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LMU MUNICH SCHOOL OF MANAGEMENT
PROFESSORSHIP FOR INTERNATIONAL MANAGEMENT
PROF. DR. HELENE TENZER



Guidelines on writing seminar papers, bachelor and master theses

at the
Professorship for International Management

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1 Introduction

The main purpose of writing a bachelor or master thesis at the Professorship for International Management is in-depth research on and analysis of a topic within the field of international management. Writing a seminar paper will prepare you for this task by familiarizing you with the process of academic research and writing.

The following guidelines provide you with orientation regarding the writing process, the formal structure of your seminar paper or thesis, and a style guide for citations and references. For further questions on formalities, please refer to your academic advisor.

We have composed these guidelines to the best of our knowledge. Any recommendations given here only refer to theses at the Professorship for International Management. Should these guidelines conflict in any way with recommendations given by your respective examination offices, the latter take precedence in all cases. It is your responsibility to familiarize yourself with the examination regulations applicable to your case. For question in this respect, please turn to the ISC.

In case you find any inconsistencies in this document, please report them to us. Thank you for your support and all the best for your academic projects!

2 Procedures

2.1 Registration

If you are interested in writing your bachelor thesis at the Professorship for International Management, you should first attend the seminar on *Cross-cultural management*. Please note that this seminar is offered for a limited number of attendees and requires application through the central, faculty-wide system. We therefore ask you to gather information on application and registration procedures early on. More detailed information for each semester can be found on our website.

Applications for bachelor theses will be accepted within a predefined time period after each semester's lecture period. Topic suggestions are highly welcome. Please consult our webpage for possible topic areas. You can find the exact application deadlines and information on required documents on our homepage. Starting with your registration date at the examination office (ISC), you have 10 weeks (PStO 2024|2025) or 8 weeks (older PStOs) to complete your bachelor's thesis. Regarding the admission for bachelor's theses and regulations, please consult the bachelor examination regulations that apply to you.

If you are interested in writing your master thesis at the Professorship for International Management, we recommend you to attend one of our seminars at master level beforehand (e.g. Global Teamwork). Please refer to our webpage for specific modalities of master thesis applications and required application documents. Starting with your registration date at the examination office (ISC), you have 22 weeks to complete your master's thesis. Regarding the admission for master's theses and regulations, please consult the master examination regulations that apply to you.

2.2 Topic search and evaluation criteria

Our seminars at bachelor and master level familiarize you with selected topics in international management research and prepare you for writing a thesis at the Professorship for International Management. Topics for seminar papers are assigned by

the lecturers. Topics for bachelor and master thesis are typically suggested by students and refined in collaboration with an experienced faculty member. Whereas seminar papers and bachelor theses are written in the form of conceptual literature studies, master theses can be either conceptual or empirical. Master theses in collaboration with companies are possible, as long as topic suggestions can be refined in dialogue with our faculty.

Seminar papers are evaluated according to the following criteria:

- Structure (logical outline, content well-balanced between chapters)
- Content (clear definition of terms, breadth and depth of coverage, clear connection to objectives, comprehensive, consistent and factually correct argumentation, logical argumentation sequence, persuasive development of conclusions, substantial theoretical and practical implications)
- Literature work (number, quality and topicality of sources, critical reflection on references, in-depth analysis, transparency of citations and references)
- Form and style (readability, precision, consistency, linguistic expression, spelling & grammar, visualization in figures and tables, complete lists of tables and figures)

Bachelor theses are additionally evaluated according to the theoretical and practical relevance, topicality, appropriateness and clear justification of their research questions and objectives.

2.3 Colloquium and presentation

At the midpoint of your master or bachelor thesis completion you will be required to participate in a colloquium. At this colloquium you will present the preliminary results of your master or bachelor thesis in a 20-minute presentation. This will be followed by a 20-minute discussion with Prof. Dr. Tenzer and your academic advisor. The colloquium is designed as a developmental experience, not an exam situation. We will focus on coaching your work in progress, so you are most welcome to present us with any open questions you may have at that stage. Please note, however, that students who do not appear at the scheduled colloquium for reasons for which they are responsible will fail the colloquium. The presentation for the colloquium should follow the same outline as your thesis, providing a detailed overview of the objectives and content you have covered in the different sections, as well as next steps and challenges. We recommend you pay close attention to the feedback of Prof. Dr. Tenzer and your academic advisor and carefully implement this in your thesis.

Students enrolled in our seminars are expected to deliver a 15-minute presentation on their seminar paper following its submission. Each presentation will be followed by a class discussion, for which presenters are encouraged to prepare engaging discussion prompts. The presentation should follow an outline that mirrors the structure of your seminar paper:

- Introduction of the topic (capture the audience's interest and present objectives)
- Research questions
- Review of the literature (summarize the key findings from your literature review to provide a short background on the topic and define the key terms and concepts)
- Integration of the literature (present your results by answering your research question based on your findings in the literature)
- Interpretation (what can we learn from this, discussion section of the seminar)
- Q&A and discussion (prepare questions and provide discussion incentives)

Ensure your presentation slides are not overly cluttered with text, and that the text remains legible from anywhere in the lecture room by choosing appropriate text size and color contrast. Keep the slide design simple, but effective and consistent. Having the overall agenda with the current position in the presentation and numbering on every slide provides clear orientation for your audience. Graphic representations, figures, and vivid examples can aid in sparking the audience's interest and facilitating their understanding of concepts and findings. Since your presentation does not officially represent LMU Munich School of Management, refrain from using the university's logo or templates. Remember to cite your sources directly on the slides for any borrowed text, figures, tables, or images, and include a comprehensive reference slide at the end. Your slides should include the title of the course, semester (e.g. Cross-Cultural Management ST 2024), name of academic advisor and professor, your own name, the date, and the title of your topic. Limit the number of slides to be fewer than the minutes allotted for your presentation, excluding the reference list slide. If you plan to use your own laptop or show a video make sure you bring the necessary adapters and test the sound, internet connection, and video in advance. Send the slides as both a PowerPoint and PDF document to your academic advisor.

2.4 Turning in your thesis

Please send a Word and a PDF version of your finished seminar paper via email to your academic advisor. Bachelor and master theses need to be turned in via the ISC's online upload portal as both a Word and a PDF version. For information on how to do so please go to the ISC website (https://www.isc.uni-muenchen.de/abgabe_abschlussarbeiten/index.html). Our Professorship will receive your thesis from the ISC.

3 Formal Structure

3.1 General formal requirements

- Seminar papers PStO 2015/2018: 6 ECTS, ca. 22.200 characters*
- Seminar papers PStO 2024: 6 ECTS, ca. 22.200 – 33.300 characters*
- Bachelor theses PStO 2024|2025: 80.000 characters*
- Bachelor theses older PStO: 70.000 characters*
- Master theses PStO 2015: 150.000 - 160.000 characters*
- Master theses from PStO 2018: 120.000 - 140.000 characters*
- *+/- 10%; including spaces, figures and tables, excluding table of contents, lists of abbreviations, index of figures & tables, references and appendices
- A4 paper, 1.5 line spacing, 2.5 cm margin all around
- 12 pt. font Times New Roman
- Justified with syllabification
- Single-sided print

Please number all pages of your seminar paper or thesis. The cover sheet is not numbered. The table of contents starts with the Roman page number I. The subsequent lists of abbreviations, index figures and tables are also numbered with Roman numerals. The text body and references should be numbered in Arabic. In case you are using an appendix, you may use either Roman or Arabic numbers.

Headlines may be highlighted according to their importance. Please note that use of different fonts, font sizes and indentations may be detrimental to the general typeface of your seminar paper or thesis. Since your thesis is not an official publication of LMU Munich School of Management, please refrain from using the university's logo.

3.2 Writing style

Define key technical terms that are used in your thesis. A technical term is a word or phrase that is not in a general-use dictionary with the meaning you ascribe to it.

Please avoid using abbreviations for the names of concepts or variables. Use the same name for a concept or variable throughout your text, tables, figures, and appendices. Names of organizations and research instruments may be abbreviated, but give the full name the first time you mention one of these.

Avoid language that might be interpreted as sexist, biased or denigrating. Do not use "he" or "she" exclusively. Using the plural - changing "the manager ... he" to "managers ... they" - is one solution; using "he or she" ("him or her") is another.

Write in the active voice ("They did it") instead of the passive voice ("It was done") to make it easy for readers to see who did what. Use the first person to describe what you did.

3.3 Thesis structure

Seminar papers and theoretical bachelor or master theses should be structured as follows:

- Cover page
- Table of contents (with page numbers)
- Index of abbreviations (if needed)
- Index of figures (if needed)
- Index of tables (if needed)
- Text body
 - Abstract
 - 1. Introduction
 - 2. Literature review
 - 3. Discussion
 - Theoretical implications
 - Managerial implications
 - Limitations and future research
 - 4. Conclusion
- References
- Appendix (if needed)
- Declaration of honor
- Declaration and reflection on the usage of tools

Empirical master thesis should be structured as follows:

- Cover page
- Table of contents (with page numbers)
- Index of abbreviations (if needed)
- Index of figures (if needed)
- Index of tables (if needed)
- Text body
 - Abstract
 - 1. Introduction
 - 2. Theoretical framework
 - 3. Methodology
 - 4. Results
 - 5. Discussion
 - Theoretical implications
 - Managerial implications
 - Limitations and future research
 - 6. Conclusion
- References
- Appendix (if needed)
- Declaration of honor
- Declaration and reflection on the usage of tools

The structure of your main part must be approved by your academic advisor.

3.4.1 Cover page

Please refer to the cover page templates in the appendix of this document.

3.4.2 Table of contents

The table of contents is a very important part of your thesis, as it shows how you understood and decided to present your topic. Ideally, the reader can see your thread of argumentation in the sequence of sections and subsections. We therefore advise you to triple-check the logic of your outline. Use consistent, meaningful and self-explanatory section titles. As a rule of thumb, each subsection should cover at least one page. Subsections on the same level should be of similar length. Please use the following scheme for your table of contents:

- 1 First-level heading
 - 1.1 Second-level heading
 - 1.1.1 Third-level heading

We recommend two levels for seminar papers and a maximum of three levels for bachelor and master theses.

3.4.3 Index of abbreviations, figures and tables

Please use abbreviations sparingly. Common abbreviations such as e.g. (*exempli gratia*, for example) need not be listed in the index of abbreviations. Topic-specific abbreviations (e.g. MNTs) have to be spelled out the first time you use them (e.g. “Diversity presents both opportunities and challenges to multinational teams (MNTs).”) and listed in the index of abbreviations.

Please number tables and figures consecutively (one series for tables, one for figures). Figures, unlike tables, contain drawings (e.g., an arrow, boxes). Make sure your figures print out clearly. Figures as well as tables should be integrated into the

text. They should also be referenced in the text, where their content should be indicated.

3.4.4 Text body

The sections of your seminar paper or thesis should follow a consistent logic and be weighed according to their importance. The following are typical sections of any thesis:

- Abstract: An abstract of no more than 200 words summarizes the purpose of the study, key findings and contribution to the current research debate.
- The introduction presents your research question and justifies your topic choice by indicating its topicality, theoretical and practical relevance. You may hook your readers with some key citations and give a very short summary of the current status in your research field to establish the research gap on which your research question is based. At the end of the introduction, please give a short preview of the following structure and the steps you will take towards answering your core question.
- In the literature review or theoretical framework of your thesis you need to define important concepts and technical terms before presenting central debates in your field of specialization. If you are working empirically, you develop your research questions or hypotheses based on the literature review.
- The methodology section of an empirical thesis needs to justify the chosen research design and transparently describe the research setting, methods of data collection and data analysis.
- In the findings section of an empirical thesis, you present, explain and interpret your data. This section is typically structured by the study's (sub)objectives.
- The discussion section typically contains subsections on theoretical implications, managerial implications, limitations and future research. The theoretical implications section elucidates how your research either supports, extends, or challenges current theories, underscoring the significance of your findings within your academic field. Managerial recommendations emphasize the importance of your findings from a practical point of view and develop recommendations for employees, leaders and corporations. In the limitations and future research section, you acknowledge shortcomings of your study, defend yourself against potential criticism and present ideas for further advancing your research field.
- The conclusion provides a very short "executive summary" of your main findings. Consider what you want your readers to remember after having read your thesis. Restate the best parts of your contribution in a few sentences to leave a lasting impression.

3.4.5 Appendix

In an appendix or appendices, you can present long but essential methodological details or other material that is used in your thesis but does not fit in the flow of your paper. Make sure to refer to all existing appendices in your text. Be concise. Label appendices "APPENDIX A," "APPENDIX B," and so forth. A substantive title, such as "Interview guideline," should follow. Label tables within appendices "Table A1," "B1," and so forth.

3.4.6 References

The list of references (bibliography) alphabetically lists all sources from which you took direct, indirect or secondary citations. Literature, which you read but do not cite in the text should not be listed here.

3.4.7 Declaration of honor

A Declaration of authorship has to be attached to your work on the last page:

Ehrenwörtliche Erklärung	
Hiermit versichere ich, dass ich die vorliegende Arbeit selbständig und ohne Benutzung anderer als der angegebenen Hilfsmittel angefertigt noch nicht einer anderen Prüfungsbehörde vorgelegt, noch nicht veröffentlicht habe und die aus fremden Quellen direkt oder indirekt übernommenen Gedanken als solche kenntlich gemacht habe. Im Falle der Nutzung von generativen Modellen zur Erstellung von Texten, Abbildungen, Berechnungen und anderen Leistungen verantworte ich die Auswahl, Übernahme und sämtliche Ergebnisse des von mir verwendeten generierten Outputs vollumfänglich selbst. Im Verzeichnis „Übersicht verwendeter Hilfsmittel“ „Declaration and reflection on the usage of tools“) habe ich alle verwendeten generativen Modelle und Hilfsmittel mit ihrem Produktnamen benannt und angegeben, wie, in welchem Umfang und zu welchem Zweck diese benutzt wurden.	
München, den (Datum)	Unterschrift

Declaration of Honor	
I hereby solemnly declare that I prepared this paper/thesis independently and without the use of aids other than those specified, and that the thoughts taken directly or indirectly from other sources are indicated accordingly. I hereby declare that the work has not been submitted to any other examination authority and also not yet been published. In the case of the use of generative models for the creation of texts, illustrations, calculations and other services, I am fully responsible for the selection, adoption and all results of the generated output used by me. In the list “Declaration and reflection on the usage of tools” I have named all tools and generative models used with their product name and indicated how, to what extent and for what purpose they were used.	
Munich, (date)	Signature

4 Citations

Whenever you use the thoughts and argumentation of others, you need to cite your exact sources in parentheses within your text. Every in-text citation needs to have a corresponding reference (see “References” below). Please follow the referencing

guidelines provided by the Academy of Management: <https://aom.org/research/publishing-with-aom/author-resources/editorial-style-guides>

4.1 Citation types

You can either paraphrase the ideas of others in the form of *indirect citations* or reproduce their original statements in the form of *direct (verbatim) citations*. Please note that it is absolutely necessary to cite your sources also when you paraphrase ideas of others in your own words. Readers must be able to recognize how much of your text draws on a specific source.

Example:

A lack of lexical and syntactical proficiency in the shared language impedes knowledge sharing in multinational teams (Tenzer, Pudelko & Zellmer-Bruhn, 2021).

We speak of direct (verbatim) citations if part of a sentence, an entire sentence or several sentences are reproduced word by word from a literature source. Please avoid overusing this stylistic device. Good examples for direct citations would be quotes of famous people, particularly poignant expressions of other authors or definitions. The beginning and end of a direct citation needs to be marked with inverted commas and a page number must be given.

Example:

With globalization, “a fundamental shift is occurring in the world economy.” (Hill, 2022: 4)

Secondary citations are citations of an author A, which are not taken from A’s original text, but from a secondary source by author B. Please make sure to take all citations, indirect and direct, from their original sources. In exceptional cases, in which you cannot get hold of the original publication, you need to add (A, cited according to B) to your citation.

Example:

(Smith, 2012: 7, cited according to Adams, 2020: 113)

Figures and tables need to be numbered consecutively and labelled with a citation, ideally formatted as a caption. If you reproduce the exact content of an existing figure, you need to keep its original caption and cite it as “Source: Author (Year): Page number”. If you only use parts of a given figure, you cite it as “Adapted from: Author (Year): Page number”. Label your own creations with “Author’s own figure”.

4.2 Order of citations

If you cite several publications to support one argument, order citations in parentheses alphabetically. Designate two or more works by one author (or by an identical group of authors) published in the same year by adding “a,” “b,” and so forth, after the year.

Examples:

Name and year:

Several studies (Adams, 2019; Bernstein, 2015, 2017; Celas, 2021a, 2021b) support this conclusion.

Year only:

But Van Dorn and Xavier (2022) presented conflicting evidence.

4.3 Multiple authors

If a work has two authors, give both names every time you cite it. For three through six authors, give all names the first time, then use “et al.” in citations.

Examples:

Two Authors: (Tenzer & Yang, 2020)

First citation for 3-6 authors: (Hornikx, van Meurs & Tenzer, 2023).

Subsequent citation: (Hornikx et al., 2023).

Seven or more authors: Use “et al.” even for the first citation. The corresponding reference should give all the names.

4.4 Citation with no author

For an article with no author, cite the periodical as the author. For reports, handbooks, and the like, cite the “corporate author” that produced them.

Examples:

Periodical as author: Analysts predicted an increase in service jobs (Wall Street Journal, 1999).

Organization as author: Analysts predict an increase in service jobs in the U.S. Industrial Outlook (U.S. Department of Commerce, 1992).

4.5 Websites and electronic sources

Identify an author of one of the types discussed above (human, periodical, or corporate). Use a regular citation (author, year). A corresponding reference should be given (see “References” below). Do not give web addresses as in-text citations.

5. References

References are your entries in the alphabetical list, presented after the main part of your thesis. This list should **include only work you have cited**. Please follow the referencing guidelines provided by the Academy of Management (<https://aom.org/research/publishing-with-aom/author-resources/editorial-style-guides>). In cases which are not covered by the AOM guidelines, please use a way of referencing that comes closest to their philosophy.

5.1 Order

Alphabetize references by the last name of a sole author, a first author, or an editor, or by the name of a corporate author (for instance, U.S. Census Bureau) or periodical (such as the Wall Street Journal) if there is no human author or editor. Order works by an identical author by year of publication, listing the earliest first. If the

years of publication are also the same, differentiate entries by adding small letters (“a,” “b,” etc.) after the years. Repeat the author’s name for each entry.

5.2 Books

Follow this form: Last names, initials (separated by a space). Year. Title (*boldface italic*, capitalize only the first letter of the first word and of the first word after a long dash or colon.) City where published: Name of publisher. Examples:

Neeley, T. 2021. *Remote work revolution: Succeeding from anywhere*. New York: HarperCollins.

Reiche, B. S., Harzing, A.-W., & Tenzer, H. (Eds.). 2022. *International human resource management* (6th ed.). London: Sage Publications.

5.3 Journals

Follow this form: Authors’ last names, initials. Year. Title (regular type; same single-capital rule as for books). Name of Periodical (*boldface italic*, title-style capitalization), volume number (issue number): page numbers.

Example:

Neeley, T. B., & Reiche, B. S. 2020. How global leaders gain power through downward deference and reduction of social distance. *Academy of Management Journal*, 65(1): 11-34.

If an article has no author, the periodical is referenced.

Example:

Harvard Business Review. 2003. How are we doing? 81(4): 3.

If an article has no volume and issue or page number, which is sometimes the case for very recent articles that have not yet appeared in print, you do not include this in the reference. Do make sure to check with the journal first to make sure there really are no volume and issue or page numbers.

Example:

Pudelko, M., & Tenzer, H. 2023. From professional aspirations to identity confirmation and transformation: The case of Japanese career women working for foreign subsidiaries in Japan. *Human Resource Management Journal*.

5.6 Chapters in books, including annuals

Follow this form: Authors’ last names, initials. Year. Title of chapter (regular type, single-capital rule. In Editors’ initials and last names (Eds.), Title of book: Page numbers. City: Publisher.

Example:

Pinnington, A. H., Debrah, Y. A., & Rees, C. J. 2018. Training and development: Developing global leaders and expatriates. In B. S. Reiche, A.-W. Harzing & H. Tenzer (Eds.), *International human resource management* (6th ed.): 223-256. London: Sage Publications.

5.7 Unpublished works

These include working papers, dissertations, and papers presented at meetings.

Examples:

Kalra, K. 2020. *The power of babel: language diversity, clusters, and the implementation of on-the-job training programs*. Unpublished doctoral dissertation, University of Victoria, Victoria, BC.

Tenzer, H., Pudenko, M., & Zellmer-Bruhn, M. 2021. *The antecedents of team mental models in multinational teams*. Paper presented at the annual meeting of the Academy of Management, Virtual.

5.8 Electronic documents and websites

Websites, to which you refer in the text, are added to your reference list. Use the following format: Authors' last names, initial (separated by a space). Year. Title. Date of retrieval. Web address. Additionally, and if known, give the full title of the work it is part of (e.g. CARMA Working Papers).

Posts on sites usually also have authors (possibly the company itself) and the contributions usually have a name.

Example:

McKibbin, W. J. & Fernando, R. 2020. The global macroeconomic impacts of COVID-19: Seven scenarios. Retrieved February 6th, 2024, from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3547729

It has proven useful to organize citations and references using reference management software such as EndNote. For further information, e.g., on training courses, please consult LMU's Library. Do make sure to proofread all your citations and ensure they are in line with the format of the Academy of Management (<https://aom.org/research/publishing-with-aom/author-resources/editorial-style-guides>) when using such software to avoid errors.

6. Using AI in Academic Writing

This section provides guidelines for students writing papers and theses at the Professorship for International Management on the responsible and ethical use of generative AI models and other AI tools.

Generative AI can support students at different stages of the academic writing process. However, the core intellectual work must remain the student's own. Students are expected to develop their own understanding, arguments, critical thinking, and academic writing skills and remain fully responsible for the work they submit

6.1 How (not) to use generative AI tools for academic writing

What you **can** use generative AI and other AI tools for

Generative AI models, such as ChatGPT, and other AI tools can be useful at different stages of academic work. Appropriate uses may include:

- **Exploring a new topic:** learning about an unfamiliar subject, brainstorming ideas, identifying relevant questions, or generating search terms for further research.
- **Supporting reading and initial note-taking:** helping to unpack complex concepts, summarize long texts, or compare different arguments. Any AI-generated summary should always be checked against the original source.
- **Getting started with writing:** obtaining general advice on how to approach a writing task, understanding common structures of academic texts, or clarifying technical terminology.
- **Receiving feedback on your own writing:** asking for feedback on clarity, structure, tone, flow, grammar, or idiomatic English and receiving suggestions for revising or shortening text you have already written.

In all of these cases, AI-generated output should be treated as **a** starting point or source of feedback rather than as an authoritative answer. You must critically evaluate, adapt, and verify any suggestions you receive.

What you **cannot** use generative AI and other AI tools for:

Generative AI must not replace the intellectual work that the assignment is designed to assess. In particular:

- Do **not** ask generative AI to write your seminar paper or thesis, or substantial parts of it, for you.
- Do **not** enter the complete research question or assignment into a generative AI tool and ask it to produce a response.
- Do **not** use AI-generated text as the basis of your paper and then merely edit or rephrase it.
- Do **not** copy and paste AI-generated content into your paper without critically evaluating and independently verifying it.
- Do **not** rely on generative AI instead of reading, comparing, and synthesizing relevant academic literature yourself.

Bringing together evidence from different sources, comparing and contrasting ideas and findings, developing an argument, and finding your own academic voice are central parts of the learning process. Generative AI should be used in ways that help you develop these skills rather than bypass them.

Academic work also involves uncertainty, difficulty, and sustained engagement with complex ideas. Working through these challenges is an important part of developing critical and creative thinking. You should therefore not use generative AI simply to avoid the effort involved in understanding a difficult concept, resolving an inconsistency, developing an argument, or finding an appropriate way to express an idea.

You should also be aware of the limitations of generative AI. AI-generated content may contain factual errors, fabricated information, inappropriate or incomplete interpretations, and biases. AI tools may also change important terminology, remove relevant nuances, or produce wording that sounds convincing but does not accurately represent what you or the authors you cite intended to say. More polished language does not necessarily mean better or more accurate academic reasoning.

All factual claims and references must therefore be verified using appropriate academic sources. If an AI tool suggests literature, you must check that the sources actually exist, are relevant, and support the claims for which you intend to use them. AI-generated summaries should be checked against the original texts. You must provide appropriate references for all claims derived from academic literature and ensure that your work complies with rules on plagiarism, copyright, and academic integrity.

In short, generative AI may be used to support learning, reflection, and writing, but not to replace them. The submitted work must remain your own. You are responsible for the accuracy, integrity, and ethical quality of everything you submit, including content developed with the assistance of AI tools.

6.2 Declaration and reflection on the usage of tools

Together with your seminar paper or thesis, you are required to submit a one-page declaration and reflection on your use of tools, including AI tools, during the research and writing process.

Please organize this declaration according to the different purposes for which you used such tools. For each purpose:

- provide examples of prompts or instructions you entered;
- briefly summarize the responses or assistance you received;
- assess the quality, accuracy, and relevance of this output;
- explain whether and how you used the resulting insights in your work; and
- describe any steps you took to verify information or address ethical concerns.

Your reflection should demonstrate that you have used AI tools consciously, critically, and responsibly rather than adopting their output uncritically. The purpose of this declaration is both to make the use of AI transparent and to encourage reflection on how such tools influenced your research and writing process. Please find a template and examples on page 17.

Declaration and reflection on the usage of tools

1) I used the tool “(full name of tool)” in my thesis/paper for the following purpose:

- *(E.g Brainstorming on my topic)*
- *(E.g Correction of grammar, proofreading and editing)*

Exemplary prompts:

- *(E.g Correct my grammar in the following: 'The impact of globalization have affected local cultures and traditions in various countries.')*
- *(E.g What factors influence communication in multinational teams?)*

Summary of the response:

- *(E.g The impact of globalization has affected local cultures and traditions in various countries.)*
- *(E.g cultural differences, language proficiency, varying communication styles, time zone differences, technology access, organizational hierarchy, and differing work values.)*

Assessment of quality and relevance of responses:

- *(E.g The response for grammar corrections was always accurate. The response for factors influencing communication provides a good initial overview of factors influencing communication in multinational teams. However, the terms used do not all align with the terms used in academic literature.)*

How I integrated insights from these responses into my final work:

- *(E.g I corrected my grammar mistakes according to the responses and used the terms from the response on factors influencing communication for keyword searches in academic databases.)*

Ethical considerations and accuracy of the information and steps taken to verify the information used from AI tools:

- *(E.g. I verified the key factors influencing communication in MNTs by identifying the key factors in my literature review and used the academic terms for the factors from the literature.)*
- *(E.g. I checked my thesis/paper and its text for unintended plagiarism and I have verified all facts and references used from the ChatGPT output by double checking sources in academic databases.)*

2) I used the tool “(full name of tool)” in my thesis/paper for the following purpose:

-

Exemplary prompts:

-

...

Appendix 1 – Title Page for a Seminar Paper

LMU Munich School of Management
Professorship for International Management
Prof. Dr. Helene Tenzer

Title of the Seminar Paper

Seminar Paper for the Course
“Seminar Title”
Winter term/Summer term XXXX(/XXXX)

Submitted by:

First and last name
Address
Phone number
E-Mail address
Matriculation number
Program of study, semester

Date of submission:

30th March 2024

Appendix 2 – Title Page for a Bachelor Thesis

LMU Munich School of Management
Professorship for International Management
Prof. Dr. Helene Tenzer

Title of the Bachelor Thesis

**Thesis Submitted in Partial Fulfilment of the Requirements
for the Degree of Bachelor of Science (B.Sc.)**

Submitted by:

First and last name
Address
Phone number
E-Mail address
Matriculation number
Program of study, semester

Date of submission:

30th March 2024

Appendix 3 – Title Page for a Master Thesis

LMU Munich School of Management
Professorship for International Management
Prof. Dr. Helene Tenzer

Title of the Master Thesis

**Thesis Submitted in Partial Fulfilment of the Requirements
for the Degree of Master of Science (M.Sc.)**

Submitted by:

First and last name
Address
Phone number
E-Mail address
Matriculation number
Program of study, semester

Date of submission:

30th March 2024

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Appendix 5 – Example for an Index of Abbreviations, Figures and Tables

Index of Abbreviations

CSR	Corporate Social Responsibility
GVTs	Global Virtual Teams
HRM	Human Resource Management
MNCs	Multinational Corporations

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Appendix 6 – Example for a List of References

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