



VICTORIA MANAGEMENT SCHOOL

CMSP 801 PROBLEM SOLVING & DECISION MAKING

Trimester 1 2006

COURSE OUTLINE

CLASS TIMES AND ROOM NUMBERS

Start Date: Thursday, 2 March 2006
Lecture Times: Thursday, 17:40 – 19:30 pm.
Location: Rutherford House LT 2
Format: One two-hour session each week .

CONTACT DETAILS

Teaching Staff: Associate Professor John Davies
Office: Rutherford RH 1018 email: john.davies@vuw.ac.nz
Telephone: 463-5382 Fax: 463-5084
Website: www.vuw.ac.nz

Programme Director: Bronwyn Howell
Office: Rutherford RH 1003 email: bronwyn.howell@vuw.ac.nz
Telephone: 463-5563 Fax: 463-5084

Programme Administrator: Jacqui FitzGerald
Office: Rutherford RH 1004 email: jacqui.fitzgerald@vuw.ac.nz
Telephone: 463-5367 Fax: 463-5084

READINGS: This course will rely on selected materials from a variety of sources, including texts, practitioner and academic journals.
A set of readings will be distributed at class.

The purpose of the Certificate in Management Studies programme is to provide individuals, who already have the benefit of practical experience in the public and private sectors, with the knowledge and skill base that will allow them to build on those experiences in preparation for different, more demanding or senior managerial roles.

The essential focus of this course is to build an understanding of problem-solving and decision-making processes. The course provides a multiple perspective approach to the framing and solution of problems, and critically examines alternative approaches to managerial decision-making, allowing students to develop insights and understanding about the nature of problem-solving and decision-making. The aim of the course is to provide students with an introduction to a range of relevant ideas and issues that will allow for the development of competencies to improve their problem solving and decision-making processes.

COURSE OBJECTIVES & RELATED CONTENT

The course has several objectives, some of which include:

- understanding the variety of ways in which decisions are and can be made
- understanding the role and impact of risk, uncertainty, ambiguity, preferences, judgement ...
... on decision-makers and decision-making
- understanding the roles of intuition and analysis in decision-making
- exploring ways of approaching a range of typical problems and decision situations
- improving your competence in structuring problems using formal and informal methods
- developing your analytical skills in data handling and interpretation
- heightening your awareness of the problem-solving process inherent in decision-making
- exposing you to a range of problems and decision-making situations ...
... in different functional areas of management, at strategic and operational levels
- developing familiarity with typical decision trade-offs & evaluation techniques
- familiarising the student with the use of the computer-aided methods in decision making
- developing an ability to devise robust strategies and make balanced decisions.

GENERAL LEARNING OBJECTIVES

On successful completion of the course, you should be able to:

- demonstrate an understanding of the major frameworks and concepts ...
... under-pinning successful problem-solving and decision analysis
- use such frameworks to develop an understanding of managerial decision situations
- demonstrate competence in using a range of methods in problem solving & decision-making.

SPECIFIC LEARNING OBJECTIVES

On successful completion of the course, you should be able to:

- demonstrate an awareness of the frames you use in making a decision
- consciously change frames
- demonstrate an awareness of the common pitfalls in decision making
and the limitations of intuitive decision making
- demonstrate an informed decision making style
- structure a managerial decision problem in appropriate ways
- identify key factors and relationships in a decision and
... structure the problem to explore such relationships, and in doing so
... develop an enhanced understanding of the problem, the impact of possible actions, &
... draw valid conclusions.

APPROACH

- 1 Course activities are structured so that you may **learn by 'doing and using.'**
- 2 **Case studies** and assignments will provide the opportunity to **develop skills**, knowledge and understanding.
- 3 Class contact will comprise an integrated mix of lecture, discussion and exercises.
Lectures will focus on bringing out the central issues and providing students with a range of illustrative situations and models, rather than covering materials found in the readings. You may therefore find it beneficial to 'go over' the week's readings in advance of class when advised to do so.

PROBLEMS

Students wishing to discuss any matters affecting or relating to the course should contact John Davies.

ASSESSMENT

A student's overall grade in the course will be determined in the following manner:

1 TERMS WORK

Assignments

There will be two (2) assignments, each worth a maximum of 30 marks (See 3 below).

Assignment 1: due Thursday, 30 March 2006 - at class - Framing Exercise

Assignment 2: due Thursday, 18 May 2006 - at class - Competition, Collaboration & Conflict

Mandatory Terms Requirements

- comprise:
 - (i) submission of **all** assignments / reports **on the due dates**
 - (ii) obtaining **at least 40%** of the marks available to assignments
- Students who fail to satisfy the mandatory requirements [(i) to (ii)] for this course but who obtain 50% or more overall, will be awarded a "K" grade.
- Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

For example, a student who obtains an overall course mark of 35 and does not fulfil one or more of the mandatory course requirements will be given an E grade. A student who fails to sit an examination will have their course mark calculated with an entry of Zero for the exam and their grade determined in the usual way.
- Notice of Failure to meet Mandatory Requirements i) to ii) will be posted on Blackboard or on the Mezzanine Floor Notice-board. Students will be expected to check both places for notification.

2 TEST

An Open Book Test will be conducted in the June Exam period between June 5 - 24 2006

- the pass mark for the test will be 40%.

Silent calculators may be used in the exam, but computers are **not** permitted.

3 OVERALL GRADE

Your overall grade will be found by combining your terms mark and test/exam mark in a 60:40 or 40:60 ratio - whichever way gives you the higher overall grade.

4 OVERALL PASS MARK

- will be 50% of the total marks available.

5 INDIVIDUAL & GROUP WORK

While the CertMS programme has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments. You will be expected and encouraged to work in groups on in-term cases and assignments; however reports must be individual submissions.

6 GRADING GUIDELINES

The following broad indicative characterisations of grade will apply in grading:

- Excellent Category A- (75 – 79%) to A (80 – 85%) to A+ (above 85%):
The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.
- Very Good Category B+ (70 – 74%):
The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds "competency".
- Good Category B (65 – 69%):
The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.
- Satisfactory Category B- (60 – 64%):
The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.
- Marginal Category C (50 – 54%) to C+ (55 – 59%):
The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to "fail" the student.
- Unsatisfactory / Failure Category E (0 – 39%) to D (40 – 49%):
The learning is absent or performed to a very low level, or the performance is seriously flawed.
- Ungraded Failure K
Failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment.

7 HANDING IN ASSIGNMENTS

Assignments should be submitted in hard copy form in class, by the due time on the due date. Assignments received after that time will be deemed to be late, and must be handed to the lecturer concerned or to Jacqui Fitzgerald (RH 1004), the Administration Assistant for this course.

All Hand-Ins should have: an Assignment Cover Sheet stating your name, the course name, tutor's name, tutorial number and day/time, assignment name and number, a word count and due date. You should also put page numbers on each page, and use in-text referencing and include a list of references at the end. Preferred referencing style is APA system.

Students will prepare two copies of each hand-in and keep a second copy for their own reference and for use during the tutorial. Students must also keep an electronic copy of their work.

Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic.

8 PENALTIES - for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late.**

When calculating the late penalty **Saturdays, Sundays and public holidays will be included** when counting the number of days that an assignment is late.

Assignments received more than 7 days after the deadline will not be accepted and the student will automatically fail terms.

- (ii) Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties.

Extensions to submission deadlines for any assigned work will only be granted in exceptional circumstances.

- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the Course Coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with the Tutorial Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.

- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic.

WORKLOAD

Students can expect the workload to be approximately 6-8 hours work per week outside class.

COMMUNICATION

As you will learn from all papers or courses offered by VMS, good communication is crucial to the success of any organisation, programme or course. Communication in this course will be conducted in face-to-face mode in the lectures as well as through the **Blackboard** system.

NOTICES - Communication of Additional Information

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Notice of Failure to meet Mandatory Terms Requirements, as specified above in the section on Assessment, will be posted on Blackboard or on the Mezzanine Floor Notice-board. Students will be expected to check both places for notification.

EMAIL CONTACT

Students wishing to contact staff by email should adhere to the following instructions:

Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, eg

CMSP 801_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

Please do not hesitate to raise an issue, as it may be a common student concern. Staff will either respond immediately, or seek clarification and then respond. If concerns remain, then the programme director should be contacted.

TEXTS

Texts suitable for segments of the course include:

- Russo, JE & Schoemaker, PJH. (1989). *Decision Traps*, New York: Fireside
- Russo, JE & Schoemaker, PJH. (1992). *Confident Decision Making*, London: Pitman
- Bazerman, M. (1996). *Judgement in Managerial Decision-Making*, New York: Wiley
- Targett, D. (1996). *Analytical Decision Making*, London: Pitman
- Goldratt, EM. (1994). *It's Not Luck*, Great Barrington: North River Press
- Dettmer, HW. (1997). *Goldratt's Theory of Constraints - A Systems Approach to Continuous Improvement*, ASQC Quality Press
- Nutt, PC. (2002). *Why Decisions Fail - Avoiding the blunders and traps that lead to debacles*, San Francisco: Berrett-Koehler Publishers.

Students may also wish to consult the following books, prescribed in previous years.

- Hicks, MJ (1991). *Problem Solving in Business & Management*, London: Chapman-Hall
- Targett, D. (1984). *Coping with Numbers*, London: Martin Robertson
- JR Eiser, JR & Van der Pligt, R (1988). *Attitudes & Decisions*, London: Routledge
- A S C Ehrenberg, ASC (1982). *A Primer in Data Reduction*, London: Wiley
- E Goldratt, E & Cox, J (1992). *The Goal*, 2nd Ed, Croton-on-Hudson: North River Press

MATERIALS AND EQUIPMENT

Readings, cases and other materials will be made available, as and when necessary.

There will be no need for students to use computers during the final course examination. Silent non-programmable electronic calculators may be used in the final examination.

CMSP 801 - Course Schedule - Trimester 1, 2006

Session 1: 2 March Introduction to the Course

Introduction to the course: course outline, learning objectives and assignments
What is Problem Solving and Decision Analysis? Art and Science?
The Practice of Decision Making: shortcuts, heuristics and decision traps
Models of the decision making process - descriptive vs prescriptive
Issues in problem identification, representation and description
Framing, perception and judgement: examples in data presentation, analysis and interpretation

References:

- Bazerman MH. (1998). *Judgement in Managerial Decision-Making*, New York: Wiley, Ch 1
Bazerman. (2001) The Study of Real Decision Making, *Journal of Behavioural Decision making*, **14** (5): 353-355
Russo JE and Schoemaker PJH. (1992). *Decision Traps*, London: Piatkus, Ch 1
Dunford, R. (1992). *Organisational Behaviour - An Organisational Analysis Perspective*, Sydney: Addison-Wesley, Ch 11
Ehrenberg, ASC. (1977). Some Rules of Data Presentation, *Statistical Reporter*, May 1977: 305-310
Targett, D. (1984). *Coping with Numbers*, London: Martin Robertson, Ch 1
Feldman & March. (1981) Information in Organisations as Signal and Symbol, *Admin Science Quarterly*, **26**(81): 171-186

Session 2: 9 March Decision Framing and the Framing of Problems

Structure, use and impact of alternative frames - boundaries, values, objectives, performance measures
Framing and common decision traps
Cognitive Biases and the use of Heuristics

References:

- Bazerman MH. (1988). *Judgement in Managerial Decision-Making*, New York: Wiley, 1998: Ch 2
Hammond, JS, Keeney, RL and Raiffa, H. (1998). The Hidden Traps in Decision Making. *Harvard Business Review*, Sept-October 1998: 47-58
Russo JE and Schoemaker PJH. (1992). *Decision Traps*, London: Piatkus, Chs 1, 2 & 3
Bonabeau, E. (1987). Don't Trust Your Gut. *Harvard Business Review*, May 2003: 116-123.
Targett, D. (1984). *Coping with Numbers*, London: Martin Robertson, Chs 1 & 2
Davies J & Mabin V. (1994). The Power of Framing, ANZAM Conference, Wellington, December 94

Session 3: 16 March The Role of Judgement in Decision Making

The impact of framing on judgement in decision making
More decision traps
Describing and understanding behaviour using Prospect Theory
Improving judgement and decision making behaviour

References:

- Bazerman MH. (1988). *Judgement in Managerial Decision-Making*, New York: Wiley, Chs 2 & 3
Russo JE & Schoemaker PJH. (1992). *Decision Traps*, London: Piatkus, Chs 2 & 3
Russo JE & Schoemaker PJH. (1992). Managing Overconfidence, *Sloan Mgt Review*, Winter **92**:7-17
Belsky, G, Money Mistakes Everyone Makes. (1996). *Readers Digest*, March 1996: 65-68
Willis, Clint. (1998). Getting Rich: are you taking enough risk? quoted in *More*, 56-58
Wolkomir R & J. (1996). How to make Smart Choices, *Readers Digest*, February 1996: 127-130
McCrone J (2006). Even the canny investor falls prey to emotions, *The Dominion Post*, January 17 2006: p.C2.
The Age (2006). The invisible elephants, in *The Dominion Post*, February 17 2006: p.C4.
Bazerman M & Chugh D. (2006). How did I miss that?, *Computerworld*,, 40, 2, January 9 2006: p.37.
Bazerman M. (2005). Vividness Bias?, *Leadership Excellence*,, March 2005, 22, 3, p.11.

CMSP 801 - Course Schedule - Trimester 1, 2006

Session 5 30 March Assignment 1 Due - Decision Framing Exercise Reminder

Session 4 & 5 23 & 30 March Dealing with Risk and Uncertainty - Decision Analysis

Making Decisions with uncertain or risky outcomes
Use of Prospect Theory
Single stage decisions using Decision Tables
Structured 'What if' Analyses using Excel Data Tables
Using Robustness and Stability Analysis
Decision & Policy Analysis - Sensitivity Analysis

Making Multi-stage decisions using Decision Trees
Approaches to multi-criteria decision analysis - MCDA
The use of visual interactive software

References:

Targett D. (1996). *Analytical Decision Making*, London: Pitman, Chs 3, 4
Beach, L. (1993). *Making the Right Decision*, Englewood Cliffs, NJ: Prentice-Hall, Ch 9

Software: Excel

Session 5 30 March Assignment 1 Due - Decision Framing Exercise Reminder

Session 6 6 April Managing Variability

The pervasiveness of variability and unpredictability
Dealing with unpredictability, randomness and random events - and their effects
Using simple models to aid decisions involving variability and random events
Managerial lessons from simulation - service provision, scheduling, project management, investment appraisal
The communality of managerial problems

References:

Targett D. (1996). *Analytical Decision Making*, London: Pitman, Ch 5

Easter and Mid-Trimester Break

CMSP 801 - Course Schedule - Trimester 1, 2006

Sessions 7, 8 & 9: 27 April, 4 & 11 May

Systems Thinking - Theory of Constraints - Understanding & Resolving Conflict, Competition & Cooperation

The nature of conflict; assumptions, perceptions and misunderstandings

Goldratt's approach - the use of 'evaporating clouds' & conflict resolution diagrams

Competition and cooperation - the game theory approach

References:

Brandenburger AM & Nalebuff BJ. (1996). *Co-opetition*, New York: Doubleday, Chs 2,3 & 4

Zajac EJ & Bazerman MH. (1991) Blind Spots in Industry and Competitor Analysis, *Academy of Management Review*, January 91: 37-56

Bazerman M. (2005). Negotiator Focus, *Leadership Excellence*, February 2005, 22, 2, p.17.

Goldratt EM, *It's Not Luck*. (1994). Gt Barrington, MA: North River Pres, Chs 8, 9 & 10

Kendall, GI. (1998). Overview of the Theory of Constraints, in *Securing the Future: Strategies for Exponential Growth*, Boca Raton: St Lucie Press/APICS Series in Constraint Management, Ch 3.

Session 10 18 May Assignment 2 Due TOC / Competition / Conflict Exercise Reminder

Sessions 10 & 11 18 & 25 May

Systems Thinking - Theory of Constraints - Continuous Improvement - Optimising the Use of Resources

A systems approach to Continuous Improvement and the best use of scarce resources

The impact of implicit constraints on achieving results

Taking account of constraints using the Theory of Constraints

Using simple spreadsheet models to find the best solution(s) to a constrained problem

References:

Goldratt EM & Cox J, *The Goal*, Gt Barrington, Ma: North River Press, 2nd Ed, 1992, Ch 37

Goldratt EM, (1996), *Empowerment*, in The Goldratt Institute Management Skills Workshop, The V Goldratt Institute.

Dettmer HW. (1997). Introduction to the Theory of Constraints, in *Goldratt's Theory of Constraints - A Systems Approach to Continuous Improvement*, Milwaukee: ASQC Quality Press, Ch 1, 4

Cox J. & Spencer, MS. (1998). What is Constraints Management? in *The Constraints Management handbook*, Boca Raton: St Lucie Press/APICS Series in Constraint Management, Ch 1.

Scheinkopf, L (1999). The Theory of Constraints, in *Thinking for a Change: Putting the TOC Thinking Processes to Use*, Boca Raton: St Lucie Press/APICS Series in Constraint Management, Ch 1.

Rizzo, T. (2000). TOC Overview: The Theory of Constraints. *TOC Review*, Premier Issue, 2000.

Patterson, MC. (1992). The Product-Mix decision: A Comparison of TOC and Labour-Based Management Accounting, *Production and Inventory Management Journal*, Third Quarter: 80-85.

Mabin, V, Forgeson, S & Green, L. (2001). Harnessing Resistance to Change: using the theory of constraints to assist change management. *Journal of European Industrial Training*, Vol. 25, Nos. 2/3/4, pp. 168-191.

Session 12 1 June

Course Review

Multiple framing & multiple perspectives - synergies and benefits for decision-making.

Systems Thinking, Systems Approaches and Framing - Weaving it all together



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. To check for opening hours call the office on (04) 463 5376.

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 is available for 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.

Check with the Student Administration Office for opening times (04) 463 5376.

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.

Manaaki Pihipihinga Maori and Pacific Mentoring programme (Faculties of Humanities and Social sciences and Commerce and Administration).

- **What:** Academic Mentoring for Maori and Pacific students studying at all levels in the above faculties. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the faculty's study rooms and computer suite at any time at Kelburn and Pipitea.
- Mature student and Post grad network

If you would like to register as a mentor or mentee please contact the coordinator.

Where:

Melissa Dunlop
Programme Coordinator
Room 109 D
14 Kelburn Parade: back courtyard
Ph: (04) 463 6015
Email: Maori-Pacific-Mentoring@vuw.ac.nz

Please Note: A mentoring room will also be running at Pipitea Campus starting January. Please contact the Programme Coordinator for details.



Victoria Management School

CMSP 801 PROBLEM SOLVING & DECISION MAKING

Trimester 1 2006

Assignment Cover Sheet

ASSIGNMENT NO. ____

TOPIC: _____

Due at class Monday ____ ____ 2006

Name: _____

Student ID: _____

Course Lecturer: John Davies