

Syllabus – SE Virtual Collaboration in a Global Context

Code	247.035
Title	Virtual Collaboration in a Global Context
Type	SE
Lecturer(s)	<p>a.Univ.Prof.in Dr.in Henriett Primecz Department of International Management, JKU henriett.primecz@jku.at</p> <p>Richard Wan, MGB Department of International Management, JKU richard.wan@jku.at</p> <p>Blended intensive program (BIP) co-lecturers: Lotta Kokkonen, Ph.D. University of Jyväskylä, Finland</p> <p>Univ.Prof. Dr. Alexander Frame University of Burgundy, France</p>
Weekly hours	3
Number of ECTS credits	6

Course Content including Goals

The content of this course is focused on the following areas:

- Acquiring virtual collaboration competences.
- Understanding the complexity of virtual collaboration and its impact on organizations, teams, and individuals.
- Becoming familiar with niche topics in virtual team management (virtual leadership, organization and conducting of virtual meetings, and digital well-being).
- Gaining practical virtual business management experience.
- Acquiring feedback and reflection techniques.
- Improving multilingual and intercultural communication competence (MICC) in a global context.

Course Objectives

This course aims to:

- Provide a learning environment that allows for experiencing the benefits and challenges of multicultural and virtual team work.
- Increase students' sensitivity and awareness about challenges in virtual collaboration.
- Enable the acquisition of a holistic picture in an online operating company.
- Raise awareness and have discussions about the complexity and challenges of virtual collaboration.
- Enable students to be self-aware and valuable contributors in virtual collaboration.
- Gaining insights about potential language hurdles and intercultural communications difficulties in a global context.
- Developing competencies in multilingual and intercultural communication.

Learning Outcomes

On successful completion of this course, the students will be able to:

- LO1: Accurately identify and apply relevant theory within different specific contexts of virtual collaboration. [cognitive/analytical, remember]
- LO2: Apply decision making skills related to virtual collaboration, virtual leadership, organizing and conducting virtual meetings. Manage a business online. [professional/practical skills, apply]
- LO3: Demonstrate the ability to formulate and present concise, insightful analyses which expose issues logically and coherently. [transferable skills, analyse, evaluate, create]
- LO4: Acquire skill sets and frameworks for self-reflection, digital well-being and peer reflection in a virtual workspace. [evaluate]
- LO5: Distinguish and analyze different theoretical approaches to intercultural communication [transferable skills, analyse, evaluate, create]
- LO6 Understand, reflect, and discuss fundamental issues in multilingual communication and intercultural communication competence [evaluate]
- LO7 participate effectively and appropriately in multilingual and multicultural environments, both during physical encounters and with online teams. [professional/practical skills, apply]

Methods of Teaching and Learning

The learning and teaching strategy are designed to develop knowledge and understanding in both theoretical and practical perspectives.

In addition to self-directed learning, the teaching and learning methods include a mixture of seminars and lectures (enriched with interactive student presentations), virtual teamwork with students from partner universities and an online business simulation.

- 3 hrs x 2 simulation occasions [LO2, LO3, LO4]
- 3 hrs x 3 mixture of seminars and lectures [LO1, LO2, LO4]
- 1.5 hrs x 2 online sessions [LO5]
- 3 hrs x 7 face to face sessions in an international environment [LO6, LO7]
- 3 hrs assessment preparation / revision (est. based on students' course evaluation data) [all LOs]
- ~20 hrs independent study [LO1]

Assessment Strategy

Class participation:

Class participation is part of the graded component and students are expected to attend all sessions and stay for the whole duration of each session. Students who do not attend at least 80% of the total class time will automatically receive a negative course grade. If you have scheduling conflicts, you must notify the lecturer at least 24 hours in advance. Absences that are not communicated with lecturers before the start of the session will not be excused. These rules apply as well when sessions take place in a virtual or blended learning manner. Virtual collaboration with students from partner universities is also part of this course and active participation is expected.

PLEASE see additional information below about additional attendance and participation requirements for this course!

Scoring system:

A total of 100 points can be achieved in this course and the grade distribution as follows:

90 – 100 points	Sehr gut	1
80 – 89 points	Gut	2
70 – 79 points	Befriedigend	3
50 – 59 points	Genügend	4
< 59 points	Nicht Genügend	5

The 100 points are distributed between individual assessment (70%) and group assessment (30%). In details:

Individual assessment:

- **Assessing LO1, LO2, LO4: Virtual simulation assignments (30 points):**
Individual reflection essay I (15 points), Individual reflection essay II (15 points)
There are two simulation lessons. After each occasion students write their essays to track their own development. These assignments facilitate students in assessing and integrating their own learning throughout the simulation experience – key assessment part in experiential learning. Students also need to incorporate at least 2 pieces of academic references in this paper to create connection between their own learning and the literature.
- **Assessing LO5, LO6, LO7: International experience (20 points):**
Individual reflection essay (20 points) based on the international experience students have with a focus on multilingual and intercultural collaboration.
- **Assessing all LOs: Participation (20 points):**
 - Students must be present for all sessions and their entirety. This course uses a simulation to apply virtual collaboration techniques and strategies. This course requires students to embark and participate in an international educational experience traveling abroad working with individuals from different countries attending different universities.

Team assessment:

- **Assessing LO2, LO3: Team simulation performance (10 points):**
 - Teams are ranked and awarded points based on the result of the simulation. Teams must prepare and make decisions together in “in-person” and “virtual” settings.
- **Assessing LO5, LO6, LO7: Team paper (20 points)**
 - Teams will write essays to reflect on their experiences in the international setting with a focus on multilingual and intercultural communication.

Plagiarism:

Aligned with the department regulations:

“As an academic institution, the Department of International Management does not tolerate any form of academic dishonesty. Plagiarism encompasses presenting as one’s own the words, work, opinions, or factual information of someone else without giving that person credit, as well as borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. All discovered instances will result in an immediate decrease in grade of the assignment or exam. In severe cases, this may result in a failing grade for the assignment or exam. In addition, there will be an automatic decrease in overall grade.

Consequently, this may result in the failure of the course. In the case of group work, the consequences will be extended to the entire team.

For details see our code of conduct at www.jku.at/iim

Timeline is available on KUSSS

Session	Topic
1	Course introduction and introduction to simulation platform
2	Virtual teams and virtual collaboration (I)
3	Simulation Round 1
4	Facilitated individual and team reflection + Input I
5	Simulation Round 2
6	Simulation experience wrap up: Facilitated individual and team reflection + Input II
7	Online session I
8	Online session II
9	ERASMUS+ international experience (one week, more information below)

Please check KUSSS for final dates, times, and rooms!

Study and Reading Material

- Gera, S. (2013) Virtual teams versus face to face teams: A review of literature. *IOSR Journal of Business and Management*. 11(2), 01-04.
- Hale & Grenny (2020): How to get people to actually participate in virtual meetings, HBR
- Horvat, E.-A., & Uzzi, B. (2022). Virtual collaboration hinders idea generation. *Nature (London)*, 605(ISSN: 0028-0836), 2. doi:10.1038/d41586-022-00126-2
- Mahadevan, J. (2023). *Cross-cultural Management: A Contemporary Approach*. SAGE, pp. 103-133.
- Marks, P. (2020). Virtual collaboration in the age of the coronavirus. *Communications of the ACM*, 63(ISSN: 0001-0782), 23. doi:10.1145/3409803
- Morrison-Smith, S., & Ruiz, J. (2020). Challenges and barriers in virtual teams: A literature review. *SN Applied Sciences*, 2(6), 1096. <https://doi.org/10.1007/s42452-020-2801-5>
- Romani, L., Primecz, H., and Lambert, R-M. (2024): There is nothing as so practical as three good theories, in: *GLOBAL LEADERSHIP PRACTICES. Competencies for managing in a complex world*, Gehrke et al., (eds.), Edward Elgar Publishing, London, pp. 125-148.
- Thompson, L. (2021). Virtual Collaboration Won't Be the Death of Creativity. *MIT Sloan management review*, 62(ISSN: 1532-9194), 46.
- White, M. (2014). The management of virtual teams and virtual meetings. *Business Information Review*, 31(2), 111–117. <https://doi.org/10.1177/0266382114540979>

Supplementary Readings:

- Caligiuri, P., De Cieri, H., Minbaeva, D., Verbeke, A., & Zimmermann, A. (2020). *International HRM insights for navigating the COVID-19 pandemic: Implications for future research and practice*. *J Int Bus Stud*, 51(ISSN: 0047-2506), 713. doi:10.1057/s41267-020-00335-9
- Burkus (2021): *Make Your Remote Team “Feel” Like a Team*, HBR
- Efimov, I., Harth, V., & Mache, S. (2020). Health-Oriented Self- and Employee Leadership in Virtual Teams: A Qualitative Study with Virtual Leaders. *International Journal of Environmental Research and Public Health*, 17(18), 6519. <https://doi.org/10.3390/ijerph17186519>
- Gamero, N., González-Anta, B., Orengo, V., Zornoza, A., & Peñarroja, V. (2021). Is Team Emotional Composition Essential for Virtual Team Members' Well-Being? The Role of a Team Emotional Management Intervention. *International Journal of Environmental Research and Public Health*, 18(9), 4544. <https://doi.org/10.3390/ijerph18094544>
- Kuhn, K. M. (2022). The constant mirror: Self-view and attitudes to virtual meetings. *Computers in Human Behavior*, 128, 107110.
- Mahadevan, J., & Steinmann, J. (2023). Cultural intelligence and COVID-induced virtual teams: Towards a conceptual framework for cross-cultural management studies. *International journal of cross cultural management : CCM*(ISSN: 1470-5958). doi:10.1177/14705958231188621
- Mehtab, K., Rehman, A. U., Ishfaq, S., & Jamil, R. A. (2017). *Virtual Leadership: A Review Paper*.

Mediterranean Journal of Social Sciences, 8(4–1), 183–193. <https://doi.org/10.2478/mjss-2018-0089>

Nurmi, N. (2010). *Work stressors related to geographic distance and electronic dependence in virtual teams*. *International Journal of Business and Systems Research*, 4(3), 311.

<https://doi.org/10.1504/IJBSR.2010.032953>

Rathore, S. (2022): *How to lead better virtual meetings*, HBR

Raffoni (2020): *5 Questions That (Newly) Virtual Leaders Should Ask Themselves*, HBR

Rohwer, E., Kordsmeyer, A.-C., Harth, V., & Mache, S. (2020). *Boundarylessness and sleep quality among virtual team members – a pilot study from Germany*. *Journal of Occupational Medicine and Toxicology*, 15(1), 30. <https://doi.org/10.1186/s12995-020-00281-0>

Rubinger, L., Gazendam, A., Ekhtiari, S., Nucci, N., Payne, A., Johal, H., Khanduja, V., & Bhandari, M. (2020). *Maximizing virtual meetings and conferences: A review of best practices*. *International Orthopaedics*, 44(8), 1461–1466. <https://doi.org/10.1007/s00264-020-04615-9>

Schwarz, R. (2015): *How to design an agenda for an effective meeting*, HBR

Steele, R. G., Hall, J. A., & Christofferson, J. L. (2020). *Conceptualizing Digital Stress in Adolescents and Young Adults: Toward the Development of an Empirically Based Model*. *Clinical Child and Family Psychology Review*, 23(1), 15–26. <https://doi.org/10.1007/s10567-019-00300-5>

Contact information:

For all administrative questions, please contact the department secretary at office_iim@jku.at

For all general questions that are of interest to the class as a whole, please use the Moodle Forum

For all individual questions that relate to specific sessions (absences, late arrivals, early departures, etc.) please check the schedule and identify which instructor is responsible for that session and contact him/her via e-mail (refer to the top of the course outline for instructor's email address).

For all other remaining inquiries, contact henriett.primecz@jku.at or richard.wan@jku.at.

IMPORTANT additional participation information:

Point 1:

It is **mandatory** that all students participate in a simulation which costs approximately 25 euros.

Point 2:

During the spring semester *only*, this course includes the invaluable opportunity for students to participate in a one-week international experience in Jyväskylä, Finland. It is **mandatory** that all students participate (students who cannot participate should take this course in the winter semester where the course does not include this international component). The international experience component will place from Monday, May 27 through to Friday, May 31, 2024. There will be ERASMUS+ funding available to financially support students for travel and accommodation costs. More information will be given and questions will be clarified during the first session of this course on Monday, March 4.

For quality assurance and improvement purposes, please participate in all JKU course evaluations and surveys!