

**Technological University Dublin**

**College of Arts and Tourism**

**School of Hospitality Management and Tourism**

# **The Reference Handbook**

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## 1. INTRODUCTION

The following referencing and style approaches are relevant to all students pursuing all courses in the School of Hospitality Management and Tourism. However, there will be differences in the nature, scope and extent of your research/work, so it is always important to seek advice from your Head of School, Assistant Head of School, Programme Tutor, Lecturer or Dissertation Supervisor/Project Advisor if you are in doubt about any issue/subject matter.

During the preparation of essays, project work, group assessments or any other form of assignments, it is established practice that students should acknowledge all book and journal articles, conference/seminar/position papers, public/private sector reports, theses/dissertations, Internet/web-based information sources or any other information sources used in the preparation of their work.

The Harvard System of Referencing is an accepted referencing convention and is commonly used in academia. The School of Hospitality Management and Tourism requires all students to adopt these referencing conventions when undertaking all types of research. The golden rule of the Harvard System is to be **correct, complete and consistent**.

The Reference Handbook is a guide to the preparation of essays, projects, dissertations and all other forms of assessment material in terms of referencing, style and formatting procedures. These procedures and guidelines are relevant to all full-time and part-time students pursuing all programmes in the School of Hospitality Management and Tourism.

All full-time and part-time students are required to consult and familiarise themselves with the TU Dublin General Assessment Regulations (revised November 2018).

## 2. REFERENCING CONVENTIONS

During the preparation of essays, project work, group assessments or any other form of assignment, it is established practice that students should acknowledge all books and journal articles, conference/seminar/position papers, public/private sector reports, theses/dissertations, Internet/web-based information sources or any other information sources used in the preparation of their work. This may be facilitated by the development of a **List of References** and a **Bibliography**.

It is vitally important to record all reference/bibliography details that you may have consulted during the course of researching your work – author's name, date of publication, title, edition, place of publication, publishers or name of journal article, number/issue and page numbers. It may be helpful to keep this information on postcards or on a dedicated 'Reference/Bibliography' computer file. By recording all the appropriate information, it facilitates the quick search and capture of this information source at a point in the future.

It is also useful to understand the key differences between a List of References and a Bibliography.

List of References: A reference is where you have specifically cited, quoted or referred to the work of another author in the body of your essay, assignment etc.

Bibliography: As a researcher you may also have used additional/other sources of information in the preparation of your work which have not been specifically referred to or cited within the text. In such cases, it is normal to produce a bibliography.

### ***Therefore:***

A Reference List refers to the list of references cited/quoted in the main body of the text.

A Bibliography is a list of all other references/sources of information that were consulted but not specifically cited/referred to within the main body of the text.

***NOTE: Some authors do not make the distinction between a list of references and a bibliography, so it is important that you seek advice from your lecturer/dissertation advisor to ascertain which is the most appropriate approach for their module.***

## 2.1 HARVARD SYSTEM OF REFERENCING

There are a number of referencing systems that you may use in citing work by other authors and in the presentation of their biographical details. The Harvard System of Referencing is an accepted referencing convention and is commonly used in academia.

All references cited in the text are denoted by an author's last name followed by the year of publication in brackets, for example, (Kotler, 2001). The full reference will be given in the List of References and does not need to be repeated in the Bibliography.

If an article/book has three or more authors, the abbreviation '*et al.*' should be used after the first author's name (e.g. Kelly *et al.*, 2019). When drawing up a List of References, all details of the authors should be included.

If you refer to a direct quotation by an author in the main body of your text, the author's name, the date of publication of the work and the relevant page numbers should be included in the body of the essay.

*Example:* "Strategies are the means by which long-term objectives will be achieved" (David, 2003, p.11). **or**

*Example:* David (2003, p.11) suggests that "strategies are the means by which long-term objectives will be achieved".

When referring to page numbers within the text and/or in the List of References, it is normal to use the minimum amount of numerical information possible, for example, (Kotler, 1998, pp.251-63) *and not* (Kotler, 1998, pp.251-263).

### Specific Note on Quotations:

- *It is standard practice for quotations of less than three lines to be enclosed in single inverted commas and to be included as part of the main text.*
- *Double inverted commas should be utilised to illustrate a quotation within a quotation.*
- *Quotations longer than three lines should not be enclosed within inverted commas, but rather should be indented and single-spaced. If you only wish to use part of a quote, omissions within quotations should be marked with three spaced full stops.*

When summarising or paraphrasing a particular idea, definition or any material, you will have to ensure that it is referenced and acknowledged appropriately.

*Example:* It is commonly accepted that a business mission statement is an integral part of strategic management (David, 2003).

If you are referring to two or more works by the same author(s) published in the same year, each work should be identified by utilising lower case letters after the date, for example, (Drucker, 1994a), (Drucker, 1994b).

In the List of References and Bibliography, works are listed **alphabetically** by author. If an author has written more than one piece of work, then the list should be in chronological order of publication.

***N.B.:** It is important to note that if you are preparing research for publication, there may be a specific system of referencing recommended by the publisher. For example, in the case of preparing a journal article, most journals have a ‘Notes to Contributors’ page detailing the referencing format and other guidelines that you may need to adhere to.*

## 2.2 REFERENCE FORMAT

### **Reference for a Book**

Author(s) surname, Initials (Year of Publication) Name of Publication, underlined or in italics (Edition in Brackets except for first) Place of Publication: Publisher.

Porter, M.E. (1985) *Competitive Advantage, Creating and Sustaining Superior Performance*, New York: The Free Press.

### **Reference for a Chapter in a Book**

Thorne, S. (1994) 'Secondary Analysis in Qualitative Research: Issues and Implications', in J.M. Morse, (Ed.) *Critical Issues in Qualitative Research Methods*, Thousand Oaks: Sage, pp.263-79.

### **Reference for an Edited Publication**

Asch, D. & Bowman, C. (Eds) (1989) *Readings in Strategic Management*, London: Macmillan/The Open University.

### **Reference for a Book with Multiple Authors**

Kotler, P., Bowen, J. & Makens, J. (1999) *Marketing for Hospitality and Tourism*, (2<sup>nd</sup> Ed), New Jersey: Prentice Hall.

### **Reference for a Particular Chapter within a Book by the Same Author**

Witt, S.F. (1995) 'Econometric Demand Forecasting' in S.F. Witt & L. Moutinho (Eds) *Tourism Marketing and Management Handbook*, (Student Edition), Europe: Prentice Hall.

### **Reference indicating a Forthcoming Publication**

Kotler, P., Bowen, J. & Makens, J. (forthcoming) *Marketing for Hospitality and Tourism*, New Jersey: Prentice Hall.

### **Reference for an Article**

Author(s) surname, Initials (Year of Publication) Title of Article, Title of Journal, underlined or in italics, Volume Number / Part Number / Date of Issue, page number(s) of the article preceded by 'p' (for a single page) or 'pp' for multiple pages.

Abrahamson, E. (2000) Change Without Pain, *Harvard Business Review*, 78 (4), pp.7579.

*If an article is interrupted by advertisements or features, you should indicate this by showing all the page sequences, as illustrated in the example below.*

Hamel, G. (2000) Waking Up IBM: How A Gang of Unlikely Rebels Transformed Big Blue, *Harvard Business Review*, 78 (4), pp.137-138, 140, 142-146.

### **Reference for a Newspaper Article**

Smyth, J. (2002) Parthus Receives Merger Approval, *The Irish Times*, 22 October, p.17.

*If the author of the article is not named, then the name of the newspaper should be presented first.*

*The Irish Times*, 2002, Oil Prices Plunge as US Compromise Seems Likely, 22 October, p.16.

### **Reference for a Government Publication**

Name of Issuing Body (Year of Publication) Title (underlined or in italics) Place of Publication: Publisher Report Number (if appropriate).

Central Statistics Office (2000) *Labour Force Survey*, Dublin: Stationery Office.



### **Reference for a Conference Paper**

Author(s) surname, Initials, (Year of Publication) Title of Contribution *in* Editor of Conference Proceedings (i.e. Initials, Surname) ed or eds as appropriate Title of Conference Proceedings (underlined or in italics), include date and/or place of conference, Place of Publication: Publisher, relevant page numbers.

Smith, S. (2001) Training in the Irish Tourism Industry *in* J. Jones (ed), *The Future of the Irish Tourism Industry, Irish Academy of Management, Dublin, 5-7 November 2000*, Dublin: ABC Publishers, pp.86-96.

### **Reference to a Dissertation / Thesis**

As with book, but replacing place of publication and publisher details with details of level of dissertation, department and 3<sup>rd</sup> level institution.

Smith, S. (2001) *Training in the Irish Tourism Industry*, MSc dissertation, Faculty of Tourism and Food, Dublin Institute of Technology.

### **Reference to a Report**

As with book, including report number if relevant.

### **Reference to Personal Communication / Unpublished Work**

Personal communication and unpublished work should be referred to in the main body of the text only and not included in the List of References/Bibliography, as they are unavailable for readers to refer to and consult for themselves.

*The above conventions may be applied in most cases, however there may be instances where the above method may differ.*

## 2.3 REFERENCING MAIN ELECTRONIC SOURCES

The following reference guidelines have been sourced from Hussey, J & Hussey, R. (1997) *Business Research, A Practical Guide for Undergraduate and Postgraduate Students*, London: Macmillan Business, The Harvard Citation Guide (source: <http://www.lmu.ac.uk/lss/lss/docs/harv4.htm>) and The Bournemouth University (BU) Guide to Citation in the Harvard Style (source: [www.bournemouth.ac.uk/library/citing\\_references/docs/Citing\\_Refs.pdf](http://www.bournemouth.ac.uk/library/citing_references/docs/Citing_Refs.pdf)).

It is advisable to keep hard copies of all electronically sourced materials, as they may change over time.

### **Reference to a Book located in a Database**

Author, (Year of Publication) *Title of Book*, (edition), Place of publication: Publisher (if ascertainable). Available from: URL [Accessed Date].

### **Reference to an Online Journal Article**

Author, (Year of Publication) *Title, Name of Journal*, Volume/Issue number, page numbers (if available). Available from: URL [Accessed Date].

### **Reference to Web Pages and E-books**

Author, (Year of Publication), *Title*, (edition), Place of Publication: Publisher (if ascertainable). Available from: URL [Accessed Date].

### **Reference to a Conference Paper from the Internet**

Author, (Year of Publication), Title of Conference Paper. Followed by *In*: Editor/Author of Conference Proceedings (if applicable), *Title of Conference*, Date and Place of Conference, Place of publication: Publisher (if ascertainable). Available from: URL [Accessed Date].

### **Reference to a Digital Map**

Author/Editor/Ordnance Survey, (Year of Publication), *Title*, Scale, Place of publication: Publisher. Available from: URL [Accessed Date].

### **Reference to a Blog**

Author, (Date of Publication, i.e. Day/Month/Year), Title of the Posting, *Blog Title*. Available from: URL [Accessed Date].

### **Reference to Social Networking Sites (e.g. Facebook, Twitter)**

Author, (Year of Publication) *Title of Page*, [Title of Website] Day/month of Posted Message. Available from: URL [Accessed Date]

### **Reference to Electronic Conferences (Interest Groups) or Bulletin Board Services**

Author of message (Date of Publication, i.e. Day/Month/Year) Subject of message, *Electronic Conference/Bulletin Board Services* [On-line]. Available from: [LISTSERV@e-mail](mailto:LISTSERV@e-mail) address. [Accessed Date].

### **Reference to Personal E-mail**

Author (Date of Publication) *Subject of message* [e-mail to recipient's name], [On-line]. Available e-mail: Recipient's e-mail address. [Accessed Date].

### **Reference to Images/Photographs accessed online**

Author/Photographer, (Year of Publication), *Title of Image/Photograph* (or a description), Place of Publication: Publisher (if ascertainable). Available from: URL [Accessed Date].

### **Reference to a Computer Programme**

Author, (Year of Publication, if given), *Title of Program*, Version, Computer Programme, Place of Publication: Publisher.

### 3. ESSAY WRITING & PRESENTATION

#### 3.1 ESSAY WRITING

It is important when you are undertaking a written assignment to structure and format your work in a way that is logical, clear and understandable. Whilst all students will have their own individual style of writing, it is vital that you plan your essay carefully.

The key objectives of an essay are to:-

- Define and gain an understanding of the question/problem posed
- Develop and advance arguments
- Present supporting material/evidence/references
- Critically analyse/discuss/examine arguments and supporting material/evidence
- Reach/draw conclusions
- Remember: essays should not be merely descriptive nor should they consist of lists of facts/bullet-points

A useful first tip in getting started is to draw up an essay plan or outline, i.e. a rough sketch of the essay. This enables you to identify the key objective of the essay and allows you to ascertain the main themes/ideas/arguments that are going to be considered throughout your work. The basic framework of any essay should include an introduction, the main body of the essay and a conclusion. In other words, an essay should have “a beginning, a middle and an end”.

The basic framework of an essay is as follows:

#### **Introduction**

The introduction should provide a reader with a clear ‘road-map’ of what is to follow. Students should address the purpose and content of the essay. An introduction may include a definition (if appropriate) of the area under investigation; explanation of what students understand by the title/question posed; the aspects/sections of the topic that you intend to deal with and why; and the broad arguments/stance that you will consider.

#### **Main Body**

The main body of the essay should discuss the information and arguments relevant to the question posed. Students should also ensure that appropriate and relevant quotes, references, statistics, diagrams and tables are utilised in order to support your work/ideas.

## **Conclusion**

The conclusion ties the essay together. Students should summarise the ideas discussed in the main body of the essay and relate it back to the introduction and specifically the question that was posed. It is also important to identify a future course of action or potential new areas of study/research.

## **3.2 PRESENTATION OF ESSAY**

Unless otherwise communicated to you by your lecturers, it is recommended that you observe the following format specifications in the presentation of your essay:-

### **1. Cover/Title Page**

Prepare an assignment/essay cover/title page detailing the following information: your name, course, year and group; the name of the module; the name of the lecturer; and the date of submission.

### **2. Table of Contents Page**

It is normal practice to prepare a 'table of contents' page if there are a number of sections, sub-sections and appendices to your essay.

### **3. The Essay**

As outlined above, the essay should have an introduction, a main body and a conclusion. Please ensure that all work has been properly cited and/or referenced. It may be useful to underline or **bold** key headings/sections/subsections of your essay. Please ensure that all grammar, punctuation and spelling are correct. Utilise the electronic spell-check function or consult the Oxford English Dictionary to check on the correct spelling of words. Make sure that all tables, diagrams, charts, photographs etc. are properly labelled and referenced. **You should always re-read your essay before submitting it.**

#### **4. List of References/Bibliography**

It is vitally important to record all reference/bibliography details that you may have consulted during the course of researching your work. Please refer to the section above on referencing conventions.

#### **5. Appendices**

Any additional material (e.g. questionnaires, statistics, diagrams, maps) that you feel adds or supports your essay should be included at the end of the assignment. Please ensure that all appendices are labelled and referenced clearly.

#### **6. Word Limit**

Unless otherwise specified by your lecturer, please adhere to the minimum and maximum word limits that have been issued.

#### **7. Format**

- essay should be typewritten, font size 12, Times New Roman, single-sided on A4 size paper with 1.5 line spacing throughout;
- provide appropriate margins on each page;
- ensure that all appropriate information is contained on your cover/title page;
- all pages should be numbered (except the cover/title page);
- staple or secure all pages together, in the correct order (please ascertain whether your individual lecturer requires your essay to be bound or placed in a document folder etc.);
- **please keep a copy of your work for future reference.**

## **4. STYLE CONVENTIONS**

In addition to all of the guidelines stated above, the following are further style conventions:-

### ***Use of Language***

Writing an essay/assignment is an academic piece of work and this should be reflected in your writing style. Avoid the use of an informal chatty writing style and slang terminology.

### ***Spelling***

Use the spell-check facility when typing your work, however this will not identify words that are used in the wrong context.

### ***Punctuation and Grammar***

Punctuation assists the reader to understand your work and improves its accuracy. If punctuation is incorrect, it may alter the meaning of a sentence. The correct use of full stops, commas, semicolons, colons, brackets, dashes and apostrophes is important when completing any piece of work. An understanding of grammar is also an essential part of effective writing skills.

### ***Capitalisation***

Capital letters should be used for proper names, nationalities, races, names of organisations, formal titles and offices, place names, area names, street names and names of public buildings.

### ***Abbreviations***

Abbreviations should be used sparingly in the main body of the text. The full title should be spelled out when first used followed by the abbreviation in parentheses, e.g. Irish Hotels Federation (IHF). Subsequent references to this term should involve the use of the abbreviation only, without parentheses. A list of abbreviations should be included in the Table of Contents or in a 'List of Abbreviations'.

### ***Use of Numbers***

It is normal practice to write numbers, up to and including ten, in words, when they form part of a narrative. Figures should be used to express groups of numbers for statistical purposes.

### ***Use of Dates***

If you are referring to a particular period of time, the appropriate method is 'from 1995 to 2000' rather than 1995-2000. When you are describing a decade, you do not use an apostrophe, for example, the 1990s.

There are a number of ways to write dates but be consistent in your choice of method:

- 23 October 2002
- Wednesday, 23 October
- 23.10.02
- 23.10.2002

### ***Use of Percentages***

It is normal practice to use 'per cent' in the main body of the text and '%' when using tables/graphs.

### ***Use of Fractions***

A hyphen should be used if you are expressing fractions in words, for example, three-quarters or one-third.

### ***Footnotes***

Use of footnotes should be kept to an absolute minimum. Acknowledgement of help from an unpublished source such as an interview or a speech may be made in a footnote. The footnotes in each chapter should be numbered consecutively at the bottom of the page. Asterisks should not be used. Footnotes are indicated by lower case Arabic letters.

### ***Abbreviations in Referencing***

The following are commonly used abbreviations in referencing that may appear in material that you access:

app.	appendix
c.	circa (e.g. c.1885)
cf.	compare
ch.	chapter
col.,	column(s)
ed.,	editor(s)
et al.	and others
f., ff.	following
fig., figs	figure(s)
ibid	in the same work
id.	the same
loc. cit.	in the place cited
no, nos	number(s)
op. cit.	in the work cited
p., pp.	page(s)
para., paras	paragraph(s)
sec.	section
vol., vols	volume(s)



## **5. LITERATURE REVIEW**

### **5.1 WHAT IS A LITERATURE REVIEW?**

A literature review involves identifying, gathering and evaluating the literature in your chosen area of study, assessing and critically analysing the information, and presenting it in a structured and organised fashion.

#### Goals of a Literature Review:-

1. to demonstrate a familiarity with a body of knowledge and establish credibility.
2. to show the path of prior research and how a current project is linked to it.
3. to integrate and summarise what is known in an area.
4. to learn from others and stimulate new ideas (Neuman, 1997:89).

### **5.2 LITERATURE REVIEW GUIDELINES**

5.2.1 When undertaking a literature review, you will first have to define your research question/area. What is the purpose of your research? What information do you need? Where do you access it? How do you access information? In which fields should you search? What authors should you read? How much information should you gather?

In answering these questions, students should

- i. identify subject-matter relevant to your research area/topic;
- ii. find references to authors/researchers who have published in your chosen area/topic and gather those publications/sources of information.

5.2.2 Information is available in a number of formats, including:-

- Books/e-books
- Journals
- Conference papers
- Government publications
- Dissertations

- The Internet
- Reference materials

5.2.3 Once you have accessed and gathered the literature pertinent to your own area of study, you will need to evaluate the actual material collected. You will have to make judgements when you are reviewing the literature and you need to ascertain what information is appropriate, relevant, valid, credible and reliable.

5.2.4 The following criteria may be useful in evaluating information:-

1. Authority – who is the author of the material?
2. Date of publication – when was the information published?
3. Type of publication – is the material published in an academic article, a newspaper or a textbook?
4. Relevance of content – how relevant is the material to your research?
5. Hypotheses/Purpose – what led the author(s) to their hypotheses? What is the overall purpose?
6. Methods employed – what methods were utilised by the author(s) and why?
7. Results - what results were obtained?
8. Support for hypotheses – were hypotheses supported?
9. Conclusions/Recommendations – what were the author(s) conclusions/recommendations?
10. References – does the author provide a detailed list of references/bibliography?
11. Cited or reviewed – has the article, book or website been cited or referred to by other authors?



# **ORGANISATION & PRESENTATION OF A DISSERTATION**

## **Undergraduate & Masters' Dissertations**

*This section acts as a guide for all students who are undertaking Undergraduate and Masters' Dissertations.*

## 6.1 ORGANISATION OF THE DISSERTATION

The following are the minimum requirements / suggested structure for your dissertation. However, there will be differences in the nature, scope and extent of your research/work so it is always important to seek advice from your Head of School, Assistant Head of School, Programme Tutor and/or Dissertation Supervisor.

While the logic and content of student research is of importance, the organisation and style elements are critical to the acceptance of the dissertation for examination purposes. Each dissertation should have, in proper order, its introduction, literature review, research methodology, results/findings, analysis/discussion and conclusions and recommendations.

The following should be the arrangement of the various sections in the dissertation:

SECTION	SCHEDULE FOR COMPLETION
Title Page	
Declaration	
Abstract	
Acknowledgement (optional)	
Table of Contents	
List of Tables, Graphs and Figures	
Glossary/List of Abbreviations	
Introduction	
Literature Review	
Research Methodology	
Results/Findings	
Discussion/Analysis	
Conclusions and Recommendations	
List of References	
Bibliography	
Appendices	

### **Title Page**

The title page should contain the following information:

Full title of the dissertation, with any subtitles, in font size 20;

Student name and qualifications;

Award for which the dissertation is submitted. Sample wording ‘A dissertation presented in partial fulfilment of the requirements for...(name of course of study)’;

Name of the Institute. Sample wording ‘Presented to the School of Hospitality Management and Tourism, Technological University Dublin; Name(s) of the Supervisor (s); Month and year of submission.

## **Declaration**

I certify that this thesis which I now submit for examination for the award of (insert name of course here) is entirely my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

I certify that the primary research undertaken as part of this thesis is entirely my own work.

This thesis was prepared according to the regulations of TU Dublin and has not been submitted in whole or in part for an award in any other Institute or University.

The University has permission to keep, to lend or to copy this thesis in whole or in part, on condition that any such use of the material of the thesis be duly acknowledged.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## **Abstract**

The abstract provides a brief overview of the entire work, including scope of the study, outline of methodology employed, results and main conclusions. The length of the abstract should not exceed 300 words.

## **Table of Contents**

The table of contents should include the number and title of each chapter of the thesis. Numerically referenced chapter subheadings, bibliography and appendices should all be included in the table of contents. Corresponding page numbers should be provided for all components of the table of contents.

### **Example:**

Chapter Four - Research Methodology	35
4.1 Introduction	35
4.2 The Research Hypothesis	36
4.3 Rationale for the Research	36
4.4 Secondary Research	37
4.5 Primary Research	38
4.6 Sample Selection	39
4.7 Questionnaire Design	39
4.8 Questionnaire Pilot	40
4.9 Data Analysis	40
4.10 Limitations of the research	41

## **List of Tables and Figures**

The list of tables and figures should be presented in the following format:

### **Example:**

#### **List of Tables**

2.1	Professional mix of Respondents	20
2.2	Age Profile of Respondents	25
4.1	Turnover of Permanent Staff	35
4.2	Components of a Job Description	40
7.1	Use of Performance Appraisal	80
7.2	Benefits of Performance Appraisal	85

#### **List of Figures**

1.1	Competency Model	10
1.2	Repertory Grid	15
2.1	Functional Interview Structure	30
2.2	Work Diary Structure	35
5.1	The Performance Appraisal Process	50
5.2	Performance Management in Hotel Co.	55

In the body of the text, tables and figures should be numbered consecutively. The reference/source of the data should be given below the table or figure with a full citation.

### **Example of a Table:**

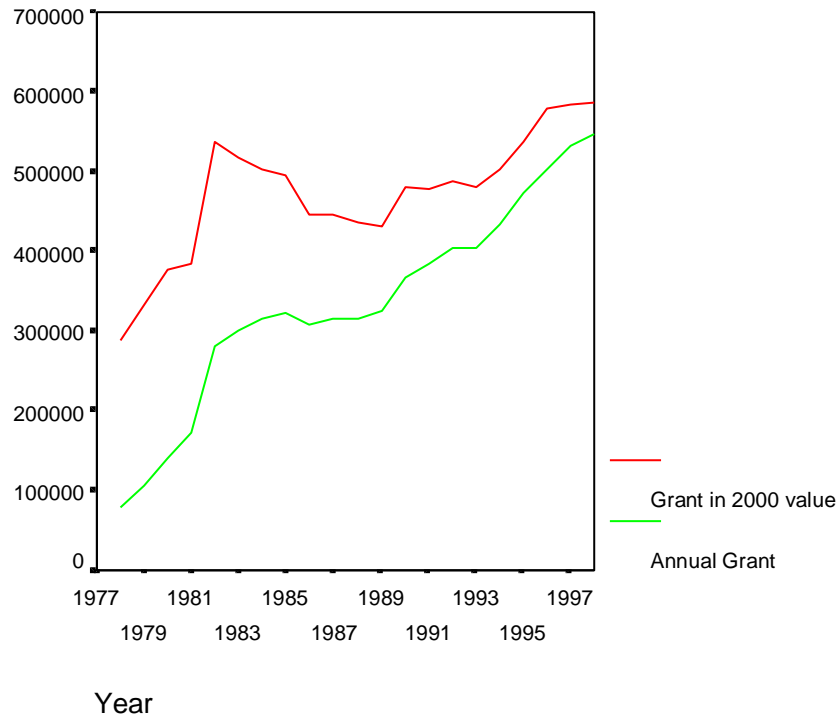
**Table 1.1 Growth in Employment in the Hotel Sector, 1996-2000**

	1996	1998	1999	2000	% +/- (99-00)
<b>Permanent</b>	30,639	34,633	43,820	51,083	<b>+17%</b>
<b>Seasonal</b>	5,801	8,309	6,641	5,166	<b>-22%</b>
<b>Occasional</b>	2,475	3,460	3,445	1,148	<b>-66%</b>
<b>Total</b>	<b>38,915</b>	<b>46,402</b>	<b>53,906</b>	<b>57,397</b>	<b>6%</b>

Source: CERT, 2001

**Example of a Figure:**

**Figure 2.1: Employment Equality Agency Funding, 1977-1998**



Source: Employment Equality Annual Reports (1977-1998)



## **Introduction**

The purpose of the introduction is to provide the rationale for the study. It should present the nature and the scope of the problem to be investigated. The hypothesis, research questions and intention of research should be described and the method of investigation (survey, observation and experimentation) should be stated and the reasons for the choice of a particular method should be justified. This chapter sets the scene for what is to follow within the dissertation.

## **Literature Review**

The purpose of the literature review should be to supply sufficient background information to allow the reader to understand and evaluate the results of the dissertation without needing to refer to previous publications on the topic. The literature review is designed to determine what has been published in the subject area of the research question and to orient the reader.

In considering the literature, several factors are important including:

- the timeliness of the writing found in the literature
- the directness of the relationship to the research question.

The literature review is intended to be a discussion of the results found in related studies as well as the literature of the field as a whole. 'Editorialism' should not be included within the literature review.

## **Research Methodology**

The principal purpose of the research methodology section is to provide enough detail that a competent researcher may replicate your study. Research methodology is the treatment that is applied to the data collected. This includes the population, sample selection, the research design, and the treatment of the data, the research instrument and the analysis of the data. It is important to define the type of research instrument to be used. For example, it may be a questionnaire or a series of semi-structured interviews. The reasoning behind the selection of the type of research instrument adopted should be provided. In summary, the rule which applies is that enough information must be given so that another competent researcher may reproduce the research and that a judgement may be made as to the validity of the work undertaken.

It is very important to consider, understand, and reflect upon, all appropriate ethical issues pertinent to your individual research area/topic. All students are required to complete an *Ethical Approval for Research* Application Form and submit it to the School Ethics Committee. **Students cannot undertake any primary research (e.g. interviewee/participant recruitment or data collection) without prior ethical approval.** Please refer to the Undergraduate or Masters' Dissertation Schedule for key dates regarding the ethical approval process.

### **Presentation of Results/Findings**

Only meaningful relationships that will support the hypothesis, research question and/or intention of research should be presented. Tables and graphs are often a useful means of summarising and displaying information.

Only representative trends should be discussed. Many researchers make the common mistake of including everything in their findings/analysis. This does not prove that one has unlimited information but rather lacks discrimination.

The primary purpose of the analysis is to show the relationship that exists among observed facts. Therefore, it is of critical importance that the results are discussed adequately.

### **Discussion/Analysis**

In the discussion section of a dissertation, interpretations of data are provided and conclusions drawn. The first step is to take each hypothesis, research question and/or intention of research and review the pertinent sub-problems. The next step is to draw conclusions. A discussion of the sub-problem results and the interpretation of those results support each of the conclusions.

### **Conclusions and Recommendations**

Within the development of the literature review, the researcher may discover that some aspects of the topic have been under-researched or it may be the case that no previous research has been undertaken for several major aspects of the research topic. All of these non-researched areas present opportunities for those interested in further development/research and therefore should be identified in the conclusions and recommendations.

This chapter should also include a section dealing with the 'contributions of the study' to the existing body/domain of knowledge. This is intended to show specific recommended applications of the new knowledge derived from the study. The recommendations should be clear, precise and realistic. The researcher should attempt to identify how the results can be applied to one or more specific segments of an industry/sector.

### **Appendices**

Appendices should be placed at the end of the dissertation and named alphabetically. Reference should be made to appendices in the relevant sections of the text.

## 6.2 PRESENTATION OF THE DISSERTATION

### *Formatting Guidelines*

The dissertation should be typewritten, font size 12, Times New Roman, on A4 size paper and line spacing should be 1.5 throughout. To permit binding, each page should have a left-hand margin of at least 35mm and a right-hand margin of at least 20mm. Everything except the page numbers should fall within the margin. Page numbers should be central at the bottom of the page, at least 10mm above the edge of the page. The title page remains unpaginated and roman numerals are used for all pages preceding the introduction to the dissertation. Each chapter should be separated by a page indicating the chapter number and title.

For binding purposes, each student is obliged to submit **one** hardbound, single-sided copy and **two** double-sided soft-bound/spiral bound copies. The hardbound copy should have a black cover and should identify the student's name and year of submission on the spine.

### *Length of Dissertation*

A **Masters dissertation** will normally consist of approximately **15,000 words** (+/- 10%). A penalty of 1% for every additional 200 words will apply. The word count applies from the Introduction chapter to the Conclusions and Recommendations chapter inclusive (i.e. excluding preamble pages, Table of Contents, List of References, Bibliography, Appendices).

An **undergraduate dissertation** will normally consist of approximately **10,000 words** (+/- 10%). A penalty of 1% for every additional 200 words will apply. The word count applies from the Introduction chapter to the Conclusions and Recommendations chapter inclusive (i.e. excluding preamble pages, Table of Contents, List of References, Bibliography, Appendices).

### *Plagiarism Checker*

Students are required to submit their dissertation to the Plagiarism Checker (Urkund) on the Dissertation module's Brightspace page. You should allow yourself adequate time to process your dissertation and receive an **Analysis Overview** page. You are required to submit a hard copy of the **Analysis Overview** page, which identifies the results of the matching process, as an appendix in your dissertation. Undergraduate and Masters' students should ensure that their dissertations have **matching scores below 15%**. **It is not possible to complete the submission/marking process if the Analysis Overview page is not submitted.**

### *Dissertation Language*

The dissertation is an academic piece of work and this should be reflected in your writing style. Avoid the use of an informal chatty writing style and slang terminology.

### ***Spelling***

Use the spell-check facility when typing your dissertation, however this will not identify words that are used in the wrong context.

### ***Punctuation and Grammar***

Punctuation assists the reader to understand your work and improves its accuracy. If punctuation is incorrect, it may alter the meaning of a sentence. The correct use of full stops, commas, semicolons, colons, brackets, dashes and apostrophes is important when completing any piece of work. An understanding of grammar is also an essential part of effective writing skills.

### ***Capitalisation***

Capital letters should be used for proper names, nationalities, races, names of organisations, formal titles and offices, place names, area names, street names and names of public buildings.

### ***Abbreviations***

Abbreviations should be used sparingly in the main body of the text. The full title should be spelled out when first used followed by the abbreviation in parentheses, e.g. Irish Hotels Federation (IHF). Subsequent references to this term should involve the use of the abbreviation only, without parentheses. A list of abbreviations should be included in the Table of Contents or in a 'List of Abbreviations'.

### ***Use of Numbers***

It is normal practice to write numbers, up to and including ten, in words, when they form part of a narrative. Figures should be used to express groups of numbers for statistical purposes.

### ***Use of Dates***

If you are referring to a particular period of time, the appropriate method is 'from 1995 to 2000' rather than 1995-2000. When you are describing a decade, you do not use an apostrophe, for example, the 1990s.

There are a number of ways to write dates but be consistent in your choice of method:

- 23 October 2002
- Wednesday, 23 October
- 23.10.02
- 23.10.2002

### ***Use of Percentages***

It is normal practice to use 'per cent' in the main body of the text and '%' when using tables/graphs.

### ***Use of Fractions***

A hyphen should be used if you are expressing fractions in words, for example, threequarters or one-third.

### ***Footnotes***

Use of footnotes should be kept to an absolute minimum. Acknowledgement of help from an unpublished source such as an interview or a speech may be made in a footnote. The footnotes in each chapter should be numbered consecutively at the bottom of the page. Asterisks should not be used. Footnotes are indicated by lower case Arabic letters.

### ***Conventions***

Ibid. (Latin) is used as a ditto instead of repeating the previous reference. Op. Cit (Latin) is used after an author's name to mean the same work as last cited for this author. Et al (Latin) is used as an abbreviation for 'and others', presented as *et al.* in your written work.

### ***Reference to the Author***

Throughout the dissertation, the term 'author' should be used when making reference to yourself as opposed to 'I'. In general references to the 'author' should be kept to a minimum.

## **6.3 CHECKLIST**

### ***You may find the following items useful in developing a work checklist:***

- |   |                          |
|---|--------------------------|
| All sections of the dissertation completed as identified on page 20                   | <input type="checkbox"/> |
| Introduction and conclusions for each chapter   | <input type="checkbox"/> |
| Evidence of Ethical Approval included as an Appendix                                  | <input type="radio"/>    |
| 1.5 line spacing  | <input type="checkbox"/> |
| Font size 12  | <input type="checkbox"/> |
| Limited use of decorative fonts   | <input type="checkbox"/> |
| Check that all references are included in List of References                          | <input type="checkbox"/> |
| Spell check   | <input type="checkbox"/> |
| Proof read (it is helpful to get another individual to proof read also)               | <input type="checkbox"/> |
| Check your word count   | <input type="checkbox"/> |
| Contact binders to identify binding turnaround time                                   | <input type="checkbox"/> |
| Two soft-bound and one hardbound copy submitted for examination                       | <input type="checkbox"/> |
| Dissertation submitted to Urkund/page 1 of Originality Report included as an appendix | <input type="radio"/>    |

## 6.4 RESEARCH LOGBOOK

Each student is expected to maintain a research logbook. This logbook is a record of the progress of the student throughout the duration of the research. This document is also a formal record of the contact between the student and the dissertation supervisor. The focus of the dissertation supervisor's role is that of facilitator of the research process, as it is the responsibility of the student to manage his/her own work and seek regular meetings with their supervisor. The following is an example of the standard format of the logbook.

### DISSERTATION LOGBOOK

**Date** \_\_\_\_\_

**Progress**

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---

**Material Submitted**

---

---

---

**Tasks for Next Meeting**

---

---

---

**Agreed Date of Next Meeting** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Supervisor Signature** \_\_\_\_\_

## 6.5 MASTER'S DISSERTATION ASSESSMENT SHEET

### SCHOOL OF HOSPITALITY MANAGEMENT AND TOURISM

#### Masters' Dissertation Assessment Sheet

<b>Course</b>	
<b>Student's Name</b>	
<b>Dissertation Title</b>	
<b>Assessor: Please tick</b>	Advisor <input type="checkbox"/> 2 <sup>nd</sup> Reader <input type="checkbox"/> External Examiner <input type="checkbox"/>

Criteria	Maximum Mark	Mark Awarded	Comment
<b>Organisation &amp; Presentation</b>	5		
<b>Abstract</b>	3		
<b>Introduction</b>	5		
<b>Literature Review</b>	25		
<b>Methodology</b>	17		
<b>Presentation of Results</b>	15		
<b>Interpretation &amp; Discussion</b>	20		
<b>Conclusions &amp; Recommendations</b>	10		
<b>Total Mark</b>	100		

**Overall Comment:**

Advisor/ 2<sup>nd</sup> Reader / Examiner Signature \_\_\_\_\_

Date \_\_\_\_\_

## 6.6 UNDERGRADUATE DISSERTATION ASSESSMENT SHEET

### SCHOOL OF HOSPITALITY MANAGEMENT AND TOURISM

#### Undergraduate Dissertation Assessment Sheet

Course							
Student's Name							
Dissertation Title							
Assessor: <i>Please tick</i>		Advisor		2 <sup>nd</sup> Reader		External Examiner	
Criteria	Max Mark	Mark	Criteria			Comment	
Abstract & Introduction	5		<ul style="list-style-type: none"> <li>Clear, concise and synoptic abstract</li> <li>Clear objectives, rationale &amp; framework for study</li> <li>Good chapter outline</li> </ul>				
Literature Review	20		<ul style="list-style-type: none"> <li>Identification of research question</li> <li>Extent and understanding of existing literature</li> <li>Number, breadth &amp; relevance of citations</li> <li>Synthesis and summary of literature</li> <li>Relevance of literature to research question</li> </ul>				
Methodology	20		<ul style="list-style-type: none"> <li>Description, suitability &amp; rationale of research process</li> <li>Philosophy of method defended</li> <li>Transparent sampling procedures</li> <li>Ethical issues considered / Ethical Approval Received</li> </ul>				
Presentation of Results	10		<ul style="list-style-type: none"> <li>Diagrammatical description of data where appropriate</li> <li>Relevant issues &amp; themes identified</li> <li>Data exploration and mining</li> </ul>				
Interpretation, Analysis & Discussion	25		<ul style="list-style-type: none"> <li>Identification and analysis of key findings</li> <li>Argument using relevant referenced material</li> <li>Connection &amp; integration of literature</li> <li>Limitations identified &amp; discussed</li> <li>Synthesis &amp; critical thinking evident</li> </ul>				
Conclusion & Recommendations	10		<ul style="list-style-type: none"> <li>Good summary &amp; explanation of research</li> <li>Link between objectives and outcomes</li> <li>Evidence of students' critical thinking</li> </ul>				



Organization & Presentation	10	<ul style="list-style-type: none"> <li>• Clear &amp; logical research structure &amp; process evident</li> <li>• Excellent use of language, skilful presentation &amp; accurate application of academic conventions</li> <li>• Clarity of expression &amp; ideas</li> <li>• Accurate spelling &amp; use of grammar</li> <li>• Accuracy &amp; presentation of reference list/ bibliography</li> </ul>	
Total	100		

Overall Comment:

Total Marks Awarded      Advisor:      Second Reader:      Agreed Mark:

Signature:      Date:

## 7. SUGGESTED RESEARCH METHODS TEXTS

### RESEARCH METHODS

- Bell, E., Bryman, A. and Harley, B. (2019) *Business Research Methods*, 5<sup>th</sup> Ed., Oxford: Oxford University Press.
- Collis, J. and Hussey, R. (2014) *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*, 4<sup>th</sup> Ed, Basingstoke: Palgrave Macmillan Publications.
- Creswell, J.W. and Creswell, J.D. (2018) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5<sup>th</sup> Ed, LA: Sage Publications.
- Damon, A., Pedersen, P. and McEvoy, C. (2020) *Research Methods and Design in Sport Management*, 2<sup>nd</sup> Ed., Champaign: Illinois: Human Kinetics.
- Denscombe, M. (2017) *The Good Research Guide: For Small-Scale Social Research Projects*, 6<sup>th</sup> Ed, Milton Keynes, England: Open University Press.
- Dwyer, L., Gill, A. and Seetaram, N. (Eds) (2014) *Handbook of Research Methods in Tourism: Quantitative and Qualitative Approaches*, Cheltenham: Edward Elgar.
- Easterby-Smith, M., Thorpe, R., Jackson, P. and Jaspersen, L.J. (2018) *Management and Business Research*, 6<sup>th</sup> Ed, LA: Sage.
- Fielding, N., Lee, R.M. and Blank, G. (2017) *The Sage Handbook of Online Research Methods*, 2<sup>nd</sup> Ed, LA: Sage.
- Fisher, C. (2010) *Researching and Writing a Dissertation: An Essential Guide for Business Students*, 3<sup>rd</sup> Ed, New York: Financial Times/Prentice Hall.
- Fowler, H.R. and Aaron, J.E. (2007) *The Little Brown Handbook* (10<sup>th</sup> Ed.), London: Pearson Longman.
- Ghuri, P., Gronhaug, K. and Strange, R. (2020) *Research Methods in Business Studies*, 5<sup>th</sup> Ed., Cambridge: Cambridge University Press.
- Gill, J. and Johnson, P. (2010) *Research Methods for Managers*, 4<sup>th</sup> Ed, Los Angeles: Sage.
- Hart, C. (2018) *Doing a Literature Review: Releasing the Research Imagination*, 2<sup>nd</sup> Ed, LA: Sage.
- Hesse-Biber, S.N. (2016) *The Practice of Qualitative Research: Engaging Students in the Research Process*, 3<sup>rd</sup> Ed, Los Angeles: Sage.
- Hussey, J. and Hussey, R. (2003) *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*, 2<sup>nd</sup> Ed, Basingstoke: Palgrave Macmillan Publications.
- Rakic, T. and Chambers, D. (2011) *An Introduction to Visual Research Methods in Tourism*, Abingdon, Oxon, NY: Routledge.
- Redman, P. and Maples, W. (2017) *Good Essay Writing: A Social Sciences Guide*, (5<sup>th</sup> Ed.), LA: Sage.
- Saunders, M., Lewis, P. and Thornhill, A. (2019) *Research Methods for Business Students*, 8<sup>th</sup> Ed, Harlow, UK: Pearson Education.
- Sekaran, U. and Bougie, R. (2016) *Research Methods for Business: A Skill-building Approach*, 7<sup>th</sup> Ed, UK: John Wiley & Sons.
- Sirakaya-Turk, E., Uysal, M., Hammitt, W.E. and Vaske, J.J. (Eds) (2017) *Research Methods for Leisure, Recreation and Tourism*, 2<sup>nd</sup> Ed., UK: CABI.
- Sloan, L. and Quan-Haase, A. (2017) *The SAGE Handbook of Social Media Research Methods*, LA: Sage.

Veal, A.J. (2018) *Research Methods for Leisure and Tourism*, Harlow, UK: Pearson.

### **QUANTITATIVE METHODS BOOKS**

Balnaves, M. & Caputi, P. (2001) *Introduction to Quantitative Research Methods: An Investigative Approach*, London: Sage.

Diamond, I. & Jefferies, J. (2015) *Beginning Statistics: An Introduction for Social Sciences*, 2<sup>nd</sup> Ed., LA: Sage.

Creswell, J.W. (2018) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5<sup>th</sup> Ed, LA: Sage.

### **QUALITATIVE RESEARCH METHODS**

Carson, D., Gilmore, A., Perry, C. & Gronhaug, K. (2001) *Qualitative Marketing Research*, London: Sage.

Creswell, J.W. (2018) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5<sup>th</sup> Ed, LA: Sage.

Denzin, N.K. & Lincoln, Y.S. (Eds) (2018) *The Sage Handbook of Qualitative Research*, 5<sup>th</sup> Ed, LA: Sage.

Denzin, N.K. & Lincoln, Y.S. (Eds) (2012) *The Landscape of Qualitative Research* (4<sup>th</sup> Ed.), London: Sage.

Hesse-Biber, S.N. (2016) *The Practice of Qualitative Research: Engaging Students in the Research Process*, 3<sup>rd</sup> Ed, Los Angeles: Sage.

Silverman, D. (2020) *Interpreting Qualitative Data*, 6<sup>th</sup> Ed, LA: Sage.

Silverman, D. (2017) *Doing Qualitative Research*, 5<sup>th</sup> Ed, LA: Sage.

Travers, M. (2001) *Qualitative Research through Case Studies*, London: Sage.

Yin, R.K. (2015) *Qualitative Research From Start to Finish*, 2<sup>nd</sup> Ed., New York: The Guilford Press.

### **MARKETING RESEARCH METHODS**

Malhotra, N.K., Birks, D.F. and Nunan, D. (2019) *Marketing Research, An Applied Approach*, 7<sup>th</sup> Ed, Upper Saddle River: Pearson.

Domegan, C. & Flood, D. (2007) *Marketing Research in Ireland: Theory and Practice*, 3<sup>rd</sup> Ed, Dublin: Gill and Macmillan.

### **CASE STUDIES**

Gomm, R., Hammersley, M. & Foster, P. (2000) *Case Study Method: Key Issues, Key Texts*, London: Sage.

Yin, R.K. (2018) *Case Study Research and Applications: Design and Methods*, 6<sup>th</sup> Ed, LA: Sage.

Yin, R.K. (2012) *Applications of Case Study Research*, 3<sup>rd</sup> Ed, Thousand Oaks, California: Sage.

## 8. PLAGIARISM

The TU Dublin General Assessment Regulations (2018:68) state that “Plagiarism and other unfair means are breaches of academic values, academic conventions and codes of practice”.

According to The New Shorter Oxford English Dictionary (1993:2231), the term *to plagiarize* is defined as to ‘take and use as one’s own (the thoughts, writings, inventions, etc. of another person); copy (literary work, ideas, etc.) improperly or without acknowledgement; pass off the thoughts, work etc., of (another person) as one’s own.’

Plagiarism essentially may be described as using someone else’s ideas, words or sentences and presenting them as your own without indicating the original source of this information, i.e. by citing that author(s).

Examples of plagiarism may involve:-

1. including an extract from an author in your work without using appropriate quotation marks and/or attributing the source;
2. summarising another author’s work without appropriate acknowledgement;
3. purchasing papers from the Internet and passing it off as your own work;
4. asking someone else to write your paper which you then claim as your own.

To assist you in avoiding plagiarism, you should examine module assessment specifications/dissertation guidelines; familiarise yourself with programme documents; follow the appropriate referencing and citation formats for your course as outlined in The Reference Handbook; and utilise the Plagiarism Checker, Urkund, on the Brightspace platform.

Please refer to Appendix 1 (Further Information on Breaches of Assessment Regulations) of the TU Dublin General Assessment Regulations (revised November 2018) regarding how to avoid plagiarism.

## 9. ETHICS IN RESEARCH

When undertaking research, be it an undergraduate dissertation, a taught Masters dissertation or a research project, it is important to consider, understand, and reflect upon, all appropriate ethical issues pertinent to your individual research area/topic. As a researcher, your ethical behaviour and conduct should embrace all steps of the research process – development of research aim, literature review, data collection, data analysis, reporting/write-up of data and subsequent dissemination of information, for example, via the Internet, a conference paper or a refereed journal article.

In the UK, the Economic and Social Research Council (ESRC) has identified six key principles of ethical research:

1. Research should be designed, reviewed and undertaken to ensure integrity, quality and transparency.
2. Research staff and participants must normally be informed fully about the purpose, methods and intended possible uses of the research, what their participation in the research entails and what risks, if any, are involved. Some variation is allowed in very specific research contexts.
3. The confidentiality of information supplied by research participants and the anonymity of respondents must be respected.
4. Research participants must take part voluntarily, free from any coercion.
5. Harm to research participants must be avoided in all instances.
6. The independence of research must be clear, and any conflicts of interest or partiality must be explicit

(Source:[http://www.esrc.ac.uk/ESRCInfoCentre/Images/Framework%20for%20Research%20Ethics%202010\\_tcm6-35811.pdf](http://www.esrc.ac.uk/ESRCInfoCentre/Images/Framework%20for%20Research%20Ethics%202010_tcm6-35811.pdf))

All undergraduate and Masters' students in the School of Hospitality Management and Tourism are required to complete an *Ethical Approval for Research* Application Form (available on the Research Methods and Dissertation modules on Brightspace) and submit it to the School Ethics Committee. **Students cannot undertake any primary research (e.g. interviewee/participant recruitment or data collection) without prior ethical approval.** Please refer to the Undergraduate or Masters' Dissertation Schedule for key dates/times regarding the ethical approval process.

Any undergraduate or Masters' Dissertation that has not fully addressed all ethical implications of that research and does not have Ethical Approval from the School Ethics Committee may be considered as being incomplete. During the Dissertation process, you may find that your research topic and chosen methodologies will change. This will require, in the first instance, discussions with your Supervisor regarding the ethical implications of

these changes, and on their advice, may require a new *Ethical Approval for Research* application to the School Ethics Committee.

It is important to *inform* yourself about the ethical guidelines outlined in this Section. You should always discuss *any* ethical issue with your Dissertation Supervisor. Following this, you need to *apply* these guidelines to your own dissertation/research project.

You may also wish to consult the TU Dublin *Code of Conduct for Ensuring Excellence in Research Integrity* webpage on the TU Dublin website for further useful resources and guidance.

### **9.1 Ethical Issues to Consider when Conducting Research on the Internet**

If you are conducting research online, for example, conducting a web-based survey or observing an online community, you must consider a range of ethical issues specific to your dissertation topic/discipline. These issues may include: identifying whether your research is being conducted in a public or private domain; data security; implementing consent and withdrawal procedures; conducting research with children and young people (i.e. under-18 years of age), privacy, confidentiality and anonymity issues; copyright issues and ownership of data; and social responsibility.

The following are further examples of useful websites regarding ethical guidelines:

- Association of Internet Researchers (AoIR) <http://aoir.org/>
- ICC/ESOMAR Code <https://www.esomar.org>
- UK Economic and Social Research Council (ESRC) <http://www.esrc.ac.uk/> - Market Research Society <https://www.mrs.org.uk/>

## 10. SOURCES CONSULTED IN THE PREPARATION OF THE REFERENCE HANDBOOK

Bournemouth University (BU) Guide to Citation in the Harvard Style. Available from: [www.bournemouth.ac.uk/library/citing\\_references/docs/Citing\\_Refs.pdf](http://www.bournemouth.ac.uk/library/citing_references/docs/Citing_Refs.pdf) [Accessed 10 September 2010].

Dublin City University (1996) *Study Skills for the Humanities*, OSCAIL - The National Distance Education Centre, DCU.

Dublin Institute of Technology (2010) *Ethics in DIT, Guidelines for Undergraduates and Taught Postgraduates*. Available from: <http://www.dit.ie/researchandenterprise/researchatdit/researchsupportoffice/supportoffice/content/ethicsindit/guidelines/guidelinesfortaughtstudents/> [Accessed 14 June 2010].

Dublin Institute of Technology (2006) *Information Leaflet in relation to Plagiarism*, June.  
Dublin Institute of Technology (2000) *Style Guide*, School of Marketing, Faculty of Business, DIT.

Economic and Social Research Council (ESRC) (2010) *Framework for Research Ethics*. Available from:

[http://www.esrc.ac.uk/ESRCInfoCentre/Images/Framework%20for%20Research%20Ethics%202010\\_tcm6-35811.pdf](http://www.esrc.ac.uk/ESRCInfoCentre/Images/Framework%20for%20Research%20Ethics%202010_tcm6-35811.pdf) [Accessed 1 September 2010].

Hussey, J & Hussey, R. (1997) *Business Research, A Practical Guide for Undergraduate and Postgraduate Students*, London: Macmillan Business.

Neuman, W.L. (1997) *Social Research Methods: Qualitative and Quantitative Approaches*, 3<sup>rd</sup> Ed, Boston: Allyn and Bacon. The Harvard Citation Guide (2000) Available from:

<http://www.lmu.ac.uk/lss/lss/docs/harv4.htm> [Accessed 10 March 2000].

*The New Shorter Oxford English Dictionary on Historical Principles* (1993), Volume 2 (N-Z), Oxford: Clarendon Press.

University College Dublin, Graduate School of Business (1994) *Guidelines For Writing The MBS Dissertation And Research Paper*, UCD.

University of Ulster (2000) *Reference Handbook*, A University of Ulster Publication.  
Technological University Dublin (2018) *General Assessment Regulations (revised November 2018)*, TU Dublin.