

# **Guidelines for Submitting Papers to 8th International Entrepreneurship Congress (ICE 2017)**

## **1. SECTION HEADINGS**

**Main Section Headings:** Each main section of the paper begins with a heading which should be *capitalized, centered, numbered* at the beginning of the section, and *double spaced* from the lines above and below. Do not underline the section heading or put a colon at the end. Use Times New Roman 12 pt. and bold

Example of a main section heading:

### **1. INTRODUCTION**

**Subheadings:** When your paper reports on more than one experiment, use subheadings to help organize the presentation. Subheadings should be *capitalized* (first letter in each word), *left justified, outline numbered*. Use Times New Roman 12 pt. and bold

Example of a subheading:

#### **1.1. Effects of Light Intensity on the Rate of Electron Transport**

## **2. THE SECTIONS OF THE PAPER**

The submitted paper must include the following sections: title, authors and affiliation, abstract, introduction, methods, results, discussion, acknowledgments, and literature cited, which parallel the experimental process. This is the system we will use. This document describes the style, content, and format associated with each section.

## 1.1. Title

Your paper should begin with a Title that succinctly describes the contents of the paper. Use descriptive words that you would associate strongly with the content of your paper. The title should be short and unambiguous, yet be an adequate description of the work. A general rule-of-thumb is that the title should contain the key words describing the work presented.

The title should be *centered* and *small capitalized* at the top of page 1 and is not underlined or italicized. Use Times New Roman 14 pt., bold, and single spaced. A title would be:

**NOVEL METHODOLOGIES AND A COMPARATIVE STUDY FOR MANUFACTURING  
SYSTEMS PERFORMANCE EVALUATIONS**

## 1.2. Abstract

An abstract summarizes, in one paragraph (usually), the major aspects of the paper in the following prescribed sequence:

- state the purpose very clearly in the first or second sentence.
- clearly express the basic design of the study.
- Name or briefly describe the basic methodology used without going into excessive detail-be sure to indicate the key techniques used.
- report those results which answer the questions you were asking
- identify trends, relative change or differences, etc.
- clearly state the implications of the answers your results gave you.

Whereas the Title can only make the simplest statement about the content of your article, the Abstract allows you to elaborate more on each major aspect of the paper. The length of your Abstract should be kept to about 200-300 words maximum. Limit your statements concerning each segment of the paper (i.e. purpose, methods, results, etc.) to two or three sentences, if possible. The Abstract helps readers decide whether they want to read the rest of the paper, or it may be the only part they can obtain via electronic literature searches or in published abstracts. Therefore, enough key information (e.g., summary results, observations, trends, etc.) must be included to make the Abstract useful to someone who may to reference your work.

The Abstract is only text. Use the active voice when possible, but much of it may require passive constructions. Write your Abstract using concise, but complete, sentences, and get to the point quickly. Use past tense. Maximum length should be 200-300 words, in a single paragraph.

The Abstract should not contain:

- ▢ lengthy background information,
- ▢ references to other literature,
- ▢ elliptical (i.e., ending with ...) or incomplete sentences,
- ▢ abbreviations or terms that may be confusing to readers,
- ▢ any sort of illustration, figure, or table, or references to them.

Use Times New Roman 12 pt. and single spaced.

For example:

### **Abstract**

The purpose of this work is to establish complex fuzzy methodologies in the evaluation of a manufacturing system's performance. Many empirical studies have been presented about the evaluation of manufacturing system's performance. However, the performance evaluation is quite subjective, since it relies on the individual judgment of the managers who have different, various and multi-factor assessment methods of a system's performance. In this study, two fuzzy modeling designs were developed and in the construction of the models, a hierarchy process was used. In the first method, the performance factors and the Analytic Hierarchy Process (AHP) were fuzzified and the use of fuzzy numbers and a fuzzy AHP for this problem was recommended. Also, the relative importance of these factors with respect to each other and their contribution to the overall performance was quantified with fuzzy linguistic terms. In the other method, we proposed Approximate Reasoning (AR) based on experts' knowledge which is represented with the collection of the rules. These fuzzy rule bases are "if-then" linguistic rules that are formed with linguistic variables such as poor, below average, average, above average and superior. Additionally, the problem was structured with the normal AHP and System-With-Feedback (SWF), Finally, these methods were compared. The results showed that fuzzy AHP leads to the best result. It is expected that the recommended models would have an advantage in the competitive manufacturing including cost, flexibility, quality, speed and dependability.

**Keywords:** Performance evaluation, Fuzzy analytic hierarchy process, Approximate reasoning; Fuzzy numbers, Linguistic variables, Manufacturing systems, Computing with words.

### 1.3. Introduction

The function of the introduction is to:

- ☐ Establish the context of the work being reported. This is accomplished by discussing the relevant primary research literature (with citations) and summarizing our current understanding of the problem you are investigating;
- ☐ State the purpose of the work in the form of the hypothesis, question, or problem you investigated; and,
- ☐ Briefly explain your rationale and approach and, whenever possible, the possible outcomes your study can reveal.

Quite literally, the Introduction must answer the questions, "*What was I studying? Why was it an important question? What did we know about it before I did this study? How will this study advance our knowledge?*"

Use the active voice as much as possible. Some use of first person is okay, but do not overdo it. Use Times New Roman 12 pt. and 1.5 line spacing.

### 1.4. Methods and Materials

In this section you explain *clearly* how you carried out your study in the following *general* structure and organization (details follow below):

- ☐ the subject(s) studied,
- ☐ the experimental or sampling design,
- ☐ the protocol for collecting data,
- ☐ how the data were analyzed.

The style in this section should read as if you were verbally describing the conduct of the experiment. You may use the active voice to a certain extent, although this section requires more use of third person, passive constructions than others. Avoid use of the first person in

this section. Remember to use the *past tense* throughout - the work being reported is done, and was performed in the past, not the future.

Use Times New Roman 12 pt. and 1.5 line spacing.

### **1.5. Results**

The function of the Results section is to objectively present your key results, without interpretation, in an orderly and logical sequence using both text and illustrative materials (Tables and Figures). The results section always begins with text, reporting the key results and referring to your figures and tables as you proceed. Summaries of the statistical analyses may appear either in the text (usually parenthetically) or in the relevant Tables or Figures (in the legend or as footnotes to the Table or Figure). The Results section should be organized around Tables and/or Figures that should be sequenced to present your key findings in a logical order. The text of the Results section should be crafted to follow this sequence and highlight the evidence needed to answer the questions/hypotheses you investigated. Important negative results should be reported, too. Authors usually write the text of the results section based upon the sequence of Tables and Figures.

Write the text of the Results section concisely and objectively. The passive voice will likely dominate here, but use the active voice as much as possible. Use the *past tense*. Avoid repetitive paragraph structures. Do not interpret the data here. The transition into interpretive language can be a slippery slope.

Use Times New Roman 12 pt. and 1.5 line spacing.

### **1.6. Discussion**

The function of the Discussion is to interpret your results in light of *what was already known* about the subject of the investigation, and to explain our new understanding of the problem after taking your results into consideration. The Discussion will always connect to the

*Introduction* by way of the question(s) or hypotheses you posed and the literature you cited, but it does not simply repeat or rearrange the Introduction. Instead, it tells how your study has moved us forward from the place you left us at the end of the Introduction.

Fundamental questions to answer here include:

- Do your results provide answers to your testable hypotheses? If so, how do you interpret your findings?
- Do your findings agree with what others have shown? If not, do they suggest an alternative explanation or perhaps a unforeseen design flaw in your experiment (or theirs?)
- Given your conclusions, what is our new understanding of the problem you investigated and outlined in the Introduction?
- If warranted, what would be the next step in your study, e.g., what experiments would you do next?

Use the active voice whenever possible in this section. Watch out for wordy phrases; be concise and make your points clearly. Use of the first person is okay, but too much use of the first person may actually distract the reader from the main points.

Use Times New Roman 12 pt. and 1.5 line spacing.

### **1.7. Acknowledgments (include as needed)**

If, in your experiment, you received any significant help in thinking up, designing, or carrying out the work, or received materials from someone who did you a favor by supplying them, you must acknowledge their assistance and the service or material provided. Authors *always* acknowledge *outside reviewers* of their drafts and any *sources of funding* that supported the research. Although usual style requirements (e.g., 1st person, objectivity) are relaxed

somewhat here, Acknowledgments are always brief and never flowery.

- Place the *Acknowledgments* between the Discussion and the Literature Cited.

## 1.8. How to cite other sources in your paper

### 1.8.1. Citing References in the Body (Intro and Discussion) of the Paper

Throughout the body of your paper (primarily the Intro and Discussion), whenever you refer to outside sources of information, you must cite the sources from which you drew information. The simplest way to do this is to *parenthetically* give the author's last name and the year of publication, e.g., (Yıldız, 2010). When citing information from another's publication, be sure to report the *relevant* aspects of the work clearly and succinctly, in your own words. Provide a reference to the work as soon as possible after giving the information.

#### Standard Text Citation Formats

The most frequent types of citations are shown in the following examples:

“It has been found that... (Doğan 1996; Kaygın 1998).”

“Arslan and İşcan (2004) demonstrated that....”

Note the following:

- Typically, *only the last name of the author(s) and the year of publication are given, e.g., Akman 2010*. Your Literature Cited section will contain the complete reference, and the reader can look it up there.
- Notice that the *reference to the book has a page number* (Türker 1999:402). This is to facilitate a reader's finding the reference in a long publication such as a book (not done for journal articles). The paper by Akman (2010) is short, and if readers want to find the referenced information, they would not have as much trouble.
- For *two author papers*, give both authors' last names (e.g., Kartal and Yıldız, 2009).

Articles with more than two authors are cited by the first authors last name followed “and others” or “et al.”, and then the year.

- If you want *reference a paper found in another article*, do so as follows: (Erdem, 1974, *in* Baltagi 1982).
- A *string of citations* should be separated by semicolons, e.g., (Göleç, 1992:209; Kahraman, 1970; Sönmez et al 1993).
- Finally, you should note the *placement of the period* after the parenthetical citation - the citation, too, is part of a sentence, e.g., “... (Kara, 1984:29; Yılmaz, 2001).”

### **1.8.2. Formats for Complete Citations used in the Literature Cited**

In the Literature Cited you must provide complete citations for each of the published sources cited in your paper. The format for entries in the Literature Cited section differs for books and for journal papers because different kinds of information must be provided. The formats provided here are typical, but may vary in different publications depending on their particular needs and practices.

#### **Some basic rules applicable to all formats indexed by author name(s):**

- *All citation entries* are listed in *alphabetical order* based the *first author’s last name*;
- If the same author(s) are cited for more than one paper *having the same order of authors’ names*, the papers should be listed in *chronological sequence* by year of publication.
- Authors’ names must be listed in the citation in the same order as in the article.

Arslan, K. (2002). Üniversiteli Gençlerde Mesleki Tercihler vee Girişimcilik Eğilimleri, *Doğuş Üniversitesi Dergisi*, 6, pp. 1-11.

Wisikoti, I., Mutanga, M. & Nhuta, F. (2012). The Significance of the Human Resources Role in the Hotel Sector in Harare, Zimbabwe. *International Journal of Management & Business Studies*, 2(3), pp. 48 – 50.

- If the same author(s) are cited for two or more papers published within the *same year*,

place a small case letter after the year to denote the sequence in which you referred to them. For example:

Erdem, B. (1990a). .....give rest of citation using appropriate format.

Erdem, B. (1990b). .....give rest of citation using appropriate format.

### Specific Format Models

Each model is shown as the full citation plus the in-text citation format.

#### Journal Article: Single author

Williamson, O. (1991). Strategizing, economizing, and economic organization. <i>Strategic Management Journal</i> , 12(2), pp. 75–94.	Williamson (1991) or (Williamson 1991)
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In the citation of Williamson’s paper, note the following:

- *abbreviation* of her first name; no comma (if full name is given, *then* use a comma); if multiple authors, use commas between;
- *capitalization* of the words in the title is just as though it were a sentence;
- *abbreviation of the journal name*; usually the header on the article will list the appropriate abbreviation for the journal; no periods in abbreviated form of journal name;
- “12” is the *volume number* “(2)” is the number of the *issue*; if no issue is given, the colon follows the volume number;
- “75-94” is the *inclusive page numbers* of the article;
- *placement of periods* is standard;
- *indentation of the second line (and all subsequent lines)* in the citation. This applies to all citations.

#### Journal: Two authors

Liou, T.S. and Wang, M.J.J. (1992). Ranking fuzzy numbers with integral value. <i>Fuzzy Sets and Systems</i> , 50(3), 247-255.	Liou and Wang (1992) or (Liou and Wang 1992)
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**Journal: Multiple authors**

Colquitt, L.L., Hoyt, R.E. and Lee, R.B., (1999). Integrated risk management and the role of the risk manager. <i>Risk Management and Insurance Review</i> , 2, pp. 43–61.	Colquitt et al. (1999) or Colquitt and others (1999) or (Colquitt and others 1999)
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**Book: single author**

Baltagi, B. H. (2005). <i>Econometric Analysis of Panel Data</i> , 3 <sup>rd</sup> Edition, John Wiley & Sons Ltd., West Sussex, England.	Baltagi (2005:104) or (Baltagi 2005:104)
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**Book: multiple authors**

Gürdal, T., Altun, N., Karadoğan, A., Küçük, M., Ulusay, N. ve Karaca, N. (2014). <i>Yerel Yönetimlerde Mali Yönetim, Denetim ve Tahakkuk Esaslı Muhasebe Uygulamaları</i> , Deniz Yıldızı Yayınları, Ankara, Türkiye.	Gürdal et al. (2014:334) or Gürdal and others (2014:334) or (Gürdal and others 2014:334)
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**In the books citation, note the following:**

- abbreviation of authors first name (one or both initials ok);
- capitalize title as if it was a sentence; the title is not underlined (contrary to literary format)
- “2nd ed.” means second edition; if the book is a first edition; no entry is made, here, but if 2nd, 3rd, etc., then the notation is made;
- give city of publication, and the name of the publisher;
- year of publication follows authors' names;
- placement of periods is standard;
- indentation of all lines after the first.

**Thesis**

Theses and dissertations should be cited as follows:

Ak, M. Z. (2009). Gelişmekte Olan Ülkelere Yönelik Doğrudan Yabancı Yatırımların Temel Belirleyicileri, <i>Published Doctoral dissertation</i> , University of Sakarya, Sakarya, Turkey.	Ak (1975) or (Ak 1975)
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### World Wide Web/Internet source citations

WWW citation should be done with caution since so much is posted without peer review.

When necessary, report the complete URL in the text including the site author's name:

Erdem, B. (2003). Otel İşletmelerinde İnsan Kaynakları Yönetiminin Yeri ve Önemi. *İş, Güç Endüstri İlişkileri ve İnsan Kaynakları Dergisi*, 5 (2), Available from:  
<<http://www.isguc.org/?p=article&id=136&cilt=5&sayi=2&yil=2003>>.

World Travel & Tourism Council (2014). Travel & Tourism Economic Impact World. London. Available from:  
<<http://www.wttc.org/-/media/files/reports/economic%20impact%20research/regional%20reports/world2014>>.

### 3. FORMULA ANDEQUATION

Equations and formulas should be typed in Mathtype, and numbered consecutively with Arabic numerals in parentheses on the right hand side of the page (if referred to explicitly in the text). They should also be separated from the surrounding text by one space.

In this sample, the following equations are presented as illustration.

$$P(t) = \frac{b^{t+1} - b^t}{b - 1}, \quad (1)$$

where  $t = 0, \dots, T$ , and  $b$  is a number greater than 1.

It should noted that all easily confused characters and symbols, upper and lower case letters, as well as block and italicized lettering should be noticed to the proceedings editor.

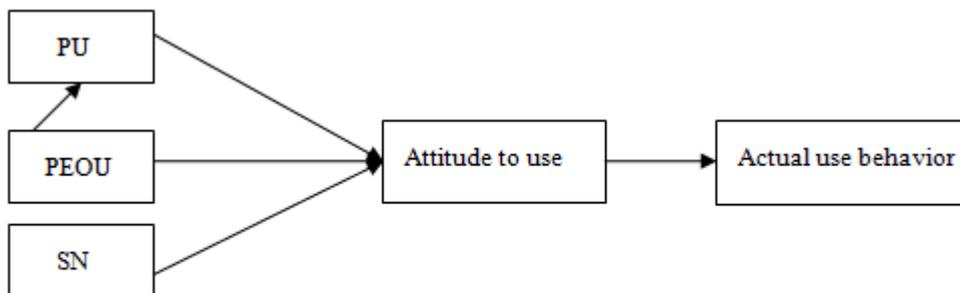
#### 4. FIGURES AND TABLES

Tables present lists of numbers or text in columns, each column having a title or label. Do not use a table when you wish to show a trend or a pattern of relationship between sets of values - these are better presented in a Figure. For instance, if you needed to present population sizes and sex ratios for your study organism at a series of sites, and you planned to focus on the differences among individual sites according to (say) habitat type, you would use a table. However, if you wanted to show us that sex ratio was related to population size, you would use a Figure.

Figures are visual presentations of results, including graphs, diagrams, photos, drawings, schematics, maps, etc. Graphs are the most common type of figure and show trends or patterns of relationship.

Figures and Tables are numbered *independently*, in the *sequence* in which you refer to them in the text, starting with Figure 1 and Table 1.

For example:



**Figure 1:** A business-level Technology acceptance model

**Table 1:** Description of the samples

		Numbers of respondents (NR)	Percentage of NR to number of TR*	Number of online banking (NOB)	Percentage of NOB to number of TA**	Percentage of NOB to NR
Sex	Male	434	50.35%	131	48.34%	30.18%
	female	428	49.65%	140	51.16%	32.71%
total adopters Age	20 ≤ age < 25	168	19.49%	32	11.81%	19.05%
	25 ≤ age < 30	237	27.49%	97	35.79%	40.93%
	30 ≤ age < 35	119	13.81%	58	21.40%	48.74%
	35 ≤ age < 40	96	11.14%	34	12.55%	35.42%
	40 ≤ age < 45	94	10.90%	26	9.59%	27.66%
	45 ≤ age < 50	70	8.12%	14	5.17%	20.00%
	50 ≤ age < 55	40	4.64%	6	2.21%	15.00%
	55 ≤ age	38	4.41%	4	1.48%	10.53%
Education	High School or below	85	9.86%	14	5.17%	16.41%
	Junior college	266	30.86%	90	33.21%	33.83%
	University	457	53.02%	145	53.51%	31.73%
	Master or above	54	6.26%	22	8.12%	40.74%
Salary	20000 ≤	84	10.21%	12	4.43%	13.64%
	20001-30000	44	5.10%	4	1.48%	9.09%
	30001-40000	240	27.84%	85	31.37%	35.42%
	40001-50000	237	27.49%	87	32.10%	36.71%
	50001-60000	127	14.73%	43	15.87%	33.86%
	60001-70000	49	5.68%	14	5.17%	28.57%
	≥ 70001	77	8.93%	26	9.59%	33.77%

\* TR denotes total respondents.

\*\* TA denotes total adopters