Syllabus – SE Virtual Collaboration in a Global Context

Code	247.035
Title	**Virtual Collaboration in a Global Context**
Type	SE
Lecturer(s)	Vanda Daniella Harmat PhD Institute of Strategy and Management Department of Organizational Behavior and Human Resource Development vanda.harmat@uni.corvinus.hu Richard Wan, MGB Department of International Management richard.wan@jku.at
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.

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.
- Enrich students' understanding of different issues regarding the new ways of working from different perspectives (corporate infrastructure, leadership, etc.).
- 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.

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]

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), and an online business simulation.

- 3 hrs x 2 simulation occasions [LO2, LO3, LO4, LO5]
- 3 hrs x 8 mixture of seminars and lectures [LO1, LO2, LO4, LO5]
- ~41 hrs assessment preparation / revision (est. based on students' course evaluation data) [all LOs]
- ~70 hrs independent study (est. based on students' course evaluation data) [LO1, LO5]

Assessment Strategy

Class participation:

Although class participation is not part of the graded component, students are required to attend at least 80% of lessons in order to remain eligible for grading. As each lesson has a portion where students either need to prepare an in-class presentation or have time to work on their group project, students are eager to attend all lessons as they do not want to miss out neither on content nor interaction with their colleagues.

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 (60%) and group assessment (40%).
In details:

Individual assessment:
- Assessing LO2, LO5: 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, therefore, they can 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 LO1, LO2, LO4: Short tests (30 points):
  o In-class tests (via Moodle) using a combination of multiple-choice questions and open-questions (15 points):
  To objectively assess that students have learned and understood the fundamental concepts and can critically think while applying concepts learned in the course.

Team assessment:
- Video project (40 points):
  o Topics are assigned by the course instructor and closely related to the course content.

- o Content of the 10-minute-video:
  - ▪ Assessing LO1, LO2, LO4: literature review
    (15 points – critical analysis of a certain topic, identifying and applying relevant theories),
  - ▪ Assessing LO1: one interview with an expert in the field of respective video topic
    (8 points – enhancing practical skills),
  - ▪ Assessing LO5: personal reflection of the team on the respective topic
    (15 points – Integrating learning experience),
  - ▪ Presentation of how the project was made (2 points).

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"

Study and Reading Material

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

Cascio, W. F., & Shurygailo, S. (2003). *E-Leadership and Virtual Teams.*

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

Goel, R., Game, A., & Sanz Vergel, A. (2023). Attachment and Work Engagement in Virtual Teams: Promoting Collaborative Job Crafting. *Small group research, 54*(ISSN: 1046-4964), 334. doi:10.1177/10464964221121801

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

Liao, C. (2017). Leadership in virtual teams: A multilevel perspective. *Human Resource Management Review, 27*(4), 648–659. https://doi.org/10.1016/j.hrmr.2016.12.010

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

Marks, P. (2020). Virtual collaboration in the age of the coronavirus. *Communications of the ACM, 63*(ISSN: 0001-0782), 23. doi:10.1145/3409803

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

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

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

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

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

Thompson, L. (2021). Virtual Collaboration Won't Be the Death of Creativity. *MIT Sloan management review, 62*(ISSN: 1532-9194), 46.

Wengel, J. (2023). Cultural Intelligence and Trust in Global Virtual Teams. *Business and professional communication quarterly*(ISSN: 2329-4906). doi:10.1177/23294906231179915

White, M. (2014). The management of virtual teams and virtual meetings. *Business Information Review*, *31*(2), 111–117. https://doi.org/10.1177/0266382114540979

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 – virtual collaboration (II)
5	Simulation Round 2
6	Simulation experience wrap up: Facilitated individual and team reflection – virtual collaboration (III)
7	Virtual leadership
8	Organization and conducting virtual meetings
9	Well-being in virtual teams
10	Team video projects – peer evaluation and guided feedback included

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

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

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