

- MENDELU
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FBE Student's and Teacher's Guide

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How to write a final thesis?

Guide's content

A. Structure of the thesis	3
Typical structure	3
What to watch out for?	3
Steps to follow	4
B. Research problem	4
How to formulate the research problem?	4
C. Formulation of research questions	5
How to formulate the research questions?	6
D. Aim of the thesis	6
E. Literature review	6
How to use literature sources?	6
What to watch out for when selecting literature?	7
F. Methodology and methods	8
Methodology: the logical sequence	8
Methodology: structure	8
G. Results	10
H. Recommendations	11
I. Discussion	12
J. Conclusion	12
K. Academic writing	14
Main principles of writing a professional text	14
What person to write in?	14
What is an argument?	14
What to watch out for?	15
L. Formal requirements	16
Sources and citations	16
Graphs and tables	17
Graphic adjustments	17
M. Submission of the final thesis	18
N. Presentation for the defence of your thesis	19
Presentation structure	19

The purpose of this guide is primarily to provide help to the students of the final year of master's studies at FBE who are working on their theses.

It can be used for a bachelor thesis; however, the emphasis of the bachelor thesis is on work with literature resources and solving problems in the studied area. In the master thesis, the emphasis is put on the contribution to the selected problem, the creativeness, and usage of correct methods as well as the ability of generalization of common knowledge.

This guide is a material that should facilitate writing the thesis, not to determine another condition. The requirements are explicated according to the Rector's regulations and Dean's directives (<https://www.pef.mendelu.cz/en/degree-students/29928-academic-regulations>). It is very important to consult continuously the thesis with your supervisor and follow his/her instructions.

A. Structure of the thesis

Typical structure

1. Introduction – a brief overview explaining the background and statement of the problem of the thesis.
 - Do not forget to include the aim of the thesis and why the central research should be examined. Why are you going to do the research, does it lead to some recommendations, etc.?
2. Literature Review – a review of the relevant research to demonstrate an understanding of the topic.
3. Methodology – describe the methods that will be used.
4. Results
5. Recommendations – provide recommendations or improvements for firms, industry and further research.
6. Discussion – a relation of your results and literature review and/or other studies in this field.
7. Conclusions
8. References

What to watch out for?

- The structure of the thesis depends on its scope – each structure can be different. The above-mentioned structure is mainly for those who are dealing with empirical research, quantitative in particular. Yet, all parts are very important for almost any thesis.
- The thesis should be a result of your work that is independently conducted, it should represent original research and critical analysis, and it has to be compact and with a logical link between all parts and chapters. Avoid using interesting text which will not be developed furthermore.
- The whole text, every chapter, every paragraph has to be logically and thematically related. Write a small introduction to each chapter if the connection can be unclear because the link in the thesis is the most important and contributes to the comprehensibility of your work. The worse thesis is the one that only copies or paraphrases the ideas from the original sources of other authors. It cannot look like study notes.
- Avoid using too many subchapters (1., 1.1., 1.1.1., 1.1.1.1...). Most of the theses can work with two or three levels. The fourth one gives you a signal that you are doing something wrong.

Watch out: For using more than 2 chapters/subchapters per page – too detailed structure is bad.

Tip: If you need to separate some text, use a highlighted heading instead of a new (sub)chapter.

- Write a short introduction to the topic after every chapter title so that the reader can see what he will find out and how it helps to accomplish the aim of the thesis. **You have to lead the reader through the whole thesis.**

Steps to follow

- Write a draft of the chapters – use a mind map (i.e. software [Freeplane](#)).
- Make sure the draft points are not in contradiction and they follow a logical order.
- Become aware of the concept of all chapters and the relations between them.
- It is mostly possible that you will change the draft and its structure, always use the most coherent option.

B. Research problem

The research problem and research questions will be different in each thesis. Do not forget that the thesis must be linked to your study field and it has to follow the supervisor's advice.

- A starting point of the thesis is the formulation of the research problem. It can be understood as a very brief condensation of the analysis or argument that will follow in the thesis. The practical recommendations are the results of the mentioned problem.
- Formulating an area of interest (your research problem) means you have to think of different aspects of your research, the problem is developed gradually. Be realistic, the statement must be brief and clear.
- Choose a topic of your interest, something familiar to you. The paragraph in the introduction consists of your motivation for the topic. However, the introduction is not all about your motivation.
- The research problem should focus on a **current and important topic or something specific**. Something that you are not able to answer directly, and it has not been solved before by previous research.

Good example: Is to evaluate the effectiveness of managerial measures to motivate employees in a firm XYZ during 2017-2019 (current, necessary and not explored before).

Bad example: Is to solve a general relation between the price and quantity supplied = demand (not current and already explored).

- It is important to focus on something very specific and make deep research. If the problem is large, the thesis will not be exhaustively completed (= insufficiently).

Watch out: For forgetting to mention your field of study (apart from your motivation) in the section Introduction. It should be readable and it has to engage the reader's attention.

How to formulate the research problem?

- Clear and relevant purpose of the research has to be obvious:
 - Use literature (support of other authors regarding the research argument).
 - Use statistical data (i.e. employees are getting older in age management, the importance of keeping employees at low unemployment – work benefits, etc.).
 - Within the applied research, the company's problem can be for example a fluctuation of employees.
- This relevance has to be shortly mentioned in all parts of the thesis.

C. Formulation of research questions

Remember that the differences in research questions make the differences between theses. A research question is not a hypothesis. The research question can be also practical (usual in the bachelor's thesis). Follow the instruction of your supervisor.

- It is important to formulate all of your research questions as specifically as possible so that the reader is never confused about the point.
- Fulfill the aim by answering the research questions.
- Research questions develop the problem.
- Research questions are the questions you asked in the research.
- The questions can contain sub-questions – make them at least for yourself – then it will be easier to formulate the questionnaire/semi-structured interview.
- Questions have to correspond with your study – in your case has to deal with economic field.

Tip: Use some databases with foreign economic and scientific articles and get inspired there.

- You should know if you can answer the question through methods and analytic tools that are commonly used in your field.
- Questions have to be important, interesting and they cannot be responded to beforehand.
 - Consultations with your supervisor will help you with this → **do not hesitate to ask him/her**.
 - You have to justify why you ask a question that has already been answered/explored, i.e. comparison with foreign countries, comparison with time, using a different research sample.

Good example: What impact had the measurements to prevent the spread of the coronavirus in the Czech Republic? (current, interesting and not explored before).

Good example: How can the company ABC effectively use the capital and financial assets? (current for the company, interesting and the company did not solve it yet).

Bad example: Why was the mortality in China lower than in Italy? (current, but this topic is for the medical or bioscience field).

Bad example: Who goes on maternity leave more often? (not current and non-economic).

- Questions have to be intelligible.

Tip: use *the granny method* – present the research question to your grandma and see if she understands. If a non-economist can understand, it is intelligible.

- You have to be able to gather a piece of relevant information (from methods to information). This means that even though your research question is interesting and not explored, yet information and methods to use for answering are not enough → these kinds of information are not available, for example, are classified in the company.
- Research questions belong both to the introduction and to the methodology part, where you will specify them (do not forget to mention sub-questions). Place them after introducing the research problem in the introduction part (as it is done in professional research articles).

How to formulate the research questions?

Tip: Write down more research questions that come to your mind (that you draw from literature). It is totally fine if they seem not good enough for the first time or they are too specific. Take some time and have a look again whether you can put some questions together or not. The research questions must be linked to the research problem.

- When asking research questions, you have to be (almost) sure to be able to answer them and how – i.e. you have someone to ask, they are willing to respond and you know what method to use.
- If you find out during the research that the question is impossible to answer, delete it.
- The answer is not a simple word or yes/no.

D. Aim of the thesis

Aim of the thesis can be a separate (sub)chapter.

- Aim of the study is to discover a solution to the research problem – based on the answers to research questions and to make a conclusion.
- The aim does not need to be too long but it should be **intelligible, accurate and precise**.
- In one sentence, you determine the accomplishment of the thesis, what you are willing to reach. Be careful with the usage of verbs. The aim can be **to find out, determinate, identify, compile, make, enhance, recommend, reveal**. It cannot be **to analyze, familiarize, acquaint or realize** etc.

Watch out: A common mistake is a usage of the verb to analyze in the aim or title of the thesis. **The analysis is your whole work** (you are analyzing the research problem). To use a verb to analyze is methodologically and semantically incorrect.

Good example: To identify the potential impact of coronavirus epidemic on the long-term stability of government budget in the Czech Republic.

Good example: To propose measurements leading to efficient stock management in a company ABC.

Bad example: To analyze the impact of coronavirus on the Czech economy (very broad area and very much non-specific topic for a master thesis).

Bad example: To identify the impact of coronavirus epidemic on the stability of retail businesses focusing on clothes with 7-10 employees, and to recommend how to make stable its position on a monopolistically competitive market, moreover, these recommendations will be discussed and tested in some company in the South Moravian region (**totally wrong**).

- In general, more verbs and many subordinate clauses utilized in the aim tend to worsen its formulation.

E. Literature review

How to use literature sources?

- Use the literature **in all parts of the thesis** – in the literature review, methods, analysis, results and in the discussion.
- The literature review chapter or part deals with the research field (always from the general to specific key elements) and it demonstrates that the researcher is aware of the breadth and diversity of literature that relates to the research question. Pay attention to the sources.

Watch out: For using literature just because you find it interesting yet does not contribute to the aim of the thesis. Use sources that are directly linked to the topic and help to solve the problem of the thesis.

- Do not forget to compare results with the literature and discuss it.

What to watch out for when selecting literature?

- Is the source credible and professional? **Is it a quality source?**

- Quality articles (research papers) are found in a professional journal – database SCOPUS or Web of Science (and they possess an impact factor).

Watch out: For usage of Wikipedia and/or some blogs, informative websites and other non-scientific electronic sources!

- You should be aware of the disciplines that a chosen literature comes from and if it is relevant, mention it – some disciplines have a different methodology or conclusions.
- Likely problematic disciplines, such as psychology or marketing, can be in the borderland of various fields and many abbreviations are used. You should keep this in mind and discuss it or use it rather as an analysis than a tool. Pay attention to the popularizing literature and manuals!

- Is the source relevant?

- **An easy hint:** discipline, year, geographical region (psychology, 1956, Nepal – will not be a relevant source).
- Choose economic sources, as the case may be a political science law, statistics, sociology.
- Use up to date sources. In the case of theory, some sources may be older (even these are usually reviewed).
- Use older literature in cases of “west countries”, where older sources might still be relevant in the Czech environment.
- Check the geographical distance (near or remote).

Example: Do not use Anglo-Saxon literature regarding generation Y (people born in the '70s) in the Czech Republic. Czech generation has grown up under different circumstances than the USA or West Europe. The same occurs with FED's economic-political recommendations from the '80s for the Czech Republic.

- When to stop?

- A bachelor thesis should state around 20 sources, master theses at least 30 sources including foreign ones.
- Literature has to deal with the research problem and questions. Otherwise, do not use it at all or use rarely such literature – sometimes less is more.
- The goal is not to have too many sources, yet work with them properly – mention ideas in different chapters.

Watch out: For mentioning the same idea from one source in many pages – there is no added value and it shows that you are not able to use and combine different sources.

- Every topic/problem has a different approach that is why it is important to compare literature sources.

- The text should follow a thematic coherence and not consist of only relevant content in paragraphs. **The emphasis should be put on the comparison of different studies.** The flow of ideas has to be logical and well-organized.

Tip: Use phrases such as: *in harmony with, unlike, in contrast to, in comparison to, similar to...*

- Avoid:
 - Too **detailed summarization of ideas from different publications** – the goal of literature review is not to have a summary of publications, but to compare them, evaluate them critically, link them together.
 - Unclear structure and line of reasoning – although it may be difficult at the beginning, avoid writing the only piece of knowledge, show your orientation in the topic and link more publications. A good literature review has a united, clear structure and follows a logical line.
 - Long (more than one sentence) and direct (word-to-word) quotations – you need to have a good reason when using a direct quotation.

F. Methodology and methods

The methodology is a strategy that outlines how a thesis's research is to be undertaken. To show the thesis's validity, it is important to have a **detailed and well-elaborated** methodology – basically that you have been researching something you wanted to. Detailed steps show the way you have been doing your research. Different methods lead to different results, so its execution impacts the credibility of the results. **Do not underestimate this part!**

Tip: Methodology (or methods) is like a **cookbook** of your thesis. Write it as a recipe for those, who would like to repeat the same analysis. Following your steps it should lead to the same conclusions.

Methodology: the logical sequence

1. What will you ask – what do you want to find out? (research questions)
2. What data will you need?
3. Where will you get the data from?
4. How will you collect the data?
5. How will you analyze the data?

Avoid repetitive description of your thesis in this part, indicate the research and analysis instead. The methodology is not about a description of a thesis's structure and chapters.

Methodology: structure

This section deals with qualitative and quantitative research. If you work with different economic tools or models, please follow your supervisor's advice.

1. Briefly repeat your research problem
 - In the first paragraph – even one sentence is enough.
2. Specify the research problem through the research questions – briefly.
3. Choose the research methods and techniques to answer your research questions.
 - Qualitative, quantitative, mixed-method? What exactly? A questionnaire, content analysis, semi-structured interviews, econometric methods? Articulate why you have chosen a particular method.

- When explaining **why**, you can explain the characteristics of the qualitative/quantitative research introducing the advantages and disadvantages/limits of a particular method.
- **A reader must comprehend that you know perfectly what you are doing and not.**

Quantitative research - secondary data

The following framework deals with quantitative analysis based on data that collected someone else (not you).

4. Secondary data presentation

- Explain where and how you have obtained data (i.e. Eurostat, ČSÚ). Articulate data's range, format, fundamental characteristics and insert a direct link.
- Specify the data's limits. For example, a missing value or limits of the timeline. Explain how you have added these missing values (if being added).

5. Analysis methods

- Indicate which statistical or econometric methods you have used.
- You should state the reason why you have not used an ordinary method. Why is a chosen method better than the common one? Specify the method's limits.
- **Do not describe in detail basic methods that you learned in the class (average, t-test. . .).**
- Even at a complex method, you do not need to write a detailed math description. Write a general description and refer to scientific literature instead.
- Write a detailed description only when using the non-standard or modified method.
- Provide information about the software you have used.

Quantitative research - primary data

The following framework deals with quantitative research.

4. Sample characteristics

- Clearly state why you have chosen this sample.

5. Sampling technique

- Describe the means of getting the sample.
- Describe the relationship between the population (complete data set) and selected sample size – is it representative? If not, indicate the differences and possible problems.

6. Data conversion

- This means converting the research questions into the questionnaire or semi-structured interview and into variables and responses (measured characteristics). The research must be valid.
- How have you converted research questions into questions in a questionnaire? I.e. based on literature studies.
- Which questions have you chosen (open-ended) and which variables (nominal, ordinal, ratio)?

7. Data collection's technique

- Not only technique (online forms, paper questionnaire. . .) you have chosen, but also what does it imply – which person or entity you reached or not?

8. Ethical consideration

- Are data anonymous? What have you done to protect the participants?

9. Data analysis

- Have you chosen advanced statistical methods? Do you have a hypothesis? Why have you decided on this? What are you looking for and how?
- Even a descriptive analysis does not need to be described in detail, but you must put data in a coherence (together with literature or other data).

Qualitative research

The following framework deals with qualitative research.

4. Sampling characteristics

- What criteria of sampling (for judging credibility and trustworthiness) have you chosen and why?
- What technique of sampling have you used?
- How the participants influence the research validity (i.e. your colleagues, data perceptiveness)? What have you done to increase its validity?

5. Data conversion

- How have you converted the research questions into the questionnaire or semi-structured interview? Is it valid?

6. Interview

- Under which condition have you carried out the interview? How long did it last?
- How did you record the interview and transcribe all interviews? What are the advantages and disadvantages of this method?

7. Ethical consideration

- Have you ensured research's anonymity?
- Were the subjects told that the information they provided was kept confidential? How have you got the **I agree** and how did you inform the participant about not completing the interview?

8. Data analysis

- Data coding of responses (= transmission into sociological data) belongs to the analytic part. Indicate how you coded data. It is recommendable to write an example of coding and specify the response's distribution (why and how it was determined).
- What have you done after coding? Have you linked it into coherence (with literature, with other codes, with results of quantitative research)? How have you converted former data into analytic data?

G. Results

The structure and presentation of results varies, depending on the thesis topic and methods used.

- In general, in every analysis, the mere description of data is not enough. It is not the point to rewrite the figures already stated in charts, tables, etc. **It is necessary to put these figures in context and to work with them actively.**

- A common mistake in students writing is to include the chart or a table with results (or both) in the Results part and to describe the same figures below once more.

Bad example: In your thesis, you should avoid statements like: *there was a 5 points increase in 2017, 5 respondents answered no...* or *in the chart, you can see the highest share (37 %) represented people above 50*. These figures are already listed in the chart, there is no need to rewrite them again.

Good example: Try to use statements like these: *... the results in table No. 8 directly contradict the results of Novak (2016, p. 25). The reason for this is...*

Good example: Or: *According to chart No. 5, in contrast to 31 % of respondents in XZY Company, in ABC Company, only 12 % of respondents stated they would prefer to work beyond the statutory retirement age. Following thorough interviews with the company management, it was clear, that, unlike ABC, the XYZ company had a very good age management policy in place that motivated its employees to work beyond the retirement age.*

- **It is necessary to analyze** the results both from quantitative and qualitative research – a good analysis means to put your findings into the context:
 - Comparison with other research findings.
 - Analyzing your sources – empirical part (research) should be linked to the theoretical part of the thesis.

H. Recommendations

Consider including the part recommendations in your thesis. For the thesis solving the practical problems it is necessary. In the more theoretical thesis, you can omit this part and focus on the discussion of results instead.

- You should prepare the Recommendations (for enterprise, organization, state, etc.) based on findings from the analytical part, i.e. based on answers to research questions. **The link between the findings and questions should be obvious.** Avoid recommendations that are not supported by your analysis, literature review or conducted research.

Bad example: While dealing with virtual marketing issues, you get diverted to benefits of TV spots, billboards or an entire change of the company's product strategy.

- Organize the structure of recommendations well – use shorter subchapters with titles rather than longer texts, charts or tables.
- Identify and **quantify the associated costs** of suggested recommendations. **Explain clearly its benefits.** To recommend something without knowing the advantages and disadvantages would be considered a failure before The State Examination Board.

Watch out: For usage of the recommendations based on student's feelings, or vague, non-specific recommendations. Include supporting calculations for every recommendation (both revenue and cost). Support your recommendations by explaining the logic behind it. Why do you suggest such a measure? How would the enterprise benefit from such measures?

- Your suggestions for modification of models, alternative approaches or procedures can be also included in recommendations. Also, these should be quantified.

I. Discussion

If your thesis is more practical, you can leave this part out. If your thesis is more theoretical, you should concentrate on it. You can separate it in an individual chapter.

- As a discussion we primarily understand a **critical discussion**. How to be critical towards your own research?
- You should relate your main findings to other similar studies.
- You should acknowledge your study's limitations (indicate the limits also in the section Methodology or Methods). The methods used **had an impact on the relevance and generalizability of your findings** (describe the impact in this section). It is almost impossible to achieve sufficient representativeness in research conducted by students.
- If you added discussion as a separate chapter, propose possible ways of further research, i.e. the further development of the research problem, which other aspects could be covered.

J. Conclusion

In conclusion, **formulate the most important findings and how you achieved it**. Have you answered your research questions?

- Make sure the conclusion is coherent. You should avoid repeating the description of the thesis structure.
- Do not be afraid of putting your thesis into a wider context. You can implicate the possible use of your research findings by other business organizations and industries.
- **The conclusion is not just the summary**. Do not be afraid to outline interesting research questions for future students and researchers unless you did so in the section discussion already.

and most importantly

DON'T PANIC

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Additional useful tips

K. Academic writing

Main principles of writing a professional text

- It answers the questions and it demonstrates an understanding of the subject of research.
- It is logically structured, it brings together themes and findings related to the subject of research.
- Opinions and arguments are **evidence-based supported by credible facts**.
- **It uses properly and correctly the expert terms of the study field.**
- The sources used are properly cited, the author's voice must be clearly distinguished from paraphrases or citations.
- The writing style is formal, clear, balanced, consistent.
- **Flawless grammar, stylistics and formal language** should be a matter of course – it is best to ask someone to read the thesis; It is very likely that the author of the thesis overlooks some errors. Professional articles have editors and proofreaders, try to get someone who understands grammar and orthography and will be willing to read and correct your thesis, it can be a friend or a classmate or your mother.
- Sometimes the less is more – **deleting of the redundant parts of the texts usually works**.

What person to write in?

When choosing a person to write in, you have two choices, depending on the field of work. However, always consult the choice of a person to write in with the supervisor.

- First person, singular (not plural – you are not a research team)
 - In some disciplines, it is not considered appropriate → the neutrality of science.
 - It is useful to describe the steps you have taken, especially in methodology. You collected data, you analyzed it. Data was not collected and analyzed by itself...
 - The single number indicates that **you are responsible for your research** and for the steps you have taken.
- Third person
 - In some disciplines, the third person is required (*the author of the thesis believes that...*).
 - The passive voice → used mainly for general information and knowledge, such as *the law was not signed by the president, most cars were sold last year*.
 - The active voice → used for technical and specific information; names from literature; research, data such as *research results showed, data shows...*, *Porter confirmed...*

What is an argument?

- An argument is an opinion expressed in order to **convince of its validity and truthfulness**.
- A good argument is an opinion that is presented in a clear and logical way, each part of the justification is transparent and convincing.
- The argument needs to **be supported** by something, e.g. data, literature, propositional logic, etc. Putting research results in context with literature, i.e. other findings. The persuasiveness of the argumentation increases even if the results do not match.

Watch out: For claims that do not arise from previous arguments nor are supported by data or literature. Avoid speculation and argument fouts.

- Avoid comparisons (usually do not fit and flatten the general image).
- It is necessary to follow the course of arguments.
- One paragraph should have one main point/argument.

What to watch out for?

- Wrong syntax (sentence structure). A well-constructed sentence forms a clear and consistent meaning. A poorly formed sentence leaves the reader confused.
- It is important to ensure coherence and ensure that there is no more than one argument per sentence.
- **It is not good to have a lot of subordinate and embedded sentences in one sentence.**
- Sometimes it is good to divide a sentence – if you are not sure whether to start a new sentence, you probably should.

Watch out: For using the right linguistic tense. **Tense does not have to be the same throughout the thesis, but it must be logical.** Use the future tense if you talk about what will be in the text/analysis but not, for example, how you do the research – you have already done the research.

- Conditional mood and caution.
 - Be straightforward and confident – no *I would like, I'll try* – you just do it.
- Even in academic text, there is often no absolute certainty – avoid words like *unambiguously, always,...*
- Follow the formal style and use synonyms.
- Do not use stuffing words, avoid jovial expressions and journalistic phrases (such as *even*).
- Do not use unnecessary words.
- Use the correct conjunctions.
- Avoid generalizations and clichés.
 - *then, nowadays,...* **It must always be clear what time and geographic context you are talking about.**
- Readers do not see what you are seeing, i.e. what is behind it.
 - Allow someone else to read the text in order to find out if it is understandable.
 - Your text may not be understood by everyone, but someone with a social-science education should understand it. At the same time, the person who reads it may not understand everything (yet your supervisor should), but he/she should know if the text makes sense.
 - Leave some distance from the text. In the meantime, you will forget some of your unused ideas and only the text of your thesis will remain. **Then you can get back to the text and review its content.**
- Be open to constructive criticism.

L. Formal requirements

Sources and citations

- **Prefer primary sources** (do not use textbooks, Wikipedia, unprofessional articles, etc.). Secondary resources (including Wikipedia) can only be used by you, as an introduction to the topic, and as a source for primary resources.
- In the list of used literature at the end of the thesis (= list of bibliographic citations) introduce all sources that you directly used in the work, if you refer to it somewhere in the text.
- **Literal citation** = is indicated in the text (mostly in italics and/or quotation marks), use it minimally, only in well-founded cases and only for short sections of text.
 - If the direct quote is longer (about 40 words), then it must be in a separate paragraph, typically with a smaller font and the paragraph is narrower.
- **Paraphrase** = thoughts of other authors recounted in their own words (it should always be clear from which source which part of the text comes from).
- It must always be clear from the text what your own words are and which of them are literally taken from other authors.
- The form of citations and references to sources is determined by the **citation standard ČSN ISO 690**, which allows two different methods:
 - **Harvard referencing style:** citations in the text are in the form: (Author, Year) or when using the author in the text Author (Year) and the list of resources is sorted alphabetically by the surname of the authors.
 - **Numeric references:** citations in the text are in the form: [1], the list of resources is ordered by the order of occurrence of resources in the text of the thesis.
- Citation managers like Mendeley or Zotero can be of great help in referring to resources.
- **Avoid plagiarism** by correctly referring to all the resources you have used in your thesis.
- Any benefit of anyone else must be clearly stated in the text. Did someone help you with language proofreading? Have you consulted your text with an expert? Mention him/her in the acknowledgment. Please also note that foreign contributions beyond language proofreading or expert consultation are not permitted. **The final thesis has a single author, which is you.**
- If somebody prepares the material for your thesis, somebody writes some passages of the text or he/she prepares tables or drawings and you present these parts as yours, **you are plagiarizing**, which may lead to the revocation of your final diploma.

Examples of citations

The following is an illustration of how to create several basic types of bibliographic citations. The examples do not include optional information that can be added to citations if needed. However, the easiest way to create citations is to use citation managers (see above).

- **Monography:**

SURNAME, name. *Title*. Place of publication: Name of publisher, year of publication. Edition. Standard identifier.
NOVAK, John. *How amazing the life in Brno is*. Brno: Alpha Publishing, 2020. ISBN 1-111-111-111-1.

- **Article in journal:**

SURNAME, name. The name of the article. *Title of the journal*. Edition. Place of publication: Name of publisher, **year of publication**, year (number), page range. ISSN.

NOVAK, John. Economic aspects of viral pandemic in Brno. *International Journal of Biology and Economic Theory*. London: Viral Brothers, 2020, **58** (3), pp. 25–38. ISSN 1111-1111.

- **Chapter in the edited monography:**

SURNAME, name. *Title of the work*. Edition label. Place of publication: Name of publisher, year of publication, range of pages. Chapter title and number. Edition. ISBN.

NOVAK, John. *Weather and the economy*. First ed. Prague: Modern Publishing, 2020, pp. 124–165. Ch. 3 Flood as a business opportunity. World and people edition. ISBN 1-111-111-111-1.

- **Website:**

SURNAME, name. Website title. *Website name* [online]. Place of publication: Publisher, Publication date, Update/revision date [Citation date]. Available from: URL.

Note: the author of the work is either a person or an institution responsible for its content. For websites that do not include a specific author, please indicate the institution.

MARTIAN MINISTRY OF WELFARE. Family Aid Package. *Martian Social Portal* [online]. Mariner Valley Station: MMW, 02/01/2017 [cit. 01/01/2020]. Available from: www.mmw.mars/web/en/family_aid_package

- **Article (file) available on the website:**

SURNAME, Name of the author of the contribution. Title of the paper. In: SURNAME, Name of web creator. *Website name* [online]. Place of publication: Publisher, Publication date, Update/revision date [Citation date]. Available from: URL.

NOVAK, Anna. Martian citizenship application form. In: Martian Office for Internal Affairs. *Portal of the Government of the United Martian States* [online]. Mariner Valley Station: GUMS, 03/01/2019 [cit. 02/01/2020]. Available from: gov.mars/Default.aspx?ID=334&TypeID=1

- **Legal regulation:**

Author. Type of the document, number and year of publication in the legal code, approval date, title.

Note: The author is not required by law. However, a responsible institution may be mentioned; for laws, it is state.

Law no. 166/1993 Coll., 06/22/1993, the Supreme Auditing Office Act.

Note 2: While citing foreign legal regulations cite in a citational standard of the legal body that issued the regulation.

Consolidated Version of the Treaty on European Union [2008] OJ C115/13.

Council Regulation (EC) 1984/2003 of 8 April 2003 introducing a system for the statistical monitoring of trade in bluefin tuna, swordfish and big eye tuna within the Community [2003] OJ L295/1.

Graphs and tables

- All tables and graphs must include a source, except for the presentation of your own results. Refer to the source link in the same way as in the text.
- All graphs, tables, and figures must be clearly readable even after printing. If possible, insert all images in vector format.
- Do not paste illustrative images (mainly in the research part) that are not directly related to your text.

Graphic adjustments

- Make sure that the work is as clear and transparent as possible.
- **Avoid using different fonts or colors.**
- Align to the block, keep a uniform graphical level.

M. Submission of the final thesis

- To submit your thesis correctly, you will need:
 - The original document called Bachelor Thesis Topic or Diploma Thesis Topic (so called assignment). You can pick up this document at the Study Department (**make 2 black and white photocopies of this document**).
 - Thesis title in English and in Czech. Let your supervisor check the Czech translation.
 - Keywords and an abstract in English and in Czech.
- After the final control upload your thesis into the University information system (hereinafter referred to as **UIS**). Don't forget to fill in the language of your thesis and confirm submitting into the UIS. The green spot means that you have completed each section correctly. The red spot indicates a problem. The thesis in the electronic version must be uploaded **without the scan of your thesis assignment**.
- **UIS → Student's Portal → Final Thesis → Insert the additional information → Insert the thesis and the appendixes → Thesis Submission.**
- Before handing in **two hard copies** of your thesis to the Study Department please follow these instructions:
 - Make sure that both versions (printed and electronic) are identical.
 - Don't forget to put the photocopy of your thesis assignment into the printed version.
 - Don't forget to put inside the Statutory Declaration into the printed version of your thesis with your signature.
 - Hand in two hard copies in permanent binding to the Study Department during the office hours.
 - Print your thesis double-sided (you will help to save the environment).
 - You will get back one copy of your thesis after the successful defence.
- **What to do when I can't find the final thesis assignment?** You can get another copy at the Study Department of the faculty (ask your study referent for help).
- **What to do if you discover a mistake after the thesis submission?** In case there is a small mistake in your thesis, you can use the option of uploading *Errata* into the UIS in order to correct it. You will be instructed on how to do it by the Study Department. Don't forget to mention using errata during the defence. If it happens and your supervisor discovers a lot of mistakes in your thesis or even if there is a suspension of plagiarism, you will not get your credits. Your thesis will be returned to be reworked at the end of the examination period. You can submit the reworked thesis and pass the Final State Exam in the following semester.
- **What to do if printed and electronic versions of your thesis are not identical?** It may happen that after final editing some parts of the text will be moved (e.g. a chapter will be moved to the next page). In this case contact either the Study Department or your supervisor as soon as possible. If this happens one or two days after the submission of your thesis, the problem will be probably solved. After delivering your thesis to the supervisor's department, it is too late to correct it. You will not get your credits for completing courses Diploma Thesis or Bachelor Thesis.
- **When do I get the supervisor's and opponent's evaluation?** The supervisor's and opponent's evaluation will be uploaded into the UIS no later than seven days before the official beginning of the Final State Exam.
- **Shall I discuss the supervisor's and opponents's questions with my supervisor?** If you are not sure about correct answers to questions mentioned in the supervisor's and opponent's evaluation, don't hesitate and ask your supervisor. He will advise you whether your answers make sense.

N. Presentation for the defence of your thesis

- The Final State Exam takes place in front of an examination Committee for the Final State Exams whose members are appointed by the Dean of the faculty. It is unlikely that neither your supervisor nor your thesis opponent will be present. According to this fact please pay attention to the **clarity and accuracy of your presentation**. We advise you to practice the presentation in advance.
- Make sure that the presentation is legible. Do not reduce the space for the text in your presentation by using unnecessary graphical symbols or big titles. It is better to use a bigger font size as well.
- Try to include the opponents's evaluation in the oral presentation. If it praises you, it is good to mention it. On the other hand, if the evaluation reproaches you for missing fundamental facts, don't forget to integrate it into your presentation.
- Are you afraid or nervous? Don't worry, it is quite natural. The members of the Committee will understand.
- The course of defence:
 1. You will be introduced to members of the Committee by the secretary.
 2. Don't forget to greet the Committee members.
 3. At the very beginning of your defence introduce shortly the topic of your thesis and continue with your presentation (the presentation should last approximately 5 minutes).
 4. After you finish the presentation the chairperson or another member of the Committee will summarize the essential aspects from the supervisor's and opponent's evaluations.
 5. The summarization is followed by comments on the evaluations. You will have to respond to additional questions. Some aspects of your thesis will be discussed. The discussion lasts about 10 minutes. Do not get nervous in case the discussion is longer. The longer discussion can be typical for theses that are not quite successful as well as for amazing ones.

Presentation structure

1. Research problem
 - Briefly describe what is your thesis about and why it is important to deal with this topic.
 - Don't forget to include the research question.
 - It is good to refer to the literature sources.
2. Aim
 - Introduce the aim of your thesis.
3. Methodology and Methods
 - Introduce shortly what methods were used to answer the research questions.
4. Results
 - Present the most important results (select the results on the basis you have formulated the recommendations).
5. Recommendations
 - It is better to present the best elaborate recommendations (do not forget to mention benefits and financial quantification). It is good to emphasize that your recommendations have been formulated based on the analysis results.
6. References
 - Add a couple of the most relevant literature sources used in your thesis.

7. Answers to the supervisor's and thesis opponent's questions

- It is recommended to prepare answers to the questions in advance (you can make some notes).
- To answer these questions, wait until the Committee is acquainted with evaluations.
- Try to speak calmly and concisely. You can link your answers to individual parts of your thesis. Avoid the confrontation.

Apply the same principles to your presentation as to writing your thesis. **The most important thing is that individual parts are linked together and the whole presentation forms a logical unit.**