

Victoria Management School
MGMT 430 MMMS 530
RESEARCH PAPER ON A SELECTED ASPECT
OF MANAGEMENT
Second Trimester 2005
COURSE OUTLINE

COURSE OBJECTIVE: To design and pilot a research project on a topic of your choice, using the methods of your choice

COORDINATOR

Dr. Deborah Jones, Victoria Management School
Tel. and voicemail 463-5731. Room RH 902
Email deborah.jones@vuw.ac.nz

I will email the class to confirm any important messages you need to have about the course. I will also post announcements and handouts on blackboard (BB).

ADMINISTRATION ASSISTANT

Tricia Lapham
Room RH 919, Rutherford House
Phone: 463 - 5381
Email: Tricia.Lapham@vuw.ac.nz

WHEN & WHERE

When: Wednesday 9.30 AM -12.20 PM
Where: RLWY 315
Starts: **second week trimester 2: Wednesday 13 July 2005**

Workshops will take place about every 2 weeks, but there are variations – see schedule. Individual supervision is available from Deborah Jones Wednesday mornings 9 AM – 12 PM RH 902 on weeks where no class is scheduled, and also during the second week of the non-teaching break. Students are also encouraged to seek supervision as required from other VMS staff. I suggest contacting me (Deborah) in advance to make an appointment. I will also leave an appointment schedule on my door. If all Wednesday slots are used I will make other times available.

See *Schedule At A Glance* for details of all dates.

SCHEDULE AT A GLANCE

WEEK	DATE	TIME	TOPIC	ASSIGNMENTS
1	6/7	No class	Prepare eight questions exercise (see handout below and BB); start work on lit review	
2	13/7	9.30-12.20	Introduction and present eight questions exercise (OHP - 5 mins. each); about literature reviews	
3	20/7	9.00-12.00	Individual supervision RH 902: prepare draft research design	Lit review due Monday 18 July 3 pm
4	27/7	9.30-12.20	Research design workshop (bring draft research design summaries)	Lit review returned 22 July
5	3/8	9.00-12.00	Human Ethics guidelines workshop (bring completed draft HEC forms)	
6	10/8	No class or supervision	Work on research designs and HEC application	
Study break				
Supervision 9.00-12.00 am 24 August or by appointment				
7	31/8		Workshop on interview and questionnaire design	Research design and HEC form due 29 August
8	7/9	9.00-12.00	Individual supervision RH 902	Research designs & HEC returned 2 Sept
9	14/9		Quantitative data analysis workshop (optional)	Pilot projects carried out by 23 Sept
10	21/9	9.00-12.00	Individual supervision RH 902	
11	28/9	9.30-12.20	Qualitative data analysis workshop (optional)	Data analysis complete by 30 Sept
12	5/10	Final session	How to write up your report into an article	
Study period				Report due 3 pm 21 October

LEARNING APPROACH

Through workshop activities, student presentations, individual supervision, individual reading programmes and project work.

This course involves the development and execution of a small guided research project. It includes a further examination of methods of qualitative and quantitative research that are relevant to the study of management. Through the course, students will improve their ability to:

- ✘ *clearly present a research proposal grounded in a review of a body of literature in a field of management studies*
- ✘ *defend a proposal against counterviews, and respond to constructive criticism*
- ✘ *execute a research exercise, analyse results and draw conclusions for a research question*
- ✘ *link the results of the research to the extant body of work in the field.*

READING

See bibliography on research methods attached. Individual literature reviews will be carried out for each project. Worksheets and readings will also be handed out as required, during the course.

RECOMMENDED TEXT

Yoland Wadsworth *Do It Yourself Social Research* 2nd ed.
Paperback: Allen & Unwin Australia. About \$28.00

ASSESSMENT

All assessment will be internal, and all assignments will be individual. However, it is possible to organise collaborative projects.

Mandatory requirements

To pass this course, students must:

- ✘ Hand in all assignments.
- ✘ Obtain a minimum of 50% of marks available overall.
- ✘ Participate in class sessions, presenting your own work and providing feedback to others. You will be expected to miss not more than 2 sessions and should let the coordinator know if you can't make it.

Assignments

Assignments build up to a final pilot research project, written up as a journal article. Your project:

- ✘ must involve research with people ('human subjects')
- ✘ could also include use of documents etc.
- ✘ should be related to management, organisations or business in some way (interdisciplinary research is fine)
- ✘ can be qualitative, quantitative, or a combination.

If you are planning a thesis, this project will be a good pilot for that. Others may prefer to treat this as a chance to address a business or management problem that you may come across as a practitioner, or to act as a consultant to an organisation or group you have connections with.

The scope of the pilot project (to be individually negotiated) will depend on the method (or combination of methods) you use. A rough guide is:

- ☒ in-depth interviews (say 1 hour plus) – up to 5 OR
- ☒ short interviews (say 30 mins) – up to 15 (or more depending length) OR
- ☒ questionnaires – 30 or more OR
- ☒ observation – about 4 hours.

1. Literature review on your research topic

15% of total

2000 + / - 250 words

The purpose of this review is to connect your research project to the academic literature on the topic. You might also want to include non-academic background materials, but should make sure that your project will address an academic body of work with a theoretical base.

This review will eventually be part of your final article in a revised form.

It should be written in essay format. Make sure you show:

- ☒ what you have read (use referencing handout attached)
- ☒ how you group what you have read into subtopics
- ☒ what you think about what you have read
- ☒ how it feeds into your project – which ideas you will go with, and which you reject.

See on blackboard handout *Literature reviews*.

2. Research design

25% of total

1000 + / - 200 words plus completed Human Ethics form

This is a summary of your research design. You will design a project including carrying out a small pilot project, which will be done in the last part of the course.

You are strongly encouraged to look through a range of handbooks on research methods to find methods that interest you. Experimentation is encouraged.

- ☒ A general format for the design will be provided (and discussed in class), and will include a detailed timetable for you to manage your project. It will also include a brief bibliography to show the sources you used in preparing your design.
- ☒ The Human Ethics form shows you how to work through the Human Ethics requirements of university research, and also requires detailed planning for your research project. See <http://www.vuw.ac.nz/fca/research/committees.aspx#pipiteahec>

3. Journal article presenting design and pilot project

60% of total

5000+ / - 500 words (length partly depends on the type of research you do).

Article formats will be discussed in class. You should use your literature review to look out for formats that you might want to use.

HANDLING ASSIGNMENTS

Hand assignments in to Tricia Lapham in room RH 919 by **3 pm** on the due date.

Format for assignments

- ☒ All assignments must be typed or wordprocessed.
- ☒ They all should have: a cover sheet stating your name, the course name, lecturer name, assignment name, a word count and submission date.
- ☒ You should also put page numbers on each page, and
- ☒ Use in-text referencing and include a list of references at the end (see referencing strategies handout in this outline).

Penalties for lateness

We expect that deadlines will be honoured. In fairness to students who complete on time, work submitted after the due date will incur a penalty for lateness. The penalty is 10% of the original grade per day late, including weekends (or 5% for part of a day if handed in late on the due date). Assignments cannot be handed in over the weekend or by email. Assignments will not be accepted more than 7 days after the due date. Please let Deborah Jones know as soon as you can if you think you might be late handing work in. In the event of unusual/unforeseeable circumstances (e.g. serious illness, family bereavement), please discuss waiver of the penalty with the lecturer.

RECOMMENDED READING

All these books should be available in the VUW library. Some will be available at the Pipitea library - let the lecturer know if you have trouble getting out Kelburn books on restricted issues.

There are many other excellent research-based books in the VUW library, and more may be added to the commerce library collection during the course (you will be advised).

Good introductions

Bell, Judith. (1999). *Doing your research project : a guide for first-time researchers in education and social science*. 3rd ed. Buckingham: Open University Press.

Burgess, Robert G. (1991). *In the field : an introduction to field research*. London; New York : Routledge.

Ghuri, Pervez N., & Gronhaug, Kjell. (2002). *Research methods in business studies : a practical guide*. New York : Prentice Hall.

Hussey, Jill., Hussey, Roger (1997). *Business research : a practical guide for undergraduate and postgraduate students*. London: Macmillan.

Raimond, Paul. (1993). *Management projects : design, research, and presentation*. London; New York : Chapman & Hall.

Remenyi, D., Williams, B., Money, A., & Swartz, E. (1998). *Doing research in business and management : an introduction to process and method*. London : Sage.

Tolich, Martin, & Davidson, Carl. (1999). *Starting fieldwork: An introduction to qualitative research in New Zealand*. Auckland : Oxford University Press.

(Recommended).

Wadsworth, Yoland. (1986). *Do it yourself social research*. Sydney: Victorian Council of Social Service and Melbourne Family Care Organization in association with Allen & Unwin.

General

- Booth, W., Colomb, G., & Williams, J. (1995). *The craft of research*. Chicago: University of Chicago Press.
- Bryman, A. (1989). *Research methods and organization studies*. London: Routledge.
- Cassell, C, & Symon, G. (Eds.). (1994). *Qualitative methods in organizational research: A practical guide*. London: Sage.
- Cassell, C, & Symon, G. (Eds.). (1998). *Qualitative methods and analysis in organizational research: A practical guide*. London: Sage.
- Cavana, R. Y., Sekaran, Uma., & Delahaye, Brian. (2001). *Applied business research : qualitative and quantitative methods*. Milton, Qld. : John Wiley & Sons.
- Denzin, N., & Lincoln, Y. (2000). Introduction: The discipline and practice of qualitative research. In N. Denzin and Y. Lincoln (Eds.), *The handbook of qualitative research* (pp. 1-28). Thousand Oaks, CA.: Sage. **BTW, this book is great value and has chapters on every aspect of qualitative research: it is on 3-day loan at the library.**
- Easterby-Smith, M. (1991). *Management research : An introduction*. London: Sage.
- Frost, P., & Stablein, R. (Eds.) (1992). *Doing exemplary research*. Newbury Park, CA.: Sage.
- Grant, D. et al. (2004). *The SAGE handbook of organizational discourse*. London: Sage.
- Gummesson, E. (1991). *Qualitative methods in management research*. Newbury Park, CA. Sage.
- Lindlof, T. (1995). *Qualitative communication research methods*. Thousand Oaks, CA.: Sage.
- Mayan, Maria J. (2001). *An introduction to qualitative methods : a training module for students and professionals*. Edmonton, Alta. : International Institute for Qualitative Methodology.
- Patton, M. (1990). *Qualitative evaluation and research methods*. 2nd ed. Newbury Park, CA.: Sage.
- Robson, Colin. (1993). *Real world research : a resource for social scientists and practitioner-researchers*. Oxford : Blackwell.
- Silverman, D. (Ed.). (1997). *Qualitative research: Theory, method and practice*. London: Sage.

SPECIALISED AREAS

Connecting the literature and your research

- Massey, A. (1996). Using the literature. *The qualitative report: an online journal*, 2 (4). Available online: <http://www.nova.edu/ssss/QR/QR2-4/massey.html>
- Sutton, R. & Rafali, A. (1992). "How we untangled the relationship..." plus commentaries. In R. Stablein and P. Frost (Eds.), *Doing exemplary research* (pp. 113-140). Newbury Park, CA.: Sage.

Research design

- Bouma, Gary D. (1993). *The research process*. Melbourne : Oxford University Press.
- Cresswell, J. (1994). *Research Design: Qualitative and Quantitative and Approaches*. Thousand Oaks: Sage.

Action research

- Eden, C., & Huxham, C. (1996). Action research for the study of organizations. In S. Clegg, C. Hardy and W. Nord, (Eds.), *Handbook of organization studies* (pp. 526-542). London: Sage.

- Kemmis, Stephen, & McTaggart, Robin. *The action research planner* (1988). 3rd ed. Waurin Ponds, Vic. : Deakin University Press.
- Reason, P. (Ed.).(1988). *Human inquiry in action: Developments in new paradigm research*. London: Sage.
- Reason, P., & Rowan, J. (1981). *Human inquiry: a sourcebook of new paradigm research*. New York: Wiley.

Case study research

- Eisenhardt, K. (1989). Building theories from case study research. *Academy of Management Review*, 14 (4), 532-550.
- Hartley, J. (1994). Case studies in organizational research. In C. Cassell and G. Symon, (Eds.), *Qualitative methods in organizational research: A practical guide* (pp. 208-229). London: Sage.
- Stake, R. (1994). Case studies. In N. Denzin, and Y. Lincoln, (Eds.), *Handbook of qualitative research* (pp. 236-247). Thousand Oaks, CA.: Sage.

Data collection

- Holstein, J, & Gubrium, J. (1997). Active interviewing. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 113-129). London: Sage.
- King, N. (1994). The qualitative research interview. In C. Cassell and G. Symon, (Eds.), *Qualitative methods in organizational research: A practical guide* (pp. 14-36). London: Sage.
- Stablein, R. (1996). Data in organization studies. In S. Clegg, C. Hardy and W. Nord (Eds.), *Handbook of organization studies* (pp. 526-542). London: Sage.

Analysing data

- Constas, M. (1992). Qualitative analysis as a public event: The documentation of category development procedures. *American Educational Research Journal*, 29 (2), 253-266.
- Corbin, J and Strauss, A. (1990). Grounded theory research: Procedures, canons and evaluative criteria. *Qualitative sociology*, 13 (1), 3-21.
- Silverman, D. (1993). *Interpreting qualitative data: Methods for analysing talk, text and interaction*. London: Sage.
- Wolcott, H. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA.: Sage.

Writing up research

- Becker, H. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: University of Chicago Press.
- Richardson, L. (1990). *Writing strategies: Reaching diverse audiences*. Newbury Park, CA: Sage.
- Van Maanen J. (1988). *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.
- Wolcott, H. (1990). *Writing up qualitative research*. Newbury Park, CA.: Sage.

Research 'paradigms' & perspectives

- Burrell, G., & Morgan, G. (1979). *Sociological paradigms and organisational analysis: Elements of the sociology of corporate life*. London: Gower.
- Guba, E., (Ed.). (1990). *The paradigm dialog*. Newbury Park, CA: Sage.
- Putnam, L. (1983). The interpretive perspective: An alternative to functionalism. In L. Putnam and M. Pacanowsky (Eds.), *Communication and organizations: An interpretive approach* (pp. 31-54). Newbury Park, CA: Sage.

- Deetz, S. (1996). Describing differences in approaches to organization science: Rethinking Burrell and Morgan and their legacy. *Organization Science*, 7 (20), 191-206.
- Littlejohn, S. (1999). "How to evaluate a communication theory". From: *Theories of human communication*. 6th ed. Belmont, CA: Wadsworth.

Language, narrative and discourse-based research

- Golden-Biddle K., & Locke, K. (1997). *Composing qualitative research*. New York: Sage.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge: Polity Press.
- Law, J. (1994). Organization, narrative and strategy. In J. Hassard and M. Parker, (Eds.), *Towards a new theory of organizations* (pp. 248-268). London: Routledge.
- Manning, P., & Cullum-Swan, B. (1994). Narrative, content, and semiotic analysis. In N. Denzin and Y. Lincoln, (Eds.), *Handbook of qualitative research* (pp. 463-477). Thousand Oaks, CA.: Sage.
- Mumby, D. (1993). Introduction: Narrative and social control. In D. Mumby, (Ed.), *Narrative and social control: Critical perspectives* (pp. 1-12).
- Parker, I. (1989). Discourse and power. In J. Shotter and K. Gergen, (Eds.), *Texts of identity* (pp. 56-69). London: Sage.
- Parker, I. (1992). *Discourse dynamics: Critical analysis for social and individual psychology*. London: Routledge.
- Parker, I., & Burman, E. (1993). Against discursive imperialism, empiricism and constructionism: Thirty-two problems with discourse analysis. In E. Burman and I, Parker. (Eds.), *Discourse analytic research: Repertoires and readings of texts in action* (pp. 155-172). London: Routledge.
- Potter, J. (1996). *Representing reality: Discourse, rhetoric and social construction*. London: Sage.

The role of the researcher

- Deetz, S. (1996). The positioning of the researcher in studies of organizations: de-Hatching literary theory. *Journal of Management Inquiry*, 5 (4), 387-391.
- Hatch, M. (1996). The role of the researcher: An analysis of narrative position in organization theory. *Journal of Management Inquiry*, 5 (4), 359-374.
- Putnam, L. (1996). Situating the author and the text. *Journal of Management Inquiry*, 5 (4), 382-386.
- Van Maanen, J. (1996). On the matter of voice. *Journal of Management Inquiry*, 5 (4), 375-381.

The Eight Questions

[Note: a digital version of this handout is available on Blackboard]

1. The working title of your project (\leq 20 words)

2. Author

3. Anticipated outputs (whichever are relevant):

1. *thesis examination or assignment*
2. *journals for later publication*
3. *reports or presentations to practitioners*

4. Intended readers (can include markers or examiners)

Name 4 to 6 potential readers - give their names and why they would be interested (e.g. "Ichabod Crane, paleo-fudgologist interested in polygalactic fudginomiality", not "other paleo-fudgologists"). Make sure all nominated readers really are likely to read the nominated journal (e.g. few practitioners read refereed journals).

(5a) What is the central question your project will pose? (\leq 30 words)

(5b) What is the answer it will provide? (\leq 30 words)

(6) If your readers had only one sentence to summarise your project, what would it be? (\leq 25 words)

Focus on the outcomes from the work, not the inputs.

(7a) Why will you do the work? (\leq 70 words)

Briefly outline the problem or question you are tackling and why it is important.

(7b) What will you do? (\leq 70 words)

Briefly outline the methods you will use to gather evidence.

(7c) What will be the results? (\leq 100 words)

Briefly outline the likely key results. Focus on outcomes.

(7d) What can your project add to theory? (≤70 words)

An academic project has to add to broader understanding. What will yours contribute? Think about how your results and conclusions will change how people see the world.

(7e) What can your project add to practice? (≤70 words)

Superior research also has practical consequences. What are the consequences of your work? Think about how your results and conclusions might change what people do.

(8) What might remain unresolved? (no word limit)

This is more for your own benefit, but will provide some guidance for your audience and some of it may be useful in your discussion.

Ref: Robert Brown [robbrownmail.ipswich.gil.com.au]
Revised Deborah Jones, Victoria Management School, Victoria University of Wellington 15 July 2003 [Deborah.Jones@vuw.ac.nz]

REFERENCING STRATEGIES

Why does referencing matter?

The purpose of using referencing strategies is:

- to demonstrate that you have read course materials to extend your knowledge (in assignments)
- to give credit for the sources of your knowledge or ideas (and avoid plagiarism)
- to allow readers to follow up and do their own reading (in published work).

The format below is an in-text referencing method, used **instead of references in footnotes**. It is common in the management and social sciences literature, and is based on the APA (American Psychological Association) standard.

For more detailed information, see the latest APA Publication manual held in the VUW library, or check out APA Style Resources on the internet:

<http://www.wooster.edu/psychology/apa-crib.html>

IN THE TEXT

Put the author name and the date of publication:

Littler has argued that Taylor's ideas have not been improved upon by new models (Littler, 1983).

or, if you are quoting directly - using the same words as the author - also put in the page number/s:

Littler sees claims that Taylor has been superseded as 'a woeful misunderstanding' of Taylor's ideas (Littler, 1983, p. 34).

Where quotes run over **more than one page**, give the first and last page number: (pp. 34-35).

AT THE END OF YOUR ASSIGNMENT

Include a list of references **in alphabetical order of** author name which gives the full information about the texts you have quoted in your assignment, in a standard form. The second and later lines of each reference should be **indented**. Examples of various kinds of entry:

Typical book (or report) entries

Single Author

Cockburn, C. (1991). *In the way of women: Men's resistance to sex equality in organizations*. London: Macmillan.

- ❑ The AUTHOR'S NAME is listed first. The author's name is followed by the DATE OF PUBLICATION, in parentheses, ended with a full stop.
- ❑ Next include the BOOK TITLE which should be underlined or in italics. Capitalize only the first word of the title (and the first word of the subtitle, if any) and any proper names. Close with a final full stop.
- ❑ End with PUBLICATION INFORMATION. Identify the city. Then identify the name of the publisher, clearly and briefly. Close with a full stop.

Multiple Authors

When a work has between two and six authors, cite all authors. When a work has more than six authors cite only the last name of the first author followed by "et al."

Boje D., & Dennehy R. (1994). *Managing in the postmodern world*. 2nd ed. Dubuque, IA: Kendall Hunt.

Corporate authorship (an organisation is the 'author'):

Institute of Financial Education. (1982). *Managing personal funds*. Chicago: Midwestern Publishing.

Edited collections

Clegg, S. (Ed.). (1988). *Critical issues in organizations*. London: Routledge and Kegan Paul.

BUT you don't have to specify chapters if the book is all by the same person.

Citing chapters in an edited collection – page numbers for the chapter go in:

Burns, J. (1994). A strategic approach to Human Resource Management: A new opportunity for EEO? In J. Sayers and M. Tremaine (Eds.), *The vision and the reality: Equal Employment Opportunities in the New Zealand workplace* (pp. 131-139). Palmerston North: Dunmore Press.

Typical journal entries

The **journal title is in italics** (NOT the article title): the title is capitalised just as it appears in the original. The page numbers for the paper or article are always given, but 'pp.' is not entered.

Where there is a volume number then an issue number, the issue number goes in brackets:

Deetz, S. (1996). Describing differences in approaches to organization science: Rethinking Burrell and Morgan and their legacy. *Organization Science*, 7 (20), 191-206.

If you take a journal article off **ProQuest or another online database**, just use the ordinary journal referencing, don't put in the ProQuest site details.

Articles in magazines or newspapers

Baird, P. & James, C. (1990, April). Business and biculturalism: Side by side. *Management*, 25-37.

Where no volume number or name is given, the month is included after the year. Note: exact date goes in brackets.

Cardy, T., & Rendle, S. (2002, December 19). Rings finale to open in capital. *The Dominion Post*, A1.

ELECTRONIC INFORMATION

Electronic information includes the internet, CD-ROMs, etc.. Page numbers in electronic references are unavailable in many cases, so are left out of the citation (and out of quotes). For latest information on electronic referencing check the APA electronic style guide:

<http://www.apastyle.org/electref.html>

Web pages

Author/editor. (Year). Title (edition), [Type of medium]. Producer (optional). Available Protocol (if applicable): Site/Path/File [Date you accessed it, if there is no other date].

Prwatch.org (2003, 15 January). *Supreme Court Takes Nike Case On Corporate PR*. [Online]. <http://www.prwatch.org/spin/index.html>

Write "No date" in the brackets (n.d) when the electronic publication date is not available.

Online journals

Opie, A. (1997). Teams as Author: Narrative and Knowledge Creation in Case Discussions in Multi-Disciplinary Health Teams. *Sociological Research Online*, vol. 2, no. 3.
<http://www.socresonline.org.uk/socresonline/2/3/5.html>

Deborah Jones, Victoria Management School
Victoria University of Wellington, New Zealand
February 2003

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration 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.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration 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, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

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

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely.

Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz