Professorship of
Innovation, Entrepreneurship & Sustainability

Guidelines for Academic Writing

January 2026

Table of Contents

1 Key Information 1
1.1 Our research focus 1
1.2 Formal requirements 1
2 Schedule and Submission Formalities 3
3 Literature Search and Analysis 4
4 Organization of the Content 6
5 Formal Design of the Thesis 9
5.1 References 9
5.2 Quotes 10
5.3 List of References 11
5.4 Figures and Tables 13
5.5 Language 16
5.6. Use of Artificial Intelligence 17
5.7 Miscellanea 17
6 Colloquium and presentation 18
7 Suggested Literature 20
8 Templates for the Title Page and the Declaration under Oath 21

Guidelines for Academic Writing[1]

1 Key Information

1.1 Our research focus

At the Professorship for Innovation, Entrepreneurship & Sustainability, we are interested in research at the intersection of business & society broadly around:

- Values, meaning and hybridity in entrepreneurship
- Grand challenges, sustainability and new forms of organizing
- Digitalization, management and innovation
- Impact, scholarship and futures

Our scholarship is commonly non-conventional, reflective, interdisciplinary, theory-focused and impact-oriented. You can find some publications here, here and on our website for each team member here. These articles help you to orient yourself vis-à-vis our research focus and it is highly recommended to read some of them to familiarize yourself with our research approach, topics, methods, literature and orientation and integrate them in your thesis.

1.2 Formal requirements

Number of characters (±10%):

- **Bachelor thesis:** 70,000 characters including spaces (without appendix and references)
- **Master thesis:** 120,000–140,000 characters including spaces (without appendix and references)
- **Seminar paper (*Hauptseminar* / Bachelor seminar; *Pro- und Hauptseminar*):** 22,200 characters including spaces (with appendix and references) per student

Font: Times New Roman, font size 12; footnotes can be written single spaced, font size 10.

Line spacing: 1½ spaced, no single spacing except in footnotes

Margin: 2.5 cm left and right, top and bottom 2.5 cm

Page numbers: at the bottom, right margin of the page

Layout: justified, hyphenation

Paragraphs: no line between paragraphs, but separation by indentations (select "special," "first line")

[1] We are grateful to Prof. Dr. Sarstedt and Prof Dr. Schwaiger for allowing us to use their guides as a foundation to offer these guidelines at our professorship.

Headings: Number all content-related headings (i.e., no "abstract," "summary," "appendix," etc.) consecutively. Each main chapter heading must be on a new page. If you write your thesis in English, write major words of the headings in capital letters. Moreover, the following formatting specifications apply:

Level of Heading	Format
"0" (e.g., abstract, table of contents, appendix, etc.)	**Left-justified, font size 14, bold**
1	**Left-justified, font size 12, bold**
2	Left-justified, font size 12, standard
3	*Left-justified, font size 12, italicized*
4	*[Indented], left-justified, font size 12, italicized*

When writing your thesis, you must follow the APA guidelines (7th ed.) unless this document specifies otherwise by means of a deviating regulation, in which event you must follow the deviating regulation. This document provides a basic overview of the APA guidelines. If you encounter exceptions when writing your thesis, consult the APA guidelines (7th ed.) book for advice.[2] The book is available in the University's library. The website https://apastyle.apa.org/ also provides an overview of the APA guidelines.

[2] American Psychological Association. (2020). Publication manual of the American Psychological Association (7th edition). American Psychological Association.

2 Schedule and Submission Formalities

Set up a timetable **early** in the process. Establish milestones.

Do not postpone the **writing of a paper** too long. While formulating your ideas, you will identify the bits that are still unclear. However, you should refrain from just writing something if you do not know what you really want to write.

Do not underestimate the time required for the final technical issues, such as formatting, creating figures and tables, proofreading, copying, etc.

The University does not recognize computer problems such as a loss of data as a reason for a late submission. Take the necessary safety precautions beforehand.

Submission:

- Seminar papers:
    - At the professorship
        - one copy (ring binding or folder) of the seminar paper
        - one electronic version of the paper (in Word or PDF format) via email to the supervisor
    - if applicable: one electronic folder with analyzed data sets via http://www.wetransfer.com or on a USB stick. Do not use CDs or DVDs.

- Theses:
    - Since theses are submitted at the ISC, please refer to the submission guidelines on the ISC's website (https://www.isc.uni-muenchen.de/index.html) for details on the submission process and necessary documents. Take the ISC's opening hours into consideration when submitting your thesis.
    - In addition to the ISC's submission regulations, you have to submit an electronic version of the thesis and all results (datasets, syntax files, Excel sheets, etc.) to the supervisor via www.wetransfer.com or on a USB stick.

3 Literature Search and Analysis

Use the LMU library and the University's online journal collections.

Literature search possibilities:
(The search strategies below may not be relevant for all topics.)

- Review the latest volumes of the following most important **journals** (common abbreviation in parentheses) such as:
    - *Academy of Management Journal (AMJ)*
    - *Academy of Management Review (AMR)*
    - *Administrative Sciences Quarterly (ASQ)*
    - *Entrepreneurship Theory & Practice (ETP)*
    - *Journal of Business Venturing (JBV)*
    - *Journal of Management Studies (JMS)*
    - *Research Policy (RP)*
    - *Organization Science (OrgSci)*
    - *Organization Studies (OS)*
    - *Organization Theory (OT)*
    - Other journals are also be relevant for the topic
- Review **recent books** on the subject (and their references)
- **Keyword catalogs, databases, Econis, and the University's library** (https://www.en.ub.uni-muenchen.de)
- Relevant **databases** (https://www.ub.uni-muenchen.de/suchen/datenbanken/index.html) include:
    - EBSCO
    - Scopus
    - Web of Science
- **Electronic Journals Library** (EZB) of the University
- **Google Scholar** https://scholar.google.de/
- **ResearchGate** https://www.researchgate.net/
- **Cross references**, i.e. citations in other articles (search for the most current articles first; seminal papers are cited there)

Important rule: First check the relevance of an article (abstract, introduction, figures, and tables, summary), and only then copy or save it.

Bibliographic management software / citation programs (e.g., Citavi, Endnote, Mendeley, Zotero, etc.) can support extensive literature searches. See the University's library for more information on Citavi and EndNote (https://www.en.ub.uni-muenchen.de/writing/reference_management/index.html)

Planning a **structure** early **supports a target-oriented** literature search. This will prevent you from being sidetracked by reading research on other fields, which, while interesting,

might be only marginally related to your topic. Structuring the literature search makes it easy to identify the missing literature.

Rule of thumb: **Do not trust anybody**. Do not accept sources uncritically; evaluate them first. Professors may also be wrong sometimes.

To evaluate a journal's quality, please refer to the ranking provided via Jourqual 3, which is commonly used in Germany. The basic aspects of your argumentation should be based on journals ranked A+ and A (https://www.vhbonline.org/vhb4you/vhb-jourqual/vhb-jourqual-3), and also on journals that feature in the Scimago journal ranking (https://www.scimagojr.com/).

As the name implies, the introductory literature that the department provides is only intended to facilitate the introduction to your topic—and nothing more than that. We always expect you to find additional sources by yourself.

The quality of the literature work is not assessed according to the number of sources you cite, but according to whether you quote **relevant sources** for your topic.

You have to read the **original** papers. In your topic's related areas, you can limit your reading to newer standard literature, for example, (few and new) textbooks.

Important sources must be read **carefully**. This is particularly true if empirical studies play a significant role in your research; you have to consider their setting, for example, in terms of the data and the methods used.

Secondary citations are only allowed in the most exceptional circumstances, for example, the source is not available, but the citation is very important. Specifically, only quote unpublished sources, such as work reports, if you have read them.

Any sources quoted word for word (e.g., citing the exact same words as the source), or analogously (e.g., using the source's ideas in a similar manner), have to be labeled as such. Proper citation reflects academic honesty. If in doubt, rather cite too much than too little.

We use appropriate software to control for **plagiarism attempts**. If we detect a plagiarism attempt, the author immediately fails the seminar/thesis. Plagiarism refers to all sources (word for word or analogous ideas) not marked as such.

Each citation should be checked to ensure it does not convey a false impression when **used out of context** (e.g., "If bird flu breaks out in an area, all birds should be killed," which then becomes "John Black said that all birds should be killed.").

4 Organization of the Content

The design and organization of your paper depend primarily on your topic. The following is general information you should keep in mind:

- The **structure** should be **balanced**. The length of a section should roughly reflect the importance of the issues discussed.
- Typically (but not always), the paper contains the following **main chapters**: Introduction, Theoretical Background, Methods, Results, Discussion (depending on the topic, deviations may be appropriate).
- Concepts that appear on the same structural level should also have the same rank from a content perspective. These concepts need to be part of the **same subordinate issue**.
- The **structure** should **not be too deep**. In general, it is hard to handle more than four structural levels.
- If a **new structural level** is introduced, it must contain at least two subsections. For example: If there is 3.1.1, it must **necessarily** be followed by 3.1.2.
- An **abstract** or **management summary** that summarizes the core results of the paper shortly and concisely (maximum 150 words) should precede the main body of the paper.
- **Excurses** should be avoided. They are suitable for textbooks. In scientific papers, however, they give the impression that the addressed aspect could not be fitted into the outline. If an aspect does not fit in the outline, the outline is probably not suitable or the content is irrelevant in which case you should delete the content.
- Formulate **capital headings** such that they are as meaningful as possible. It should be possible to identify the "golden thread" from the structure of your work.
- The outline is most clearly arranged with Arabic numbering (1, 1.1, 1.1.1, …).

The **problem definition** must answer the following questions:
- What is the problem? (definition and scope)
- Why is it important?
- What do you want to contribute to the solution of the problem? (i.e., the objective of the paper).

You do not need to describe **historical developments** in your problem definition. The problem definition should **not anticipate the results** of the research.

Select **definitions** for their suitability to your topic; you are expected to use established definitions if available. Definitions are intended to clarify what you are talking about. It usually makes no sense to list and discuss the different definition variations used in the literature.

Advice: At the end of your research process, check whether the definitions you formulated in the beginning still match how you use the terms in the discussions later in the text.

First of all, formulate the **problem definition**, particularly the goal of the paper. This ensures a targeted work process. A common mistake: A paper contains irrelevant aspects.

Advice: You should ask yourself at the end of each paragraph whether it contributes to the solution of your problem.

The **summary or conclusion** (the final section of each paper) should refer to the problem definition. At this point, we expect you to provide answers to the initial research question(s). In other words, the summary should show the reader what (s)he has learned by reading the paper. You are not asked to give philosophical perspectives. While you write the summary, you can again check that all parts of the paper are truly relevant.

Your paper's **structure** is critically important to the extent that you cannot spend too much time and effort structuring your writing.

Formulate **main headings** as meaningfully as possible. The common theme should be clear from your paper's outline.

Use **figures and tables**. They are the best structural aid. For example, illustrating a relationship in a figure or table makes it a lot easier to write the corresponding text. You may use certain figures and tables, which will not be included in the final paper, to help you write the paper.

If you want to provide an overview of different models, methods, and empirical studies, it is useful to **classify** them first. You should never simply present one study after the other and one model after the other.

A classification should provide a full **overview of the available methods**, **models, and studies**. If you only use selected methods in most of your paper, you should at least point out alternative methods in a footnote. Clearly state why you preferred specific methods to others.

If you have to evaluate different methods, models, and studies, you should develop **evaluation criteria** in advance. Later assessments of methods, models, and studies should only be based on these criteria.

If there are many empirical studies, presenting selected studies in detail is not very effective. Instead, provide an **overview of the different studies' results**. In such a case, a table is perfect.

If you present different empirical studies, make sure you mention the extent to which their results correspond or differ.

If empirical studies' results differ, you should examine **how these differences can be**

explained. You should not just provide a general critique of the different approaches. Instead, analyze the extent to which the studies differ in their methodology and whether these differences explain the discrepancies between the results.

Hypotheses, professionals' experience, theoretical considerations, and plausible knowledge must be distinguished from **empirical results**.

If results contradict the hypotheses, you should give **explanations**.

You must explain **key terms**.

You must express statements accurately. It is not meaningful to mention only "relevant" data, sources, and factors. You should never just vaguely mention "the studies." As soon as you refer to empirical studies, you should clearly name them, at least in a footnote.

Avoid **undifferentiated judgments**; justify your judgments instead. Do not present your value judgments as factual claims.

5 Formal Design of the Thesis

When formatting your work, please always comply with the APA guidelines (American Psychological Association, 7th ed.). Nevertheless, also consider all deviations from the APA guidelines published in this document, for example, font, line spacing, page margin, headings, numbering, etc.. It is important that you follow those specifications.

Book copies of the *Publication Manual of the American Psychological Association, Seventh Edition* are available at the University Library. Free tutorials on the APA style are available, for example, at http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx.

5.1 References

References in the text should follow the following citation style: Author(s) (Year) or (Author(s), Year)

Example: Recently, however, Diamantopoulos (2012) challenged this conventional wisdom on both theoretical and empirical grounds.

or

This conventional wisdom has recently, however, been challenged on both theoretical and empirical grounds (Diamantopoulos, 2012).

Note. Place the source before the period.

If you use various publications by an author, all of which were **published in the same year**, distinguish them by adding the letters a, b, c, etc., behind the year.

Example: (Diamantopoulos, 2013a), text … (Diamantopoulos, 2013b) etc …, or (Diamantopoulos, 2013a, 2013b).

Note. Place references before the period.

The following table shows the references in the text, depending on the number of authors (American Psychological Association, 2019):

	Author(s) (Year)		(Author(s), Year)	
Type of citation	First citation in text	Subsequent citations in text	First citation in text	Subsequent citations in text
Publications by a *single* author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
Publications by *two* authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
Publications by *three* or more authors	Walker et al., (2018)	Walker et al. (2018)	(Walker et al., 2018)	(Walker et al., 2018)
Group of authors (easily identifiable by abbreviation)	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Group of authors (no abbreviation)	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

Commas separate **multiple sources of one author**.
Example: (Miller, 2001, 2005, 2012)

Semicolons separate **multiple sources of different authors**. The order of the sources is based on the surnames of the leading authors.
Example: (Adler & Sarstedt, 2021; Albers, 2010; Diamantopoulos, 2006)

5.2 Quotes

You should rarely use **direct quotes**. They are only used when (1) definitions are given, or (2) an author has formulated a situation particularly concisely. If you overuse direct quotations, you convey the impression that the sources have just been lined up, but not processed.

Direct quotations are set in quotation marks within the text. Right below, we provide examples for quotes that contain less than 40 words and/or appear at the end of the text (for direct quotes that contain more than 40 words, see APA 7th ed.):

*Example for **direct quotations** containing less than 40 words and appearing **within the text**:*

Interpreting these results, Robbins et al. (2003) suggested that the "therapists in dropout cases may have inadvertently validated parental negativity about the adolescent without adequately responding to the adolescent´s needs or concerns" (p. 541), contributing to an overall climate of negativity.

*Example for **direct quotations** containing less than 40 words and **appearing at the end of the text:*** Confusing this issue is the overlapping nature of roles in palliative care, whereby "medical needs are met by those in the medical disciplines; nonmedical needs may be addressed by anyone on the team" (Csikai & Chaitin, 2006, p. 112).

Direct quotes have to be put in **quotation marks**. Please note that, in English, the quotation marks are both at the top: "English is a very foreign tongue."

English direct quotes (not translated) may need to be adapted if you write in German. If possible, use such quotes as whole sentences because changing from one language to another within a single sentence disturbs the reading flow. Again, only use direct quotes if absolutely necessary.

If you cannot find an English translation of an important German sentence or quote that you wish to use in English, translate it as well as you can (have your translation checked) and mention that this is your translation: "xxx ccc cc" (own translation).

Quotes have to be **true to the original**. Any omissions in a quote are indicated by three consecutive points in square brackets: [...].

When adding explanations or additions to a quotation, make sure that they are set in square brackets. It is important that the meaning and content of the quotation are not distorted.

Example: "They are studying, from an evolutionary perspective, to what extent [children's] play is a luxury that can be dispensed" (Hanig, 2008, p. 40).

5.3 List of References

Sources should be listed in **alphabetical order** according to the surname of the leading author. If there is more than one source by the same author or team of authors, structure it chronologically. Separate each reference by an indentation, not with a blank line.

Pay attention to **completeness**:
- All sources cited in the text must be listed in the references.
- Do not list sources in the references that are not cited in the text.
- References must include all the information required in order to find the source easily.
- State all authors in the "List of References;" the abbreviation "et al." is not used there.

Below, you find **general rules and examples** for reference format and content.

Note that **multiple authors** are separated by commas. If there is more than one author, add the last author by using "&."

Book publications:

Surname, initial(s) of first name(s). (Year). *Title*. Publisher.

Example for one author:

DeVellis, R. F. (2011). Scale Development. Theory and Applications (3rd ed.). Sage.

Example for multiple authors:

Sarstedt, M., & Mooi, A. E. (2019). A Concise Guide to Market Research. The Process, Data, and Methods Using IBM SPSS Statistics (3rd ed.). Springer.

Contributions in compilations:

Surname, initial(s) of first name(s). (Year). Title. In publisher(s) (Ed./Eds.), *Title of the compilation* (pp. xxx-xxx). Publisher.

(*Note.* For one publisher (editor) add "Ed." For multiple publishers (editors) add "Eds.")

Example for one editor:

Henseler, J., Ringle, C. M., & Sarstedt, M. (2012). Using Partial Least Squares Path Modeling in Advertising Research: Basic Concepts and Recent Issues. In S. Okazaki (Ed.), *Handbook of Research in International Advertising* (pp. 252-276). Edward Elgar.

Example for multiple editors:

Gümüsay, A. A., Marti, E., Trittin-Ulbrich, H., & Wickert, C. (2022). How organizing matters for societal grand challenges. In A. A. Gümüsay, E. Marti, H. Trittin-Ulbrich, & C. Wickert (Eds.), *Organizing for Societal Grand Challenges: Vol. Research in the Sociology of Organizations* (pp. 1–14). Emerald.

Journal articles:

Surname, initial(s) of first name(s). (Year). Title. *Name of journal, volume* (number of the journal), pages. Doi in https://link-format: (https://doi.org/xxxxxxx)

Example for one author:

Gümüsay, A. A. (2018). Unpacking entrepreneurial opportunities: An institutional logics perspective. *Innovation: Organization & Management*, *20*(3), 209–222. https://doi.org/10.1080/14479338.2017.1404430

Example for two authors:

Gümüsay, A. A., & Reinecke, J. (2022). Researching for desirable futures: From real utopias to imagining alternatives. *Journal of Management Studies*, *59*(1), 236–242. https://doi.org/10.1111/joms.12709

Example for multiple authors:
Ferraro, F., Etzion, D., & Gehman, J. (2015). Tackling grand challenges pragmatically: Robust action revisited. *Organization Studies*, *36*(3), 363–390. https://doi.org/10.1177/0170840614563742

Online-References

Surname, initial(s) of first name(s). (Year, month day). Title. *Name.* Retrieved from URL

Example:
Henseler, Jörg (2010, October 10). A Comparative Study on Parameter Recovery of Three Approaches to Structural Equation Modeling: A Rejoinder, *SSRN Working Paper Series*. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1585305

5.4 Figures and Tables

Figures and tables should be **numbered** consecutively. Tables and figures need **captions** that summarize the essence of the table/figure.

Tables' and figures' references are either referred to in a note section according to APA style (Surname, Year) or by using "Adapted from" and "Copyright" (see examples 2 and 3 below)

One often finds the words "own illustration/graphic" to indicate that the author created the table or figure. This is obsolete and should be avoided. If no source is mentioned, it means that you must have created the content yourself.

Figures and tables must be formatted in a font size that ensures readability. If a figure or table cannot be read easily or is blurry, omit it.

Do not use figures and tables to make your paper appear longer than it is.

Tables have to be **formatted according to the APA guidelines**. Particularly, this means the complete avoidance of vertical lines. In the event that all figures are below one, the notation has to be .27 instead of 0.27—the preceding zero must be omitted. This also applies to individual columns if they do not contain a figure greater than one. Note the American notation of figures, writing "." instead of ",". Each of these full stops has to be directly beneath each other.

When creating tables for your thesis, also note the following **specifications** according to the APA guidelines:

- Place items that should be compared next to each other.
- Add all information that is necessary to understand a table or figure. Avoid unusual or self-made abbreviations. If in doubt, provide an explanation.
- Make sure that your illustrations do not contain any redundant, trivial, or incoherent items.

- Make sure that each column of your table/illustration has a heading. Each heading defines the features of the vertically subordinated items.

Point out **text references** to your figures/tables (e.g., "as shown in Table 3"). Avoid indirect references, such as "in the table above" or "in the table on page xx." Instead, use the exact table reference (e.g., "Table 3").

Stay consistent in your terminology, especially if you put several tables into context. Conclusions and comparisons are only empirically meaningful if the terminology remains the same.

To add **explanations or notes** to your figure and table, use the tripartite system according to the APA guidelines:

- General note: General information about the graphic itself is introduced directly at the end of each figure and table using the term "*Note*." (italicized). The general notes end with an explanation of abbreviations, symbols, etc.
- Specific notes: Specific annotations refer to a specific row, column, or cell. The notation is made by superscript uppercase letters (e.g., $^{a, b, c}$). The same letters introduce the specific explanations at the end of the figure/table after the general notes.
- In the event that the paper contains confidence intervals, hypothesis tests, and p-values, the addition of probability notes, which display the respective underlying p-values in the form *p < .05. **p < .01. and ***p < .001, also apply (see example 3).

Below are several examples, which, alongside other examples, are published in the *Publication Manual of American Psychological Association* (7th ed.).

Example 1:

Table X
Proportion of Errors in Younger and Older Groups.

	Younger			Older		
Level of difficulty	*n*	*M (SD)*	95% CI	*n*	*M (SD)*	95% CI
Low	12	.05 (.08)	[.02, .11]	18	.14 (.15)	[.08, .22]
Moderate	15	.05 (.07)	[.02, .10]	12	.17 (.15)	[.08, .28]
High	16	.11 (.10)	[.07, .17]	14	.26 (.21)	[.15, .39]

Note. CI = confidence interval.

Example 2:

Table X
Individual and Family Characteristics as a Percentage of the Sample (Census data in Parentheses).

Characteristic	Mother (n = 750)		Father (n = 466)		Child (n = 750)	
Self-identity						
Mexican	77.2		71.0		41.0	
Mexican American	22.8		29.0		59.0	
Nativity[a]						
Mexico	74.2	(38.2)	80.0	(44.2)	29.7	
United States	25.8	(61.8)	20.0	(55.8)	70.3	
Language preference[b]						
English	30.2	(52.7)	23.2	(52.7)	82.5	(70.0)
Spanish	69.8	(48.3)	76.8	(48.3)	17.5	(30.0)
Education level completed[c]						
8th grade or less	29.2	(30.7)	30.2	(33.4)		
Some high school	19.5	(20.9)	22.4	(22.6)		
12th grade	23.1	(22.5)	20.9	(20.7)		
Some college/ vocational training	22.0	(19.2)	20.2	(17.1)		
Bachelors or higher	6.2	(6.8)	6.2	(6.2)		
Employment status[c]						
Employed	63.6	(46.6)	96.6	(97.1)		
Unemployed	11.2	(3.5)	3.5	(2.9)		
Housewife	25.2					

Note. Adapted from "Sampling and Recruitment in Studies of Cultural influences on Adjustment: A Case Study With Mexican Americans," by M. W. Roosa, F. F. Liu, M. Torres, N. A. Gonzales, G. P. Knight, and D. Seenz, 2008, *Journal of Family Psychology*, *22,* p. 300. Copyright 2008 by the American Psychological Association.
[a] Census data are for all women or men, and are not limited to parents or adults in our age group.
[b] The most comparable census data for mothers and fathers are for all adults 18 years or older. For children, the most comparable census data are the data for persons who are 15–17 year old.
[c]Census data are for all women, not just mothers, whereas the male data are limited to husbands.

Example 3:

Table X

Predictors of Self-Reported Moral Behavior

	Self-reported moral behavior		
		Model 2	
Variable	Model 1 *B*	*B*	95% CI
Constant	3.19**	2.99**	[2.37, 3.62]
Gender	0.18*	0.17	[-0.00, 0.33]
Age	-0.06	-0.05	[-0.14, 0.03]
Social desirability bias	-0.08**	-0.08**	[-0.10, -0.05]
Moral identity internalization	-0.17**	-0.16**	[-0.26, -0.06]
Moral identity symbolization	0.07*	0.06	[-0.01, 0.12]
Perceptual moral attentiveness		0.07*	[0.00, 0.13]
Reflective moral attentiveness		-0.01	[-0.08, 0.06]
R^2	.29	.31	
F	19.07**	14.46**	
ΔR^2		.01	
ΔF		2.39	

Note. $N = 242$. CI = confidence interval. Adapted from "Moral Attentiveness: Who Pays Attention to the Moral Aspects of Life?," by S. J. Reynolds, 2008, *Journal of Applied Psychology*, *93*, p. 1035. Copyright 2008 by the American Psychological Association. *$p < .05$. **$p < .01$.

5.5 Language

Grammar, spelling, and punctuation errors are considered during the grading process. If they occur frequently, they will result in a lower grade. MS Word has spelling and grammar check functions— make sure to use them. Pay particular attention to the use of the Oxford comma.

Strive for an objective mode of expression and avoid jargon.

Abbreviations should be kept to a minimum, with the exception of generally accepted abbreviations listed in a dictionary ("etc.," "e.g.," ...). Other abbreviations must be explained in a list of abbreviations in the prefix of the paper. This list does not explain the meaning of the abbreviations.

5.6. Use of Artificial Intelligence

The use of generative models is generally permitted and is generally supported in the interests of technological openness and innovation. The following recommendations by the LMU School of Management and LMU Library Services provide points of reference for student examinations and are intended to ensure the responsible and ethical use of generative models and other AI tools in academic education. The aim is to promote students' critical thinking and personal responsibility while recognising and making the best possible use of the added value of new technologies.

https://www.en.ub.uni-muenchen.de/courses/ai-academic-work/index.html
https://cms-cdn.lmu.de/media/04-som/dss/downloads/empfehlungen-zum-umgang-mit-generativen-und-anderen-ki-tools.pdf
https://cms-cdn.lmu.de/media/04-som/dss/downloads/chatgpt_handreichung.pdf

5.7 Miscellanea

Structure of the paper (if applicable to your content):

Section	Page numbering
Title page	without page number
Management Summary (maximum 150 words)	II
Table of contents	III
List of tables	IV
List of figures	V
List of abbreviations	VI
List of symbols	VII
Text	From here onward: Arabic numbering
References	
Appendices	
Declaration under oath	without page number

If a paper contains many formulas with a variety of symbols, a list of symbols is needed at the beginning of the work. Despite this list, you have to define each symbol when it appears in the text for the first time.

When you create the outline / table of contents, use the index functions of MS Word. Headings and page numbers in the text must match the information in the outline exactly.

6 Colloquium and presentation

Duration of the colloquium / presentation:

- **Bachelor thesis:** Colloquium including a 10-15-minute presentation followed by a Q&A session
- **Master thesis:** Colloquium including a 15-minute presentation followed by a Q&A session
- **Seminar paper (*Hauptseminar* / Bachelor seminar; *Pro- und Hauptseminar*):** 15 minutes per student, followed by a Q&A session

The presentation should follow the outline of an academic thesis:

- Introduction (research question, objective, novelty …)
- Theoretical basis
- Main part (if applicable, research design, method, results)
- Discussion and conclusion

Visual aids such as computer slide shows (e.g., PowerPoint or Prezi at https://prezi.com/) not only help emphasize important points but also facilitate the communication of difficult ideas.

When using PowerPoint, use a **simple master slide** to have a consistent and clear design of the slides. Contact your supervisor if you would like to use the institute's official slide master.

Slides and handouts should contain the following information:

- Title of the course
- Semester
- Name of the supervisor
- Name of the presenter
- Date
- Title of the presentation

Avoid fancy animations. Nevertheless, graphic representations, figures, and vivid examples are desired because they spark interest and facilitate topic understanding. Present your graphs, figures, and tables according to the APA guidelines (7th ed.)

Use a **sufficiently large font size** (as a rule of thumb, 16pt. or higher and never less than 12pt.) such that everyone attending the presentation can read the slides.

Consistently use fonts that are in contrast to the background color. For example, do not use red font color on a blue background.

Number the slides, since it eases the discussion.

Do not have too much information on one slide. As a general rule, mention **one key issue per slide**. Never put a block of text on a page.

Use a **small number of slides** relative to the time available for the presentation. The focus should be on the presenter and not on the slides. Having more slides than minutes available is not a good idea. Good presenters often use between three and five minutes to discuss a slide.

Use **simple graphs, diagrams, or short sentences** instead of tables. Graphs, diagrams, or pictures should be sufficiently large.

Use **contrasting colors** to emphasize specific points, but not too many.

If you intend to use media elements in your presentation, make sure the equipment you intend using supports the media elements (e.g., that the sound equipment works or that your video formats are supported).

Use definitions and key terms consistently throughout your presentation.

References have to be shown on the same slide as any (direct or indirect) quotation.
Cite according to APA guidelines.

Formulas and their explanations must be on the same slide. Every newly used symbol must be specified.

It is helpful to have the **overall agenda with the current position** in the presentation on every slide to give the audience a better orientation.

You have several possibilities to **end a presentation**:
- A short recap of the main points for a better understanding
- Drawing a conclusion and visualizing the results or giving an outlook
- Thanking the audience for their attention.

For online presentations: Send the slides as a **PDF document** to the module's contact person and to your supervisor.

Include a list of references at the end of your presentation (see APA guidelines).

7 Suggested Literature

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

Karmasin, M. & Ribing, R. (2014). Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Seminararbeiten, Bachelor-, Master- und Magisterarbeiten, Diplomarbeiten und Dissertationen (8th ed.). UTB.

Sarstedt, M. & Mooi, E. A. (2019). A Concise Guide to Market Research. The Process, Data, and Methods Using IBM SPSS Statistics (3rd ed.). Springer (Chapter 10).

Literature on entrepreneurship, impact and surrounding issues by our professorship

Gümüsay, A. A., & Reinecke, J. (2022). Researching for Desirable Futures: From Real Utopias to Imagining Alternatives. Journal of Management Studies, 59(1), 236–242.

Gümüşay, A.A. et al. (eds.) (2022) Organizing for Societal Grand Challenges: Emerald Publishing Limited (Research in the Sociology of Organizations).

Gümüsay, A. A. (2018). Unpacking entrepreneurial opportunities: An institutional logics perspective. Innovation: Organization & Management, 20(3): 209-222.

Stroehle, J., Gümüşay, A. A., Edinger-Schons, L. M., Vogel, A., Ebrahim, A., Rasche, A., King, A., Pucker, K., Barker, R., Reinecke, J., Michelon, G., Cooper, S., Etzion, D., Harji, K., Besharov, M., Mayer, C., Hsieh, N., & Van Den Terrell, E. (2025). A Critical Examination of Corporate Environmental and Social Impact Measurement and Valuation. Journal of Management Inquiry, 10564926251330815.

Vogel, A., Nadegger, M., Wolf, B., Spanjol, J., Gümüşay, A. A., Edinger-Schons, L. M., Volkmann, C., Krebs, K., Bafera, J., Gebken, L., Vilchez, P., Von Schweinitz, F., Stroehle, J., Gossel, B. M., Kruse, D. J., Mirtsch, M., & Unger, V. L. (2025). Impact Entrepreneurship: Reimagining Entrepreneurial Purpose and Research for Driving Societal Impact. Schmalenbach Journal of Business Research.

8 Templates for the Title Page and the Declaration under Oath

You will find templates for the title page and declaration under oath at the ISC's website (German only):

- **Bachelor thesis:** https://www.isc.uni-muenchen.de/studiengaenge/bwl/bachelor_psto08/faqs/bachelorarbeit/index.html
- **Master thesis:** https://www.isc.uni-muenchen.de/studiengaenge/bwl/master_psto18/faqs/masterarbeit/index.html
- **Seminar paper (*Hauptseminar* / Bachelor seminar):** please see below

Possible design for a **seminar paper's** title page (adjust accordingly)

[Topic]

Seminar paper
[Name of the seminar]

Submitted by:
Surname, name

Supervisor:
Prof. Dr. Ali Aslan Gümüsay

Munich, [Date]

Possible design for a **seminar paper's** declaration under oath page

Ehrenwörtliche Erklärung

Ich erkläre hiermit ehrenwörtlich, dass ich die vorliegende Arbeit selbständig angefertigt habe; die aus fremden Quellen direkt oder indirekt übernommenen Gedanken sind als solche kenntlich gemacht. Die Arbeit wurde bisher keiner anderen Prüfungsbehörde vorgelegt und auch noch nicht veröffentlicht.

München, den _____

_ (Unterschrift)