**Bachelor’s thesis**

**at the Department of Marketing**

**Thesis title**

First name Last name

Supervisor:

Vienna,Select date

Table of contents

Abstract II

Table of figures III

List of tables IV

1 Introduction 1

2 Theoretical and conceptual foundations 3

2.1 Preliminary remark 3

2.2 Literature review (in empirical theses) 3

2.3 Citation rules 5

2.4 Argumentation 6

3 Methodology 7

3.1 Research design 7

3.2 Analyses 8

4 Empirical results 9

4.1 Description of sample 9

4.2 Report of results 9

5 Discussion 11

6 Bibliography 12

Appendix 13

A. Formatting rules 13

B. Proofreading 14

C. Plagiarism 14

# Abstract

Provide an informative short summary of your bachelor’s thesis. The abstract should cover the most essential points of your thesis. Answer the following questions in the abstract:

* What is the thesis about? – state the goals
* Who will be interested in the results? – state the target group
* How did you get your results? – briefly describe the methodology
* What did you find out? – enumerate the most important findings
* What do your results entail? – state implications

Write your abstract after you have completed the thesis, and do not just use sentences from the introduction or the discussion part for it but write it from scratch. This way, you will get an informative and coherent text.

The abstract should consist of text only and not include any sources.

It should be no longer than about 200 words.

# Table of figures

Figure 1: Five-sentence method 6

Figure 2: Learning style patterns (Kastner, 2010) 10

# List of tables

Table 1: Literature review 4

Table 2: Overview of methodology 8

Table 3: Formatting overview 14

# Introduction

The introduction should advertise your thesis, make readers curious, and motivate them to read on. For this reason, it will pay off to invest some time in writing the introduction and particularly the first sentence. It should be an appealing kick-off and not a boring start such as “This thesis will deal with the topic of ...”. Think about the gripping lead sentences in newspapers. Choose a first sentence that will compel readers to find out more about the topic. A good way to start your thesis could be to highlight its significance or topicality in a larger context. You could also refer to newspaper articles to underline the practical relevance and setting of your thesis. Explain what is special about your topic and why you are interested in it. This means that you have to aptly describe your topic to the readers. You should neither assume that they are already familiar with it nor get carried away with too many details. Use suitable quotes and examples to back up your case and avoid stating the obvious or making claims that cannot be proven. What is more, you need to show that very little or, in extreme cases, no research has been done on this topic to date. In other words: point out the research gap you seek to fill.

Once you have established that more research is needed on your topic, clearly work out the goal of your thesis. Even though you already had to state the goal in your proposal, you might have to rewrite this part once you have completed all chapters to make sure that the goal stated in fact reflects the results achieved. While working on your thesis, continuously check whether the contents of the individual chapters really serve to reach the intended goal. This might mean that you sometimes have to delete passages that took a lot of time and effort to write. Nobody likes to do that, but remember that this will only improve your thesis in the end.

At the end of this chapter, you should provide an overview of the structure of your thesis: this will help readers follow your argumentation.

Your introduction thus serves as a guide through your thesis, which will help readers understand its structure and support you in keeping a good overview. For this reason, it is a good idea to write a draft of the introduction right in the beginning (and ideally even include it in the proposal) because the clearer the goal or research question is, the more efficiently you can work on it.

In short: the introduction should tell readers what the thesis will be about, why the topic is important, what the goals are, and which methods will be used.

Some further tips:

A short introduction will leave a good impression with readers, so do not split it up into sub-chapters. The length of an introduction depends on the overall length of the respective text. For an average bachelor’s thesis of about 30 to 40 pages (without appendices), an introduction of about one to two pages will suffice.

Try to express and explain complex contents in a straightforward, clear, and comprehensible way. This means that you should avoid verbose and unnecessarily complicated sentences. With regard to the overall thesis, this also means that a short and concise thesis will often be better than a long-winded one.

State what abbreviations stand for when you first use them in the text as follows: Destination Management Organization (DMO). Define important keywords when you first use them in the text. Use gender-inclusive language.

To conclude, these are the central questions you should answer in your introduction:

What is the problem? (definition, delineation, depiction of the problem from a management and research perspective)

Why is it important? Why is it anything but trivial?

How will the thesis contribute to solving the problem? (goals, research question)

How will the thesis contribute to the current state of research?

Which approach will be used in the thesis? Which steps will be taken to reach the goal?

How will the thesis be structured?

# Theoretical and conceptual foundations

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| [Tell the readers what to expect in this chapter, how this chapter relates to your research question(s), and which findings will be discussed in this part right after the chapter’s headline.] Preliminary remark When your goal is to investigate the existing literature on a given topic (systematic literature review), name this chapter “Theoretical background of the review” and define relevant concepts, theories, and models which will be required to understand the results of your review. Also make sure to embed your research question in the existing literature on the topic. If only one theory or approach is relevant for your research question, explain why you picked this theory or approach. Literature review (in empirical theses) This chapter should only state and describe the concepts, theories, and developments on which the thesis will be based, and every paragraph should fulfil a given function. This means that you should clearly have your goal in mind also in this part. Assess whether or not a given aspect should be included in the thesis or not.  In quantitative studies, develop your hypotheses based on the literature review. This part should demonstrate that you are able to deal with contradictory results from various papers and can meaningfully convert them into logical and coherent hypotheses. Your hypotheses should be well considered, sound, concise (short and to the point), and not contain empty phrases or repetitions. It is also important to logically structure the arguments underlying hypotheses or used to answer the research question. To this end, a clear structure of the chapter will go a long way; at the same time, make sure not to chop up the text into too many sub-chapters.  Students often ask how many sources they need to include in their thesis, and the answer is: nobody will count the number of sources. What is key, however, is that the student has identified the relevant sources on the topic. Usually, these are papers from peer-reviewed journals (see WU’s star journal list and the Department’s journal ranking at <https://bach.wu.ac.at/d/research/ratings/>) and not so much book chapters or internet sources. Do not use Wikipedia or other freely available websites as sources (refer to original sources instead). Against this backdrop, it is very important that you learn how to use the respective databases (such as EBSCO). If you are struggling with the search for literature, check out Fit4Research (<https://learn.wu.ac.at/open/fit4research/index>). WU’s library also offers courses on this topic (see [https://www.wu.ac.at/en/library/consultation/ library-workshops](https://www.wu.ac.at/en/library/consultation/%20library-workshops)).  If you have received literature introducing students to the topic, just citing these sources will not suffice. However, make sure to include such sources as well. You must read all the literature you cite in your research. Use secondary sources only in exceptions, for instance if a paper is not available (anymore). Cite secondary sources in the following format: Müller, 1930, as cited in Schulze, 1990.  Make sure to consider the following questions in your literature review:   * Are the works cited representative and relevant for the selected topic? * Have you summarized the contents of the works cited in a way that is easily accessible for readers and makes it clear how the works are relevant for the thesis? * Have you critically reflected on the cited literature? * Is the text clear and comprehensible (straightforward sentences, verbs instead of nouns, use of technical terms only where necessary, no fillers, consistent use of technical terms, no random use of synonyms for technical terms)? * Have you made sure the literature is not outdated but up to date? * Have you analyzed the cited literature comparatively and based on relevant criteria instead of just describing them one after the other? Literature tables can help you structure your sources (see Table 1 for an excerpt of a literature table). Also include your own work in such a table. This will clearly show both the state of the art and the contribution of your thesis.   Table 1: Literature review   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Author (year) | Approach | | Research topic | | Methodology | Region | Sample | Results | Limitations | | Empirical | | Banner ads | Gamified marketing | | Survey data | Market data | | McCoy  et al. (2017) | 🗶 |  | 🗶 |  | Laboratory test setting (simulated website) | Chile | n=420  students | * As the frequency of exposure repetition to the ad increases, the attitude toward the ad and the perceived ad intrusiveness increases. * Repeating a dislike ad will amplify perceived ad intrusiveness. * … | * Bias in sample selection (only students) | | Lee  et al. (2015) | 🗶 |  | 🗶 |  | Laboratory setting  (eye tracking) | Korea | n=82  students | * The learning wear-out occurred after three exposures for static banner ads but did not occur even after eight exposures for animated banner ads. * … | * Bias in sample selection (only students) * Small sample size * … |  | 🗶 | | … | … | … | … | … | … | … | … | * … | * … |  |  | | Wacha (2019) | 🗶 |  | 🗶 | 🗶 | Quantitative online survey | DACH region | 1,021 con-sumers | * Gamification positively impacts ad-recall * … | * No incentive-alignment |  |  |   Source: Adapted from Wacha (2019) Citation rules Please use APA style for all your citations.  To get your citations right, use a reference management program. Find more information on various available programs below:   * All members of the WU community have access to a **Citavi** license purchased by the university. To use your WU license, register with your WU email address [here](http://citavi.com/myaccount). To use a German translation of APA (American Psychological Association) style in Citavi, select DGP (Deutsche Gesellschaft für Psychologie) style. See here for a brief introduction to Citavi: <https://learn.wu.ac.at/bibliothek/citavi>. * **Zotero** is a free software program you can download at <https://www.zotero.org/>. For instructions on how to do so see here: [https://learn.wu.ac.at/bibliothek/citavi](https://learn.wu.ac.at/bibliothek/zotero). * **EndNote** offers a desktop and a web-based version. All members of the WU community can use both versions free of charge via the University Library’s license.   EndNote: WU members will find a link to the software download in the [Control Panel](https://controlpanel.wu.ac.at/en/) under which the program can be downloaded (see <https://learn.wu.ac.at/open/fit4research/EndNote>).  EndNote Web: To use the WU license, you must be connected to WU’s network (Wi-Fi or VPN) during registration. To use EndNote, you have to register at [www.myendnoteweb.com](http://www.myendnoteweb.com) and create an account entering a valid email address and completing the registration form. Click here for instructions: <https://learn.wu.ac.at/open/fit4research/endnote>.  If you need a German translation of APA (American Psychological Association) style, use *WU DGPS Department Marketing*.  WU’s library also offers courses on these reference management programs (see <https://www.wu.ac.at/en/library/consultation/library-workshops>). Argumentation The five-sentence method developed by Geißner (1968) can help you structure your arguments: arrange five sentences in a logical structure, which can differ depending on the line of argumentation (see Figure 1). The first sentence is the introduction. In the following three sentences, develop your argument, for instance through inference, a comparison, or by framing a given stance as unlikely. Then state the conclusion in the fifth sentence. |

Figure 1: Five-sentence method

# Methodology

Provide a comprehensive description of the methods used without being redundant. In principle, somebody reading this part should be able to repeat your study based on the information provided. This means your description must be transparent and comprehensible.

If your thesis is not an empirical study but a systematic literature review, you should discuss why you chose the papers you selected for the review in this chapter. The following information should be part of this section:

* Information regarding databases and journals consulted
* Information regarding keywords used
* Information regarding your search strategy (e.g. free text or keyword search, Boolean operators)
* Information on filters used (e.g. only papers published in the past ten years, only peer-reviewed journals)
* Indication of the number of entries found in a given database on a given date
* Explanation why and based on which criteria search results were narrowed down to the material used in the thesis (describe inclusion and exclusion criteria, such as only quantitative studies)

You can also conduct a backward reference search by going through the list of references in a work to find further relevant sources. Another option is a forward reference search, in which you identify papers citing the sources you have already found.

If you are conducting empirical research for your thesis, please see chapters 3.1 and 3.2 for information on this topic.

## Research design

In this sub-chapter, you should describe how you collected your data (e.g. description of sample, research design, survey questions, database, response rate, when the survey was conducted, field period). Another option is to summarize the most important information in a table (see Table 2).

Table 2: Overview of methodology

|  |  |
| --- | --- |
| **Category** | **Design-specific expression** |
| Data collection method |  |
| Sampling location |  |
| Sampling time |  |
| Sampling method |  |
| Sample size | n= |

## Analyses

In this part, you should describe the analyses you conducted and which values are important for the interpretation of results (e.g. common ways of interpreting a statistically relevant correlation).

# Empirical results

[Tell the readers right after this headline what they can expect in this chapter.]

## Description of sample

In this part, you should provide a description of your sample. To this end, you will, in most cases, describe the sample based on demographic information and specify, where applicable, whether or not the sample is representative for the whole population. If your thesis is a systematic literature review, you should, for instance, provide an overview of all papers found here (e.g. their methods, sample sizes, sampling methods, publication years).

## Report of results

In this part, you should report (not interpret!) the results and, if you formed hypotheses, state whether they were confirmed or rejected.

Structure the results and stick to the same order you used when describing your goals in the introduction and the hypotheses in the theoretical part.

Results of statistical analyses can be presented as text, in tables, or in figures. As a rule of thumb, express a result in sentences if it contains a maximum of three figures, use a table for results containing up to 20 figures, and choose a figure if there are even more figures (see Figure 2). When you use tables or figures, you must also include a text in which you describe the most salient findings. Create your own tables and figures (this applies to all tables and figures and includes visualizations of models in the theoretical part). Copy-pasting automatically generated tables, e.g. SPSS or R output, is not acceptable. Such output must be edited in a way that clearly shows the information generally considered most relevant. Also pay attention to page breaks and make sure tables are not split up over two pages.

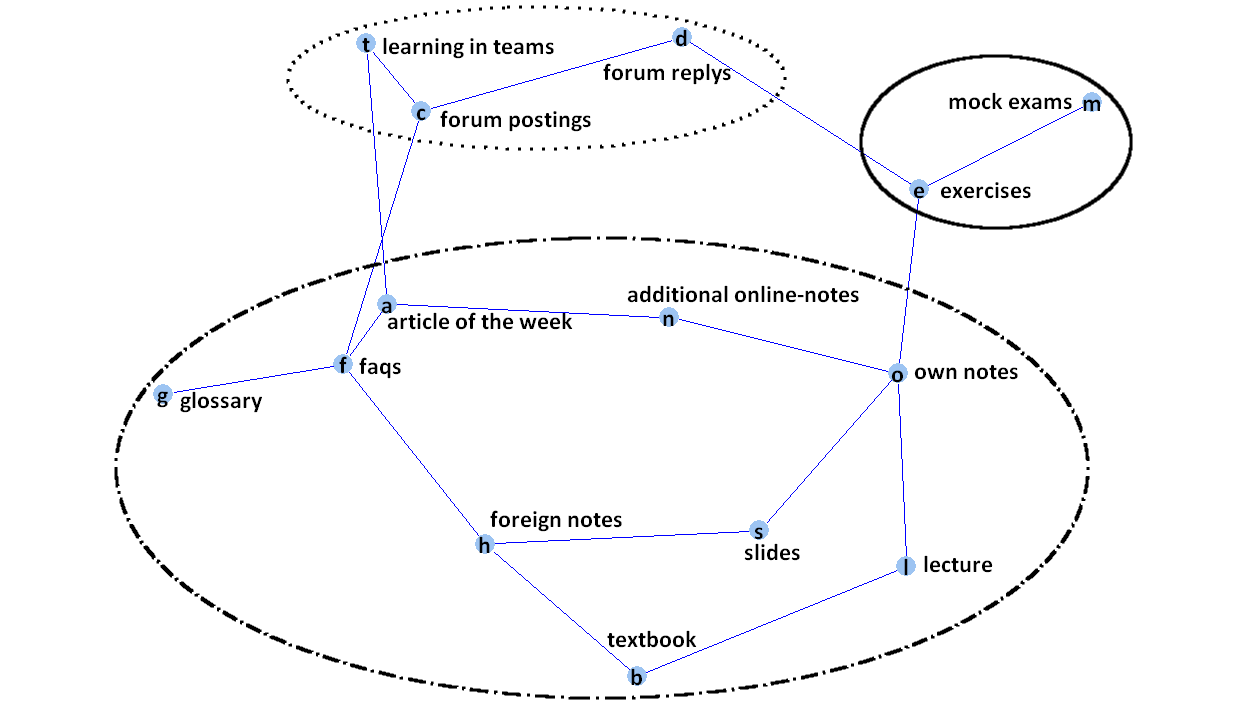


Figure 2: Learning style patterns (Kastner, 2010)

When you report on results of statistical tests, format letters denoting statistical variables in italic (e.g. *p* < .001). Always leave a space between the mathematical symbol and the figure to increase readability. When describing such contents, it frequently happens that one part ends up in one line and the rest in the next line. To keep things together that belong together, use non-breaking spaces (CTRL + SHIFT + space). Furthermore, leave out the zero if a value cannot be smaller than 0 and larger than 1 (so *p* here). You can mark significant results with one (\*) or two (\*\*) asterisk(s) in tables (e.g. correlation tables) provided that the respective *p* value is < .05 or < .01. Make sure to state what the asterisks stand for in the table legend.

Don’t forget: your own opinion or an interpretation of the results should not be included in this part, whether your thesis is a systematic literature review or a quantitative study.

# Discussion

Following the section in which you reported your results, interpret and elaborate on them in the discussion chapter.

This means that in this section, you will interpret the contents of the results and link them to the theory. Discuss similarities or differences between the results of your own study and other people’s studies. Do not forget proper citation! In the discussion, you could return to thoughts you have presented before to come full circle. Having discussed the research question in the introduction, you will conclude the thesis by answering this question and discussing the implications (for both research and management practice). If possible, stick to the order you chose in the introduction or the order in which you presented your hypotheses when answering these questions. It is important that you do not introduce new theories in this part if you have conducted a quantitative study. You cannot use theories you have deemed irrelevant in the theory part.

Furthermore, it is essential to address the limitations of your thesis in this section. A reflection on the limitations of the research one has conducted is a key step in any scientific endeavor and shows that the student has a sound understanding of research methodology (all scientific papers discuss limitations as well). Some students are afraid that discussing the limitations of their work will make it weaker, but the opposite is the case. You should also address additional questions arising from your work and calling for further research, even if you do not plan to do further research in this field yourself.

Think of a good last sentence to top off your thesis and leave a good impression with the reader.

Even though some parts in this chapter will be based on your own opinion, refrain from using an “I” perspective and adding personal comments.

About two pages are a suitable length for this section. If your chapter is longer than that, you can structure it in sub-chapters.

# Bibliography

[List all sources you have cited in the bachelor’s thesis in the bibliography. For every citation in the text, the source must be listed in the bibliography, and every source listed in the bibliography must be cited somewhere in the text. If you have used a secondary source, list only the source you have actually read; do not list the primary source to which you had no access. Sources you have not cited in the thesis (neither directly nor indirectly) must not be listed here. Sources should be listed in an alphabetical (and, secondly, chronological) order. Do not divide your sources into books, papers, websites, etc.]

Geißner, H. (1968). Der Fünfsatz. Ein Kapitel Redetheorie und Redepädagogik. *Wirkendes Wort, 18*(4), 258-278.

Kastner, M. (2010). *Implications of Learning Behavior. An Investigation of Continuous Learning Processes.* Paper presented at the ICERI 2010 (International Conference of Education, Research and Innovation), Madrid (Spain).

Wacha, M. (2019). *Wie wirken sich gamifizierte Werbeinhalte im Vergleich zu klassischer Bannerwerbung auf die Halbwertszeit im Gedächtnis der Konsumenten aus?.* WU, Vienna.

# Appendix

[This is the place for interesting additional information or further analyses that would disrupt the flow of your main argument but could still be relevant or interesting for the reader. Place a note in the main text at the relevant spot to point out that there is additional information in the appendix. The appendix should also be kept as short and concise as possible.]

Examples of sub-chapters that could be part of the appendix are “interview transcriptions,” “SPSS output,” or “survey questions.”

Read on for further tips on how to write a good thesis. You will also see that letters should be used to label different appendices.

## Formatting rules

It is advisable to format the text using the respective styles (“Title,” “Heading 1,” “Heading 2,” “Normal”) already when writing the text. This will save you a lot of time and work overall, for instance when you create a table of contents automatically. If you have used the styles correctly, everything will already be in the right format.

For the main text, use the font Verdana in size 10.5 pt and line spacing of 1.5. Justify text and turn off automatic hyphenation. Insert page numbers and use page 1 for the first page of your introduction; all pages before that should be numbered with Roman numerals.

Headings should be left-aligned and use the font Georgia. The first heading should be font size 15 pt and bold, the second one 13 pt and bold, and the third one 12 pt.

Formulas should be centered and numbered using consecutive numbers in parentheses as the following example shows:

(1)

Tables should have headings, and figures should have descriptions below them. Use Georgia 10 pt and single spacing for these headings and figure descriptions. Tables and figures should be numbered separately and consecutively. Every figure and every table must be mentioned in the main text! Center all tables and figures and use table frames sparingly (see Tables 1 to 3). Use Verdana in 9 pt and single spacing for text in tables. See Table 3 for the various fonts and formatting styles you should use in the thesis.

Table 3: Formatting overview

|  |  |
| --- | --- |
| **Type** | **Font type, size, and formatting** |
| **Heading 1** | **Georgia 15 pt bold left-aligned** |
| **Heading 2** | **Georgia 13 pt bold left-aligned** |
| Heading 3 | Georgia 12 pt left-aligned |
| Main text | Verdana 10.5 pt justified 1.5 spacing |
| References | Verdana 10.5 pt hanging 1.27 cm justified 1.5 spacing |
| Table headings | Georgia 10 pt centered above the table |
| Description of figures | Georgia 10 pt centered below the figure |
| Text in tables | Verdana 9 pt left-aligned single spacing |

## Proofreading

Spelling, grammar, and formatting mistakes will leave a bad impression. As it is hard to spot your own typos in a text you have worked on for a while, you should make sure to ask someone, ideally several people, to proofread it. Schedule enough time for this step because you cannot expect your friends or acquaintances to read the whole thesis in just one day! Also make sure to leave the spelling and grammar check in Word activated as you write your text.

## Plagiarism

As a final comment, please be advised that plagiarism is not only copying somebody else’s ideas. There is also such a thing as self-plagiarism. It means using text from one of your own papers that has already been graded (e.g. a term paper) or published (e.g. a bachelor’s thesis you completed for a different study program) without pointing out as much. If you submit a thesis in which you have used text copied from other people’s or your own work (= plagiarism), WU will take disciplinary action. In the worst case, you could even be expelled from the study program.