SCHOOL OF INFORMATION MANAGEMENT
CENTRE FOR ADVANCED MANAGEMENT EDUCATION

MGMT 5009 COLLABORATION
SUMMER 2018

Instructor: Dr. Joyline Makani
Office: Killam Bldg., Suite 3621
Telephone: (902) 494-3661
E-mail: Joyline.makani@dal.ca
Office hours: By appointment (available via both synchronous and asynchronous interaction
technologies)
Course website: Brightspace

COURSE DESCRIPTION

As the world becomes more connected, geographically dispersed workplace teams who cross time, space and organizational boundaries are increasingly common. People in a number of organizations today can no longer communicate using the same techniques as organizations where all members are located in the same office. Collaboration can take place virtually through many modes including audio or teleconferencing, online communities and others. Information managers increasingly contribute expertise to ensure that such workplace members are equipped with tools and techniques contributing to collaboration success. This course introduces the principles that allow organizations to engage successfully in collaboration, benefits and challenges of virtual workplace teams, steps for developing effective e-collaboration environments, and examples of tools and technologies that support such efforts. We will explore a number of enterprise social media and collaboration tools and technology available to today's organizations.

COURSE PRE-REQUISITES

None

COURSE OBJECTIVES

The course is intended to provide students with an understanding of:

➢ The relevant theory, concepts and research regarding virtual team behavior and collaboration from an interdisciplinary perspective.

➢ Current use of social media and collaboration tools to address a variety of team and project needs in organizations.
➢ Interpersonal and group communication tools for synchronous and asynchronous communications between organizational members.
➢ Enterprise social media and collaboration technologies to enable collaboration and teamwork efforts.

LEARNING OUTCOMES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas, divided according to the core competencies of the MIM program:

LEARNING OBJECTIVE	RELEVANT MIM CORE COMPETENCIES[1]
Surveying foundational and current research on collaboration and virtual teams and assessing its application to the development of organizational collaboration systems and services.	**Information Management Leadership** ➢ Competencies 1.1; 1.3; 1.4 **Enterprise Architecture** ➢ Competencies 2.1; 2.2; 2.3
Determining, selecting, and managing the set of social media and collaboration technology tools needed for a particular organization based on team and project needs.	**Information Management Leadership** ➢ Competencies 1.1; 1.3; 1.4 **Enterprise Architecture** ➢ Competencies 2.1; 2.2; 2.4
Organizing virtual workplace teams to enhance collaboration and knowledge sharing effectiveness and minimize disruptive conflict.	**Information Management Leadership** ➢ Competencies 1.3; 1.4 **Enterprise Architecture** ➢ Competencies 2.1; 2.2; 2.3
Selecting and using interpersonal and group social media and collaboration technology providing synchronous as well as asynchronous communications between members of an organization	**Information Management Leadership** ➢ Competencies 1.3; 1.4 **Enterprise Architecture** ➢ Competencies 2.1; 2.2; 2.4

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[1] See attached appendix of MIM Competency Framework for description of competencies

INSTRUCTIONAL METHODS

- ➤ Brightspace (D2L)
- ➤ Blackboard Collaborate Ultra
- ➤ Other collaborative technology tools

INSTRUCTIONAL METHODS

This course will be conducted online, using Brightspace. Course delivery will be both synchronous and asynchronous with learning and teaching taking place via live collaboration sessions, video and audio presentations, discussion board conversations, online group work, etc.

LEARNING MATERIALS

REQUIRED TEXTBOOK: This course has no required textbook. Assigned readings, case studies as well as research tools will be made available on the class Brightspace (D2L) site. A majority of the readings will come from the primary course text: **Morgan, J. (2012).** *The Collaborative Organization – A Strategic Guide to Solving Your Internal Business Challenges Using Emerging Social and Collaborative Tools,* New York: McGraw-Hill. This book brings together theory, research and practice on the topic of collaboration.

Other supplemental reading materials will be available online, through links provided via the licences arranged by Dalhousie University Libraries or through designated websites. These are separated into required / recommended (listed in syllabus), and supplementary readings to help you better manage the course workload and plan your time.

METHOD OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant research, analysis and reflection.

ASSIGNMENT	GRADE WEIGHT
Group Project	25%
Course Project (Individual): a series of complementary assignments and a final report:	
Project proposal	2.5%
Literature review (preliminary)	22.5%
Research Question (s).	5%
Research Ethics Review Documentation (mock)	7.5%
Final Report	12.5%
Participation: Students will participate in weekly online forum discussions with topics based on course material for each week	15%
Class Discussion Leadership: Students will select and lead one of the weekly online forum discussions beginning with Week 3.	10%

CLASS POLICIES

Extended absence from class

- ➢ Emergencies
  - o Contact the course instructor
- ➢ Illness
  - o Contact your instructor as soon as possible to inform him or her of your illness.
  - o All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

Students are expected and required to:

- ➢ Make substantive contributions to class discussion boards
- ➢ Attend, whenever possible, Blackboard Collaborate sessions, and to listen to the archived sessions, where applicable if live attendance is not possible

➢ Read the assigned required readings for each module
➢ Complete class exercises and homework assignments on time
➢ Participate fully in class discussions
➢ Turn in assignments representative of graduate-level work
➢ Check their e-mail daily.

Assignments must:

➢ Be double spaced
➢ Use 12-point font in either Arial (preferred) or Times New Roman
➢ Be in Word, RTF, or Open Office format. Please do **NOT use PDF**
➢ Be submitted to the Brightspace Dropbox
➢ Contain your name
➢ Adhere to the required citation format for this course, which is the *Publication Manual of the American Psychological Association (APA)* (6th ed., 2010). **For more information on APA style**, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html
➢ Due by 11:59 pm AST on the date indicated on the assignment sheet.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class**.**

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

FACULTY OF MANAGEMENT CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
➢ Copying a computer file from another student, and using it as a template for your own solution
➢ Copying text written by another student
➢ Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
➢ When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

ACCESSIBILITY
The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our

Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

COURSE SCHEDULE

MODULE 1 *May 7th to May 20th (2 weeks)*	**Introduction to Course. Collaboration Conceptual Elements. Teams. Organizational Knowledge Flow - Data, Information, Knowledge Flow.** Required / Recommended Readings Morgan, *The Collaborative Organization*: Ch. 1, 2 Katzenbach, J., & Smith, D. (2005). The Discipline of Teams. Harvard Business Review, 83(7,8), 162-170. Bedwell, W. L., Wildman, J. L., DiazGranados, D., Salazar, M., Kramer, W. S., & Salas, E. (2012). Collaboration at work: An integrative multilevel conceptualization. *Human Resource Management Review*, *22*(2), 128-145. 📖 Kurtzberg, T. (2014). *Virtual teams: Mastering communication and collaboration in the digital age*. Santa Barbara, California: Praeger. pp. 1-10. Supplementary readings available on the course Brightspace (D2L) site Assignments ❑ **Assigned : Class Forum Discussion Leadership – Topic/Weeks** ❑ **Assigned : Group Project** ❑ **Assigned: Course Project (Individual)** Misc. Deliverables ❑ Introduction Posting ❑ Module 1 Discussion
MODULE 2 *May 21st to June 3rd*	**E- Collaboration Frameworks and Theories. Social Media in an Organization. E-Collaboration Technology and Virtual Teamwork.** Required / Recommended Readings 📖 Morgan, The Collaborative Organization: Ch. 3, 6, & 7 📖 White, M. (2016) Managing Virtual Teams. Research Note 01-16; Intranet Focus Ltd 📖 Leonardi, P., & Neeley, T. (2017). What managers need to know about social tools: avoid the common pitfalls so that your organization can collaborate, learn, and innovate. Harvard Business Review, 95(6), 118-126. 📖 Guinan, P. J., Parise, S., & Rollag, K. (2014). Jumpstarting the use of social technologies in your organization. Business Horizons, 57(3), 337-347. Supplementary readings available on the course Brightspace (D2L) site. Assignments ❑ **Due: Course Project proposal Assignment on May 27th** ❑ **Forum discussion leadership begins on May 21st** Misc. Deliverables ❑ Module 2 Discussions

MODULE 3 *June 4th* *to* *June 17th*	**Building a Strong Organizational Collaboration. Culture & Trust Building Online, Collaborative Sensemaking Support. Conflict and Consensus Approaches in Virtual Team Strategic Decision Making.** Required / Recommended Readings 📖 Morgan, The Collaborative Organization: Ch. 4, 5, & 8 📖 Davey, L. (2017). If Your Team Agrees on Everything, Working Together Is Pointless. Harvard Business Review Digital Articles, 2-4. Supplementary readings available on the course Brightspace (D2L) site. Assignments ❑ **Due: Group Project Assignment on June 17th** Misc. Deliverables ❑ Module 3 Discussions ❑ Midterm Course Evaluation available June 6 - 13
MODULE 4 *June 18th to* *July 1st*	**Leadership, Strategy and Performance Management** Required / Recommended Readings 📖 Morgan, The Collaborative Organization: Ch. 9, 10, & 11 📖 Watkins, M. D. (2013). Making Virtual Teams Work: Ten Basic Principles. Harvard Business Review Digital Articles, 2-5. Retrieved from https://hbr.org/2013/06/making-virtual-teams-work-ten 📖 West, J. (2015) Managing Teams from a Distance: Making the Most of Virtual Meetings. (technical note) Darden School of Business Retrieved from https://ideas.darden.virginia.edu/2015/10/virtual-culture-and-leadership-how-to-manage-long-distance-teams/ Supplementary readings available on the course Brightspace (D2L) site. Assignments ❑ **Due: Literature Review Assignment on June 30th** Misc. Deliverables ❑ Module 4 Discussions
MODULE 5 *July 2nd* *to* *July 15th*	**Implementation, Integration, Design Factors. Group Structure & Technology** Required / Recommended Readings 📖 Morgan, The Collaborative Organization: Ch. 13, 14 📖 Leistner, F. (2012). *Connecting organizational silos taking knowledge flow management to the next level with social media*. Hoboken, N.J.: John Wiley & Sons. Pp. 97-114 📖 Olson, J. & Olson, G. M. (2014). Working together apart: Collaboration over the Internet (Synthesis lectures on human-centered informatics; #20). San Rafael, California: Morgan & Claypool, Ch. 11 pp. 57-85 Supplementary readings available on the course Brightspace (D2L) site. Assignments ❑ **Due: Research Question Assignment on July 8th** ❑ **Due: Research Ethics Review Documentation Assignment on July 15th**

	Misc. Deliverables
	❑ Module 5 Discussions
MODULE 6 *July 16th* *to* *July 27th*	**Measures of Success. Social Media Analytics – Value of Analysis, Social Network Analysis. What's Next?** Required / Recommended Readings 📖 Morgan, The Collaborative Organization: Ch. 12 & 15 📖 Leistner, F. (2012). *Connecting organizational silos taking knowledge flow management to the next level with social media*. Hoboken, N.J.: John Wiley & Sons. Pp. 139-155 📖 Cain, Susan (Jan. 13, 2012). The Rise of the New Groupthink. The New York Times, http://goo.gl/j0duq Supplementary readings available on the course Brightspace (D2L) site. Assignments ❑ **Forum discussion leadership ends on July 22nd** ❑ **Due: Final Report Assignment on July 29th** Misc. Deliverables ❑ Module 6 Discussions ❑ Student Rating of Instruction available July 29 - August 4
MGMT5108 *August 10th* *to 11th*	**Halifax** You must be registered at Dal Online to attend SRIs available August 11 - 17 The syllabus (and applicable other learning resources) will be posted in advance

APPENDIX I: MIM COMPETENCIES FRAMEWORK - DEFINITIONS OF KEY AREAS

1. **INFORMATION & KNOWLEDGE MANAGEMENT LEADERSHIP**

   Information & knowledge management (I&KM) leaders focus on the strategic importance of information as a resource within their organization. Effective information & knowledge management leaders establish appropriate information management goals and processes, and lead the process of organizational change.

   A graduate of the Master of Information Management program should understand how to:

   1.1 Identify, develop, articulate, and promote I&KM strategies and policies that will facilitate the achievement of organizational objectives.

   1.2 Ensure that I&KM strategies and policies are embedded within corporate governance, projects and business processes.

   1.3 Foster a knowledge and information rich culture, ensuring that Knowledge and Information Management skills are recognised as core competencies needed to develop individual and organizational capacities.

   1.4 Engage their organization to encourage collaboration and information sharing with internal business units, and externally, to other strategic partners.

   1.5 Act as an advocate and facilitator for I&KM strategies, and bridge the continuum between senior management and employees

   1.6 Continually review and assess the impact of I&KM strategies and policies, enhancing and revising them as needed.

2. **ENTERPRISE ARCHITECTURE**

   Information managers identify, analyze, and evaluate methods, tools, concepts, and best practices to articulate how processes and technology can be used to manage information resources in accordance with legislation, as well as relevant internal policies, procedures, and guidelines.

   A graduate of the Master of Information Management should understand how to:

   2.1 Monitor and evaluate current and emerging best practices in IM and information technology (IT) relative to the organization's strategic plan and current practices.

   2.2 Assess and evaluate IM requirements, and identify potential IT-based solutions.

   2.3 Identify and design shared solutions among partners and external organizations, leveraging process and technology investments.

   2.4 Employ the organization's IT investment strategy to compare, contrast, and evaluate potential acquisitions.

   2.5 Develop metrics, key performance indicators, and critical success factors to monitor, assess, and report on technology project results.

3. **RISK MANAGEMENT**

   Information managers identify, analyze, evaluate, and mitigate risks associated with the information resources, throughout their life cycle.

   A graduate of the Master of Information Management should understand how to:

   3.1 Identify and value information assets

   3.2 Conduct risk assessments

   3.3 Develop and evaluate policies to manage information risk

   3.4 Advocate risk management at strategic and operational levels

3.5 Build a risk-aware culture within the organization, including appropriate education and training

3.6 Develop risk response processes, including contingency and business continuity programs

3.7 Ensure compliance with relevant legal or regulatory requirements

4. INFORMATION SECURITY

Information managers identify, analyze, and evaluate processes ensuring the confidentiality, integrity, and availability of their information resources.

A graduate of the Master of Information Management should understand how to:

4.1 Develop and evaluate policies relating to information security

4.2 Define and enforce appropriate access levels to confidential information

4.3 Protect data from modification or deletion by unauthorized parties

4.4 Ensure the availability of information resources via appropriate systems, access channels, and authentication mechanisms

4.5 Implement access controls

4.6 Perform security audits

APPENDIX II: VIRTUAL TEAM GUIDELINES

➢ **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine

➢ **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.

➢ **Explore** the architecture of Brightspace. Consider using Brightspace's **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.

➢ **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)

➢ **Appoint and refer to a team records manager**. If you are unable to locate shared work, this person could help you find what you are looking for.

➢ **Connect during "live office hours"** to communicate with your instructor.

➢ **Stay present and visible online**. Communicate regularly with your peers via the designated forum.