

Victoria Management School

MGMT 202 ORGANISATIONAL BEHAVIOUR

Trimester One 2010

COURSE OUTLINE

CONTACT DETAILS

COURSE COORDINATOR

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Office hours: Tuesday 1.30-2.30pm and 3.40-4.30pm

ADMINISTRATOR

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TUTORIAL COORDINATOR

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Trimester Dates

Teaching Period: Monday 1st March – Friday 4th June 2010

Study Period: Monday 7th June – Thursday 10th June 2010

Examination Period: Friday 11th June – Wednesday 30th June 2010 (inclusive)

Withdrawal dates

Find information via ‘Withdrawal dates’: Late withdrawals with Associate Dean (Students) permission

(See Section 8: Withdrawals - from the Personal Courses of Study Statute)

<http://policy.vuw.ac.nz/Amphora!~policy.vuw.ac.nz~POLICY~000000001743.pdf>

‘Withdrawal dates’: refunds

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Class Times and Room Numbers

Lecture: Tuesday (2 x 1 hour): 12.40 - 1.30pm **AND** 2.40 - 3.30pm Rutherford House LT 1

Tutorials: 7 tutorials over the teaching period.

Full details relating to sign-up, schedule and preparation for tutorials are enclosed in this course outline.

Introduction

Organisational behaviour (OB) is about people in organisations: who they are, how they think, interact and behave, and why. This course aims to feed your intellectual curiosity, your understanding of organisations and ultimately your management capability. The aim is not to teach you 'how to manage' because managing (and being managed) is a practical activity and not something you learn from a textbook. The 'how to manage' idea is also problematic because it implies there is 'one best way' of managing, independent of the particular nature of the situation, history, context etc. This approach is rejected in favour of an understanding of organisations which highlights the complexity and difficulty of managing people in unique contexts. The course will introduce you to concepts, ideas, theories and frameworks which will hopefully lead you to reflect on your own experience of organisations and to generate a deeper understanding of those experiences. Through challenging you intellectually, the hope is that you will develop a better understanding of organisations, which will then enhance your abilities as a manager.

Programme and Course-related Learning Objectives

Our graduates will:

1. demonstrate application of critical and creative thinking skills to practical and theoretical problems
2. be effective communicators
3. have a global and multicultural perspective
4. recognise, support and display leadership
5. develop specific knowledge and skills in organisational behaviour

Overall Course Objectives

In summary, the objectives of this course are to present OB in a way that

1. values your own experience of organisations as a means to understand organisation and management
2. encourages you to consider and reconsider what you already know about management and organisation
3. appreciates that the study of organisation behaviour has an intellectual base that draws from a variety of academic disciplines (e.g. sociology, politics, psychology and economics) and is more than just 'commonsense'
4. recognises that 'commonsense' understandings of organisations are conservative and allow little room for debate, discussion and new ways of thinking
5. challenges the way organisations are conventionally understood in mainstream approaches and emphasises contextually contingent knowledge of organisation behaviour in local, national and global settings
6. illustrates that the key concepts in the study of organisation are as useful for making sense of our everyday lives as they are for studying behaviour in organisations.

Course-related Student Learning Objectives

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

1. demonstrate an understanding of mainstream and critical approaches to organisational behaviour
2. apply such approaches to deepen your understanding of people issues in organisations
3. critically evaluate organisational behaviour theories, concepts and frameworks and apply them to a range of organisational phenomena
4. confidently communicate your ideas regarding mainstream and critical approaches to organisational behaviour with peers and in written assessment

The assessment for this course comprises two assignments, tutorial participation and a final examination. Each piece of assessment involves a combination of each student learning objective outlined above.

Expected Workload

Students can expect the workload to be approximately 10 hrs per week during the teaching term plus approximately 24 hours for exam preparation.

You are likely to need to spend more time on coursework during assessment and examination periods but the following is a guideline which you may like to follow for an average teaching week of the course:

- 3 hours to read through each chapter and other course readings
- 3 hours to attend lectures and tutorials
- 4 hours reading and preparation for tutorials and assessments
- = 10 hours

Readings

The *required* textbook is:

Knights, D and Willmott, H. (2007). *Introducing Organizational Behaviour and Management*. Thomson, London.

Additional readings are contained in a book of Course Readings, which will be distributed in the first lecture.

Course Schedule

W K	Lecture	Topic	Weekly Reading	Tutorial	Assessment
1	March 2	Course introduction & perspectives on organisational behaviour	<ul style="list-style-type: none"> ▪ K& W: Chp.1 		
2	March 9	Motivation and the self	<ul style="list-style-type: none"> ▪ K& W: Chp.2 ▪ CR 2.1: Kerslake (2005) 	1: Perspectives on OB/ motivation	
3	March 16	Groups and teams at work	<ul style="list-style-type: none"> ▪ K& W: Chp.4 ▪ CR 4.1: Bridgman (2009) 		
4	March 23	Knowledge and learning	<ul style="list-style-type: none"> ▪ K& W: Chp.5 ▪ CR 5.1: Anonymous (2007). 	2: Groups & Teams	
5	March 30	Management and leadership	<ul style="list-style-type: none"> ▪ K& W: Chp.7 ▪ CR 7.1: Clifton (2008) 	3. Management knowledge & leadership	Assessment 1 Due: Mon 29 March, 3pm
April 2-18th		MID-TERM BREAK			
6	April 20th	Political organisations & decision-making	<ul style="list-style-type: none"> ▪ K& W: Chp.8 ▪ CR 8.1: Roger & Blenko (2008) 		
7	April 27th	Culture	<ul style="list-style-type: none"> ▪ K& W: Chp.9 ▪ CR 9.1: Bridgman (2008) 	4. Power and politics	
8	May 4	Change and Innovation	<ul style="list-style-type: none"> ▪ K& W: Chp.10 ▪ CR10.1: Abrahamson (2004) 	5: Culture & Change	
9	May 11	Globalisation and organisations	<ul style="list-style-type: none"> ▪ K& W: Chp.12 ▪ CR 12.1: Sperber (2007) 		
10	May 18	Bureaucracy and post-bureaucracy	<ul style="list-style-type: none"> ▪ K& W: Chp.13 ▪ CR 13.1: Jayne (2003) ▪ CR 13.2: Opening Case 	6: Globalisation, bureaucracy and post-bureaucracy	
11	May 25	Ethics at work	<ul style="list-style-type: none"> ▪ K& W: Chp.14 ▪ CR 14.1: Bridgman (2009) 		Assessment 2 Due: Mon 24 May, 3pm
12	June 1	Course review & exam preparation	No reading – exam preparation	7: Ethics	
	June 5- 30 th	Study leave and exam period			

Key: K&W = Knights & Willmott textbook

CR= Course Readings

Tutorial Schedule

There are seven tutorials during the course and the first tutorial is in week 2. Please refer to the Course Schedule to see when tutorials are scheduled.

The tutorials will provide excellent preparation for your assignments and exam and are designed to help you test out and communicate your ideas regarding mainstream and critical approaches to organisational behaviour with peers. They will involve a mixture of case studies and structured discussions based around the lectures and reading materials for the course. The tutorial preparation and discussions will require you to apply concepts, theories and frameworks to real-life situations.

You are expected to have read the assigned readings for each topic (available in the Course Readings) and have prepared answers to the questions below before attending your tutorial.

Tutorial Signup

Tutorial signup is done through the online programme 'S-Cube'.

You should have been notified by email about how to sign-up to a tutorial using this system. Go to the signup website at: <https://signups.vuw.ac.nz> and enter your SCS username and password to log into the system. Click on MGMT202 and follow the instructions.

If you have been unable to sign up by the end of the first week please contact the Tutorial Coordinator.

Tutorial 1: Week beginning 8 March

Topics: Perspectives on OB/Motivation

This tutorial links with Assignment 1 and gives you a chance to test your ideas out about mainstream and critical approaches to OB. Please prepare answers to the following questions:

1. What are the differences between the mainstream and critical views of organisational behaviour?
2. Describe a personal experience of being in an organisation (as a student, worker, customer, patient etc) in which a 'common sense' view underpinned an organisational practice or change process but lead to an unexpected or negative outcome.
3. Drawing on your reading of Chapter 1, discuss the ways in which a critical perspective of organisational behaviour may have lead to a different course of action in this case.
4. Based on your own experiences, what insights can critical perspectives provide the study of motivation? What are their limitations?

Tutorial 2: Week beginning 22 March

Topic: Groups and Teams

This tutorial will help you to think through the topic of groups and teams and will also give you some experience with analysing a New Zealand organisational case. Engagement in this tutorial will be good preparation for Assignment 2.

Read the case '*Developing Teamwork at New Zealand Cricket*' (Reading 4.1 in course readings) and answer the following questions:

1. What did John Bracewell and New Zealand Cricket hope to achieve by employing Leading Teams?
2. What were the main criticisms of the Leading Teams programme?
3. What changes could have been made to the way the programme was implemented to make it more successful?

4. To what extent is Barker's concept of 'concertive control' relevant to this case study? (see Knights & Willmott, p.149-150.)
5. What are some alternative ways for developing a team culture and encouraging players to take greater responsibility for their actions?

Tutorial 3: Week beginning 29 March

Topic: Management knowledge & leadership

This tutorial enables you to exercise skills relating to course learning objective 2, to: 'apply critical and mainstream frameworks to deepen understandings of people issues in organisations'. It will also provide an opportunity for you to practice your analytic skills required for Assignment 2.

Please prepare answers to the following questions:

1. Choose one of New Zealand's listed companies and review the latest annual report. Identify three themes which seem to dominate the report (other than financial). Thinking about the type of industry the company operates in, identify themes which might be relevant but received limited or no attention in the report.
2. The adoption of management ideas by managers in organisations has been compared to fashion, with managers enthusiastically embracing new ideas and then quickly discarding them for newer ideas. What might be some explanations for this and what issues might arise from this approach?
3. Refer to 'Bullshit Bingo' (Figure 7.4, page 291, Knights and Wilmott). What attitudes to management knowledge does this game reflect? Think about what managers and leaders can do to counteract such attitudes? (will link to leadership lectures in following week).

Tutorial 4: Week beginning 26th April

Topics: Power & Politics

In this tutorial you are asked to reflect on your own experiences in organisations and to link these with OB theory regarding politics, conflict and power at work. It will provide a chance for you to discuss with your peers your critical evaluations of organisational behaviour theories and your application of these to a range of organisational phenomena (course learning objective 3)

Reflect on your own assumptions about conflict by analysing an organisation with which you are familiar.

1. Are there any interests that are shared in common by all members?
2. Do some groups have interests which conflict with the interests of others?
3. If there are conflicting interests, how are these negotiated?
4. Do you think it is possible for conflict to be eradicated? If not, why not?
5. What relevance does a Marxist perspective on politics and decision-making have for understanding the political dynamics of your workplace, or with an organisation which you are familiar with?

Tutorial 5: Week beginning 3rd May

Topics: Culture/Change

This tutorial provides good preparation for Assignment 2 enabling you to practice your case analysis skills. Read the case '*Leading Culture Change at New Zealand Police*' (Reading 9.1 in the book of course readings) and prepare answers to the following questions:

1. What practical steps should the Commissioner implement to develop a more positive culture to alleviate the concerns of the public?

2. What factors would be critical to the success of this initiative?
3. What would be the main challenges/threats to its successful implementation?
4. What lessons can be learnt from the case '*Leading Culture Change at New Zealand Police*' about the issues involved in managing planned culture change?

Tutorial 6: Week beginning May 17th Topic: Globalisation, bureaucracy and post-bureaucracy

This tutorial will encourage you to apply your evaluations of different theoretical approaches to globalisation and bureaucracy/post bureaucracy in relation to the specific case of Nike as an MNC. It links with course learning objective 3: to 'critically evaluate theories, concepts and frameworks and apply them to a range of organisational phenomena' and is designed to be useful preparation for your exam.

Prepare answers to the following questions:

1. From an employee's perspective, what would be the costs and benefits of working in a bureaucracy?
2. Why might it be more difficult to manage a post-bureaucratic organisation than a bureaucratic one?
3. Look at the labels of 20 items of your clothing and create a table showing the number of items from each country.

Read the following pages of the textbook:

- Case Study 12.1 Nike: A mainstream view (p.446-447)
- Case Study 12.2 Nike: A critical approach (p.465-467)
 - a. Are the actions of Nike socially responsible?
 - b. To what extent is Government responsible for the criticism directed at Nike?
 - c. To what extent are Western consumers responsible for the criticism directed at Nike?

Tutorial 7: Week beginning May 31st Topic: Ethics

Engagement in this tutorial will provide good preparation for the analytical skills you will need for the exam by extending the case analysis skills you developed in Assignment 2. Read the case reading '*Corporate Social responsibility: Mercury Energy and its low-income electricity consumers*' (reading 14.1 in course readings). Please prepare answers to the following questions:

1. Based on the discussion in the Ethics lecture and Bridgman (2009), assess Mercury Energy's actions after Mrs Muliaga's death. How sincere would you interpret their actions to be?
2. Should state-owned businesses such as Mercury Energy be expected to operate at higher levels of socially responsible behaviour than their private sector competitors? Why or why not?
3. What lessons can be learnt from this case about how we should understand ethics and corporate social responsibility?
4. From a critical perspective, what is dangerous about the idea of trying to manage ethics?

Assessment Requirements

There are four forms of assessment in this course:

			Primary Student Learning Objective (LO) addressed:
Assessment 1: Short essay	15%	29 March, 3pm	LO1
Assessment 2: Case Analysis	25%	24 May, 3pm	LO2
Tutorial participation	10%		LO4
Final examination	50%	TBC	LO3
Total	100%		

Assessment 1. Short Essay

Due date: 3pm Monday 29 March, 2010

Word guide: up to 1000 words (+/- 10%) (1.5 spaced)

Value: 15% of course assessment

In this essay you are asked to write a short essay which discusses the differences between mainstream and critical views of organisational behaviour and employs this distinction to reflect on a personal experience. In your essay you should aim to:

- Introduce the essay topic and structure.
- Explain the differences between mainstream and critical views of organisational behaviour.
- Describe a personal experience of being in an organisation in which a ‘common sense’ view was followed but led to an unexpected or negative outcome for you or the organisation.
- Explain the ways in which a critical perspective of organisational behaviour may have lead to a different course of action and outcome.
- Conclude by discussing how mainstream and critical views of organisation behaviour might be of value to practicing managers.

The best answers will link examples from primary resources (textbook, course readings and chapter summaries) with examples from personal experience. You are also encouraged to draw on your first tutorial discussion.

Your response should be written in academic style and essay structure is required. All references should be cited appropriately and a full reference list should be included at the end of the assignment (in addition to your word limit).

Marking criteria

Understanding of mainstream and critical approaches to organisational behaviour		
Does not clearly introduce essay and topic	Poor ← ----- →Excellent	Clearly introduces essay and topic
Insufficient discussion of differences between mainstream and critical approaches to OB	Poor ← ----- →Excellent	Differences between mainstream and critical approaches to OB clearly discussed and connections made to textbook and/ or other sources
Too much detail or insufficient detail about a personal experience	Poor ← ----- →Excellent	Clear, succinct and balanced discussion of personal experience
Does not make suggestions about how a critical perspective may have contributed to a different outcome	Poor ← ----- →Excellent	Creative and thoughtful discussion of how a critical perspective may have contributed to a better outcome
No attempt to reflect on how both mainstream and critical views of organisation behaviour might be of value to practicing managers	Poor ← ----- →Excellent	Analysis of how both mainstream and critical views of organisation behaviour might be of value to practicing managers
Communication		
Answer lacks a coherent structure and is hard to follow	Poor ← ----- →Excellent	Answer is structured coherently
Written expression is inaccurate and/or awkward	Poor ← ----- →Excellent	Written expression is accurate and fluent
Referenced inappropriately or not referenced	Poor ← ----- →Excellent	Referenced appropriately
Too long/short	Poor ← ----- →Excellent	Word limit adhered to

Assessment 2. Case Analysis

Due date: 3pm, May 24 May, 2010

Word guide: 1500- 1800 words (excludes references)

Value: 25 % of course assessment

This assignment requires you to write an essay which responds to a series of questions based on your analysis of the case reading 9.3 in your course readings:

Haar, J. (2007). When cultures collide: Conflicting values in a Maori organisational culture. In D.J. Page & T.E. Zorn (Eds.), *Management Communication: New Zealand and Australian Case Studies*. North Shore: Pearson.

In this case analysis you are asked to write an essay which:

1. Briefly introduces the case. You can include relevant background information from the case reading or from other sources.
2. Describes the organisational culture of *Tikanga Maori Consulting Inc.* and discusses in relation to the 'has' and 'is' theories of organisational culture.
3. Discusses the advantages and challenges which are presented by an organisation's culture so closely tied to Kaupapa Maori?

4. Draws on at least one leadership theorist discussed in chapter 7 of the textbook to a) discuss the leadership demonstrated in this case and b) discuss how the organisation's leaders could have managed this situation better.
5. Provides a conclusion

In developing your case analysis essay, you are encouraged to draw on relevant theory (concepts, ideas, frameworks outlined in textbook, esp. Chapters 7 & 9) and background information about the case from news sources (if relevant).

Please reference appropriately. A brief guide to using the APA referencing system is posted on Blackboard. The word limit should be strictly adhered to and penalties may be applied if assignment is outside of word limits.

Marking criteria

Understanding and application of OB theory to case		
Unclear or no introduction of essay and case and/or irrelevant information included	Poor ← ----- →Excellent	Essay and case clearly introduced and relevant background information provided
Analysis does not demonstrate understanding of 'has' and 'is' theories of organisational culture as applied to case	Poor ← ----- →Excellent	Analysis demonstrates sound understanding of 'has' and 'is' theories of organisational culture
Advantages and challenges of organisational culture tied to Kaupapa Maori not considered.	Poor ← ----- →Excellent	Advantages and challenges of organisational culture tied to Kaupapa Maori are fully considered and evidence for discussion is explicitly presented
Limited leadership theory discussed in relation to case and limited discussion of how the organisation's leaders could have managed this situation better	Poor ← ----- →Excellent	Relevant discussion of leadership theory provided and creative suggestions for how the organisation's leaders could have managed the situation better.
Communication		
Answer lacks a coherent structure and is hard to follow	Poor ← ----- →Excellent	Answer is structured coherently
Written expression is inaccurate and/or awkward	Poor ← ----- →Excellent	Written expression is accurate and fluent
Referenced inappropriately	Poor ← ----- →Excellent	Referenced appropriately
Too long/short	Poor ← ----- →Excellent	Word limit adhered to

Tutorial Participation

Marks: 10%

Participation in tutorials is crucial to the learning process on this course. This is a participation mark, not an attendance mark. You will be assessed by your tutor on the extent and quality of your participation. There are seven tutorials during the course and the first tutorial is in week 2. Please refer to the Course Schedule to see when tutorials are scheduled.

The assessment of participation will be based on the following criteria:

Participation	Mark range
No or minimal participation	0-2
Demonstrates a limited understanding of the discussion topics	3-4
Initiates ideas and builds on the ideas of others	5-6
Provides insightful observations on organisational behaviour theory and practice	7-8
Provides a significant contribution to the learning of others	9-10

The topics of the tutorials and the preparation you are required to undertake for them are outlined in the Tutorial Schedule.

Examination

Marks: 50%

Examination dates for trimester one: Friday 11 June and Wednesday 30 June (inclusive).

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

The examination is worth 50% of the total marks available for this course. It will be a closed book 3-hour examination. More information will be given in lectures and posted on Blackboard.

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 your course blackboard in the course resources area and the online VUW library site:

<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>.

Handing in assignments

A **hard copy** and an **electronic copy** of each assignment must be submitted. Marks will not be released until both the hardcopy and electronic copy is submitted.

Hard copies of the assignments should be dropped in the MGMT 202 Box (Number 24) on the Mezzanine floor of Rutherford House (Pipitea Campus) by the due time on the due date. All completed assignments must have a cover sheet. The cover sheet is in Annex A.

Assignments received after the due time will be deemed to be late, and must be handed to the Administrator for this course in RH912 where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Students must also submit an **electronic copy** of their work via the assignment dropbox on the course blackboard site.

Penalties- for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, hard copies of assignments submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available (marks available means what the assignment is worth i.e. 20% or 20**

marks) for an assignment submitted after the due time on the due date **for each part day or day late**. (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.

- (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 **Tutorial Coordinator or 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 clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.
- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the **Tutorial Coordinator or Course Coordinator** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) The ability to write in an economical style is a skill that is valued in both academic and business settings and therefore word limits should be strictly adhered to. +/- 10% is acceptable. Beyond that, **a penalty may be applied**.

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects at this level
A	excellent performance in almost all respects at this level
A-	excellent performance in many respects at this level
B+	very good, some aspects excellent
B, B-	good but not excellent performance at this level
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. Note this is a failing grade.

Policy on Remarking

Every attempt is made to ensure that the marking is consistent across tutors and fair to students. Students may ask for their written work to be remarked. A different tutor will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex B) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment into the following place:-

RH 912, Rutherford House where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Allow up to 5 days for remarks to be completed.

Mandatory course requirements

To pass this course, you are required to

- achieve at least 50% of the total course marks **and**
- submit assessments 1 and 2 **and**
- achieve a minimum of 50% in the examination.

Students who fail to satisfy the mandatory requirements 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, regardless of whether the mandatory course requirements have been satisfied or not.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard.

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 students or staff.

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

Note: including the work of others will not be considered plagiarism as long as the work 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:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication and 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.

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

MGMT202_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.

Faculty of Commerce and Administration Offices

Information can be found via: <http://www.victoria.ac.nz/fca/studenthelp/>

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 or go to <http://www.victoria.ac.nz/home/about/policy>

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. For further information http://www.victoria.ac.nz/st_services/mentoring/



Victoria Management School

MGMT 202 Individual Assignment Cover Sheet

Name: _____ Student ID: _____

Tutor's Name: _____ Tutorial Number: _____

Tutorial Day: _____ Tutorial Time: _____

Date Due: _____ Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____



Victoria Management School

MGMT 202

Request for re-examination of assessed work

	Assessment affected <i>e.g. Individual Assignment, In-class Test</i>	
Student ID	Name <i>As it appears in your enrolment</i>	Tutorial No/Tutor's name
Contact Details	<i>Phone</i> _____ <i>Email</i> _____	

Specify which section (criteria specified in the mark sheet) you wish to be re-examined

Note: requests to re-examine "all" criteria will not be considered.

Clearly state why you believe each of these sections should be re-examined:

Note: "I think it is worth more," is insufficient.

In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

.....

Signature

Date