## School of Information Management

***Te Kura Whakaipurangi Korero***

**INFO 407 THE VIRTUAL WORKPLACE:**

**ISSUES AND STRATEGIES**

Trimester 1 2008

**COURSE OUTLINE**

**Contact Details**

**Lecturers**: Dr David Pauleen (Course Co-ordinator)

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Office hours: By appointment

**Class Times and Room Numbers**

Dates: 25 February – 13 April 2008

28 April – 1 June 2008

Time: Thursdays 10:00 – 1:00pm

Venue: EA004

**Course Objectives**

In the Virtual Workplace, individuals and groups will use a variety of technologies to assist them in communicating, collaborating, and coordinating their activities across distance, time and culture. This course examines the impact the Virtual Workplace has on individuals, groups and societies. In particular, the course provides an opportunity for students to examine the technologies and issues associated with working in the Virtual Workplace, to identify strategies for managing them, and to put these strategies into practice.

Students passing this course should be able to:

1.identify aspects of virtual work within the context of the NZ business environment,

1. describe an application of virtual work in a specific business organisation, and
2. develop a practical and theoretical understanding of virtual work and its impact on individuals, groups and society.

**Course Content and Readings**

### Course Content and Readings (Draft – first six weeks)

|  |  |  |
| --- | --- | --- |
| Topic | **Articles** | **Suggested Readings** |
| Week 1: 28 February   1. Introduction to the course 2. Assignment 1 - EWP 3. Assignment 2 | For Assignment 1  Narrative paper -  Grounded Theory paper  NZ ICT Demographics | EXPLORING THE INFLUENCE OF ICT IN THE WORKPLACE: THE CASE OF STUDENT LEARNING ADVISERS (2007)  **Hartmut Hoehle, Eusebio Scornavacca,**  paper should be available at:   <http://www.qualitconference.com/viewabstract.php?id=55>  QUALIT 2007 Conference site <http://www.qualitconference.com/> |
| Week 2: 6 March   1. Assignment 2 – Virtual Consulting 2. Experiential Learning | Pauleen, D. & Murphy, P. (2006) Being virtually there: The role of social capital in networked consultancies” The University of Auckland Business Review  Pauleen, D., Marshall, S. & Elgort, (2004). “ICT-Supported Team-Based Experiential Learning: Classroom Perspectives”. Education and Training, 46, (2), 90-99. | Gockel , R. & Parry, K. (2004) Self-reflective management learning: Toward an autoethnographic approach. ANZAM 2004 Conference, University of Otago, Dunedin  or other readings on reflective leaning  Pauleen, D. & Yoong, P. (2004). “Studying Human-Centered IT Innovation Using a Grounded Action Learning Approach”. The Qualitative Report, 9,1. |
| Week 3: 13 March   1. Virtual team fundamentals    * The state of the research,    * ICT and virtual teams    * Media Choice Theories | Dube, L. & Pare. G. (2003). The multifaceted nature of virtual teams, in Pauleen, D. (ed.) Virtual Teams: Projects, Protocols and Processes. Idea Press, Hershey, PA., pp. 1-39.  Dennis, A.R., & Valacich, J.S. (1999) Rethinking media richness: towards a theory of media synchronicity. Proceedings of the 32nd Hawaii International Conference on System Sciences  Pauleen, D. & Yoong, P. (2001). Facilitating virtual team relationships via Internet and conventional communication channels. Internet Research: Electronic Networking Applications and Policies 11(3) pp. 190-202 | Daft, Lengel, & Trevino, L. (1987) Message equivocality, media selection, and manager performance: implications for information systems. MISQuarterly, 11(3), pp. 355-366.  Rennecker et al (2006) Reconstructing the stage: The use of instant messaging to restructure meeting boundaries. Proceedings of the 39nth Hawaii International Conference on System Sciences |
| Week 4: 20 March   1. Virtual Teams –advanced    1. Virtual teams and the organization    2. leadership, 2. Human interaction in virtual teams    1. relationship building and trust, | Kayworth, T. & Leidner, K. (2002). Leadership effectiveness in global virtual teams. Journal of Management Information Systems.18, (3), 7-40.  Pauleen, D. (2003-4). An inductively derived model of leader-initiated relationship building with virtual team members”. Journal of Management Information Systems. 4, (3), pp. 227-256.  Jarvenpaa, S. L., Knoll, K., & Leidner, D.E. (1998). Is anybody out there? Antecedents of trust in global virtual teams. *Journal of Management Information Systems* 14(4), 29-64. | Lojeski et al. (2006). The role of virtual distance in innovation and success. Proceedings of the 39nth Hawaii International Conference on System Sciences  Kolb, D. 2008 Exploring the metaphor of connectivity: Attributes, dimensions and duality. Organization Studeies, 29 (1):127-144.  <http://articleworks.cadmus.com/doc/820962> |
| Week 5: 27 March   1. Coding Workshop | PACIS paper |  |
| Week 6: 3 April   1. Human interaction in virtual teams (cont)    * More on trust    * boundary crossing and culture | Fernandez, W. (2003). Trust and trust placement in metateam projects, in Pauleen, D. (ed.) Virtual Teams: Projects, Protocols and Processes. Idea Press, Hershey, PA., pp. 40-69.  Murphy, P. Trust, rationality and the virtual team, in Pauleen, D. (ed.) Virtual Teams: Projects, Protocols and Processes. Idea Press, Hershey, PA., pp. 317-343.  Pauleen, D. & Murphy, P. (winter, 2005). “In Praise of Cultural Bias” Sloan Management Review, Vol. 46, (2), 21–22 | Murphy P. & Pauleen D.(2007) “Managing paradox in a world of global knowledge”. Management Decision. Vol. 45, (6), 1008-1022.  Pauleen, D. (2003). Lessons learned crossing boundaries in an ICT-supported distributed team. Journal of Global Information Management, 11 (4), pp. 1-19. |
| Week 7 : 10 April |  |  |
|  | Trimester break |  |

**Materials and Equipment**

Students must have computer access. This is provided in SIM graduate lab.

**Assessment Requirements**

There are two major assignments for this course (subject to minor change). See Blackboard for details.

Assignment 1 – Emerging Work Practices (40%)

Assignment 2 – Virtual Consulting (40%)

Virtual and Class Contributions (20%)

Assignment 1 – (40%)

**The Effect of ICT on the way New Zealanders Work and Live: A Narrative Enquiry**

**The Objectives of the Teaching Activity**

### *Identify how emerging technologies are affecting New Zealand society*

### *Learn interviewing and data analysis skills*

**The Nature of the Activity**

This assignment involves focusing on a particular area of ICT and life or work in New Zealand. Such areas might include: managing employees who work on the road; effects of ICT in families; the effect of ICT on the home business, etc. Then you will find participants willing to tell you stories about their experiences, tape them, transcribe the tapes, code the transcripts and analyse the data, and finally write up your findings.

**Data Collection**

Each student will find 2-3 people whose lives are in some way directly affected by emerging technologies such as mobile phones, wireless business application, the Internet etc. Individual students will focus on specific target populations such as managers, workers, students, spouses, etc. Stories will be taped and transcribed.

Students will be responsible for locating suitable interviewees.

**Data Analysis**

Students will use grounded theory coding techniques to analyse the transcripts.

**Assignment presentation**

3000 word written academic-style assignment including introduction, research question, methodology, findings, and conclusion sections

**Human Ethics Considerations**

Informed consent will be obtained through a consent form signed by all interviewees.

To insure confidentiality, all participants’ names will be changed and the organization’s name will also be changed in the assignment.

NOTE: will be on SIM letterhead

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**INFO 407 - Virtual Workplace: Issues and Strategies**

## Information Sheet

This INFO 407 class assignment involves the investigation of how emerging technologies such as the Internet, mobile devices affect the way people work and live. The objective of the assignment is to interview several people about their experiences with emerging technologies, analyse the data and write it up The objectives of this assignment are to help students:

### *Identify how emerging technologies are affecting New Zealand society*

### Learn interviewing and data analysis skills

**Please note the following points:**

1. In the writing of this assignment all names of the participants and organizations involved will be changed. Only the student and the lecturer will have access to the complete transcripts.
2. Participants can review transcripts of their interviews. Participants have the right to withdraw from the research within one week of reviewing their transcript.
3. Participants can receive a copy of the assignment if they desire one.
4. Students are required to obtain informed consent from all those being interviewed (see attached).
5. It is possible that these transcripts may be used as data in further research. If so, the identity of participants and organizations will be kept confidential.

**Any questions about this assignment can be directed to the Course Coordinator, Dr. David Pauleen at 463-6886**.

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NOTE: will be on SIM letterhead

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**INFO 407 - Virtual Workplace: Issues and Strategies**

**Consent Form**

I have read the attached Information Sheet and understand the nature of this assignment. By signing this form I give my consent to being interviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student’s name) and to having the information I provide used in this assignment, unless I choose withdraw as specified in the information Sheet.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­

Participant’s Signature Date

1. Would you like to review your interview transcript?

\_\_\_ yes \_\_\_ no

2. Would you like a copy of the completed assignment?

\_\_\_ yes \_\_\_ no

3. Would you allow the use of information in these transcripts to be used in further research efforts?

\_\_\_ yes \_\_\_ no

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**Assignment 2 (40%) – Virtual Consulting**

Involves Mike’s Bikes - a real life simulation where-in students from the University of Auckland Management (UOA) 301 (Management Theory and Practice) work to develop a company and maximise profits.

INFO 407 students will role play online consultants to these teams. Beginning in weeks 3-5, INFO 407 students will be assigned (struggling) UoA teams. You will be required to consult on issues of both team process and Mike’s Bike content (for content issues, you will be working with a Mike’s Bikes’ knowledge expert from UoA).

(*Possible exercise - experiment with the means and media of establishing social capital with strangers, something that this project offers. For example, if a group could use Uni phone and actually call the U of A teams, while others would use email as first contact. Others might use Skype or MSN and see if virtual faces help. Not perfect quasi-experiments, but some comparative fodder for their shared learning.)*

Students will:

* + Read all assigned papers as well as do additional relevant outside readings
  + Investigate available communication channels through which they will consult with UoA students
  + Keep a learning journal (to be handed in). See below for details
  + Present interim findings throughout the course and final report before the end of the course.

## Learning Journals

# Assignment objectives

* To connect your experiences, your practice, to theory.
* To develop skills in reflection.
* To consolidate your understanding of the theory to which you are exposed.

# Overview

A learning journal is a record of your learning throughout the time you are a consultant to the U0A. The journal will be in two parts:

* + Part 1 will be a weekly report as discussed below.
  + Part 2 will be a consultant’s project summary, which will include a summary of personal learnings and a discussion of how you will apply learnings in future online work scenarios as a consultant and by extension as a virtual team leader/ member/manager.

A learning journal is not simply a record or summary of what you have read. Rather, it is a record of your *reaction* to the academic material, your interpretation of your online consulting experiences and, ideally, the integration of the two types of learning—conceptual and practical. Reflective learning can take many forms. For this course, reflection will be structured as a personal weekly learning journal, which will be handed in Week 6 (unless otherwise changed).

A final learning report

# Suggested format for a learning journal

There are many approaches to writing a learning journal. Feel free to browse the web for ideas or come up with your own. However, many students find it useful, in the beginning, to adopt a structured approach by addressing the following:

* What did I read for the course this week?
* What was the most interesting thing I read – what made it interesting?
* What was the least interesting thing I read, again why was that?
* What were three main things I learned this week?
* What did I previously think was true, but now know to be wrong?
* What was new or surprising to me?
* What have I changed my mind about as a result this weeks learning?
* One thing I learned in this week that I may be able to use in future is...
* Things that I am still unsure about…
* Issues that interested me a lot, and that I would like to study in more detail
* Ideas for action, based on this week’s learning?
* What I most liked about this week?
* What I most disliked about this week?
* Miscellaneous interesting facts I learned this week?
* What I am noticing about my behaviour on-line versus
* What I am noticing about my behaviour in relation to my client teams’ behaviours
* What I am noticing about my personal reactions to my clients…

You will get good marks by demonstrating understanding of the readings (not repetition), raising issues that flow from that reading, and making it clear that you have been thinking about issues and ideas rising from the readings and your consulting experience. Whilst learning journals are not marked for grammar, spelling, referencing, you should proofread them to make sure they are coherent. They should not be a ‘stream of consciousness’.

**Length:**

**Part 1 (20 pts)– Weekly Learning Report** - Each learning report should be no more than one (single-spaced) to two (double-spaced) pages long. Four learning reports are due, from the second to the fifth week of class on Monday at the beginning of class.

These reports should be placed in Blackboard in the Course Journal area

**Part 2 (30pts) – Project Summary** – 2-3000 words. Due 3 April (week six)

**Grading Learning Logs:** At the bottom of the journal you should indicate a grade (A, A-, B+, B, B-, C+, C, C-) indicating **the quality of the learning** you think your journal demonstrates. When your journal is marked you should compare the mark you gave yourself with that given by the lecturer. Think about the following when grading your own work: the accuracy of your observation, the extent to which you understand what you think and feel about things, the links that exist between what you know already and what you are learning, the authenticity or honesty with which you write, the extent to which your behaviour will change as a result of your learning.