



**VILNIAUS UNIVERSITETO
VERSLO MOKYKLA**

**METHODOLOGICAL GUIDELINES
OF THE BACHELOR THESIS AND BUSINESS CASE STUDY
PREPARATION, DEFENSE AND EVALUATION**

For undergraduate students of Vilnius University Business School

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INTRODUCTION

Students of Vilnius University Business School (hereinafter – VUBS), having fulfilled the requirements of the study program, are preparing a bachelor thesis for obtaining a bachelor's qualification degree.

The methodological guidelines of the bachelor thesis establish the procedure for the preparation, defense and evaluation of the final theses for undergraduate students of VUBS.

A bachelor thesis (hereinafter – BT) is an original, research-type written work prepared by an undergraduate student or several students, who demonstrate business and management knowledge acquired during the studies and the ability to research, analyze and solve business problems, evaluate business processes.

Evaluating the experience of the world's best business schools (ESADE, ESCP, Barcelona Business School, CUHK Business School in Hong Kong) and taking into account the vision, mission, and values of VUBS, students are also given the opportunity to prepare a new type of thesis through a business case study.

A business case study (hereinafter – BCS) is a thesis that covers a business idea, its realization, business planning, and organization. The business case research analyzes an existing or newly established business organization.

Students prepare in these methodological guidelines presented papers honestly and independently, in consultation with the supervisor, under the Law of the Republic of Lithuania on Copyright and Related Rights, Vilnius University Code of Academic Ethics, Vilnius University study paper preparation, defense and acquisition regulations, VUBS guidelines for the use of artificial intelligence in academic work, the requirements of the relevant study programme, these methodological guidelines and other legal acts.

After preparing and defending the final work, students demonstrate that the results provided in the study program have been achieved and they are awarded a bachelor's degree in the respective field of study.

These methodological guidelines have been prepared on the basis of the previous publication of methodological guidelines – Kasnauskienė, G., Paulienė R. (2017). *Methodological guidelines of a bachelor thesis and a business research paper writing*.

1. GENERAL REQUIREMENTS OF THE BACHELOR THESES AND BUSINESS CASE STUDIES

1.1. The aim of the bachelor thesis

The BT and BCS are academic papers that students prepare by analyzing scientific literature and other sources of information in order to provide solutions to the problem. The aim - to identify reasonable and rational solutions to the problem by specifying a relevant problem for the theory and practice of the field of study, performing a thorough analysis of scientific literature and sources, and empirical research.

The methodological guidelines provide mandatory formal requirements for the content, structure, scope, design, and literature of the final research paper.

Only the issues related to the problem should be described and discussed in the final paper. The unfairness of the student (-s), plagiarism, deliberate distortion of factual material and others are not acceptable.

1.2 The scope of the bachelor thesis

The BT is prepared and defended by one, two, or three students. Creating a business, developing and solving problems are usually a team work, so it is recommended to write a BT/BCS for two or three students. Students independently choose the co-authors of the work, share the work and decide which member of the group will prepare the relevant part of the work. All authors must have a good knowledge of the entire content of the work, participate in the defense, answer questions related to any part of the work during the defense. Students preparing the final thesis are regularly consulted by the supervisor.

The scope of the BT/BCS, excluding summaries, tables, figures, abbreviations, references, and appendices:

- one student 40–45 pages,
- two students 46–50 pages,
- three students 51–60 pages.

Depending on the purpose of the BT, the objectives, the object of the research, and the formulated problem (especially in the preparation of the BCS), the scope may be larger, but should not exceed 70 pages. The student(s) consult the supervisor on the scope of the work in each particular case.

1.3 Consultation with the supervisor

Students write BT/BCS independently, following these guidelines and under the guidance of an experienced supervisor. Students choose a supervisor of the thesis according to the topic and the subject competence of the lecturer. The supervisor of the thesis may be a University lecturer or research staff (if

necessary, the thesis supervisor may be from another Department). Students choose BT/BCS supervisor regarding the topic and supervisor's subject matter competence. The supervisor's duty - to advise the student (-s) throughout the writing of the thesis: choosing a topic and drawing up a thesis plan, searching for scientific literature, choosing appropriate empirical research methods, discussing the structure of the thesis, and the coherence of teaching. The supervisor advises the student (-s) according to the agreement of both parties. Consultations are initiated by the student (-s). The supervisor consults:

- on methodological and subject issues,
- critically evaluates the prepared parts of the final work,
- provides advice on how to improve the content of the work;
- if necessary, informs the student about the possibility of preparing a scientific publication based on the BT/BCS.

The supervisor is not responsible for the content of the work, the accuracy of the empirical research data, providing prepared solutions, is not obliged to correct grammatical and proofreading errors. However, the supervisor must warn the student (-s) about the poor quality of the thesis and non-compliance with the methodological requirements. The student (-s) is responsible for:

- choose a topic and a supervisor by the specified deadline;
- that the prepared work meets the formal requirements;
- that work is submitted to the VUIS system in time; □ the work would be defended.

The student(s) are responsible for:

- the content of the work;
- the accuracy of the research data and facts provided;
- the validity of the conclusions and proposed solutions.

The final assessment of the work reflects the competence of the student, not the supervisor.

After receiving the final version of the thesis, the supervisor must evaluate the work of the student (-s), prepare feedback, and sign the title page. This assessment is introduced to the student (-s) during the defense. The decision of the supervisor to allow the defense of the work shall be formalized in VUIS, after familiarising with the results of reviewing the report on the computer verification of the independence of the final thesis.

2. PREPARATION OF BACHELOR THESIS AND BUSINESS CASE STUDY

2.1 Choosing the topic of the bachelor thesis

Students choose the topics of the final work from the list of topics proposed by VUBS lecturers or organizations, which are approved by the committee of the respective study program. Students can also propose clear, informative formulations of BT/BCS topics, in line with the content and objectives of their programme of study, no later than May 15. The topic formulation must be agreed with the supervisor. Once the topic has been formulated and agreed with the supervisor, the student(s) submits a free-form application to the Vilnius University Information System (VUIS), indicating the topic in English and Lithuanian and the supervisor. In addition, the student(s) must specify the problem of the topic, the object of the research, the aim, the objectives and the methods of the research.

It is recommended to choose the topic of the final work that is interesting for the student, relevant to the organization, important for the theory and practice of the study field. It is necessary to evaluate the possibilities of conducting empirical research, to obtain the necessary data. The topic of the final work must correspond to the study program and the intended results of the study program.

Students may, with the consent of the supervisor, continue the coursework as a bachelor's thesis if it is a continuous study. In this case, the student shall mention in the introduction to the thesis that the thesis will use material from his/her coursework. When continuing the coursework as a bachelor thesis, it is necessary to avoid self-plagiarism, i.e. copying the theoretical material, and it is suggested that all the parts be supplemented with new sources and more in-depth analysis. The results of the coursework research may be mentioned in the final thesis, but should not be copied.

After formulating and coordinating the topic of the work with the supervisor, the students submit a free-form application in the VUIS, where they indicate a topic in the Lithuanian and English languages. Student additionally have to provide the topic problem, research object, goal, objectives in their request. The thesis supervisor is appointed by the study program committee

2.2 Structure of the bachelor thesis

The BT consists of a title page, summary, Lithuanian summary, table of contents, list of tables, list of figures, list of abbreviations, introduction, theoretical work section, methodological work section, research (analytical) work section, conclusions and recommendations, references and literature, and appendices. Percentage of work:

- The introduction is 5 % of the body of the paper.
- Theoretical part up to 35 % of the work.

- Methodological section – 10 % of the thesis.
- Research (analytical) section – up to 45 % of the work.
- Conclusions and recommendations 5 % of the work.

Title page. It contains the name of the author, BT title, supervisor and VUBS details. An example of a title page is provided in Annex 1.

Summary in English. The summary, in an impersonal form, briefly describes the problem, goal, tasks, research methods used in the work, research and its results, conclusions, and recommendations, provides information on the publication or application of research results.

In the work written in Lithuanian, the summary is presented on a separate page after the title page. It is 150–200 words long (excluding articles a, the, also prepositions in, to, etc.). An example of a summary is provided in Annex 2.

Summary in Lithuanian. The summary indicates the problem, goal, objectives, research methods used in the work, the results of the research, conclusions, and recommendations. The student responds that the summary should be prepared in correct, academic language. The summary in Lithuanian is presented on a separate page after the summary in English. It is 150–200 words long. In the work written in Lithuanian, a summary in English is provided after the summary in Lithuanian.

The content. The table of contents identifies the chapters, subsections, and sections of the work, numbered in Arabic numerals, indicating the page numbers of the structural parts. Introduction, summaries, lists of tables, figures, abbreviations, conclusions and recommendations, references, and appendices are not numbered. The titles of the structural parts of the content must be short, clear, correspond to the content of the thesis, but may not duplicate the title of the thesis topic. An example of the content is provided in Annex 3.

List of abbreviations. The list of abbreviations is arranged in alphabetical order, which is required when specific terms or abbreviations are used in a foreign language (usually English) that do not have a clear equivalent in Lithuanian. If the use of abbreviations is low, it is sufficient to only provide an explanation in brackets next to the specific abbreviation in the text.

The list of tables (table number and title), the list of figures (figure number and title), and the list of abbreviations are given after the content of the work but are not included in the content as separate structural parts.

If the student wishes to thank for valuable advice on how to prepare a BT, an „Acknowledgment“ may be included between the summary and the content.

Introduction. The introduction reveals the essence of the thesis. The introduction substantiates the scientific relevance and novelty of the topic, formulates the problem, object, goal, objectives, chosen

research methods, the structure of the work, briefly identifies the difficulties and limitations of the research that the student encountered while writing the work.

When discussing the relevance of the work, the author (-s) of the work explains the importance of the topic and discusses the novelty of the research. Relevance must lead to the problem of the work, the statement or question to which the answer is being researched in the final work. The introduction identifies a specific object of the work and formulates the aim of it (briefly, in one sentence, and corresponding to the title of the topic). 3–5 objectives are set to achieve the goal. The methods used in the research are listed (analysis of scientific literature, summary, observation, survey, document analysis, expert evaluations, etc.). The structure of the work is indicated at the end of the introduction. The scope of the introduction is 1–2 pages.

The theoretical part of the work. This chapter deals with academic sources not older than 5 years (scientific articles, monographs, books, textbooks). Sources may be older if the student (-s) examines the fundamental work of recognized, world-renowned researchers relevant to the problem. However, their bibliography should include no more than 25 percent. In preparing the bachelor's thesis, the student (-s) must examine at least 40 different sources (scientific articles, statistics, company data or reports, research reports, legislation, etc.) related to the topic and problem of the thesis. In this part of the work, the definitions of used concepts, various approaches, theories, models, and innovative solutions are analyzed by quoting and paraphrasing. When analyzing the literature sources, it is advisable to compare the insights of different scientists, research methodologies, research results, highlight the advantages and disadvantages. The material in question must be summarized, critically evaluated, and a personal opinion must be provided.

When quoting, paraphrasing the thoughts of other authors, it is necessary to follow the rules of the APA bibliographic description (<https://apastyle.apa.org/learn/quick-guide-on-references>).

It is recommended to use VU subscribed databases (*[Emerald Management eJournals Collection](#)*, *Business Source Complete (EBSCO)*, *Regional Business News (EBSCO)*, *Wiley Online Library*, *Science Direct: Freedom Collection*, *Taylor&Francis*, *Passport (Euromonitor International)*, *SAGE Journals Online*, *Springer LINK*, *JSTOR*), etc.

At the end of this chapter, the student can provide a brief visual summary by developing a theoretical model or scheme for solving the problem under consideration.

Methodological work part. This part of the thesis describes the empirical research methods used in the research and is based on the academic literature. The aim and tasks of the research are formulated, hypotheses are formulated (if necessary), the researched variables are named, the formula for calculating the relationships between the variables is presented, and the reliability of the research is substantiated. If a quantitative survey is planned, it is necessary to substantiate the size of the selected sample, describe

the selection of respondents, describe the principles of compiling a survey instrument (for example, a questionnaire), data processing methods (descriptive statistics, correlation, regression). The questionnaire must be attached as an appendix to the final work. In the case of qualitative research, the choice of research methods (interviews, focus groups, observation, case studies, analysis of secondary sources, etc.) and results processing (content analysis, description of phenomena, etc.) is justified. A comparison of quantitative and qualitative research methods is provided in Annex 5. The triangulation method can be applied in the final work, qualitative and quantitative methods are integrated simultaneously in solving the problem. The integration of methods allows for a deeper and more comprehensive study of the problem under consideration.

The research methods to be used to address the chosen topic and the problem must not only be appropriate to the title of the topic, but also to the objective capabilities of the students.

Research (analytical) part of the work. In this part, the author (-s) describes and interprets the results of the research obtained by applying the methods described in the methodological part of the work, provides practical solutions to the problem, the results of calculations. It is recommended to process quantitative research data with SPSS, MS Excel, or other programs. Qualitative data is categorized, interpreted, and audio recordings are transcribed. Computer programs ATLAS.ti, MAXQDA, NVivo, etc. can be used for data processing. The research results are visualized by presenting them in tables and figures. The variety of pictures and their purpose are presented in Annex 4. In this section, it is recommended to indicate only the essential calculations, and all intermediate calculations are presented in the appendices. Based on the results of the empirical research, a solution to the problem raised in the introduction of the work is proposed at the end of the part.

The theoretical, methodological, and research (analytical) parts of the BT must have titles.

Conclusions and recommendations. This part sets out the key findings and recommendations. The conclusions must be in line with the objectives set out in the introduction. The conclusions must be at least similar in quantity to the objectives. The conclusions are numbered. Tables and graphs are not allowed in the conclusions. The conclusions are followed by theoretical and practical recommendations on how to address the issue. Recommendations must be specific, rational, and implementable. It is advisable to avoid the abstract wording „improve“, „amend“, „strengthen“, „increase“, and so on. The scope of conclusions and recommendations is 1–2 pages.

List of literature and sources. At the end of the work, a list of used literature and sources is provided (see Appendix 7), which includes only those sources that have been quoted or mentioned in the text. It is very important that the list is edited correctly and complies with the rules of the APA bibliographic description (<https://apastyle.apa.org/learn/quick-guide-on-references>). The list of bibliographic descriptions is presented in alphabetical order, making 0.8 cm. reverse indent and numbered.

Appendices. The appendices contain large-scale (longer than 1 page) tables, detailed calculations, questionnaires (surveys) used in the study, transcribed texts, processing schemes of the results, etc. Appendices are numbered, they must have a title and be discussed in the text. The scope of appendices is not limited.

After writing the work, it is recommended to check that it does not contain grammatical, stylistic errors, that it is quoted ethically, and that the tables and figures are presented in accordance with the methodological requirements.

2.3 Choosing business case research topic

BCS is recommended to choose when the aim is to substantiate a new business idea in a reasoned and convincing way and, based on the results of the research, to propose a project to implement this idea or when an important problem of an existing business is known.

The purpose of BCS is to present a project for the implementation of a new business idea or to identify an existing business problem and identify possible solutions to the problem after collecting data and analyzing the scientific and business literature. When preparing the BSC, it is necessary to substantiate the business idea or offer alternative solutions, taking into account the changes in the environment; examine the organization's internal information, data from primary or secondary sources; based on data analysis, formulating logical arguments and insights, substantiate the possibilities of practical applicability and provide recommendations for the business.

When preparing the BCS, it is necessary to demonstrate the benefits of the business idea or new solutions in question and its practical applicability to the interest groups.

After discussing the possibilities of preparing BCS with the supervisor, the student (-s) formulates the title of the topic. After formulating and coordinating it with the supervisor, the student (- s) submits a free-form application to VU IS, indicating the topic in Lithuanian and English and the supervisor. The student (-s) together with the application shall submit a motivation letter of no more than 1 page, in which the purpose of the decision to prepare a BCS and the possibilities of conducting such study are set out in a free but clear and reasoned manner. The title of the BCS is approved by the Study Program Committee. During the meeting, the title of the BCS may be adjusted if such a need arises after discussion with the student (-s). The study program committee, with the approval of the potential supervisor, has the right to reject the student's application to write to the BCS by providing substantiated arguments.

2.4 Structure of the business case study

BCS consists of a title page, summary, summary in Lithuanian, content, list of tables, list of figures, list of abbreviations, introduction, theoretical work section, methodological work section, research (analytical) work section, conclusions, recommendations, references, sources, and appendices.

Title page. The title page indicates the details of the higher education institution (VUBS), the author of the work, and the BCS title. An example of a title page is given in Annex 1.

Summary in English. The summary must be written in an impersonal form, it should briefly describe the problem, goal, objectives, research methods used in the work, research and its results, conclusions and recommendations, information on the publication or application of research results.

The summary contains the information of VUBS, study program, author and BCS title, scientific name and degree abbreviation of the supervisor, name, surname, date and place of work preparation, the scope of work (pages), number of tables, number of pictures, number of literature and sources (units).

In the work written in English, the summary is presented after the title page. It is 150–200 words long (excluding articles a, the, also prepositions in, to, etc.). An example of a summary is given in Annex 2.

Summary in Lithuanian. The summary indicates the problem, goal, tasks, research methods applied in the work, the results of the research, conclusions and recommendations. The summary is prepared in correct, academic language. The summary is presented on a separate page after the summary in English. It is 150–200 words long. In the work written in Lithuanian, a summary in English is provided after the summary in Lithuanian.

Content. The table of content identifies the chapters, subsections, and sections of the work, numbered in Arabic numerals, indicating the page numbers of the structural parts. Introduction, summaries, lists of tables, figures, abbreviations, conclusions and recommendations, references, sources, and appendices are not numbered. The titles of the structural parts of the content must be short, clear, correspond to the content of the dissertation, but may not duplicate the title of the dissertation topic.

An example of the content is given in Annex 3.

The work is followed by lists of tables (table number and title), figures (figure number and title) and, if necessary, abbreviations, but are not included in the content as separate structural parts.

An alphabetical list of abbreviations is needed when the work uses specific terms or abbreviations in a foreign language (usually English) that do not have a clear equivalent in Lithuanian. If the use of abbreviations is low, it is sufficient to provide an explanation in brackets in the text next to the specific abbreviation.

If the student(s) wishes to thank for valuable advice in preparing the BCS, an “Acknowledgment” may be included between the summary and the content.

Introduction. The introduction reveals the essence of BCS. The introduction substantiates the relevance of the topic, novelty, formulates the problem, object, goal, chosen research methods, the structure of the work, briefly identifies the difficulties and limitations of the research that the student(s) encountered while writing the work.

When discussing the relevance of the work, the author (-s) of the work must explain the importance of the new business idea or the business problem under consideration. Relevance must lead to a work problem, a statement or question to which an answer is being researched during the preparation of the BCS. The introduction identifies a specific object of the work, formulates the aim of the work (concise, one sentence, corresponding to the title of the topic and emphasizing the final result to be achieved). To achieve the goal, 3–5 objectives are set. The methods used in the research are listed (analysis of scientific and business literature, summary, observation, survey, document analysis, expert evaluations, etc.). The structure of the work is presented at the end of the introduction.

The scope of the introduction is 1–2 pages.

The theoretical part of the work. This chapter deals with academic sources not older than 5 years (scientific articles, monographs, textbooks, workbooks). Sources may be older if the student(s) examines the fundamental work of recognized, world-renowned researchers relevant to the problem. However, their bibliography should include no more than 25 percent. In preparing the BCS, the student(s) must examine at least 40 different sources (scientific articles, statistics, company data or reports, research reports, legislation, etc.) related to the topic and problem. In this part of the work, the definitions of used concepts, various approaches, theories, models, and innovative solutions are analyzed by quoting and paraphrasing. It is advisable to summarize the material in question, critically evaluate it, and give a personal opinion.

When quoting, paraphrasing the thoughts of other authors, it is necessary to follow the rules of the APA bibliographic description (<https://apastyle.apa.org/learn/quick-guide-on-references>).

When preparing the BCS on the basis of a business idea, the theoretical part of the work examines the elements of the business model, the theoretical aspects of business management (planning, organization, management, control). The business model is the logical part of the business and the specifics of the company's activities that reveal how value is created for the interest groups and how revenue is earned from the value proposition (Osterwalder, Pigneur, 2013). Attention should be paid to the important elements of business management: the goals, mission, vision of the organization. They are formulated briefly, clearly, and logically. When analyzing the business model, it is recommended to consider the following elements:

- *User* – who will be the target user, identify the segments that generate the most revenue.

- *Value proposition* – how a new product (product / service) will stand out in the market (for example, production technology, exclusive design, special quality, fast service, etc.)
- *Channels* – how you plan to reach your users / customers (e.g. website, TV, social networks, shops, referrals).
- *Customer relations* – how you intend to stay in touch, communicate with customers (special offers for large orders, personal consultation, technical assistance, etc.)
- *Revenue structure* – who and in what parts will generate revenue (equipment rental, wholesale, services provided, or revenue from indirect activities: advertising, commissions for recommendations, etc.).
- *Resources* – what is needed to carry out the activity (staff, website, premises, equipment, licenses, intellectual property protection, etc.). The organizational management structure of the company is designed, the peculiarities of work organization and position subordination are described.
- *Core activities* – what product will generate revenue, what product will be produced, sold, or what services will be provided, or what new online platform will be created.
- *Partners* – who will help to carry out the activity (with whom will be cooperated, who will supply goods, raw materials, provide services, who will take care of product logistics, etc.)
- *Costs* – what are the main costs planned, how much will the equipment, advertising, public relations, human resources, licenses, transportation, programming services, training, etc.
- *Financing* – what type of financing will be used: bank loan, savings, investors, etc.

When analyzing the elements of the business model, it is recommended to take into account the principles of sustainable development, to anticipate the impact of the developed business on the environment and society. At the end of the theoretical part, a picture of the business model is presented, in which the individual elements of the business model are combined, and the interaction of these elements is shown by arrows.

It is recommended to search the literature in VU subscribed databases (Passport Euromonitor International, Emerald Management, eJournals Collection, Business Source Complete (EBSCO), Regional Business News (EBSCO), Wiley Online Library, Science Direct: Freedom Collection, Taylor & Francis), SAGE Journals Online, Springer LINK, JSTOR, etc.). To analyze the market for free data sources, it is advisable to search the *Statista* database, the Nielsen, Euromonitor International, KPMG, and Deloitte.

Methodological part of the work. This part of BCS describes the design of business creation or development and the choice of appropriate methods based on academic literature. The goal, tasks and methodology should be formulated.

When preparing the BCS on the basis of a business idea, it is possible to apply statistical data analysis, PEST (PESTEL), SWOT, Porter's five forces methods or conduct a survey of potential users

(quantitative research), survey of experts (business practice, qualitative research). When choosing methods, it is important that they properly substantiate the business idea and correspond to the objective possibilities of the students.

Research (analytical) part of the work. This part presents the results of the research (external, internal environment, competitor analysis, document analysis, etc.), planned sources of business financing, preparation of a financial plan, expected pessimistic, optimistic and realistic business start-up and / or business development scenarios. Financial indicators are analyzed, detailed information on business profitability, liquidity of liabilities and break-even point are calculated, described planned sales volume, pricing strategy and cash flows, staffing needs are calculated, and a remuneration system is designed. When preparing a financial plan, it is necessary to calculate the need for funds for a certain period (for example, one year), to include an evaluation of alternative alternatives, to forecast the benefits for future financiers/investors. The structure and results of the study should reflect the problem under consideration.

All parts of the BCS must have titles related to the main topic.

Conclusions and recommendations. This part formulates the most important conclusions of the whole work and provides recommendations. The conclusions must be in line with the objectives set out in the introduction. The conclusions must be similar in quantity to the objectives. The conclusions are numbered. Conclusions should not repeat the results of the study, there should not be any tables or figures. The conclusions are followed by practical recommendations on how to implement the idea or solve the problem. Recommendations must be specific, rational, and implementable. It is advisable to avoid the abstract wording „improve“, „amend“, „strengthen“, „increase“, and so on. BCS conclusions and recommendations should take 1–2 pages.

List of literature and sources. At the end of the work, a list of used literature and sources is provided (see Appendix 7), which includes only those sources that have been quoted or mentioned in the text. It is very important that the list is edited correctly and complies with the rules of the APA bibliographic description (online access: <https://apastyle.apa.org/learn/quick-guide-on-references>). The list of bibliographic descriptions is presented in alphabetical order, making 0.8 cm. reverse indent and numbered.

Appendices. The appendices contain large-scale (longer than 1 page) tables, detailed calculations, questionnaires used in the study (transcripts), transcribed texts, processing schemes of the results, etc. Attachments are numbered, they must have a title and be discussed in the text. The scope of attachments is not limited.

After writing the work, it is recommended to check that it does not contain grammatical, stylistic errors, that it is quoted ethically, and that the tables and figures are presented in accordance with the methodological requirements.

3. FINALISING THE BACHELOR THESIS AND BUSINESS CASE STUDY

BT/BCS must be written in the correct language in accordance with the valid resolutions of the Lithuanian Language Commission. If you have any questions regarding the use of terms, it is recommended to check with the Consultation Bank of the State Lithuanian Language Commission (online access: <http://www.vlkk.lt/konsultacijos>).

BT/BCS formatting requirements based on the APA style are given in the table.

Table 1. *Research paper formatting requirements*

	Description
Font	<i>Arial</i> , 12 pt.
Line spacing	1.5
Text alignment	<i>Justify</i>
Margins	- From all sides (left, right, top, bottom - 2.54 cm); - the first line of the paragraph is 1.27 cm from the left edge of the text field.
Highlighting information	- Text formatting using bold function; - text spacing function.
Writing critical information	- <i>Arial</i> , 10 pt, text indented 1.27 cm from the left margin; - quoting the most outstanding authors in the field of science or the results of a previously conducted and recognized study.
Page numbering	- Arabic numerals in the top right corner of the page, no dots or dashes; - all pages of the work are numbered and the numbering starts from the title page; - the numbering is continuous, including the bibliography and all appendices.
Numbering of structural parts	- Arabic numerals; - each subpart (subchapter, section) must have the number of the relevant work section, extended by an additional digit separated by a period (for example, 3.1; 3.1.1).
Writing titles of the parts	- Bold, capital letters (<i>Arial</i> , 14pt, Bold); - no distinguishing marks are placed at the end of section names and other structural elements.
Arrangement of parts titles	- Starts at the left edge of the page, does not retract; - words in parts' titles cannot be divided; - it is not possible to write the title on one page and start the main text of the part on another page.
Starting writing parts	One line spacing and subtract the first line of text 1.27 cm from the left margin of the page (<i>Paragraph/Indentation/left / by 1.27</i>).
Starting writing subsections	Directly after the preceding text, making one interval space.
Writing subtitles	- Written from the left margin of a page, no indent; - <i>Arial</i> 12 pt Bold font, sentence case;

	- There are no punctuation marks at the end of titles.
Writing captions for tables and figures	On the same page as the tables or figures are named (see Annexes 8 and 9).
Table numbering and writing	<ul style="list-style-type: none"> - Numerated according to the order of the tables/pictures in the text; - the number is written above the table/picture heading, in the left corner in Arabic numerals and, after making a one-character space, the word table is highlighted in bold (for example, Table/Picture 1); - if there is one table in the text, only the word Table/Picture is written on the left side of the page, above the table heading; - if there are several logically related tables/pictures in a row in the text, then the tables/pictures can be numbered by adding a letter to the table number in order to emphasize the consistency of the data in them (eg Table/Picture 1, Table/Picture 1a, Table/Picture 1b); - the title of the table/picture is written in italics (lowercase, starting with a capital letter) above the table/picture itself and starts from the left edge of the page. The title should consist of keywords combined into a meaningful sentence and reflecting the content of the table/picture. When presenting the table/picture, it is necessary to explain all abbreviations (except for the generally accepted ones), indicate the units of measurement (see the example of the table in Annex 8); - when formatting tables, it is recommended to use as few lines (preferably verticals), dots, dashes, or colors as possible; - <i>Arial</i> font, 10 pt or 12 pt; - line spacing - 1.5; - the margins depend on the size of the table/picture, but must not be smaller than the text; - it is advisable not to split a table/picture. If needed, the table can be transferred to the next page with the inscription <i>table/picture 1 continuation</i>; - each table/picture is followed by the name of the source and, where appropriate, a page; - if the table/picture is compiled by the author of the work, it is indicated that it is compiled by the author. If the source of the table/picture is an article, book or other bibliographic source, the author and year of that source shall be attached. If the table/picture is compiled by the author but based on a particular source, it is necessary to indicate the original source. For example, “compiled by the author based on Smith (2018)”. If several authors were relied upon, they are separated by a semicolon, for example, “compiled by the author on the basis of Čekanavičius et al. (2021); Samuel et al. (2020)”.

The last pages of the parts must be at least 60 % full. Each section of the BT/BCS begins on a new page, and subsections with chapters begin on the same page. The scope of the section may not be less than 2–3 pages, and that of the section may not be less than 1 page.

The author (-s) of the work is personally responsible for the authorship of the work and proper quotation of the sources used. It is recommended to quote no more than 2–3 sentences, to enclose them in quotation marks (direct citation) or without punctuation (side citation), citing references in the bibliography.

Plagiarism is the appropriation of another person's authorship in various fields of science and art and presenting it as one's own independent work. Plagiarism can take various forms:

- Copy & Paste – when another author's text or part of it is copied word for word and presented as one's own, without indicating the original author and source. When literally copying another author's sentence or significant phrase (quotation) from a source, it is necessary to use quotation marks and correctly (according to APA requirements) indicate the author and source.
- Paraphrasing a text – expressing the content/idea of a text or part of it in one's own words (paraphrasing) without indicating the author. When paraphrasing a text, it is necessary to provide references and indicate the original author and source.
- Fraud – presenting a work written by another person(s) as one's own. Presenting work purchased or otherwise acquired from other persons, downloaded from websites or created with artificial intelligence tools as your own. Presenting the results of student group work/projects that have already been presented with other persons as your own independent work. Presenting incorrect research data, calculations or references to non-existent sources.
- Using visual materials created by other authors, research results without indicating their origin - pictures, graphs, tables, models, videos, research results conducted by other authors can be used only by providing references to the original author and source.
- Self-plagiarism - re-presenting your own previous works. This is relevant for students who continue their coursework and use the material prepared in the coursework/project in their bachelor's thesis. It is ethical to use no more than 30 percent. of the text of already submitted works. When using a previously prepared work or part of it in the thesis, it is necessary to indicate the author and source.
- Conveying general knowledge – if it directly reflects the style, manner or form of conveying such knowledge by another person (Mizaras, 2010 according to Juodkaitė-Granskienė, 2017).

Plagiarism is not considered to be common knowledge or coincidences in the plagiarism checking system related to the list of literature, correctly provided references to sources and citations.

All final theses are checked in the VU plagiarism system. A job is considered plagiarism if the total number of overlaps with other jobs (including content generated by the artificial intelligence) in the verification system is 15 percent and more, and with one source – 5 % and more, excluding coincidences that are not considered plagiarism (bibliography, properly cited references, quotes, general knowledge, etc.)

(Dikčius, Kasnauskienė, 2019). Fraudulent submission of incorrect data, calculations, or references to non-existent sources is not permitted.

The APA (American Psychological Association) quoting style is used. When quoting or paraphrasing the thoughts of another author, a reference to the literature source provided in the bibliography is necessary. It is recommended to use dedicated tools *Mendeley*, *RefWorks*, *Zotero* for quoting. The use of Artificial Intelligence (AI) tools in final theses is regulated by the VUBS Guidelines for the Use of Artificial Intelligence in Academic Theses.

Based on the APA quoting style, the quotations are provided in the text (table, figure, footnote, or appendix) and they indicate the author of the quoted work and the date of publication of the source. The name of the author is indicated at the end of the sentence (“<...> (Peterson, 2019)”) or inserted into the text (“Peterson (2019) states <...>.”). If a work by two authors is quoted, the names of both authors are indicated at the end of the sentence (“<...> (Peterson and Johnson, 2019)”) or they are inserted into the text (“Peterson and Johnson (2019) state <...>.”). When quoting a work prepared by three or more authors, the name of the first author is indicated and a note is added, etc.: “<...> (Peterson et al., 2019)” or “Peterson et al. (2019) states <...>.”

Only those works that students have read and only those thoughts, ideas that are included in the final work can be quoted. Where possible, it is recommended to quote primary sources and, in rare cases, secondary sources. For example, if Lyon et al. (2014) is quoting Rabbitt (1982), and there was no opportunity to read Rabbitt’s work, quoting Rabbitt’s work as the primary source, and Lyon et al. (2014) as the secondary work. It is written as follows: “<...> (Rabbit, 1982 quoted in Lyon et al., 2014)”. Only Lyon et al. (2014) are indicated in the references list.

Reliance on online sources that can no longer be found should be avoided.

Each quoted source must be included in the references, and each source in the bibliography must be quoted in a text (table, figure, footnote, or appendix).

4. DEFENSE AND EVALUATION OF THE BACHELOR THESIS AND BUSINESS CASE STUDY

Students defend the prepared final work in public for the final work defense commission. A student is allowed to defend a BT/BSC if the work is:

- prepared in strict accordance with the methodological guidelines for the preparation of BT/BSC;
- prepared without violating the VU Code of Academic Ethics;
- submitted to VU IS within the set deadlines.

If one of the authors who prepared the work was not allowed to defend the BT/BCS, that person may defend the same work during the next defense of the BT/BCS and no later than within one year.

The final version of the work must be submitted by the student (-s) to the supervisor no later than December 1st.

BT/BCS is reviewed. The reviewer submits a review in the prescribed form, which the student can get acquainted with within the deadlines set in the regulations. A copy of the review is sent to the student by e-mail provided by the University, no later than 24 (twenty-four) hours before the meeting of the defense commission where the work will be defended.

Defense of BT/BCS consists of a presentation of the work and the author's answers to the Commission's questions. The student is familiarised with the supervisor's feedback, the reviewer's evaluation and the questions posed by the reviewer. All students who have prepared a thesis must participate in the defense of the final thesis.

An important means of defending the work is a presentation prepared by MS PowerPoint or another program for presentations. The duration of the presentation is 7–10 minutes, it does not depend on the number of students defending the work. The delivery must include:

- title of the work, relevance, problem, goal, objectives, research methods (up to 1 minute);
- theoretical problem-solving model (up to 1 minute);
- research methodology (up to 1 minute);
- main results of the study (5–6 minutes);
- conclusions and recommendations (up to 2 minutes).

It is advisable to prepare the presentation using the VUBS slides' template. Canva and other alternative programmes. It is recommended to convey the information in pictures and diagrams. The text on the slides should be written in 24, 26, or 36 pt font. There should be no more than 7 lines of text per slide, and no more than 7 words (no title) per line. It is advisable to use only short words and clearly worded statements. Text copied from BT cannot be used in slides. When presenting the work, the

author(s) must demonstrate an understanding of the research problem and provide reasonable solutions based on the research.

The Defense Commission evaluates the defended work on a ten-point scale (5–10 points – defended, 1–4 points – non-defended), considering the evaluation criteria (see Annex 6).

The BT/BCS presentation process is coordinated by the chair of the panel, presenting the feedback from the supervisor and the reviewer (if the latter is not on the panel). The final assessment of the thesis shall be the arithmetic mean of the reviewer's review score and the scores of each member of the BT defence committee.

If the paper is written by two or three students, each student's contribution to the work and participation in the defense is assessed separately.

Without defending the final work to the commission, the negatively evaluated work cannot be defended again. Appeals against the evaluation of the final thesis are not accepted.

THE LIST OF LITERATURE AND SOURCES

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7th ed.)*. <https://doi.org/10.1037/0000165-000>
2. Bradley, L., Noble, N., & Hendricks, B. (2020). The APA publication manual: Changes in the seventh edition. *The Family Journal*, 28(2), 126–130.
3. Osterwalder, A., Pigneur, Y. (2013). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. John Wiley & Sons.
4. Oželienė, D. (2023). [Vilnius university Business school artificial intelligence instructions for use in academic works](#)

ANNEXES

Annex 1

Title page of the Bachelor Thesis



INTERNATIONAL BUSINESS PROGRAMME (or another program title)

Student's name, surname

Student's name, surname (if there are several authors of the thesis)

BACHELOR THESIS

<i>TITLE</i>	<i>TITLE</i>
<i>LITHUANIAN</i>	<i>ENGLISH</i>

Student _____
(signature)

Supervisor _____

Name, surname, and scientific degree of the supervisor

Vilnius, 202_.

Annex 2

Example of a summary

SUMMARY

VILNIUS UNIVERSITY

BUSINESS SCHOOL

PROGRAMME

STUDENT (-S) NAME SURNAME

BACHELOR THESIS TITLE

Supervisor's abbreviation of scientific degree, name, surname

Bachelor thesis prepared – 202_ Vilnius The
thesis consists of _pages.

Number of tables at work - _____pcs.

Number of pictures at work - ____pcs.

Number of literature and sources - _____pcs.

Short description:

.....

Problem, goal, and tasks of the work:

.....

Research methods used in the work:

.....

Research and results obtained:

.....

Conclusions of the work:

.....

Information about the publication of the work results or adaptation to publication:

.....

Annex 3

An example of content

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3. CHAPTER THREE (RESEARCH SECTION)	26
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Table

Types of charts and their aim

Types of charts	Aim	Example
<i>Pie chart</i>	To present the structure of the population.	Percentage of respondents according to gender.
<i>Column chart</i>		
Bar chart	To compare the values of variables, when they are easily distributed horizontally and the names of categories are easily read.	Categories, long names of which are easily read in lines, e. g. names of countries, product groups, goods, or services.
Vertical bar chart	To compare the values of variables, especially quantities or qualities.	The number of students studying at VU faculties annually on September 1 st , number of students is presented on y-axis, year on x-axis.
Multiple bar chart	To compare several sets of data, when the name of meanings is the same, however, populations are different.	The number of Business students in Lithuania, Latvia and Estonia throughout five-year period (annually on September 1 st , number of students is presented on y-axis, year on x-axis.

Componential bar chart	To reflect the change of parts of the universe in terms of time. The main variable is presented by a vertical bar which is split into several parts of different colours, showing the meaning of other variable.	GDP structure in a concrete year.
Pareto diagram	Special bar chart (columns are set in descending order) to represent the meanings of individual values of one nominal scale and the cumulative total is represented by the line.	Distribution of MA students according to specialisations.
Histogram	Columns representing a distribution of a continuous variable. There are no gaps between the columns. X-axis presents the intervals; y-axis presents the number of cases in absolute values or percent.	Distribution of students according to the time of arrival from their homes to Saulėtekis valley.
<i>Linear charts</i>		
Single line /chart	To represent the change of one variable by x-axis value. X-axis most commonly reflects time.	The amount of annual production output in a company throughout 10-year period.
Multiple line chart	To show the change of several variables by xaxis value.	The number of men's and women's suicides in Lithuania per 100 000 inhabitants since the restoration of the independence.
Frequency polygon	The aim is the same as of histogram. Lines represent continuous variables. X-axis shows middle points of intervals; y-axis shows the number or the percentage of cases. One system of coordinates can have several frequency polygons.	Distribution of students according to the time of arrival from their homes to Saulėtekis valley; distribution of yearly income of men and women.
Area chart	To emphasise areas on the line chart and to compare them.	The number of emigrants according to countries in terms of time.
Lorentz curve	It is a useful method representing the level of equality/inequality. Horizontal axis presents cumulative percentage meanings of one variable and vertical axis presents cumulative percentage of another variable.	The distribution on the country's inhabitants' income to represent the inequality, wealth differentiation of global inhabitants.
<i>Other types of charts</i>		
Scatterplot	To assess the relation between two quantitative variables. This is a special statistical method	Relation between time, which a students spends learning and examination mark; relation between
	used in regressive analysis, displayed as scattered points.	advertisement expenditure and the amount of sales.
Cartogram	To map the values of a variables in terms of territory. Maps are combined with diagrams, symbols and pie charts. They reflect various data; especial importance is paid to geographical aspect.	Foreign Direct Investments per one inhabitant in Lithuanian towns and districts.
Pictogram	Data is graphically reflected using pictures. Visual effect is quite strong, thus they may represent only simple and limited data.	The number of cows in Lithuanian farms annually on January 1 st .
Tree diagram	Is used to quickly assess the form of distribution or to take decision.	The distribution of <i>N</i> product customers according to age; decision making in various business situations.

Box plot (“box-and-whisker plot”)	Use to compare the characteristics of two or more data sets positions reserving five values: min, $Q1$, Me , $Q3$ and max. Allows defining outliers.	The number of calories in poultry, pork and beef sausages.
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Source: Kasnauskienė, Paulienė, 2017

Annex 5

Table*Qualitative and quantitative research*

Qualitative research		Quantitative research
Purpose and objectives	Investigate and understand the situation, causes, and motives. To see the problem and get ideas to formulate hypotheses for further quantitative research.	Measure, describe, explain, and anticipate a variety of processes, approaches, and opinions. Adapt the results of the sample study to describe the population.
Hypotheses	May be reviewed. Occurs during the study.	Formulated before the study. Verified according to statistical procedures.
Variables	The whole is studied, not the variables.	Clearly defined and measurable. Known in advance.
Scope	Low number of unrepresentative cases. The quota of respondents is collected.	The number of cases is usually large and determined by statistical formulas, which is sufficient to represent the population. Cases are randomly included in the sample (using probability sampling methods).
Data collection	Unstructured or semi-structured methods (usually in-depth interviews or focused group discussions).	Structured interviews (questionnaires, interviewing respondents online, on the street, by phone).
Nature of the study	Subjective	Objective.
Data analysis	Non-statistical	Statistical (application of descriptive and inferential statistical methods). Focuses on testing hypotheses, establishing statistical relationships
Results	Cannot be used to describe the entire study population. An initial understanding and a solid basis for subsequent decision-making are obtained.	Can be used to describe the entire study population. Used to make proposals, to formulate an action plan.
Report	Narrative (retelling), contextual description and direct citation of research participants.	Statistical (presentation of correlations, regressions, hypothesis of differences between means, statistical significance and other results).

Source: Kasnauskienė, Paulienė, 2017

Annex 6

Table*Bachelor thesis assessment system*

Grade	Description
10 Excellent	<p>Thesis of theoretically and practically exceptional quality, innovative and original, with the aim totally achieved.</p> <p>No subject mistakes or just one or two minor drawbacks.</p> <p>The thesis reflects the student's exceptional skills to select and creatively apply theories adequate to the research object, methods, to analyse data, interpret the results of this analysis, motivate, summarise, provide conclusions and suggestions.</p> <p>Excellent selection of secondary and primary data sources to reach the aim of the research. The research is detailed, original and reliable.</p> <p>Deep conclusions and recommendations reflect detailed knowledge of the object, interesting results. The structure is clear and properly finalised following methodological guidelines of correct quoting, correct language, academic style, without any grammar mistakes. The thesis can serve as the basis for a scientific publication.</p> <p>During the defence, the student presents excellent skills to clearly and coherently present and discuss analysed issues.</p> <p>The presentation is coherent, the time is not exceeded, the structure of the presentation is clear. The answers to the referee's and the committee members' questions are excellent, providing scientific arguments.</p>
9 Very good	<p>The thesis is of much higher than average level, reflects the author's strong knowledge and skills. The student has a deep knowledge of theoretical aspects analysed in the thesis, is able to critically assess, use proper scientific literature sources and terms. Theoretical and empirical parts are related.</p> <p>The research is innovative and original, with well analysed, provided, and concluded results.</p> <p>Conclusions and recommendations flow from the main body of the thesis, are clear, concrete, and proved.</p> <p>The thesis has minor drawbacks, few grammar and style mistakes.</p> <p>The presentation is well-structured.</p> <p>Answers posed during the defence are answered clearly, the student is able to discuss and use arguments.</p>
8 Good	<p>The thesis is of higher than average level</p> <p>Theoretical part reflects the ability to choose correct theories, associated with the research, their presentation is clear, however, at some points explanatory. Proper literature sources are used.</p> <p>Theoretical and empirical parts are related.</p> <p>The research is original; its results are associated with similar research of this object and presented in a right way.</p> <p>Conclusions and recommendations flow from the main body of the thesis, however, some are not concrete.</p> <p>The thesis has minor drawbacks; there are several grammar and style mistakes.</p> <p>The presentation is well-structured.</p> <p>Answers posed during the defence are answered clearly and reasonably.</p>

7 Average	<p>The thesis is of average level, reflects average knowledge and skills, however, there are no essential mistakes.</p> <p>Theoretical part is satisfactory, however, at some points not coherent, few and out-of-date scientific literature sources are used.</p> <p>In the analysis of theoretical aspects, there is a lack of a critical point of view, the work is rather descriptive than analytical.</p> <p>Research objectives are simple and easily achievable, there are mistakes.</p> <p>Conclusions and recommendations satisfy the standards foreseen, however, not all of them flow directly from the main body of the thesis, some are not concrete.</p> <p>The thesis is not completely coherent, contains grammar, correction, and style mistakes.</p> <p>The structure of the presentation is quite good.</p> <p>The questions during the defence are answered quite clearly, however, not all the answers are reasonable enough.</p>
6 Satisfactory	<p>The thesis is of lower than average level, there are mistakes.</p> <p>The aim of the thesis is questionable or some of the objectives do not correspond to the aim. The number of literature sources used in theoretical part is not satisfactory, the sources are out-of-date, there are cases of the use of textbook material.</p> <p>Theoretical concepts are not adequately used at some points.</p> <p>Not all the analysis methods used to reach the aim of the research are proper.</p> <p>Some research results are questionable, not clear, with no satisfactory interpretation.</p> <p>Theoretical and empirical parts are not related enough.</p> <p>Some conclusions and recommendations are not reasonable, not concrete, and do not flow from the main body part, do not completely reflect the aim of the research.</p> <p>There are grammar, correction, and style mistakes.</p> <p>The structure of the presentation is not clear enough.</p> <p>Not all the answers to the questions are clear and reasonable.</p>
5 Weak	<p>The thesis satisfies just minimal requirements.</p> <p>The structure of the thesis is weak; it is not finished from many aspects.</p> <p>Just minimal aims are achieved, only easy objectives are solved.</p> <p>Weak ability to apply proper theories and methods, weak systematic point of view towards the problem solved, no clear contents and model of research, research hypotheses are not clearly formulated.</p> <p>Few scientific sources are used, they are not scientific or scientifically out-of-date.</p> <p>Weak relation between theoretical and practical parts.</p> <p>The thesis contains a lot of minor drawbacks of methodological and analytical parts.</p> <p>Not all the conclusions and recommendations coherently flow from the thesis; some of them are not concrete or weak.</p> <p>The theses does not follow methodological guidelines, there are quotation, grammar, style, and correction mistakes.</p> <p>The presentation is of low level, not coherent, not detailed, and goes over the time limit. The answers to the referee's remarks and committee members' questions are not clear and not reasonable.</p>
4 3 2 1 Unsatisfactory	<p>The thesis is not defended because:</p> <p>The aim of the thesis is not achieved.</p> <p>The thesis contains a lot of essential mistakes in analytical and methodological parts, such as wrong aim and objectives, wrong theories used, wrong research model, wrongly formulated and checked hypotheses, wrongly presented data, wrong use of statistical and other models, a lot of essential analytical mistakes, research results are questionable or wrongly interpreted. Too few literature sources or they are inadequate (out-of-date, non-scientific)</p> <p>Practical and research parts are not related</p> <p>Wrongly formulated and not proved conclusions and suggestions.</p> <p>The research is not original and innovative.</p> <p>Bad structure, many grammar and correction mistakes, the style is not academic.</p> <p>During the defence the student is not able to clearly and coherently explain the main issues. The student does not answer the remarks and questions posed by the referee, or committee members, or the answers are wrong, not exact, or without arguments.</p>

Source: Kasnauskienė, Paulienė, 2017

Annex 7

1. Books and e-books

1. Atkočiūnienė, Z., Janiūnienė, E., Matkevičienė, R., Pranaitis, R., ir Stonkienė, M. (2009). *Informacijos ir žinių vadyba verslo organizacijoje*. Vilniaus universiteto leidykla.
2. Greetham, B. (2019). *How to write your undergraduate dissertation*. Red Globe Press.
3. Rogoff, B. (2003). *Cultural nature of human development*. Oxford University Press.
4. Svedsen, S., & Lober, L. (2020). The big picture/Academic writing: The one-hour guide (3rd digital ed.). Hans Reitzel Forlag. <https://thebigpicture-cademicwriting.digi.hansreitzel.dk/>

2. Edited or compiled books

1. Arbulevičiūtė, B. (Ed.). (2016). *Ekonomikos politika. Globalizacijos iššūkiai*. Vilniaus universiteto leidykla.
2. Joffer, E. T. (Ed.). (2018). *The magic of business* (2nd ed.). Publishing House.
3. Lutkevičius, L. (Sud.). (2015). *Vartotojų elgsena elektroninėje erdvėje*. Vilniaus universiteto leidykla.

3. Sections of individual authors in books

1. Davis, M. H. (2005). A “constituent” approach to the study of perspective taking: What are its fundamental elements? In B. F. Malle & S. D. Hodges (Eds.). *Other minds: How humans bridge the divide between self and others* (pp. 44–55). The Guilford Press.
2. James, E. N. (2020). The cognitive behaviour basics. In E. T. Johnsons (Ed.). *A guide cognitive behaviour* (2nd ed., pp. 40–55). Goldsmith.
3. Ramanauskas, R. (2019). Žaidimų teorija. Iš L. Kardauskis (Sud.). *Ekonomikos pagrindai* (pp. 186–197). Vilnius, Lietuva: Vilniaus universiteto leidykla.

4. Articles in scientific journals

1. Brownell, C. A. (2016). Prosocial behavior in infancy: The role of socialization. *Child Development Perspectives*, 10(4), 222–227. <https://doi.org/10.1111/cdep.12189>
2. Hatane, S. E., Nathania, F., Lamuel, J., Darusman, F., & Devie. (2020). Intellectual Capital Disclosures and Corporate Governance in Gaining the Firms’ Non-Discretionary Profits and Market Value in ASEAN-5. *Organizations and Markets in Emerging Economies*, 11(2), 276–304. <https://doi.org/10.15388/omee.2020.11.20>
3. Jerrentrup, A., Mueller, T., Glowalla, U., Herder, M., Henrichs, N., Neubauer, A., & Schaefer, J. R. (2018). Teaching medicine with the help of “Dr. House”. *PLoS ONE*, 13(3), Straipsnis e0193972. <https://doi.org/10.1371/journal.pone.0193972>

5. Articles in conference material

1. Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D. (2019). Cognitive and noncognitive predictors of success. *Proceedings of the National Academy of Sciences, USA*, 116(47), 23499–23504. <https://doi.org/10.1073/pnas.19105101116>
2. Kushilevitz, E., & Malkin, T. (Sud.) (2016). *Lecture notes in computer science: Vol. 9562. Theory of cryptography*. Springer. <https://doi.org/10.1007/978-3-662-49096-9>

6. Articles, conference material, and other internet and e-sources

1. Alexson, J. B. (2017, gegužės 23). *The fundamentals of economics*. <https://www.fundamentalsofeconomics.com>
2. International Organization for Standardization. (2018). *Occupational health and safety management systems – Requirements with guidance for use* (ISO Standard No.45001:2018). <http://www.iso.org/standard/63787.html>
3. Vertybinių popierių komisija. (2016 spalio 15). *Įvairios investavimo priemonės ir jų rizika*. <http://www.vpk.lt/svietimas/index.php?fuseaction=products.view&mid=14&cid=135&id=38>.

7. Sources of statistical information, databases

1. Bank of America (2020, balandžio 22). *The unemployment rate*. https://www.bankofamerica.com/unemployment_rate

8. Dissertations, master's theses

1. Blare, A. (2020). *The implications of productivity* (Magistro darbas). Auckland Technologijos Universitetas, Auckland, Naujoji Zelandija.
2. Miranda, C. (2019). *Exploring the lived experiences of foster youth who obtained graduate level degrees: self-efficacy, resilience, and the impact on identity development* (Publication, No 27542827) [Daktaro disertacija, Pepperdine Universitetas]. PQDT Open. <https://pqdtopen.proquest.com/doc2309521814.html?FMT=AI>
3. Petrulaitis, A. (2019). *Faktoriai, lemiantys ketinimą pirkti internetu pakartotinai* (Daktaro disertacija). Vilniaus universitetas, Lietuva, Vilnius.
4. Yu, S. F. (2004). *Effects of progressive muscle relaxation training on psychological and health-related quality of life outcomes in elderly patients with heart failure* (Publication No. 3182156) [Daktaro disertacija, Hong Kongo Kinų Universitetas]. ProQuest Dissertations and Theses Global.

Example of a table

Table 1

Average turnover of a high-tech enterprise, mln. EUR

Countries	2012	2013	2014
Denmark	20,8	21,3	24,7
Germany	13,8	13,6	13,7
France	21,7	22,2	21,5
United Kingdom	6,6	6,1	6,3
Lithuania	1,9	2,1	2,3

Source: Žemaitis, 2019.

Table 2

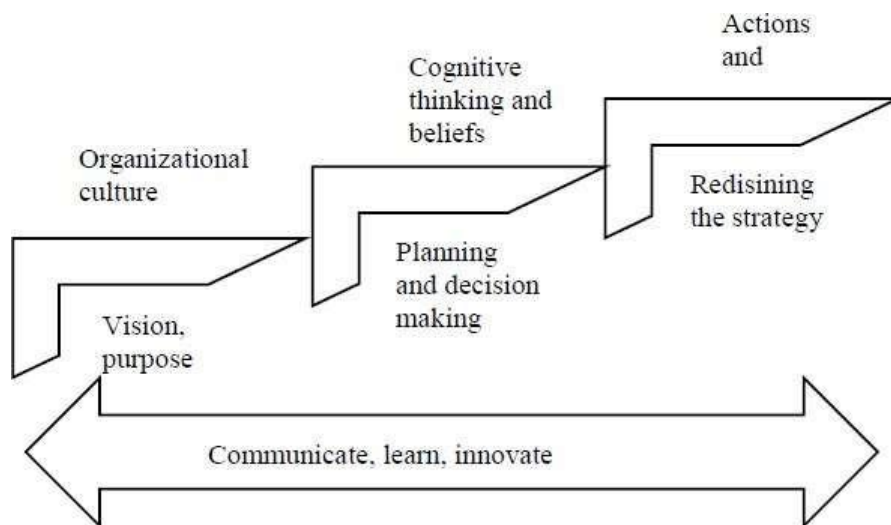
SWOT search areas of the organization

Areas of the organization's SW	Areas of the organization environment OT
<i>Market structure.</i> Products, substitutes, product characteristics, consumer structure, the purpose of products.	<i>Product market.</i> Size, share, segment, trends, distribution channel structure, competitive position.
<i>Growth and profitability.</i> Business history, profitability, liquidity, position in the product life cycle.	<i>Technologies.</i> Research, development, technology substitutes.
<i>Technology.</i> Basic technologies, innovations (technical, managerial, informational, scientific, knowledge).	<i>Finance.</i> Profitability in the sector, trends, earnings per share, company acquisition threats, and opportunities.
	<i>Social, economic, environmental, political areas.</i>
	barriers to market entry and exit, dynamics of
<i>Marketing.</i> Sales and distribution methods, the global warming, importance of services.	
<i>Competition.</i> Market share, competitive advantages.	
<i>Trends.</i> Demand, market structures, technologies.	

Source: Tamošiūnas, 2013.

Picture 1

Company's management in the context of sustainable development from a systemic point of view



Source: Taylor, 2013.