listed in the VHB ranking, but nevertheless contain excellent studies. Books, editorial works, working papers, and conference papers are not evaluated according to this ranking, but may still contain important information that you need for your work. Thus, there is no requirement at the Seminar for Business Administration, Business Development and Organization that you may only use A+ and A-ranked literature.

Avoid citing **bachelor and master theses** in your work, if possible. However, if you would like to cite such a thesis, pay more attention to its quality. In particular, check whether the statements made in bachelor and master theses can be found in other sources. If so, make sure to use the primary sources. Statements from **textbooks** can be cited, as long as they belong to primary literature. Often textbooks summarize the current state of research of a topic. Again, you must check whether the statement within the textbook that interests you is actually primary literature, or whether the authors of the textbook cite other literature themselves. If the latter is the case, you cannot cite the textbook, but must use the primary sources. In the case of **working papers** or

conference contributions, please note that these studies are still in the editing process and that certain contents may change. If the study has already been published, always refer to the final published study.

8 CITATION GUIDELINES

8.1 General Information

The reproduction of content from any literature without marking it as such will be considered a violation of intellectual property rights and copyrights and will result in failing.

In principle, all sources used must be identified at the respective place in the text, stating the author, year and page number. This applies to both literal or direct quotations, in which sentences or passages are taken over in their original wording, as well as indirect quotations, in which thoughts and statements are only taken over in the sense of the original, but not literally. Each quotation must be verifiable and perfectly comprehensible.

There are different **citation styles**, e.g. footnotes or citations according to the guidelines of the American Psychological Association (APA). It is important that you decide on a citation style and use it consistently and uniformly. We recommend the APA citation style. However, you can opt for a different style if you are used to it through previous academic work. Literature management programs (e.g. EndNote, Citavi or Mendeley) support the design of citations in the text and in the bibliography and are partly available free of charge or can be purchased at low prices from the computing center (RRZK).

Please note the difference between **primary and secondary literature**. Secondary literature is any literature that deals with or cites other texts (primary literature). If possible, you should always quote from primary literature. The use of secondary literature should remain an exception. If the primary literature is not available for comprehensible reasons, you can use a so-called secondary citation, in which both the primary literature and the secondary literature are referred to. According to new case law (04.08.2020), plagiarism also exists if a primary source is cited from the secondary source without this being made clear by a secondary citation.

8.2 Citations in the Text

The citation in the text serves the purpose that any statement taken from other sources can be directly and immediately assigned. Therefore, make sure that this traceability is guaranteed everywhere in your work. The traceability is not guaranteed if you place one or more quotations at the end of a longer section. We recommend that you insert the quotation right after the first sentence in which you refer to his statement. Afterwards, you do not need to place the same quotation after each subsequent sentence. However, you should make it clear through the linguistic arrangement of the work that the statement still refers to the previously mentioned quotation.

> *Example: A definition of "Meaningful Work" similar in principle is that of Martela and Pessi (2018, pp. 1), which forms the basis of this work. In their literature review, the two authors examined the concept of "Meaningful Work" in detail, examining the most widely known and most frequently cited definitions and, on this basis, identifying key issues and how-relevant elements. This work resulted in three dimensions of*

the term "Meaningful Work" (pp. 6-7). "Significance" as the first and overarching dimension of the term "Meaningful Work" stands for the overall assessment of the value of one's own work.

Quotations do not necessarily have to be at the end of the sentence. You can also insert a quotation after a subordinate clause or after a list.

Example: Hierarchical differentiation on the basis of age (Adams, 1953, p. 17), gender (Ridgeway, 1982, p. 86, Cohen & Zhou, 1991, p. 186, Davis, 1942, p. 316), seniority or duration of organizational affiliation (Cohen & Zhou, 1991, p. 316), according to expertise, competence or knowledge (Ames, 1995, p. 570; Anderson & Brown, 2010, p. 4; Anderson & Kilduff, 2009, pp. 491), education (Adams, 1953, p. 17; Cohen & Zhou, 1991, p. 186), or according to popularity within a group (Cashdan, 1998, p. 217).

As soon as you reproduce a statement or thought from another study, you must quote it. This also applies if you repeat a specific statement in a later chapter. If you describe a study in the main body of your report and then refer to it repeatedly in the recommendations for action, you must quote it again.

Examples of how direct and indirect citations, different book, journal, and Internet sources, and secondary citations in the text should be handled are given in Appendix III. The examples are based on the citation guidelines of the American Psychological Association (APA), but deviate from them by stating that the **page number of the source** to which the text passage refers is **always** given (and not only in the case of literal citations). If the respective text passage refers to several pages, this must be indicated with pp. (examples: Müller, 2010, pp. 15).

8.3 Design of the Bibliography

The bibliography at the end of a paper contains the necessary information for the reader to identify the sources mentioned in the article and to find them in libraries. Each source cited in the text must be listed in the bibliography: Conversely, each reference to the bibliography must be referred to in the text.

The works are arranged in alphabetical order according to the surnames of the first authors. The order is letter by letter. Umlauts are treated like vowels without umlauts. Articles and prepositions in the name are treated as parts of the surname if they can be regarded as common parts of the name (e.g. de Vries). If there are several works by the same first author, the works of the individual author alone proceed works with other authors. Works by the same author or by authors in the same order are ranked by year of publication, the oldest publication first. Works by the same author (same group of authors) with the same year of publication are ranked alphabetically by title (excluding certain and unspecified articles as first words). Immediately after the year of publication, lower case letters (a, b, c, etc.) are placed in brackets. Exception: If such works are marked as parts of a series (e.g. as part 1, part 2, etc.), they will be arranged in this order and not alphabetically.

The bibliography always begins on a new sheet of paper, which is marked with page title and page number. The page starts with the heading *Bibliography* (first level heading with numbering). The first line of each bibliography starts at the left writing margin, subsequent lines of a literature reference are indented up to the 3rd position. The bibliography is - in contrast to the rest of the text - single-line.

Examples of how different book, magazine and internet sources should be handled in the bibliography can be found in Appendix III. The examples are based on the American Psychological Association (APA) citation guidelines.

9 FORMAL REQUIREMENTS

9.1 Layout

- ***Font:*** Times New Roman, font size: 12 pt, line spacing: 1.5 lines, justification
- ***Margins***: top: 2.5 cm; bottom: 2.0 cm; left: 3.5 cm; right: 2.5 cm
- ***Headlines*** must be clearly distinguishable from the body text and uniformly formatted per outline level.
- ***New chapters*** do not need to be started on a new page. Make full use of the available space.
- ***Tables*** have a heading, **figures** have a caption. The font size may vary from the text font size for better differentiation (e.g. font size 10), but should still be clearly legible.
  Tables and figures must also be quoted if you take them from other sources. The citation in the text should also be visible in the table heading or figure caption: Fig.1: *Organization chart Valve (van de Kamp, 2017, p. 457)*. If you have modified the table/figure of an original source, quote as follows: *Fig.2: Organization chart Buurtzorg (based on Nandram, 2015, p. 27).* If you have created a table or figure yourself, you can add the heading or caption with the addition (own figure) to the table/illustration: *Fig. 3: Relational hierarchy concepts (own figure).* Even if you use only one figure or table in your work, you must label it as Figure 1 or Table 1 and list it in the list of figures or tables.
- ***Page numbers:*** Three areas of work are distinguished, for which different numbering rules apply:
  1. Directories before the introduction are numbered with roman numerals (i.e. I, II, etc.) (applies to the table of contents, the list of figures, the list of tables and the list of abbreviations).
  2. Page numbers of the text part of the work (from the introduction up to and including the bibliography) are numbered in Arabic numerals (i.e. 1, 2, etc.).
  3. Appendices behind the bibliography are numbered with roman numerals. The numbering of the pages continues with the numbers of the directories.
- A template for the ***cover page*** of the paper to be produced is given in Appendix I of this document.

9.2 Directories

- ***Table of contents*****:** The table of contents contains the outline of the thesis. It is already worked out in the exposé phase and should be continuously reviewed by you during the course of the editing phase and adapted if necessary.

- The ***list of abbreviations*** contains all abbreviations used in the thesis. Please keep in mind that abbreviations must always be formulated when they are first mentioned in the text. The abbreviation itself is then defined in brackets. *Example: The Job Characteristics Model (JCM) describes the effect of job characteristics on motivation.* Common abbreviations (e.g., etc., i.e., et al.) do not have to be listed in the list of abbreviations. If you do not specify special abbreviations, you do not need a list of abbreviations.

- ***List of figures and tables:*** All figures and tables must be mentioned in the list of figures and tables. Typically, there is both in theses, a list of figures and a list of tables. If you use only a few figures and/or tables, you can also create a common directory.

- ***Bibliography:*** The bibliography follows the text part of the paper and contains all references used. Details on the design of the bibliography can be found under point 7.3.

- ***Appendix list:*** If your appendix contains many different and long documents (e.g. interview guidelines, interview transcripts, etc.) and extends over many pages, a separate table of contents for the appendix is useful.

9.3 Formal Guidelines for the Submission of the Work

Each thesis [and seminar paper] must be accompanied by the following documents when submitted:

- ***Statutory declaration [Eidesstattliche Erklärung]:*** Each thesis must be accompanied by a statutory declaration that complies with the requirements. The form for the declaration on oath can be found on the website of the examination office (https://wiso.uni-koeln.de/sites/fakultaet/dokumente/PA/formulare/eidesstattliche_erklaerung.pdf). The statutory declaration will not be included in the thesis, but only attached to it. If the paper is submitted virtually via Sciebo, the statutory declaration must be uploaded as a separate document and released to the examination office. The statutory declaration must contain an original signature. An electronic signature is not accepted.

  Please note that his declaration must be submitted in German even if the remaining work is written in English!

- ***Declaration of consent for plagiarism examination:*** Every thesis must be accompanied by a declaration of consent for plagiarism examination in accordance with the requirements. This declaration of consent is integrated into the thesis. It must be placed according to the appendix and listed in the table of contents. A template for the declaration of consent can be found in

Appendix 2. The declaration of consent must contain an original signature. An electronic signature is not accepted.

- ***Declaration of independence:*** Declarations of independence are only relevant in seminar papers and replace the statutory declaration. This declaration of consent is integrated into the work. It must be placed after the appendix and before the declaration of consent for plagiarism examination and listed in the bibliography. A template for the declaration of independence can be found in Appendix 2. The declaration of independence must contain an original signature. An electronic signature is not accepted.

Theses must always be submitted in bound form. They can be handed in personally at the examination office or dropped into the mailbox at the WiSo Student Service Point. The thesis must be submitted **in a single hard bound copy**. So-called ring bindings, a delivery in a quick binder or similar are not permitted. There are no specifications regarding binding with hard or soft covers. A labeling of the binding is not necessary. We recommend a reasonable softcover binding because we only receive the electronic version of the thesis for correction. A CD or DVD with the content of the thesis must be enclosed with the bound edition of the thesis. The electronic version must be submitted in a Portable Document Format (pdf) or in text software format (doc or docx). For quantitative-empirical theses, the CD-ROM must also contain the final version of the data set and the syntax of the statistical package used (STATA, SPSS, etc.). Please glue the CD directly into the paper version of the thesis using an appropriate paper or plastic sleeve. The data CD or its cover must be clearly labeled with your name, first name and matriculation number. It is not possible to submit other storage media.

In addition, the regulations of the Corona pandemic have temporarily (as of summer semester 2020) made it possible to **submit** work exclusively **virtually via Sciebo**. A detailed explanation of the submission via Sciebo can be found here: https://wiso.uni-koeln.de/sites/fakultaet/dokumente/PA/Anleitung_Hochladen_von_Abschlussarbeiten_ueber_Sciebo.pdf. Please make sure you find out whether this form of submission is still possible before submitting your work.

Before submitting your paper, please check the website of the examination office for the current submission modalities (https://wiso.uni-koeln.de/de/fakultaet/dekanat/pruefungsaemter/po-20072008/abschlussarbeiten), as short-term changes are not necessarily incorporated into the guidelines at the same time.

For **seminar papers**, it is sufficient to submit the written paper **digitally** by e-mail to the supervisor. Physical submission of the paper or submission via Sciebo is not required.

10 TIPS FOR WRITING YOUR THESIS

10.1 Tips for the Content and Structure of the Thesis

A good thesis has a recognizable "**red thread**" at all times. Short chapter introductions and/or interim conclusions at the end of a chapter help to structure the thesis and guide the reader through the course of argumentation.

A well-structured thesis follows plausible **structuring principles**. The outline principle for the chapters/sections of the work is numerical (1, 1.1, 1.1.1). A chapter consists of at least two sections (subchapters). If you create a chapter 2.1 after chapter 2, it must be followed by a chapter 2.2. Otherwise, the second outline level makes no sense and is superfluous. A subchapter always consists of at least two paragraphs. Each paragraph contains only one line of thought or argument. A good paragraph design helps to support your argumentation by a good structuring. Since a line of thought or argumentation needs explanations, illustrations or examples besides the pure statement, a paragraph should consist of at least two sentences. Additionally, you can work with introductory sentences between the 1st and 2nd outline level.

Tables and figures can help to visualize written content, making it more convincing and memorable. Consequently, they are very helpful in clarifying the core statements of your thesis. Note, however, that tables and figures must always be introduced in the text. They clarify text content, but do not replace it. As far as layout is concerned, a simple and straightforward design is desirable. However, do not copy-paste illustrations and tables into your work, but create them yourself to fit in with the rest of the layout. Tables and figures are often found in the appendix. If your tables/figures underline important contents and core statements of the work, then you should place them in the text part of the work. They are not included in the page count.

A complex set of facts are own **evaluations and assessments** in the context of the thesis. You should always avoid evaluations and assessments if you want to present theories, definitions or research results objectively. In these areas, make sure that you do not use unconsciously judgmental language. However, if you discuss research results or point out limitations, you are allowed to make evaluations and assessments. Since evaluations and assessments are based on your well-founded valuation derived from objective research results, there are usually no external sources. It is therefore important that you always mark them explicitly (e.g. *"From the frequently explained disadvantages can be concluded ...", "Based on the findings of the main part, measure X is judged to be very suitable"*, etc.). If available, you can support such assessments and conclusions with studies that have come to a similar conclusion (possibly in a different context) (e.g. *"Based on the findings of the main part, measure X is judged to be very suitable. This is supported by the results of the study by Smith et al. (2013, pp. 27), in which measure X also led to great success").*

10.2 Tips for the Linguistic Design of your Work

Correct and error-free **spelling, punctuation and grammar** are a matter of course. In the German scientific language **passive language** is often used. In English, an active language is more common. Scientific texts are always written in the **present tense**. When you present and discuss theoretical principles, your procedures and results, you should therefore use a present tense. You can use the past tense when describing studies that were conducted in the past. However, it should not be used in relation to valid theories, methods, results or your discussions.

Basically, scientific writing means that you express yourself **as simply and comprehensibly as possible**. Therefore, avoid long and nested sentences and write as clearly and precisely as possible. Also avoid unnecessarily complicated terms and explain or define technical terms and abbreviations in a comprehensible way. Write in a way that any educated business economist can understand your work - not only experts in your field of research. Your proofreaders should not only make sure that grammar and spelling are correct, but also that your explanations are clear and understandable.

Scientific writing also means that you strictly follow the red thread of your work and concentrate exclusively on the information relevant to answering your research question. Therefore, avoid unnecessary information, such as meaningless phrases, repetitions or filler words. **A text is well-written when nothing more can be left out.**

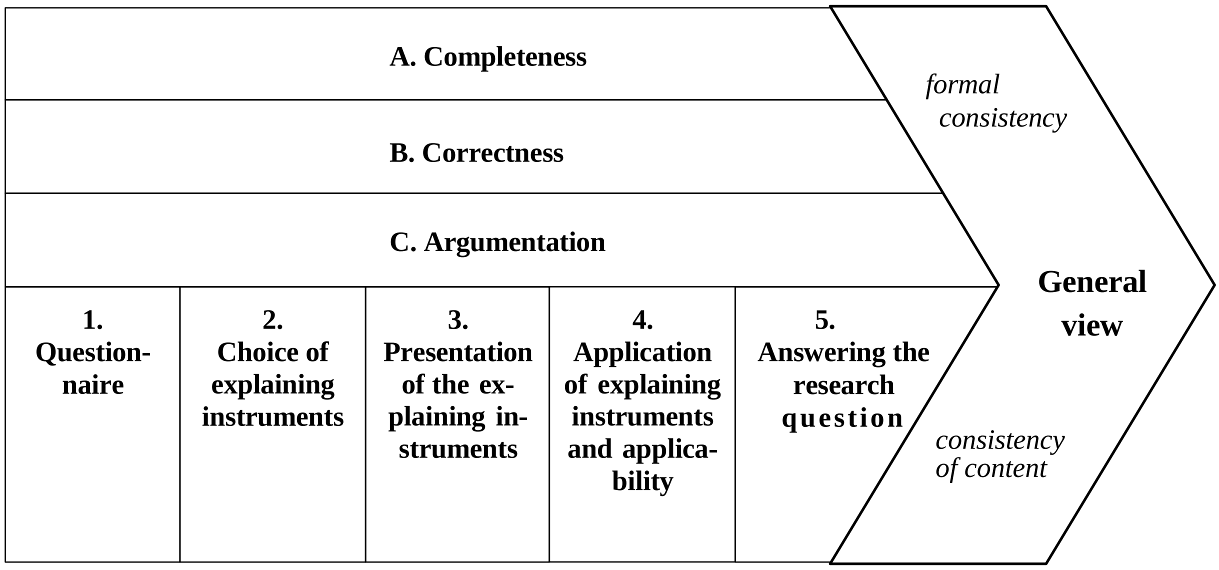
10.3 Further Tips for the Preparation of the Thesis

- Keep interesting and important statements including references from the beginning of the exposé phase to the end of the work in a file. In this way you avoid having to search for literature you read at the beginning of the work again at the end and keep a good overview of your sources.
- Make regular backup copies or work in a cloud (e.g. Sciebo) to avoid data loss in case of technical difficulties.
- Leave a piece of text for a day after you have written it, and only then read it again. You will be more likely to find errors and ambiguities than if you read it directly.
- A rule of thumb is that a scientific paper should contain at least one source per page.

11 CRITERIA FOR THE EVALUATION OF SEMINAR AND FINAL PAPER

For the evaluation of student achievements in examinations, seminar and final papers, the Seminar for Business Administration, Corporate Development and Organization uses the following evaluation criteria.

11.1 General Description of the Evaluation Criteria



Completeness
The criterion of completeness is used to assess the extent to which the consideration made in each section of the work takes into account all relevant aspects.
Correctness
The criterion of correctness is used to assess the extent to which the explanations in each section of the work are factually correct.
Argumentation
This criterion is used to assess the extent to which the statements in the individual sections are meaningfully justified and the overall argumentation is thus comprehensible.

11.2 Application of the Criteria to the Components of Theses

Research Question
The research question is decisive for a scientific work. Therefore, it is important to explain which question is to be answered in the context of the thesis and why the treatment of this question is relevant. With recourse to the criteria listed above, the following questions are relevant for evaluation:

1. Are all facets of the problem or question mentioned and explained?
2. Is the selected question sufficiently meaningful?
3. Is the meaningfulness of the question sufficiently justified?

Selection of Explanatory Instruments

The selected and presented research question should be answered in the course of the thesis using one or more suitable instruments (theories, results of empirical research, tools). Accordingly, it is necessary to explain why and how the instruments used are suitable for answering the question. To what extent this has been achieved will be illustrated by the following questions:

1. Is the selection of the instruments carried out under consideration of possible, reasonable alternatives?
2. Are the selected instruments suitable to answer the question raised?
3. Is the selection of instruments presented in a comprehensible manner?

Description of Explanatory Instruments

The selected instruments must be presented in full in a thesis. It must be evident that it is suitable for answering the question. To evaluate this section of a written paper the following questions are considered:

1. Are the selected instruments (e.g. the variables and empirical findings on a theory) presented in sufficient detail?
2. Is the presentation correct in light of the current state of the literature?
3. Is the presentation of the application of the instruments to the subject of the question sufficiently detailed? Have statements been supported by examples and illustrated by explanatory tables, figures, charts or diagrams?

Use of Explanatory Tools or Case Reference (depending on the Type of Paper)

After the instruments have been presented, they are applied to specific issues (e.g. cases) depending on the research question. The following questions are relevant for the assessment of the performance, based on the criteria mentioned above:

1. Was the instrumentation applied correctly?
2. Is the description of the application of the instruments sufficiently detailed to the subject of the question? Were statements supported by examples and illustrated by explanatory tables, figures, charts or diagrams?

Answering the Research Question

Through the presentation and application of the instruments, the answer to the considered question can be found. For this purpose, well-founded and comprehensible decisions or solutions have to be derived and finally summarized. The following questions are used to assess the answer to the selected research question:

1. Are the findings obtained in the course of the thesis fully taken into account when answering the question?
2. Is the final answer to the question conclusive against the background of the previously generated findings?
3. Is the combination of the knowledge gained to answer the question comprehensible? Are the final evaluations represented against the background of the previous analyses?

Overall Context: Consistency in Form and Content

In the context of a thesis, the individual parts must be coordinated in terms of content and form. The following questions will be answered for evaluation:

1. Do the introduction, the question and the sub questions derived from it contain an appropriate introduction to the topic and a description of the structure of the paper?
2. Does the work have a red thread?
3. Is this red thread clear in the structure?
4. Is the outline formally and logically correct and are the proportions correct?
5. Do the individual parts of the work lead conclusively to the answer or the result?
6. Is the content of the work reflected in the title?
7. Is the number of different literature sources appropriate?
8. Are all tables and figures marked?
9. Are all citations clearly and equally marked?
10. Are all used sources shown in the bibliography and vice versa, are all sources from the bibliography used in the text?
11. Are all central terms defined?
12. Does the style of expression correspond to a scientific linguistic style throughout?

Appendix

Appendix I: Cover-Sheet Template

[First name] [Last name]
Examination number: [XXXXX]

[T o p i c]

Bachelor or Master Thesis

Topic Supervisor: Prof. Dr. Mark Ebers

Presented in the Bachelor or Master examination
Within the Degree Program [e.g. Business Administration]
of the Faculty of Economics and Social Sciences
at the University of Cologne

Cologne [Year of submission]

Appendix II: Erklärung zur Plagiatsprüfung / Eigenständigkeitserklärung

Erklärung zur Plagiatsprüfung

Weiterhin erkläre ich mich einverstanden, dass meine dem Seminar für ABWL, Unternehmensentwicklung und Organisation eingereichte schriftliche Arbeit bei www.turnitin.com oder ähnlichen Plagiat-Prüfungstools der automatischen Plagiatsüberprüfung unterzogen werden kann. Die Überprüfung der Arbeit erfolgt ausschließlich durch Mitarbeiter des Seminars und wird nur anonymisiert und ohne eine dauerhafte Speicherung in der Datenbank des Plagiat-Prüfungstools stattfinden. Ich versichere, dass die eingereichte elektronische Fassung exakt der vorliegenden Arbeit entspricht.
Ich bin darauf hingewiesen worden, dass das Ergebnis der Plagiatsüberprüfung, das sich auf eine Nutzung von fremden, nicht kenntlich gemachten Quellen schließen lässt, einen Täuschungsversuch darstellt. Die Arbeit wird in diesem Fall als nicht bestandene Prüfungsleistung gewertet. Weitere Maßnahmen prüfungsrechtlicher oder strafrechtlicher Art können in Rücksprache mit dem Prüfungsamt veranlasst werden.

Ort, Datum	Unterschrift

[only for seminar papers]

Eigenständigkeitserklärung

Hiermit versichere ich, dass ich die vorliegende Arbeit selbstständig und ohne die Benutzung anderer als der angegebenen Hilfsmittel angefertigt habe. Alle Stellen, die wörtlich oder sinngemäß aus veröffentlichten und nicht veröffentlichten Schriften entnommen wurden, sind als solche kenntlich gemacht.

Ort, Datum	Unterschrift

Appendix III: Citation Guidelines by APA[1]

Part A: References in the Text

In the text you will either cite indirectly (1a) or directly (1b). If you cannot consult the original source (primary literature) for comprehensible reasons, you can quote from the secondary literature by means of a secondary citation (2).

1a) Indirect citation: With indirect quotations, the read contents are summarized with own words. The source is cited with the surname of the author, the year and the number of pages, e.g. Bassr, 2004, p. 5. Names are always written in upper- and lowercase letters, they are not italicized.

I. One author

Trautwein (2007, p. 151) could prove a positive connection between the homework effort and the achievement development of the pupils.

There is a positive correlation between the effort spent on homework and the students' performance development (Trautwein, 2007, p. 151).

Please note: If a quotation extends over two pages, it is marked with "pp. 151”.

II. Two authors

Klassen and Tze (2014, p. 73) prove in a meta-analysis that self-effective teachers also have a higher teaching effectiveness.

The self-efficacy of teachers is important for teaching effectiveness (Klassen & Tze, 2014, p. 73).

Please note: In the text the authors are connected with "and"; in brackets with "&".

III. Several authors

Three to five authors

Gröschner, Schmitt and Seidel (2013, p. 24) deal with the question of the extent to which the subjective competence assessments of student teachers change during the school internship.

The significance of the internship semester for subjective competence assessment was investigated in 2009/10 at the University of Jena (Gröschner, Schmitt, & Seidel, 2013, p. 24).

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[1] Citation examples taken from:
Hascher, T. (o.D.). Zitierrichtlinien: University of Bern; Institute of Educational Science, Department of School and Teaching Research; Prof. Dr. Tina Hascher. https://www.edu.unibe.ch/unibe/portal/fak_humanwis/philhum_institute/inst_paed/content/e39/e268485/e268367/pane268376/e441386/ASUZitierrichtlinien_ger.pdf, [retrieved on 15/08/2020].
Martins, L.L. (2020). Strategic Diversity Leadership: The Role of Senior Leaders in Delivering the Diversity Dividend. *Journal of Management*, 46(7), 1191-1204.

Please note:
(1) If there are three or more authors, a comma is placed before the "&".
(2) From the second time the work is cited in the paper, only the surname of the first author is mentioned; followed by "et al.”.

From six authors

It is already quoted from the first mention in the text with "et al.“.
Example of 6 authors: Pennings, van Tartwijk, Wubbels, Claessens, van der Want and Brekelmans (2013, p. 459).

Pennings et al. (2013, p. 459) deal in their study with the teacher-student relationship.

The teacher-student relationship is the focus of the aforementioned study (Pennings et al., 2013, p. 459).

IV. Several works

If there are several works to support the argument, they are ordered alphabetically (ascending) in brackets. The source is separated by semicolon (;). Works by the same author(s) are separated by commas (,). If an author publishes several works in one year, this will be marked with a, b, c, etc. according to the year of publication.

Studies are increasingly concerned with the emotions of teachers while teaching (Frenzel 2011, p. 78, 2014, p. 176).

Studies are increasingly concerned with the emotions of teachers when teaching (Frenzel, Götz, Lüdtke, Pekrun, & Sutton, 2009, p. 14; Hagenauer, Hascher, & Volet, 2015, p. 3; Keller, 2014, p. 89).

Studies are increasingly concerned with the emotions of teachers while teaching (Keller, 2014a, p. 89, 2014b, p. 674).

V. Special cases

Authors with the same name

If the thesis cites works by first authors with the same name, the first letter of the first name is given in all text citations (even if they were published in different years). For example: J.M. Taylor & Neimeyer, 2015; T. Taylor, 2014.

Group as authors (institutions, societies, organizations, webpages, ...)

The company W.L. Gore & Associates has been one of the most popular workplaces for more than ten years (Forbes, 2019).

The organization Forbes (2019) has ranked W.L. Gore & Associates as one of the most popular workplaces for over ten years.

Please note:
(1) In the case of Internet pages that do not offer information in report format (e.g. Word or pdf document with clearly recognizable page number), no page number can be specified. For all online sources from which page numbers are recognizable (reports, articles in journals, e-books), the page number must also be indicated.
(2) In some online articles, information about the author or the date of publication is missing. In the case of a missing author, the source can be cited in the text by (title of the article, year of publication) or in the case of a missing date by (author, w.d.).

Group as authors (institutions, societies, organizations, webpages, ...) that have an abbreviation.

The names are given in full in the first citation; in the second citation in the text the abbreviation can be used.

The current development of the education system is presented using selected indicators in the report "Education at a Glance" (Organization for Economic Cooperation and Development [OECD], 2015, p. 4).

The Organization for Economic Cooperation and Development (OECD, 2015, p. 4) describes the current development of the education system using selected indicators.

1b) Direct citation: With direct (literal) citations, the contents are taken over in their original wording. Also from foreign language sources the original wording must be taken. A translation means that there is no longer a direct quotation. Direct quotations are used if, for example, you want to reproduce a certain definition or statement without loss of information. They can also be used as a stylistic device. In principle, you should use direct quotations rather sparingly.

I. **Direct quotations of up to 40 words** are included in the running text and highlighted with double quotation marks ("...").

Martins (2020, p. 1191) notes: “An organization’s senior leaders, given their positions at the apex of power within the organization, shape its vision, strategies, organizational design, and culture.”

“An organization’s senior leaders, given their positions at the apex of power within the organization, shape its vision, strategies, organizational design, and culture.” (Martins, 2020, p. 1191).

Please note:
(1) Sentence changes that are necessary for direct quotations to be grammatically correct in the new context are marked with square brackets.
(2) If there is an orthographic/grammatical error in the original, this must be adopted, but is marked with a [sic] after the error.
(3) Omissions within a quoted sentence are marked by three omission points (...). If one or more sentences are omitted, then four omission points are given, whereby the additional point stands for the concluding point of the fictitious sentence.
(4) Own emphases in the cited material must always be marked.

Martins (2020, p. 1191) notes that "[an] organization's senior leaders, given their positions at the apex of power within the organization, shape its vision, strategies, organizational design, and culture."

„Die Kompetenzorientierung bietet vielen [sic] Platz für erweiterte Aufgabenformate und kann somit dazu beitragen, dass im Unterricht flexibler, individueller, selbstständiger und stärker handlungsorientiert gearbeitet wird"(Winter, 2015, p. 42).

Martins (2020, p. 1191) notes that "[an] organization's senior leaders (…) shape its vision, strategies, organizational design, and culture."

"An organization's senior leaders, given their positions at the apex of power within the organization, shape its ***vision*** [highlighting of the author], strategies, organizational design, and culture." (Martins, 2020, p. 1191).

II. **Direct quotations with more than 40 words** are highlighted in blocks. Double quotation marks are not used. An insertion is made on the left (usually ½ cm). If the quotation itself contains a quotation mark, it is replaced by a single execution mark. The same rules apply to omissions, additions, errors in the original quote or highlighting as for shorter quotes.

Martins (2020, p. 1191) notes: An organization's senior leaders (…) shape its vision, strategies, organizational design, and culture. Yet the research on diversity has not sufficiently held them to account for the dynamics of demographic diversity ***and*** [highlighting of the author] inclusion within their organizations and for producing performance benefits from diversity.

2) Secondary citations: If one does not quote the original text but from secondary literature, it is a secondary citation. Secondary citations should be used as sparingly as possible. A secondary citation is marked "cited after" (followed by the indication of the secondary source).

Maslow (1962, quoted after Goodenow, 1993, p. 80) already formulated: "Social acceptance and the feeling of belonging are important throughout life".

"Social acceptance and the sense of belonging are important throughout life" (Maslow, 1962, cited after Goodenow, 1993, p. 80),

The secondary source (i.e. the source that was actually read) is noted in the bibliography (in the example this would be Goodenow, 1993).

Part B: References in the Bibliography

I. Journal Articles

Shin, J., & Grant, A.M. (2019). Bored by interest: How intrinsic motivation in one task can reduce performance on other tasks. *Academy of Management Journal*, 62(2), 415-436.

Klassen, R.M., & Tze, V.M.C. (2014). Teachers‘ self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, *12*, 59-76.

Trautwein, U. (2007). The homework – achievement relation reconsidered: Differentiating homework time, homework frequency, and homework effort. *Learning and Instruction*, *17*, 372-388.

Pennings, H.J.M., Van Tartwijk, J., Wubbels, T., Claessens, C.A., Van der Want, a.C., & Brekelmans, M. (2014). Real-time teacher-student interactions: A dynamic systems approach. Teaching and Teacher Education, 37(1), 372-388.

If an article in a journal has already been accepted (and published online), but the exact specification of the journal (volume, issue and page number) is still pending:

Solomon, Y., & Croft, T. (in press). Understanding undergraduate disengagement from mathematics: Adressing alienation. *International Journal of Educational Research*.

Please note:

(1) The output of the journal (volume) must be specified exactly (volume of the 1st example: 62). In addition, some magazines publish different issues within one issue. If available, the issue is placed in brackets after the volume specification.

(2) A Doi specification is not required.

II. **Working Paper**: Research projects and studies that may still be in the revision process and have not yet been published

Deming, D., & Dynarski, S. (2008). *The lengthening of childhood* (NBER Working Paper No. 14124). Retrieved from National Bureau of Economic Research website: http://www.nber.org/papers/w14124 [retrieved on 16/08/2020]

III. Monographs: books that have been (completely) recorded [in bound or electronic form] by one or more persons

Helmke, A. (2012). *Unterrichtsqualität und Lehrerprofessionalität. Diagnose, Evaluation und Verbesserungen des Unterrichts* (4th ed.) Klett.

Rogers, C.R., Lyon, H.C., & Tausch, R. (2014). *On becoming an effective teacher*. Routledge.

Electronic Versions of Books

Rogers, C.R., Lyon, H.C., & Tausch, R. (2014). *On becoming an effective teacher* [electronic version]. Routledge.

Please note: If a book has already been published several times, the number of copies in brackets after the book title must be stated. It should also be recognizable whether changes have taken place (e.g. 4th, newly edited edition = this means that the 4th edition differs from the previous editions).

IV. Editorial works: books published [in hardback or electronic form] by one or more persons. However, the individual chapters were written by different authors. It is now possible (a) to cite individual texts from the edited work or (b) to cite the entire edited work.

(a) Citation of a Contribution in the Editorial Work

Leutner, D. (2010). Perspektiven pädagogischer Interventionsforschung. In T. Hascher, & B.Schmitz (Eds.), *Pädagogische Interventionsforschung. Theoretische Grundlagen und empirisches Handlungswissen* (pp. 63-72), Juventa.

Butker, R. (2014). What teachers want to achieve and why it matters. An achievement goal approach to teacher motivation. In P.W. Richardson, S.A. Karabenick, & H.M.G. Watt (Eds.), *Teacher motivation. Theory and practice* (pp. 20-35). Routledge.

Please note: The initials of the editors' first names are written before the last name

(b) Citation of the complete Editorial Work

Hascher, T., & Schmitz, B. (Eds.). (2010). *Pädagogische Interventionsforschung. Theoretische Grundlagen und empirisches Handlungswissen*. Juventa.

Richardson, P.W., Karabenick, S.A., & Watt, H.M.G. (Eds.). (2014). *Teacher motivation. Theory and practice*. Routledge.

V. Research Reports

Hascher, T., & Furlan, N. (2013). *Begabung und Gender im Kontext der MINT-Fächer – Förderungsformen in der Lehrer/innen/bildung*. Paris-Lodron University, Department of Educational Science.

Online-Version

Hascher, T., & Furlan, N. (2013). *Begabung und Gender im Kontext der MINT-Fächer – Förderungsformen in der Lehrer/innen/bildung*. Paris-Lodron University, Department of Educational Science., https://www.edu.unibe.ch/unibe/portal/fak_humanwis/philhum_institute/inst_paed/content/e39/e268485/e268367/pane268376/e441386/ASUZitierrichtlinien_ger.pdf [retrieved on 15/08/2020]

VI. Final Papers: Dissertations, Theses, etc.

Reitbauer, E. (2012). *„Es ist toll, aber anders." Der Übergang von der Volksschule in die Sekundarstufe I.* (unpublished dissertation). Paris-Lodron Universität Salzburg.

with URL (Databases for theses)

Gartmeier, M. (2009). Fehlerfreundlichkeit im Arbeitskontext: Positive Einstellungen gegenüber Fehlern und negatives Wissen als Ressourcen professionellen Handelns (dissertation). University of Regensburg. Available at http://epub.uni-regensburg.de/9275/1/GARTMEIER.pdf [retrieved on 16/08/2020].

VII. Meeting and Conference Contributions

Gentrup, S., Lorenz, G., Rahmann, S., Stanat, P., Kristen, C., & Kogan, I. (2016). Selbst-erfüllende Prophezeiungen in der Grundschule – Effekte von Lehrererwartungen auf die Leistungsentwicklung von Kindern. Article presented at the 4th conference of Gesell-schaft für Empirische Bildungsforschung, Berlin, Germany. Abstract available at http://www.gebf2016.de/aktuelles/Einzelbeitraege_Abstracts_240216.pdf [retrieved on 16/08/2020].

Please note: The presentation format must be specified correctly (contribution, poster, roundtable, ... If no abstract is available and you refer to the presentation, the URL can be omitted.

VIII. Online Sources

Dryden-Edwards, R. (2014). *What are anxiety symptoms and signs*? http://www .medi-cinenet.com/anxiety/page4.htm#what_are_anxiety_symptoms_and_signs [retrieved on 16/08/2020].

American Lung Association. (2011). *Lower healthcare costs with America's gold stand-ard smoking cessation program* [Brochure]. http://www.lung.org/documents/freedom-from-smoking.pdf [retrieved on 16/08/2020].

The White Hourse, Office of the Press Secretary. (2014). *Federal agencies cut green-house gas emissions, increase enewables* [Press release]. http://www.whitehouse.gov/ad-ministration/eop/ceq Press_Releases _2014/July_25 [retrieved on 16/08/2020].

Bei Zeitungsartikeln, Blogeinträgen, etc. mit exaktem Datum

McAdoo, T. (2014, April 1). *How to cite a smartwatch* [Blog Post]. http://blog.apastyle http://blog.apastyle.org/apastyle/social-media/ [retrieved on 16/08/2020].

Bei Online-Quellen ohne die Angabe eines Datums/einer Jahreszahl

American Lung Association. (n.d.). *Lower healthcare costs with America's gold standard smoking cessation program* [Brochure]. http://www.lung.org/documents/freedom-from-smoking.pdf [retrieved on 16/08/2020].

Bei Online-Quellen ohne die Angabe eines Autors/einer Autorin

Facebook connects people with friends and others who live around them (2011). https://www.facebook.com/notes/facebook-app/facebook-connects-friends-and-families-that-have-drifted/148766578476617/ [retrieved on 16/08/2020].

Bei Online-Quellen ohne Autoren- oder Titelangabe

[Childhood Obesity in Europe]. (2013). http://psych.com/news/2013/06/01/art/5135.html [retrieved on 16/08/2020].

Please note:

(1) For blog entries or newspaper articles that are retrieved online, the exact date, not just the year, must be stored.
(2) If the online source refers to a website in general (and not to a specific content of the website), it is sufficient to quote the URL in the text. An entry in the bibliog-raphy is not required.