

School of Marketing and International Business

MARK405

RESEARCH METHODS IN MARKETING

Trimester 1 2007

COURSE OUTLINE

Contact Details

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Teaching Excellence Award Winner 1999 and 2001 (VUW)
National Teaching Excellence Award Winner 2002
Research Excellence Award Winner 2005 (VUW)

My office hours for MARK405 are:
Mondays & Wednesdays 10:00 – 12 noon
Other times by appointment

Class Times and Room Numbers

Lectures/workshops, Tuesday 8.30-11.30, RHG01 and computer lab sessions (location to be advised)
Examination period 4 June – 1 July 2007

Course Objectives

MARK405 is designed to introduce Honours students in Marketing to the principles and practice of research. The course covers the fundamentals of the research process, the statistical analysis and modelling of data, and qualitative approaches to research, all with a focus on issues specific to Marketing.

Upon successful completion of MARK 405, you will:

- Be better able to read, understand and interpret the Marketing literature
- Critically evaluate research output in the Marketing literature from a philosophical and methodological point of view
- Understand the uses and limitations of common tools for analysing qualitative and quantitative data (including issues of measurement, scaling, sampling, validity and reliability, hypothesis testing, causality and presentation of results)
- Develop competence in using data to assist in decisions
- Be prepared for further study and research in Marketing

Please note: The Honours Marketing programme is dissertation based. Students conduct research and turn in a completed dissertation at the end of the second semester (MARK409). A primary objective of MARK405 is for students to have:

- A completed Proposal for Research at the end of the first semester,
- Gained approval from the Faculty Ethics Committee to conduct the research (if required).

Course Content

Class sessions will generally consist of lectures, discussions and some computer laboratory sessions. All students are expected to take active roles in the discussions. You should plan on attending *each* class session, and on being thoroughly prepared to discuss any analyses that have been assigned. Active and thoughtful participation is expected during the class meetings.

The following topics will be covered during the trimester:

- Research Approaches
- The Research Process and Problem Formulation
- Setting Research Objectives
- Conceptual Model Development and formulating hypotheses/propositions
- Research Design
- Data Collection Methods and Forms
- Sample Design
- Data Analysis (quantitative and qualitative)
- Hypothesis Testing

Expected Workload

In MARK405 you will be expected to:

- 1) attend 3 hours of class per week
- 2) read assigned articles and book chapters - 4 hours per week
- 3) Preparation of Research Proposal – 5 hours per week

Readings

Course Text: Cavana, R., Delahaye, B. and Sekaran, U. (2001), Applied Business Research, John Wiley & Sons.

In addition a set of articles published in the marketing literature will be distributed to support course content and relevant material from a computer program manual will be provided for the computer lab sessions - *SPSS: Analysis Without Anguish*, Coakes, S. J and L. G. Steed, (2001).

Assessment Requirements

The course will be assessed on the basis of 60% coursework and 40% final examination (three hours). All pieces of assessment will contribute to and test the course objectives.

The coursework consists of 6 assignments:

| Assignment | Due date | Percentage of final mark |
|---|---|---------------------------|
| Research Proposal – Part 1 (verbal and written) | Verbal: Tuesday 3 April 2007 Written: Tuesday 24 April 2007 at class | 20% |
| Research Proposal – Part 11 (written) | Tuesday 22 May 2007 at class | 20% |
| Research Proposal – Part 11 (seminar presentation) | Tuesday 22 May 2007 | 10% |
| Research Exercises (2) | Both exercises - Friday 1 June 2007 by 5pm – Room RH1116 (Dr Nick Ashill) | 5% each (total of 10%) |

Research Proposal Assignment

This piece of work is designed to have a structure similar to that required for MCA thesis work. However, the scale of the work to be tackled is necessarily smaller. The Proposal will be submitted in two (overlapping) parts.

PART I

The **written part** of Part I should include the following:

- A review/statement of the **research problem** to be studied and its importance. The material covered in weeks 3 and 4 should be consulted in developing the problem statement.
- A **review of the literature** relating to the problem under study, leading to an explication of key findings, and the identification of unanswered questions.
- A clear statement of the resultant research objectives.
- A **model** that describes the constructs relevant to the problem and the relationships among them.¹
- A clearly stated research approach (the material covered in week 5 will be very useful in developing research a suitable research approach).

The Verbal Portion of Part 1

The verbal part consists of a **10-minute presentation** of the proposal. The verbal presentation should include the following:

(1) A title and Your Name.

¹ The review of the literature will be an on-going process, but it should be sufficiently extensive in Part I for you to develop a synthesis of all the findings from the literature review that leads to a conceptualisation of the research problem, in **model form**. This model should specify, where appropriate, the important issues, constructs, and their inter-relationships. You may modify the conclusions regarding what are the important issues, constructs and/or the model representation during the remainder of the semester (or even during the research conducted during the second semester), but for Part 1 you should have a defensible synthesis and model.

- (2) A **description of the research problem** and why you find it interesting.
- (3) A brief **review of the literature** outlining key findings, and unanswered questions.
- (4) A clear statement of research objectives.
- (5) A **model** you think describes the constructs relevant to the research problem and the relationships among them. The model can be verbal, “boxes and arrows,” mathematical, or more than one of these.
- (6) A **description of the research approach** you propose to take and why you think it is appropriate.

The presentation will not be marked directly. However, **one point will be deducted** from the written part if the above points are not covered during the presentation. Obviously, only extreme carelessness can result in an incomplete presentation.

Do not read your presentation (either written out in detail or off detailed notes). For short presentations, such as required for this course, you should be able to present using overheads or Power Point slides that consist of key words and phrases that provide talking points. You should practice your presentation so that you may do it working off the talking points. **One point may be deducted** from the written portion score if you read your presentation.

IMPORTANT NOTE: By 7pm the day before the presentation (Monday 2 April 2007), email me your Power Point presentation slides (no more than 6-9 slides).² I will preload the slides onto a notebook to be used in class. Please bring your presentation to class on a floppy disk (as a back-up, in case of technological disaster).

Note: Points 1 through 4 (above) should be covered in 5 minutes. Points 5 and 6 can take the rest of the time. However, you do not have to cover the model during the presentation in the same detail you will cover it in the written part. The primary purpose of the presentation is to inform your classmates (and any faculty members in the session) of what you are doing so that they may pass along any idea or references they may come across while working on their own projects. It also gives practice for the seminar later in the semester.

Presentation Part 1 Due: Tuesday 3 April 2007 (at class)
Presentation Written Part 1 Due: Tuesday 24 April 2007 (at class)

PART II

Part II will include a Research Design, which shows how the various research questions/sub questions will be addressed; an operationalisation of the conceptual framework developed in Part 1 (and possibly modified), which includes concept/construct definitions; statements regarding the proposed methods of measurement and scaling design (including draft interview schedules and/or questionnaires); proposed sampling design; instrumentation (method of data collection); use of secondary data; proposed methods of data analysis, including a formal statement of hypotheses where appropriate, and a statement of the proposed report format. **A copy of the application to the Faculty HEC, requesting approval of the proposed research should also be included.**

² The first four slides should be a title slide with your name, one headed “Description of the Research Problem,” one titled “A Synthesis of the Literature” and one titled “Research Objectives”. These four slides should be followed by one titled “The model” and one titled the “Research Approach”.

The length of the written report will vary, depending on the topic, but 15-20 pages of text (plus technical appendix) would be the norm.

Seminar

At the end of the semester (second last week of classes), students will present their proposals in a seminar to faculty members. Those attending will include the course controller and the student's supervisor (at a minimum). Presentations will be approximately 15 minutes in length, with a significant reduction in marks for those taking less, or more time. More details on the seminar presentations will be handed out toward the end of the semester.

Seminar Presentation Due Tuesday 22 May 2007
Written Document Due Tuesday 22 May 2007

NB: More detailed guidelines for the Written and Seminar Presentation components of Part II will be handed out later in the term.

NB: You may subsequently elect to execute this research proposal, under the guise of MARK 409 Dissertation. The administrative arrangements for facilitating this integration will be discussed during the first class.

VERY IMPORTANT: You must have a prospective supervisor for your Research Proposal by **Friday 9th March 2007**. Please email the name of your supervisor by **4pm on Friday 9th March 2007 or earlier**.

In order to get a supervisor, it helps to have *some* idea of what type of research project you would like to do for your dissertation. Your ideas may change (and therefore your supervisor). Nevertheless, you *must* have some faculty member with whom you are nominally working with by the second week of the semester. It may help in getting ideas for research to visit some faculty during the first two weeks and find out their interests and to ask for suggestions for possible research topics. In the end however, the choice of a topic is up to you. Choose a topic that you are interested in! You must meet on a regular basis with your supervisor (a weekly meeting is HIGHLY recommended).

Guidelines to assist you and your supervisor in the development of your research proposal are attached as an appendix.

The Research Exercises

Two data analysis exercises will be assigned during the trimester. They will involve working with the results of an existing study (to be handed out). Students are required to execute an analysis using the data and present a set of findings.

One key part of the exercises is to introduce various approaches to data analysis that help you formulate your proposal. However, since you do not have to go through the process of actually conducting the research, emphasis also will be placed on conceptual aspects of the research, i.e., what do the results of the analyses actually mean in "human" terms. More

detailed coverage of analysis approaches will be given during the second semester as part of MARK 409.

Exercise 1: Confirmatory Factor and Reliability Analysis of a Data Set
Exercise 2: Tests of Significance (Hypothesis Testing)

A second important goal of the exercises is developing some expertise in presentation of the result, i.e., developing charts and figures that are appropriate, that have a professional appearance, and communicate a point well. As with all Honours assignments, other relevant issues include whether the explanations are clear, meaningful, and accurate, whether the overall appearance of the document is professional, whether it has a logical flow, and whether it actually makes the points that it aims to make.

Final Examination

The final examination accounts for 40% of the assessment weighting for this course, and students will be expected to draw on what they have learned from the readings, lectures and assignments. The examination will be comprehensive. The date and time of the three-hour exam will be notified on official university exam timetables.

Penalties

Late work will be accepted without penalty with good reason (e.g., a medical certificate) and prior permission. In other cases, five marks will be deducted (out of 100) for each day, or part day, the assignment is late.

Mandatory Course Requirements

Students must obtain at least 50% in the final exam, and 50% overall, to obtain a pass grade for this course.

Workload

You should expect to devote about 12-14 hours per week of independent study to this course.

Communication of Additional Information

Announcements regarding assignment due dates will be made in class and via e-mail. Data files for the research exercises cases will be distributed via e-mail. Please make sure that I have your up-to-date e-mail address and that your account has sufficient space available to receive the data files.

Return of assignments

Assignments will be returned in class. Uncollected assignments will be held by the SMIB office (RH 1121) for three months following the end of term, and disposed of after that time.

Guidelines for written assignments

Students are encouraged to use University guidelines to ‘Written Material and Referencing’ for information as to how to present, submit, organise and reference their work. These guidelines, including examples of appropriate essay, report, and academic research formats, are available online at http://www.vuw.ac.nz/st_Services/slss/study/reference/APA.pdf

Statistical software

We will use the SPSS software, version 12.0, for in-class examples. This software is available on the student machines.

Important Considerations for Writing

1. Spell checking and proof reading are crucial. Be careful to leave yourself sufficient time to complete these important tasks prior to submitting your work.
2. Information taken from other sources should be properly cited and referenced. Failure to do so represents intellectual dishonesty, which is taken very seriously in the academic community. Cited references should be listed at the end of the paper, in a format that provides complete information, allowing the interested and motivated reader to delve into the finer details of your argument (see guidelines for written assignments for correct referencing style).

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty’s Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty’s website www.vuw.ac.nz/fca under Important Information for Students:

- Academic Grievances

- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support
- Notice of Turnitin Use

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

Schedule for MARK 405

| Dates | Topic and Readings |
|---------------------------------------|--|
| 27 th February (Week 1) | <p><i>Course Introduction</i></p> <p>Introduction to the Research Process</p> <p>Research Tools and Resources - <i>Janet Keilar, Faculty Librarian</i></p> |
| 6 th March (Week 2) | <p>Introduction to Business Research</p> <p><u>Reading</u> Chapter 1 Article: Saren, M. (2000), "Marketing Theory", In M. Baker (Ed.), Marketing Theory, pp. 21-42. Thomson Learning</p> |
| 13 th March (Week 3) | <p>The Research Process and Problem Formulation</p> <p><i>Completing a literature review and synthesising this literature Research gap identification, conceptual model development and formulation of research objectives</i></p> <p><u>Reading</u> Chapters 1, 2 and 3 Articles: Low, G.S., Cravens, D.W., Grant, K. and Moncrief, W.C. (2001), "Antecedents and consequences of salesperson burnout", European Journal of Marketing, 35, (5/6), pp. 587-611.</p> <p>Singh, J., Goolsby, J.R. and Rhoads, G.K. (1994), "Behavioral and Psychological Consequences of Boundary Spanning Burnout for Customer Service Representatives", Journal of Marketing Research, 31, (November), pp. 558-569.</p> <p>Ashill, N.J., Carruthers, J. and Krisjanous, J. (2005), "Antecedents and Outcomes of service recovery performance in a public health-care environment", Journal of Services Marketing, 19, (5), pp. 293-308.</p> <p>Hamlin, R.P. and Wilson, T. (2004), "The Impact of Cause Branding on Consumer Reactions to Products: Does Product/Cause 'Fit' Really Matter?" Journal of Marketing Management, 20, (7), pp. 663-681.</p> <p>Cui, Y., Trent, E.S., Sullivan, P.M. and Matiru, G.N. (2003), "Cause-related marketing: how generation Y responds", International Journal of Retail and Distribution Management, 31, (6), 310-320.</p> <p>Reynolds, K.L. and Harris, L.C. (2005), "When service failure is not service failure: an exploration of the forms and motives of "illegitimate" customer complaining", Journal of Services Marketing, 19, (5), pp. 321-335.</p> |

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| | <p>Ashill, N.J., Meadows, S. and Stewart, D. (2001), “Factors influencing boundary spanner stress and subsequent managerial intervention”, <i>Journal of Strategic Marketing</i>, 9, (4), pp. 269-284.</p> |
| <p>20th March (Week 4)</p> | <p>The Research Process and Problem Formulation (Contd)</p> <p><u>Reading</u> Chapters 1, 2 and 3 Articles:</p> <p>Low, G.S., Cravens, D.W., Grant, K. and Moncrief, W.C. (2001), “Antecedents and consequences of salesperson burnout”, <i>European Journal of Marketing</i>, 35, (5/6), pp. 587-611.</p> <p>Singh, J., Goolsby, J.R. and Rhoads, G.K. (1994), “Behavioral and Psychological Consequences of Boundary Spanning Burnout for Customer Service Representatives”, <i>Journal of Marketing Research</i>, 31, (November), pp. 558-569.</p> <p>Ashill, N.J., Carruthers, J. and Krisjanous, J. (2005), “Antecedents and Outcomes of service recovery performance in a public health-care environment”, <i>Journal of Services Marketing</i>, 19, (5), pp. 293-308.</p> <p>Hamlin, R.P. and Wilson, T. (2004), “The Impact of Cause Branding on Consumer Reactions to Products: Does Product/Cause ‘Fit’ Really Matter?” <i>Journal of Marketing Management</i>, 20, (7), pp. 663-681.</p> <p>Cui, Y., Trent, E.S., Sullivan, P.M. and Matiru, G.N. (2003), “Cause-related marketing: how generation Y responds”, <i>International Journal of Retail and Distribution Management</i>, 31, (6), 310-320.</p> <p>Reynolds, K.L. and Harris, L.C. (2005), “When service failure is not service failure: an exploration of the forms and motives of “illegitimate” customer complaining”, <i>Journal of Services Marketing</i>, 19, (5), pp. 321-335.</p> <p>Ashill, N.J., Meadows, S. and Stewart, D. (2001), “Factors influencing boundary spanner stress and subsequent managerial intervention”, <i>Journal of Strategic Marketing</i>, 9, (4), pp. 269-284.</p> |
| <p>27 March (Week 5)</p> | <p>Research Design</p> <ol style="list-style-type: none"> a. Types of Research Design b. Exploratory Research c. Descriptive Research d. Causal Designs <p><u>Reading</u> Chapters 5 and 12 Articles:</p> <p>Low, G.S., Cravens, D.W., Grant, K. and Moncrief, W.C. (2001), “Antecedents and consequences of salesperson burnout”, <i>European</i></p> |

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| | <p>Journal of Marketing, 35, (5/6), pp. 587-611.</p> <p>Singh, J., Goolsby, J.R. and Rhoads, G.K. (1994), “Behavioral and Psychological Consequences of Boundary Spanning Burnout for Customer Service Representatives”, Journal of Marketing Research, 31, (November), pp. 558-569.</p> <p>Ashill, N.J., Carruthers, J. and Krisjanous, J. (2005), “Antecedents and Outcomes of service recovery performance in a public health-care environment”, Journal of Services Marketing, 19, (5), pp. 293-308.</p> <p>Hamlin, R.P. and Wilson, T. (2004), “The Impact of Cause Branding on Consumer Reactions to Products: Does Product/Cause ‘Fit’ Really Matter?” Journal of Marketing Management, 20, (7), pp. 663-681.</p> <p>Cui, Y., Trent, E.S., Sullivan, P.M. and Matiru, G.N. (2003), “Cause-related marketing: how generation Y responds”, International Journal of Retail and Distribution Management, 31, (6), 310-320.</p> <p>Reynolds, K.L. and Harris, L.C. (2005), “When service failure is not service failure: an exploration of the forms and motives of “illegitimate” customer complaining”, Journal of Services Marketing, 19, (5), pp. 321-335.</p> <p>Ashill, N.J., Meadows, S. and Stewart, D. (2001), “Factors influencing boundary spanner stress and subsequent managerial intervention”, Journal of Strategic Marketing, 9, (4), pp. 269-284.</p> |
| <p>3rd April (Week 6)</p> | <p>Part 1 Presentations</p> <p>Qualitative Research Methods</p> <p><u>Reading</u> Chapters 6 and 7 Articles: Reynolds, K.L. and Harris, L.C. (2005), “When service failure is not service failure: an exploration of the forms and motives of “illegitimate” customer complaining”, Journal of Services Marketing, 19, (5), pp. 321-335.</p> <p>Ashill, N.J., Meadows, S. and Stewart, D. (2001), “Factors influencing boundary spanner stress and subsequent managerial intervention”, Journal of Strategic Marketing, 9, (4), pp. 269-284.</p> |
| <p>24th April (Week 7)</p> | <p>Quantitative Research Methods</p> <p>Measurement Questionnaire Design Sample Design</p> <ol style="list-style-type: none"> a. Sampling Procedures b. Sample Size |

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| | <p><u>Reading</u> Chapters 8, 9, 10 and 11 Articles: Low, G.S., Cravens, D.W., Grant, K. and Moncrief, W.C. (2001), “Antecedents and consequences of salesperson burnout”, European Journal of Marketing, 35, (5/6), pp. 587-611.</p> <p>Singh, J., Goolsby, J.R. and Rhoads, G.K. (1994), “Behavioral and Psychological Consequences of Boundary Spanning Burnout for Customer Service Representatives”, Journal of Marketing Research, 31, (November), pp. 558-569.</p> <p>Ashill, N.J., Carruthers, J. and Krisjanous, J. (2005), “Antecedents and Outcomes of service recovery performance in a public health-care environment”, Journal of Services Marketing, 19, (5), pp. 293-308.</p> |
| 1 st May (Week 8) | <p>Quantitative Research Methods – Experimental Design</p> <p><u>Reading</u> Chapter 12</p> |
| 8 th May (Week 9) | <p>Data Analysis: Preliminary Steps</p> <ol style="list-style-type: none"> a. Cleaning data to identify mistakes b. The role of SPSS in data analysis c. The importance of data analysis objectives <p>Data Analysis: Carrying out the Analysis</p> <ol style="list-style-type: none"> a. Data coding b. Transforming Variables c. Descriptive Statistics <p>Computer Lab Session – location to be advised</p> <p><u>Reading</u> Chapter 13</p> <p>Diamantopoulos and Schlegelmilch (2000) – Chapter 4 ‘Have you cleaned your data and found the mistakes you made?’</p> <p>Diamantopoulos and Schlegelmilch (2000) – Chapter 7 ‘Why not take it easy initially and describe your data?’</p> <p>Diamantopoulos and Schlegelmilch (2000) – Chapter 8 ‘Can you use few numbers in place of many to summarise?’</p> |
| 15 th May (Week 10) | <p>Data Analysis (Contd)</p> <p>Data Reduction Methods and Reliability Analysis</p> <p>Human Ethics Committee (HEC) applications – the process of gaining ethics approval for your research project</p> <p>Computer Lab Session – location to be advised</p> |

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| | <p><u>Reading</u> Chapter 13</p> <p>Coakes and Steed (2001) – Chapter 15 ‘Reliability Analysis’ and Chapter 16 ‘Factor Analysis’</p> |
| 22 nd May (Week 11) | <p>Part 11 Presentations (Seminars)</p> |
| 29 th May (Week 12) | <p>Hypothesis Testing</p> <ol style="list-style-type: none"> a. Tests of Significance b. Types of test. Parametric vs. Nonparametric tests c. Analysis of variance (ANOVA) <p>Computer Lab Session – location to be advised</p> <p><u>Reading</u> Chapter 13</p> <p>Diamantopoulos and Schlegelmilch (2000) – Chapter 10 ‘How about sitting back and hypothesising?’</p> <p>Diamantopoulos and Schlegelmilch (2000) – Chapter 12 ‘Getting started: making comparisons’</p> <p>Diamantopoulos and Schlegelmilch (2000) – Chapter 13 ‘Getting adventurous: searching for relationships’</p> <p>Course Review and Examination Guidelines</p> |

Appendix. Guidelines for Research Proposal Development Mark 405

Student Responsibilities

- To plan and actively pursue the research
 - Organise regular meetings with your supervisors and agree milestones (1/2 hr contact time per week)
 - Keep a record of your meetings with your supervisor
- Identify and deal with problems
 - You should take the initiative in raising with your supervisor any problems of difficulties with the project or its supervision
- Comply with administrative requirements e.g., HEC guidelines

Responsibilities of a Supervisor

- Expectation of 1/2 hr of supervisory time per student per week
- Provide Academic Guidance
 - In planning the research study
 - In refining the proposal
 - In undertaking literature review
 - In the analysis of the data
- Set Milestones for the student
- Provide Constructive Feedback on written work prior to submission
- Identify problems as early as possible
- Liaise with the Postgraduate Director (Dr Nick Ashill) on a regular basis to discuss a student's Progress.