

Victoria Management School

**MGMT 206 SYSTEMS THINKING AND DECISION MAKING**

Trimester One 2011

**COURSE OUTLINE**

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**NAMES AND CONTACT DETAILS**

**COURSE COORDINATOR**

Professor John Davies  
Room: RH920, Rutherford House  
Phone: 463 5382  
Email: [john.davies@vuw.ac.nz](mailto:john.davies@vuw.ac.nz)  
Website: [www.vuw.ac.nz/vms](http://www.vuw.ac.nz/vms)

**LECTURER**

Assoc Professor Vicky Mabin  
Room: RH1203, Rutherford House  
Phone: 463 5140  
Email: [vicky.mabin@vuw.ac.nz](mailto:vicky.mabin@vuw.ac.nz)

**PROGRAMME MANAGER**

**Garry Tansley**  
Room: EA118 (Monday & Friday)  
Room: RH915 –(Tues, Wed & Thursday)  
Phone: 463-6968  
Email: [Garry.Tansley@vuw.ac.nz](mailto:Garry.Tansley@vuw.ac.nz)

**ADMINISTRATOR**

**Luisa Acheson**  
Room: RH1022, 10<sup>th</sup> floor reception,  
Phone: 463 5381  
Email: [Luisa.Acheson@vuw.ac.nz](mailto:Luisa.Acheson@vuw.ac.nz)

**Trimester Dates**

Teaching Period:	Monday 28 February	– Friday 3rd June
Study Period:	Monday 6 June	– Thursday 9 June
Examination Period:	Friday 10 June	– Saturday 2 July (inclusive)

**Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before 11 March 2011.
2. The standard last date for withdrawal from this course is 14<sup>th</sup> of May. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation

The application form is available from either of the Commerce Faculty's Student Customer Service Desks at Kelburn (EA121) and Pipitea (Ground floor Rutherford House).

**Class Times and Room Numbers**

Lecture Room: RHLT1  
Day: Thursdays  
Time: 14.40 – 16.30

Tutorials: Please see Blackboard or contact the Programme Manager (email is preferable).

## Introduction

The course will examine aspects of systems thinking and how they relate to decision making in a managerial context. It will provide an introduction to a range of systems thinking and decision making approaches, and provide an understanding of how everyday situations can be better managed.

The course will adopt a multiple-perspective approach to the framing and solution of managerial problems, and will provide students with an introduction to a range of relevant concepts and frameworks. The emphasis is on taking a managerial view of the situation, and seeking to find solutions to typical decision problems and how they can be approached differently using systems thinking in such a way that organisational performance as a whole is improved. In particular, the course will challenge students to think critically and systemically about issues that confront managers in the fields of managing change, managing resources, managing conflict, and in general, managing in situations which unfold over time, and where sustainability of growth, success, resources etc, is an issue

**Please note** that due to the nature of the lectures it is important for you to have worked through the relevant readings pertaining to the lecture **before** you turn up so that you are able to discuss issues, theories, frameworks and concepts with your classmates and the lecturer. Please see last page of this course outline for the lecture & tutorial schedule.

### Course-related Student Learning Objectives

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

- 1 Interpret major systems frameworks, concepts and conceptual vocabulary underpinning successful management problem-solving and decision making;
- 2 Critically analyse different systems frameworks and use them to examine managerial issues;
- 3 Identify key elements of managerial decision situations, and develop robust solutions;
- 4a Recognise and demonstrate the importance of ... critical analysis ... in managerial problem solving and decision making using systems thinking;
- 4b Recognise and demonstrate the importance of ... leadership ... using systems thinking concepts and frameworks;
- 4c Demonstrate communication skills involving an ability to communicate clearly in written, diagrammatic and oral form ... using systems thinking concepts and frameworks;
- 5 Recognise ethical and social responsibility issues in a business context

The assessment for this course comprises two Systems Thinking assignments, the first assignment focussing on Causal Loop Diagram representations (CLDs) and Systems Archetypes; the second focussing on the Thinking Process tools of the Theory of Constraints (TOC). It also includes the preparation and participation at tutorials, and a final examination. The examination will require the integration of different systems approaches, for example, linking the CLD approach with the TOC approach, and applying theory to practice.

Each piece of assessment involves a combination of the learning objectives outlined above.

## Course Learning Objectives

Objective	By the end of this course, students should be able to:	Addressed via
CLO 1	Interpret major systems frameworks, concepts and conceptual vocabulary underpinning successful management problem-solving and decision making;	Assignment 1 & 2, Tutorials and Exam
CLO2	Critically analyse different systems frameworks and use them to examine managerial issues;	Assignment 1 & 2, Tutorials and Exam
CLO 3	Identify key elements of managerial decision situations, and develop robust solutions;	Assignment 1 & 2, Lectures, Tutorials and Exam
CLO 4a	Recognise and demonstrate the importance of ... critical analysis ... in managerial problem solving and decision making using systems thinking;	Assignments 1 & 2, Lectures, Tutorials and Exam
CLO 4b	Recognise and demonstrate the importance of ... leadership ... using systems thinking concepts and frameworks;	Lectures, Tutorials
CLO 4c	Demonstrate communication skills involving an ability to communicate clearly in written, diagrammatic and oral form ... using systems thinking concepts and frameworks;	Assignments 1 & 2, Tutorials and Exam
CLO 5	Recognise ethical and social responsibility issues in a business context.	Lectures, Tutorials and Exam

## Course Delivery

The course consists of two one hour lectures per week and one tutorial per week. Lectures are run over all 12 weeks of the course and tutorials are run over nine weeks of the course. There is an expectation that students will attend all lectures and tutorials offered. Lectures will start in week one of the course and tutorials in week three of the course.

## Expected Workload

A total of 150 hours of work is expected from students in this course. That consists of 30 hours of classes, eight hours per week outside classes during teaching weeks spent reading, studying, preparing for tutorials and writing assignments, and a further 24 hours revising during mid-trimester break and study week.

## Readings

Recommended course textbooks:

- *Introduction to Systems Thinking*, Maani KE and Cavana RY. Pearson Education, Auckland, 2010. The textbook is available at the Victoria Book Centre
- *The Goal*, EM Goldratt, 2<sup>nd</sup> Revised Edition, 1992; available for purchase online via Fishpond. Copies of both are also available in the Library.

For students planning to advance onto MGMT 315 'Systems Thinking and Modelling' in 2012, we recommend that you purchase a copy of:

*Thinking, Systems Dynamics: Managing Change and Complexity*, Maani KE and Cavana RY. 2<sup>nd</sup> Edition, Pearson Education, Auckland, 2007.

Readings listed in the course schedule will be distributed via Blackboard, and students are expected to read these as indicated on the course schedule. Further resources are available in the VUW Commerce Library.

## Additional Readings

A selection of additional readings will be made available to students via Blackboard.

As stated above, students are expected to familiarise themselves with the set of suggested readings, and where directed, to have prepared topics in advance of classes/tutorials, being ready to discuss the issues which the readings present.

## Materials and Equipment

Students will not be allowed to use electronic devices such as computers or electronic calculators in examinations.

A student workbook will be provided for material starting in Week 6's class.

## Assessment Requirements

### 1 Tutorial Preparation and Participation up to 10 marks

Participation in tutorials is crucial to the learning process on this course. This is essentially a participation mark, not an attendance mark. The grade will depend on the student's preparation for, and then the extent and quality of the contribution to tutorial class exercises and discussions. Students will be expected to provide a one-page summary of their work to their tutor at the start of the tutorial, or bring along their completed workbook where asked to. To gain any tutorial marks you must attend six (6) of the tutorials offered. . The tutorials are held as shown in the schedule (in weeks 3, 4, 5, 6, & 7 before the mid-term break, and 8, 9, 10 & 11 following the mid-term break. If you attend six (6) or less tutorials you will receive no tutorial preparation and participation marks.

You will be assessed on your ability to develop your management competencies through preparation and participation in tutorials. The demonstrated quality of your **written preparation** and participation for six (6) tutorials will guide the outcome of your preparation and reflection marks. The assessment guideline is in Annex C.

Tutorial activities contribute to Course Learning Objectives 1, 2, 3, 4a-4c and 5.

### 2 Terms Work Assignments – Case Reports

There will be <b>two (2) Assignments – Case Reports - totalling</b>	<b>up to 40 marks</b>
Assignment 1: due Thursday, 31 March 2011 - at class - ST Case 1	up to 15 marks
Assignment 2: due Thursday, 26 May 2011 - at class - ST Case 2	up to 25 marks

For Assignments 1 & 2, you will be asked to present a Case Report setting out your description of a problematic situation using systems diagrams and narrative, showing how the systems representation may lead to appropriate intervention.

This assignment requires demonstration of insight developed from the use of systems thinking, and the benefits of using a systems approach. Instructions and marking guidelines for Assignments 1 and 2 will be made available on Blackboard.

The Assignments contribute to Course Learning Objectives 1, 2, 3, 4a, and 4c.

**Note:** Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

### 3 Examination up to 50 marks

The exam is worth 50% of the marks available for this course. The exam will be closed book and will be 3 hours in duration.

Preparation for the Examination contributes to Course Learning Objectives 1, 2, 3, 4a, 4c and 5.

## Examination Obligations

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 final examination for this course will be scheduled at some time during the period from Friday 10 June – Saturday 2 July 2011.

## Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. To obtain any tutorial marks you must attend at least six (6) of the tuts offered.
- b. Submit assignment 1 hard copy for marking
- c. Submit assignment 2 hard copy for marking
- d. Submit all assignments within the allowable timeframe (see under **General University Policies and Statutes** below; and
- e. Obtain at least 40 per cent (i.e. 20 marks out of 50) of the final examination marks available.

Note: Failure to meet mandatory requirements does not prevent a student completing other pieces of assessment, including sitting the final examination.

## Tutorial Signup

Tutorial signup is done through the online programme; 'S-Cube'. You should already have been notified by email about how to sign-up to a tutorial using this system. Go to the signup website at: <https://signups.victoria.ac.nz> and enter your SCS username and password to log into the system. Click on MGMT206 and follow the instructions. If you have been unable to sign up by the end of the first week of the course please contact the Programme Manager, Garry Tansley.

## Handing in assignments:

Assignments should be dropped in the **MGMT 206 Box (Number 26)** on the Mezzanine floor of Rutherford House (Pipitea Campus) in hard copy form by the due time on the due date. Assignments received after the due time will be deemed to be late

All completed assignments must have a cover sheet. The cover sheets are provided in Annexes A & B.

Students must also keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

## Late assignments

Late assignments are to be handed to the **Administrator for the course, Luisa Acheson**, in RH 1022, **Level 10 Reception**, or in her absence, to the Level 10 Receptionist on duty, during Reception Desk hours, **9am till 5pm Monday to Friday during term time**. The Administrator or Duty Receptionist will stamp the assignment with the date and time. Late assignments that do not have **the time and date and signed by** the Administrator for the course or Duty Receptionist, will incur late penalties from the time the Administrator receives it. Assignments left on the Reception Counter, or slid under the door of the Administrator's office will also incur penalties from the time and date they are recovered. Note that there is no provision to accept assignments on weekends or public holidays.

## Penalties – for Lateness

- (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** (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 **Programme Manager**, providing documentary evidence of the reasons of their circumstances.  
All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. 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 **Programme Manager** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

## Referencing

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

## 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:-

- Pipitea Campus – the Reception Desk on Level 10 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.

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details 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**

As you will learn from MGMT papers, good communication is crucial to the success of any organisation, especially classes. Communication in this course will be conducted in face-to-face mode in the lectures, workshops and tutorials as well in on-line mode through the **Blackboard** system.

With respect to individual student questions and concerns, given the large number of students involved in this course, it would be greatly appreciated if students could observe the following etiquette. Individual questions and concerns can be addressed in tutorial sessions or by contacting your tutor. Please do not hesitate to raise an issue, as it may be a common student concern. Tutors will either respond immediately, or seek clarification and then respond. If concerns remain, then the course co-ordinator should be contacted.

### **Communication of Additional Information**

Additional course information will be conveyed to students via BlackBoard (BB) and through lectures and tutorials so please check BB often and go to all tutorials and lectures.

### **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  
MGMT206\_Smith\_Pauline\_3000223344\_Ass1 Query

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

**For the following important information follow the links provided:**

**Academic Integrity and Plagiarism**

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

**General University Policies and Statutes**

Find key dates, explanations of grades and other useful information at

[www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)

Find out about academic progress and restricted enrolment at

<http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at

<http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

[www.victoria.ac.nz/home/about\\_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

**Faculty of Commerce and Administration Offices**

<http://www.victoria.ac.nz/fca/studenthelp/>

**Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)



Approaching Management Problems using **Systems Thinking and Systems Frameworks** - John Davies and Vicky Mabin

Week	Date	Topic	Lecture	Activities	Readings	Tutorials	Assignments
1	March Thurs 3 <sup>th</sup>	<b>Introduction to course –</b> administration;  <b>Systems Thinking:</b> <b>Being holistic, avoiding</b> <b>short-termism; thinking</b> <b>“global” not local</b>	Course rationale, framework, overview; The Systems view, framing & being systemic; Individual and Organisational Behaviour: Decision Traps, Judgmental Flaws, Fixes that Fail; Hard, Soft & Critical Systems Thinking; Systems Methodologies as Enquiry Systems:	Cases - common experiences. Student Exercise: Building CLDs: The Quick Fix and its Consequences: Tuition Fees Sports Injuries	Maani &Cavana Ch 1 & 2  <b>Additional Reading:</b> Daellenbach Ch 2  Senge (1994) Ch 5, 6	No Tutorial	
2	March Thurs 10 <sup>th</sup>	<b>Systems Thinking:</b> <b>Planning for the</b> <b>Unintended, the</b> <b>Unwanted and other</b> <b>Side-Effects:</b>	The language of ST: events and patterns, building a conceptual vocabulary Senge's Archetypes: causal loop and influence diagrams, feedback; Fixes that Fail - FtF Shifting the Burden An overview	Senge's Archetypes: Building CLDs Cases: Managing Addiction Mandatory Insurance  Regulatory Intervention: Telecom Unbundling Rural Broadband	Maani &Cavana Ch 3  <b>Additional Reading:</b> Davies, Howell & Mabin (2008) Stermann Ch 1 Senge (1994) Chs 7, 8	No Tutorial	
3	March Thurs 17 <sup>th</sup>	<b>Planning for</b> <b>Sustainability:</b>  <b>Understanding the</b> <b>Impact of Growth on</b> <b>Human and Resources</b>	Senge's Archetypes: Limits to Growth - LtG  Tragedy of the Commons Tragedy of the AntiCommons	Cases: Tourism Policy & LtG  Eco-Tourism The Ozone Layer Roading & Transport	Maani &Cavana Ch3  <b>Additional Reading:</b> Stermann Ch 1 Senge (1994) Ch 13 & App 2	<b>Tutorial 1</b> Systems and Systems Thinking  Senge's Archetypes: Fixes that Fail Shifting the Burden etc plus Students' own cases. <b>Hand-In</b>	
4	March Thurs 24 <sup>th</sup>	<b>Planning for</b> <b>Sustainability:</b>  <b>Understanding and</b> <b>Managing Competition</b>	Senge's Archetypes: Limits to Growth – LtG continued  Success to the Successful Escalation	Integrating Cases:  BioFuel Conundrum The Power Case	Maani &Cavana Ch3  <b>Additional Reading:</b> Davies, Mabin & Elias (2008)	<b>Tutorial 2</b> Senge's Archetypes: LtG Cases, T of Commons: EcoTourism Managing Overuse and Underuse <b>Hand-In</b>	

Approaching Management Problems using **Systems Thinking and Systems Frameworks** - John Davies and Vicky Mabin

Week	Date	Topic	Lecture	Activities	Readings	Tutorials	Assignments
5	March Thurs 31 <sup>st</sup>	<b>Planning for Sustainability: Understanding and Managing Change</b>	Managing Change as Systemic Intervention? Meeting Challenges, Overcoming Barriers & Harnessing Resistance	Integrating Cases: The Six Sigma Case Senge's Dances of Change	Maani & Cavana Ch3 Maani & Cavana Part II Case 1 <b>Additional Reading:</b> Senge (1999) Ch III & VI	<b>Tutorial 3</b> Case: The BioFuel Conundrum <b>Hand-In</b>	<b>Assignment 1 due 31st March at class</b>
6	Thurs April 7 <sup>th</sup>	<b>Managing Conflicts and Tradeoffs (VM)</b>	Resolving conflicts and tradeoffs using Evaporating Clouds ( <i>Necessary Condition logic</i> )	Worked examples: in class and in your workbook	Cohen (2010) pp 671-711 Goldratt (1994) Ch 2	<b>Tutorial 4</b> Cases: The Six Sigma Case The systemic requirements of overcoming resistance to change <b>Hand-In</b>	
7	Thurs April 14 <sup>th</sup>	<b>Managing Change: Exploring the consequences of proposed actions (VM)</b>	Mapping consequences using the Negative Branch ( <i>Sufficient Condition logic</i> )  Comparing/combining with CLDs	Worked examples: Goldratt (1994) Ch 8  In class and in your workbook	Cohen (2010) pp711-726 <b>Additional Reading:</b> Cox, Mabin & Davies (2005) Gupta, Boyd & Sussman (2004) Bleachwood et al. (2005).	<b>Tutorial 5</b> Evaporating Clouds Workbook exercises <b>Hand-in:</b> Your own worked EC	

Approaching Management Problems using **Systems Thinking and Systems Frameworks** - John Davies and Vicky Mabin

			Mid-Trimester Break	Finish reading <i>The Goal</i> ; watch the video			
8	Thurs May 5 <sup>th</sup>	<b>Managing constraints</b>	TOC Philosophy <i>The Goal</i> Five Focusing Steps (5FS)	Goldratt and Cox (2004) Novel/Video	Dettmer 2007 Ch 1 Goldratt (1990) <b>Additional Reading:</b> The Goal synopsis  Watson, Blackstone & Gardiner (2006) Mabin and Gilbertson (1994)	<b>Tutorial 6</b> Negative Branch examples <b>Hand-in:</b> Your own worked NB	
9	Thurs May 12 <sup>th</sup>	<b>Coping with variability, multi tasking, and project environments</b>	Buffer management Drum-Buffer-Rope (DBR)	Worked Examples & Cases	Goldratt (1990) as above	<b>Tutorial 7</b> The Goal: Dice Game <b>Hand-in:</b> Summary of key points of the 5FS and principles from <i>The Goal</i> Own example of the 5FS	
10	Thurs May 19th	<b>Managing Projects</b>	Critical Chain project management (CCPM)	Worked Examples & Cases	Newbold (1998), p55-72	<b>Tutorial 8</b> Projects Bead Game / CCPM	
11	May Thurs 26 <sup>th</sup>	<b>Integration of Systems Approaches II</b>	Review of TOC frames. Multi-framing as an approach to addressing management problems	Cases: BioFuel Conundrum The Six Sigma Case	Davies, Howell & Mabin (2009)	<b>Tutorial 9</b> <b>CCPM</b>	<b>Assignment 2</b> <b>due 26 May</b> <b>at class</b>
12	June Thurs2 rd	<b>Course Review</b>	Review and Integration of Systems Frameworks covered in course Exam Briefing	Revision clinic	Maani & Cavana Ch 7	No Tutorial	



Victoria Management School

**MGMT 206 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 206

#### Request for re-examination of assessed work

	Assessment affected <i>e.g. Individual Assignment, In-class Test</i>	
Student ID	Name As it appears in your enrolment	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.*

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

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

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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