

School of Government

PADM 508

APPROVED PERSONAL COURSE OF STUDY
(24 Points)

(Taught with GOVT 513
MANAGING PEOPLE IN THE PUBLIC SECTOR)

Trimester 1 / 2015

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Dr Richard Norman**
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 23 February – Wednesday 27 May 2015

Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 6 March 2015**.
2. The standard last date for withdrawal from this course is **Friday 15 May 2015**. 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 Faculty's Student Customer Service Desks.

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Wednesday 25 February 2015	9.00am – 5.00pm
Module Two:	Wednesday 15 April 2015	9.00am – 5.00pm
Module Three:	Wednesday 13 May 2015	9.00am – 5.00pm

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email. The timetable is also available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables .

Attendance is required at all teaching days

Course Delivery

This course is delivered in a modular format over three days with 6 hours of contact time each day (18 hours total), supplemented by 6 hours (online or face-to-face small group discussions and oral report backs) between module meetings, as detailed in the course outline below.

The course and assignments follow an action-reflection model, described by one writer about public sector leadership, Ronald Heifitz, as moving from the dance floor to the balcony. You will start in Module one with a description of strategic challenge which is, where possible, about action on a 'dance floor' with which you are familiar. For modules two and three, you will be encouraged to diagnose the challenge – taking a 'balcony' perspective of the shape of the dance, stepping aside from the action and drawing on theory and research to interpret the action. The aim is that by the end of module three, you will have insights and perspectives for future action – the return to the 'dance floor'.

An insight from research into people and workplaces is that tasks that get rewarded and noticed are more likely to be carried out than those that don't. In keeping with this principle, there are marks for contributing to blackboard discussions as well as the three stage major assignment.

Expected Workload

Our philosophy is that the best quality learning is self-generated by individuals within groups. Lectures and taught content cannot convey every relevant piece of information so that readings which will enable you to build a knowledge base are specified in this outline.

The time commitment required usually translates to approximately 240 hours for a 24 point course, with most of this being individual study time. This involves weekly study of approximately 15 hours.

Group Work

Group work is not required for assessment on this course. However, students are expected to engage and participate fully in class discussion and make individual contributions towards group learning through the blogs after module one.

Prescription

An examination of organisational behaviour and the management of people working in large and small organisations (public and community) involved in public governance. The course highlights recruitment, employment, development and performance, including strategic human resource management.

Course Learning Objectives

PADM candidates are expected to achieve these learning outcomes at a level that reflects the fact that this is a 24 point course. Moreover, in terms of learning outcomes, students are expected to engage at a level appropriate for senior managers in the NZ public sector (e.g. a strategic rather than operational focus; oriented towards whole-of-government rather than a single work unit or organisation; demonstrating synthesis, contextuality and multidisciplinary in thinking), and will accordingly be assessed on that basis.

This paper provides an overview of strategies and policies for the management of people in public sector workplaces. The areas of knowledge which assist with the development of people strategies are organisational behaviour, employment relations, recruitment and selection, remuneration, performance management, human resource development and work design. This is an overview of the system of policies and practices which can enable an organisation to make a credible claim that “people are our greatest asset.”

Student completing this course will be able to demonstrate they can:

1. Think strategically about ways in which human resource management policies can most effectively support the attainment of goals with organisations within a public sector context.
2. Apply theory and research from a strategic approach to organisation behaviour, recruitment and selection, performance management, rewards, learning and development, employee relations and the design of work.
3. Prepare for people-related challenges likely to result from public sector change during a period of globalisation and rapid technology change.

Course Content

The course is divided into three modules:

- Module 1: Strategic management of people in a public sector context
- Module 2: Managing performance, rewards, human resource development and employment relations
- Module 3: Organisation behaviour, managing change and the role of Human Resources specialists.

Please note: There are two assignments to complete a week ahead of Module one: See the Assessment section below.

Readings

The course textbook (available through Vic Books, www.vicbooks.co.nz) is:

Truss, C., Mankin, D., & Kelliher, C. (2012). *Strategic human resource management*. Oxford: Oxford University Press.

This text is a readable and thorough review of thinking about people and organisations in the period since the 2007 global financial crisis. While the text mostly focuses on multi-national organisations rather than the public sector, the themes are directly relevant to a New Zealand public sector which is similar in scale to a multi-national corporation and is seeking to work more collectively across divisional boundaries. Additional readings are provided via Blackboard.

Readings for each of the topics detailed below are divided into ‘required’ and ‘further’. Required readings will be the base for questions on blackboard and debate at each module. Further readings are included to assist with detailed work on the assignments.

Required readings indicated below with an asterisk (*) are available from the Victoria University of Wellington library databases or e-book collections. As a VUW student, you have complete and free access to these materials. University copyright licenses allow you to download and print these materials, so long as you use them for educational purposes only. Please ask your course convenor or a VUW librarian if you require help to access material, or if you run into any other problems.

If the library does not have database or e-book access to required readings (those with no asterisk in this course outline), a URL will be provided, the readings will be available on Blackboard, or you will be advised to buy the readings.

MODULE ONE: Strategic management of people in a public sector context

Session One: An overview of policy choices and outcomes

A map of the human resource management territory (Beer et al)

Policy choices

- Employee influence
- HR flow (recruiting, selecting, developing)
- Reward systems
- Work systems
- HRM outcomes
- Commitment
- Competence
- Congruence
- Cost effectiveness

Seven practices of successful organisations (Pfeffer)

- Employment security
- Selective hiring
- Self-managed teams and decentralised decision making
- Comparatively high compensation contingent on performance
- Training
- Reduced status barriers
- Extensive sharing of performance information.

The ‘what, how and who’ doctrines of public sector organising (Hood and Jackson)

Insights from the Team Management Profile – relevance for team work in your workplace

Session Two: The impact of globalisation and technology change and the role of human resource management. (Topic themes from Truss et al)

Global context

- Globalisation
- Free market capitalism and neo-liberalism
- Technology change
- United States based work design and challenges from China, India and Europe

Changing context for strategic HRM

- Global labour market trends
- New Zealand public sector labour market trends
- Changes in the nature of work and the workforce
- Workplace flexibility
- Emotional labour
- Aesthetic labour

Strategic management and the role of people

- Resource based view of strategy
- Organisational capabilities and core competence
- Human capital
- Organisational culture
- National cultures

The strategic role of the HR function

- Potential conflicts in the multiple roles of HR specialists
- Structuring HR functions
- Outsourcing HR

The foundations of strategic HRM

- Change of term from personnel management
- Hard and soft approaches to HRM
- Best practice / universalist principles of HRM, e.g. Pfeffer and critiques
- Contingency (fit) approaches to HRM
 - o Bureaucratic, market, clan, network (computing values)
 - o Defender, prospector, analyser
- Vertical and horizontal fit

Resource based and institutional perspectives of SHRM

- Advocacy and critiques for 'resource based' theory
- New Institutionalism and 'isomorphism'

HR Strategy

- Content – how people should be managed, and the purpose of policies
- Process – how strategy is developed
- Implementation – devolution

Required reading

Beer, M., Spector, B., Lawrence, P., Mills, D. Q., & Walton, R. (1984) *Managing Human Assets* (pp. 1–38). The Free Press. (Blackboard).

This book is one of the founding texts which helped establish the term 'Human Resource Management' as a replacement for 'personnel'. It was written for a major revision of the Harvard Business School's MBA. The extract provides a classification of the core elements of the subject, summarised in the 'map of the HRM territory' on page 16.

* Hood, C., & Jackson, M. (1991). *Administrative argument*. Dartmouth Publishing.

A book available through Victoria University library, which has '99 doctrines' of the 'what, how and who' of delivering public services, written to interpret the changes of the 1980s. A table of doctrines is available on Blackboard.

Pfeffer, J. (1998). Seven practices of successful organisations. In *The human equation: Building profits by putting people first*. (Chapter 3). Boston: Harvard Business School Press. (Blackboard)

[Text] Truss, C., Mankin, D., & Kelliher, C. (2012). *Strategic human resource management*. Oxford: Oxford University Press.

Chapter 1: The global context of strategic human resource management
Chapter 2: The changing context for SHRM
Chapter 3: Strategic Management
Chapter 4: The strategic role of the HR function
Chapter 5: The foundations of SHRM
Chapter 6: Resource based and institutional perspective of HRM
Chapter 7: HR strategy

Ulrich, D. (1997). The changing nature of human resources: A model for multiple roles. In *Human Resource Champions* (Chapter 2). Boston: Harvard Business School Press. (Blackboard).

Recommended readings

State Services Commission. (2014). *From good to great*.

www.ssc.govt.nz/sites/all/files/getting-great-full-report.pdf

An analysis by experienced directors who have been part of the New Zealand State Services Commission Performance Improvement Framework reviews, contained strong critiques of New Zealand public sector people practices

State Services Commission. (2014). *Better public services*. <http://ssc.govt.nz/node/8893>

Brynjolfsson, E., & McAfee, A. (2012). *Race against the machine* (pp. 12–27). Digital Frontier Press.

MODULE TWO: Managing performance, rewards, human resource development and employment relations

This module will focus on policies and practices involved in recruiting, selecting, rewarding and training, and ways in which work and performance is organised. This module will draw on class assignments, with draft reports due just before the module used to create an agenda for discussion and student presentations.

Performance

- High performance work practices
- Theory based linkages between high performance and HR
 - o Resource based view
 - o Social exchange
 - o Ability, motivation, opportunity
 - o Job performance
 - o Human capital
 - o Attribution
- Measuring HR outcomes

Human Resource Development

- Training and development – the differences
- Informal, experiential learning
- Organisation development
- Career development

SHRM and talent management

- Human capital
- Employer brand
- Talent development
- Internal employment markets

SHRM and employment relations

- Choices in relationships
 - o Collective / individual
 - o Unitary / pluralistic

- Level of formalisation
- Trade Union strategies
 - Co-operative / adversarial
 - Proactive / reactive
- Employee voice

Employee engagement

- Financial analysis of the impact of engagement
- Intellectual, affective and social engagement
- Comparisons with job satisfaction, commitment, ‘flow’ and ‘organisational citizenship.

Required Readings

[Text] Truss, C., Mankin, D., & Kelliher, C. (2012). *Strategic human resource management*. Oxford: Oxford University Press.

Chapter 8: SHRM and performance
 Chapter 9: SHRM and human resource development
 Chapter 10: SHRM and talent management
 Chapter 11: SHRM and employment relations
 Chapter 12: Employee engagement

Gratton, L. (2000). Introduction. In *Living strategy: Putting people at the heart of corporate purpose*. London: Financial Times/Prentice Hall, London, 2000.

www.lyndagrattton.com/uploads/Living%20Strategy%20chapter%201.pdf

Recommended readings

Mauffette-Leenders, L. A., Leenders, M. R., & Erskine, J. A. (2001). Concepts, tools and process. *Writing Cases* (4th ed.), (Chapter 2). Ivey Publishing.

* Ghoshal, S. (2005). Bad management theories are destroying good management practices. *Academy of Management Learning and Education*, 4(1), 75–91.

Norman, R., & Gill, D. (2010). Restructuring: An over-used lever for change in New Zealand’s state sector? In B. Ryan & D. Gill (Eds.), *Future state: Directions for public management in New Zealand* (Chapter 9). Wellington: Victoria University Press.

Norman, R. (2013). Managing for outcomes: New challenges for New Zealand public service chief executives. Presented to Public Management Research conference, Madison, Wisconsin, June.

Lavigna, R. (2013). *Engaging government employees* (Chapters 2 and 3). Amacom.

MODULE THREE: Organisation behaviour, managing change and the role of Human Resources specialists

Knowledge management and SHRM

- Tacit and explicit knowledge
- Knowledge management
- Intellectual capital (including human and social capital)

- Knowledge work
- Communities of practice
- Social networks

SHRM and corporate social responsibility

- Business ethics
- Corporate social responsibility
- Shareholder theory
- Stakeholder theory

SHRM and the management of change

- Organisational change
- Transformation change
- Incremental change
- Punctuated equilibrium
- Planned change
- Coping cycle.

Psychology at work

- Models of thinking about organisation behaviour
 - o Theory X and Y
 - o Rational economics
 - o Self actualising
 - o Complex man
- Max Weber and bureaucracy
- Frederic Taylor and Scientific Management
- Human Relations school and the Hawthorne experiment.
- Mechanistic and Organic systems.

Required readings

[Text] Truss, C., Mankin, D., & Kelliher, C. (2012). *Strategic human resource management*. Oxford: Oxford University Press.

Chapter 13: Knowledge management and SHRM

Chapter 14: SHRM and corporate social responsibility

Chapter 15: SHRM and the management of change

Furnham, A. (1997). *The psychology of behaviour at work* (Chapter 2). Psychology Press.

Recommended reading

Cameron, K., & R. Quinn. (2006). *Diagnosing and changing organisational culture* (Chapter 2). John Wiley.

Weisbord, M. (2012). *Productive workplaces* (Chapter 1). Jossey-Bass.

Assessment

The information in this section may be modified for PADM students. The course coordinator will confirm the assessment requirements.

The purpose of assessment is to ensure that you have met the standard of work required by the course; to give you feedback on your performance to assist you with your future study; and to provide the teaching staff with feedback on the progress of the class. Meeting assignment deadlines is particularly important for an interactive course like this.

Please submit assignments via Blackboard using the assignments section.

Students should keep a copy of all submitted work.

There are three types of assessment, detailed below:

1. **A three-stage preparation of a report** about a strategic people issue, which starts with a one page overview for Module One, is in draft form for Module Two, and completed for Module Three.
2. **Comments on Blackboard** before each module in response to questions about the readings. Marks will be for originality of contributions and the extent to which comments enlarge and reinforce understanding of the readings.
3. **Comments via Blackboard blog after both module two and three** which can help class members with their major reports. The aim is to continue face-to-face discussions at the modules and provide different perspectives. Marks will be provided for the quality of the insights and the extent to which they contribute to learning for the whole class.

Assessment	Due date by 4.00pm	Length	%	Course Learning Objectives
MODULE ONE				
Assignment 1: Report Part 1: Overview of proposed topic for report	Thursday 19 February 2015	400 words	5	1, 2, 3
Reflections on reading: Comment on five of ten of the concepts questions about readings for Module one	Thursday 19 February 2015	100 words approx. per question	10	2
MODULE TWO				
Assignment 2: Report Part 2: Complete second stage of report	Wednesday 8 April 2015	2,500 words	30	1, 2, 3
Blogs on reports: Contribute via blackboard to the development of others' reports.	Wednesday 8 April 2015	Comment on at least five other reports.	10	1, 2, 3
Reflections on reading: Comment on five of ten of the concepts questions about readings for Module two	Wednesday 8 April 2015	100 words approx. per question	10	2

MODULE THREE				
Assignment 3: Report Part 3: Revise and complete report	Wednesday 20 May 2015	4,000 words	20	1, 2, 3
Blogs on reports: Contribute via blackboard to the development of others' reports.	Wednesday 20 May 2015	Comment on at least five other reports	10	1, 2, 3
Reflections on reading: Comment on five of ten of the concepts questions about readings for Module three.	Wednesday 20 May 2015	100 words approx. per question	5	2

Assignment One

Before Module One

Selecting a significant 'strategic people issue'

Choose an organisation which you are familiar with, or would like to study in some depth, and identify a significant people issue. You might wish to choose an organisation you don't directly work for, but please be sure you have sufficient access to knowledge relevant for the assignment.

A strategic issue, virtually by definition, will involve some form of conflict. The conflict may involve ends (what); means (how or how much); philosophy (why); location (where); timing (when); and who might be advantaged or disadvantaged by different ways of resolving the issue (who).¹ The following questions are effective prompts for identifying the HR elements of a strategic issue.²

<i>Business</i>	<i>Human resources</i>
What business are we in?	What sort of people do we need in the business?
Where are we going, and how are we going to get there?	What sort of organization do we need?
What are our business strengths and weaknesses?	To what extent are those strengths and weaknesses related to our human resource capability? How do we remedy them?
What opportunities and threats do we face?	What opportunities do these create for developing and motivating employees? What are the threats to growth through skill shortages and the retention of key staff? What are the threats from decline in holding the skill base of the organization together?

¹Bryson, J. (2011). *Strategic planning for public and nonprofit organizations*, San Francisco: Jossey Bass. p. 57.

²Hendry, C. (1995). *Human resource management: A strategic approach to employment* London: Butterworth Heinemann.

What are the main strategic issues facing the business?	To what extent do these issues involve organizational and HR considerations? Do managers recognise the HR implications?
What are the critical success factors which determine how well we achieve our mission?	How far is business success helped or hindered by the quality, motivation, commitment, and attitudes of our employees? How can high performance be encouraged?

Assignment One Assessment

	Marks	Excel- lent	Very Good	Good	Satis- factory	Unsatis- factory
How clearly stated is the strategic issue? How well does the overview provide context about the stakeholders involved, and conflicts that make this a challenging issue?	2					
How effectively does the overview identify HR issues which need to be analysed to understand the issue in depth?	2					
Provide a one paragraph project plan for advancing the analysis for modules two and three. What documents can you use? Who might you able to interview for background?	1					

Assignment Two

Before Module Two

Analyse in more depth the strategic issue identified for Module one, or revise the issue based on feedback.

Write about the strategic issue in the following sections, totalling 2,500 words excluding appendices. The word count for each section will vary depending on whether you have more information about the strategic issue or relevant research and theory.

- a) More in-depth analysis of the strategic issue, within the context of public sector change.
- b) More in depth analysis of the HR issues which are important to understand in order to tackle the strategic issue.
- c) Research and theory which you identify as relevant for analysing the issues in more depth for Module three.

Assignment Two Assessment

	Marks	Excel- lent	Very good	Good	Satis- factory	Unsatis- factory
How well is the strategic issue identified and analysed in the context of the organisation and government system?	10					
How effectively are frameworks from the text and readings used to analyse the HR issues affecting the strategic issue? How well are systems issues identified with the help of the 'Harvard Map'? (P85 of Truss et al, and in the readings).	10					
Theory and research relevant for creating recommendations for Module three. How effectively are these identified, giving confidence that Assignment Three will see additional analysis of the 'what is' and well argued 'what should be' recommendations?	10					

Assignment Three

Before Module Three

Prepare a revised and final report that brings together new research with the assignment from Module Two. Present your findings about the strategic issue/s and the HR issues with recommendations for action. This is an opportunity to revise Module Two material if needed, with more marks given for the additional sections of the report. Maximum length: 4,000 words plus appendices.

Assignment Three Assessment

	Marks	Excel- lent	Very good	Good	Satis- factory	Unsatis- factory
Reflection on learning: One page which analyses stages of development of this report. How has your understanding of the issue changed since you identified the strategic issue in February? What ideas have helped most in shaping your thinking? How much has the final report changed from the draft prepared for module 2?	5					
Summary of the report – a see at a glance executive summary of no more than two pages, which you would feel confident in providing to a decision maker (please name that person) who could act on your recommendations.	5					
How well are the strategic people issues identified and analysed in the context of the organisation and government system? This is an opportunity to revise the Module Two information to include insights from your reading.	5					

How strongly is relevant literature used to analyse the issues in sufficient depth to assist with arguments for action.	5					
Recommended actions. How clearly do recommendations flow from the diagnosis of the issues and theory and research? Are these realistic and innovative recommendations?	5					

Reflecting on reading before each module

For each module, choose five of the ten questions posed on the discussion board feature of Blackboard. You are asked to contribute your own examples and other references and write about these in approximately 100 words. Highest marks will go to contributions which are original, which don't just repeat what is already in the reading and which help the whole class (and your lecturer) understand the concept being discussed. The aim is to build a class-specific commentary on the readings.

Blogs between Modules One and Two, and between Modules Two and Three

At module one, this process will be explained and topics set up for contributions. The aim is to continue in-class discussion about the topics being tackled for the major assignment and you will be asked to assist others in the class as they develop this project by making entries in the blog and commenting on the contributions of others. Marks will be based on both quality and quantity, particularly for ideas that can help raise the overall quality of the three stage assignment.

Note on Quality Assurance

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Computation of Grades

The translation from numerical marks to letter grades is set by the following grade ranges.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal range</i>	<i>Indicative characterisation</i>
Pass	A+	90% - 100%	Outstanding performance
	A	85% - 89%	Excellent performance
	A-	80% - 84%	Excellent performance in most respects
	B+	75% - 79%	Very good performance
	B	70% - 74%	Good performance
	B-	65% - 69%	Good performance overall, but some weaknesses
	C+	60% - 64%	Satisfactory to good performance
	C	55% - 59%	Satisfactory performance
Fail	C-	50% - 54%	Adequate evidence of learning
	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
Fail	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements	
	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

Access to Blackboard

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal. Ensure that you can access Blackboard before the course begins.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University. Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine 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.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website www.victoria.ac.nz/home/study/plagiarism.aspx. If in doubt, seek the advice of your course coordinator. **Plagiarism is simply not worth the risk.**

School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff,

and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – www.victoria.ac.nz/about/governance/dvc-academic/publications).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

Standards relating to staff timeliness of responses to email and phone queries:

- Email or phone queries from students will be responded to in 48 hours

Standards relating to availability of course materials:

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

Standards relating to attendance:

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

Variations to the assessment details provided in the course outline:

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

Standards relating to assignments – turnaround and feedback:

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat .

Communication of Additional Information

Additional information may be provided in class, by post, by email, via Blackboard or via the internet-based blog.

Information will be communicated via Blackboard. It is essential, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must modify the settings so all emails sent to it are automatically forwarded to your preferred email address. For more information, please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward .

Student Feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php .

Link to General Information

For general information about course-related matters, go to www.victoria.ac.nz/vbs/studenthelp/general-course-information .
