ESTONIAN
ENTREPRENEURSHIP UNIVERSITY
OF APPLIED SCIENCES

GUIDELINES FOR COMPOSING AND FORMATTING STUDENT PAPERS

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Tallinn 2023

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INTRODUCTION

Good self-expression and analytical skills are essential in all fields of study and work in the 21st century. Consequently, students of both the applied higher education and Master's programmes of the Estonian Entrepreneurship University of Applied Sciences are required to acquire the skills of wording, explaining and analysing speciality-specific problems in writing.

These guidelines set out the requirements for composing and formatting student papers in the Estonian Entrepreneurship University of Applied Sciences (from now on referred to as EUAS). These general requirements apply to all EUAS student papers, both those composed for educational purposes (essays, report papers, reports, projects, etc.) and final papers and Master's theses required for graduating from different higher education programmes and levels of training. The guidelines set out the main differences between the types of papers. Additional requirements for special types of written papers (e.g. internship reports) are given in the composition instructions for the respective written paper and/or the study programme.

The content and format of the guidelines were updated by a working group established at the EUAS Centre for Excellence in Learning and Teaching in 2020, which consisted of Piret Einpaul, Anneli Rumm, Tauno Õunapuu, Aire Vaigu and Roosi Tilk. Later in year 2023, Anneli Rumm, Eneken Titov, Ly Hõbe, Marina Järvis, Olga Uhabakin, Olga Nežerenko, Inna Švartsman, Meelis Zimmermann contributed to update guidelines.

1. GENERAL REQUIREMENTS FOR AND TYPES OF STUDENT PAPERS

Students must write many independent written papers during their university studies by applying the knowledge acquired in the course thereof, thus demonstrating their knowledge of the subject and speciality as well as the skills of analysing and solving various problems in their field of study. Compiling independent written papers is, therefore, an essential part of acquiring higher education.

Educational assignments (essays, papers, reports, projects, etc.) above all facilitate the development of skills related to working with specialist literature and the systematic and analytical treatment of speciality-specific problems.

Research papers (final papers and Master's theses) must demonstrate the student's ability to carry out independent research and present the results thereof duly. Research papers are submitted according to the deadlines set out in the academic calendar.

1.1. Ethical and content requirements for student papers

The generally applicable requirements for academic texts must be observed in all student papers composed in the course of studies:

- **credibility and validity** – all arguments presented in papers must be supported by source references, verified facts or analysis results so that readers could reach the same conclusions as to the author
- **structure** – papers must follow the standard structure for academic texts (see Chapters 1.2 and 3.1)
- **correct language and style** – all student papers must follow the linguistic and stylistic requirements established for academic texts (see Chapter 3.2)

Student papers must be composed in accordance with the principles of academic ethics.

Adding due references to the opinions, works, and data of other authors is mandatory. Referencing is an agreement valid in the academic world, which is used to acknowledge the contributions of earlier authors, certify that the paper is based on reliable resources, and offer readers the opportunity to find and use the sources referenced.

The principles of research ethics apply to all stages of student research papers (planning, execution, and presenting results). This includes ensuring voluntary participation in

research, informed consent, prevention of damage, anonymity or confidentiality of research subjects and data protection.

Using large language model-based chatbots (e.g., ChatGPT) or other tools based on artificial intelligence in education, the method of use of the tool must be clearly described (including the prompt and the output obtained). The student must check and evaluate the output obtained to ensure its veracity. The output may be used only to a justified extent, referencing quoting (see Chapter 4.1). The use of tools must be referenced within the text (e.g., I used ChatGPT to generate ideas (OpenAI, personal communication, 15.08.2023) or created an illustration with Midjourney (Midjourney, personal communication, 10.08.2023) and present the input-outputs of the conversation in the appendix of my work (questions-answers).

As authors, **students are solely responsible** for ensuring that the paper submitted meets ethical and copyright, confidentiality and data protection requirements.

1.2.   Educational papers

Educational papers do not include conducting research and are composed to acquire knowledge and skills in finding specialist literature, collecting, classifying, comparing and analysing specialist views and drawing conclusions.

A term paper/report is a scientific summary of a specific problem or topic, which is above all composed on the basis of written sources about the subject addressed. Writing a report improves students' ability to use specialist literature and highlight the most important and relevant views presented therein. A report is not simply a collection of paragraphs copied from original texts, but a structured and coherent text addressing the topic, where the sources used must be correctly referred to. Reports have the following structure: introduction, body, conclusion and list of references. The topic, requirements for the literature used and the volume of the report are determined by the lecturer of the subject.

A summary report describes a specific problem related to the subject or compares the views of different authors on a subject, whereas the author's own opinion is not presented. A summary report does not require students to highlight innovative positions on the basis of materials read, but they still need to draw conclusions. It is important to convey the contents

of source materials adequately and differentiate clearly between one's views and the text summarised.

A research/analysis report includes students' reasoned opinions and assessments on the views presented or the problem addressed in the literature, but the main emphasis is still on reporting the views of other authors. Writing a research report requires students to understand and adequately convey the contents of sources summarised; students need to be able to analyze different texts, find views that connect or divide different sources, and report them systematically.

An essay is a short, argumentative, often critical reasoning on a topic, problem or phenomenon. Even though essays express and present the author's personal opinions or views, it is important to address the problem in a logical, argumentative and clearly defined manner. An essay generally begins with a (preferably original) claim, which is followed by the author supporting it with suitable arguments, bringing out both pros and cons, or finding solutions to the question posed. Writing an essay requires students to understand the topic addressed, including different viewpoints and the ability to analyse and assess them; it is also important for students to have their own opinion or a personal view with regard to the question at hand and to be able to present it in a reasoned and logical manner. An essay usually consists of three basic parts: an introduction, in which the problem or the main idea is worded; a body, in which the topic is discussed by presenting arguments for and against it; and a conclusion, which provides a summary of the main idea and the arguments that support it.

Compared to reports, essays are valued for their freer, personal and creative use of language that is based on a good academic style and the opportunity to express personal opinions on and attitudes towards the topic addressed. However, essays are more demanding than reports when it comes to their contents, style and presentation of ideas, as they require students to use a style characteristic to essays and express themselves in an idiosyncratic way.

A portfolio is a set of materials reflecting a student's personal development, which is used to organise studies and as an assessment method. A portfolio consists of work done during studies and other collected and composed materials that allow students to highlight, analyse and reflect on their studies, development and skills and experiences acquired. A portfolio

must include both self-analysis and evidence materials and have a logical and systematic structure.

An internship report is an analytic summary of internship, which provides an overview of the tasks performed, knowledge acquired, self-development and the compliance of the internship completed with the objective. An internship report contains opinions and proposals to improve the respective field of activity in the internship institution and the intern's assessment of their development and the experience acquired during the internship. The specific content requirements of the reports submitted for internships set out in the EUAS curricula and the principles of their composition are established in the respective internship guidelines. The requirements set out by these guidelines must be followed when preparing an internship report.

A subject paper is an analytical paper written independently on a subject related to a speciality, which draws on evidence-based sources. Writing a subject paper helps students acquire the skills of finding specialist literature in Estonian and foreign languages, working with specialist materials and presenting meaningful comparisons and assessments of theoretical treatments and empirical studies by different authors and composing and formatting a paper based on the conventions of academic writing and the structural principles of academic texts. Subject papers are written under group guidance. The schedule, topics and requirements for the source materials of subject papers are determined in supervising seminars. Specific requirements are described in the subject paper guidelines.

1.3.   Research papers: final papers and Master's theses

In research papers, students must pose a research problem, choose a methodology suitable for fulfilling their objective, work through reliable and relevant materials on the topic and refer to them correctly in their paper. Results of research papers must be presented analytically with the student's own contribution. Correct formatting of the paper is also important. The process of composing research papers is described in detail in Chapter 2 of these guidelines.

In the **final paper**, students must prove their ability to use the competencies acquired by conducting empirical or theoretical research, creating a practical solution, and presenting their specialist knowledge rationally and efficiently. The thesis should also display the skills

of identifying and analysing problems and drawing conclusions on the basis thereof, using specialist experience, literature, research methods and development tools and presenting the results in a clear, correct and reasoned manner. Final papers are written under the guidance of a supervisor. The optimal length of a final paper is 30 pages (the main part of the work).

A Master's thesis allows students to research a topical problem in their field in depth, analyse collected information critically, explain their views and provide a meaningful and comprehensive interpretation of research results. A Master's thesis can also be a practical study, in which the author's objective is to find solutions and applications for important problems in their subject field. Master's theses are written under the guidance of a supervisor and their optimal length is 40-60 pages (the main part of the work).

The volume of the main part of the work does not include the title page, summary, table of contents, list of used literature, and appendices. The text of the paper must be presented succinctly, and exceeding the volume is allowed only in justified cases. The principles of assessing and defending final papers and Master's theses are set out in the EUAS Procedure for Conducting Preliminary Debates and Defences of Student Research Papers.

2. COMPOSING A RESEARCH PAPER

This chapter focuses mainly on the principles of composing final papers and Master's theses, from now on jointly referred to as **research papers**.

When writing a research paper, it is important to choose a relevant and original topic, work with relevant specialist literature, determine and define the research problem, pose research tasks or questions, and/or hypothesis, choose suitable research methodology, collect and process data and analyse and present the results.

2.1. Choosing a topic

Choosing a topic is an important part of writing a research paper, and it depends on several aspects. Firstly, it is important to choose a topic that **is relevant and original in the field of study or important to the organisation studied**. It is also important to ensure that conducting research on the topic chosen is feasible. Here, you need to consider time, availability of suitable supervisors, your abilities and experiences and the existence and availability of specialist literature in the respective field. Even though the supervisor can also suggest the topic, the student who conducts the research must be sufficiently interested in the subject to work on it throughout the research period. The topic must be defined as specifically and precisely as possible and well-coordinated with the supervisor in terms of type, length and the available source of materials of the research.

2.2. Composing a topic project

In the initial stage, a topic project is prepared for final papers and Master's theses, which gives a brief (2-3 pages) overview of the activities of the planned research and the method and schedule for carrying them out. Compiling a topic project allows students to think through the topic and its treatment and prepare a research plan. The project provides a systematic overview of the chosen field of research, the author's objective and the methods for achieving the objectives. A topic project describing the purpose, contents and research method of the paper being written is an agreement between the student, the institution of higher education and the supervisor – an approved topic project provides the student and their supervisor the certainty that writing a paper on the chosen topic and using the chosen method is permitted. If the topic, objective and approach described in the topic project

change significantly in the course of writing the paper, the student must submit a new topic project.

The structure of a topic project is as follows:

- **The title of a research paper** is formed on the basis of the topic of the planned paper and the type of research. The title must correspond to the objective and convey the contents of the paper as precisely and specifically as possible. The title is a phrase that contains the basic terms of the research and the name of the organisation studied, where necessary. See Chapter 3.4.
- **Research problem and objective** – this subtopic provides an overview of the topic chosen, its importance and background (e.g. why and to whom it is important to address this topic; how the topic has been addressed before; what remains unknown and what is going to be determined or developed in the given paper; explains basic concept). This is followed by wording the objective that the paper aims to achieve (for example, create a prototype of a 3D game, find out customer satisfaction with the company's services). Based on the contents of the research, either research questions, tasks or questions with hypotheses are worded; practical research, i.e. applied research (practical solution), introduces the process of finding the solution and theoretical research explains the new contribution of the planned research to the treatment of the topic.
- **The schedule** presents the main stages of research with their planned time. This part sets forth the intended times for the following activities: collecting and analysing literature; the specification of the research schedule; data collection, processing and interpretation or planning activities required for creating a practical solution, the implementation thereof and assessment of results; and writing of the paper.
- **Research type** – here it is specified whether the research is theoretical, empirical or practical and what is prepared as a result thereof, where possible (e.g. proposals made on the basis of empirical research results to the management board for the improvement or facilitation of something or a system or programme developed as a practical solution). The types of and differences between research types are described in subchapter 2.7 of the guidelines.
- **Research methodology** – this part of the topic project explains the activities necessary for achieving the objectives and methods for collecting and analysing data as precisely as possible. The data collection methods (e.g. survey, interview, focus group interview, observation and document analysis) and measurement tools (e.g. information on the questionnaire used or the principles of preparing or customising a questionnaire) are defined upon planning empirical research; planned activities and methods used are presented in the case of a practical solution. The sizes of the population and the sample and the sample formation method (if a part of the population is studied) are presented depending on the methodology. If all members of the population are included in data collection (e.g. all employees of company X), it must be noted that the research is a population study. Information on the research procedure is also presented – e.g. when, where and how the research is conducted, whether it uses paper forms or a web survey, whether and how the anonymity of participants is ensured.
- **The list of references** presents all sources used for preparing the topic project and any known sources that the author is planning on using in the research – this allows

the reviewer of the topic project to assess the relevance and reliability of the sources. This is a preliminary list and work with literature continues during the research.

In addition to the above, the topic project must include the details of the author and the name of the supervisor at the beginning and the creation date of the topic project at the end. One possible example of a topic project is given in Appendix 1 to the guidelines.

2.3.   Work with literature

In order to address the topic comprehensively and in a research-based manner, the author has to provide as extensive an overview of the topic's theoretical background and earlier studies as possible. You can start searching for information from the newest handbooks and articles. Earlier undergraduate theses defended on a similar topic can also serve as primary information sources. The lists of references of sources found can also give an additional overview of authors who have addressed the specific topic. Next, you need to define keywords that describe the research topic and can be used to perform more thorough searches of sources in library catalogues and international databases.

Preliminary exploration of literature allows students to define their research topic, obtain a general overview of the subject field and the related terminology and helps to select a research method. According to Hart (2018, 14), primary analysis of sources helps:

- identify the relationship between theory and practice
- determine the context of the topic or research problem
- understand the nature of the research object
- find out what research methods, techniques, and analyses are used in research on the chosen topic.

An initial list of sources used is also included in the topic project. Literature is read and analysed more thoroughly when writing the theoretical part of the research, which is why the list of references for a completed paper is different and features considerable additions compared with the topic project.

As a result of the analysis of theoretical sources, the student gets an overview of the scientific discussion, the main research problems and questions of the chosen topic, an understanding of how knowledge is structured and presented in research, what the primary sources of the terms and definitions used, and knowledge of fundamental theories, concepts, and ideas, and the stages of development of the chosen topic (Hart, 2018, 27).

Sources must be selected and interpreted critically. In research papers, reliable materials compiled by acknowledged authors in the respective field should be preferred. Additionally, it is important to proceed from the most up-to-date sources possible when creating your theoretical base. Textbooks, handbooks and popular science resources are not used as primary sources. When using online resources, it is important to assess the truthfulness, sufficiency, reliability and relevance of materials presented and determine who created them, when and for what purpose. Scientific sources can be located via full-text databases (e.g. Science Direct and Ebsco) and other search environments (e.g. Google Scholar).

A final paper must be based on at least 20 and a Master's thesis on at least 30 sources. To provide a scientific and up-to-date overview, the research must include foreign language materials, which is why at least 1/3 of the sources used must be in a foreign language.

2.4.   Reasoning the relevance of the topic

Assessment of the relevance and practical importance of one's work characterizes the student's academic maturity and professional competence. Both at the beginning of the theme project and the introduction of the thesis and master's thesis, the relevance of the chosen topic must be justified from theoretical and practical perspectives. Critical analysis of sources, contemporary examples, and discussion in scholarly sources provide input for the theoretical perspective. In the case of a practical perspective, the input is solution perspectives, an opinion based on one's knowledge and experience, and a specific company problem (e.g., statistics, internal company sources).

2.5.   Research problem and objective and research questions, tasks or hypotheses

A research problem is an unsolved question or a theoretical contradiction that is based on practice, which does not have a clear solution or an answer and therefore requires more thorough research. When wording a research problem, you need to explain why it is important to conduct this research. For instance, you can proceed from facts in order to explain that the specific problem has not yet been sufficiently addressed in previous scientific studies or why the question or problem to be solved is important to the organisation studied. A specific research problem helps the author in later work, for instance, choosing a

suitable research method. The description of the research problem is usually the main part of the introduction of final papers or Master's theses.

Once the research problem is described, it is used to set the **objective** of the research. The wording of the objective must correspond to the topic and title of the research paper, it must be feasible in the context of the given research and result-oriented rather than process-oriented (cf. 'study' and 'determine').

Depending on the research strategy used, either **research questions or research tasks** are worded or a **hypothesis (hypotheses)** posed. **Research questions** are questions that need to be answered in order to solve the research problem and achieve the objective, which give the research a direction: what is studied and which questions should be answered at the end of the research.

Research tasks are activities required for achieving the established research objective. Research tasks allow both the author and the reader to monitor what has or has to be done in order to achieve the established objective (see Appendix 1).

Research questions are presented in the form of questions and must be answered in the course of the research. Research questions can supplement or replace research tasks.

A hypothesis is a possible, scientifically substantiated answer to a research question (research questions) posed, which is based on facts, theory or earlier studies and presented as an argument. Hypotheses are only formulated if the research uses a quantitative approach, and it is explanatory or comparative research. Hypotheses are not set in the case of research where the author's objective is to describe or map something and, in such cases, research questions or research tasks are established instead.

2.6.   Research methods and research strategy

Research can be conducted to describe, compare, explain, predict, or understand a phenomenon or an object. When choosing between different strategies and methods, it is most important to consider whether and how one method suits a specific research problem.

A research method is a method of collecting data. There are **empirical**, i.e. experiential methods (e.g. observations, interviews and surveys), and **non-empirical** methods, i.e.

methods that are not based on immediate experiences (e.g. logical deduction and theoretical-abstract research based on reading).

A research strategy is a collection of methodological solutions used in research, which are used to achieve the established objective. Referring to approaches used in research as either quantitative or qualitative is conditional (even though it is a long-standing tradition) because a research paper may include elements of both, and, depending on the objective, combining these methods may be justified.

Quantitative methods are used to collect empirical data that are as objective as possible and can be measured and processed quantitatively, i.e. numerically. To this end, standardized questionnaires and systematic observation are used. Earlier theories and studies have an important role in quantitative research. Data are organized, and conclusions are drawn therefrom with methods of statistical analysis using descriptive statistics, arithmetic means, assessment of statistical significance, correlations, and factor analysis.

Qualitative methods are used to study an object or a phenomenon. Qualitative research does not proceed from testing a theory or hypothesis but from highlighting new facts, identifying patterns, understanding meanings, and reflection. The research is descriptive, and data are obtained as words or images. Qualitative methods include interviews with open questions, participant observation, and discursive document and text analysis.

2.6.1. Research types

There are three types of research: theoretical, empirical and practical. The terms "practical solution" or "applied research" are also used in relation to the latter. The differences are described in detail below.

In the case of **theoretical research**, the author aims to compare and critically analyse the different problem treatments in the subject field and develop them further, highlighting the contradictions between theories, earlier studies or theories and the results of empirical research papers. A theoretical research paper must make a new contribution to theory by analysing existing ideas and presenting new ones.

Empirical research addresses a phenomenon or a problem by finding answers to research questions posed or testing established hypotheses by collecting, interpreting and analysing

empirical data. The methods of collecting data required for research depend on the objective; for instance, you can use surveys, interviews, observations and document analysis. Research results are used to make proposals and offer possible solutions, and the opportunities to put the results into practice are also analysed.

In the case of **practical research** (a practical solution), the author aims to develop an original solution that can be practically used in an organization's work or everyday life. Examples of practical solutions include compiling study materials, developing and implementing a software solution or an information system, carrying out a business or a design project, service development and development, or improvement of a program or a system used in a working environment (e.g. induction programmes and remuneration systems). When improving the existing solution, it is necessary to study how it works, prepare a requirements analysis, and select suitable technologies based on this. Presenting only the result, i.e. the developed practical solution, is not sufficient in student papers. It is important to explain the process of reaching the solution, justify choices, and analyse the underlying theoretical starting points and best practices. The prepared solution must also be validated (such as potential users or developers).

The general structure of research papers is described in detail in subchapter 3.1 of these guidelines.

2.7. Population study or sample study

The volume of data required to make reasoned conclusions in a research paper depends directly on the objective and the research problem. **A population** is a societal phenomenon or process or a number of objects, on the basis of which the author wants to draw reasoned conclusions as part of their research. There are two ways to study populations: firstly, you can study all of its elements or a part of the population and use it to make conclusions about the whole population. If the population is relatively small (e.g. if you study the professional satisfaction or engagement of employees of one company), it is reasonable to study all elements of the population, i.e. to perform a **population study**. If the population is big (e.g. you want to study the consumption decisions of the population of Estonia) and including all of its members is unthinkable, it is reasonable to study only a part of it. A part of the population selected for studying is called a **sample**. A sample must represent the population

in both volume and distribution: the sample size depends on the size of the population, and the sample distribution must correspond to the population distribution (for example, by age or sex). You can use a sample calculator to determine the size of the sample.

The principles of forming a representative sample depend on the research strategy used. When selecting a sample, it is important to consider the established objective, accessibility of the sample, the number of factors observed, the homogeneity of the population and the extent the sample corresponds to the population. In qualitative research, samples can be developed until the materials are saturated, which means that the number of research participants is determined in the course of the research and data are collected until repetition starts to emerge and new topics, categories, explanations are no longer added, and thus the data collected can be used to make conclusions and generalisations.

2.8.   Data collection, processing and analysis

The selection of data collection methods depends on the established research objective and the research strategy (see subchapter 2.6). Datasets are processed so that the data collected can be analysed. Data analysis and making conclusions is the most important research stage – this fulfils the research objective.

Quantitative methods utilise statistical data processing and analyse statistically significant indicators depending on the purpose of the research (the most important trends are compared, grouped, and highlighted).

The stages of data collection, processing and analysis in a qualitative study are not as clearly distinguished as in the case of a quantitative study. Data are analysed with the help of interview transcribing, identification of units of meaning, creation of a category system, and analysis, for example.

The mixed methods approach combines qualitative and quantitative methods from data collection to data interpretation (Jason & Glenwick, 2016, 9).

2.9.   Presentation of results, discussion and proposals

Research results are presented by established research questions, tasks or hypotheses. The presentation of results is followed by a discussion, in which the most important results obtained during the research are connected to the underlying theoretical material and the established objective. Different interpretations, the reliability and validity of research results and the general importance and meaning of the research should also be discussed. Depending on the established research objective, specific and reasoned proposals are also presented based on results obtained, where possible (e.g. to the management board of the organisation studied).

3. FORMATTING OF STUDENT PAPERS

The rules that apply to the formatting of academic texts apply to all student papers. Additional formatting requirements given in these guidelines are presented in coloured boxes.

3.1. Structure

Academic texts adhere to the following basic structure: an introduction, a body and a conclusion.

Longer educational papers (e.g. reports) feature:

- an introductory part – a title page, a table of contents and explanations of abbreviations where necessary;
- a body (the content of the research paper) – an introduction, theoretical starting points, an introduction of earlier studies, a summary and a list of references; and • appendices (where needed) and the paper is divided into titled chapters and subchapters.

The structure of student research papers, i.e. final papers and Master's theses is as follows (for more read page 53):

- a title page

- an author`s declaration

- a resume (in Estonian and English)

- a table of contents

- abbreviations, terminology and lists of tables and figures where necessary

- an introduction

- the body of the paper (2-3 chapters which present the theoretical background and earlier studies, research methodology, results and conclusions, a discussion and proposals)
- a summary

- sources used

- appendices (where needed)

The title page is the first page of the paper, which presents formal and substantive information on the paper (see Appendix 2). The most important part of the title page is the title, which must clearly present the contents of the paper. The title page elements, except

the title, must be in *Times New Roman* 12 p or *Calibri* 11 p. The title of the page is presented in either *Times New Roman* 14 p or *Calibri* 13 p, centred, in bold capital letters.

The title page includes (see an example p 52):

1) the name of the institution of higher education (centred, in capitals) and the name of the curriculum (in the middle in small letters, except the first letter, e.g. 'Business Administration') and below it the name of the specialty (e.g., 'Marketing specialty');
2) the author's first and last name (above the title, centred, in small letters, except the first letters);
3) the title of the paper (centred, in bold capital letters);
4) the type of paper (below the title, centred, in small letters, except the first letter, e.g. 'Report', 'Written project', 'Essay', 'Internship report', 'Subject report', 'Final paper', 'Master's thesis');
5) supervisor information on the right side of the page: first and last name, academic degree (abbreviated); if the paper has several supervisors, their details are written below the details of the first supervisor; if the supervisor does not work in the institution of higher education, their workplace and position are also given in front of their name;
6) the city where the study centre is located and the creation year of the paper (at the bottom of the page, centred). For example: Tallinn 2023

The author's declaration is a mandatory part of the bachelor`s and master's thesis, which is submitted after the title page and consists of the following text:

I confirm that I have prepared the work independently and that it has yet to be previously submitted for defence by someone else. All other author's work, thoughts, points of view and sources of information are properly cited.

Author: [First and surname]

[DD.MM.YYYY]

A resume is the part of final papers and Master's theses that gives the reader a brief and concise (1000-1800 characters) overview of the contents of the research paper: the research problem, the objective, a description of the methodology, the most important results and conclusions or an introduction of the solution developed. A good resume is brief, precise and understandable as a separate text. A resume is composed in at least two languages: the study language and in a foreign language. Resumes written in foreign languages are presented after the resume written in the study language: a resume in English is added to a resume in Estonian (if the study language is Estonian); a resume in Estonian is added to a

resume in English (if the study language is English); resumes in Estonian and English are added to a resume in Russian. The exact title translation must be given in all resumes written in foreign languages (respectively in English and/or Estonian). **At the end of the resume, there must be a text:** The thesis is in [language] and contains [pages] pages of text, [chapters] chapters, [figures] figures, [tables] tables.

The table of contents presents a list of individual parts of the research with titles and starting page numbers. The table of contents gives the reader an overview of the structure of the paper and the relationships between the questions addressed therein. The titles in the table of contents must correspond to the titles in the text and follow the same style and format. All appendices' titles and starting page numbers are given at the end of the table of contents.

Lists of abbreviations, terminology, tables, and figures – the list of relevant abbreviations and/or terminology (if these have been used frequently) used in the paper are given alphabetically with explanations to ensure that the paper's contents are understandable and easily followed. If there are few abbreviations and terms in the paper, these are explained in the text upon the first instance of use.

In the **introduction**, the author must provide the reasons for topic selection and support them with arguments, describe and analyse the research problem, establish and define their objectives (what is addressed in the paper and how, what question is being answered and the relevance of the posed problem), formulate the research tasks, research questions or hypotheses required to achieve the objective and provide a brief introduction of the theoretical background and an overview of the structure of the paper. The introduction is usually around 2-4 pages.

In the **body of the paper**, the author performs the research tasks required to achieve the established objective or tests their hypotheses. Problems are addressed by moving from general parts, such as theoretical background and research methods, towards more specific empirical analysis or a practical solution.

The theoretical part is inarguably an essential part of all types of research, including practical research, i.e. applied research papers. In this part, the author provides an overview of earlier treatments of the research problem established in the introduction and studies made and analyses the views of different authors by highlighting the pros and cons of different

treatments and supporting them with arguments. In the case of *practical research*, this part is also used to explain the choice of a theory suitable for the planned solution and highlight the benefits of the chosen method compared with other options. The central terms used are also explained in this part of the paper.

Research methodology – in empirical research, the author presents data collection methods, a list of used measurement tools (questionnaires, etc.) with a brief description and the principles of selecting or compiling them, the principles of sampling, the procedure for carrying out the research and data analysis methods; in practical research, the author describes the process of creating (or improving) a solution, e.g. solution planning, mapping of the situation, stages of developing a solution, work distribution and methods and assessment of the solution, where possible. In any case, the selection of methods and the relevance of the choices made must be explained.

Results – in this part, the author presents the results of the research either by established research questions, research tasks or hypotheses. The results part only introduces the results of the research; these are not yet connected to other researches or assessed in this part of the paper. In addition to text, the results can be presented with tables and figures. In the case of a practical solution, this part describes sketches of the application, intermediary versions, and the final version of the practical solution or application developed. The completed solution or application should also be tested and assessed, where possible (e.g. based on some standards or user feedback). The developed application is presented as an appendix to the paper.

In the **discussion**, the author links research results to those of earlier studies and theoretical treatment, points out the differences and similarities and provides an assessment on the reliability, meaning and applicability of their study. In the case of practical research, the discussion part is used to make proposals to assess the presented solution and show why the solution offered is original or more efficient than current solutions and, where possible (depending on the contents and the possibility to assess the practical solution), gives a more specific assessment on the applicability of the research based on the results of the tests conducted.

In the **conclusion**, the author provides a retrospective overview of the most important parts of the text, presents the results obtained, and makes proposals for further research. The

summary is not used to pose new problems or present views or conclusions about questions not addressed in the previous parts of the paper. It is important to remember that the summary is not a mechanical combining of paragraphs from previous parts of the text, and the most important opinions from the earlier text must be presented in a new, conclusive, and clearly defined way. The optimal length of a summary is 1-2 pages.

References – a duly formatted, unnumbered list of all materials referred to in the paper is presented alphabetically at the end of the paper (after the conclusion).

Appendices – data and materials that confirm and illustrate the views addressed in the paper but the presentation of which would interfere with the paper's readability (e.g. large tables and compiled questionnaires) are presented as appendices. Appendices are not included in the length of the paper.

3.2.   Language and style

EUAS student papers are generally composed in the study language. There are exceptions where the paper can be written in another language, but this must be coordinated with the Office of Academic Affairs beforehand.

The language of student papers must be grammatically and orthographically correct and correspond to the characteristics of good academic language. The text must be concise, neutral, and impersonal. All claims and conclusions must be substantiated; the author must use the same basic scientific terminology and explain terms before or upon first use. Emotional expressions, ambiguity, colloquial language and slang, verbiage, excessive foreign words, and colloquialisms must be avoided. When working with foreign language texts, students should avoid the excessive influence of the foreign language on, for instance, sentence structure. It is important to convey the meaning of the text instead of mechanically translating individual words.

The text must have a logical structure and form a coherent whole regarding language, content, and structure. The thought process must be consistent and paragraphs logically connected, expressions unambiguous, the use of terminology correct and precise, and the use of punctuation, names, foreign words, and abbreviations correct.

3.3. Page layout

All written papers must be in A4 format (210 × 297 mm). The top, bottom, and right-hand margins should be 2.5 cm and the left-hand margin 3 cm. Justified text alignment is used to format the body of the paper. The font should be either *Times New Roman* (12 p) or *Calibri* (11 p) in regular type, and the whole text must be in one font (Table 1). The text and titles of the work are black, and other colors may be used in figures and tables.

Table 1. Overview of text formatting requirements

Formatting	Main text	Foreign words	Paper title in the header	Page number in the footer	Source entries in the list
Font and font size	Times New Roman 12 p, Calibri 11 p	Times New Roman 12 p, Calibri 11 p	Times New Roman 10 p, Calibri 9 p	Times New Roman 12 p, Calibri 11 p	Times New Roman 12 p, Calibri 11 p
Type	Regular	Italics	Regular	Regular	Depending on the source type
Alignment	Justify	Justify	Right	Right	Left
Line spacing	1.5	1.5	1.5	1.5	1.5
Paragraph spacing	Spacing after paragraphs 12 p	Spacing after paragraphs 12 p	-	-	Spacing after paragraphs 12 p

The line spacing is 1.5, except in lists and tables, in which case the line spacing must be 1.0. The paragraph spacing is 12 p and indentation is not used. Only foreign words and expressions are given in italics in the text. The list of source materials used given at the end of the paper is aligned left using 12 p paragraph spacing between source entries.

The title of the paper (longer titles can be shortened) is written in the header of each page of the body of the paper (except the title page), using right-alignment and Times New Roman 10 p or Calibri 9 p – this ensures that the title is same throughout the paper). Page numbers are added to the footer of the page and aligned right (Times New Roman 12 p, Calibri 11 p).

Pages are automatically numbered starting from the title page, but the page number is not included on the title page, the author`s declaration and the table of contents page (or the resume page in the case of final papers and Master's theses).

3.4.   Headings and table of contents

All independent main parts of the paper are given headings. Headings must be short but precise and correspond to the contents of the paper. General headings that do not disclose the contents of chapters or subchapters, as well as questions and exclamatory sentences, and abbreviations must be avoided.

The independent main parts of the paper (the table of contents, the introduction, each new chapter, the conclusion, the list of references and the resume) begin on a new page. Subchapters begin on the current page, provided that there is room for the heading as well as the following text.

All chapters, subchapters and subclauses are numbered hierarchically using Arabic numerals (**1. Chapter**, **1.1. Subchapter**, **1.1.1. Clause**, etc.). The author`s declaration, resume, table of contents, introduction, conclusion and the list of sources used are not numbered. The headings of all chapters and independent parts of the paper are written in capital letters, while the titles of subheadings and clauses are given in small letters (except the first letter) using *Times New Roman* 12 p or *Calibri* 11 p. Headings are given in bold and aligned left. The spacing between a chapter heading and the following text is 24 p and the spacing between a subheading and the text that precedes and follows it is 18 p. Full stops, hyphenation, and abbreviations are not used in headings. Heading formatting is aided by using heading styles (Heading 1, Heading 2, and Heading 3). All first-level titles start on a new page.

An overview of formatting requirements for headings and the table of contents is given in Table 2.

Table 2. Overview of formatting of headings and table of contents

Formatting	Heading of a main independent part of paper	Chapter heading	Subchapter heading	Table of contents
Fonts and font sizes	*Times New Roman* 12 p, *Calibri* 11 p	*Times New Roman* 12 p, *Calibri* 11 p	*Times New Roman* 12 p, *Calibri* 11 p	*Times New Roman* 12 p, *Calibri* 11 p
Type	**Bold**, capital letters	**Bold**, capital letters	**Bold** small letters (except the first letter)	Depending on the hierarchical structure
Alignment	Left	Left	Left	Left
Line spacing	1.5	1.5	1.5	1.0
Paragraph spacing	Spacing after paragraphs 24 p	Spacing after paragraphs 24 p	Spacing before and after paragraphs 18 p	spacing after the TABLE OF CONTENTS title is 24 p; the spacing after table of contents entries is 6 p
Layout and numeration	On a new page, headings are not numbered	On a new page, numbered in Arabic numerals	On the current page, if the text can be added in addition to heading, in Arabic numerals	On a new page, depending on hierarchical structure with page numbers

The numbers of all of the chapters and independent parts of the paper and their full headings, along with the numbers of their starting pages, are given in the table of contents. Headings are presented in accordance with their hierarchical structure. The headings of all appendices with their starting page numbers are given at the end of the table of contents. The table of contents is formatted using *Times New Roman* 12 p or *Calibri* 11 p, while the list of headings is formatted using 1.0 line spacing. Bold or italics are not used in the table of contents.

3.5.   Abbreviations, numbers and formulae

Using as few and as common abbreviations (no., p, cf., etc.) as possible in written papers is recommended. When using acronyms, the full spelled-out form must be written out upon first use, followed by the acronym in brackets, e.g. the National Institute for Health Development (NIHD). Exceptions are common acronyms whose full form is rarely used (e.g., USA, UN, etc.).

If the paper includes repeated abbreviations or symbols that are less common, it is recommended to compile a list of abbreviations and symbols with the respective explanations as a separate section after the table of contents. All of the abbreviations used must be adhered to throughout the paper. Abbreviations are not used in headings.

Single-digit numbers (0-9) are written in words, while larger numbers and fractions are written in numbers (e.g. eight business days; 120 companies; 2/3). Ordinal numbers are followed by a full stop in Estonian. If a single-digit number is followed by a unit of measurement or a symbol, it is written in numbers. There is a space between all units of measurements and the number, with the exception of the percent sign. When presenting percentages, only one decimal place is used. Financial indicators are presented using two decimal places.

Formulae are presented on a separate row, preferably using left alignment. Single symbols and simple mathematical expressions are presented in the text. Formulae and equations can be written with the help of a text editor (e.g. in MS Word using 'Insert equation'). Formulae and symbols used therein are written in 12 p. The symbols used in formulae are written below formulae, each on a separate row. The explanations of symbols begin with the word "where" (without a colon). In each new formula, only the symbols appearing for the first time are explained.

The arithmetic mean is calculated using the following formula:

$$\bar{x} = \frac{\sum x_i}{N} \qquad (3)$$

where N – volume of population, x_i – element of population

If a paper includes several formulae, they must be numbered either using general numeration or by chapters (e.g. formula 1.3 where one stands for the chapter and three for the number of the formula). The number of the formula in round brackets is presented on the same row right from the formula.

3.6.   Lists

Items on a list are marked with either Arabic numerals in brackets, small letters or bullets (if the items on the list are a direct continuation of the previous text). Numbering should be used in lists if you need to emphasise the order of the items or if you wish to refer to a specific part of the list in the text. Lists are formatted using 1.0 line spacing. Lists can be created in MS Word using 'Bullet' or 'Numbering library'.

The layout of and the use of punctuation in lists depends on the number of words in the items of the list.

If a bulleted list consists of single words or short phrases, the items of the list are written after one another and there is no need to use punctuation.

The Nordic Questionnaire on Positive Organisational Psychology focuses on six dimensions of organisational life (Christensen *et al.*, 2012, 14):

- individual resources
- job resources
- job demands
- work-related states and attitudes
- individual wellbeing
- organisational performance

If a list consists of longer phrases or sentences that include a comma, the items of the list are written after one another on separate rows and separated with a semicolon.

The stages of production cost analysis in the case of activity-based accounting are (Strandberg & Teder, 2008, 2-4):

1) ascertaining of manufacturing costs;
2) describing the production process in order to simplify the reflection of all costs and determination of cost drivers; 3) determination of cost-drivers.

If part of the list contains two or more sentences, the bracket after the number of the item is replaced with a full stop. Full stops are also added at the end of each item on the list.

Regardless of level, value systems contain a number of attributes, and we can assert that values systems are (Abreu & Camarinha-Matos, 2008, 1208):

1. Individual-based – the values in a value system depend on the person. Different people can use different values in an identical situation and they may have different values.
2. Individual or social – individual values can be applied only for one member, while social values can be applied to more than one member.

If an item on the list includes a list, the items on the general list are marked with numbers (1, 2, etc.) and the sub-list items with small letters followed by a bracket, a), b), etc.

Lists should be presented using the same method throughout the paper. All lists must be provided with an explanation or an assessment in the text of the paper. According to best practice, chapters or other parts of the paper should not end with a list.

3.7.   Tables

Tables present numerical data and important parts of the text compactly. Tables are numbered throughout the paper using Arabic numerals. The general title 'Table' is written above the table on the left-hand side in bold, regular letters using *Times New Roman* 12 p or *Calibri* 11 p (References > Insert caption in MS Word). The table number follows this and as brief and concise a table heading as possible (in bold, regular letters). The spacing between the title of a table and the table and the notes presented below must be 6 p.

Text and numbers are presented in tables using *Times New Roman* 12 p or *Calibri* 11 p and 1.0 line spacing. Tables are placed in the middle of the page. All table columns, preferably

also the first column, must-have titles. It is recommended to place a table on one page. If the table continues on the second page, the column titles must be presented again or the columns numbered. Large tables with unprocessed open data (e.g. balance sheets) are presented as appendices.

It is best practice to not begin or end chapters or other independent parts of a paper with a table. Each table must be related to the text of the paper, which means that the table is referred to in the text before it is presented or after a brief introduction of the data presented in the table. This can be done using either direct referencing (the data in the following table characterise...) or indirect referencing, in which case the number of the table is marked at the end of the sentence in brackets (Table 3). The table must be presented after such a reference at the first opportunity, and a longer comment can be added after the table. If the author wishes to draw attention to the table later in the paper, they must use indirect referencing and add the page number where the table is located.

If abbreviations are used in a table, the explanations are given below the table, using the general term "Notes". Explanations are presented using *Times New Roman* 11 p or *Calibri* 10 p and 1.0 line spacing. The above requirements are presented in table 3 as an example.

Table 3. Reliability coefficients of fields of the test version of the measurement tool

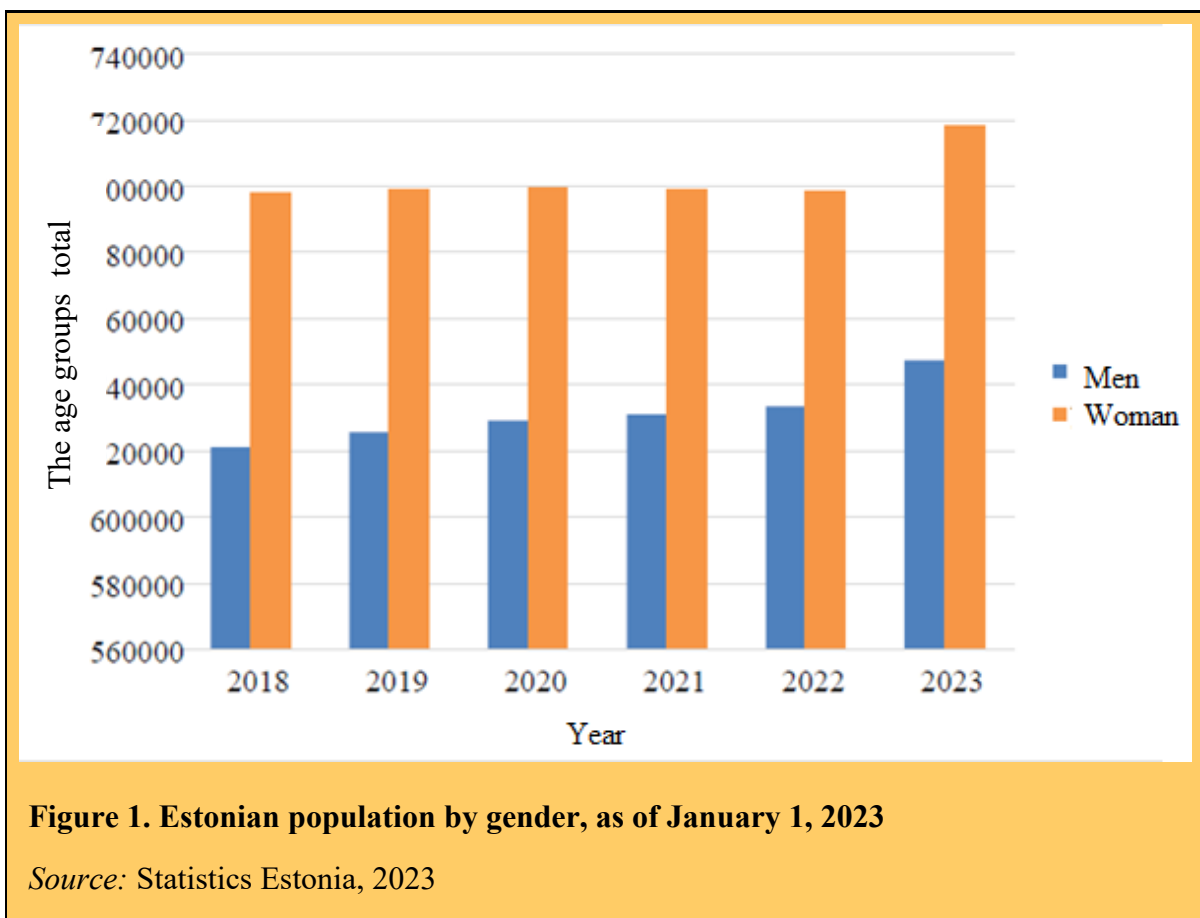| Field	Reliability coefficient	Number of claims
Field A: resources (performance of tasks, I level)	0.93	39
Field B: resources (colleague level)	0.82	18
Field C: resources (ORG level)	0.96	41
Field D: requirements (performance of tasks, I level)	0.87	23
Field E: job dedication	0.89	42
Field F: work and health	0.77	21

Notes. I = individual; ORG = organisation.

Source: Author

3.8.   Images

Student papers utilise a range of illustrative materials, such as diagrams, graphs, figures, charts, photos and drawings, in order to visualise the text.

Images are centred, and the text and numbers therein are presented in Times New Roman 12 p or Calibri 11 p using 1.0 line spacing. Images should be designed so that the information presented therein is clear and easy to follow. When adding figures created in MS Excel, for example, it must be ensured that the fonts and font sizes correspond to the guidelines of formatting student papers.

Images are marked with the general term 'Figure', followed by the number of the figure and a brief description of the contents thereof (in bold, regular letters) using *Times New Roman* 12 p or *Calibri* 11 p and 1.0 line spacing. Titles of figures (captions) are given below figures and aligned left, using 6 p spacing between the figure and the caption and 18 p spacing between the caption and the following text. The name of the scale must be displayed on the Y and X axes, and the legend should preferably be placed on the right side of the chart.

Figure 1. Estonian population by gender, as of January 1, 2023

Source: Statistics Estonia, 2023

Figures must be related to the text both in terms of its contents and the reference. When referencing in the text, the type and number of the image are given in round brackets (e.g. Figure 1 or Photo 3). Longer explanations or comments can be added below figures. Larger illustrative materials (more than 0.5 pages) are presented as appendices.

3.9.   Appendices

Data and materials that confirm and illustrate the views addressed in the paper, but the presentation of which would interfere with the paper's readability (e.g. large tables and compiled questionnaires), are presented as appendices. Appendices that have little connection to the contents of the paper should be avoided.

All appendices must be equipped with headings and numbered using Arabic numerals based on the order in which they are referred to in the text. If only one appendix is added, it is not numbered. Appendices and their headings are given in the table of contents.

The word "Appendix" and the number and title of the appendix are written in the upper right corner (e.g. **Appendix 2. Sample title page**).

If appendices include tables or figures, these are presented as separate appendices, whereas the respective table or figure are not given a separate heading or a subheading. If a table is presented on multiple pages, the titles of columns are given on each new page.

If an appendix is a CD, a brochure or another data carrier that cannot be presented electronically in the paper file, a printed version of the paper must also be submitted and the author's name, paper title and type and appendix title written on the data carrier. The data carrier itself is presented with the printed paper in a pocket or envelope attached to the inner back cover of the paper. Appendices that are related to the paper, but not presented in the electronic file, are listed on a separate page with the respective appendix numbers and headings. The numbers and headings of all appendices are listed in the table of contents similarly to the appendices in the electronic file.

4. REFERENCING AND SOURCE MATERIALS

Correct referencing is an essential part of academic literacy. Referencing is used to acknowledge the authors of ideas and opinions used in the paper and allow the reader to review the contents of original sources. Sources are textual, graphic and other materials that are composed by other authors or previously by the author, which are used for compiling the research. EUAS student papers must follow the referencing rules described in these guidelines, which are based on the referencing system published in October 2019 in the 7th edition of the publication manual of the American Psychological Association (APA).

A reference consists of two parts: an in-text reference and a more detailed source entry in the list of references. In-text references are presented in the text in round brackets and generally consist of the author's last name, the publication year of the source and a page number(s).

In the case of in-text referencing in EUAS student papers, the page number(s) must be added when citing materials by other authors, paraphrasing and summarising alike. Page numbers allow readers to locate the opinions of other authors in long or complicated texts more easily. If the source used (e.g. some e-book) does not have page numbers, you can use the paragraph number or the name of the material's subdivision together with the paragraph number, e.g. 'Chamberin (2014, para. 1)'.

The first letter of the author's first name must only be specified in an in-text reference if the paper uses sources whose authors have the same last name. Sources used are presented in the list in alphabetical order. A comprehensive table on referencing rules is presented in Appendix 4 of the guidelines.

The following general principles of referencing apply:

- The original source must be referred to each time the author summarises, paraphrases or cites the work of another author. The referencing requirement applies to both texts and graphic materials. The text of other authors used in the paper must be clearly distinguishable from the author's own text.
- In-text references must correspond to the information presented in the list of references: each in-text reference must refer to an entry with more detailed information in the list of references, which is to include information only on those sources used in the paper and referred to in the text.

4.1.   Summarising, paraphrasing and citing

Positions of other authors and results of earlier studies can be presented in a paper either by summarizing, paraphrasing or, in exceptional cases, citing.

Summarising is making a faithful summary of the opinions and claims of one or several authors in your own words. Good summarising requires the author to understand the contents of the materials read – the text must be reworded to reflect the original idea. Replacing individual words in the original text is not summarising – in summarising, both the structure and vocabulary of sentences are changed. Summarising makes it possible to include opinions of other authors in your paper in terms of both style and vocabulary, which is why summaries can be based on the work of several authors.

Upon summarising, a due reference must be made to the source summarised. If the work of multiple authors is summarised, all of the sources used must be referred to. Summaries must be clearly distinguishable from the author's own text.

A **paraphrase** is a restatement of a shorter text part from the original source in the author's own words so that the result is different, but the meaning stays the same. Paraphrasing differs from summarising by its aims: the aim of paraphrasing is not to summarise something, but to explain the idea and views of the original source in your own words in the same length as or even longer than in the original text. Paraphrases are provided with a due reference to the author, the publication year and the page number, whereas quotation marks are not used.

When connecting a citation to a paraphrase, the part which is most difficult to explain using your own words without distorting the meaning is presented as a citation (Ehala, 2000, 152).

A **citation** is a verbatim presentation of the original text in a paper along with the wording, orthography, punctuation and distinctive textual elements (e.g. spacing). Citations are rarely used in research papers – they should only be used in those justified cases where the original text is so irreplaceable and colourful that important meanings or the stylistic tone would be lost in paraphrasing. Citations should be as short as possible. Upon citing, the author must

not add or leave out anything that would change the initial meaning nor should they combine parts of sentences from different places into one sentence.

Citations are given in quotation marks with a reference to the source and the page number.

The introduction of the Estonian Lifelong Learning Strategy 2020 emphasises: "We are successful only when we acknowledge the need to constantly learn and relearn and to be proactive and creative so that we can cope in today's rapidly changing world. Learning and the knowledgeable application of skills must become an integral part of an active approach towards life." (2014, 2)

If only part of a citation is used, the parts of the sentences or words that are left out are replaced with three dots between slashes.

"In addition to that, the writer must make sure that a citation would become a natural way of presenting information /.../" (Hirsjärvi *et al.*, 2007, 323).

If the author only needs to cite certain words from the source, they may cite those words and paraphrase the rest of the text:

When combining a citation with a paraphrase, the part of the text "that is the hardest to paraphrase without distorting the meaning" (Ehala, 2000, 152) is presented as a citation.

Citations should be as short as possible. If a citation is longer than 40 words, it must be distinguished from the rest of the text.

Neuroscientist Jaan Aru (2017, 118-119) explains the difficulties of using the brain in contemporary working environments as follows:

> The brain is a poor multitasker by nature. As a result, the brain unfortunately always performs the tasks that require thinking linearly: every time you get a professional phone call or need to answer a question submitted on social media, the brain must switch from one task to another. However, switching from one goal to another is based once again on the limited resources of the frontal lobe. Thus the switching itself requires additional resources, extra energy and depletes the reserves meant for thinking.

In such a case, the citation is presented as an indented separate paragraph – space is left on both the right and left side of the citation and quotation marks are not used.

4.2.   In-text references

All opinions, treatments, writings, citations, formulae, numerical data and images of other authors must include references. The author's own earlier works must also be duly referred to.

In the case of a citation, the reference to the source is given right after the quotation marks at the end of the citation, regardless of whether a whole sentence or part of a sentence is cited. In the case of a citation, it is also important to specify the page number of the source the citation comes from.

Ehala (2000) stresses that: "At the same time, summarising is the best method for forcing yourself to understand what is being read: summarising is impossible without understanding the text" (145).

"At the same time, summarising is the best method for forcing yourself to understand what is being read: summarising is impossible without understanding the text" (Ehala, 2000, 145).

If a reference or a paraphrase consists of one sentence, the reference is given before the full stop (the full stop is placed after the reference). In the case of a reference that consists of

several sentences, the reference is added after the full stop that ends the final sentence (the full stop is before the reference).

Understanding the text is a prerequisite of summarising (Ehala, 2000, 145).

Ideas and opinions of other authors can be presented in papers as citations or paraphrases.

Paraphrasing means conveying the thoughts of another author in your own words. (Ehala, 2000, 151)

If the name of the author referred to is already mentioned in the text, it is not repeated in the reference and only the publishing year and the page number of the source are given in brackets after the author's name or the clause that contains it.

Sociologist Ülo Vooglaid (2019, 89) stresses that lifelong learning is above all...

If both the author's name and the publication year of the source are included in the referenced or paraphrased sentence, there is no need to provide a separate reference in the brackets.

Sociologist Ülo Vooglaid has included his treatment of man and the society in his 2019 book *Elanikust kodanikuks*, focusing on...

If the source referenced has two authors, the last names of both authors are given in the reference and separated with the '&' symbol. The last names of authors are joined in the text using the conjunction 'and'.

"Finding a solution can be treated as a certain search process, where permanent memory data and opportunities of creative fantasy give options in the human mind, finding the right one of which is the decisive step" (Bachmann & Maruste, 2003, 186).

Bachmann and Maruste (2003) describe finding a solution as "a certain search process, where permanent memory data and opportunities of creative fantasy give options in the human mind, finding the right one of which is the decisive step" (186).

If the source referenced has three or more authors, only the name of the author who is mentioned first is given in the text (also when referencing for the first time) with the abbreviation *et al.* (from the Latin *et alia*, meaning 'and others').

From the beginning of their studies, students of higher education institutions should use the newest materials that originate from acknowledged research journals (Hirsjärvi *et al*., 2007, 103).

If the same source must be referred to several times on the same page, you can use the abbreviation *Ibid.* (from the Latin *ibidem*, meaning 'in the same place') after the first complete reference and add the page number of the text referenced.

Understanding the text is a prerequisite of summarising (Ehala, 2000, 145). /.../ The ideas and opinions of other authors can be presented in papers as citations or paraphrases (*Ibid.,* 151).

If a reference is based on more than one source, all of the sources are mentioned in the reference. Sources by the same author are ordered on the basis of the year of publication, for example (Saal, 2008; Saal, 2011); works by the same author published on the same year are distinguished by a small letter after the year, for example (Saal, 2008a; Saal, 2008b). Authors of different sources are presented in alphabetical order, and the last names of the authors are separated with a semicolon.

A good introduction sparks the reader's interest to continue reading and provides basic information that is important for topic development (Ehala, 2000, 50; Hirsjärvi *et al*., 2005, 235).

When referencing views and ideas referred to by other authors in their writing and the student cannot access the original materials, they must be referred to via another source using indirect, i.e. secondary referencing. Indirect referencing is not good practice and should be avoided by reading and referring to views that are important for the reliable treatment of the topic yourself using the original source. When preparing an indirect reference, both the original source and the source that is actually used are presented in the case of in-text

references, using the phrase 'as cited in'. Only the data of the source that the author used is given in the list of references.

> If the researcher focuses more on the research method rather than the phenomenon studied, there is a great risk that the results obtained are meaningless or elementary because the researcher's thinking may be thwarted as a result of such an approach (Loustarinen & Väliverronen, 1991, 147, as cited in Hirsjärvi *et al*., 2007, 65).

If the author of the referenced source is an institution or an organisation, the name of the institution or the organisation must also be added to the reference as an author.

> A code of ethics is a collection of written norms and values that help to solve problems of morality and choose proper behaviours (University of Tartu Centre for Ethics, 2007, 22).

If the referenced material is a source whose author is not specified (e.g. news stories and other texts), the title and the publication year of the source are given in the in-text reference. Short titles are written in full while only the first word of longer titles is given.

In-text references to laws, court rulings and other legal documents must include the title of the source, the publication year of the wording used and, where necessary, the specific section or clause. Official abbreviations of laws (e.g. PDPA – Personal Data Protection Act) can be used in in-text references.

> Employees have the right to study leave... (Adult Education Act, 2015, section 13).

If a text includes a reference to an interview, a conversation or a correspondence that cannot be reproduced and is inaccessible to the reader, the reference must contain the name of the author of the opinion, personal interaction, conversation or author's interview as a source type and the date when the interaction took place, e.g. "According to Mari Karm... (author's interview, 10 January 2020)." In such a case, a source entry is not made in the list of references.

4.2.1.   Referring to tables and figures

If a paper includes a table with data or an illustration that comes from a source used, the reference to the source must be given below the table or the illustration in Times New Roman 10 p or Calibri 9 p using 1.0 line spacing.

Table 4. Changes in the consumer price index compared to the previous year (%) 2010-2019

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
3.0	5.0	3.9	2.8	-0.1	-0.5	0.1	3.4	3.4	2.3

Source: Statistics Estonia, 2020

A conversation with a chatbot (e.g., ChatGPT) is presented unedited as an appendix to the paper, and a source entry is compiled in the bibliography (e.g., OpenAI. (2023). *ChatGPT* (version 20 December). https://chat.openai.com/.

4.3.   Source entries and list of references

The list of references at the end of a student paper provides detailed information on the materials used in the paper. The list of references must only include materials that are previously referred to in the text. Depending on the source type, the source entry must include the names of the authors, the publication date (and the date of use, if necessary), the title, the publication house, the page numbers of articles used, the year of issue and website addresses.

Sources are given in the list in alphabetical order with each entry on a separate row. Sources whose author is an institution or an organisation are added to the alphabetically ordered list in accordance with their names. Sources that do not have authors are added to the alphabetically ordered list on the basis of their titles. If the list of references includes several works by the same author, they are presented on the basis of the publication dates, starting from the earliest. If the list of references includes several works by the same author that have been published in the same year, they are listed on the basis of the first letter of their titles

and the small letter specifying the order is added to the publication year in both in-text references and the list of references (e.g. 2004a, 2004b).

Correct formatting of a source entry depends on the type of source – to this end, it must first be determined whether the source is a book, a chapter from a book, a journal article or a website. The respective information on sources is obtained from the data presented in the source, for example, the title page of a book and its reverse side.

References and source entries can be easily managed and compiled with reference management software (e.g. Mendeley), which helps to ensure that all in-text references have corresponding source entries in the list of references. The author must ensure compliance of automatically prepared source entries with the EUAS guidelines themselves, where needed.

The entry compilation rules that apply to different types of sources are described below. The examples used to illustrate rules are highlighted in the text using text boxes in order to make them easier to follow.

4.3.1. Whole works

GENERAL RULE

Author's surname, initial. (Year of publication). *Title.* Publishing house.

Kahneman, D. (2013). *Kiire ja aeglane mõtlemine.* Tänapäev.

If there is no publication year, it is replaced with the abbreviation s.a. (from the Latin *sine anno*, meaning 'no date'); if a work does not have an author, the name of the author is replaced with the name of the organisation.

WORK WITH SEVERAL AUTHORS

Last name of the first author, initial, (last name of the second author, initial) & last name of the last author, initial. (Year of publication). *Title.* Publishing house.

NB! Authors must be presented in the original order given in the work.

Zemach, D.E., Broudy, D., & Valvona, C. (2018). *Writing research papers: from essay to research paper*. MacMillan Education

EDITED BOOK (books with compilers or editors or chapters by different authors) Editor'smlast name, initial. (Ed.). (Year of publication). *Title.* Publishing house.

Kiili, J. (ed.) (2013). *Ettevõtlusõpe kõrgkoolis.* Sihtasutus Archimedes.

CHAPTER FROM EDITED BOOK/COLLECTION

Last name of chapter author, first name initial(s). (Year of publication). Chapter title. Initial of the first name of the editor. Last name (Ed.). *Collection title* (pages). Publishing house.

Saal, T. (2013). Ettevõtlikkus ja ettevõtlus. J. Kiili (Ed.), *Ettevõtlusõpe kõrgkoolis* (8-15). Sihtasutus Archimedes.

BOOKS WITHOUT AUTHORS OR EDITORS

Title. (Year of publication). Publishing house.

Webster's basic English dictionary. (2000). Merriam-Webster.

E-BOOK

Name(s) of author(s), initial(s). (Year of publication). *Book title.* DOI (Digital Object Identifier) or website address if there is no DOI.

Bass, L., Clements, P., & Kazman, R. (2003). *Software architecture in practice.* http://proquest.safaribooksonline.com/

UNPUBLISHED STUDIES AND GRADUATION THESES

Name(s) of author(s), initial(s). (Year of publication). *Title.* (Paper type). Institution of higher education.

Tuvi, H. (2011). *Infotabloo programmeerimine Räpina aianduskoolile.* (Course paper). Estonian Entrepreneurship University of Applied Sciences, Institute of Information Technology.

STUDENT PAPERS AVAILABLE IN HIGHER EDUCATION INSTITUTION DATABASES

Name(s) of author(s), initial(s). (Year of publication). Title. (Type of paper). http://website

Rogova, O. (2017). *Ülemiste City ettevõtete valmisolek vähenenud töövõimega inimeste töötajana kaasamiseks*. (Master's thesis). https://www.eek.ee/index.php?pg=2540&setlang=est

4.3.2. Periodicals

RESEARCH JOURNAL ARTICLE WITH DOI

Name(s) of author(s), initial(s). (Year of publication). Article title. *Journal title*, year, page range of the article, DOI

Solarte Vasquez, M. C., Rungi, M., & Nyman-Metcalf, K. (2019). Perceptions on selfregulation and transaction friendliness relevant to smart contracting. *International Journal of Law and Management, 61*(2), 286-308. https://doi.org/10.1108/IJLMA-03https://doi.org/10.1108/IJLMA-03-2018-00612018-0061

RESEARCH JOURNAL ARTICLE WITHOUT DOI

Name(s) of author(s), initial(s). (Year of publication). Article title. *Journal title*, year, page range of the article.

Tuulik, K., Kurvits, M., & Õunapuu, T. (2013). Work-related Values and Leadership Styles in Developing Estonia. *Journal of Management & Change, 30/31*(1/2), 82-104.

JOURNAL ARTICLE

Name(s) of author(s), initial(s). (Year of publication, the month of publication). Article title. *Journal title*, volume, page range of the article.

Kalda, M. (2015, July). Loomaaed kontoris. *Looming*, 6, 758-774.

NEWSPAPER ARTICLE

Last name(s) of author(s), initial(s). (Year of publication, day, month). Article title. *Newspaper title*, page range of the article.

Ehala, M. (2019, 28 October). Välistudengid õpiks rohkem eesti keelt. *Postimees*, 18-19.

ARTICLE WITHOUT AUTHOR

Article title. (Year of publication, day, month). *Newspaper title*, page range of the article.

Rahvaarv kasvas ka eelmisel aastal. (2020, 18 January). *Postimees*, 4.

ONLINE NEWSPAPER ARTICLE

Last name(s) of author(s), initial(s). (Year of publication, day, month). Article title. *Newspaper title*. http://newspaperwebsite

Oad, K. (2019, 28 October). Kristjan Oad: eesti keele õpe sõltub ülikooli meelsusest. *Postimees*. http://postimees.ee

ONLINE ARTICLE WITHOUT AUTHOR

Article title. (Year of publication, day, month). *Newspaper title.* http://newspaperwebsite

PISA 2018: Eesti põhiharidus on Euroopas esikohal. (2019, 3 December). *Õpetajate Leht.* http://opleht.ee

PRESS RELEASE

Last name of the author, initial /organisation (Year of publication, day, month). *Title* [Press release]. http://website

Eesti Pangaliit. (2018, 8 March). *Pangaliit õpetab abituriente rahaga targalt ümber käima* [Press release]. https://pangaliit.ee/uudised-ja-teated

4.3.3. Web sources

WEB PAGE

Name(s) of author(s), initial(s)/organisation. (Year of publication). *Title*. http://website

Statistics Estonia. (2019). *Statistikaametist.* https://www.stat.ee/statistikaametist

WEB DOCUMENT

Name(s) of author(s), initial(s)/organisation. (Year of publication). *Title*. http://website

Estonian Entrepreneurship University of Applied Sciences. (2019). *Regulation of Organisation of Studies.* https://www.eek.ee/download.php?dok=5862&t=av LAW

Name of law (without quotation marks). (Initial publication date in *Riigi Teataja*, the validity range of the wording used). http://website

Higher Education Act. (RT I 19.03.2019, 12, wording 01.09.2019 – inclusive.). https://www.riigiteataja.ee/akt/119032019012

BLOG POST

Name(s) of author(s), initial(s). (Year of publication, day, month). *Post title* [Blog post]. http://website

Rumm, A. (2019, 29 April). *Töö sisukord ja leheküljenumbrid* [Blog post]. https://haridustehnoloogkirjutab.wordpress.com

LIST MESSAGES, FORUM POSTS AND SOCIAL MEDIA POSTS

Name(s) of author(s), initial(s)/username(s). (Year of publication, day, month). Message title [List message/forum post/Instagram post]. http://website

APA Style [@officialapastyle]. (2019, 22 July). *To cite direct quotations from videos in #APAStyle, use timestamps like page numbers: on.apa.org/2hOvSb0* [Instagram post]. https://www.instagram.com/p/B0O2VLtHRec/

ONLINE STUDY MATERIALS

Name(s) of author(s), initial(s). (Year of publication). *Title* [PowerPoint slides/Lecture notes/Learning object/E-course], https://website

Einpaul, P. (2018). *Akadeemiline eetika: plagiaadist hoidumine* [Learning object]. https://plagiaadivabaks.weebly.com/

VIDEO (e.g. YouTube):
Name(s) of author(s), initial(s). or username(s). (Year of publication, day, month). *Video title* [Video]. http://website

Estonian Entrepreneurship University of Applied Sciences. (2015, 3 November). *Robert and Kim Kiyosaki meeting EUAS students – Tallinn, Estonia 27.10.2015* [Video]. https://youtu.be/HNA4kYofxWk

4.3.4. Other sources

FILMS AND DVDs

Name(s) of producer(s), initial(s). (producer) & name(s) of director(s), initial(s). (director). (Year of publication). *Title* [Publication format]. Place of publication.

Felt, I. (producer) & Toom, T. (director). (2019). *Truth and Justice* [DVD]. Estonia: Allfilm.

TELEVISION OR RADIO PROGRAMMES

Name(s) of producer(s), initial(s). (producer) & name(s) of director(s), initial(s). (director). (Year, day, month). *Programme title*. [Television/radio programme]

Kraus, A. (producer) & Radsin, M. (director). (2019, 18 March). *Plekktrumm: Kariina Laas* [Television programme]. Eesti Rahvusringhääling: Eesti Televisioon.

IMAGES, ILLUSTRATIONS

Name(s) of author(s), initial(s). or username(s). (Year of publication). *Title* [Photo, Illustration, Painting, Graph, Table or Map]. URL address

Tibar, A. (1928 - 1929). *Eesti topograafiline kaart 1:25000, Tallinn III-29, Harjumaa* [Kaart]. https://ais.ra.ee/et/description-unit/view?id=110702871071

INTERNAL INSTITUTION DOCUMENT

Name(s) of author(s), initial(s). (Year of publication). *Title.* Internal institution document

Eesti Ettevõtluskõrgkool Mainor. (2021). *Personalipoliitika*. Asutuse sisene dokument

INTERVIEWS, CONVERSATIONS, CORRESPONDENCE (E-CORRESPONDENCE) without a web archive that can be referred to – source entries are not compiled for such sources because the reader does not have the opportunity to review them. The text of the paper must include a reference to the material type. If the text can be presented to the reader, it must be placed in the appendix of the work (such as conversation with ChatGPT, an interview transcription).

4.4.   Plagiarism

The concept of plagiarism is closely related to referencing. Theft of intellectual property, i.e. plagiarism is a serious breach of academic ethics, as it involves failure to acknowledge the authors of ideas and opinions used in a paper.

The most obvious case of plagiarism is presenting the work of another author or parts thereof in your work without referring to the author. The following cases are also plagiarism:

- another author's text is presented word for word or the text of similar solutions like ChatGPT and there is a reference to the source, but no quotation marks are used to mark the citation
- a source is referred to, but only a few words have been changed when summarising or paraphrasing the original text
- part of the text of the source used is referred to, but the paper includes text parts without a reference to the source used
- incorrect source information is presented so that the source used cannot be located
- a reference is made to a source that has not been used, for instance, a foreign language work, but the paper uses an Estonian source, or to an original work, but the paper uses a source where the original text has been summarised or translated

It is unacceptable to present an assessed paper or use your earlier papers without referring to them.

In the event of plagiarism, the respective provisions of the EUAS Code of Ethics are applied.

5. SUPERVISION AND DEFENCE OF STUDENT PAPERS

5.1.   Supervision of student papers

Both research papers and educational student papers are above all individual works. The former are compiled in cooperation with a supervisor while others are prepared either under group guidance or as independent work depending on the requirements set out in the subject programme or by the lecturer.

The role of the supervisor in composing a research paper is above all guiding: they support students in specifying the topic, explaining the research problem and objective and the selection of methods, instruct them in choosing sources, consult during the research process and provide feedback on the paper being written at different stages of work.

Supervising begins with a mutual agreement between a student and their supervisor, which involves specifying the research topic, the contents and schedule of research compilation and supervising activities: the stages of work, mutual agreements on the organisation of feedback provision and other questions.

The supervisor has the right not to allow a paper submitted via the Study Information System to be reviewed if it does not comply with the EUAS requirements set for respective student papers.

5.2.   Submission, defence and assessment of student papers

The internship reports and final papers and Master's theses compiled in the course of studies are only submitted electronically in the written papers environment of the EUAS Study Information System in accordance with the deadlines set out in the academic calendar. A paper is considered presented on time if it has been submitted to the Study Information System by the established time and in accordance with the requirements. The submission requirements of other student papers are determined by the lecturer of the respective subject. The copyrights of student papers belong to the author and the Estonian Entrepreneurship University of Applied Sciences.

Final papers and Master's theses are defended during public sessions in front of a defence committee. This organisation of defence of student papers is regulated by the EUAS

Regulations of Organisation of Studies and the EUAS Procedure for Conducting Preliminary Debates and Defences of Student Research Papers.

REFERENCES

American Psychological Association. (2020). *Concise Guide to APA Style* (7th ed.). APA.

Estonian Entrepreneurship University of Applied Sciences. (2014). *Üliõpilastööde koostamine ja vormistamine. Metoodiline juhend.*

Einpaul, P. (2018). *Akadeemiline eetika: plagiaadist hoidumine.* [Learning object]. https://plagiaadivabaks.weebly.com/

Jason, L., & Glenwick, D. (2016). *Handbook of Methodological Approaches to Community-based Research: Qualitative, Quantitative, and Mixed Methods.* Oxford University Press.

Hart, C. (2018). *Doing a Literature Review. Releasing the Research Imagination (*2th ed.) SAGE Publications Ltd

Hirsjärvi, S., Remes, P., & Sajavaara, P. (2010). *Uuri ja kirjuta.* Medicina.

Laherand, M.-L. (2008). *Kvalitatiivne uurimisviis.* OÜ Infotrükk.

Appendix 1. Sample topic project

Development of Mentorship Programme Plan for AS X

Final paper topic project

Author: Katriin Pihlakas
Curriculum: Business
Administration
Supervisor: Piret Einpaul

Research problem and objective

In Europe, mentorship is generally understood as a development partnership, which helps people take responsibility for their development and achieve their actual potential and results that they value (Connor & Pokora, 2012). Specialist literature provides several examples of treatments of mentorship, which have changed over time. One of the representatives of the contemporary approach is Danish mentorship expert Kirsten M. Poulsen, who defines mentorship from the perspective of parties as a partnership between two people with different types of experiences that facilitates learning, where both parties – the mentee and the mentor – can learn and acknowledge something new and experience personal development. Poulsen emphasises that mentorship is a strategic development activity, which supports the organisation's long-term objectives and values. (2012)

Official mentorship programmes, which are structured based on clear standards and related to organisations' objectives, are increasingly acknowledged as global best practices. Mentorship is deemed to have a key role in, for instance, retaining employees, developing a career and skills or finding top specialists (Allen, Finkelstein & Poteet, 2011).

On the website of AS X, the company is introduced as an organisation that cares about its employees, values their contribution and aims to offer them the best environment for personal and professional development. To date, the induction of new employees has been based on an approach that involves the necessary training and appointment of a mentor. At the same time, many of the employees who came to work for the organisation in the period 2016-2018 have since left the company and staff records to indicate an increase in staff

turnover. The performance appraisals from the last two years indicate that employees have little faith in the opportunities of planning a personal career in AS X. The management finds that this issue could be solved by systematic support of employees' development via a mentorship programme. Considering that employees who have worked in the organisation for a long time and changed positions can also be included in the new programme, mentorship is seen as a valuable opportunity for supporting induction and individual career planning.

As a result, the author's objective is to develop a mentorship programme plan for AS X. In order to achieve this, the author establishes the following research tasks:

- provide an overview of treatments of mentorship and the general principles, international standards and best practices for creating and implementing mentorship programmes on the basis of specialist literature
- determine the expectations of the management and employees with regard to the mentorship programme to be developed, the readiness to adopt said programme and the outcome
- use the results to prepare a mentorship programme plan, which determines the principles of implementing mentorship in AS X

Schedule

Activities required to achieve the objective and estimated schedule:

1. Literature search and systematic analysis   – October-December 2019

2. Preparation of research schedule
   (research problem, research methods, ethics)   – November-December 2019

3. Data collection (interviews and survey)   – January 2020

4. Data analysis and interpretation   – January-February 2020

5. Preparation of mentorship programme plan   – January-February 2020

6. Writing of final paper   – January-April 2020

Type of research

The planned final paper is a practical research paper, which will result in a mentorship programme plan that is based on specialist literature and semi-structured interviews and a survey.

Research methodology

The research strategy is based on a qualitative approach. The main methods of data collection are interviews and a questionnaire. The questions of semi-structured interviews conducted with the company's managers are prepared based on specialist literature and earlier studies. The sample includes the whole population and the research is comprehensive: all company managers and employees are included. The anonymity of survey participants is ensured. The estimated interview time is one hour, and a voice recorder is used with the interviewees' consent. Interviews are transcribed and analysed using qualitative content analysis.

References

Allen, D. T., Finkelstein, M. L., & Poteet, L. M. (2011). *Designing Workplace Mentoring Programs. An Evidence-based Approach.* Wiley-Blackwell.

Bear, S. (2018). Enhancing learning for participants in workplace mentoring programmes. *International Journal of Evidence-Based Coaching and Mentoring,* 16 (1), 35-46. https://doi.org/:10.24384/000462

Clutterbuck, D. (2004). *Everyone needs a Mentor: fostering talent in your organisation.* Chartered Institute of Personnel and Development.

Clutterbuck, D., Poulsen, K. M., & Kochan, F. (2012). *Developing Successful Diversity Mentoring Programmes: An International casebook*. Open University Press

Connor, M., & Pokora, J. (2012). Coaching and Mentoring at Work. Developing Effective Practice. McGraw-Hill.

Klasen, N., & Clutterbuck, D. (2002). *Implementing mentoring schemes: a practical guide to successful programs.* Butterworth-Heinemann.

Klinge, C. M. (2015). A conceptual framework for mentoring in a learning organization. *Adult Learning.* 26(4), 160–166. https://doi.org/10.1177/1045159515594154 Poulsen, K. M. (2012). The Mentor+ Guide to Mentoring Programmes. KMP+Forlag

Zachary, L.J. (2011). *Creating a Mentoring Culture. The Organization`s Guide.* John Wiley & Sons

Compilation date: 28 November 2019

Appendix 2. Sample title page

ESTONIAN ENTREPRENEURSHIP UNIVERSITY OF APPLIED SCIENCES

Name of curriculum

Name of speciality

First name and surname of the student

PAPER TITLE

Paper type

Supervisor: first and last name, academic degree

City of the Study centre year

Appendix 3. Mandatory and optional parts of the thesis

Part of the thesis	Requirements
A title page	Mandatory
An author`s declaration	Mandatory
A resume in English	Mandatory At the end of the resume, there must be a text: The thesis is in [language] and contains [pages] pages of text, [chapters] chapters, [figures] figures, [tables] tables.
A resume in Estonian	Mandatory
A table of contents	Mandatory
A list of figures	When needed
A list of tables	When needed
The abbreviations, terminology	When needed
An introduction	Mandatory (full text, without subtitles), must include an introduction to the topic, research problem, questions to be solved in the work and starting conditions
The body of the paper (2-3 chapters which present the theoretical background and earlier studies, research methodology, results and conclusions, a discussion and proposals)	Mandatory
A summary	Mandatory
Sources used	Mandatory
Appendices	When needed

When entering text, ONE space must be placed after each word, the ENTER key is pressed only at the end of the paragraph.

Appendix 4. Overview of referencing rules

General rule: who published, when and where				
Source type	**First in-text reference**	**Second in-text reference**	**Source entry in the list of references**	**Mendeley source type**
Research journal article with DOI	Solarte Vasquez *et al.* (2019, 290) or (Solarte Vasquez *et al.,* 2019, 290)	Solarte Vasquez *et al.* (2019, 292) or (Solarte Vasquez *et al.,* 2019, 292)	Solarte Vasquez, M. C., Rungi, M., & Nyman-Metcalf, K. (2019). Perceptions on self-regulation and transaction friendliness relevant to smart contracting. *International Journal of Law and Management, 6*1(2), 286-308. https://doi.org/10.1108/IJLMA-03-2018-0061[1]	*Journal article*
Research journal article without DOI	Tuulik *et al.* (2013, 87) or (Tuulik *et al.*, 2013, 87)	Tuulik *et al.* (2013, 89) or (Tuulik *et al.*, 2013, 89)	Tuulik, K., Kurvits, M., & Õunapuu, T. (2013). Work-related Values and Leadership Styles in Developing Estonia. *Journal of Management & Change, 30/31*(1/2), 82-104.	*Journal article*
Book, published in print	Hirsjärvi *et al.* (2010, 126-127) or (Hirsjärvi *et al.,* 2010, 126-127)	Hirsjärvi *et al.* (2010, 130) or (Hirsjärvi *et al.*, 2010, 130)	Hirsjärvi, S., Remes, P., & Sajavaara, P. (2010). *Uuri ja kirjuta.* Medicina.	*Book*

Source type	First in-text reference	Second in-text reference	Source entry in list of references	Mendeley source type
Edited book, published in print	Kiili (2013, 7) or (Kiili, 2013, 7)	Kiili (2013, 7) or (Kiili, 2013, 7)	Kiili, J. (ed.). (2013). *Ettevõtlusõpe kõrgkoolis*. Sihtasutus Archimedes. **In the case of English-language publications, editors are marked with the abbreviation 'Ed.'.**	*Book*
Books by the same author, published in the same year	Vadi (2001a, 111-114, 2001b, 301-303) or (Vadi, 2001a, 111-114, 2001b, 301-303) **Small letters a, b, etc. are used to distinguish works published in the same year.**	Depends on whether the summary is prepared for one book or two	Vadi, M. (2001a). *Grupid organisatsioonis.* Tartu University Press Vadi, M. (2001b). *Organisatsioonikäitumine.* Tartu University Press **Presented in alphabetical order**	*Book*
Book chapter, published in print	Saal (2013, 10) or (Saal, 2013, 10)	Saal (2013, 11) or (Saal, 2013, 11)	Saal, T. (2013). Ettevõtlikkus ja ettevõtlus. J. Kiili (Ed.), *Ettevõtlusõpe kõrgkoolis* (8-15). Sihtasutus Archimedes.	*Book section*
Six or more authors, print version	Roosalu *et al.* (2013, 51-55) or (Roosalu *et al.*, 2013, 51-55)	Roosalu *et al.* (2013, 51-55) or (Roosalu *et al.*, 2013, 51-55)	Roosalu, T., Roosmaa, E.-L., Lindemann, K., Reiska, E., Saar, E., Unt, M., Vöörmann, R., & Lang, A. (2013). *Täiskasvanud õppijad Eesti kõrgharidussüsteemis. Kes püüab kõigest väest, saab üle igast mäest? Uuringu aruanne.* SA Archimedes.	*Book*
A book without an author or editor	Webster's basic English dictionary (2000) or in brackets	Webster's basic English dictionary (2000) or in brackets	*Webster's basic English dictionary.* (2000). Springfield, MA: Merriam-Webster.	*Book*

Source type	First in-text reference	Second in-text reference	Source entry in list of references	Mendeley source type
E-book	Bass *et al.* (2003, 1.2 para 1) or (Bass *et al.*, 2003, 1.2 para 1)	Bass *et al.* (2003, 1.2 para 1) or (Bass *et al.*, 2003, 1.2 para 1)	Bass, L., Clements, P., & Kazman, R. (2003). *Software architecture in practice.* [E-reader version, if any]. http://proquest.safaribooksonline.com/ **If there is a DOI, the DOI link is added instead of the website (starting with 'http:' or 'https:')**	*Book*
Chapter in online publication	Kender *et al.* (2018, 41) or Kender *et al.* (2018, 41)	Kender *et al.* (2018, 41) or Kender *et al.* (2018, 41)	Kender, E., Parm, Ü. & Põldver, N. (2018). Eesti lapsevanemate vaktsineerimiskäitumist mõjutavad tegurid. R. Urban (ed.). *Uurimistööde artiklid ja konverentside teesid XII* (38-49). https://issuu.com/jaanikaniinepuu/docs/ttk_kogumik_2018_web	*Book section*
Conference articles published in a collection	Kütt and Rungi (2014, 1439) or (Kütt & Rungi, 2014, 1439)	Kütt and Rungi (2014, 1440) or (Kütt & Rungi, 2014, 1440)	Kütt, M., & Rungi, M. (2014). In Search of Measuring Organizational Culture: ICT Peculiarities. In *2014 IEEE International Conference on Industrial Engineering and Engineering Management* (pp 1438-1442). Kuala Lumpur, Malaysia. https://doi.org/10.1109/IEEM.2014.7058876	*Conference proceedings*
Master's or doctoral theses available in institutional databases	Rogova (2017, 48) or (Rogova, 2017, 48)	Rogova (2017, 50) or (Rogova, 2017, 50)	Rogova, O. (2017). *Ülemiste City ettevõtete valmisolek vähenenud töövõimega inimeste töötajana kaasamiseks.* (Master's thesis). https://www.eek.ee/index.php?pg=2540&setlang=est	*MBA thesis*
Master's or doctoral theses in paper format	Nežerenko (2016, 39-41) or (Nežerenko, 2016, 39-41)	Nežerenko (2016, 39-41) or (Nežerenko, 2016, 39-41)	Nežerenko, O. (2016). *Formal Cluster Formation in the Development of the Transport Sector in the Baltic Sea Macro-Region.* (PhD thesis). Tallinn University of Technology, Department of Economics and Finance, Institute for International Relations.	*PhD thesis*

Source type	First in-text reference	Second in-text reference	Source entry in the list of references	Mendeley source type
Standard	International Organization for Standardization (ISO) (2015)	ISO (2015) or (ISO, 2015)	International Organization for Standardization. (2015). *Quality management systems -- Requirements (ISO 9001:2015)*. https://www.iso.org/standard/62085.html	*Generic*
Reports, surveys	Lepik *et al*., (2018, 124) or (Lepik *et al*, 2018, 124).	Lepik *et al.* (2018, 126) or (Lepik *et al.*, 2018, 126)	Lepik, I. Uiboupin, M., & SA Kutsekoda. (2018). *Tulevikuvaade tööjõu- ja oskuste vajadusele: majutus, toitlustus ja turism*. (Applied research). https://oska.kutsekoda.ee/wpcontent/uploads/2016/12/Majutuse-toitlustuse-turismiuuring.pdf	*Report*
Law online	Higher Education Act (HEA) (2019, subsection 5 (3)) or (HEA, 2019, subsection 5 (3))	HEA (2019, subsection 5 (3)) or (HEA, 2019, subsection 5 (3))	*Higher Education Act*. (RT I 19.03.2019, 12, wording 01.09.2019 – inclusive.). https://www.riigiteataja.ee/akt/119032019012	*Web page*
Article in print versions of newspapers	Ehala (2019, 18) or (Ehala, 2019, 18)	Ehala (2019, 18) or (Ehala, 2019, 18)	Ehala, M. (2019, 28 October). Välistudengid õpiks rohkem eesti keelt. *Postimees*, 18-19.	*Newspaper article*
Article in online newspaper	Demers (2014) or (Demers, 2014)	Demers (2014) or (Demers, 2014)	Demers, J. (2014, 22 September). 10 Ways Entrepreneurs Think Differently. *Entrepreneur*. https://www.entrepreneur.com/	*Newspaper article*
Article in online journal	(Kukk, 2016) or Kukk (2016)	(Kukk, 2016) or Kukk (2016)	Kukk, K. (2016, March). Sotsiaalmeedia ja autoriõigus. *Kaja*, 29. https://www.digar.ee/viewer/et/nlibdigar:274357/253913/page/1	*Magazine article*

Source type	First in-text reference	Second in-text reference	Source entry in the list of references	Mendeley source type
Newspaper or journal article without author	In the article "Rahvaarv kasvas ka eelmisel aastal" (2020, 4) or ("Rahvaarv kasvas", 2020, 4)	In the article "Rahvaarv kasvas ka eelmisel aastal" (2020, 4) or ("Rahvaarv kasvas", 2020, 4) **Use shortened title**	Rahvaarv kasvas ka eelmisel aastal. (2020, 18 January). *Postimees*, 4.	*Newspaper article*
Online newspaper or journal article without author	(„Eesti põhiharidus", 2019)	(„Eesti põhiharidus", 2019) **Use shortened title**	PISA 2018: Eesti põhiharidus on Euroopas esikohal (2019, 3 December) *Õpetajate Leht*. http://opleht.ee	*Newspaper article*
Press release	Eesti Pangaliit (2018) or (Eesti Pangaliit, 2018)	Eesti Pangaliit (2018) or (Eesti Pangaliit, 2018)	Eesti Pangaliit. (2018, 8 March). *Pangaliit õpetab abituriente rahaga targalt ümber käima* [Press release]. https://pangaliit.ee/uudised-ja-teated	*Web page*
Television or radio programmes	Kuldmäe and Lepasar (2014)	(Kuldmäe & Lepasar, 2014)	Kuldmäe, L. (producer), & Lepasar, A. (director). (2014, 4 September). *Kapital* [Television programme]. Eesti Rahvusringhääling: Eesti Televisioon.	*Television broadcast*
Social media post	APA Style (2019) or (APA Style, 2019)	APA Style (2019) or (APA Style, 2019)	APA Style [@officialapastyle]. (2019, 22 July). *To cite direct quotations from videos in #APAStyle, use timestamps like page numbers: on.apa.org/2hOvSb0* [Instagram post]. https://www.instagram.com/p/B0O2VLtHRec/	*Web page*

Source type	First in-text reference	Second in-text reference	Source entry in the list of references	Mendeley source type
Blog post	Rumm (2019) or (Rumm, 2019)	Rumm (2019) or (Rumm, 2019)	Rumm, A. (2019, 29 April). *Töö sisukord ja leheküljenumbrid* [Blog post]. https://haridustehnoloogkirjutab.wordpress.com **Add username if the author's name is not given**	*Web page*
Online study materials	Einpaul (2018) or (Einpaul, 2018)	Einpaul (2018) or (Einpaul, 2018)	Einpaul, P. (2018). *Akadeemiline eetika: plagiaadist hoidumine* [Learning object]. https://plagiaadivabaks.weebly.com/	*Web page*
Videos, e.g. YouTube videos	Estonian Entrepreneurship University of Applied Sciences (EUAS) (2019)	EUAS, 2019)	Estonian Entrepreneurship University of Applied Sciences. (2015, 3 November). *Robert and Kim Kiyosaki meeting EUAS students – Tallinn, Estonia 27.10.2015* [Video]. https://youtu.be/HNA4kYofxWk **Add username if the author's name is not given**	-
Podcast	Aru (2019) or (Aru, 2019)	Aru (2019) or (Aru, 2019)	Aru, J. (performer). (26.01.2019). *Inimene* [Vikerraadio podcast]. Von Krahl Theatre, Vikerraadio and Estonian Academy of Sciences (producer), lecture series *Elu pärast Googlet*. https://vikerraadio.err.ee	-
Web page	Statistics Estonia (2019)	Statistics Estonia (2019)	Statistics Estonia. (2019). *Statistikaametist*. https://www.stat.ee/statistikaametist	*Web page*
A computer program, application, computer game	Wondershare Filmora (2019)	Wondershare Filmora (2019)	Wondershare Filmora (2019). *Filmora9* [Computer software]. https://filmora.wondershare.net/	*Computer program*

Source type	First in-text reference	Second in-text reference	Source entry in the list of references	Mendeley source type
Common software (e.g. Excel or Word) or programming language	For example, The data were analysed using an Excel spreadsheet (Microsoft Office Professional 2017)		**A source entry is not made**	-
Web document	Estonian Entrepreneurship University of Applied Sciences (EUAS) (2019, 8) or (EUAS, 2019, 8)	EUAS (2019, 8) or (EEK, 2019, 8)	Estonian Entrepreneurship University of Applied Sciences. (2019). *Regulation of Organisation of Studies.* https://www.eek.ee/download.php?dok=5862&t=av	*Web page*
Publicly inaccessible materials without web archive (e.g. interviews and conversations)	In conversation with Kristjan Oad .... (author's interview 2019, 5 May)	(Oad, author's interview, 2019, 5 May)	**An entry is not generally made if the reader cannot access it**	-
Indirect referencing				
Books, collections, surveys, periodicals, web sources	Boring has said (as cited in Bergmann & Wångby, 2014, 8)	(Boring, 1950, as cited in Bergmann & Wångby, 2014, 8)	Bergmann, L. R., & Wångby, M. (2014). Indiviidile suunatud käsitlusviis: lühike teoreetiline ja praktiline juhend. *Estonia Haridusteaduste Ajakiri, 2*(1), 7-28. **The entry is made for the source that was actually read**	-