

Superusers

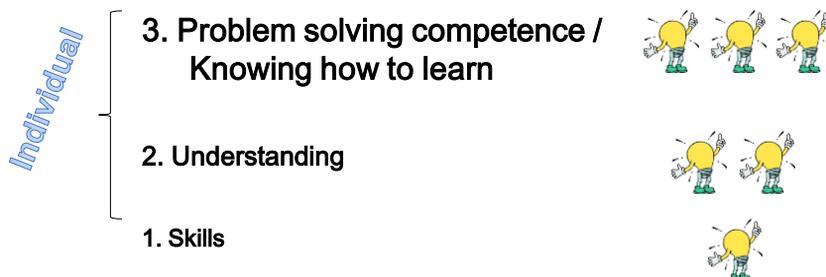
Learning aim

- Identify groups supporting in different subject matter areas
- Specify conditions for these groups developing into communities of practice
- Literature
 - Chapter 13
 - McNeive (2009) Super Users Have Great Value in Your Organization
 - Gallivan, M., Spitler, V. & Koufaris (2005) [Does Information Technology Training Really Matter? A Social Information Processing Analysis of Coworkers' Influence on IT Usage in the Workplace.](#)

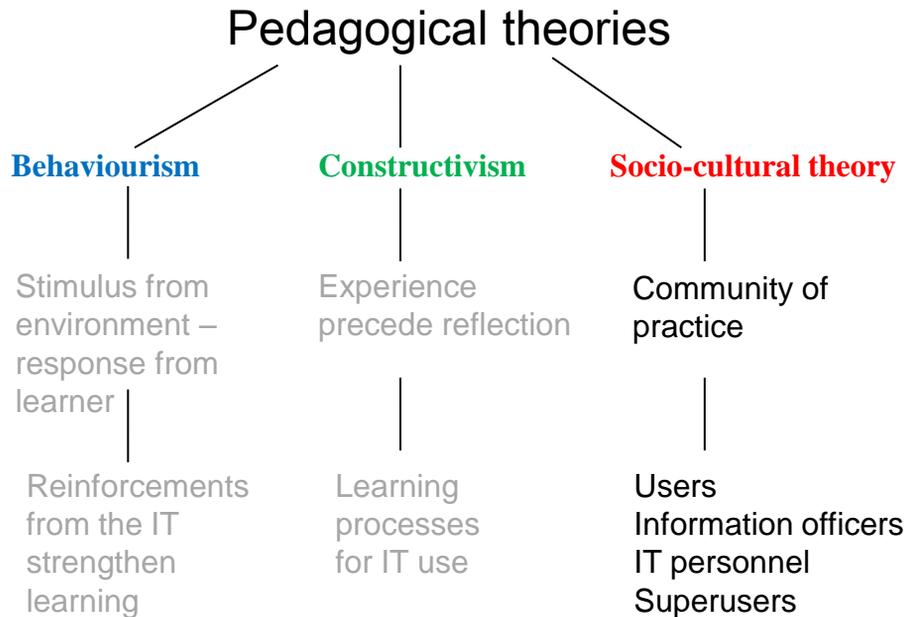
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From individual to organisational learning

Helping others 4. Superusers



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Communities of Practice - CoP

Practice = a set of activities in a business

Shared domain of interest

- Members learn from each other
- Shared competence

Engagement in joint activities

- Not necessarily daily

Shared repertoire of practice

- Tools
- Experience
- Ways of addressing problems

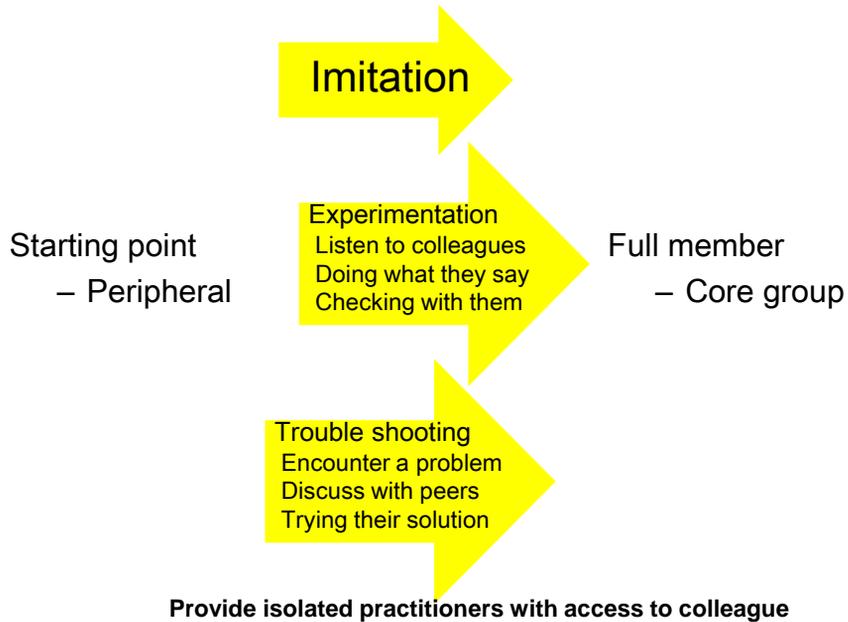
Examples

- Farmers in a village
- Cleaners in a hospital
- English teachers in a district who meet every month for exchanging experience
- Busdrivers in a bus company
- Footballplayers meeting every week for fun

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Becoming a member



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IT users

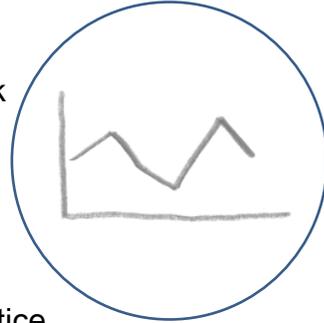
- Shared repertoire of practice
 - Carrying out activities in their business
 - IT
 - tool for getting their core tasks done
- Expertise on fitting IT in business
- Learning of IT of secondary priority



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Information officers

- Non-IT professionals
- Expertise in information
- Data management as core work task
 - accountants keeping the books
 - clerks doing data entry
 - statisticians producing reports
 - archivists storing and retrieving files.
- Groups in central departments
 - Communities of information practice
- Individuals scattered in the organisation
 - In need of communication with peers
 - in order to participate in a community of information practice



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IT personnel

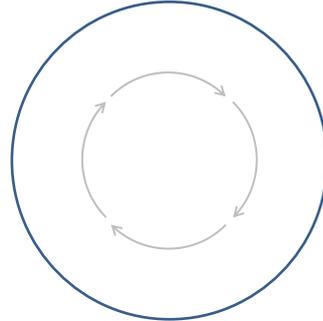
- Communities of IT-practice
- IT departments
 - Network administration
 - Support
 - Possibly several layers
 - Keeping track of
 - Users
 - Configuration of their IT system
 - Requests
 - Database on question and answer
- IT companies
 - Developer groups
 - Support groups
 - Helplines
 - E-mail groups



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Teachers

- Expertise in
 - Knowing how to learn / Metacognition
 - Teaching
- Communities of teaching practice
- Business instructors
 - Human resource departments
- School teachers



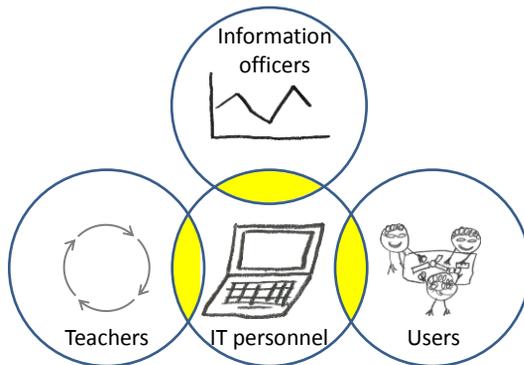
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Interactions between CoPs

<p>Boundary interactions</p> <ul style="list-style-type: none"> – Members from different CoPs take part in common activities 	<p>Examples</p> <p>Teaching</p> <p>Support</p>
<p>Boundary objects</p> <ul style="list-style-type: none"> – Object making sense to more than one CoP 	<p>Computer application</p> <p>Instruction sheets</p>
<p>Broker</p> <ul style="list-style-type: none"> – Member of two CoPs – Can introduce practice from one into the other 	<p style="background-color: yellow; padding: 5px;">Superuser</p> <ul style="list-style-type: none"> – IT community + another

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Superusers



Members of

Community of IT practice
and
Another CoP

Possibly also their own

Community of superusers

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Superusers

- Brokers between
 - Community of IT practice
 - Another CoP
- Introduce IT competence in the other CoP
- Introduce the other competence in the community of IT practice
- Individuals scattered in the organisation
 - In need of communication with peers
 - in order to **also** participate in a community of super-users

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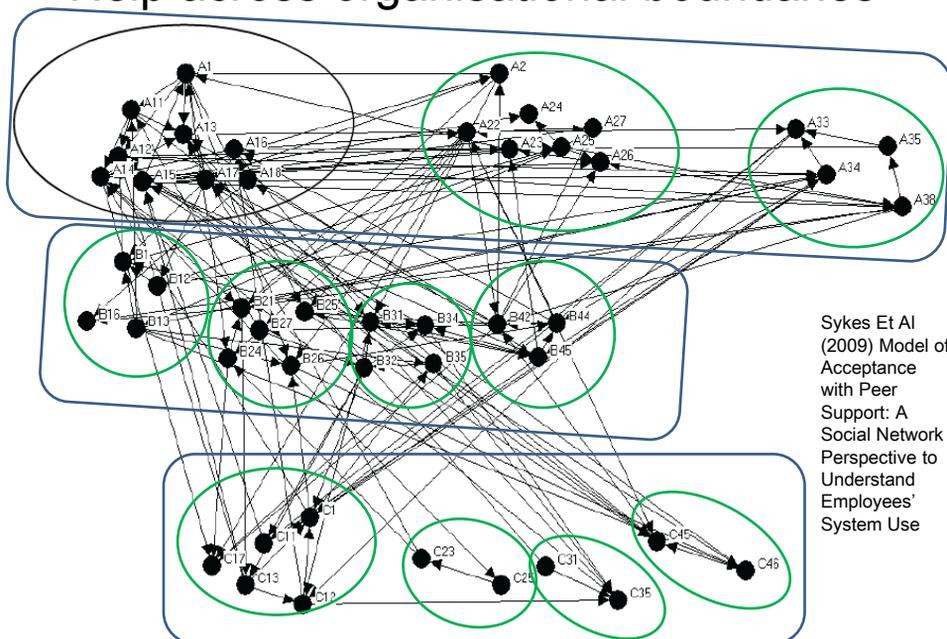
Emergence of superusers

- 100 staff trained
 - Finish company
- No organised super-users
- 3 month later
 - All had helped out others
 - A few helped more than 10

Sykes Et Al (2009) Model of Acceptance with Peer Support: A Social Network Perspective to Understand Employees' System Use

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Help across organisational boundaries



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Information officers and superusers during implementation

- Public institution in USA
 - 3000 employees
- Legacy IS → Enterprise Resource Planning (ERP)
 - Semi finished software covering all functions of a company
 - Tailoring
 - Configuration by parameters designed by the vendor
 - Customisation by adding functionality
 - Efficient data processing
 - Long and costly adaptation
 - Freezes the organizational structure
- Technical installation on time and on budget
- Voluntary training
 - Few attended

Boudreau and Robey (2005) Enacting Integrated Information Technology: A Human Agency Perspective

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Three stages of implementation

- | | | |
|---|---|--|
| 1 | <ul style="list-style-type: none"> – Information officers enter data – Avoidance – Superficious | <p>I'm not doing things online yet. I'm by printing off a copy and then I fill it in and then send it through to power users</p> |
| 2 | <ul style="list-style-type: none"> – Improvised learning – Initiated by super-users – No predetermined structure, schedule or method | <p>I can't tell you how many things that we learned, not because of training, not because the trainers knew it, but because somebody figured it out, and it became kind of folk knowledge</p> |
| 3 | <ul style="list-style-type: none"> – Experimentation – Compensating for limited knowledge and perceived system deficiencies – Workarounds – Using the system in unintended ways | <p>On a purchase order, if you find that you have to add money, you can't just go and change the line amount. It's not going to work; something is going to happen and Disbursements won't be able to pay it. So, a workaround we have here is to add an additional line to say "Increase PO by x amount of dollar" just so the dollar amount equals what you need it to be equal.</p> |

Boudreau and Robey (2005) Enacting Integrated Information Technology: A Human Agency Perspective

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Organised superusers

Nursing homes in a municipality

Superusers should

- Be selected amongst
 - People who are frequently asked for help
 - People who have an interest in computing
 - Avoid local managers
- Be well trained in the computer system and also in supporting others
- Have responsibility and resources within their area
- Be included in the planning of support
- Participate in the user training
- Be organized
 - Belonging to a group
 - Sharing experience
 - Receiving updates
- Communicate user requests to the computing personnel
- Communicate system updates to the users

Community of
superuser
practice

Almnes (2001) Superbruker. Hvordan forbedre brukerstøtte og informasjonsflyt

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Training

- Trainers are the minority
 - Activity where IT constitutes the main domain
- Several users who work together in training
 - Can continue their IT conversations when back at work
 - Strengthened by conversations with
 - Superusers
 - Information officers
 - IT personnel
 - Teachers

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Trainers

Trainers

- Information officers
- IT support personnel
- Teachers
- Superusers

Trainers' main competence

- Information
- IT
- Knowing how to learn
- Connecting IT and one of
 - Activity fit
 - Information
 - Metacognition

A training team consisting of different groups of trainers brings more competence areas into training

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Organising for mass learning

+ Superusers

1. Develop material for learning
 - Publish on the web
2. Select superusers
 - One per geographical unit
 - Floor
3. Train superusers thoroughly
 - Inform all users of introduction
 - Inform all users of the super-user
 - If necessary, train all users briefly
 - Superusers involved as trainer
4. Organise regular superuser meetings

– Cascade training

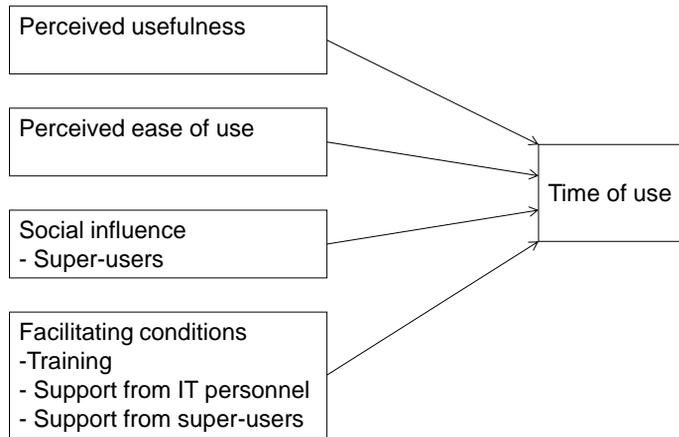
1. Develop material
2. Select 2nd level trainers
3. Train these
4. Let them train users

They won't be good enough

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Technology Acceptance Model – 2003

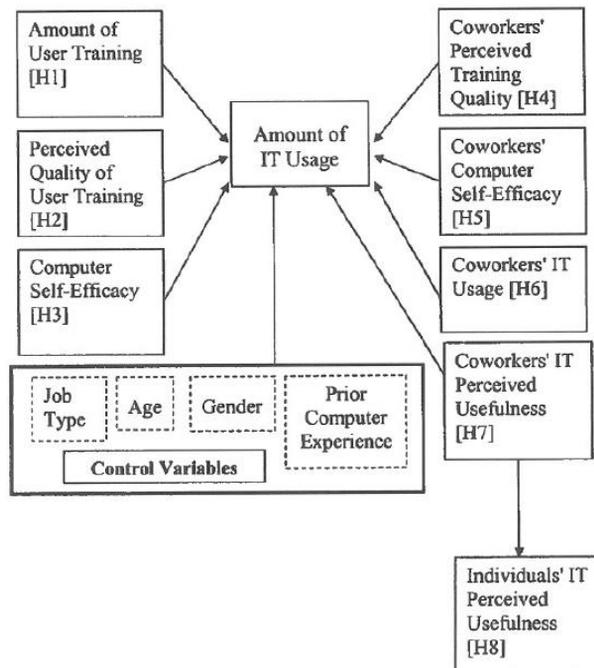


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Survey

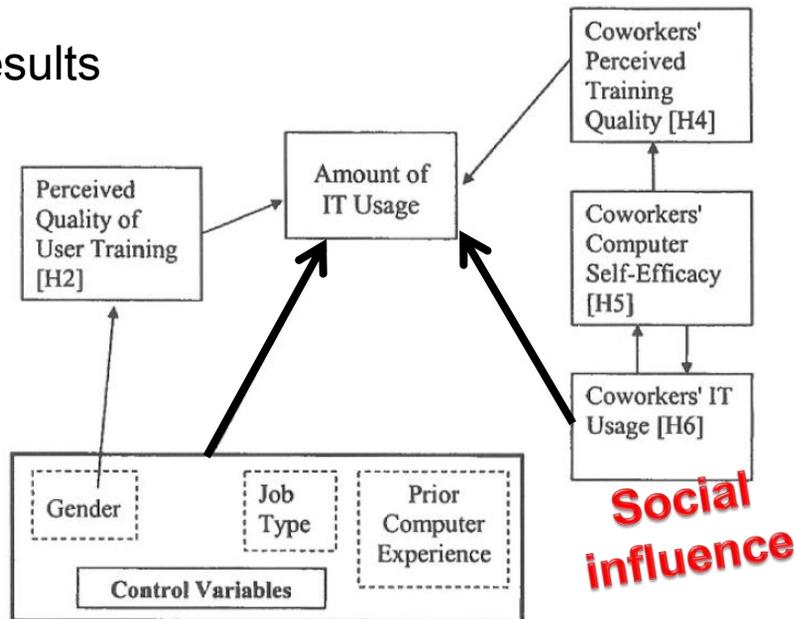
- 200 users
 - 80% female
 - University degree
- Non-profit
- US

• Hypotheses:



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Results



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Summary

7. Identify, organise, authorise and cultivate superusers.
8. Include IT, information and use competence in support and training.

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