Superusers

Learning aim
- Identify groups supporting in IT use
- Specify conditions for these groups
- Basis for Assignment 5

• Literature
  - Chapter 11
  - Bjørge et al. (2015) *Training Mentors of Health Information Systems Through eLearning*
  - McNeive (2009) *Super Users Have Great Value in Your Organization*

From individual to organisational learning

1. Skilled
2. Understand
3. Solve problems
4. Superusers
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
  … or even lower

IT personnel

• 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
Teachers

- Expertise in
  - Knowing how to learn / Metacognition
  - Teaching
- Business instructors
  - Human resource departments
- Kindergarten, school and college teachers

Interactions between groups

**Boundary interactions**
- Common activities

**Boundary objects**
- Object making sense to more than one group

**Broker**
- Member of two groups
- Can introduce practice from one into the other

**Examples**
- Teaching
- Support

**User interface**
- Instruction sheets

**Superuser**
- IT + another
**Superusers**

Double affiliation
- IT
- and
- Another group
- Possibly also their own
  - Superuser group

*Not necessarily the same as users with administrative rights on the system*

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**Newcomers in organisations**

- Starting point
- Full member

**Imitation**
- Experimentation
  - Listen to colleagues
  - Do what they say
  - Check with them

**Trouble shooting**
- Encounter a problem
- Discuss with peers
- Try their solution

**Provide isolated practitioners with access to colleague**
Superusers

- Brokers between
  - IT practice
  - Others
- Introduce IT competence to others
- Introduce the other competence
  - into the IT group
- Individuals scattered in the organisation
  In need of communication with peers
  - in order to also participate in a superuser group

Emergence of superusers

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

Help across organisational boundaries

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

Almnes (2001) Superusers: how to improve user support and information flow.
Master thesis. Department of Informatics, University of Oslo
Superusers’ roles and relations

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

Three stages of implementation

1
- Superusers enter data
- Avoidance
- Superficious

2
- Improvised learning
- Initiated by other superusers
- No predetermined structure, schedule or method

3
- Experimentation
- Compensating for limited knowledge and perceived system deficiencies
- Workarounds

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.

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.

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.


Superusers as trainers

Trainers
- IT support personnel
- Teachers
- Superusers

Trainers’ main competence
- IT
- Knowing how to learn
- Connecting IT and business

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

Jens Kaasbøll
Superusers need specific competence on how to help others

1. Users learn more by operating the computer themselves than by a trainer demonstrating on the user’s computer.

2. If a trainer takes over the keyboard, the user may feel stupid and his self-efficacy can be lowered.
   → Make the user use the keyboard and mouse, don’t take over.

Technology Acceptance Model – 2003

- Perceived usefulness
- Perceived ease of use
- Social influence - Super-users
- Facilitating conditions - Training - Support from IT personnel - Support from super-users

Champions Survey

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

- Hypotheses:
Results

Scaffolds for superusers who Champion a system through motivating others

Guideline for pivot table session
Consider tasks where you use pivot tables. Explain the task to the user and motivate the user by demonstrating why pivot tables are useful for this task. Check that relevant data and indicators exist in the system.

Guideline for dashboard session
What is your most important dashboard item? Show it to the user and explain why it is important for you. Prepare some tables, charts etc. that the user can add to the dashboard.

Bjørge and Jansson (2015)
A Training module for superusers to read and prepare before guiding a colleague

6. Overview of your data – Dashboard

Prerequisites
Before you start guiding a user on Dashboard, you need to prepare some tables, charts etc. that the user can add to the Dashboard.

What is your most important dashboard item?

Guidelines
Make the user make a graph and store it as a Favorite.

1. Show your most important dashboard item to the user and explain why it is important for you.
2. Make the user explain a strategy for making a dashboard (the idea of collecting exactly these data in the same dashboard)
3. Tell the user that one can make several dashboards for analysis. Make the user add several dashboards.

Common errors

• Users can get confused by the shared dashboard at district level, and the personal (the one you create on your own).
• Users have trouble finding their stored favourites. Make sure that your users names his/hers favourites such that they can remember the name.

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 superuser
   – 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 don’t know the business. They disappear.
Summary

8. Identify, organise, authorise and cultivate superusers.
9. Include superusers as trainers and champions for new IT systems.