

**VICTORIA MANAGEMENT SCHOOL**

MGMT 430 MMMS 530  
RESEARCH PAPER ON A SELECTED ASPECT OF MANAGEMENT

Trimester Two 2006

**COURSE OUTLINE**

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**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](mailto: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).

**LECTURER:** Todd Bridgman, Victoria Management School

Tel. and voicemail 463–5118. Room RH 903

Email [Todd.Bridgman@vuw.ac.nz](mailto:Todd.Bridgman@vuw.ac.nz)

**ADMINISTRATION ASSISTANT:** Tricia Lapham

Tel. and voicemail 463 – 5381. Room RH 919

Email: [Tricia.Lapham@vuw.ac.nz](mailto:Tricia.Lapham@vuw.ac.nz)

**WHEN & WHERE: GBLT2 MONDAYS 12.40–3.30 PM**

This course is taught by a combination of class workshops and individual supervision. Supervision sessions will be held by appointment in the same time slot about every two weeks. Students will be allocated to Todd or Deborah for supervision at the end of week one (lists will be posted on Blackboard).

Students are also encouraged to seek supervision as required from other VMS staff.

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

***SCHEDULE AT A GLANCE***

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC</b>	<b>TEXTBOOK READING</b>	<b>ASSIGNMENTS</b>
1	10/7	Workshop: introduction and present eight questions exercise	Chapters 1 & 3	Hand in copy of 8 questions in class
2	17/7	Workshop: Literature reviews	Chapter 6	
3	24/7	Supervision		Lit review due 3 PM 28 July
4	31/7	Workshop: Research Design	Chapters 7, 8 & 9	
5	7/8	Supervision		
6	14/8	Workshop: Human Ethics application	Chapter 4	
<b>Study break</b>				
7	4/9	Workshop: interview and questionnaire design	Chapter 11	Research design and HEC form due 3 PM 5 September.
8	11/9	Supervision		
9	18/9	Workshop: Qualitative data analysis (optional)	Chapter 12	
10	25/9	Supervision		Data collection should be complete by 29 September at the latest.
11	2/10	Workshop: Quantitative data analysis (optional)	Chapter 13	
12	9/10	Workshop: Writing up		
Study period				Report due 30 October

## EXPECTED WORKLOAD

For a 15 point course such as this, the requirement is about 150 hours of student work over the whole course, including both scheduled contact time (class sessions, workshops etc) and individual (or group) study and supervision. This could be about 12 hours a week during teaching weeks, and a block during the non-teaching break. For this course there will be intense periods not only for assignments but also for data collection and analysis periods.

## LEARNING APPROACH

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

## READING

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

## RECOMMENDED TEXT

O'Leary, Zina (2004). *The essential guide to doing research*. London: Sage.

## Prescription

*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.*

## 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) fulfil mandatory course requirements, students must:

- Hand in all assignments, and
- 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), and
- can be qualitative, quantitative, or a combination.

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. It will eventually be part of your final article in a revised form. A format for the literature review will be provided and discussed in the second workshop.

### **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 thesis-scale project, and then carry out a small pilot for this project 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 in the third workshop.

- 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 writing up 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. 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/unforseeable 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

- Burgess, Robert G. (1991). *In the field: an introduction to field research*. London: 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. **(Recommended)**.

### 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. **[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.
- Flick, U. (2006). *Introduction to Qualitative Research*. 3ed. 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.
- 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.
- Polonsky, M. & Walker, D. (2004). *Designing and Managing a Research Project: A Business Student's Guide*. London: Sage. [On order]
- Prasad, P. (2005). *Crafting Qualitative Research: Working in the Postpositivist Traditions*. Armonk, N.Y.: M.E. Sharpe
- Robson, Colin. (1993). *Real world research: a resource for social scientists and practitioner–researchers*. Oxford: Blackwell.
- Salkind, N. (2005). *Statistics for People Who (Think They) Hate Statistics with SPSS Student Version 13.0* 2ed. London: Sage.
- Silverman, D. (Ed.). (1997). *Qualitative research: Theory, method and practice*. London: Sage.
- Somekh, B. & Lewin, C. (2004). *Research Methods in the Social Sciences: A Guide for Students and Researchers*. London: Sage.

## SPECIALISED AREAS

### Literature reviews

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.

Marshall, C. & Rossman, G. (2006) *Designing Qualitative Research*. 4ed. London: Sage.

### Action research

Coghlan, D. & Brannick, T. (2005). *Doing action research in your own organization*. London: Sage.

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. & Bradbury, H. (2001). *Handbook of action research: participative inquiry and practice*. London: Sage.

Reason, P. (Ed.). (1988). *Human inquiry in action: Developments in new paradigm research*. London: Sage.

### 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.

MGMT 430 MMMS 530  
RESEARCH PAPER ON A SELECTED ASPECT OF MANAGEMENT

**The Eight Questions**

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. “Elaine Swan, management researcher interested in women and work”, not “other management researchers”). 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? ( $\leq$  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? ( $\leq$  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 9.3.06 [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/elecref.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

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

## **Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in 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 at [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. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

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

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 Impairments**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463 6070, email [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

### **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is 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/).

VUWSA employs 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 (tel. 04 463 6983 or 04 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.



**Manaaki Pihipihinga – Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)**

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta  
Room 210, Level 2  
Railway West Wing  
Tel. (04) 463 8997  
Email: [Puawai.Wereta@vuw.ac.nz](mailto:Puawai.Wereta@vuw.ac.nz)

Fa'afoi Seiuli  
Room 109 B  
14 Kelburn Parade  
Tel. (04) 463 5842  
Email: [Faafoi.Seiuli@vuw.ac.nz](mailto:Faafoi.Seiuli@vuw.ac.nz)