

**School of Information Management**  
*Te Kura Whakaipurangi Korero*

## **INFO 407 THE VIRTUAL WORKPLACE: ISSUES AND STRATEGIES**

Trimester **1** 2006

### **COURSE OUTLINE**

#### **Contact Details**

**Lecturers:** Dr David Pauleen (Course Co-ordinator)  
Rm. 202, 42-44 Kelburn Parade  
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Office hours: By appointment

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Office hours: By appointment

#### **Class Times and Room Numbers**

Dates: 28 February – 2 June 2006

Time: Mondays, 11am – 2:00pm

Venue: EA001

#### **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 and to identify strategies for managing them.

Students passing this course should be able to:

1. identify aspects of virtual work within the context of the NZ business environment,
2. describe an application of virtual work in a specific business organisation, and

- develop a theoretical understanding of virtual work and its impact on individuals, groups and society.

## Course Content and Readings

### Weeks One through Six

Topic	Articles
<p><u>Week 1: 27 February</u></p> <ol style="list-style-type: none"> <li>Introduction to the course</li> <li>Virtual work in traditional and virtual organizations</li> <li>Assignment 1</li> <li>Action Learning</li> </ol>	<p>Pauleen, D. &amp; Murphy, P. (under review) "Being virtually there: The role of social capital in networked consultancies" <i>The University of Auckland Business Review</i></p> <p>Yoong, P., Pauleen, D &amp; Gallupe, G (in print). "Generating Data for Research on Emerging Technologies: An Action Learning Approach" in N. Kock (ed) <i>Information Systems Action Research: Bridging the Industry-University Technology Gap</i>, Springer Publishing</p> <p>Pauleen, D., Marshall, S. &amp; Elgort, (2004). "ICT-Supported Team-Based Experiential Learning: Classroom Perspectives". <i>Education and Training</i>, 46, (2), 90-99.</p> <p>Gockel, R. &amp; Parry, K. (2004) Self-reflective management learning: Toward an autoethnographic approach. ANZAM 2004 Conference, University of Otago, Dunedin</p>
<p><u>Week 2: 6 March</u></p> <ol style="list-style-type: none"> <li>Virtual Consulting</li> <li>Virtual team fundamentals <ul style="list-style-type: none"> <li>The state of the research,</li> <li>ICT and virtual teams</li> <li>Media Choice Theories</li> </ul> </li> </ol>	<p>Dube, L. &amp; Pare, G. (2003). The multifaceted nature of virtual teams, in Pauleen, D. (ed.) <i>Virtual Teams: Projects, Protocols and Processes</i>. Idea Press, Hershey, PA., pp. 1-39.</p> <p>Daft, Lengel, &amp; Trevino, L. (1987) Message equivocality, media selection, and manager performance: implications for information systems. <i>MIS Quarterly</i>, 11(3), pp. 355-366.</p> <p>Dennis, A.R., &amp; Valacich, J.S. (1999) Rethinking media richness : towards a theory of media synchronicity. <i>Proceedings of the 32<sup>nd</sup> Hawaii International Conference on System Sciences</i></p> <p>Rennecker et al (2006) Reconstructing the stage: The use of instant messaging to restructure meeting boundaries. <i>Proceedings of the 39<sup>th</sup> Hawaii International Conference on System Sciences</i></p> <p>Pauleen, D. &amp; Yoong, P. (2001). Facilitating virtual team relationships via Internet and conventional communication channels. <i>Internet Research: Electronic Networking Applications and Policies</i> 11(3) pp. 190-202</p>
<p><u>Week 3: 13 March</u></p> <ol style="list-style-type: none"> <li>Virtual Teams – advanced <ul style="list-style-type: none"> <li>Virtual teams and the organization</li> <li>leadership,</li> </ul> </li> <li>Human interaction in virtual teams <ul style="list-style-type: none"> <li>relationship</li> </ul> </li> </ol>	<p>Kayworth, T. &amp; Leidner, K. (2002). Leadership effectiveness in global virtual teams. <i>Journal of Management Information Systems</i>.18, (3), 7-40.</p> <p>Pauleen, D. (2003-4). An inductively derived model of leader-initiated relationship building with virtual team members". <i>Journal of Management Information Systems</i>. 4, (3), pp. 227-256.</p> <p>Jarvenpaa, S. L., Knoll, K., &amp; Leidner, D.E. (1998). Is anybody out there? Antecedents of trust in global virtual teams. <i>Journal of Management Information Systems</i> 14(4), 29-64.</p>

<p>building and trust,</p>	<p>Lojeski et al. (2006). The role of virtual distance in innovation and success. Proceedings of the 39<sup>th</sup> Hawaii International Conference on System Sciences</p> <p>Kolb, D. (under review) Redefining Distance in Distributed Work: Toward Theory of Requisite Connectivity. Organization Science</p>
<p><u>Week 4: 20 March</u></p> <p>1. Human interaction in virtual teams (cont)</p> <ul style="list-style-type: none"> <li>- More on trust</li> <li>- boundary crossing and culture</li> </ul>	<p>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.</p> <p>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.</p> <p>Pauleen, D. &amp; Murphy, P. (winter, 2005). "In Praise of Cultural Bias" Sloan Management Review, Vol. 46, (2), 21-22</p> <p>Pauleen, D. (2003). Lessons learned crossing boundaries in an ICT-supported distributed team. Journal of Global Information Management, 11 (4), pp. 1-19.</p>
<p>Week 5: 27 March</p> <p>1. TBA</p>	<p>Murphy, P. &amp; Pauleen, D. "Intellectual Capital Organizations and Social Networks: "Ten Minutes and Eighty Years" Management" Sloan Management Review</p> <p>Three of your own readings</p>
<p><u>Week 6: 3 April</u></p> <p>1. Workshop</p> <p>2. Oral Presentations</p>	
	<p>Trimester break</p>
	<p><b>Theme: Learning and leading in the virtual workplace (subject to changes)</b></p>
<p><u>Week 7: 24 April</u></p> <p>1. Workplace learning</p> <p>2. Online communities of practice</p> <p>3. The nature of Assignment 2</p>	<p>De Cagna, J. (2001). Interview – Tending the garden of knowledge: A look at communities of practice with Etienne Wenger. <i>Information Outlook</i>, 5(7), 6-12.</p> <p>Smith, H. &amp; McKeen, J. (2003). Creating and Facilitating Communities of Practice. Queen's Centre for Knowledge-Based Enterprises, Queen's University, Kingston, Canada.</p> <p>Kimble, C., &amp; Wright, P. (1998). Computer Mediated Communications and Communities of Practice. In <i>Proceedings of Ethicomp'98, the Fourth International Conference on Ethical Issues of Information Technology</i>, Erasmus University, Rotterdam, Holland, 275-286.</p> <p>Bradshaw, P., Powell, S., &amp; Terrell, I. (2004). Building a community of practice: Technological and social implications for a distributed team. In Hildreth, P &amp; Kimble, C. (eds.) <i>Knowledge Networks: Innovation Through Communities of Practice</i>, 184-201, London: Idea Group Publishing.</p>

<p><u>Week 8: 1 May</u> 1. The nature of online professional development in the virtual workplace</p>	<p>Moore, J. &amp; Barab, S. (2002). The Inquiry Learning Forum: A Community of Practice to Online Professional Development. <i>TechTrends</i>, 46(3), 44-49.</p> <p>Vrasidas, C. &amp; Zembylas, M (2004). Online Professional Development: Lessons from the Field. <i>Education &amp; Training</i>, 6(7), 326-334.</p>
<p><u>Week 9: 8 May</u> 1. Site visit</p>	
<p><u>Week 10: 15 May</u> 1. Emerging leadership roles in the virtual workplace</p>	<p>Franke, U. &amp; Hickman, B. (1999). Is the net-broker an entrepreneur? What role does the net-broker play in virtual webs and virtual corporations? <i>Virtual Organisation Net</i>, 1(1), 120-138.</p> <p>Storck, J. &amp; Storck, L. (2004). Trusting the knowledge of large online communities: Strategies for leading from behind. In Hildreth, P &amp; Kimble, C. (eds.) <i>Knowledge Networks: Innovation Through Communities of Practice</i>, 243-255, London: Idea Group Publishing.</p>
<p><u>Week 11: 22 May</u> 1. Urgent decision-making and the virtual workplace: Leading mobile business interactions</p>	<p>Peszynski, K. and Yoong, P. (2002). The Role of Information and Communication Technology in the Urgent Decision-Making Process. In <i>Proceedings of the 13th Australasian Conference in Information Systems</i>, Melbourne, Australia, 1069-1079.</p> <p>Yoong, P. and Cleland, G. (2004). Exploring Mobile Internet Meetings: A Case Study. <i>Innovation: Management, Policy and Practice</i>, 6(1), 106-114.</p>
<p><u>Week 12: 29 May</u> 1. Project Presentations</p>	

### Readings

No textbook is required. Readings will be made available to students in either hardcopy or through Blackboard. Students are responsible for printing out readings if necessary. It is expected that students will extensively research and read related materials outside of class

### 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.

### Penalties

**Late Submission:** In fairness to other students, work submitted after the deadline will incur a 10% penalty (of the mark obtained) for each day late. In the event of bereavement or prolonged illness affecting your ability to meet the deadline, discuss your situation with the Course Co-ordinator. You must substantiate your claim with appropriate documentation, for example, a medical certificate.

### Mandatory Course Requirements

To pass the course, you must gain a minimum of 40% on each assignment and a weighted average of 50% across all assignments. To obtain a fair distribution of marks relative to assignment difficulty, scaling of marks may be employed on some or all assessments.

**Attendance:** An attendance register will be kept. However, there will be no penalty for non-attendance other than knowledge deprivation. Please notify Dr Pauleen in advance if you are unable to attend a class.

### **Communication of Additional Information**

All notices relating to this course will be announced in class or distributed via Blackboard. The URL is: [blackboard.vuw.ac.nz](http://blackboard.vuw.ac.nz)

### **Faculty of Commerce and Administration Offices**

#### Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the office on (04) 463 5376.

#### Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Check with the Student Administration Office for opening times (04) 463 5376.

### **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

### **Student Conduct and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

[www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

### **Academic Grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

[www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

### **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

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. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

#### ***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

*Find out more about plagiarism and how to avoid it, on the University's website at:*

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

### **Students with Disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-

6070, email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

### **Student Support**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

### **Manaaki Pihipihinga Maori and Pacific Mentoring programme (Faculties of Humanities and Social sciences and Commerce and Administration).**

- **What:** Academic Mentoring for Maori and Pacific students studying at all levels in the above faculties. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the faculty's study rooms and computer suite at any time at Kelburn and Pipitea.
- Mature student and Post grad network

If you would like to register as a mentor or mentee please contact the coordinator.

#### **Where:**

Melissa Dunlop  
Programme Coordinator  
Room 109 D  
14 Kelburn Parade: back courtyard  
Ph: (04) 463 6015  
Email: [Maori-Pacific-Mentoring@vuw.ac.nz](mailto:Maori-Pacific-Mentoring@vuw.ac.nz)

Please Note: A mentoring room will also be running at Pipitea Campus starting January. Please contact the Programme Coordinator for details.