

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

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

Trimester One 2011

**COURSE OUTLINE**

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**Names and Contact Details**

Course Coordinator:	Name:	Professor Pak Yoong
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Office hours:	By appointment	

**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 May 2011. 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

Lectures:	Tuesday, 10.30 am – 1.20pm; Venue: RWW 125
Workshop:	Sunday, 10 April, 11.00 am – 5.00 pm

## Course Content

Topic	Articles	Deliverables
<u>Week 1: 1 March</u> 1. Introduction to the course 2. Virtual work in traditional and virtual organizations 3. Assignment 1	1. Watson-Manheim, M. B., Crowston, K. & Chudoba, K. M. (2002). A new perspective on “virtual”: analysing discontinuities in the work environment. <i>In Proceedings of the 35<sup>th</sup> Hawaii International Conference on Systems Sciences</i> (pp. 270-280). Washington, DC: IEEE Computer Society. 2. Saabeel, A., Verduijn, T., Hagdorn, L. & Kumar, K. (2002). A model of virtual organisation: A structure and process perspective. <i>The Electronic Journal for Virtual Organizations and Networks</i> , 4, 1-17.	
<u>Week 2: 8 March</u> 1. Theory of media synchronicity 2. The nature of trust in virtual teams 3. Project work	3. DeLuca, D. & Valacich, J. (2006). Virtual teams in and out of synchronicity. <i>Information Technology and People</i> . 19(4), 323-344. 4. Nandhakumar, J & Baskerville, R. (2006). Durability of online teamworking: patterns of trust. <i>Information Technology and People</i> , 19(4), 371-389. 5. Julsrud, T. & Bakke, J. (2009). Building trust in networked environments: Understanding the importance of trust brokers. In P. Yoong (Ed.), <i>Leadership in the digital enterprise: Issues and challenges</i> (pp. 251-272). Hershey: Business Science Reference.	
<u>Week 3: 15 March</u> 1. Leadership in the virtual workplace 2. Project work	6. Simoff, S.J. & Sudweeks, F. (2007). The language of leaders: Identifying emergent leaders in global virtual teams. In Amant K (eds), <i>Linguistic and Cultural Online Communication Issues in the Global Age</i> (pp. 93-111), Hershey, PA: IGI Global. 7. Thornton, K. (2009). The Nature of Distributed Leadership and its Development in Online Environments. In Yoong, P. (Ed.), <i>Leadership in the Digital Enterprises: Issues and Challenges</i> (pp. 1-14). Hershey: Business Science Reference.	
<u>Week 4: 22 March</u> 1. Online facilitation 2. Mobile work 3. Project work	8. Rangarajan, N. & Rohrbaugh, J. (2003). Multiple roles of online facilitation: An example in any-time, any-place meetings. <i>Group Facilitation</i> , 5, 26-36. 9. Harmer, B. & Pauleen, D. (2008). Moving the boundaries: The impact of mobility on work and life. <i>University of Auckland Business Review</i> , 10(1), 21-28. 10. Yoong, P. & Cleland, G. (2004). Exploring Mobile Internet Meetings: A Case Study. <i>Innovation: Management, Policy and Practice</i> , 6(1), 106-114.	Assignment 1: 10.30 am, 22 March

<p><u>Week 5: 29 March</u></p> <ol style="list-style-type: none"> <li>1. The nature of professional development in the virtual workplace</li> <li>2. Project work</li> </ol>	<ol style="list-style-type: none"> <li>11. Moar, D. &amp; Volet, S. (2007). Engagement in Professional Online Learning: A Situative Analysis of Media Professionals Who Did Not Make It. <i>International Journal of E-Learning</i>, 6(1), 95-117.</li> <li>12. DeRouin, R., Fritzsche, A. &amp; Salas, E. (2005) E-Learning in Organisations. <i>Journal of Management</i>, 31, 920-940.</li> </ol>	
<p>Week 6: 5 April</p> <ol style="list-style-type: none"> <li>1. Mobile learning</li> <li>2. Social networking and professional development</li> </ol>	<ol style="list-style-type: none"> <li>13. Tetard, F. &amp; Patokorpi, E. (2008). A Theoretical Framework for Mobile Learning and E-inclusion in Finland. In <i>Proceedings of the ICIS '08</i>. Retrieved 18 February 2010, from <a href="http://www.aisel.aisnet.org/icis2008/52">http://www.aisel.aisnet.org/icis2008/52</a>.</li> <li>14. Boyd, D. &amp; Ellison, N. (2008). Social network sites: Definitions, history and scholarship. <i>Journal of Computer-Mediated Communication</i>, 13, 210–230.</li> <li>15. Kompen, R., Edirisingha, P. &amp; Mobbs, R. (2009). Putting the pieces together: Conceptual frameworks for building PLEs with Web 2.0 tools. In Bernath, U. et al. (Ed.), <i>Distance and e-learning in transition: Learning innovation, technology and social challenges</i> (pp. 783-808). London: Wiley Publishing..</li> </ol>	
<p>Week 6: 10 April</p>	<p>Sunday workshop (11 am – 5 pm)</p>	
<p>Week 7: 12 April</p>	<p>No lecture (replaced by 10 April Sunday workshop)</p>	
	<p>Trimester break</p>	
<p>Week 8: 3 May</p> <ol style="list-style-type: none"> <li>1. Online community and professional development</li> </ol>	<ol style="list-style-type: none"> <li>16. Conrad, D. (2008). From Community to Community of Practice: Exploring the Connection of Online Learners to Informal Learning in the Workplace. <i>The American Journal of Distance Education</i>, 22, 3-23.</li> <li>17. Stacey, E., Smith, P. and Barty, K. (2004). Adult Learners in the Workplace: Online learning and communities of practice. <i>Distance Education</i>, 25(1), 107-123.</li> <li>18. Thornton, K. and Yoong, P. (2009). The Application of Blended Action Learning to Leadership Development: A Case Study. In Yoong, P. (Ed.), <i>Leadership in the Digital Enterprises: Issues and Challenges</i> (pp. 163-180). Hershey: Business Science Reference.</li> </ol>	<p>Assignment 2 (Part 1): 10.30 am, 3 May</p>
<p>Week 9: 10 May</p>	<p>No lecture (replaced by 10 April Sunday workshop)</p>	
<p>Week 10: 17 May</p> <ol style="list-style-type: none"> <li>1. Online mentoring and coaching</li> <li>2. Project work</li> </ol>	<ol style="list-style-type: none"> <li>19. Hamilton, B. &amp; Scandura, T. (2003). E-Mentoring: Implications for Organizational Learning and Development in a Wired World. <i>Organizational Dynamics</i>, 31(4) 388-402</li> <li>20. Eisen, M. (2001). Peer-based professional development viewed through the lens of transformative learning, <i>Holistic Nursing Practice</i>, 16(1), 30-42.</li> </ol>	

<p>Week 11: 24 May</p> <ol style="list-style-type: none"> <li>1. 'Success' in online professional development</li> <li>2. Future directions</li> <li>3. Project work</li> </ol>	<ol style="list-style-type: none"> <li>21. Muijs, D. &amp; Lindsay, G. (2007). Where are we at? An empirical study of levels and methods of evaluating continuing professional development. <i>British Educational Research Journal</i>, 34(2), 195-211.</li> <li>22. Hill, J., Song, L. &amp; West, R. (2009). Social Learning Theory and Web-Based Learning Environments: A Review of Research and Discussion of Implications. <i>American Journal of Distance Education</i>, 23(2), 88-103.</li> </ol>	<p>Assignment 2 (Part 2): 10.30 am, 24 May</p>
<p>Week 12: 31 May</p> <ol style="list-style-type: none"> <li>1 Project presentations</li> <li>2 Summary of course</li> </ol>	<p>Project presentations</p>	

**Notice:** This schedule may change during the course; any changes will be communicated via Blackboard.

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

### Course Delivery

Each week designated students will lead small group discussion about the assigned articles. This involves preparing an interesting question about each of the papers, and preparing your own views on a possible answer, supported by evidence from the reading itself, or other academic or practitioner sources. The seminar leader is expected to facilitate a small group discussion and to provide feedback to the class on the findings of the group. Note: Instead of a question, you may prepare and lead a group activity or exercise, and explain how it will illustrate key points from the article. They may involve the class in some academic activity, e.g., classifying topics by some scheme in the article reviewed, or developing research questions from some model presented.

A written version of the question and the answer (or the proposed activity) must be provided to the lecturer by 5:00 pm on the day before the class at which they are to be discussed. Each "answer" should be no more than 500 words (and may be less).

## Notes on seminar leadership

1. **Written submission of questions or activities:** Prepare one question OR activity which is relevant to the designated paper for the week. Provide a brief answer to the question, supported by evidence, or an explanation of how the activity will contribute to understanding of the key points of the paper. A written version of the question and the answer (or the proposed activity) must be provided to the lecturer by 5:00 pm on the day before the class at which they are to be discussed. Each “answer” should be no more than 500 words (and may be less).
2. **Seminar facilitation:** You should aim for about 20 minutes of facilitated discussion on the paper set for your designated week. This may include your own questions or activities and/or questions set by the lecturer or the designated presenter for the week. You need to keep the discussion focussed, synthesise the findings and opinions of your small group, and briefly report them back to the wider group.

### **Expected Workload**

You are required to attend all course sessions, the Sunday workshop, read assigned materials, and contribute to discussions. For each week of the course, plan to spend three hours in class and six to eight hours preparing for class. Additional time will be required for completion of course assignments.

This is an average workload—actual workload will vary both with individuals and from week to week during the trimester.

### **Group Work**

Students are required to participate in a group presentation as part of assignment two. This will involve an average of 20 hours work outside the class room.

### **Readings**

No textbook is required. Readings will be made available to students through links on 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

Additional readings will be discussed in lectures.

### **Materials and Equipment**

An essential set of readings is available from Blackboard.

### **Assessment Requirements**

There are two major assignments for this course (subject to minor change). Details of the assessment requirements will be specified within each assignment document. See Blackboard for details.

<b>Assignment</b>	<b>Description</b>	<b>Due date</b>	<b>%</b>
1	Annotated bibliography of virtual work (Assessing Objective 1)	10.30 am, 22 March	25

2	Supporting professional development in the virtual workplace (Part 1) (Assessing Objectives 2 and 3)	10.30 am, 3 May	30
2	Supporting professional development in the virtual workplace (Part 2) (Assessing Objectives 2 and 3)	10.30 am, 24 May	35
	Seminar leadership (Assessing Objectives 1, 2 and 3)	Continuous	10

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.

### Examinations

There is no final examination for this course.

### Penalties

In fairness to other students, assignment work submitted after the deadline will incur a 10% penalty for each actual day (prior to 10.30 am) 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 verify your claim, e.g., produce a medical certificate. In doing so, you consent to your supporting documentation being checked by the Course Co-ordinator. Extensions will only be granted under these conditions.

### Important Notes:

- *No extension is possible based on a student's workload. You are expected to manage your workload to ensure there is sufficient time to complete assessments as required.*
- *You are expected to back up your work – From time to time files are lost, computers crash, etc., so it is critical that you get into the habit of backing up important files (on floppy disk or ZIP disk, for example).*
- *Do not leave submitting your work to the last minute – Technology problems do occur (especially on the day an assessment is due). Be smart and submit it in plenty of time. Extensions will not be granted due to problems with submitting work.*
- *Working together – All assessments in this course are individual assessments, unless they are explicitly identified as group assessments. You are encouraged to discuss aspects of your individual assessments with others. However, when it is time to develop your solution, the work must be ENTIRELY your own. In this way, we will have your perspective on the topic - not someone else's!*

### 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.

The course students must have participated in the Sunday workshop.

### **CLASS REPRESENTATIVE**

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

Additional information will be communicated to students via the Blackboard system and through announcements in lectures.

### **Use of Turnitin (if applicable)**

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

**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/)