



**UNIVERSITÄT  
BAYREUTH**

**CHAIR FOR  
HUMAN RESOURCE MANAGEMENT  
& INTRAPRENEURSHIP**

**Prof. Dr. Rodrigo Isidor**

Phone: +49 921/55-6280

E-mail: [isidor@uni-bayreuth.de](mailto:isidor@uni-bayreuth.de)

Building: RW II, Room 2.11

Universitätsstraße 30

95447 Bayreuth

## **Guidelines for the preparation of scientific papers**

### **1. General information**

The following rules apply, provided that no other arrangements have been made with the persons in charge.

Students who would like to write their thesis at the Chair of HRM & Intrapreneurship (Prof. Dr. Rodrigo Isidor) apply to the Chair with a topic (see point 1.3) and an exposé (see point 1.4). In order to ensure the best possible match between your ideas and our expectations, we recommend that you successfully attend at least one of our seminars. In addition, we recommend that you attend the various lectures and exercises offered by the chair in order to get a possible overview of the chair's main topics.

The final theses are usually empirical scientific papers. This means that you can choose between a qualitative, a quantitative and a meta-analytical editing of your identified problem. Each of these methods have different challenges and are suitable for different questions. The chosen research question determines the methodological approach. Questions on topics in previously unexplored fields of research can be answered well with a qualitative approach, since it is possible to proceed exploratively. Research questions in already established fields of research can preferably be answered with a quantitative approach. Questions in research fields with a very good study situation can be answered well with a meta-analytical approach.

Please refer to well-published articles in the top journals of business studies for information of the study. According to your methodological approach (qualitative, quantitative, meta-analytical) you can inform yourself about the contents of the individual chapters in an exemplary manner. Enclosed you will find two exemplary publications for each approach, which should serve you as a first point of reference.

## Qualitative

Leidner, D. E., Gonzalez, E., & Koch, H. (2018). An affordance perspective of enterprise social media and organizational socialization. *Journal of Strategic Information Systems*, 27(2), 117–138. doi:10.1016/j.jsis.2018.03.003

Beane, M. (2019). Shadow Learning: Building Robotic Surgical Skill When Approved Means Fail. *Administrative Science Quarterly*, 64(1), 87–123. doi:10.1177/0001839217751692

## Quantitative

Chatterjee, A., & Hambrick, D. C. (2007). It's all about me: Narcissistic chief executive officers and their effects on company strategy performance. *Administrative Science Quarterly*, 52, 351–386.

Dietvorst, B., Simmons, J. P., & Massey, C. (2016). Overcoming Algorithm Aversion: People Will Use Imperfect Algorithms If They Can (Even Slightly) Modify Them. *Management Science*, 64(3), 1155–1170. doi:10.2139/ssrn.2616787

## Meta-analysis

Geyskens, I., Krishnan, R., Steenkamp, J. B. E. M., & Cunha, P. V. (2009). A review and evaluation of meta-analysis practices in management research. *Journal of Management*, 35(2), 393–419. doi:10.1177/0149206308328501

Schwens, C., Zapkau, F. B., Bierwerth, M., Isidor, R., Knight, G., & Kabst, R. (2018). International Entrepreneurship: A Meta-Analysis on the Internationalization and Performance Relationship. *Entrepreneurship Theory and Practice*, 42(5), 734–768. doi:10.1177/1042258718795346

## 1.1 Bachelor Theses

The requirements of the examination office for writing Bachelor theses apply. The Students work independently on a specific topic under scientific supervision aspects (self-study). The processing time is indicated as 360 hours. The time from the topic to the delivery of the Bachelor thesis is twelve weeks. The thesis must be written in English. Three copies of the bachelor thesis must be submitted typewritten, bound and paginated. An additional copy must be submitted in electronic form. In addition, all documents, data, literature references, overview tables and the like necessary for the preparation of the thesis must also be submitted to the chair in electronic form.

The scope of the thesis depends on the respective topic. The basic rule is: write as little as possible and as much as necessary.

## 1.2 Master Theses

The requirements of the examination office for writing Master theses apply. The student works independently on a specific topic under scientific aspects (self-study). The time required for the work is 900 hours and a time limit of extent of 24 weeks. The work must be written in English. Three copies of the Master theses are to be submitted in a typewritten, bound and paginated form. An additional copy must be submitted in electronic form. In addition, all documents, data, references, overview tables and the like necessary for the preparation of the thesis must also be submitted to the chair in electronic form.

The scope of the thesis depends on the respective topic. The basic rule is: write as little as possible and as much as necessary. The structure and length of your thesis should be based on other articles from scientific journals.

## 1.3 Topic

If no topics are advertised on the chair page, we offer you the possibility to search for a topic on your own. Many students are unsure how to identify an interesting and relevant topic. Scientific work means conversation. Therefore you have to identify an existing scientific conversation and extend / enrich it with your scientific contribution. Once you have identified a topic of interest to you, you should be able to answer the following "W questions" convincingly:

- What is the research gap? (it is not enough to say that this has not been investigated yet) - Why is it relevant?
- For whom is it relevant?
- What changes the answer to your research question?
- For whom are these changes relevant?
- What contribution do you make to theoretical conversation by answering your research question
- What contribution does your research work make to practice?

Your thesis is a scientific achievement in its own right. A Thesis is more than the replication of existing literature. The goal is the synthesis of new correlations and the identification of solutions to relevant problems. Huff (1999) has written an excellent book on this topic, which we would like to warmly recommend at this point (especially Part I and II).

Huff, A. S. (1999). *Writing for Scholarly Publications*. Thousand Oaks, CA: Sage Publications Ltd.

## 1.4 Exposé

The exposé comprises 3-5 pages and is also to be written in English. All information contained in the exposé can be used literally in your thesis. The exposé offers you the opportunity to present your chosen topic and (following point 1.3) to execute it. Please send the exposé in .doc/.docx format by email with a covering letter.

## 2. Formal design

### 2.1 General information

The basis of your thesis is the APA manual (6th or 7th edition). All aspects mentioned in the following are additions and only apply to this chair and only in the context of your thesis.

- font size: 12 pt; Font: Times New Roman
- header line with section names (left) → changes from section to section
- page number top right (arabic/roman)
- line spacing: 1 ½ (also in tables!)

## 2.2 Design and writing style

- it is a scientific work, not a fictional masterpiece!
- clear and concise formulations
- either "me" or "we" form (after APA). Nevertheless: Avoid personal pronouns.
- no colloquial language or word creations
- no color, no extravagant fonts
- use repetitions (Example: If several things are "significant", then write "significant", not significant, important, ...)
- abbreviations: at the first occurrence write out and abbreviation in brackets, then use abbreviation
- write out numbers up to ten, except for sample data, data, results and in the abstract (use only numbers there)
- paragraphs
  - indent the first line of a new paragraph, without a blank line. (However, this only applies from the second paragraph directly after a heading)
- no footnotes (breaks reading flow); exception: technically necessary notes that would interrupt reading flow at this point
- quotation marks apply only to literal quotations!

## 2.3 Tables

- number continuously
- no vertical lines
- horizontal lines only at the very bottom and below/above label line
- line spacing: 1 ½
- each column has a name
- don't forget to add remarks if necessary
- suitable for multiple values (e.g. for multifactorial ANOVAs)
- no duplication of table and image
- possible to display multi-factorial designs (in method) clearly

Table 1

*Mean reaction times in ms, standard deviation in ms and 95% confidence interval around the reaction time mean value per test person*

VP	<i>M (SD)</i>	95% <i>CI</i>
1	351 (46)	[343, 358]
2	463(79)	[450, 476]

3	455 (80)	[442, 469]
4	466 (91)	[451, 481]
5	428 (52)	[419, 436]
6	404 (48)	[397, 412]
7	415 (63)	[405, 425]
8	463 (66)	[452, 474]
9	371 (53)	[362, 380]
10	495 (78)	[482, 508]
11	389 (48)	[381, 397]

Table 2

*Characteristic values of the three-factorial analysis of variance with the factors sum, instruction and answerand*

Effect	$df^a$	$F$	$p$
Total (T)	14, 210	63.664	< .001 (GG)
Instruction (I)	1, 15	27.435	< .001 (GG)
Antworthand (A)	1, 15	14,669	.002
S x I	14, 210	20.382	< .001 (GG)
I x A	1, 15	1.497	.240
S x A	14, 210	0.841	.506 (GG)
S x I x A	14, 210	0.140	.909 (GG)

*Note.* a Numerator, denominator degrees of freedom; (GG) = with Greenhouse-Geisser correction.

## 2.4 Illustrations

- number continuously
- pay attention to axis labels and explain all symbols in detail (legend!) - centered on page
- precisely formulate captions to illustrations

- no color
- not too much information in one image
- also common in introduction and method (e.g. to illustrate a trial, the experimental setup)
- format all images in the same way and, if possible, select the same sizes

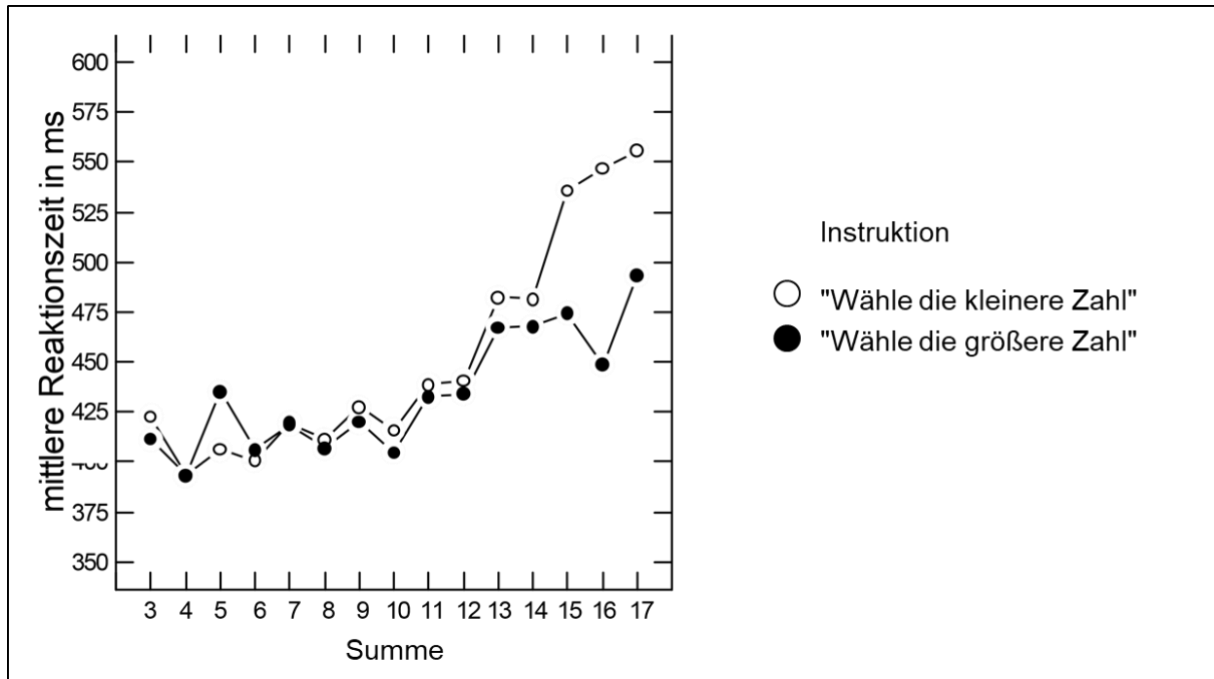


Figure 1: Average reaction times as a function of the sum of the upper number + lower number per instruction.

Table 3

Comparison of guidelines for the design of tables and figures

Tables	Images
<ul style="list-style-type: none"> <li>- Headings</li> <li>- Identifier (table)</li> <li>- Consecutive numbering (separate for tables)</li> <li>- Identifier and numbering normal</li> <li>- Lettering italic</li> <li>- Labeling one line under Identifier</li> <li>- No point after numbering</li> <li>- No point after inscription</li> <li>- Reference in the text: (see table 1); (table 1); The corresponding characteristic values are shown in table 1...</li> </ul>	<ul style="list-style-type: none"> <li>- Signatures</li> <li>- Identifier (illustration)</li> <li>- Consecutive numbering (separate for pictures)</li> <li>- Identifier and numbering italic</li> <li>- Lettering normal</li> <li>- Labeling directly after identifier</li> <li>- One point after numbering</li> <li>- One point after inscription</li> <li>- Reference in the text: (see figure 1); (figure 1); The model is shown in figure 1...</li> </ul>

## 2.5 Citation rules

- all statements, which do not originate from the author himself or which are not generally known facts (e.g.: The earth rotates around the sun) must be marked!
- quotation in continuous text and note in bibliography
  
- literal quotations
  - rarely in empirical science
  - only when wording is important
  - more important: correct rendering of meaning
  - short, literal quotations (=< 40 words): in the continuous text in quotation marks and with page reference
  - it applies: Quotation marks, text, quotation marks, page number in brackets, point
  - longer literal quotations (> 40 words): Own paragraph, indented, without quotation marks with year and page number; sometimes one font size smaller
    - Wörter Dunkel (2000) said: "During the day it is brighter than at night. (S. 129).
    - "Drinking a lot is good for the circulation". (Wasserwerk, 2010, p. 45)
    - Space between page and number!
  
- analogous quotations
  - enter the author's last name and year
    - Dunkel (2000) said that it is brighter during the day than at night.
    - Wasserwerk (2010) said that drinking a lot is good for the circulation.
    - Pfeil und Bogen (2003) reported that William Tell always hit the apple in several fights.
  - an author
    - Bratsche (1999) said that playing the violin is not that difficult.
    - Playing the violin is not so difficult (Bratsche, 1999).
  - two authors
    - Huhn und Henne (1987) were of the opinion that the chicks develop splendidly.
    - The chicks develop splendidly (Huhn & Henne, 1987).
  - more than two, less than six authors, first mention
    - Schwarze, Mieke und Katze (2001) argued that one should not walk across streets from right to left.
    - One should not cross a street from right to left (Schwarze, Mieke, & Katze, 2001).
  - more than two, less than six authors, repeated mention
    - name first author only and add et al. and year
    - Note: Continuous text and brackets are to be considered separately; if the authors have already been named in the continuous text, the second mention in the continuous text can be abbreviated with et al.
    - equivalent for in brackets
  - if the et al. rule is not clear
    - Huhn, Hahn and Katze (1988) said...
    - Huhn, Hund and Maus (1988) said...
    - Huhn, Hahn et al. (1988) and Huhn, Hund et al. (1988)...

- reference to several studies or sources also possible → all authors with year numbers in brackets, alphabetically
  - There are two proposed solutions to this question: A number ray, which is logarithmically compressed (Dehaene & Mehler, 1992) and one, on which the representations are arranged linear and with scalar variability (Gallistel & Gelman, 1992).
  - In numerous studies (Komma, 1995; Pünktchen, 2000; Strich, 1998) the moon face effect could be proven.
- several authors, same surname
  - A. Hörnchen (1995) and B. Hörnchen (1995) investigated the crunching properties of the peanut.
  - One is for nibbling (A. Hörnchen, 1995) and the other for cracking (B. Hörnchen, 1995).
- several works by one author from one year: add lower case letters to the year
  - Otto (1995a; 1995b) discovered, ...

### 3. Content design

#### 3.1 Structure of the work

Cover sheet	(without numbering)
Abstract	(roman numbering)
Table of contents	(roman numbering)
if necessary, list of illustrations	(roman numbering)
if necessary, list of tables	(roman numbering)
if necessary, list of appendices	(roman numbering)
List of abbreviations	(roman numbering)
Introduction (without headline)	(arabic numbering)
Theory	(arabic numbering)
Method	(arabic numbering)
Results	(arabic numbering)
Discussion	(arabic numbering)
Conclusion	(arabic numbering)
if necessary, appendix	(roman numbering)
Bibliography	(without numbering)
Affidavit	(without numbering)

#### 3.2 Cover sheet

The cover sheet can be found on the chair page.

- full title of the paper
- name and surname of the author
- information about the type of work
- indication of the institution and course (if there are several authors, it is sufficient to indicate the institution once)
- place and date of completion



- for academic achievements: matriculation number (and e-mail address) and semester
- numbering: Cover sheet is NOT numbered (i.e. start with page II on the next sheet)

### 3.3 Abstract

- purpose: To give an overview and arouse interest (since it is usually the only one freely available)
- usually at the beginning
- contents: Research question, task, relevant results and reference to research question or future research
- no details, e.g. statistical characteristics
- exception: Sample description
- length: usually 100-300 words
- "as much as necessary, as little as possible"
- keywords (4-7)

### 3.4 Table of contents

The table of contents serves as a quick overview and first impression. The headings in the table of contents must be identical to the chapter headings. A maximum of three levels of headings are displayed in the Table of Contents. You should not have more levels in your work. No period appears after the last number. The chapter headings must be left-aligned and the page numbers right-aligned in the Table of Contents.

#### Inhaltsverzeichnis

Abbildungsverzeichnis	I
Tabellenverzeichnis	II
Anhangsverzeichnis	III
Abkürzungsverzeichnis	IV
1. Einleitung	1
1.1 Unterpunkt 1	3
1.2 Unterpunkt 2	4
2. Theorie	6
2.1 Unterpunkt 1	10
.	
.	
.	
Anhang	60
Literaturverzeichnis	120

### **3.5 List of Figures, List of Tables, List of Annexes, List of Abbreviations**

Corresponding directories must be displayed separately. Please check carefully whether the number of your figures, tables, appendices and abbreviations makes such a list necessary.

### **3.6 Introduction**

- introduction to the topic of the paper
- the aim is to give the reader a concise and interesting introduction to the actual research.
- use the introduction to make the relevance of your research work clear.
- introduction has no heading
- in the introduction you present your research question
- the introduction consists of a few paragraphs. Each paragraph answers one of the 5 W questions:
  - What is it about (broad context/topic) & Why is it important/interesting?
  - What insights / ideas are there in this field?
  - What are the problems / gaps in the research so far?
  - What (exactly) does the present study do to solve these problems or answer questions? What is the added value (add-on value / contribution) of the study compared to previous studies?

### **3.7 Theory**

- what is the context of your own research? Which area is addressed?
- current state of research → theoretical foundations; relevant empirical studies
- assess which studies are more important for your own work (e.g. if you want to replicate one) → describe them in more detail in exceptional cases, others only name them
- think about how you want to structure your work in advance. Is the order in which the theoretical constructs are presented meaningful and comprehensible?
- it is not enough to simply name other studies. Write down why the respective study is important. What do the results of the refereed study mean for your own considerations?
- for example, it is not enough that the study has not yet been conducted in a certain context → Explain how your context differs from the others and why it is important to investigate a certain phenomenon in your context.
- avoid everything that is unnecessary!
  - superlatives
  - increases
  - phrases
  - filler words
  - filling sets
  - long sentences

### **3.8 Method**

Your method should be designed in a way that your research can be replicated by others. For this purpose, you describe your procedure, the used constructs, searched terms, search engines, trial participants, etc. in sufficient detail.

### 3.9 Results

- describe your findings in a matter-of-fact way using the classification scheme created in the methods section
- observe the order of the partial aspects
- NO interpretation
- pay attention to the display of the statistical parameters
- uniform number of decimal places
- less text, more tables and figures
- refer to tables and illustrations in continuous text and go into more detail on relevant issues, do not repeat
- do not repeat results that are already shown in the tables

### 3.10 Discussion

- begin with a brief review of what the study is for and what the question is.
- interpret the results with the aim of answering the hypotheses (if any) and finally the question.
- hypothesis confirmed or not? Clear reference!
- interpret your results against the background of the question with the help of the current literature.
- pay special attention to the implications of YOUR findings.
- give reasons and assumptions for the results
- sound and study related reasons; (rather avoid: "With a larger sample it would have become significant...")
- criticism of your own study is okay, but do not exaggerate
- better: Convert criticism into suggestions for future research
- which questions remain open?
- in the end, summarizing conclusion and what this could mean for future research or even existing theories
- formulate far-reaching and as concrete as possible implications.

### 3.11 Conclusion

The conclusion is another short summary of your thesis. Use the conclusion to once again highlight the most important aspects of your work.

### 3.12 Appendix

- if several attachments are "numbered" in capital letters (Attachment A, Attachment B...); if only one is "attachment"
- the annex may include, inter alia, the following contents:
  - instructions
  - test forms
  - questionnaires
  - used material (e.g. word lists, pictures, etc. ...)
  - individual results (e.g. graphics per VP)

### 3.13 Bibliography

- completeness and uniformity
- no footnotes
- sorted alphabetically, within which chronologically (from old to new)
- within a specification; slightly indent from the second line on
  
- Books
  - Esen, B. (2010). About sweeping and sweeping. Halle, Germany: Cleaning Publishing House.
  - Huhn, B., & Hahn, K. (1965). Crows on the manure (2nd ed.). Köthen, Germany: Farm publishing house.
  - Last name, V. (year). Book title in italics. Place of publishing, country of publishing: Name of publishing house.
  - (in USA: give city and state abbreviation; e.g. New York, NY: Independent.)
  
- Journals
  - Dehaene, S. (1992). Varieties of numerical abilities. *Cognition*, 44(1), 1-42. doi:10.1016/0010-0277(92)90049-N
  - Dehaene, S., Bossini, S., & Giraux, P. (1993). The mental representation of parity and number magnitude. *Journal of Experimental Psychology: General*, 122(4), 371-396. doi:10.1037/0096-3445.122.3.371
  - Last name, V. (year number). Article name in normal. Journal name in italics, issue in italics (number in brackets), page numbers normal. doi:0000000000
  
- Book chapter
  - Steiner, G. (1988). Analog representations. In H. Mandl & H. Spada (Eds.), *Knowledge Psychology* (2nd ed., pp. 99-119). Weinheim, Germany: Psychology Publishing Union.
  - Last name, V. (year). Book chapter name in normal. In V. Last name (Ed.), *book name in italics* (edition, pp. page numbers). Place of publishing, country of publishing: Name of publishing house