



Victoria Management School

## **MGMT 411 - ADVANCED ORGANISATIONAL BEHAVIOUR**

Trimester 1 2006

### **COURSE OUTLINE**

#### **COURSE COORDINATOR**

*Dr Brad Jackson*

Room: RH 916, Rutherford House

Phone: 463-5700

Email: [brad.jackson@vuw.ac.nz](mailto:brad.jackson@vuw.ac.nz)

Website: [www.vuw.ac.nz/vms](http://www.vuw.ac.nz/vms)

Office Hours: Mondays, 2.30pm – 4.30pm

#### **ADMINISTRATIVE ASSISTANT**

*Mrs Tricia Lapham*

Room: RH 919, Rutherford House

Phone: 463-5381

#### **LECTURE TIME AND LOCATION**

**Start Date:** 27 February 2006

**Format:** One 3-hour session each week.

**Lecture Times:** Mondays, 11:30 – 14:20 pm

**Location:** RLWY 128

#### **COURSE OBJECTIVES**

Leadership is an area of study that has always occupied a central position within the field of Organisational Behaviour. In the past five years leadership has become an even more popular and significant topic to study and to research. This has been driven, in part, by a world-wide interest and belief that sound leadership can address all manner of problems and improve performance at the level of the community, the organisation, the nation and within the international forum. In response to this widespread public interest, a growing number of

academics from a wide range of disciplines are actively engaged in researching leadership. This course will provide a survey of the most influential research that has recently been conducted. Its primary aim is not to make you a better leader but to develop your abilities as a researcher of leadership. Through the study of leadership, it is hoped that you will be able to develop your ability to think and reflect about your role as a leader and a follower in new and different ways.

By the end of this course, you should:

1. Have an understanding of the major theories and concepts of leadership in organisational behaviour.
2. Be aware of the critical debates as well the primary areas of agreement and disagreement within the leadership literature.
3. Develop your abilities as a leadership researcher to the point that you may be able to engage in independent research.
4. Build a competency for the critical application of leadership theories and concepts to real world contexts.
5. Be able to apply the concepts of leadership yourself in a self-reflexive manner.

## COURSE AGENDA AND SCHEDULE

<b>Seminar</b>	<b>Date</b>	<b>Topic</b>
1	Feb 27	<b>Introduction Conceptualizing Leadership</b>
2	March 6	<b>Transformational Leadership</b>
3	March 13	<b>Charismatic Leadership</b>
4	March 20	<b>Follower-Centric Approaches to Leadership</b>
5	March 27	<b>Romance of Leadership and Substitutes for Leadership</b>
6	April 3	<b>Cross-Cultural Leadership</b> Leadership Encyclopaedia Entry Due
	April 10-23	<b>Mid-Trimester Break</b>
7	April 24	<b>Gender and Leadership</b>
8	May 1	<b>Shared and Distributed Leadership</b>
9	May 8	<b>Critical Perspectives on Leadership</b>
10	May 15	<b>Ethical Leadership</b>
11	May 22	<b>Authentic and Spiritual Leadership</b>
12	May 29	<b>Course Conclusion</b> Leader Biography Presentations

## ASSESSMENT

The course will be assessed as follows:

Assignment 1: Article Summary (x2)	15%
Assignment 2: Leadership Encyclopaedia Entry	25%
Assignment 3: Leader Biography	25%
Assignment 4: Leadership Thinker Profile	25%
Assignment 5: Seminar Participation	10%
Total	100%

## COURSE CONTRIBUTIONS AND ASSIGNMENTS

### 1. Article Summaries

*Due:* At the point in the class in which the articles will be discussed.

*Total Marks:* 15 per cent (7.5 % written summary; 7.5 % oral summary in class)

*Length Guide:* 1 page per article (single-spaced – charts/tables on back page)

In the first class you will select two articles from Seminars 2 to 11 to summarize. In your summary you should provide a brief overview of the article, highlighting its key arguments, the assumptions the author(s) makes and the theory/method/evidence she/he/they draw upon. You should end your summary with a critical comment which summarizes what you thought of the article, what were its main strengths and its main shortcomings. You will be asked to briefly speak to the article in the seminar and will distribute copies of your summary to each of your colleagues.

### 2. Leadership Encyclopaedia Entry

*Due:* April 3 at 4 p.m. (Seminar 6)

*Total Marks:* 25 per cent

You will randomly draw a key concept from a pre-assigned concept list associated with leadership studies and write an entry for an on-line leadership encyclopaedia. The encyclopaedia will be housed on the website for the Centre for the Study of Leadership. The entry will be no more than 2000 words. Each entry should have three primary sections: Definition (a clear comprehensive definition of the topic): Conceptual overview (balanced coverage of the central conceptual components of the topic): and Critical Commentary and Future Directions. Each encyclopaedia entry should cover its topic with enough detail to provide the reader with a sound initial understanding. Avoid direct quotations and citations of other works as encyclopaedia differ from journals and books on this matter. Your entry should offer a basic introduction to the topic, without citation of previous research. The list of five or six further readings and references at the end gives readers who want more information a starting point for research. You will be given a sample entry as a guideline.

### 3. Leader Biography

*Due:* Monday, May 29 (Seminar 12)

*Total Marks:* 25 per cent (Class Presentation)

Early in the course you will be broken into groups of two or three. Each group will select a leader from the book, *New Zealanders Top History-Makers* published by Trio Books (a copy

will be made available for reference). You will be required to conduct some biographical research into the leader and make linkages between the data you collect and several of the theoretical concepts and frameworks that we will be exploring in this course. You will make a 15-minute presentation of your research to the class in Seminar 12 and will provide a handout summarizing the presentation to the rest of the class. Guidelines for assessing the presentation will help you to plan and organize the presentation. In your presentation you should examine: how it was that the individual assumed the position of leader; whom did they lead; and to what have they and others attributed their success or failure as a leader. You should address the reasons you selected this leader and what you think are the key leadership lessons to be gleaned from this account.

#### **4. Leadership Thinker Profile**

*Due:* June 9 at 4 p.m.

*Total Marks:* 25 per cent

In the second seminar you will randomly draw a prominent leadership thinker who has made an important contribution to the study of leadership. You will trace the evolution of this thinker's ideas and career in leadership scholarship. In a 2000 words report you will describe the process by which this individual moved into and progressed in the field; summarise the thinker's main contributions to the field and detail the main criticisms that have been levelled at her/his work. You will also provide a comprehensive bibliography.

#### **5. Contributions to Class Discussion**

*Total Marks:* 10 per cent

As is appropriate for a postgraduate course, classes will be conducted with the understanding that course members have as much to learn from each other as from the course director. To make an effective contribution will be required to carefully read the materials/case studies prior to the class, reflect critically on your own personal experiences and practices and demonstrate a willingness in the class to speak to the readings, share your experiences and make critical judgements on the arguments presented.

### **COURSE READINGS**

#### **Seminar 1: Conceptualizing Leadership**

- Rost, J. C. (1993). The nature of leadership. In *Leadership for the twenty-first century*. Westport [Conn]: Praeger, pp.97-128.
- Story, J. (2004). Changing theories of leadership and leadership development. In J. Story (Ed.), *Leadership in organizations: Current issues and key trends*. London: Routledge, pp. 11-37.
- Salaman, G., (2004). Competences of managers, competences of leaders. In J. Story, (Ed.), *Leadership in organizations: Current issues and key trends*. London: Routledge, pp. 58-78.
- Grint, K. (2000). Introduction: The arts of leadership. In *The arts of leadership*. Woxford: Oxford University Press, pp. 1-31.
- Grint, K., (2005). What is leadership: person, result, position or process? In *Leadership: Limits and possibilities*. New York: Palgrave Macmillan, pp. 5-19.

- Cammock, P. (2003). Leadership as a purposeful system: Five characteristics of leadership. In *The dance of leadership: The call for soul in the twenty-first century*. Auckland: Pearson Education New Zealand, pp. 3-19.

### **Seminar 2: Transformational Leadership**

- Bass, B. M. (1985). Leadership - good, better, best. *Organizational Dynamics*, 13, 3, 28-40.
- Antonaki, J., and House, R. J. (2002). The full-range leadership theory: The way forward. In B. Avolio and F. J. Yammarino, (Eds.), *Transformational and charismatic leadership: The road ahead*. Oxford: Elsevier Science Ltd, pp. 3-34.
- Yukl, G. A. (2002). An evaluation of the conceptual weaknesses in transformational and charismatic leadership theories. *The Leadership Quarterly*, 10, 2, 285-305.
- Boje, D. M. and Rhodes, C. (2005). The virtual leader construct: The mass mediatization and stimulation of transformational leadership. *Leadership*, 1, 4, 407-428.
- Parry, K. W. and Proctor, S. B. (2000). *The New Zealand leadership survey, 1999*. Monograph of the Centre for the Study of Leadership. Wellington: Victoria University.

### **Seminar 3: Charismatic Leadership**

- House, R.J. (1977). A 1976 theory of charismatic leadership. In J.G. Hunt and L.L Larson (Eds.), *Leadership: The cutting edge*. Carbondale [IL]: Southern Illinois University Press, pp. 189-207.
- Shamir, B., House, R.J., Arthur, M.B. (1993). The motivational effects of charismatic leadership: a self-concept based theory. *Organization Science*, 4, 577-94.
- Conger, J.A. (1996). The dark side of leadership. In R.M. Steers, L.W. Porter and G.A. Bigley, (Eds.), *Motivation and leadership at work* (6<sup>th</sup> ed.). New York: McGraw-Hill, pp. 658-671.
- Elmes, M. and Barry, M. (1999). Deliverance, denial, and the death zone: A study of narcissism and regression in the May 1996 Everest climbing disaster. *Journal of Applied Behavioral Science*, 35, 163-187.

### **Seminar 4: Follower-Centric Approaches to Leadership**

- Yukl, G. A. (1998). Dyadic role-making theories and followership. In G.A. Yukl, *Leadership in Organizations* (4th ed.). Upper Saddle River [NJ]: Prentice-Hall, Inc.
- Pastor, J-C, Meindl, J. R., and Mayo, M. C. (2002). A network effects model of charisma attributions. *Academy of Management Journal*, 4, 410-420.
- Gardner, W.L., and Avolio, B.J. (1998), The charismatic relationship: A dramaturgical perspective, *Academy of Management Review*, 23, 32-58.
- Lord, R.G., Emrich, C.G. (2000). Thinking outside the box by looking inside the box: Extending the cognitive revolution in leadership research. *The Leadership Quarterly*, 11, 4, 551-579.

### **Seminar 5: Romance of Leadership and Substitutes for Leadership**

- Meindl, J. R., Erlich, S. B., and Dukerich, J. M. (1985). The romance of leadership. *Administrative Science Quarterly*, 30, 78-102.
- Meindl, J. (1995). The romance of leadership as a follower-centric theory: A social constructionist approach. *The Leadership Quarterly*, 6, 3, 329-341.
- Chen, C. C., and Meindl, J.R. (1991). The construction of leadership images in the popular press: The case of Donald Burr and People Express. *Administrative Science Quarterly*, 36, 521-55.
- Kerr, S., and Jermier, J. (1978). Substitutes for leadership: Their meaning and measurement. *Organizational Behavior and Human Performance*, 22, 374-403.
- Dionne, S. D., Howell, J.P., and Villa J. (2005). Substitutes for leadership, or not. *The Leadership Quarterly*, 16, 1, 169-193.

### **Seminar 6: Cross-Cultural Leadership**

- Hofstede, G. (1980). Motivation, leadership, and organization: Do American theories apply abroad? *Organizational Dynamics*, 9, 1, 42-63.
- Dorfman, P. W. (1996), International and cross-cultural leadership. In B. J. Punnett and O. Shenkar (Eds.), *Handbook for international management research*, Cambridge [Mass]: Blackwell, pp. 267-349.
- Thomas, D. (2001). Leadership across cultures: A New Zealand perspective. In K. W. Parry (Ed.), *Leadership in the antipodes: Findings, implications and a leader profile* (pp. 6–21). Wellington: Institute of Policy Studies and the Centre for the Study of Leadership, Victoria University of Wellington, pp. 22-45.
- Den Hartog, D. N., House, R. J., Hanges, P. J., Ruiz-Quintanilla, S. A., Dorfman, P. W., Field, R. H. G. et al. (1999). Culture specific and cross culturally generalizable implicit leadership theories: Are attributes of charismatic/ transformational leadership universally endorsed? *The Leadership Quarterly*, 10, 2, 219-256.

### **Seminar 7: Gender and Leadership**

- Eagly, A. H., and Johnson, B. T. (1990). Gender and leadership style: A meta-analysis. *Psychological Bulletin*, 108, 2, 233-256.
- Lauterbach, K., and Weiner, B., (1996). Dynamics of upward influence: How male and female managers get their way. *The Leadership Quarterly*, 7, 1, 87-107.
- Sinclair, A. (2005). Body possibilities in leadership. *Leadership*, 1, 4, 387-406.
- Adler, N. J. (1996). Global women political leaders: An invisible history, and increasingly important future. *The Leadership Quarterly*, 7, 1, 133-161.
- Holmes, J., and Marra, M. (2004). Relational practice in the workplace: Women's talk or gendered discourse? *Language in Society*, 33, 377-398.

### **Seminar 8: Shared and Distributed Leadership**

- Day, D., Gronn, P. and Salas, E. (2004). Leadership capacity in teams. *The Leadership Quarterly*, 15, 6, 857-880.

- Fletcher, J. K., and K ufer, K. (2003). Shared leadership: Paradox and possibility. In C. L. Pearce and J. A. Conger (Eds.), *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks: Sage Publications, pp.21-47.
- Gronn, P. 2002. Distributed leadership as a unit of analysis. *The Leadership Quarterly* 13, 4, 423-51.
- Locke, E. A. (2003). Leadership: Starting at the top. In C. L. Pearce and J. A. Conger (Eds.), *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks: Sage Publications, pp.271-284.

### **Seminar 9: Critical Perspectives on Leadership**

- Alvesson, M. (1996). Leadership studies: From procedure and abstraction to reflexivity and situation. *The Leadership Quarterly*, 7, 4, 455-485.
- Palmer, I., and Hardy, C. (2001). Management and leadership in context: Hero, villain or myth? In *Thinking about management*. Thousand Oaks: Sage Publications, pp. 228-258.
- Wood, M. (2004). The fallacy of misplaced leadership. *Journal of Management Studies*, 42, 6, 1101-1121.
- Guthey, E. and Jackson, B.G. (2005). CEO portraits and the authenticity paradox. *Journal of Management Studies*, 42, 5, 1057-1082.
- Alvesson, M. and Sveningsson, S. (2003). The great disappearing act: Difficulties in doing "leadership". *The Leadership Quarterly*, 14, 3, 359-381.

### **Seminar 10: Ethical Leadership**

- Heifetz, R. (1994). Values in leadership. In *Leadership without easy answers*. Cambridge, MA: Harvard University Press, pp. 13-27.
- Ciulla, J. B. (2004). Ethics and leadership effectiveness. In J. Antonakis, A. T. Cianciolo and R. J. Sternberg (Eds.), *The nature of leadership*. Thousand Oaks [CA]: Sage Publications, pp. 302-327.
- Goleman, D., Boyatzis, R. and McKee, A. (2001). Primal leadership: The hidden driver of performance. *Harvard Business Review*, 79, 12, 42-51.
- Dean, B. P. (2005). Emerging leadership ethics in an interdependent world: Human capabilities development as a global imperative for moral leadership. In N. Huber and M. Walker (Eds.), *Building leadership bridges: Emergent models of global leadership*. College Park: International Leadership Association, pp. 17-33.

### **Seminar 11: Authentic and Spiritual Leadership**

- Greenleaf, R. K. (1977). The servant as a leader. In *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press, pp.7-48.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., Walumbwa, F. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16, 3, 343-372.
- Fry, L. W. (2003). Toward a paradigm of spiritual leadership. *The Leadership Quarterly*, 16, 5, 619-722.



- Kriger, M., and Seng, Y. (2005). Leadership with inner meaning: A contingency theory of leadership based on the worldviews of five religions. *The Leadership Quarterly*, 16, 5, 771-806.

## COURSE TERMS OF REFERENCE

### 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 Course Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.

### MANDATORY COURSE REQUIREMENTS

- comprise:
- i) attendance throughout at least 10 out of 12 seminars
  - ii) timely delivery of all course contributions and assignments
  - iii) obtaining at least 40% of the marks available in each Assignment

Students who fail to satisfy all of the mandatory requirements [(i) to (iii)] 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 will be posted via email.

## **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 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, 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 the second copy for their own reference. Students must also keep an electronic copy of their work.

## **OTHER INFORMATION**

### **GRADING GUIDELINES**

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.

## **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.