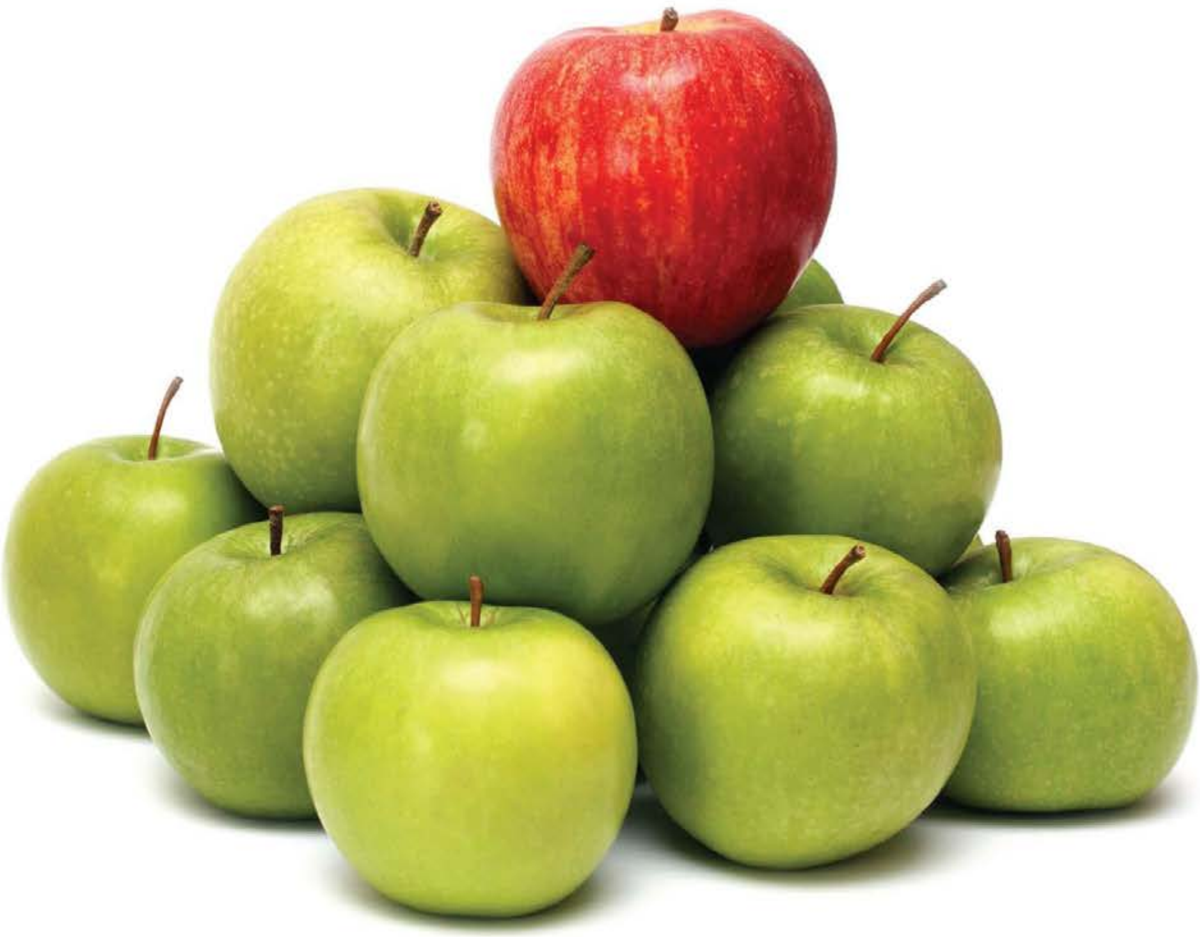
POSTGRADUATE STUDIES

UNIVERSITY of OTAGO
Te Whare Wānanga o Otāgo
NEW ZEALAND

2017

DEPARTMENT OF MARKETING

HONOURS DISSERTATION GUIDELINES



YOUR PLACE IN THE WORLD

CONTENTS

1. Scope and length

Your dissertation may not exceed 8,000 words (excluding references and appendices) and should be the culmination of 300 hours of work.

The dissertation can take different forms. These include:

- an experimental/pilot/exploratory study (small scale empirical study)
- an analysis and interpretation of an existing database/set
- concept or theory development (e.g. developing and testing a theoretical model: your own or a previously published one)
- a case study or an industry analysis
- a replication study
- design and testing of an instrument or research method
- a meta-analysis
- a content analysis

Appendix A (see page 25) contains some brief guidelines on how to approach each of the type of studies listed above.

Other types of studies are possible, subject to the approval of your supervisor and the MART 480 Coordinator, Associate Professor Lisa McNeill. If there is any doubt about the suitability of an alternative, Assoc Prof McNeill should be consulted.

Most dissertations follow a standard format consisting of the following sections:

- Title page
- An abstract
- Key words
- Introduction

  The introduction describes the general problem area, the specific problem, why the topic is important, research approach of the dissertation, limitations and key assumptions and the contribution to be made by the research.
- Literature review

  A description of what has been done in the past: If prior research is limited, this description might be combined with the first chapter or section. If there is extensive prior research, it is normally an important section of the dissertation because the description of what has been done provides background and also documents the fact that the candidate's research has not already been done.
- Statement of research question(s)
- Methodology

  A description of the research methodology: One or more sections or chapters may be used to describe the research method. For example, they might describe a data collection technique, whether it will be an experimental study, a meta-analysis, an analysis of an existing database, etc. In other words, this section describes how the research will be conducted.
- Results and Discussion

  The research results: The expected results of the chosen methods are discussed as well as how they compare to earlier studies. Discussion: Analysis of the results and findings. This may be included with prior chapters or sections depending upon the type of dissertation. This is a key section because it explains the conclusions that could be drawn from the findings, the implications of a theory, etc.

- Conclusions

  Summary and conclusions: The dissertation is summarised with emphasis upon the results obtained and the contribution made by these results.
- Managerial implications (where appropriate)

  In some dissertations, it will be appropriate to link the theoretical findings to practice in a particular industry.
- Limitations and future research
- References
- Appendix

For examples of appropriate manuscript organisation, see the *Australasian Marketing Journal.*

Taking into account the general structure of a dissertation plus the characteristics of the specific dissertation, the student is usually able to define the chapters or sections quite early.

2. Supervision

At the beginning of your honours year you will have a meeting with the MART 480 Coordinator and other students to go over the 480 Dissertation programme. At this meeting, you will be advised who is available for supervision and how to apply for a supervisor. You will be sent a meeting invitation by email at the beginning of the first semester.

Before meeting your supervisor, ensure that you are aware of all the assessment deadlines and technical considerations described in the MART 480 handout.

The dissertation and the research leading to it are your responsibility. The supervisor's duty is to guide you, and to offer regular and timely comment on your research and writing. You must provide your supervisor with regular reports of your progress.

A supervisor is expected to be positive and supportive, but providing you with constructive suggestions and support are not the same as doing the work for you. During the initial meeting with your supervisor, you should:

- decide on an appropriate topic – things to consider include the availability of literature, studies that have been done in the past, areas that need to be considered (gaps in our knowledge of a topic)
- establish whether the person you had in mind as supervisor has the expertise and interest in your topic to ensure a successful study
- ascertain whether your initial ideas and expectations are realistic
- ask your supervisor to point out potential pitfalls – is it workable?
- agree on how often to meet
- enquire about the nature and regularity of the feedback he/she will provide
- agree on the volume of work you are expected to do
- agree on the extent to which your supervisor will provide technical support, e.g. data analysis

Remember that the success of the entire project will depend on your own initiative and effort. You can only get out of it what you put in. Your supervisor will assist and coach you but will not

spoon-feed you. It is your dissertation and the role of the supervisor is guidance and constructive criticism.
The supervisor is not there to act as proof-reader or to improve your language skills.

3. Planning your time

One of the problems of doing unstructured work such as an honours dissertation is timetabling, e.g. students find that they attend a seminar, sit in a lecture, join others for lunch, meet their supervisor, go shopping, have an evening at the theatre, etc (all specific activities at given times) but at the end of a full week their project has not advanced. Successful self-management means putting enough structuring and timetabling into the dissertation activity for it to assume a priority over the less important activities.

Seminar work, unstructured discussion with peers, book reviewing, etc are important but the time allocated to them should not be allowed to eat into research time. A regular note of the amount of time spent on various research activities compared with time spent on other matters might alert the student to question whether his or her major resource (time) is being allocated so as to achieve his or her objective.

One way is to spend time at the beginning of each week planning and establishing tasks for the week, estimating times for each of the tasks. A larger number of tasks than can actually be completed should be outlined, putting priority on their completion. The extra tasks provide alternative tasks which can be begun if the planned task cannot be completed for some reason. As tasks are completed, actual time should be recorded. At the planning session at the beginning of the following week, the actual times can be compared to the estimated times and decisions made as to the effectiveness of work and to the amount of time that may need to be allowed for activities of the coming work.

4. Requirements of an honours dissertation

The important requirements of an honours dissertation are:

1. Demonstration that the candidate has an understanding of the literature directly related to his or her research topic and that the candidate is able to engage in a reasonable amount of independent research. The dissertation, of itself, need not make a significant contribution to subject knowledge. Nevertheless, to be successful, the problem will be researched with sufficient rigour.
2. Evidence of the exercise of scholarly judgement.
3. Clear/good presentation. It is not sufficient to satisfy 1 and 2 above: the contribution to knowledge, etc, must be suitably organised and documented.
4. Understanding of the appropriate techniques. The candidate must be able to justify the use of the methods employed rather than some alternative methods about which examiners may ask. Thus the candidate must be able to defend the use of methods of data collection and analysis whether these have been chosen by the researcher or recommended by the supervisor.
5. Critical use of published work and source materials. The candidate must show that he or she knows how to find and evaluate documentary information.

5. Characteristics of a good dissertation topic

In searching for a topic, certain important characteristics should be kept in mind. It is unlikely that all these can be satisfied, and each candidate will put them into a different order of priorities, but they should be considered in connection with each topic that is proposed.

- there should be a need for research in this area
- the task must be achievable within the allocated time
- the topic matches the student's capabilities and interest
- the research area is open to further professional development
- research facilities and/or data are available to the student

5.1 Need for research

There should be a need for the research and it should be significant or important; otherwise, the research should not be conducted. This does not mean that the results must have immediate application but rather that the topic should not be trivial or of little importance. The student should also feel that the problem is important and worthwhile because there will be periods of routine work and enthusiasm for the project helps to keep it moving during such times.

5.2 Achievable in reasonable time

The period of time taken to complete a dissertation is usually longer than the time actually spent at work on it because of part-time work, delays, etc. The background investigation, note-taking, writing, etc normally take more than half of the total time. Since many activities occur in parallel (e.g. writing a chapter based on prior research while collecting data for the next), data collection, analysis, writing up, etc normally take up to seven months.

5.3 Match with student capabilities and interest

A topic should match the capabilities and interest of the student. The student should carefully assess his or her interests and abilities and see whether they really match the proposed project. What may appear merely a minute deficiency at the outset may, in practice, prove to be a major drawback.

5.4 Area for professional development

A dissertation will usually constitute merely the beginning of research on a topic rather than the end. Since a student puts a significant amount of work into a dissertation topic, he or she may become one of the most knowledgeable persons on that subject. If there is likely to be a continuing interest, either academically or elsewhere in the topic, then he or she can continue to maintain this capability and aspire to be a significant authority. A student can, therefore, make the dissertation a stepping-stone in his or her career by selecting a topic that provides development in areas in which he or she is likely to wish to work or to continue research.

5.5 Availability of research facilities and/or data

The ideal topic combines an interesting theoretical problem and available material. The mere availability of data should not be a prime consideration in considering a topic but, conversely, some interesting projects may have to be rejected because data are unavailable or because of the high cost of their collection.

PLEASE NOTE: All primary research needs to be approved by the University's ethics committee. Contact Associate Professor Lisa McNeill (MART 480 Coordinator) about this process.

6. The proposal

The essence of the topic analysis was to be concise so that it would be feasible to prepare several alternative topics. When one of these topics is finally decided on, the dissertation proposal should be prepared. It is an expansion of the topic analysis and will be used as a work plan for the dissertation. Whereas a topic analysis of two or four pages was adequate, a complete final proposal should not exceed ten pages. The structure of the proposal (with some idea of reasonable page length) is approximately as follows:

Section number	Section content	Page Length
1	Executive summary	1
2	Prior research on the topic	2-3
3	Problem statement	1
4	Importance of topic, potential contribution of the research	1
5	Research question(s), objectives(s), hypothesis	1
6	Research methodology	1-2
7	Limitations	1
8	Contribution to knowledge (for each potential outcome)	1-2
9	Descriptions of proposed chapters or section headings	1
10	References to be consulted	1

The **summary section** of the proposal consists of one or two paragraphs summarising what the dissertation project is to do and how it is to be done. The problems, hypothesis or question section is similar to the same section in the topic analysis but is amplified and refined. The same holds true for the section on the importance of the topic.

The **prior research section** should be more extensive than that recommended for the topic analysis. It should be more comprehensive because there should now be a search of all major sources of information. If there has been considerable prior work, it can be summarised. This section might consist of 2-3 pages. Too many pages indicate a need for summarisation since this is the proposal and not the dissertation itself.

The **research approach or methodology section** should be as explicit and clear as possible. Major questions yet to be decided should be listed.

The **limitations section** is important because it defines the limits of the dissertation work. It is common for students to try to do too much and the limitations and key assumptions section is useful in defining how much the student will undertake and the key assumptions he will follow. This should be very explicit, making statements such as: "The research will not ...".

The **chapter descriptions** and section headings are an attempt to further define the dissertation. Each chapter can be described in terms of its major headings or by a short paragraph describing what will be covered. They should be as specific as possible but, since this is a proposal document, they should be brief and highlight the structure rather than giving too much detail. Most dissertations follow a standard format (see Section 1: Scope and length, above).

The proposal is a plan for the student to follow. It also provides the Department with information by which it can approve or reject the project. Approval of a proposal does not mean automatic approval of the dissertation, but, if the proposal is explicit, the approval implies that when the proposed work is done properly and clearly documented in a dissertation, there is a high probability of the dissertation being acceptable.

6.1 Narrowing the scope

Unfortunately, almost every student starts with a project that is too broad. One way to narrow the dissertation topic is to attempt to subdivide it into more than one dissertation. The sub-dissertations are each analysed as a topic. The result may be to choose only one of the sub-topics and this will usually provide a smaller, more manageable topic.

The student might also consider what he or she is trying to accomplish and what he or she hopes to get as a result. If this is difficult to define, a useful technique is to imagine the dissertation is complete and the final chapter with summary and conclusions is being written. What will the conclusions be? What might the main points of the results be? By trying to draft the conclusions, the main thrust of the dissertation may become clearer and this will help to narrow the scope.

6.2 Defining the purpose of the research

Students should try to avoid a "fishing" approach to research. A student who collects a mass of data to see what he or she gets is not likely to be able to differentiate between useful and useless material and is not likely to have collected all relevant data. The example is, perhaps, obvious but students who want to get busy collecting data without a clear idea of objectives are likely to encounter the same problem.

6.3 Writing your proposal

The process of preparing a dissertation proposal is iterative. The student prepares a proposal and obtains reactions from his/her supervisor, fellow students, etc. Based on these comments, he/she prepares a revision. Further comments will result in further revision. The process should continue until the dissertation proposal is a clear definition of the research project. When one topic is chosen, the topic analysis is expanded into a dissertation proposal. The dissertation proposal then proceeds through several iterations until the research is well-defined.

A student will usually consider several possible dissertation topics or alternative approaches to the same problem before selecting a final topic. The various possible topics should be analysed as early as possible in terms of their suitability as dissertation topics. The alternatives act as a catalyst for bringing out fresh ideas from those with whom the student discusses the area of proposed investigation. The problem is to identify several topics and choose the best one.

6.3.1 The problem statement
What is the overriding issue to be studied and how does it relate to gaps in current theory and/or practice?

6.3.2 Prior research
This part essentially mentions the major preceding research. This need not be exhaustive when topics are being selected but the student should make a quick investigation taking perhaps one or two full days to look at the major research works on the topic and, if applicable, the relation of the topic to prior work.

6.3.3 Importance of the research
This addresses the question of whether or not the research is important or significant enough to justify doing it. If there is some statement by a prominent researcher or authority as to a need for this research, or if it can be demonstrated that this research is significant to a major activity, then this or related reasons should be concisely stated in a short paragraph.

6.3.4 Hypothesis or question
This states what the dissertation will deal with. If hypotheses are appropriate, they should be stated. If the type of topic is not amenable to the statement as a hypothesis, then a research question that underlies the problem should be clearly stated.

6.3.5 The possible research approach or methodology
This section of the topic analysis is extremely important because it outlines how the student proposes to approach the research itself. Alternative methodologies should be included and their usefulness or lack of usefulness briefly discussed.

6.3.6 Contribution to knowledge
The contents of this section are vital to an assessment of the dissertation proposal. For each research approach, the different but possible outcomes should be described.
The topic analysis has the objective of assisting the candidate to elicit helpful comments and alternative suggestions. Therefore, if there are viable alternatives, these should be included (or prepared as a separate topic).

6.3.7 Assessment of initial proposal
Your written proposal must be submitted by **12 noon, Monday 20th March 2017** to the Marketing Department Reception, 4th floor, University of Otago Business School. Your proposal will be reviewed by one staff member other than your supervisor and handed back with comments. These staff members will be allocated according to research interest and experience.

7. Technical considerations for the final dissertation

The following technical considerations must be adhered to:

- your dissertation must be laser-printed on quality A4 paper
- use 1$^{1/2}$ line spacing and a 12 point font that is clear and easy to read e.g. Arial, Times New Roman, Garamond or Verdana
- use the Harvard referencing technique, as used by *the Journal of Marketing* and the *Journal of Marketing Research*
- pages should be numbered consecutively

Ensure that the final version is properly edited (proofing, New Zealand English, etc).

You are required to submit two spiral bound copies.

Use of colour is only allowed where it is absolutely necessary (e.g. showing a colour advertisement used in an experiment).

The Department does not provide facilities to MART 480 students for photocopying, binding, or printing of dissertations. Please do not request these services from Departmental staff.

7.1 More on the Harvard system

With the Harvard system, citations are inserted into the text as the reference is made instead of using footnotes. Citations consist of the author's surname and the year of publication, enclosed in parentheses. Depending on the structure of the sentence in which the citation is found, parentheses may enclose either the name, or the date, or both. Page numbers should be included.

- One author: Smith (1970, pp. 34-40) or (Smith 1970, pp.34-40)
- Two authors: Smith and Andrews (1970, pp. 34-40) or (Smith and Andrews 1970, pp. 34-40).
- Three or more authors: Where 3 or more authors wrote a text, all authors should be quoted the first time, e.g. Smith, Andrews and Jones (1970, pp. 34-40) but, after that, the abbreviation "et al." is used: Smith et al (1970, pp. 34-40), Smith et al. (1970, pp. 34-40) or (Smith et al. 1970, pp. 34-40).

If the use of the author's surname and year results in two or more identical references for different works, lower case letters are added after the year of publication to distinguish the references, e.g.

- Smith (1980a) or (Smith 1970a) for the first reference in the text.
- Smith (1980b) or (Smith 1970b) for the second reference in the text, a different work.

Full citations for these sources should be listed in the References section of the thesis where citations should be listed alphabetically by the authors' names and then chronologically from earliest to most recent work.

8. A checklist for evaluating dissertations

8.1 The problem

- Was the problem clearly stated and defined?
- Was the problem researchable?
- What logical or practical limitations of the research should be considered?
- Was the problem important?
- Would the solution or partial solution of this problem make a contribution to knowledge or practice; or has this same problem been researched a number of times in the past?
- Was the problem properly delimited? A thorough investigation of a narrow problem is superior to a cursory examination of too broad a problem.
- Where the limitations inherent in the study recognised and stated? Most studies are limited by one or more of the following; data-gathering techniques and instruments, sources of data and the ability of the researcher. Both the researcher and the reader should be aware of these limitations in interpreting the data.

- Were special terms, and general terms used in a special way, clearly defined? (Provided that precise definitions are required. This may not always be necessary oreven possible).
- If the researcher made any assumptions, were these clearly stated? Frequently, a researcher will actually have certain assumptions in his mind while doing his study and he may feel the assumptions would be obvious to a reader but this feeling itself may be a false assumption.
- Where applicable, was the background or historical development of the problem adequately described?
- Were the hypotheses to be stated or questions to be answered clearly stated? These should be developed from the theoretical framework of the study.

8.2 Review of related literature

- Was the emphasis on literature pertinent to the problems or was the impression given that the researcher included almost everything he read on the problem?
- Was the relationship between the previous research on the problem and the current research described? A critical review of previous research emphasising the strengths and weaknesses is important but it is even more important to point out the similarities and differences when previous research is compared with the current research.
- Did the researcher review research and literature in related disciplines that might have implications for the present study?

8.3 Procedures

- Was the research method used appropriate to the solution of the problem?
- Were the procedures described completely and clearly? If so, another investigator should be able to repeat the study without difficulty.
- If applicable, were all variables that might influence the study recognised and controlled by the research design?
- If applicable, were valid and reliable instruments used to collect the data?
- Was there evidence of care and accuracy in recording and summarising the data?
- Were appropriate methods used in analysing the data and were the methods correctly applied?

8.4 Discussion and conclusions

- Were the findings and conclusions supported by the data presented? No matter how logical or important a statement may be, it has no place in the conclusions if it is not supported by the data presented in the study.
- Were the findings compared with findings of similar studies reported in the review of related literature?
- Were the findings and conclusions free of the bias of the researcher? Bias may be shown both in what is said and in what is not said.
- Were recommendations made for further research? No one has worked as closely with the problem as the researcher and undoubtedly, he or she has seen possibilities for further research that another person may not see.
- If applicable, were the implications of the study for practice stated completely and clearly?

8.5 General considerations

- Was the title clear, complete and concise?

- Was the organisation of the report logical and clear to the reader? Chapter headings and subheadings are particularly helpful to the reader.
- Was the dissertation correct in terms of "mechanics" - typing, spelling, grammar, tables, footnotes and bibliography? Carelessness in mechanics may indicate the attitude the researcher took toward all of his work. At the least, careless errors distract the reader and may prevent one from receiving the important message reported.

8.6 Summary

- Did the summary give a concise and clear statement of the important parts of the study?
- Did the summary include any new material not previously reported? Often new material that should have been reported in previous chapters of the report is included in the summary.

9. Plagiarism

Dishonest practice in relation to work submitted for assessment is taken very seriously at the University of Otago. Plagiarism is one form of dishonest practice. Plagiarism is defined as copying or paraphrasing another person's work and presenting it as one's own – whether intentionally, or through failure to take proper care. Being party to someone else's plagiarism (by allowing them to copy your work or by otherwise helping them plagiarise work for an assessment) is also dishonest practice.

You have a responsibility to be aware of acceptable academic practice in relation to the use of material prepared by others, and for taking all steps reasonably necessary to ensure that no dishonest practice occurs. Much of your study at University is about developing your own thoughts and ideas. Where you use other people's words or ideas in your work it is vital that you reference these correctly. The Student Learning Centre (which is located in the Information Services Building) offers a course to assist you with this.

Any student involved in dishonest practice will be dealt with under the University's regulations – for details, please see the University Calendar. The range of penalties under the regulations includes forfeiture of marks for the piece of work submitted a zero grade for the paper, or, in extreme cases, exclusion from the University.

If you are ever in any doubt concerning what may be acceptable practice in relation to an assessment, you should clarify the situation before submitting the work or taking the test or examination involved.

10. Submission

Written Component:
Please submit two copies to the Marketing Department Reception, 4th floor, University of Otago Business School by **12.00pm, Tuesday 3rd October 2017**. No applications for extensions will be considered unless accompanied by medical evidence of long-term illness or debilitation. No supervisor may grant any extensions.

Oral Component:
You will be expected to present an overview of your research to examiners, approximately two weeks following submission of the written dissertation. You will be advised of your presentation date and time before final submission of the written document.

The presentation should take 15 minutes, with a further 10 minutes of questions from examiners.

11. Examination of the dissertation and external assessment

The dissertation will be read by two internal examiners, neither of whom will be your supervisor. Your supervisor does, however, have the opportunity to comment on your work as necessary (but will not formally examine the work). The examiners will write reports on the dissertation. You will also be expected to present a summary of your research to these examiners, and answer their questions. Your supervisor may, at your invitation, attend your oral examination (but will not contribute to discussion). The date of the oral will be advised before submission of your report. It will normally occur two weeks after submission.

Taking into account the written document and presentation the markers will, under the convenorship of the MART 480 Coordinator, decide a grade.

Students will receive a copy of examiners' comments on their dissertation, by email, after the examination is concluded and grades have been set.

The School of Business requires the Department to send a selection of dissertations to an external examiner/assessor, whose report will be taken into account when your results are finalised.

In cases of significant disagreement between the examiners a third examiner may be appointed to recommend a mark to the MART 480 Coordinator.

All marks received in any 4th year in any paper that counts towards a BCom(Hons) or a PGDipCom are provisional until reviewed by the examiners' committee.

12. Grading of dissertation

Although examiners will submit a percentage rather than a grade, the following will serve as a guide:

- A+ Original, one of the best this year
- A Excellent presentation, argument, concepts, coverage and scope/effort
- A- Polished, very good in terms of presentation and coverage, but arguments, concepts and effort not good enough to warrant an A
- B+ Covers everything expected in a "tradesman"-like fashion (little flair), solid but unspectacular
- B Reasonably solid but with flaws in coverage, presentation, etc
- B- Demonstrated adequate understanding of fundamentals but with some obvious flaws
- C+ Adequate but shallow with major flaws in presentation, coverage, concepts etc
- C Just adequate
- C- Not really adequate but with some redeeming qualities or mitigating circumstances
- D Fail – inadequate

13. Sources of information on thesis preparation

The Student Learning Centre offers Thesis and Dissertation Writing workshops for honours and postgraduate students at various times in the year.

For dates and times see http://hedc.otago.ac.nz/workshops/slcWorkshopList.do

Appendix A: Forms of dissertation

A dissertation can take different forms. Unfortunately it is not possible to formulate rigid guidelines for each and every possible variation. Besides the general guidelines for scholarly work stipulated above, the following are applicable to individual types and studies:

Using an existing data set

- Thoroughly review the literature, paying particular attention to the most recent work. Are there any "gaps" (aspects that need to be clarified that have not been researched or that need to be replicated to assess their validity for NZ circumstances)?
- Generate hypotheses based on the gaps or on the findings of earlier studies (in the case of a replication study).
- Test the hypotheses against the data.
- Evaluate the findings. Do they differ from previous findings? If so, can you offer an explanation?
- What are the implications for marketing?

An experimental/pilot/exploratory study

- Thoroughly review the literature, paying particular attention to the most recent work. Are there any 'gaps" (aspects that need to be clarified that have not been researched or that need to be replicated to assess their validity for NZ circumstances)?
- Generate hypotheses based on the gaps or on the findings of earlier studies (in the case of a replication study).
- Decide on an appropriate methodology.
- How will the sample be drawn? Will you use a convenience sample?
- How will the data be gathered? Structured interviews? A mail survey?
- How will the data be analysed?
- Test the hypotheses against the empirical findings.
- Evaluate the findings. Do they differ from previous findings? If so, can you offer an explanation?
- What are the implications for marketing?
- A general criticism of all experimental studies is questionable external validity. Explain what you have done to overcome this potential problem.

Developing a validated measuring instrument

- Thoroughly review the literature, paying particular attention to the most recent work. Has anyone called for the development of an instrument that could measure a particular construct?
- Specify the domain of the construct, conceptualise the construct based on the literature review.
- Generate questionnaire items which could measure the construct. This ought to be based on the literature review, informal discussions, focus groups, etc. Depending on the nature of the study, you could have between 50 and 100 items after this phase.
- Generate data via mailed questionnaire, shopping mall interviews, etc.
- Purify the measure by means of reliability analyses and validity analyses. Depending on the number of items you started with, you could have between 25 and 40 items left after this phase.
- **(Your supervisor may want you to stop here)**

- Generate new data.
- Generate data via mailed questionnaire, shopping mall interviews etc.
- Purify the measure by means of reliability analyses and validity analyses. Depending on the number of items you started with, you could have between 15 and 25 items left after this phase.
- Evaluate the convergent validity of the instrument.

The steps that should be used to develop a measuring instrument are set out in the following article:

Churchill, G.A. 1979. A Paradigm for Developing Better Measures of Marketing Constructs. *Journal of Marketing Research*, XVI (February): 64-73.

For a practical execution of these steps, see:

Kohli, A.K., Jaworski, B.J. and Kumar, A. 1993. MARKOR: A Measure of Market Orientation. *Journal of Marketing Research*, XXX (November): 467-477.

Deng, S. and Dart, J. 1994. Measuring Market Orientation: A Multi-Factor, Multi-Item Approach. *Journal of Marketing Management*, 10(8): 725-742.

A replication study

A good example of a New Zealand replication study is:

Sunde, L. and Brodie, R. 1991. Consumer Evaluations of Brand Extensions: A Replication of a North American Study. *New Zealand Journal of Business*, 13: 1-11.

Developing a theoretical model

- Thoroughly review the literature, paying particular attention to the most recent work. Has anyone called for the development of a model to improve our understanding of some marketing concepts?
- If necessary, conduct exploratory research: focus groups, business executives, industry experts, etc.
- Collate and refine the unstructured results by identifying common ideas, consistent patterns or trends and add your own observations and insights.
- Repeat the process of the exploratory research (eg., another round of focus groups) to test more formal and structured propositions.
- Define concepts (what is an intrinsic attribute? what is quality? what is a reputation?).
- Specify relationships in the form of, for instance, propositions, with supporting evidence, e.g. The literature on hedonic quality measurement (Court 1939; Griliches 1971) maintains that price is the best measure of product quality. Others have shown that brands, appearance and retail outlet are more important indicators of quality for most products. Because services are often largely of an intangible nature precluding the use of physical attributes such as brands, it is proposed that service customers use intrinsic attributes such as reputation to deduce quality in the services. Thus:
  Proposition 1: most consumers use intrinsic attributes to deduce quality in services.
- Illustrate your theoretical model graphically, showing all hypothesised relationships.
- Provide guidelines on how the model can be empirically tested/validated.
- Discuss research implications.

- Discuss managerial/marketing implications.

An excellent article on this topic/method is:

Zeithaml, V.A. 1988. Consumer Perceptions of Price, Quality and Value:
A Means-end Model and Synthesis of Evidence. *Journal of Marketing*, 52(3): 2-22.

A meta-analysis

A meta-analysis is a quantitative approach to synthesising the results of multiple related studies.

- A meta-analysis involves the integration of the quantitative summaries of previous studies. In other words, it is a statistical analysis of the results of earlier studies in order to facilitate generalisations.
- Thoroughly review the literature, paying particular attention to the most recent work. Are there any "gaps"? A "gap" in this instance is often a concept/relationship etc. that has been researched before but the results are somewhat inconsistent. An example could be: does job satisfaction lead to better job performance? A meta-analysis is thus a re-analysis of existing data to answer the original research question. Normally, improved statistical techniques are used.
- It is important to note the weaknesses of earlier studies and to record the possible influence of these deficiencies on the previously reported results.
- It is important to realise that different studies can be compared. Meta-analysis experts point out that there is no need to synthesise and integrate studies that are exactly the same. They ought to produce the same results. Generalisations will necessarily entail ignoring some distinction that can be made among some studies. Some studies may, however, be so different that they need to be ignored.
- Generate hypotheses, based on the gaps or on the findings of earlier studies (a replication).
- Test the hypotheses against the results of the data analysis.
- Evaluate the findings. Do they differ from previous findings? If so, can you offer an explanation?
- What are the implications for marketing?

If you want to read more on this method, see:

Glass, G.R., McGaw, B. and Smith, M.L. 1981. *Meta-analysis in Social Research*. London: Sage Publications.

Kassarjian, H.H. 1977. Content Analysis in Consumer Research. *Journal of Consumer Research*, vol. 4 (June): 7-18.

Holbrook, M.B. 1977. More on Content Analysis. *Journal of Consumer Research*, vol. 4 (December): 176-177.

Kolbe, R.H. and Burnett, M.S. 1991. Content-analysis Research: An Examination of Applications with Directives for Improving Research Reliability and Objectivity. *Journal of Consumer Research*, vol. 18 (September): 243-250.

Resnik, A. and Stern, B.L. 1977. An Analysis of Information Content in Television Advertising. *Journal of Marketing*, January: 50-53.

A case study

A case study analyses actual "real world" occurrences and has three primary requirements:

- A cause and effect relationship should be established, e.g. because company XYZ was poorly positioned, it was unprofitable; improving its positioning lead to an increased market share.
- It ought to be studied using a specific time frame, e.g. marketing strategies used or changed during a specific time period should be analysed.
- A comparison between marketing theory and the events described in the case should be made. In other words, the validity and relevance of what is taught in marketing need to be assessed. Issues that should be addressed include: how was the marketing mix manipulated? Which strategies were used (penetration, skimming, innovation etc)? Why were they successful/unsuccessful? What were the outcomes (market share, profitability etc.).

From this should follow some normative guidelines.

A content analysis

A content analysis is a research technique used to objectively and systematically make inferences about the intentions, attitudes and values of individuals by identifying specified characteristics in textual messages. Material that has been studied in content analyses previously includes different types of advertisements. CEO letters to shareholders in company reports, executive interviews, consumer interviews, mission statements, financial reports and job advertisements.

The basic steps include:

- A literature review.
- The variables/constructs/trends etc. that will be studied must be identified.
- Objectives/hypotheses must be formulated.
- Typically, a time frame is specified (e.g. print adverts during the last 10 years).
- A decision is made on how the sample will be drawn. Normally it is a convenience sample e.g. selected magazines.
- The method of coding must be decided (human coding used to be the norm but computer coding is increasingly being used).
- A decision needs to be made how inter-rater reliability will be measured.
- Test the hypotheses against the results of the data analysis.
- Evaluate the findings. Do they differ from previous findings? If so, can you offer an explanation?
- What are the implications for marketing?

RECENT DISSERTATIONS

Dissertations completed in previous years are filed in the Department and may be loaned from Room 6.01. You may want to consult some of them before you start your dissertation. To ensure access for everyone, the loan period is one hour at a time.

Acland, Lucy. (2010). *Luxury advertising: The representation of luxury in print advertising of luxury cars.*
Anderson, Matthew. (2012). *The effects of front-of-package nutrition information formats*
Baker, Craig. (2009). *Mobile marketing: Consumer acceptance in New Zealand.*
Barton, Guy (2013). *Public perceptions of plain packaging of tobacco.*
Beuvink, Louise. (2011). *Involvement in online consumer movements: An exploratory study.*
Billows, Geena. (2016). *Consuming Collaboratively: An exploration into consumer attitudes toward shared car parking services*
Black, Tessa. (2010). *Corporate social responsibility and its role in recovery following a social crisis.*
Borley, Kirstin. (2012) *My nan, her funeral and my story.*
Bradshaw, Lucy. (2010). *Nonessential debt, who cares?*
Buczkowski, Alexandra. (2012). *What is the relationship between people and their special possessions in situations of forced choice: Residents and rest homes?*
Burcher, Sophie. (2010). *An investigation of the concept of brand community in web-based service brands: A case study of Facebook users.*
Burnett, Celia. (2009). *What your collection says about you: The values behind collecting*.
Buzan, Damian. (2008). *Product category involvement's influence on brand placement effectiveness within film.*
Carter, Sarah. (2008). *Destination image study of value-based motivations behind posting of holiday photographs on social network sites*.
Casey, Oliver. (2015). *The commercialisation of collections: Adult and child perceptions of marketing collectible sets.*
Clark, Allyson. (2009). *"100% pure" and controversial technologies: Conflicting images in tourist destination choice?*
Coats, Alexandra. (2012). *Rubbernecking or Rejuvenation: Understanding the perceptions of Christchurch residents and the implications for business practice in a dark tourism context.*
Collier, Alicia. (2011). *Drivers and barriers to adoption of accredited eco-labels among speciality food and beverage manufacturers in New Zealand: An institutional approach.*
Coutts, Lucy. (2016). *Dr Martens: #STANDFORSOMETHING - A study of brand style communication*
Crawford, Kelli. (2011). *Male grooming: An exploratory study into the relationship between males' locus of control and their consumption of grooming products.*
Cunningham, Emma. (2012). *Consumer self-management of suspense: New Zealand consumers and the Olympic Games*
Crump, Rebecca. (2014). *Co-creating experiences: From a tourists perspective*.
Davidson, Jessica. (2010). *Attitudes towards consistent and inconsistent gender stereotypes in social marketing.*
Deans, Georgina. (2010). *Measuring the effectiveness of print advertisements in the car industry: A qualitative study.*
De La Mare, Sarah. (2009). *Provocation advertising: An exploration through social messages and iconic brands.*
Dixon, Stefanie. (2010). *Critical success factors of corporate umbrella branding: A pilot study.*
Dyer, charlotte. (2012) *Motivations for moderation of self-presentation through clothing choice: The effects of social event exposure.*
Elder, Daniel. (2008). *A new framework for understanding consumer decision-making*.
Ellis, Lauren. (2009). *New Zealand music: An investigation into the relationship between music videos and the NZ on Air logo*.
Esposito, Olivia. (2015). *An exploration into the two-way communication context through*

effectiveness and relevance.
Farley, Tessa. (2014). *Exploring the determinants of home.*
Ferguson, Cayleh. (2010). *Exploring surfers' values in New Zealand.*
Firman, James. (2012). *Ideal body image – a male perspective.*
Gavey, Charlie. (2011). *Beyond the "Like Button": An exploratory study into consumer motivations for interacting with companies via Facebook.*
Geraghty, Tanya. (2010). *Tourism operators contribution to the Dunedin destination brand.*
Gnoth, Daniel. (2009). *Identity, attachment and energy consumption: Implications for creating energy efficiency in product use.*
Goodhew, Abi. (2014). *The relationship between educational ethos and children's attitudes towards consumption.*
Graham, Trelise. (2011). *Mother's Choice: An exploration of the extended self in infant's retail apparel.*
Hale, Olivia. (2008). *The segmentation and profiling of consumers at the Otago Farmers' market*.
Harris, Rose. (2010). *Exploring past, present and future self through one's clothing.*
Hoksbergen, Emma. (2011). *How does online social media create value for music festival event participants?*
Hunter, Amy. (2010). *Understanding energy consumption at the household level.*
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Innes-Jones, Kate. (2008). *The search for the perfect wave: Destination choice within the New Zealand surfing subculture, a means-end investigation*.
Jackson, Claire. (2010). *An examination of students' ability to calculate standard drinks.*
Jackson, Erin. (2009). *Country of origin labelling in New Zealand: A consumer perspective.*
Jackson, Elizabeth. (2009). *Lights, camera…authenticity: The cultural rendering of authenticity*.
Jackson, Rosemary. (2009). *The secret of privacy*
Kean, Anna. (2016). *Applying the Theory of Planned Behaviour to Organic Food Purchasing – Implications for Product Labelling.*
Kelly, Siobhan. (2013). *Google New Zealand moving up in the ranks: An insight into search engine optimization*.
Kemp, Katherine. (2008). *Food miles: Smoke, but is there fire?*
Kempa, Joya. (2013). *Do variant descriptors featured on plain packs affect your adult smokers' choice behaviours and perceptions?*
Kippenberger, Thomas H. (2011). *Corporate Hospitality: The foot in the door of the relationship process.*
Lanham, Joseph. (2009). *Consumer trust of information conveyed in user generated YouTube content and producer generated advertising*.
Leferink, Judith. (2008). *Contemporary information search strategies conducted by overseas tourists visiting New Zealand*.
Lloyd, Nikki. (2009). *Understanding the shore experience of the cruise shop passenger*.
Loveridge, Morgan. (2012) *A critical investigation of digital deal communication preferences and behaviour among millennials.*
Mathieson, Brianne. (2009). *The crucial role of sincerity in an effective corporate apology: An overlooked dimension.*
McCormick, Bayley. (2013). *Framing: The influence of terminology on perceptions of biotechnology*
McKenzie, Toni. (2010). *Cultural practices at New Zealand 'gigs'.*
McRae, Olivia. (2008). *An investigation into attitude response towards anti-ageing advertising*.
Moore, Anna. (2010). *Determinants of fashion store personality.*
Moore, Rebecca. (2008). *Sustainable fashion: An exploratory study into fashion consumers' attitudes towards sustainable fashion.*
Moore, Vanessa. (2011). *Front-of-Pack nutritional labelling cues and consumer purchase intent for ready-to-eat cereal.*
Nalder, Kelsi. (2009). *Risky business consumer perceptions of soft adventure tourism*.
Noone, Abigale. (2009). *A proposed typology of ethical consumption choices*.
Pierce, Juliet. (2009). *Children's perceptions of brands: How important is "stuff"?*

Poulson, Sanne. (2008). *Consumer-brand relationships: An exploration through the product category of outdoor equipment*.
Rapson, Lara. (2010). *How does information formatting of direct-to-consumer-advertising for prescription drugs affect consumers' responses.*
Reidy, Briar. (2015). *The relationship between a firm's visual representation of its brand promise and the images made by consumers to express their own brand experience.*
Roberts, Claire. (2008). *An investigation into the antecedents influencing downloading*.
Roling, Nicole. (2009). *An investigation of consumers' responses to eco-labelling*.
Rowland, Lauren. (2011). *Consumer Involvement: A rural and urban comparison.*
Scott, Rosemary. (2010). *Perceptions of smokefree social imagery by young women.*
Simpson, Elizabeth. (2014). *Co-branding ethical: Consumer preference for organic and environmental marks on woollen textiles.*
Smith, Katie. (2015). *Inferential evaluations of sustainability attributes: A replication.*
Stockman, Jarod. (2013). *The effect of front-of-package umbrella branding on purchase decision.*
Stuart, Menique. (2014). "*Hidden* Voices": *An exploratory study of the antecedents of resident engagement in the city branding process*.
Tatton, Laura. (2011). *Smoker Stigmatisation: An unintended consequence of smoking denormalisation.*
Thomas, Tabitha. (2013). *The influence of others on consumer behaviour in the retail context.*
Van Egmond, Matthew. (2014*). Doing right after doing wrong: What constitutes an effective corporate apology?*
Wadsworth, Chelsea. (2008). *Environmental education and its ability to influence the environmental attitudes and behavioural intentions of international tourists.*
Walker, Gabrielle. (2010). *Dare to take the plunge?*
Walker, Rachael. (2012). *The impact of congruency on male sex role depictions in advertising.*
Watt, Katie. (2015). *Materialism and consumer ethics: An investigation in the context of attitudes, intentions and past behaviour.*
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Whitaker, Chelsea. (2010). *A star is born? Consumer reactions to celebrity product endorsement within reality television.*
Williams, Kieran. (2008). *Investigation of sponsorship leveraged packaging*.
Zonneveld, Lydia. (2012) *Emotional connections to objects as shown through collecting behaviour: The role of ardour.*

MART 480 KEY DATES

Proposals
Your written proposal must be submitted by **12.00 noon, Monday 20th March 2017** to the Marketing Department Reception, 4th Floor, University of Otago Business School.

Submission
12.00 noon, Tuesday 3rd October 2017 (please submit two copies to the Marketing Department Reception, 4th floor, University of Otago Business School).

No applications for extensions will be considered unless accompanied by medical evidence of long-term illness or debilitation. No supervisor may grant any extensions.