IS Project WS21/22
Ethnography Project and Learning Materials

A. Project Scope

- One to two Master students will conduct an organizational ethnographic study to investigate how (cultural) diversity influences project teamwork in a virtual setting.

- They are expected to take notes while doing the project work and structure them according to data collection methods in an ethnographic study (e.g. participant observation, unstructured/conversational interview)

- Students support the data analysis process. It is highly recommended to use the CAQDAS tool (e.g. Atlas.ti)

- The result of this study will be an "**Ethnographic Research Report**" (20-25 pages, excl. cover, TOC, References) that follows the structure of an academic paper of ethnography

- In the same time, students are expected to upgrade the existing Moodle learning materials on Ethnography, and make improvement on the following (at the minimum)

  a. Quality of content: adding more reliable/reputable sources (and replacing the non-reliable ones);

  b. Structure: orthography, language style consistency, layout (table, figure);

  c. Citation: style consistency, fixing errors, making sure the references are all listed and available in Moodle.

  d. Video development (minimum 3 videos for Ethnography sections), e.g. interviewing a scholar on conducting ethnography (in Management studies and/or in IS)

  e. Templates (re-)development, at the minimum: interview transcript, field memo, interview report and research report.

B. Quality of Deliverables

- The students are expected to deliver all of the deliverables in English, such as website materials (HTML/PHP files, images, scripts, etc.) and documents/report (XLS, word, PPT, PDF)

- By means of the ethnography study, the students are supposed to develop a conceptual model based on the literature review prior to the data collection, which should be embedded in the research report document.

➢ The quality of the deliverables must meet scientific standards:

- References should not be cited manually, always use reference management tools (e.g. Zotero, Citavi) and follow the latest APA style
- Students are expected to use suitable and scientifically adequate design and sources to develop the deliverables. Failing to do so will result in a lower grade.
- Only use the free materials from sources, and always indicate the sources.
- Language style should be consistent and free from grammatical errors.
- To increase the results' quality, the team members will be subject to a peer-review approach. In other words, individual students will review the work of their colleagues (including their active participation) and provide feedback. This will be done twice throughout the IS project (applies only if there are more than 1 participating student)

➢ Student is recommended to use the free-version of supporting tools (e.g. Mantis for bug tracking, Asana/Monday for project management, Atlas.ti for data analysis).

➢ The IS Project credits for UDE team 12 ECTS for Master students (equal to 360 hours).

➢ Master students need to allocate around 18 hours/week over five months for this project.

C. Project Deliverables & Milestones

➢ Project duration would be five months (November 2021 – March 2022)

➢ Below table highlight the expected deliverables from the project team

Area	Activities	Deliverables
Organizational ethnography	i. Literature review ii. Data collection iii. Data analysis iv. Report writing	(1) Ethnographic Research Report (20-25 pages word doc). Additional excel list(s) might be required as appendix (e.g. literature list, data analysis result)
Moodle on Ethnography	v. Upgrade the existing Moodle learning materials on Ethnography, and make improvement vi. Video development	(2) Upgraded Moodle on Ethnography (3) Updated ethnography guideline (language, citation, structure, content) (4) Videos on Ethnography (5) (Re-developed) Templates

➢ There will be 5 (five) **graded** project milestone meetings with the project sponsors (lecturers, experts, supervisors) and the participating students (see the section below):

- Attendance is mandatory; as well as submitting the results in advance (at least one week prior to the milestone's scheduled date).

- Students are strongly recommended to actively participate in these milestone meetings (not just simply presenting their parts separately, but students should share and discuss the progress as a whole team).

- Students will receive immediate feedback on whether their task is being carried out as expected and the anticipated good quality. Team is expected to note and implement these feedbacks latest in two weeks' time after the milestone meeting.

- Missing the milestones and/or providing poor quality results will affect individuals' grading and, in extreme cases, result in failing the entire project.

- Students do not need to prepare a comprehensive set of slides for each Milestone meeting; few simple summary slides are sufficient. However, they are required to present all of the major deliverables so that it is visible that the team is making progress and that they will be able to deliver the whole deliverables in high quality on time.

1st Milestone: As-Is	2nd Milestone: Concept	3rd Milestone: Initial	4th Milestone: Interim	5th Milestone: Final Submission
• ca. 2-3 weeks after the Kick-Off Meeting • As-is Analysis (Moodle, course materials) • Ethnographic Literature list • Project timeline • Project tools setup (for exchanging documents)	• ca. 3-4 weeks after 1st Milestone meeting • Ethnographic data collection templates • Improvement points for Ethnography materials in Moodle	• ca. 6-8 weeks after 2nd Milestone meeting • First round of QA for Ethnography Moodle materials • Ethnographic data analysis	• ca. 4-5 weeks after 3rd Milestone meeting • Second round of QA for Ethnography Moodle materials • Ethnographic report draft	• Final presentation of the project results • Final round of QA for Ethnography Moodle materials •Ethnographic Research Report • Project lesson learned after two weeks

Project Evaluation

The final grading will be based on the sum of performance across the individual milestones:

1) Milestone-01: As-Is (10%)
2) Milestone-02: Concept (10%)
3) Milestone-03: Initial 15%)
4) Milestone-04: Interim (15%)
5) Milestone-05: Final Submission (50%)

Project Registration

- Interested Master students can apply for this project by submitting a) a *current grade transcript* and b) a *brief motivational letter* before **Friday, 29.10.2021, 23:59**. Please send your application, including the relevant documents (in PDF format), via email to **Anna Khodijah** (anna.khodijah@uni-due.de), with subject **IS Project WS21/22 Ethnography Application**.

- Shortly after the submission deadline, you will receive information via email about your acceptance and the date of the initial kick-off meeting for this project.

Recommended Literature

- Bouncken, Ricarda; Brem, Alexander; Kraus, Sascha (2016): Multi-cultural teams as sources for creativity and innovation: The role of cultural diversity on team performance. In: International Journal of Innovation Management 20 (01), S. 1650012.

- Ciuk, S., Koning, J. & Kostera, M. (2018) Organizational ethnographies. In Cassell, C., Cunliffe, A. L. & Grandy, G. (eds.) The sage handbook of qualitative business and management research methods. London: SAGE, 270-285.

- Collins, Ngan; Chou, Yu-Min; Warner, Malcolm; Rowley, Chris (2017): Human factors in East Asian virtual teamwork: a comparative study of Indonesia, Taiwan and Vietnam. In: The International Journal of Human Resource Management 28 (10), S. 1475-1498. DOI: 10.1080/09585192.2015.1089064.

- Crawford, Eean R.; LePine, Jeffery A. (2013): A Configural Theory of Team Processes: Accounting for the Structure of Taskwork and Teamwork. In: Academy of Management Review 38 (1), S. 32-48. DOI: 10.5465/amr.2011.0206.

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- Kankanhalli, A., Tan, B. C. Y., and Wei, K.-K. 2007. "Conflict and Performance in Global Virtual Teams," *Journal of Management Information Systems* (23:3), pp. 237–274. (https://doi.org/10.2753/MIS0742-1222230309).

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- Neyland, D. 2007. *Organizational Ethnography*, SAGE.

➢ Pieterse, A. N., Knippenberg, D. van, and Dierendonck, D. van. 2013. "Cultural Diversity and Team Performance: The Role of Team Member Goal Orientation," *Academy of Management Journal* (56:3), pp. 782–804. (https://doi.org/10.5465/amj.2010.0992).

➢ Polzer, J. T., Crisp, C. B., Jarvenpaa, S. L., and Kim, J. W. 2006. "Extending the Fault-line Model to Geographically Dispersed Teams: How Colocated Subgroups Can Impair Group Functioning," *Academy of Management Journal* (49:4), pp. 679–692.

➢ Salas, Eduardo; Sims, Dana E.; Burke, C. Shawn (2005): Is there a "Big Five" in Team-work? In: Small Group Research 36 (5), S. 555-599. DOI: 10.1177/1046496405277134.

➢ Shachaf, P. 2008. "Cultural Diversity and Information and Communication Technology Impacts on Global Virtual Teams: An Exploratory Study," *Information & Management* (45:2), pp. 131–142. (https://doi.org/10.1016/j.im.2007.12.003).

➢ Stahl, Günter K.; Maznevski, Martha L.; Voigt, Andreas; Jonsen, Karsten (2010): Unrav-eling the effects of cultural diversity in teams: A meta-analysis of research on multicul-tural work groups. In: J Int Bus Stud 41 (4), S. 690-709. DOI: 10.1057/jibs.2009.85.

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➢ Watson, T. J. 2011. "Ethnography, Reality, and Truth: The Vital Need for Studies of 'How Things Work' in Organizations and Management," *Journal of Management Studies* (48:1), pp. 202–217. (https://doi.org/10.1111/j.1467-6486.2010.00979.x).

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