



VILNIAUS UNIVERSITETO
VERSLO MOKYKLA

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METHODOLOGICAL GUIDELINES FOR WRITING BACHELOR'S THESES

For students of Vilnius University Business School



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INTRODUCTION

Writing is a form of thinking: the most difficult form.

B. Greetham, 2009

The preparation of a Bachelor's thesis is an intense and complex period that involves the search and review of literature, empirical research and writing. It is considered to be the most responsible stage of the Bachelor's degree programme. The students write the Bachelor's thesis (hereinafter – BA thesis) independently, according to the relevant study programme, under the guidance of the supervisor and in accordance with the VU BS procedures for writing, design and documentation of the Bachelor's theses.

The methodological guidelines aim at providing the Bachelor's degree students of Vilnius University Business School (hereinafter - VU BS) with basic instructions, concise and clear, on how to prepare BA thesis.

While developing this methodological tool, a wide range of literature was explored on the process of social research and methodological standards, the details of text writing, recommendations for quoting. The guidelines are consistent with Shared “Dublin“ Descriptors, adopted in 2004, the Order of the Minister of Education and Science of the Republic of Lithuania, No. V- 2212 of 26 November 2011, regarding the approval of the Descriptor of the Cycles of Studies (Order of the Minister of Education and Science of the Republic of Lithuania, 2011). These important documents present qualification requirements set for the first and second cycle study programmes and highlight their key qualitative differences. The BA theses are mainly applied in the field of social sciences, i.e. economic and management sciences, research. Therefore, the author of these methodological guidelines took into account the recommendations for researchers, issued by the Ministry of Education and Science of the Republic of Lithuania (Merkys, Vaitkevičius and Urbonaitė-Šlyžiuvienė, 2004).

The developers of these recommendations, in their turn, referred to the guidelines issued by a reputable authoritative organisation, i.e. the American Psychological Association, 2009, on how to write and design reports of empirical experimental studies. It should be noted that, following a common tradition of voluntary compliance, these references are observed by all the U.S. and Western European social researchers operating not only in the university academic area, but also in the field of commissioned research.

An attempt was made to align the methodological guidelines for VU BS students with appropriate requirements set by other Lithuanian and foreign educational institutions and take into account the beneficial experience gained in this field by the departments of Vilnius University.

Before writing BA thesis, the students are strongly recommended to get familiar with the “Regulations for Bachelor's Thesis“ (hereinafter - “Regulations“) developed by VU BS (VU BS,

2013). The document provides the requirements for BA thesis, the procedure for thesis defence, its assessment criteria, storage procedures and other important issues, necessary for a student, involved in writing BA thesis. Also, the document comprises relevant annexes.

You are recommended to carefully read the following methodological guidelines, pay attention to the advice, the most common errors, requirements for bibliographic citations (failing to do that in time, you are likely to spend a lot more time on correcting the inappropriately compiled references). Before starting to write BA thesis, familiarise yourself with the assessment criteria. If you have any queries, do not hesitate to contact the person you will closely collaborate with, i.e. your BA thesis supervisor.

1. GENERAL REQUIREMENTS FOR THE BACHELOR'S THESIS

1.1 Aim and peculiarities of the Bachelor's Thesis

The Bachelor's thesis writing and defence is an independent qualification research study aimed at conveying the students' capacity to creatively, flexibly and comprehensively analyse relevant issues in the field of practice and/or science, in terms of restricted information, time and other limitations, their ability to apply appropriate methods in identifying and solving these problems, on the basis of research results, to formulate conclusions and suggestions for future research directions. The BA thesis writing process as a teaching tool, aims to develop the students' ability to apply the attained knowledge in solving practical business problems. Consequently, the author of BA thesis must demonstrate knowledge acquired during his study period and reveal the ability to recognise and interpret the reality of business and its environment. BA thesis must combine both, the theoretical and practical aspects of the problem.

In accordance with the "Dublin Descriptors"(see Chapter "Qualifications that signify completion of the first cycle"),the student who is writing the Bachelor's thesis must be able to (Figure 1):

- demonstrate comprehensive state-of-the-art knowledge of the selected specialty (International Business, International Business of Tourism, Business Finance, Business and Politics, etc.);
- demonstrate the competence to apply the acquired knowledge and understanding, including the methodological aspects in solving practical problems of the selected area;
- signify competence in collecting and interpreting data in their research area;
- evaluate BA thesis from the academic, practical and ethical points of view;
- both orally and in writing, present their thoughts and attitudes to various audiences;
- demonstrate the knowledge acquired during their studies, allowing them to continue the development of research independently;
- work independently.

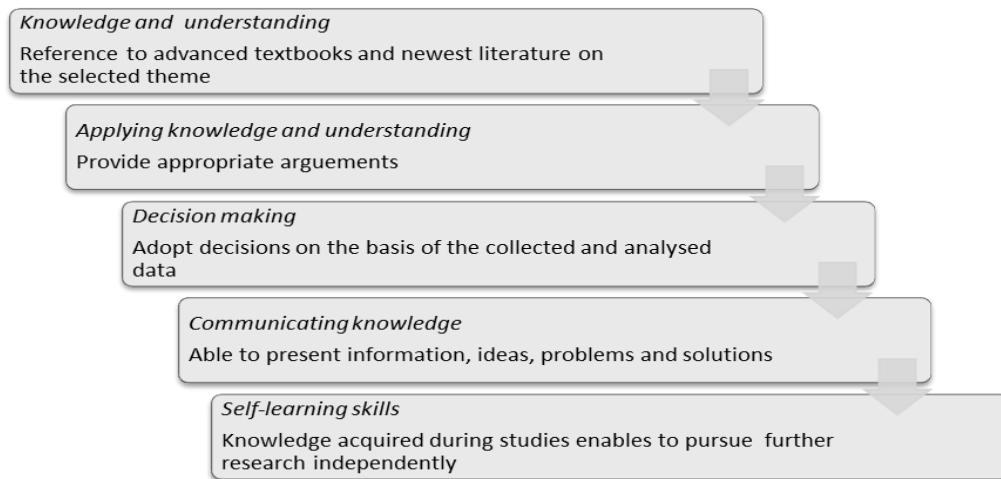


Figure 1. Descriptors of learning outcomes attained upon graduation of Bachelor's degree programme

Source: Compiled by the author in accordance with the Shared „Dublin“ Descriptors, 2004.

The Order of the Minister of Education and Science of the Republic of Lithuania, No V-2212, of 21 November 2011, on the approval of the Cycles of Studies, provides a detailed explanation of structural elements for describing the learning outcomes of the first cycle of studies (Table 1).

Table 1

Descriptor of learning outcomes of the first cycle of studies.

Segments of the descriptor	Explanation
Knowledge and its application	Integrated knowledge of professional activity and the field of study based on new fundamental and applied research providing a wide-ranging theoretical cognition of the field of study and professional activities, as well as the ability to apply this knowledge in a broad range of interdisciplinary areas of study or professional activity.
Ability to carry out research	Ability to collect and analyse the data necessary to solve important scientific and professional issues, develop cultural and artistic creation by applying achievements and methods of fundamental and applied research.
Special skills	Ability to plan, organise, implement and evaluate the activities in the context of the professions and higher education, by independently selecting the complex technological, organisational and methodological tools.
Social skills	Ability to interact with professionals and the public when solving the tasks arising in their professional or study field, when presenting the performance and its outcomes. Assuming responsibility for the quality and assessment of their own operational performance as well as that of their subordinates in accordance with professional ethics and citizenship. Ability to transfer the knowledge and understanding attained in their professional or study field to professionals and other learners.
Personal skills	Ability to independently learn in their professional and study field and plan the learning process. Awareness of the moral responsibility for the impact of their performance and their outcomes on the social, economic and cultural development, welfare and the environment.

Source: Order of the Minister of Education and Science of the Republic of Lithuania on the approval of the Descriptor of the Cycles of Studies, No. V-2212, 2011

While preparing and defending BA thesis, the students have to develop and demonstrate a number of core inter-related *skills*:

- disclose the relevance of the problem (topic) under examination, its importance to the theory and practice of the appropriate field of science or business;
- clearly define the goals and objectives of BA thesis;
- assess the situation of the problem (topic) under examination by reviewing the theoretical models, the most important works carried out in Lithuania and abroad;
- select the methods consistent with the nature of the problem and be able to properly apply them;
- intelligently combine the collected secondary information with the primary material and data allowing proper examination of the selected topic;
- interpret and summarise the theoretical and practical results of the analysis, formulate reasoned conclusions, propose solutions, forecasts or new ideas and research directions;
- comply with the requirements given in these guidelines in terms of the procedures set for the content of BA thesis, its scope, progress of its writing, technical documentation and listing of literature sources.

BA thesis, unlike Master's thesis, does not seek to achieve new scientific results. The material of BA thesis must be set out in a constructive manner, concise, coherent, consistent and reasoned, correct scientific language. It should discuss the issues related only to the topic. BA thesis writing is built on skills developed by students in writing essays, term papers over the study period.

1.2 Internationality of the Bachelor's thesis

The international dimension of BA thesis of VU BS should be maintained. It is advisable to pay attention to this important aspect when selecting a topic for BA thesis. The international aspect of BA thesis is considered to be sufficient if BA thesis meets one or more of the following conditions:

- The manifestation of the examined phenomenon (problem) in a number of countries is compared;
- The theme is examined on the basis of the experience of an internationally operating company (or several companies), even if the specific subject under analysis is focused on the Lithuanian market;
- The operational specifics of one or more Lithuanian companies (groups, branches) in Lithuania is examined, it is compared with the operational performance of similar companies in another country (or countries);

- The operational performance of a Lithuanian company in the Lithuanian market is examined, it is compared with the operation of a company in foreign markets;
- The theme is analysed on the basis of the data collected in the Lithuanian market, but this material is compared with the results of similar studies carried out in other countries and/or applying research methodology that was used in other countries.

1.3 Scope of the Bachelor's Thesis

BA thesis is prepared and defended by two co-operating students, unless the Regulations for BA Thesis provides otherwise. Two or three students, when writing BA thesis, choose co-authors, share work and decide which group member will present BA thesis or part of it and how it will be performed. However, all of the authors must have a good understanding of the entire BA thesis content, participate in the defence, respond to questions related to any part of BA thesis at the defence procedure and co-operate with the supervisor. The scope of BA thesis, excluding summaries in the Lithuanian and foreign languages and annexes, is as follows:

- **approx. 40–50 pages** if **one** or **two** students are involved in BA Thesis writing
- **approx. 50–60 pages** if **three** students are involved in BA Thesis writing

1.4 Student's responsibilities

The student is writing BA thesis independently, under the guidance of an experienced supervisor who is highly knowledgeable in the field. The supervisor should be carefully selected by taking into account the lecturer's expertise in the field, his ability to devote sufficient time to meet with the student, read his work and provide critical observations.

The student should keep in mind that it is the author who is responsible for the form and content of BA thesis, the accuracy of data and facts. Moreover, the mark awarded for BA thesis reflects the student's understanding and skills rather than those of his supervisor's.

In preparing BA thesis the student is responsible for completing all work related to BA thesis writing at the specified time: to select the topic, to choose the supervisor, to properly write, submit and defend BA thesis (see Annex 1 of the "Regulations", "Chronological Scheme of Actions Regarding Bachelor Thesis"). In accordance with a calendar plan of actions, the student must maintain regular communication with his supervisor to keep him continuously informed of the progress made in BA thesis. Regular meetings with the supervisor are particularly important at the beginning of writing BA thesis to discuss the following issues: achieving the aim of BA thesis, choice of research methods, structural parts of BA thesis and consistency of presentation, demonstration of competence in the area, etc.

BA thesis should be consistent with the principles of scientific writing, i.e. analysis of proper scientific literature, theories and models on the theme, presentation of the latest facts and best practices, correct citation of literature and data sources, formulation of reasoned conclusions and evidence-based recommendations. Empirical research must be conducted in accordance with the requirements of ICC/ESOMAR “International Marketing and Social Research Practice Code” (ICC/ESOMAR, 2008). Dishonesty, plagiarism, deliberate distortion of the actual material are not allowed.

1.5 Supervisor’s responsibilities

Only a lecturer employed by VU BS can act as a supervisor of BA thesis, except in those cases when the student is pursuing a double degree (in each actual case, seeking more precise clarification, one should refer to the Department of Studies). The supervisor is the student’s major advisor whose duties involve provision of advice to the student in all stages of writing: choosing a topic, compiling a calendar work plan of actions, searching for the scientific literature, selecting appropriate methodological strategies for empirical research and so on. The supervisor has to keep track of the BA thesis writing process by meeting with the student at least once every two weeks and, having read the printed (preferably) part of the work or all the work, should provide constructive critical comments on how to improve BA thesis. The supervisor is not supposed to correct grammatical and typographical errors, but has to draw the student’s attention to them. He is also not responsible for the content of BA thesis but can advise on this matter.

The supervisor must notify the student of the bad quality of the work and other facts interfering with successful development of BA thesis. After receiving the final version of the printed work, the supervisor has to evaluate it and prepare the BA thesis review. The student is familiarised with this evaluation during the BA thesis defence. By signing on the title page, the supervisor confirms that the work meets the minimum requirements set for the Bachelor’s thesis which can be defended in the BA Thesis Defence Commission.

2. STAGES OF THE SCIENTIFIC RESEARCH

BA thesis is written consistently in accordance with a certain procedure. Figure 2 presents the main stages of the scientific research.

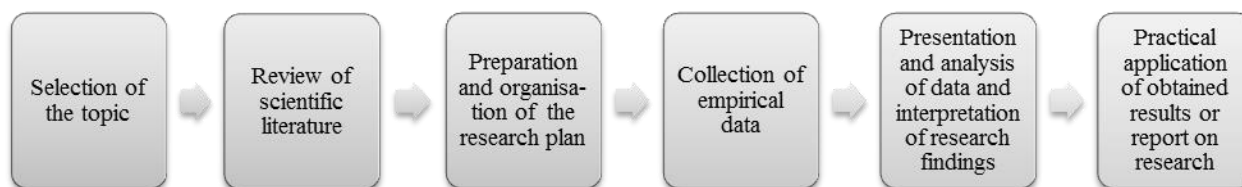


Figure 2. The stages of scientific research.

Source: Compiled by the author.

Each stage will be discussed separately.

Selection of the topic

The selection of the topic is a very responsible stage in writing BA thesis because the topic has a significant impact on the future success of the work and its evaluation. The students are supposed to choose the topics based on the topic list suggested by VU BS lectors, which is approved by the relevant study programme committee.

In some cases, the students are free to offer clear, an informative and succinct BA thesis title formulation corresponding to the content of the student's study programme and consistent with its core objectives. However, it must be compatible with the requirements of the supervisor. The BA thesis title should comprise no more than a dozen words.

While selecting or formulating the topic of BA thesis, the following factors *should be taken into account*:

- its relevance;
- its significance to the theory and practice of the scientific field;
- the level of its consideration from the perspective of the company, organisation, Lithuania or globally;
- students' preferences and availability of relevant information (which may be the student's place of employment);
- theoretical preparation.

The title of BA thesis is its business card. The title should highlight the main object of BA thesis, the subordination of keywords. You are recommended to choose the topic which not only complies with your knowledge and possibilities, but also is of particular interest to you. After all, it is you who is writing BA thesis, so you should properly assess the fact that you will not only have to devote a considerable amount of time, but also will have to be patient, creative and accurate. If from the very start the topic does not appeal to you, you had better consider an option of selecting another one.

The topic reflecting some of the theoretical and business problems should not be too wide (in this case the work will not cover all the aspects and look superficial, the goal will not be achieved). The review or descriptive themes are unacceptable as they offer a weak possibility to interpret, analyse and solve theoretical and practical problems. You should avoid title formulations including the words “role“, “value“, “importance“, etc., as they sound trivial and unpersuasive, as well as symbols, metaphors, slogans, evaluation statements, the words like “best“, “most appropriate“ and the like, are not recommended. Instead of “influence“, “causes“ and the like, it is recommended that your BA thesis title would include more moderate and modest vocabulary such as “assumptions“, “conditions“, “peculiarities“, “relationships“ and the like.

The most common *errors* in formulating the title of BA thesis are as follows:

- very long and detailed;
- incomplete and non-informative;
- obscure object of research;
- does not comply with study programme content;
- inconsistent with the content of work and does not reflect the research material.

Having formulated the theme and in agreement with the supervisor, the student shall submit to the programme coordinator a request signed by the potential supervisor (see Annex 2 of the Regulations “BA Thesis Writing Request Form“). Two or three students willing to write joint BA thesis (under the permission of VU BS Director) shall submit a joint request.

Review of scientific literature

The review of scientific literature lasts over the whole BA thesis development period, starting with the choice of the theme and ending with the interpretation of the research findings. The newest research material is published in the articles of scientific journals and publications of scientific conferences (a wide range of such material can be found on the internet) whereas a slightly older material is available in monographs. The textbooks or lecture notes are only suitable for the initial familiarisation with the issue under analysis.

The *goals* of literature review are as follows:

- Clearly define the problem;
- Provide a critical presentation of the investigation level of the issue under analysis in terms of the strength of arguments and reliability of the results;
- Identify the site of your investigation in the context of relevant research field;
- Assess the methods applied in investigating the problem;
- Relate your findings with the results of previous studies and define the directions in follow-up research.

As can be seen from the above itemised goals, the review of the literature is a comprehensive examination of research results in the chosen field which allows to define the terms used in BA thesis, define the structure and boundaries of BA thesis. The literature review allows not only a better understanding of the object under examination but also the formulation of the main ideas to be developed and raise questions to be answered. The literature review bridges the gap between the research conducted in the past and your original research study.

It is necessary to realize that it is not enough to describe what other scientists have discovered or written in your target area. You must critically evaluate the works of other authors. The review will be written properly if the you follow these *tips* (Caulley, 1992):

- Align and compare suggestions provided by various scientists of your field;
- Group the authors by their suggestions and points of view;
- Indicate the critical aspects of the methodology;
- Pay attention to the aspects, on which the authors disagree with each other;
- Single out exemplary, well-performed research;
- Highlight gaps in the research;
- Show how your study relates to the previous research conducted in the field;
- At the end of the review, briefly summarise what is said in literature you have analysed.

While you are involved in critical reading of the literature, keep in mind the objective of BA thesis.

In particular, you should be very careful when evaluating abundant scientific literature available on the internet, i.e. it is not sufficiently evaluated in comparison with the published scientific articles and monographs. While reading the material provided online try to answer the following *questions*:

- Who are the authors of this work and what is known about them?
- What is the novelty of the material?
- Are the arguments presented by the author, logical?
- Is the empirical evidence supporting the author's conclusions relevant?

- Does the material accurately quote other authors, present data sources?

The answers to these questions and clear observations expressed in your own words as well as the critical comments will considerably facilitate the writing process. The process of taking notes is time-consuming, however, these comments will be very useful in later stages of writing.

In writing comments, a two-column system may be helpful: a page is divided into two columns, on the first one you should write a summary of the author's research results, the main ideas, while on the other one, you should include your evaluation of these results. The remarks like "these arguments are confusing" or "I do not understand this" will be useful as well. A two-column system has several *advantages*:

- Encourages thinking only about the main points;
- Provides the opportunity to single out your own viewpoint as well as other authors' views, thus reduces the risk of plagiarism;
- Allows you to select the material and evaluate it more critically.

It is best to start with the search for the most recent sources using not only the stocks available at Vilnius University Library, but also at the Lithuanian Integrated Library Information System LIBIS (online at <http://www.libis.lt>). Many Lithuanian social science publications, published in the journals "Ekonomika", "Engineering Economics", "Organisational Management", "Social Sciences", "Management", etc. are also available online.

The newest articles written by recent foreign scholars are accessible in international databases subscribed by VU Library. The names of these databases and their Internet addresses are provided on VU Library website under the name "Subscribed databases". EMERALD (emeraldinsight) database is especially valuable as it comprises a few hundred of fulltext journals on economics and management.

It should be noted that the majority of databases are available free of charge only via VU BS and/or VU computers.

The most commonly made *errors* in the literature review:

- Failure to express critical approach to theories, concepts and thoughts of individual authors;
- Failure to single out the main new studies in the field under examination;
- Excessive number of quotes;
- Outdated literature and material published in popular articles is examined;
- Lecture notes and textbook truths are told and systematised;
- Review and other parts of the work are written in the first person;
- Literature sources are improperly formatted in the text.

Development and organisation of the research plan

At this phase, the goal and objectives of the research are being formulated, the research plan is being developed, the theories, scientific schools, concepts and ideas to be used as the basis are considered, methods are being selected and the sequence of their use is established. The students should once again consider the type of information they need, evaluate if the research problem and hypotheses are clear, define the target population of their research, describe what they know about their target population. It is also advisable to envisage the possible outcomes.

The appropriate justification of the research problem is important. Explain what is not known about it, why it is important, provide facts (statistical data, scientific literature sources) as a proof of an existing problem.

Qualitative methodology allows to perceive the whole phenomenon and understand the subject, to interpret his performance as a unique case. The individuals or the situation under investigation are to be selected, while the research questions and hypotheses arise during the study. The most commonly used methods are in-depth interview (the respondents are not asked questions but are allowed to freely and in detail describe their experience, attitudes, provisions, motives), semi-structured interview (a sheet is prepared by indicating the main topics, phases, key moments), target group discussions (in accordance with a specially prepared script, the discussions are held with 6-8 respondents randomly selected by certain criteria (is useful at the beginning of the research, i.e., when the situation is being investigated and the idea is proposed to find out the pros and cons of prospective new ideas when considering the problem, determining the properties, discovering the best options for the solutions)).

The application of *quantitative methodology* aims at global generalisations, objectivity and explanation of the phenomena. The research problem and hypotheses are formulated before data collection, the relationship between the reason (the independent variable) and consequence is analysed. Seeking to conduct the interview, monitoring and content analysis, the student should provide theoretical justification of the selected variable scales, the questionnaire items. The application of quantitative research methodology enables the investigation of measurement-based issues and the performance of statistical analysis.

The differences between qualitative and quantitative research are provided in Table 2.

Table 2.

Qualitative and quantitative research

	Qualitative research	Quantitative research
The goal and the objectives	<ul style="list-style-type: none"> Explore and understand the situation, causes and motives. 	<ul style="list-style-type: none"> Measure, describe, explain and predict a variety of processes, attitudes and opinions.

	<ul style="list-style-type: none"> • Envisage the problem and compile ideas for the formulation of hypotheses of further quantitative research. 	<ul style="list-style-type: none"> • Apply the sample survey results to characterize the population.
Hypotheses	<ul style="list-style-type: none"> • Arise in the course of the research. • May be reconsidered. 	<ul style="list-style-type: none"> • To be formulated before conducting the research. • To be tested in accordance with the statistical procedures.
Variables	The entirety rather than variables is analysed.	<ul style="list-style-type: none"> • Clearly defined and measurable. • Provided in advance by operationalisation.
Sample	<ul style="list-style-type: none"> • A small number of unrepresentative cases. • Quota of respondents is assembled. 	<ul style="list-style-type: none"> • Typically, a large number of cases determined by statistical formulas, which is sufficient to represent the population. • The cases in the sample selected randomly (using probability sampling techniques).
Data collection	Unstructured or semi-structured (usually in-depth interviews or focus group discussions) methods.	Structured interviews (questionnaires, interviews with respondents on the Internet, on the street, on the phone).
Approach	Subjective	Objective
Data analysis	Non-statistical.	<ul style="list-style-type: none"> • Statistical (application of descriptive statistics and inferential statistics methods). • Focus on testing of hypotheses, identification of statistical relationships.
Results	<ul style="list-style-type: none"> • Can not be used to characterize the entire population under research. • Gaining the initial understanding and a solid foundation for subsequent decision-making. 	<ul style="list-style-type: none"> • Can be used to characterize the entire population of the research. • Used to formulate suggestions, plan of actions.
Report	Narrative, contextual description and the direct quotation of the study participants.	Statistical (presentation of correlation, regression, hypotheses about the differences between the means testing, statistical significance and other results).

Source: compiled by the author

BA thesis can deploy *triangulation* (the procedure applied in research, resulting in a combined qualitative and quantitative methods). Prior to carrying out quantitative research, a qualitative study is conducted which formulates the hypotheses. Seeking to provide a more comprehensive analysis of the quantitative data, it is carried out after conducting the quantitative research. For example, while conducting the market research, firstly, quantitative information about N product is obtained from people who were buying the product within the last six months, later a qualitative research is carried out to reveal why they bought/did not buy the product, what the source of information about that product was, etc.

Triangulation is also commonly applied by the *case study* strategy (cases are specific, unrepresentative in terms of the population). The case study does not allow conclusions to be drawn about the population parameters, but provides an opportunity to achieve a few theoretical insights, for example, to create a new typology which would involve further research, supplement the theories with a new factor, and so on.

Another type of methodology used in business research is *performance research*. It examines the performance of organisations and individuals at its establishment and development phases when the research subjects are aware of the investigation or are even actively involved in it.

When writing the empirical section of BA thesis, the students may exploit their statistical knowledge attained during study years and apply *secondary data* sources, inexhaustible national and international statistical databases. However, in this case, the analysis must not be descriptive. Interesting and useful results in terms of decision-making can be expected while conducting the time series analysis, using appropriate econometric modeling techniques.

If the decision is made to carry out a sample study which is the most commonly applied research method in BA thesis writing, it is important to statistically determine the size of the sample, select the appropriate sampling methods and data collection techniques. The answer to the question of how many cases should be selected in the sample, so that the results can be used to evaluate the parameters of the population, i.e. sample size calculation formulas, is given by inductive statistics (it is useful to refer to statistics textbooks). The completion of this phase leads to further phases of BA thesis, i.e. data collection and analysis.

There are many methods used for the selection of samples from the population. By means of probabilistic methods (when each unit of the population has the same chance to be selected) it is possible to formulate conclusions about population parameters by sample results. Also, the research exploits non-probability sampling methods which have proved to be very useful. However, the main drawback of the non-probability sampling is that its research results can not be applied to describe the population.

If the study is intended to apply the questionnaire survey method, the choice of the survey method will depend on qualities such as speed, reliability, interviewing tools, price and others.

At this stage, it is appropriate to decide what measures will be applied to describe the would-be results of the research. It is also advisable to envisage the possible outcomes.

The most commonly made *errors* at this stage:

- the structure of the work is inconsistent and confusing;
- the objective of the research is poorly worded;
- tasks too low and do not allow to meet the envisaged objective;
- the research problem is vaguely formulated;
- the area of interest is either too broad or too narrow;
- the area of interest can not be measured;
- the researcher is not interested in the research problem;
- a lack of disclosure of the essential parameters of the research methodology;
- no explanation on what basis it was decided to select namely that number of cases to be included in the sample (the sample size has not been calculated with statistical formula, thus the authors can not prove that the sample is truly representative);

- possible errors (e.g. the respondents' failure to respond) and their influence on the outcomes of the research are not foreseen.

Collection of empirical data

While collecting the data for BA thesis it is useful to start with search for secondary sources because some of the research questions can be answered solely on the basis of them. They include books, a variety of publications, articles in journals, websites of government agencies, enterprises, international organisations, catalogues. Referring to secondary sources saves time and funds as they are readily available. They are handy when you want to better understand and formulate the problem and objectives of BA thesis, when segmenting, setting the research target group, selecting appropriate methods of research, interpreting the outcomes of BA thesis.

It should be noted that most of the data collected by the international and governmental organisations are of appropriate quality, reliable and comparable. The main source of official statistics in Lithuania is the Department of Statistics of Lithuania (see www.stat.gov.lt), it is rich in data of a variety of fields. It is useful to know that it is possible to download free publications, compile information in desired sections. Also, access to databases enables students to familiarise with methodology for calculation of parameters, to review the latest press releases. "Eurostat" databases provide the necessary data on the indicators of various EU countries (www.europa.eu.int/comm/eurostat/).

However, it should be kept in mind that by using secondary sources in writing BA thesis you are responsible for their reliability. The information available on websites of certain enterprises may be biased, seeking to attract customers. For example, the website of *N* enterprise states that their enterprise is a market leader. How can you clarify this information? It is advisable to look at several sources of information related to the same object under investigation.

Using secondary sources, you should pay attention to the quality of the data, their comparability, make sure whether the source uses the same terminology and units of measurement, or the data are calculated by the same method. If quality or comparability problems occur, it is necessary to specify them in the beginning of your BA thesis writing as well as explain the reasons for the poor quality of the data.

Primary sources are the original data collected by you, necessary to achieve the objectives of BA thesis. They allow you to get the specific information which is not available in secondary sources (such as the user's social and demographic characteristics, the people's views, attitudes, buying habits).

Before beginning to collect the primary data you need to decide on the element (unit) of the analysis, i.e. an individual, a group or an enterprise and then to carefully design the questionnaire in accordance with the relevant requirements.

Note the following *disadvantages* of primary sources:

- your own investigation usually takes a long time and can be costly;
- it is difficult to persuade the respondents to answer the questions;
- the investigator must choose the most appropriate survey and analysis methods;
- the researcher can only poorly control the data collection process;
- the researcher is entirely dependent on the goodwill of the respondents to answer the questions.

BA thesis will inevitably combine secondary sources with the primary ones.

Data collection is the most important stage of the receipt of information, because mistakes made at this stage will make it impossible to continue processing the information. Therefore, a person who assesses your work finds it important to understand the manner in which it was received to be able to assess its reliability.

Most commonly made *errors*:

- the data were collected casually, without sufficient attention to the methodology;
- the researcher actually used methods of quota, convenient, expert sample, i.e. non-probabilistic methods, whereas the authors claim having applied probabilistic methods.
- improperly selected survey method leading to low response rates;
- improperly designed questionnaire;
- the survey questions will not be answered because the formulated content does not meet the objectives of the research.

Data presentation, analysis and interpretation of the research results

In order to properly analyse the data collected, first of all, they need to be sorted according to certain criteria and presented visually. Only the data that are sorted out will reflect the information and will allow the formulation of reasonable conclusions. Typically, it is appropriate to present the data in the tables whereas the application of graphs is recommended only when there is sufficient number of observations, i.e. at least 20 cases in a data set.

The qualitative and quantitative data *analysis* may be carried out. The *qualitative* analysis does not process the data statistically and they are not expressed in numbers. This involves data organisation, grouping, classification, interpretation as well as determination of causal, functional, structural relationships, etc. seeking to provide explanation. Qualitative analysis of the data is less

systematic compared with quantitative analysis. Qualitative data must be encoded, attributed to certain categories, compared with each other, while responses to interview questions, text fragments must be related to the concepts and variables provided in the theoretical part of BA thesis. The most important qualitative data presentation methods are tables, graphs and figures, the contents of which are more words rather than numbers.

The *quantitative* analysis is based on the display of absolute and relative frequency distributions, calculation of the time series, indices and other statistical indicators, correlation and regression analysis, estimates, testing of hypotheses, and so on. In order to process the data statistically and present graphically, “MS Excel“ or statistical software packages (IBM SPSS, “Minitab“ or others) must be used.

There are three methods of data display: a table, mentioning in the text and graphs. Which method shall you choose? The decision will depend on what level of accuracy you want to provide the information. If the most important information is sufficiently provided by the graph, select it. If there are additional data of secondary importance, they can be presented in a supplementary table in the main text or an annex.

Seeking that the data presented in the tables could be easily understood and evaluated, it is necessary to clearly specify the date or period of time, resources and units of measurement. The tables accurately reflect the large volumes of information, however, they are not as vivid as graphs.

Illustrations, such as schemes, diagrams, maps, basically called by a common name of figures, should be used to enhance the attractiveness of BA thesis. It is usually considered that some of the information is sacrificed when the data is exposed graphically to ensure its visual clarity. This is not true: if the graphs depict the data with appropriate accuracy, information is not lost, on the contrary, a perfectly designed graph makes it easier and faster to understand the displayed information. If you still think that some of the information is “disguised“ by graphs, present the table with the data in an annex. The graphs highlight the whole structure, the frequency distributions of patterns, relationship between the statistical variables, the overall trends in the development of processes, etc. Sometimes only the graphs enable to make the conclusions, which would be difficult to identify in complex statistical tables.

Before designing graphs, it is essential to decide which type of graph to display the available data is the most appropriate. In addition, it is necessary to know how to properly design graphs. Otherwise, even if the best graphics solution is found, the view of the entirety under investigation may be distorted. Annex 1 explains the purpose of each of the main graphs applied in business analysis and includes their samples.

The figures provided (in the text, tables or pictures) shall be documented, i.e. it is necessary to indicate their sources. If the calculations or visual material are made by the author, this is indicated in

the text or below the table or picture and explained on the basis of what sources these calculations were made.

Another stage of work having completed an empirical study is the calculation of descriptive measures such as location, dispersion, shape, concentration (where appropriate).

While investigating relationship between the statistical variables, it is necessary to answer three questions: 1) Is logical connection between them possible? 2) How strong is it? 3) What is the direction of the relationship? Having answered these questions, one may proceed with the regression and correlation analysis.

The value of BA thesis will increase if the authors properly apply the inductive statistical methods in carrying out the analysis. It is useful to calculate the interval estimators, to consistently test hypotheses following certain stages, to apply multivariate techniques (factor analysis, multivariate regression analysis, discriminant analysis, analysis of variance ANOVA, etc.). It is important that each student would be able to explain each number presented in BA thesis (otherwise they are not provided), for example, the correlation coefficients reliability of the composed correlation matrix, marked with asterisks in the statistical package output. It shows what the probability is that the correlation coefficient is equal to zero. The lower this probability is, the more reliable is the correlation coefficient that was empirically established and entered into the matrix. Hence, the more asterisks are shown at the coefficient, the more reliable it is. One asterisk marks maximally allowed 5 percent error, i.e. it shows the probability of error of up to 0.05. If the modular value of the coefficient ranges from 0 to 1, zero before the comma is not written.

“MSExcel“ facilitates technical processing of the statistical data.

The most commonly used *commands* are as follows:

- to obtain descriptive statistics: *Data/Data Analysis/Descriptive Statistics*;
- to calculate the results of bivariate and multiple correlation and regression: *Data/Data Analysis/Regression*;
- to compile “Pivot” tables and charts (then it is possible to calculate the correlation measures between the qualitative variables): *Insert/Pivot Table and Pivot Chart*;
- alphabetically arranged list of indicators calculated using “MSExcel”: *Insert/f/Select a category/Statistical/ Select a function*;
- to perform Trend analysis (to conduct the analysis of past trends and forecasts of indicators): *Data/Data Analysis/Regression*.

Statistical analysis and its interpretation must follow appropriate sequence, i. e. having completed the analysis of digital indicators, coefficients, pictures, the author should return to the theoretical generalisations, formulation of conclusions.

It is important to keep in mind the reliability aspects of the research outcomes. The author should consider whether the research outcomes obtained by him/her would coincide with those of other investigators or those could have been carried out in different time period, whether the results are meaningful and have measured exactly what he/she wanted to be measured? The analysis section is particularly focused on reasoning, strong evidence so that the reader or the evaluator of BA thesis could rely on your research results.

The most commonly made *errors* in the analysis stage:

- unnecessary detail;
- the text overflowed with unprocessed or raw material of statistical or qualitative research;
- very short, non-informative presentation of the material;
- very pompous, pretentious and overly academic interpretation of materials, using a variety of graphic accessories and aesthetic improvisation;
- explanation of well-known fundamentals (BA thesis is not a manual for beginners!);
- inability to see the problem (do not ignore the underlying problems or pretend that they do not exist);
- rather than providing the interpretation of materials, BA thesis is written by simply describing the digital contents of tables and pictures (in this case the table or picture duplicates the information provided in the text);
- failure to discuss the content of the tables and graphs;
- incorrect layout of tables and graphs;
- the table presents a copy of “MS Excel” or standard statistical programme output (this type of a table, as a rule, is presented in English and contains too much detailed information);
- wrong selection of the graph type;
- inappropriate layout of graphic elements;
- when the number of cases is small (up to 20), the analysis exploits percentage rather than absolute values;
- monotony of tables and figures (a set of sectoral charts (pie charts), percentages and averages only);
- failure to appreciate the significance of types of data (qualitative and quantitative, belonging to a particular scale (nominal, ordinal, interval or ratio)) in selecting appropriate methods of analysis;
- failure to explain the reliability of correlation coefficients;

- incorrect formulation of the hypothesis testing conclusion (hypothesis is rejected or not rejected under the chosen significance level; such statements as “the hypothesis was confirmed“, “the hypothesis is correct“, “the hypothesis was wrong“ should not be used).

Practical application of the results or research report

This is a summarising part of BA thesis that provides the original conclusions and recommendations, discusses the relationship between the objectives and the results obtained. In other words, the answers to the questions are provided:

- To what extent are goals of BA thesis achieved?
- Have the objectives raised in the introduction to BA thesis been met?
- Have the initially raised hypotheses (if any) been rejected/not rejected?
- What did the reasearch results reveal?
- What weaknesses, limitations of the research or research methods have emerged?
- Is there any association between the obtained dataand data of the related research conducted by other authors?

Also,specific recommendations (tools, models, suggestions, solutions to problems, summaries, etc.) are being formulated in terms of the application of the results of BA thesis, their publication opportunities, likelihood of its economic, social and other effects. This part is proper for a discussion, i.e. foresight of new research directions, perspective of research continuity.

This part must be extremely accurately written, clear and simple. The formulation of conclusions and recommendations is a repeated process. Their outline will be continuously discussed with your supervisor.

At this stage, the most common *errors* are as follows:

- the formulated conclusions and recommendations are trivial, do not demonstrate any originality or practical benefits;
- theconclusions and recommendations are inconsistent with the whole body of BA thesis (theoretical and practical);
- the conclusions and evaluations are too categorical (conclusions based on social research are only conditional, subject to the exceptions);
- the conclusions are too summarising in nature, not specific;
- limiting factors and weaknesses have not been mentioned;
- new information is provided, not covered by the body of BA thesis.

Writing is a challenging and time-consuming process that demands a lot of effort and hard work. Consequently, it is advisable to take up writing BA thesis without any delay. One cannot expect his/her first written version of the BA thesis to be perfect: on the basis of continuous consultation with the supervisor the author will have to edit BA thesis many times, to write more than necessary and later remove the redundant parts of the work.

It is important to remember that the style of work has to be scientific, while the concepts used in the BA thesis should be explained only in cases when people who are going to read BA thesis are not familiar with them. It is not recommended to bother the reader with unnecessary information unrelated with the problem of research.

Having completed BA thesis it is highly recommended to check grammar, style errors, quotes as well as the layout of and tables and figures. Otherwise, BA thesis defence committee members regularly draw attention to these discrepancies, so the author can expect lower assessment.

3. STRUCTURE OF THE BACHELOR'S THESIS

The Bachelor's Thesis comprises the following constituent parts:

- Title page
- Summary
- Summary in Lithuanian
- Table of Contents
- List of Tables
- List of Figures
- List of Abbreviations (if any)
- Introduction
- The Body
- Conclusions and suggestions
- List of References
- Annexes

The title page is used to indicate the requisites of VU BS, the details of the author and BA thesis. Sometimes a company whose activities are examined in BA thesis, request a written guarantee of confidentiality. It may occur that the supervisor of BA thesis has to sign a confidentiality guarantee on behalf of VU BS. In this case, BA thesis may be defended in a closed commission meeting or part of a closed commission meeting, (see "Regulations"), while the word CONFIDENTIAL in capital letters is written on the title page. The title page template is provided in Annex 2.

The Summary is a concise description of the work or synthesis of the research. The summary, written in the third person laid in one or two short paragraphs, allows the reader to quickly perceive the main aspects of the work. After reading the summary, it is easy to assess the relevance and novelty of the information provided in BA thesis, to ascertain whether the work is interesting to the reader. It is advised to write a summary only after finishing the entire BA thesis. The summary should involve

the overview of abstracts of scientific articles written by recognized authors of the relevant field, paying attention to the basic elements they have emphasised.

A consistently written summary should involve the following: requisites of VU IBS, details on the study programme, the author, BA thesis, the supervisor's academic degree and its abbreviation, the supervisor's name, surname, the date and location of BA thesis preparation, the scope of work (in pages), number of tables, number of figures, list of literature and sources (references, in number).

BA thesis is briefly described by including the following:

- the aim and objectives;
- the methods applied;
- the research conducted and the results obtained;
- the main conclusions;
- the information on publishing/readiness to publish the research results.

The summary is written on a separate sheet after the title page. Its scope is from 150 to 200 words. The main elements of the summary are provided in Annex 3.

The Summary in Lithuanian reflects the aim of the research, its content and results as well as the student's ability to concisely present the key aspects of BA thesis in Lithuanian language. This summary consists of the same constituent elements as that written in the English language (see Annex 3). Basically, it is a repetition of the summary written in the English language, although their contents may slightly vary. The author is responsible for the linguistic correctness of the summary in Lithuanian. The summary in Lithuanian is written on a separate sheet below the summary in English, above the table of content.

If you intend to express gratitude to an individual (individuals) or enterprises for their assistance in preparing BA thesis, insert probably the shortest and the most sincere integral part of your work **“Acknowledgements”**.

Table of Contents. It shows the structure of BA thesis, i.e. paragraphs, subparagraphs, sections. It is numbered in Arabic numerals. The pages of the structural elements of BA thesis must be indicated. Summaries, tables and figures, a list of abbreviations (if necessary) are not numbered in the contents. The template of the Table of Contents is provided in Annex 4.

Below the Table of Contents, List of Tables (the number and name of the table), **List of Figures** (the number and name of the figure) are provided and, if necessary, **List of Abbreviations** (a glossary). An alphabetically arranged list of abbreviations is needed when specific terms or acronyms are abundantly used in BA thesis, or the Lithuanian terminology of the area under investigation is not

sufficiently established and the reader would be more comfortable with the term counterpart in the foreign language. The list of abbreviations is not required when their total number is less than 20 and each of them is repeated in the text for less than three times.

Introduction. This is an important element of BA thesis, in many cases, with a lack of focus. The introduction briefly and specifically describes the following aspects:

- BA thesis topic selection justification;
- the object of BA thesis;
- the relevance and novelty of the topic and its significance not only to theory and practice in general but also to the selected object of BA thesis (company, organisation), the social and semantic context of the research;
- the problem of BA thesis;
- the aim of BA thesis consistent with the title of the topic (briefly, in one sentence), objectives (listed, from three to five);
- the techniques intended to be applied in achieving the objectives and the theoretical (analysis, summarising of scientific literature and so on) and empirical (observation, interview, document analysis, expert assessments, etc.) methods;
- the structure of BA thesis ;
- difficulties and limitations, if the author of encountered them when writing BA thesis.

One should bear in mind that the introduction is not a summary of the body.

When writing the introduction, the author should *avoid* the following:

- evaluate the research results;
- use quotations, footnotes, formulas;
- use graphics and tables;
- present critical reasoning, develop theories;
- present long chains of reasoning.

The scope of the introduction is from 1 to 2 pages.

The Body of BA Thesis. The structure of the body of BA thesis depends on the nature of the topic under examination and the chosen methodology. The body is divided into chapters relevant to the nature of the theme, subchapters and sections. BA thesis usually consists of two or three chapters with 2-3 subchapters in each and (if necessary) smaller constituent parts, called sections. Regardless of the number of chapters of BA thesis, the material revealing the selected topic is consistently presented and analysed using methods appropriate to the nature of BA thesis.

Given the nature of the topic, the consistency of presenting the material and the structure of presenting various issues can vary significantly. Traditionally, the presentation of the material is divided into three major paragraphs:

1. Paragraph One. (The theoretical review of the issue). Scientific literature is reviewed: key theoretical statements are identified on which BA thesis is based, works of other authors on a similar theme are examined, various opinions of scholars are systematised, personal critical opinion is presented with regard to other scientific opinions or models. The theoretical part should not repeat the truths presented in textbooks or define well-known concepts. This paragraph should take $\frac{1}{4}$ – $\frac{1}{3}$ of the entire scope of BA thesis.

2. Paragraph Two. (The research methodology). This paragraph involves the justification and detailed description of the aim and objectives, the research model, formulation of the hypotheses, definition of variables under investigation, their reliability and interaction. It also provides methods, techniques, procedures, the specifics of their use and suitability for gathering of the initial information necessary to achieve the objectives of BA thesis. This paragraph includes the identification of the secondary sources of information, assessment of their completeness and reliability, methods of their analysis, justification of the procedures for processing the primary information (statistical for quantitative research, categorisation, description of phenomena for qualitative research), where necessary, the selected sample size is justified statistically, respondents and their selection procedure are described. If one of the methods is a survey, the questionnaire must be provided in the Annex. While analysing the selected issue and addressing the issues raised by such research it is necessary to choose the research methods that suit not only the nature of the topic but also the objective opportunities of students.

The scope of the Research Methodology covers $\frac{1}{5}$ – $\frac{1}{4}$ of the entire scope of BA thesis.

3. Paragraph Three. (The analysis of the research results). It contains the most important information: the context in addressing the selected problem, the analysis of empirical statistics materials and financial reports, of surveys and observations, carrying out various calculations. The results of the analysis are presented in summary (frequency) tables, contingency tables, correlation matrices, properly selected graphs and compiled tables. By integrating theoretical and practical knowledge, solution of topic-related problems as well as those raised in the introduction. In some cases, this paragraph contains action plans or general guidelines.

The number of paragraphs is not essential in the body of BA thesis. Taking into account the specifics of the thesis, it may range from two to six. It is recommended that the body of BA thesis would consist of three main paragraphs mentioned above. Whatever the structure of the work may be, it is not the form but the content that is essential in reflecting the student's knowledge and the level of his/her abilities.

The research (analytical) part covers the maximum scope, i.e. more than half - 2/3 of the main part of the BA thesis.

It should be noted that the paragraphs of BA thesis **must not** be named “Theoretical Part“, “Practical Part“, “Literature Review“ and the like.

Conclusions and recommendations. This part of the BA thesis contains the formulation of original key conclusions, recommendations and suggestions, indication of research limiting factors, insight of further research directions. A few options for presenting the material are possible. As a rule, it is most convenient to present all conclusions first, while all suggestions are provided later. A less common and more challenging way is to make a conclusion and immediately after, make an appropriate suggestion. The conclusions and recommendations should take a shape of clear and carefully thought-out claims which must be numbered. If the author feels the need to provide figures, the number of them should be limited and only the most important figures should be provided. The tables and charts are not allowed to be provided here.

The conclusions and recommendations should cover from 2 to 3 pages (approximately 5 percent of the scope of BA thesis).

List of references. This part includes the description of literature and sources referred to when writing the thesis. The bibliographic description of the document is consistent with the following standards: the elements of bibliographic references are described, the procedure and the provisions for rewriting and providing a source of the information are determined. It is noteworthy that the author should include only the sources that were used directly in BA thesis: verbatim quote or paraphrase of the idea (side citation) or using the information contained therein (the numbers, of patterns, pictures and so on). It is recommended to compile a bibliographic reference list in accordance with the citation requirements of the APA.

The examples of description of sources are presented in Annex 5.

It is necessary to know the essential requirements for the description of sources:

- All the documents cited in BA thesis must be included in a list of literature and sources (references).
- All listed documents must be mentioned in the text.
- Documents that are mentioned or quoted in BA thesis, shall be arranged in alphabetical order.
- Documents written in Cyrillic alphabet shall not be transliterated into Latin alphabet. Sources written in non-Latin characters shall be presented in your own alphabetical order at the end of all Latin sources list.

- Each type of description consists of mandatory and optional elements. Both categories of the elements may be written in a different manner (if permitted by the standard). In addition, the author of BA thesis when providing references must always follow the principle: the reference must be clear and consistent with the nature of the work.
- The rules for describing monographs, articles and other documents written by one or more of the authors are different. Note, that Annex 5 contains the description of publicly unpublished internal company sources, or published in websites and electronic media sources.
- The list of documents used in BA thesis must not contain the articles from popular newspapers and magazines, descriptions of lecture notes.
- When the author's double name is separated by a hyphen, when shortening names, the first letters of the names shall be separated by a hyphen.
- After the surname, before the name or initial, a comma is necessary.
- When the publishers of the source are not actual authors but associations or organisations, then instead of the author, the publisher shall be cited, writing the whole name. Collective author shall be cited in describing official materials (statutes, regulations, etc.), for example, Vilnius University, The Department of Statistics, etc.
- If the author is not specified, then the title of the book shall be moved to the beginning, before the release date. For example, "*The name of work*".(Years)(x-th ed.). Location: Publisher."
- If the author is not specified, then the editor shall be cited as the author, and below the title of the paragraph, editors of the publication shall be listed, after their names, in brackets, indicating the abbreviation (ed.), if one editor, and (Eds.), if a few editors.
- *Italic* shall be used to emphasize the title of the source.
- If it is impossible to determine the year when the source was published, "n.d." (no date available) shall be indicated.
- The description of sources available on the Internet involves indicating the author, the title, the exact website address. The review date shall be written in parentheses (...), for example, (Accessed on 31 March 2013). To identify the location of the source, "Accessed via the Internet" shall be written. A colon shall be put before the address, for example, accessed via the Internet: <http://www.apastyle.org/>
- The edition is an essential element. It can be shown as follows: "3rd ed."
- The location where the document was published shall be written in the original language. If the source specifies more than one location, the location in bold/highlighted shall be

indicated. If the publishing locations are indicated as equal, the first one shall be indicated in describing the source. If there is no indication of the publishing location, the phrase “sine loco” or the corresponding abbreviation (“s.l.”) shall be written. After specifying the location, a colon shall be written.

- The publisher’s name can be written in full or abbreviated. If the source includes more than one publisher, the one in bold/highlighted shall be selected. If the publishers are specified on equal terms, the first one shall be indicated as reference.

Annexes. Supplementary material of secondary importance, i.e. the purpose of which is to explain in more detail, to illustrate the main statements presented in the main part of BA thesis (larger tables, illustrations, maps, etc.) must be provided here. The Annexes usually contain a template of a questionnaire used in quantitative research, additional information about the respondents, in the less generalized form the reader is familiarised with interesting performance data, formulas, some of the intermediate calculations, the schemes for processing the results and any other material reflecting the investigative procedures and the results. Having conducted the qualitative study, the annex should include the qualitative interview recordings (CD-ROM) and completed questionnaires. Each annex must have a title. Annexes are sequentially numbered, but are presented in the content in one row. The scope of annexes is not limited.

4. FORMATTING OF THE BACHELOR'S THESIS

It takes a lot of time and effort to render BA thesis in an appropriate form. Proper attention paid to BA thesis formatting from the very beginning of the work can appear to be highly time-saving. The printed version of the text should be of high quality. Pages should be bound. The main body of BA thesis should be divided into appropriate number of chapters, subchapters and sections (see Annex 4). BA thesis formatting requirements are provided in Table 3.

Table 3

BA thesis formatting requirements

	Description
Paper	white, A4, printed on one side
Font	„Times New Roman Normal 12 pt“
Line spacing	1.5
Alignment	Both sides (“justified”)
Margins	<ul style="list-style-type: none"> Left side: 2.54 cm, right side: 1 cm, at the top and bottom: 2 cm; First paragraph left indent is 1.27.
Emphasising information	<ul style="list-style-type: none"> <i>italic</i>, bold or <u>underline</u> font style; text spacing function.
Distinguishing very important information	<ul style="list-style-type: none"> <i>Times New Roman</i> 10 pt font, left indent: 1.27 cm; This is used to quote the most prominent scientific authors and the results of research already carried out and acknowledged.
Page numbers	<ul style="list-style-type: none"> Right top corner of page, Arabic numerals without dots and hyphens; Pages are numerated from the introductory part (numbers of pages before the introductory part are not written but still counted); Numeration is continuous, including annexes.
Numeration of structural parts	<ul style="list-style-type: none"> Arabic numerals; Each subpart (subchapter, section) needs to have a number of the head part with additional number, separated with a dot (e. g. 3.1; 3.1.1).
Writing CHAPTER TITLES , as well as SUMMARY IN ENGLISH , CONTENTS , LIST OF TABLES , LIST OF IMAGES , LIST OF ABBREVIATIONS , INTRODUCTION , CONCLUSION AND SUGGESTIONS , LIST OF SOURCES AND LITERATURE , ANNEXES	<ul style="list-style-type: none"> Emphasised in capital letters, Times New Roman Normal 14 pt Bold font; Written on the new page one line below the top of the page; There are no punctuation marks at the end of chapters' and other structural elements' titles.
Chapters' titles	<ul style="list-style-type: none"> Written from the left margin of a page, no indent; Words in chapters' titles cannot be divided; Each chapter is started on a new page while subchapters and sections on the same page; The main body text is not separated from the chapter title.

The beginning of the parts of the text	Leaving one line space and first line left indent of 1.27 cm (Paragraph/ Indentation/ left /by 1,27).
The beginning of the parts of the subchapters	Directly after the preceding text, making one interval space.
Subchapters' titles	<ul style="list-style-type: none"> • Written from the left margin of a page, no indent; • Times New Roman Normal 12 ptBold font, sentence case; • There are no punctuation marks at the end of subchapters' titles.
Writing tables' and figures' titles	On the same page as tables or images.
Numeration and writing of tables	<ul style="list-style-type: none"> • Numerated according to the order of the tables in the text; • The word "table" is written with one space gap and Arabic number of the table (e. g. table 1) • written above the top left corner of the table; • if there is just one table in the text, only the word "Table" is written above the top left corner of the table; • if there are several logically interrelated tables one following another, then, in order to emphasise the continuity of the data provided in these tables, they can be numerated adding a letter to the number of the table (e. g. table 1, table 1 a, table 1 b); • the title of the table is written in <i>italics</i> (sentence case), above the left corner of the table. The title should be composed of notional words making a meaningful phrase, reflecting the contents of the table. All the abbreviations (except publically known ones) and measure units shall be explained (see table example in annex 6); • in table formatting it is advisable to use as few lines (only vertical ones are desirable), dots, hyphens or colours as possible; • font "Times New Roman Normal 10 or 12 pt"; • line spacing 1 or 1.5; • margins depend on the size of the table, but not smaller than 2.54 cm; • it is advisable not to split a table. If needed, the table can be transferred to the next page with the inscription "table 1 continuation"; • the name of the source with a page where necessary shall be provided under each table.
Numeration and writing of figures	<ul style="list-style-type: none"> • Numerated according to the order of the figures in the text; • the word "<i>figure</i>" in lowercase is written with one space gap and Arabic number of the figure (e. g. <i>figure 1</i>) • if there is just one figure in the text, only the word "<i>Figure</i>" without a number is written; • several logically interrelated figures one following another can be numerated as following: <i>figure 1, figure 1 a, figure 1 b</i>; • figures are any graphical material (statistical, qualitative processes illustrating charts, images, drawings, schemes, photos), thus all the graphical material in BA thesis, according to international norms, can be named as figures. Any other names, such as "chart", "diagram", "scheme" etc. are not allowed; • titles are written in the same font as the text, in sentence case, under images; • the title is written in the left corner of the page. The title should clearly reflect the contents of the image. (see image example in annex 7); • the name of the source with a page where necessary is provided under each image; • (2D, not 3D) images are inserted in a text under a paragraph where they are mentioned or on the next page.
Numeration and writing of formulas	<ul style="list-style-type: none"> • statistical symbols are written in <i>italics</i>; • numeration is continuous, in parenthesis, next to the formula, on the right side of the page.
Literature and sources	<ul style="list-style-type: none"> • all the lines except the first one are written from the left margin of the page with 1.27 cm indent (Paragraph/ Indentation/ Special/ Hanging/by 1.27); • not numerated; • alphabetically rendered according to the name of the first author, strictly following the requirements; • the works of one author are provided in chronological order.

Rarely used terms mentioned for the first time should be explained. It is especially relevant with several possible interpretations of the term and the author should provide the appropriate one. Some abbreviations or terms or a link to them can be provided in a footnote at the bottom of the page. Important terms and abbreviations mentioned for the first time are explained in parenthesis. It is often advisable to provide the original version of the term (most commonly English) what is obligatory if the author translates the term himself/herself (if there is no Lithuanian version of the term or the author does not know it).

There should be a minimal number of abbreviations in the text. Only commonly used and known abbreviations or abbreviations of collocations are allowed. In both cases, when an abbreviation is used for the first time, a full version of it must be provided in parenthesis.

It is advisable to provide larger tables and figures in annexes and just the main indexes and conclusions of the analysis in the main body. It is advisable that there was some text on the page after tables and figures.

BA thesis text without references is regarded as the ideas of the author of the thesis. If other author is quoted, appropriate reference is obligatory. References are provided in two main ways:

- direct quotation, when another author is quoted word by word (the text can be translated);
- indirect quotation, when the ideas of another author are restated or a model (scheme, graph etc.) is modified.

Direct quotations are written in quotation marks following Lithuanian punctuation rules. Quotations not exceeding two or three sentences should be creatively and rarely inserted in a proper place in the text, just in the cases when the author's words are relevant. According to APA style direct quotations should not exceed 40 words and be provided in one paragraph in quotation marks. Long quotations should be avoided. One-page or longer quotation is regarded to be a form of plagiarism. It is notable that quotation is associated with legal (author's rights) and confidentiality issues. It is advisable to avoid long word-for-word quotations and express the ideas from one's point of view instead.

In case of indirect quotation special punctuation marks do not have to be used, however, it is necessary to provide a reference to the original.

B. Greetham (2008, 261 p.) states, that quotation is *obligatory* when the following is provided:

- original ideas;
- original points of view towards various issues and their solutions;
- information and data taken from various sources;
- word-for-word phrase or sentence;

- information or opinion not publically known (e. g., a reference is not necessary mentioning the fact that Lithuanian joined the EU in 2004).

However, if there are hesitations whether to use references or not, it is advisable to use them.

According to APA standards, *quotations* shall be provided as follows: (see Kasnauskienė, 2012):

- The author's surname and the year of publication shall be provided in brackets, e. g.: (Jonaitis, 2011), (Greetham, 2008), (Лукин, 2012).
- With the case of word-for-word quotation, it should be provided in quotation marks with the page number, e. g. (Jonaitis, 2011, 58 p.). If the reference was provided in the main body of the thesis, it is necessary to include it into the list of literature. All the literature and data sources shall be used in the thesis (providing appropriate references).
- The following way of quotation is also possible: Jonaitis (2011) states that "<...> plagiarism is an unforgivable wrongdoing" (58 p.) or, according to Jonaitis (2011), "<...> plagiarism is an unforgivable wrongdoing" (58 p.).
- When the works of several authors are quoted, the names of the authors are provided in alphabetical order together with the years of publication next to them (e. g. Jonaitis, 2011; Petraitienė, 2004).
- When two authors are quoted the word "and" should be inserted between their names (e. g. Jonaitis and Petraitis, 2011).
- When three to five authors are quoted, the conjunction "and" is inserted before the surname of the last one (e. g. Jonaitis, Petraitis and Antanaitis, 2012).
- When more than six authors are quoted, the surname of the first one is provided and the phrase "et al", and the year of publication (e. g. Jonaitis et al, 2012; Smith et al, 2013).
- When an organisation or an institution is quoted its name and year is provided (e. g. United Nations, 2012). If the abbreviation of the organisation is publically known, full name of the organisation should be provided for the first time and later on it is enough to provide just the abbreviation (UN, 2012).
- If the authors with the same surname are quoted, first letters of their names should be given (e. g. P. Jonaitis, 2006; S. Jonaitis, 2008).
- If several publications of the same author published in the same year are quoted, next to the year of publication lowercase letters in alphabetic order a, b, c etc. are written (e. g. Jonaitis, 2009 a).
- Non-published interpersonal communication (expert interview, e-mail message, telephone call) shall be quoted providing the first letters of the name(s), the surname and the date (e.

g. P. Jonaitis (interpersonal communication, 2006 September 20) is strictly against plagiarism). The source of interpersonal communication should not be provided in the list of literature and sources.

5. DEFENCE OF THE BACHELOR'S THESIS

5.1 Permission to defend the Bachelor's thesis

A student is *allowed* to defend his/her BA thesis only if:

- a student has fulfilled all the other requirements of the study programme;
- a student has no academic or financial debts to VU IBS;
- BA thesis was prepared strictly following the “provisions and methodological guidelines for BA thesis preparation;
- BA thesis was prepared without the breach of Students code of ethics;
- the title page has the signature of the supervisor allowing to defend the thesis;
- the thesis was submitted for the programme coordinator on the established terms.

A student is *not allowed* to defend his/her BA thesis if:

- it was written at another state or foreign university*;
- the supervisor was not VU IBS lecturer*;
- it was written with the help of an official consultant who is not VU IBS lecturer*¹;
- there is no signature of the supervisor allowing to defend the thesis;
- the thesis does not satisfy the main BA thesis requirements;
- the thesis is incorrect and inappropriate, it provides textbook knowledge or data without analysis;
- there is no interpretation of research results;
- research conclusions are not justified;
- the scope of the thesis is either much too short or much too long;
- the case of plagiarism is identified.

If a student was not allowed to defend his/her BA thesis, he/she can defend it during the next BA thesis defence session. The thesis should be updated upon the consultation with the supervisor.

5.2 Procedure for defence of the Bachelor's thesis

¹*Exceptions are applied in double diploma case (clarification should be sought at the Study Division).

The procedure for defence is clearly set out in appropriate BA thesis regulations. The thesis is finally edited when the supervisor reads the first version edited by the author, gives remarks, discusses them with the student and agrees upon the final printed version. The final printed version is submitted for the supervisor not later than 20 calendar days before the beginning of the defence period.

The title page of the thesis should have the supervisor's signature confirming that the paper was read and can be defended.

The reviewer provides a written review of an established form, which can be provided for the student on the terms set in the guidelines. The reviewer's questions are provided to the student only during BA thesis defence.

The final assessment of the paper takes place during the public defence of the paper and provided as a general opinion of the defence committee.

BA thesis defence consists of the presentation of the paper's results and the author's (authors') answers to the questions. Thus the paper cannot be evaluated if the author (authors) does not participate in the defence due to certain reasons.

5.3 Preparation of presentation of the Bachelor's thesis

An important part of BA thesis defence is "MS Power Point" presentation not exceeding 10 minutes (what is also applicable if the work is defended by a group of 2 or 3 students who have prepared the thesis together).

The presentation should reflect:

- the work's topicality, relevance, aims and objectives (up to 2 minutes);
- research methods (1–2 minutes);
- main results (5–6 minutes);
- conclusions and suggestions (up to 2 minutes).

While preparing the presentation students should consider that their aim is to present BA thesis results and innovative conclusions. The form of the presentation would be different if its aim was, for example, to provide information for politicians to take decisions or to sell a product or a service. In this case, however, the audience is specific, consisting of competitive BA thesis defence committee members who decide if the thesis is worth to be evaluated positively and awarded a university diploma. Students should provide the information interesting to the audience. They should think about the possible audience's reaction towards the presentation and foresee possible questions.

The background and the colours of the slides should be acceptable both for the audience and the presenters. Each slide should be in the same style; it is advisable to use [standard VU BS presentation template](#) (available on VU BS webpage). If the template is not suitable due to difficult arrangement of information elements, at least title slide of the template should be used.

It is better to emphasise an idea or a word distinguishing it in *italics* rather than underlining.

The text in slides should be written in font size 24, 26 or even 36 pt, not exceeding 6 words in one line and 6 lines on one slide (excluding the title). It is advisable to use just short words and phrases, clear, strictly formulated statements. BA thesis text should never be copied on slides.

The slides should contain just the main ideas which should be developed and commented during the presentation.

Numbers provided in images and tables should be rounded up except the cases when the decimals are important, e. g. providing the level of unemployment, GDP growth etc.

Use limited number of special effects (e. g. animation) strengthening the presentation. Too many visual effects can obstruct the main ideas of BA thesis.

The last slide should announce the end of the presentation and encourage questions and comments. No new information should now be provided. Take the opportunity to look innovative and perceptive, for example, state possible consequences if certain measures are not taken in time etc.

At the end of the presentation thank the audience for their attention.

While preparing the slides do not forget the importance of visual material:

- Decide upon the best way to present information (text, image, table).
- Evaluate the formatting of your presentation. Use the same font size and style, slides background and text colours.

A common question is how many slides should be prepared. It is advisable to follow a general rule: one slide per minute. However, the number of slides can differ as the tempo of the presentation might vary. Thus it is advisable to rehearse it in advance: try out the rule “1 slide per minute” and check if the time of the presentation (10 minutes) is not exceeded.

Students often make the following *mistakes* of presentations:

- Slides are not legible (too small letters, overloaded slides, poor colour combination).
- The structure of the presentation is not clear from the very beginning. It is effective to start the presentation with the slide of contents presenting the parts of the presentation: aims, research methods, main results, conclusions and suggestions.
- There are gaps in coherence. Students often get so deep into BA thesis contents that they forget the main points of coherency, especially providing a lot of information in a very short time.
- Students are distracted by insignificant details (the facts that are already known rather than crucial issues).
- Research methodology is explained too deeply. It is enough to provide just the main methods.

It is useful to ask another person to assess the slides you have prepared. It will help to learn whether “a person from aside” understands your arguments, data and the logics of sequence.

5.4 Presentation of the Bachelor’s thesis

When the work is written and the presentation prepared the last step to get a positive BA thesis assessment, a qualitative degree and a diploma, is to defend the thesis at the meeting of the thesis committee.

Proper preparation for the defence is very important: you should be able to answer any questions associated with the topic selected. Good rest before the defence and self-confidence during it are crucial. Hard work is over. The thesis should not be memorised, “overloading” the brain with additional information, especially during the last day before the defence. It is important just to realise the performed work. During the short presentation the contents of the thesis should not be retold; it is just important to state whether BA thesis aims and objectives were achieved and present results.

You are the author of the thesis with the deepest knowledge of its contents. Thus nobody will be able to pose a question you could not answer.

You can prepare a text of the presentation, but do not rely on it solely: the room may be dim and you may find it difficult to read it due to small letters or stress. Rehearse all the presentation aloud, notice the time and make sure it does not exceed 10 minutes. Arrive in advance, test the microphone, multimedia, open the presentation file.

The most memorable parts of the presentation are the beginning and the end, thus:

- define the topic clearly;
- define the aim at the very beginning;
- in the introductory part briefly describe the outline of the presentation;
- use linking phrases. Mention briefly what was already described and make hints on what is still to be said;
- at the end of the presentation thank the audience for their attention.

Try not to read the prepared text or the slides. Only crucial elements can be *read* from the screen with the purpose of emphasis or particular precision:

- while quoting;
- while providing numbers or exact data;
- while providing complex concepts, models or conceptions;
- while relating the idea with the previous text.

Other *suggestions* guaranteeing successful presentation:

- Do not exceed the time of presentation. Otherwise the chair of the committee will remind that the time is getting to the end and the student might get lost and not manage to present the major part – the main results of the thesis.
- Do not forget to face the audience while reading from the slides.
- Keep eye contact; avoid continuous watching the screen or the monitor. Split the audience in four parts and shift your concentration equally from one part to another.
- Your voice intonation should be pleasant, live, strong and natural. Vivid and emotional voice of proper volume and articulation will be clearly heard. Speak slowly and try to reduce voice tension.
- In order to emphasise an idea make a pause, but avoid pauses longer than 4 seconds.
- Avoid gesticulation which might be distractive, such as excessive hands movements.
- Avoid fiddling with jewellery and keeping your hands in pockets.
- If you find it more comfortable, use a pointing stick.
- Do not draw the audience's attention towards the slides containing mistakes.
- Avoid "garbage words" and linguistic mistakes.
- Conquer the stress with the help of deep breathing exercises before the presentation, stand comfortably and imagine yourself being successful.
- Listen politely to the committee members' questions and comments, never interrupt them. Thank the members for a good question or an interesting comment or point of view. If you do not know the answer to the question, admit it and avoid random answers. You can provide other information associated with the question.
- Try to understand that the committee members want to hear interesting, mature and informative presentations. They wish you well.

After giving presentation students answer the referee's questions. If the referee does not participate in the committee's meeting (his participation is not obligatory), the reference and the referee's questions are read by the opponent who later on leads the committee members' discussions with the student. If the supervisor participates at the committee meeting, he/she states his/her opinion on the thesis, if no, the opinion is read by the opponent.

Questions should be answered briefly and clearly, arguments should be provided in discussions.

6. ASSESSMENT OF THE BACHELOR'S THESIS

BA thesis defence committee evaluates the defended thesis using a 10-point grading system (5–10 – defended; 1–4 – not defended) regarding the satisfaction of concrete evaluation criteria set out in “Regulations”. Independence is a crucial criterion. It means that a student analysed the issues independently, on the basis of literature sources carried out independent research, formulated conclusions and suggestions and presented them in a right written form, thus demonstrating the ability to combine theoretical knowledge and knowledge from secondary sources with the results of his/her original research.

The opponent coordinating BA thesis defence process critically assesses the entire thesis (from the title page to the page of appendices) and its presentation, pointing both advantages and disadvantages. Generally the opponent pays attention to the satisfaction of general assessment requirements and is more responsible for pointing drawbacks, inaccuracies, gaps, expresses his/her opinion on the level achieved, research object analysis and appropriateness, provides other possible (or, in his/her opinion, better) alternatives of theoretical concepts and data analysis methods. He/she takes the opportunity to analyse the thesis' authors' skills and the quality of the thesis posing questions to students.

It is essential to remember that it is not a student/ students, who are the object of evaluation and defence, but their thesis, skills and knowledge demonstrated at the time of defence. Thus final evaluation reflects the validity of statements presented in the thesis, the ability to argument, prove and present them academically, answer the questions posed. Table 4 presents the criteria of BA thesis assessment with concrete grades.

Table 4

BA thesis assessment system

Grade	Description
10 Excellent	<ul style="list-style-type: none"> • Thesis of theoretically and practically exceptional quality, innovative and original, with the aim totally achieved. • No subject mistakes or just one or two minor drawbacks. • 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. • Excellently selection of secondary and primary data sources to reach the aim of the research. • The research is detailed, original and reliable. • 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. • During the defence, the student presents excellent skills to clearly and coherently present and discuss analysed issues. • The presentation is coherent, the time is not exceeded, the structure of the presentation is clear.

	<ul style="list-style-type: none"> • The answers to the referee's and the committee members' questions are excellent, providing scientific arguments.
9 Very good	<ul style="list-style-type: none"> • 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. • The research is innovative and original, with well analysed, provided and concluded results. • Conclusions and recommendations flow from the main body of the thesis, are clear, concrete and proved. • The thesis has minor drawbacks, few grammar and style mistakes. • The presentation is well-structured. • Answers posed during the defence are answered clearly, the student is able to discuss and use arguments.
8 Good	<ul style="list-style-type: none"> • The thesis is of higher than average level • 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. • Theoretical and empirical parts are related. • The research is original; its results are associated with similar research of this object and presented in a right way. • Conclusions and recommendations flow from the main body of the thesis, however, some are not concrete. • The thesis has minor drawbacks; there are several grammar and style mistakes. • The presentation is well-structured. • Answers posed during the defence are answered clearly and reasonably.
7 Average	<ul style="list-style-type: none"> • The thesis is of average level, reflects average knowledge and skills, however, there are no essential mistakes. • Theoretical part is satisfactory, however, at some points not coherent, few and out-of-date scientific literature sources are used. • In the analysis of theoretical aspects there is a lack of critical point of view, the work is rather descriptive than analytical. • Research objectives are simple and easily achievable, there are mistakes. • 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. • The thesis is not completely coherent, contains grammar, correction and style mistakes. • The structure of the presentation is quite good. • The questions during the defence are answered quite clearly, however, not all the answers are reasonable enough.
6 Satisfactory	<ul style="list-style-type: none"> • The thesis is of lower than average level, there are mistakes. • 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 the theoretical part is not satisfactory, the sources are out-of-date, there are cases of the use of textbook material. • Theoretical concepts are not adequately used at some points. • Not all the analysis methods used to reach the aim of the research are proper. • Some research results are questionable, not clear, with no satisfactory interpretation. • Theoretical and empirical parts are not related enough. • 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. • There are grammar, correction and style mistakes. • The structure of the presentation is not clear enough. • Not all the answers to the questions are clear and reasonable.
5 Weak	<ul style="list-style-type: none"> • The thesis satisfies just minimal requirements. • The structure of the thesis is weak; it is not finished from many aspects. • Just minimal aims are achieved, only easy objectives are solved. • 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. • Few scientific sources are used, they are not scientific or scientifically out-of-date. • Weak relation between theoretical and practical parts.

	<ul style="list-style-type: none"> • The thesis contains a lot of minor drawbacks of methodological and analytical parts. • Not all the conclusions and recommendations coherently flow from the thesis; some of them are not concrete or weak. • The theses does not follow methodological guidelines, there are quotation, grammar, style and correction mistakes. • 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.
4 3 2 1 Unsatisfactory	The thesis is not defended because: <ul style="list-style-type: none"> • The aim of the thesis is not achieved. • 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) • Practical and research parts are not related • Wrongly formulated and not proved conclusions and suggestions. • The research is not original and innovative. • Bad structure, many grammar and correction mistakes, the style is not academic. • 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.

If the thesis was written by two or three students, each student's input and participation in defence is assessed separately.

If the thesis is not defended or evaluated negatively, it cannot be defended repeatedly (in such a case see clarification at the Department of Studies). The appeals on the evaluation of BA thesis are not accepted.

REFERENCES

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- International Business School at Vilnius University. (2008). *BA Final Paper Regulations*. Internet access <http://www.tvu.vu.lt/repository/Studentams/Metodine%20informacija/Final%20Paper%20Regulations%20.pdf>
- Kasnauskienė, G. (2012). *Kaip parašyti gerą esė?* Metodiniai nurodymai ir patarimai Vilniaus universiteto Tarptautinio verslo mokyklos studentams. Internet access http://www.tvu.vu.lt/repository/Ese_%20galutinis_10-01.pdf
- Lietuvos Respublikos švietimo ir mokslo ministro įsakymas dėl studijų pakopų aprašo patvirtinimo No. V-2212. (2011). *Valstybės žinios*, 2011-11-26, No. 143-6721. Internet access http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=412604&p_query=&p_tr2=
- Merkys, G., Vaitkevičius, S. ir Urbonaitė-Šlyžiuvienė, D. (2004). *Užsakomųjų tyrimų ataskaitos rengimas: Švietimo ir mokslo ministerijos rekomendacijos tyrėjams*. Vilnius. Internet access http://www.smm.lt/old/fit/sv_bukle/tyrimai.htm
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Shared „Dublin“ Descriptors for the Bachelor's, Master's and Doctoral awards. (2004). Draft 1.31 working document on JQI meeting in Dublin on 18/10/2004. Internet access http://www.uni-due.de/imperia/md/content/bologna/dublin_descriptors.pdf

Studijų kokybės vertinimo centras. (2011). *Studijų krypčių aprašų skirtingoms pakopoms kūrimo metodika*. Galutinė ataskaita. Internet access <http://www.skvc.lt/files/SKAR/Rezultatai/metodika.pdf>

ANNEXES

Annex 1

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 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 x-axis 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	Relation between time, which a students

	variables. This is a special statistical method used in regressive analysis, displayed as scattered points.	spends learning and examination mark; relation between 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 N 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.

Annex 2

Title page of BA thesis

INTERNATIONAL BUSINESS PROGRAMME (or another programme title)

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

COPY

(written only on copy versions of the thesis)

BA THESIS

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

Student _____
(signature)

Supervisor _____
(signature)

Name, surname of the supervisor

Vilnius, 201__.

Annex 3**SUMMARY**

(prepared in Lithuanian and English. Both are presented on separate pages below the contents)

E-version:

VILNIUS UNIVERSITY

BUSINESS SCHOOL

... PROGRAMME

STUDENT NAME SURNAME

BA THESIS TITLE

BA thesis supervisor – abbreviation of academic degree, name, surname

BA thesis prepared – 201_ Vilnius

BA thesis scope – ____ pages.

Number of tables in BA thesis – ____

Number of images in BA thesis – ____

Number of literature sources – ____

Short description of BA thesis:

Aims and objectives of BA thesis

...

Methods used in BA thesis

...

Research carried out and results obtained

...

Main conclusions

...

Information on BA thesis results publication and adoption for publication

...

Annex 4

Contents template

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1.1.3. ...	
1.2. Second subchapter of the first chapter	
1.2.1. Section	
1.2.2. Section	
1.2.3. ...	
2. CHAPTER 2 (RESEARCH METHODOLOGY)	
<i>Note: second and third chapters can be combined (RESEARCH METHODOLOGY AND RESULTS)</i>	
2.1. First subchapter of the second chapter	
2.1.1. Section	
2.1.2. Section	
2.1.3. ...	
2.2. Second subchapter of the second chapter	
2.2.1. Section	
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3. CHAPTER 3 (RESULTS)	
3.1. First subchapter of the third chapter	
3.1.1. Section	
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Annex 5

Examples of references description

1. Books

Surname, first letter of the name. (Year of publication). *Title*. Place: Publisher.

Titles are written in *italic*.

Subtitles are also included (e. g., *Statistics and Business Solution*: VU manual).

Single author

Myers, D. G. (2008). *Socialinė psichologija*. Vilnius: Poligrafija ir informatika.

Cleaver, T. (2007). *Understanding the World Economy*. 3rd ed. London, New York: Routledge.

Single author, material used from part of the book

Quoted pages need to be indicated.

Jewell, B. R. (2002). *Integruotos verslo studijos*. Vilnius: The Baltic Press, p. 217–226.

More than one author

The word “and” or the symbol & is written between two surnames.

Atkočiūnienė, Z., Janiūnienė, E., Matkevičienė, R., Pranaitis R. and Stonkienė, M. (2009). *Informacijos ir žinių vadyba verslo organizacijoje*. Vilnius: Vilniaus Universiteto Leidykla.

Book author is unknown

Book title in *italics* is written first, before the date of publication.

Title. (Year) (xed.). Place: Publisher.

Peterson's graduate programs in the humanities, arts & social sciences. (2007). 41st ed. Princeton, NJ: Peterson's.

2. Editor's selections

Editor is provided as the author in brackets providing an abbreviation ed. or, in case of several editors, eds.

Surname, N. (ed.). (Year of publication). *Title of collection*. Place: Publisher.

Paul, D., Yeates, D. & Cadle, J. (Eds). (2010). *Business Analysis*. 2nd ed. Swindon: BCS The Chartered Institute for IT.

3. Articles

Surname, first letter of the name. (Year of publication). Title of article. *Title of periodical*, number, pages.

Articles in monographs

Drucker, P. F. (1999). The discipline of Innovation. *Harvard Business Review on Breakthrough Thinking*. Harvard: HarvardBusinessSchool Press, p. 143–159.

Articles in journals and other continuous publications

Valkauskas, R. (2012). Fluctuations of Lithuanian economy: identification rules and features. *Ekonomika*, 2012 Vol. 91 (1), p. 24–40.

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

Surname, first letter of the name (date). Title of publication. Title of webpage. Internet access <http://...>

Slavens, R. (2003). Big bucks spent in consumer media to reach b-to-b execs. London, b. m. Internet access <http://www.businessmarketing.com/bToB100/index.html>

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5. Non-public sources of information (equal to manuscripts)

Surname, first letter of the name (date). *Title of publication*. (non-public publication). Name of institution, place.

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6. TV or radio programme

Surname, first letter of the name (date). *Programme Title*. Place: name of the institution, programme date.

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E-mail is regarded to be the category of interpersonal communication and is not included in the list of sources.

Annex 6

Example of the table

Table 1

The percentage of financial sources or foreseen profit as the factor of investment encouragement in Lithuania

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Highly encouraged	10	13	22	9	12	9	9	7	12	9
encouraged	62	59	55	79	63	60	54	67	65	63
Has no effect	11	12	10	7	11	14	5	5	8	10
Limits	10	13	8	3	9	8	11	8	8	12
Limits a lot	5	2	1	1	2	4	7	3	1	1
No answer	2	1	4	1	3	5	14	10	6	5

Source: Database of Lithuanian Department of Statistics indices, 2013.

Annex 7

Examples of figures

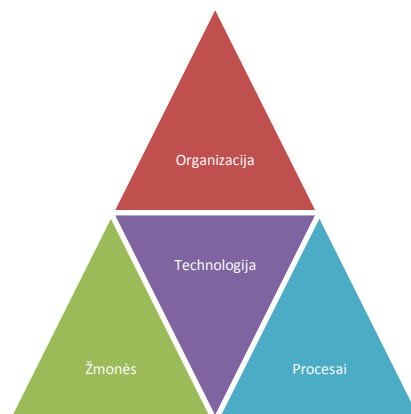


Figure 1. Four aspects of business system analysis

Source: Paul, Yeates, Cadle, 2010, p. 8.

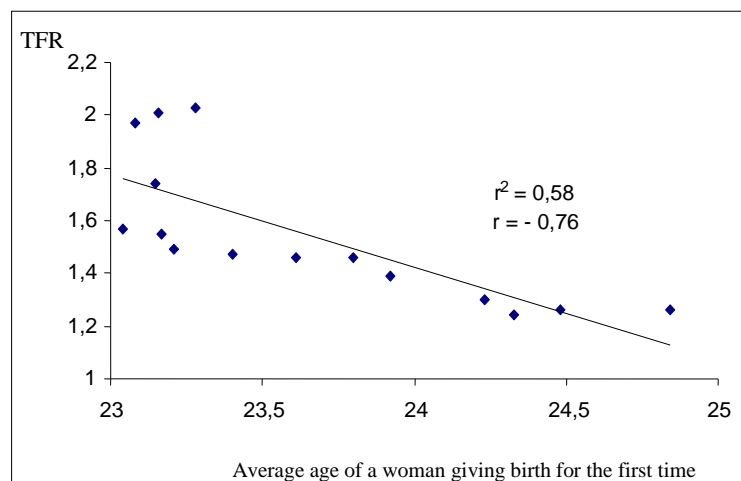


Figure 2. Total fertility rate (TFR) and average age of a woman giving birth for the first time in Lithuania in 1990–2004.

Source: composed by the author on the basis of: Lithuanian Department of Statistics, 2005, p. 43