

Victoria Management School

**MGMT 312**  
**QUALITY AND ENVIRONMENT MANAGEMENT**

Trimester 1 2006

**COURSE OUTLINE**

**INSTRUCTORS**

Name: Associate Professor Lawrence Corbett (COURSE COORDINATOR)  
Room: RH 901, Rutherford House  
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Email: [Lawrie.Corbett@vuw.ac.nz](mailto:Lawrie.Corbett@vuw.ac.nz)  
Off. Hrs: appointment by email or phone

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**TUTOR:**

Name: Nathan Zhang  
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Off. Hrs: tba

**Admin assistant:** Tricia Lapham, 463-5381, RH 919.

***Class Times and Room Numbers***

Start Date: Tuesday, 28 February 2006

Tuesday Lecture	1240 - 1330.	GB LT4
Thursday Lecture	1240 - 1430.	GB LT4

Tutorials (choose one)

Wednesday	1:40 - 2:30pm	RWW314
Wednesday	2:40 - 3:30pm	RWW314
Wednesday	3:40 - 4:30pm	RWW314
Wednesday	4:40 - 5:30pm	RWW314

A total of 10 tutorials will be held commencing on March 8<sup>th</sup> (Week 2).

Tutorials will contain approximately 15 students each. Topics covered will include: assigned problems, discussions regarding total quality and environmental management in the New Zealand context, and current events. Attendance at **8** tutorials is required to achieve terms in this course.

This course has a 3 hour open book final exam to be held in the period June 9 - 24

### Course Objectives

This course encompasses the consideration of key strategies and operational tactics for continually improving the quality and managing the environmental impact of manufacturing and service organisations.

By the end of this course, students should have the skills necessary to:

- Define and understand the quality and environmental management pressures and options facing business organisations (attendance and assignments will assess this).
- Formulate your own individual quality and environmental philosophy (attendance and assignments will assess this).
- Identify methods for measuring and improving quality and environmental impact (attendance and SPC case study will assess this).
- Develop team-working, problem-solving, and communications skills (attendance and participation will assess this).

### Course Content

(Detailed descriptions for each class session are in the Detailed Course Outline.)

Week	Session	Date	Topic Area
1	1	28/2	Class Introduction The meaning of quality
	2	2/3	Philosophies and frameworks of quality
2	3	7/3	Quality tools and statistical thinking
	4	9/3	Applying the quality tools
3	5	12/3	Understanding variation
	6	14/3	Control charts
4	7	19/3	Six sigma
	8	21/3	Quality certification, business excellence Information asymmetry
5	9	26/3	Quality certification
	10	28/3	People and quality

6	11	4/4	Competing on quality Steinway
	12	6/4	Implementation Review of quality module
			<b>Mid semester break</b>
7	13	25/4	ANZAC DAY no class session
	14	27/4	Introduction to Environmental Management
8	15	2/5	Environmental Strategy I
	16	4/5	Environmental Strategy II
9	17	9/5	Environmental Management Systems I
	18	11/5	Environmental Management Systems II
10	19	16/5	Environmental Operations/Supply Chain Management I
	20	18/5	Environmental Operations/Supply Chain Management II
11	21	23/5	Environmental Reporting I
	22	25/5	Environmental Reporting II
12	23	30/5	Sustainability I
	24	1/6	Sustainability II
			<b><i>Final exam tba between June 9-24</i></b>

### **Detailed Course Outline**

Session 1	Course introduction, the meaning of quality
Required	
Other	
Preparation questions	
Session 2	Philosophies and frameworks
Required	Approaches to total quality (Evans and Dean)
Other	
Preparation questions	The reservation clerk (p.82)
Session 3	Quality tools and statistical thinking Processes, types of data, data distributions
Required	Visual and statistical thinking: displays of evidence for making decisions (Tufte) Defining and documenting a process (Gitlow)
Other	
Preparation questions	
Session 4	Applying the quality tools
Required	Case: Florida Power and Light (to be handed out)
Other	
Preparation questions	Read the case and answer the question posed at the end.
Session 5	Process capability
Required	Process capability (Naumann and Hoisington)
Other	
Preparation questions	Case: "Can we make it OK?" Identify and explain the six errors the tycoon made.

Session 6	Understanding variation, Red beads, Controls charts
Required	Statistical process control (Evans and Lindsay)
Other Preparation questions	
Session 7	Six sigma
Required	Six sigma management (Gitlow et al)
Other Preparation questions	
Session 8	Quality certification, business excellence, information asymmetry
Required	
Other Preparation questions	
Session 9	Quality certification
Required	
Other Preparation questions	
Session 10	People and quality
Required	Why teams don't work (Hackman) <b>Case: A measure of delight: The pursuit of quality at AT&amp;T Universal Card Services</b> (to be handed out)
Preparation questions	<ol style="list-style-type: none"> <li>1. How would you characterize Universal Card's overall strategy? How does UCS aim to compete in the credit card business? How does the organization's system of performance management fit in with Universal Card's strategy for its external environment?</li> <li>2. How does the system of performance management the organization uses help it create the operating capacity it needs to execute its goals? What are the goals of its improvement strategy? What are the primary methods that UCS is using to achieve those goals?</li> <li>3. Given that business firms can use profits as a performance measure, is this "bucket of measures" at Universal Card needed as well?</li> <li>4. What do you like about the actual bucket of measures Universal Card has chosen (as far as you can tell from the material in the case)? What do you dislike?</li> <li>5. The performance measures in this case are all quantitative. Is there a reason why this need always be the case?</li> <li>6. Is the daily tracking and discussion of measures a good idea, or is it excessive and/or counterproductive?</li> <li>7. Is the performance management system at Universal Card too draconian - too demanding or too harsh - towards the organization's employees?</li> <li>8. How will you address the problems that have arisen in the</li> </ol>

	course of improving the UCS operation? Can its improvement rate be sustained?
Session 11	Competing on quality
Required Other Preparation questions	Case: Steinway (to be handed out)  1. What accounts for Steinway's reputation as a manufacturer of high-quality pianos? 2. Should Steinway introduce the Model K vertical piano? Why or why not? 3. What other advice would you give Peter Perez as a strategic business unit (SBU) manager concerning: (a) his responsibilities "downstairs" to Steinway? (b) his responsibilities "upstairs" to CBS?
Session 12	Implementation Review of quality module
Required Other Preparation questions	The bluffer's guide to TQM Why TQM won't work
Session 13	ANZAC DAY no class
Session 14	Introduction to Environmental Management
Required Other Preparation questions	This session will also be used to 'firm up' many of the topic headings highlighted for the rest of the course.
Session 15	Environmental Strategy I
Required Other Preparation questions	Prescribed Reading (available on Blackboard): Kolk A. and Mauser A. (2002) 'The evolution of Environmental Management: From Stage Models to Performance Evaluation' Business Strategy and the Environment, 11, pp14-31.
Session 16	Environmental Strategy II
Required Other Preparation questions	Prescribed Reading (available on Blackboard): Sroufe R., Montabon F., Narasimhan R. and Wang X. (2002) 'Environmental Management Practices: a Framework' GMI, Winter, pp 23-44.
Session 17	Environmental Management Systems I
Required Other Preparation questions	Prescribed Reading (available on Blackboard): Zutshi A. and Sohal A.S. (2005) 'Integrated management system: The experiences of three Australian organisations' Journal of Manufacturing Technology Management, 16, 2, 211-232.

Session 18	Environmental Management Systems II
Required Other Preparation questions	Prescribed Reading (available on Blackboard): Spellerberg I.F., Buchan G.D. and Englefield R. (2004) 'Need a university adopt a formal environmental management system? Progress without an EMS at a small university' International Journal of Sustainability in Higher Education, 5, 2, 125-132.
Session 19	Environmental Operations/Supply Chain Management I
Required Other Preparation questions	Prescribed Reading (available on Blackboard): Young A. and Kielkiewicz-Young (2001) 'Sustainable Supply Network Management' Corporate Environmental Strategy, 8, 3, 260-268.
Session 20	Environmental Operations/Supply Chain Management II
Required Other Preparation questions	Prescribed Reading (available on Blackboard): Blowfield M.E. (2005) 'Operations and supply chain management Going global: how to identify and manage societal expectations in supply chains (and the consequences of failure)' Corporate Governance, 5, 3, 119-128.
Session 21	Environmental Reporting I
Required Other Preparation questions	Prescribed Reading (available on Blackboard): Chapman R. and Milne M. (2004) 'The Triple Bottom Line: How New Zealand Companies Measure Up' Corporate Environmental Strategy: International Journal for Sustainable Business, 11, 2, 37-50.
Session 22	Environmental Reporting II
Required Other Preparation questions	Prescribed Reading (available on Blackboard): Scott P. and Jackson R. (2002) 'Environmental, Social and Sustainability Reporting on the Web: Best Practices' Corporate Environmental Strategy, 9, 2, pp193-202.
Session 23	Sustainability I
Required Other Preparation questions	Prescribed Reading (available on Blackboard): Argenti P.A. (2004) 'Collaborating with Activists: how Starbucks works with NGO's' California Management Review, 47, 1, 91-116.
Session 24	Sustainability II
Required Other Preparation questions	Plus Week 7-12 overview

## Detailed Tutorial Assignments

Week	Date	Assignment
1	1/3	No tutorial, ensure you have signed up
2	8/3	Prepare "A tale of two restaurants"
3	11/3	Answer Questions 3/8, 3/10, 3/11
4	18/3	Answer problems 4/14, 4/15 and case 4/1
5	25/3	Answer problems 5/5, 5/8, 5/10, 5/11, 5/12
6	3/4	Answer problems 6/7, 6/10, 6/11, 6/12
<b>Mid semester break</b>		
7	26/4	TBA
8	3/5	TBA
9	8/5	TBA
10	17/5	TBA
11	24/5	TBA
12	31/5	No tutorial

## Useful Materials and Equipment

The Operations Management Center (OMC) - A great source of information about OM and TQM. <http://www.mhhe.com/omc/index.html>

National Institute of Standards and Technology

. . . working with industry to develop and apply technology, measurements and standards.  
 News -- NIST and You -- Measurement and Standards Laboratories -- Advanced Technology Program -- Manufacturing Extension Partnership -- Baldrige Quality Program -- Guide to NIST -- NIST Time -- Staff Directory -- General Information -- Events & Maps -- Publications -- Site Index -- Search -- Y2K -- Gallery

Baldrige National Quality Program -- The Malcolm Baldrige National Quality Award has become the U.S. standard of quality achievement in industry and a comprehensive guide to quality management programs.

<http://www.quality.nist.gov/>

New Zealand Business Excellence Foundation [www.nzbef.org.nz](http://www.nzbef.org.nz)

Visit the Web Sites of the Malcolm Baldrige National Quality Award Resources

[http://www.quality.nist.gov/Materials\\_Available.htm](http://www.quality.nist.gov/Materials_Available.htm)

You can view the electronic version of the Guide to NIST, a catalog of NIST programs, projects, and services.

[http://www.nist.gov/public\\_affairs/guide/index.htm](http://www.nist.gov/public_affairs/guide/index.htm)

A great source of TQM/SPC software for EXCEL.

<http://www.ganesha.org/freesoft.html>

American Society for Quality Control website

<http://www.asq.org>

A site with free information and materials about TQM

<http://www.freequality.org>

Great sources of publications and tools for TQM.

<http://www.goalqpc.com/>

<http://www.4ulr.com/products/productquality/index.html>

## **Assessment Requirements**

The instructors will calculate your overall grade for this paper in terms of your performance on the following deliverables:

<u>Deliverable</u>	<u>Weight</u>	<u>Due Date</u>
Quality case study	10%	March 28 <sup>th</sup>
Service quality campaign	10%	April 4 <sup>th</sup>
Environment management Case study	20%	tba
Participation	10%	Expected throughout
Final Exam (3 hour open book)	50%	In mid year exam period

## **COURSE DELIVERABLES**

### **HANDING IN ASSIGNMENTS**

Assignments should be submitted, in hard copy form 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 Patricia Lapham (RH 919), the Administration Assistant for this course.

All Hand-Ins should have: a Tutorial/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 (see below).



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

### Quality Case Study

**Yuckston Memorial Hospital** (1000 words maximum) Due in class March 28

#### Case Questions

- 1 What are some of your general concerns about the hospital? What kinds of pressures were hospital administrators facing at the time of the case? Now?
- 2 Based on the data available, is the process in control? What about the process capability? Are these appropriate analytical techniques for the problems being faced in the emergency room? Give your reasons.
- 3 How would you present the data to the administrator? What are the issues with mounting a quality program in an organisation like a hospital?

### Service Quality Campaign

Total quality is a change in common sense, in mindset. Therefore, this assignment is about recognizing and responding to received quality. As part of our efforts to improve service quality, I would like to start a modest war on service mediocrity. Our weapons will be voices, pens, typewriters, word processors and paper.

During the time of this course please find one example of an outstanding service **and** one of a mediocre service that you have experienced recently or experience during the next few weeks. Write the organization a letter complementing or constructively criticising them as appropriate. Tell others about your action, beginning with the assumption that your letters and responses will be read in class.

Your letter should not exceed two single-spaced pages. It should contain a statement of what you expected and what you received in the way of service. It should convey enough analysis of the delivery of the service in question to sound authoritative in any determination of whether or not your expectations were reasonable. A good letter about mediocre service should contain constructive suggestions regarding service improvements. Please write **as an individual citizen** who has received service, good or bad. Do **not** give the impression that you represent the University in any way. Recipients of letters of criticism **should** treat them as valuable data upon which to build improvements but they may not, and the University does not need a negative image

In the evaluation of your letters, I shall consider (1) the clarity and conciseness with which you describe your expectations and service received, (2) the reasonableness of your expectations, based on your brief analysis of the service delivery claims and service received, and (3) the impact of your letter, to the extent that it can be determined by the reply you receive. On this point, I would assume that: no reply, no impact; the lower in the organization the source of the reply, the lower the impact. I also suspect that letters that sound shrill or unreasoned are not very effective. Be wary of sending one written when you are angry. If you have doubts, I would be happy to comment on your letter before you send it.

Please give me copies of your letters by **Tuesday April 4** and any replies you have received before **5 pm, June 1<sup>st</sup>**.

## **Environment Management Case study**

### **Tetra Pak: Freedom with Accountability**

**Case to be handed out in class on 2<sup>nd</sup> May 2006 – detailed submission requirements to be discussed as part of this session.**

Case Questions:

- 1) What are the facets of Tetra Pak's environmental strategy?
- 2) What are the main problems facing Teresa Presas at the moment as she prepares a new corporate (global) environmental strategy for Tetra Pak?
- 3) What are the critical success factors for the ISO 14001 certification of all manufacturing sites by the end of 2000?

### **Attendance and Participation:**

We highly recommend, but do not require, that you form study groups of three to five members and that you meet with your study group to prepare for each class discussion. We find that this increases learning, develops a sense of teamwork and encourages good preparation for class discussion.

In some class sessions, one or more students will be asked to begin discussion of a selected topic. If you have thoroughly prepared the case and/or readings you should have no difficulty in handling such a leadoff request. Questions for each class session provided in this syllabus guide your thinking about the readings and cases. During case discussions, we will build a complete analysis of the case situation and address the problems and issues it presents. We will ask students to make recommendations, and will discuss the implementation of those recommendations. Frequently, a portion of the class will be a lecture/discussion of concepts and techniques brought out in the case or reading, but useful in a broader range of situations.

Development of verbal skills is given a high priority in this course. The classroom should be considered a laboratory in which you can test your ability to present your analyses and recommendations clearly, to convince your peers of the correctness of your approach to complex problems, and to illustrate your ability to achieve the desired results through the implementation of that approach.

Some of the criteria that we will use to judge effective class participation for grading purposes include:

- Is the participant a good listener?
- Are points made relevant to the current discussion? Are they linked to the comments of other?
- Do the comments show clear evidence of appropriate and insightful analysis of the case data?
- Is there a willingness to participate?
- Is there a willingness to test new ideas, or are all comments "safe"?
- Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?
- "Air time" is not nearly as important as analysis, numbers, and recommendations that are meaningful.

- During the course, you will each be called upon directly from time to time to test your level of preparation and understanding of the discussion.

### **Final exam:**

There will be a comprehensive final exam (3 hour, open book) in the mid-year exam period in which students will be expected to show their knowledge of all materials presented in the course. Executing and fully understanding the problems and assignments set and preparing the material for each class will be critical to performance on the final exam.

Silent battery operated calculators are allowed. Computers are NOT allowed.

## ***Penalties***

### **Late Assignments**

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A “zero” mark will be applied. In the event of unusual, unforeseen circumstances (e.g. serious illness, family bereavement, “Acts of God”), students should discuss waiver of the penalty with the course controller prior to the deadline date.

## ***Mandatory Course Requirements***

### ***Obtaining Terms***

To obtain terms to sit the final examination in this course, students are required

- 1) to attend at least 8 tutorials,
- 2) submit all deliverables on time, and
- 3) achieve at least **40 percent of the total marks available for in-term work.**

### ***Passing the Course***

In order to pass this course, students are required to obtain

- 1) **at least 50 percent of the overall course marks available**
- 2) **at least 40 percent of the marks available in the Final Exam.**

### ***Grading Standards***

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

A+	excellent performance in all respects
A	excellent performance in almost all respects
A-	excellent performance in many respects
B+	very good, some aspects excellent
B, B-	good but not excellent performance
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K:	Failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment.

## **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 necessary for you to check Blackboard regularly for messages, announcements and materials.

### **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, e.g. MGMT300\_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.

### **Referencing**

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).

### **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](http://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](http://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](http://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](http://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](http://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](mailto: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/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto: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](mailto: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](mailto: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.