

Superusers

Learning aim

- Identify groups supporting in IT use
- Specify conditions for these groups
- Basis for Assignment 3

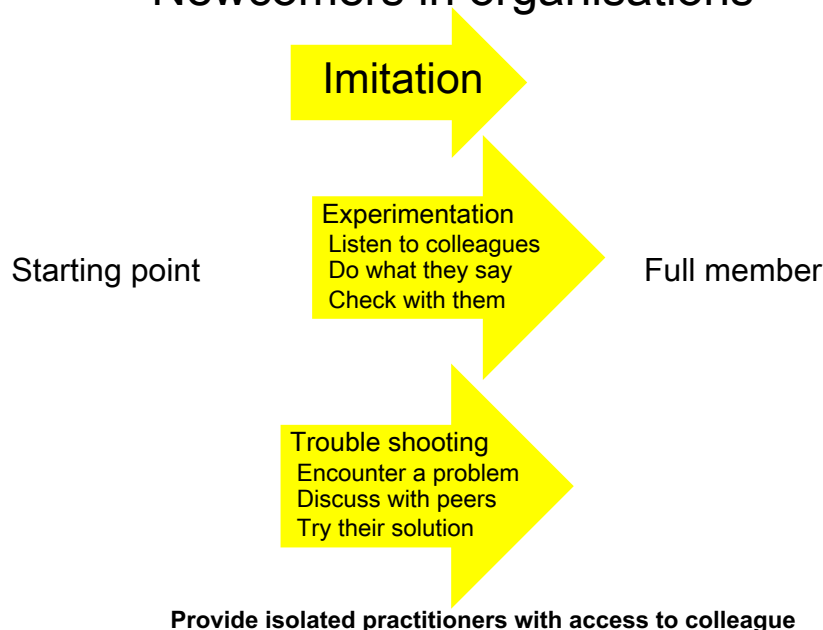
• Literature

- Chapter 11
- Bjørge et al. (2015) [Training Mentors of Health Information Systems Through eLearning](#)
- Gallivan, M., Spitzer, V. & Koufaris (2005) [Does Information Technology Training Really Matter? A Social Information Processing Analysis of Coworkers' Influence on IT Usage in the Workplace.](#)
- McNeive (2009) [Super Users Have Great Value in Your Organization](#)

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

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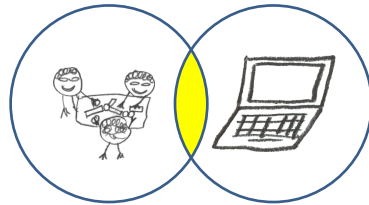
Newcomers in organisations



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Superusers



Double affiliation

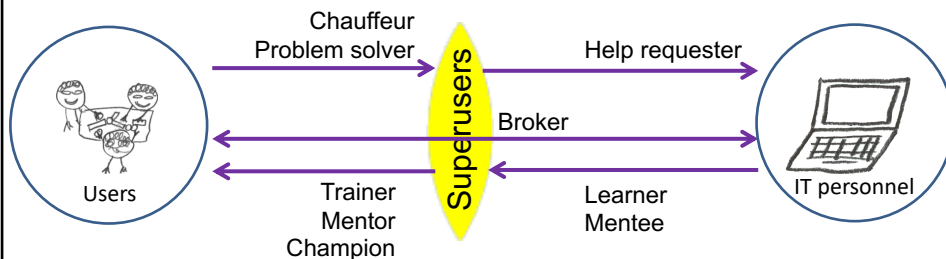
IT
and
Users

Superuser group

for learning from colleagues

3

Superusers' roles and relations



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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"> – Superusers enter data – Avoidance – Superficial | <p><i>Chauffeurs</i></p> <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 other superusers – No predetermined structure, schedule or method | <p><i>Problem solvers</i></p> <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 | <p><i>Problem solvers</i></p> <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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Trainers

Superusers as trainers

Trainers	Trainers' main competence
<ul style="list-style-type: none"> • IT support personnel • Teachers • Superusers 	<ul style="list-style-type: none"> • IT • Knowing how to learn • Connecting IT and business

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

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Trainer Mentor

Superusers need specific competence on how to help others

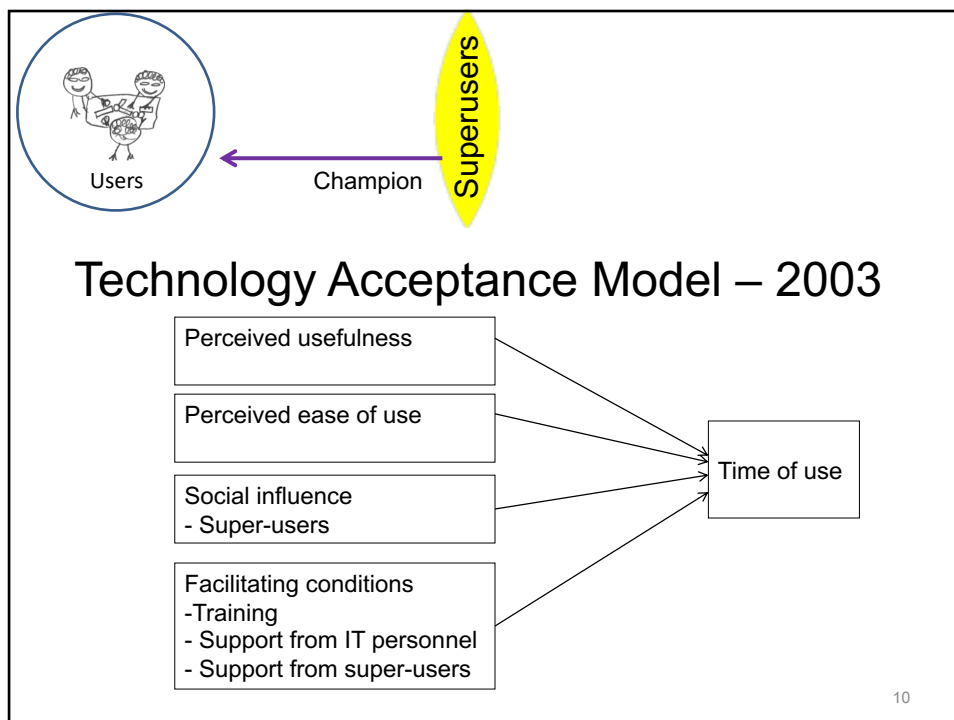
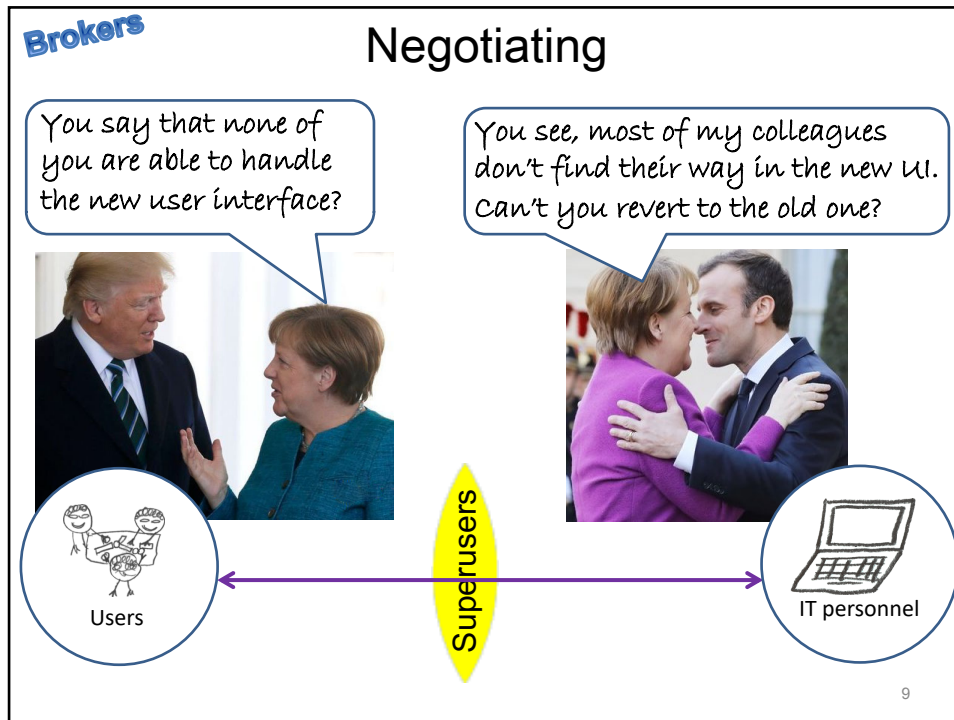
Scaffold for superusers who guide skill learning

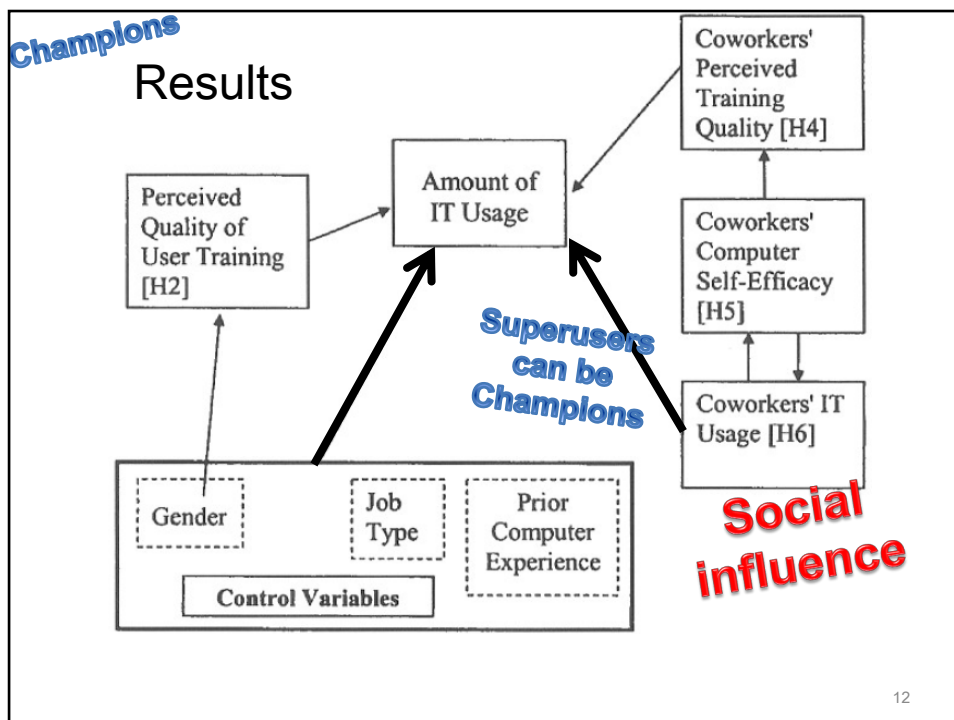
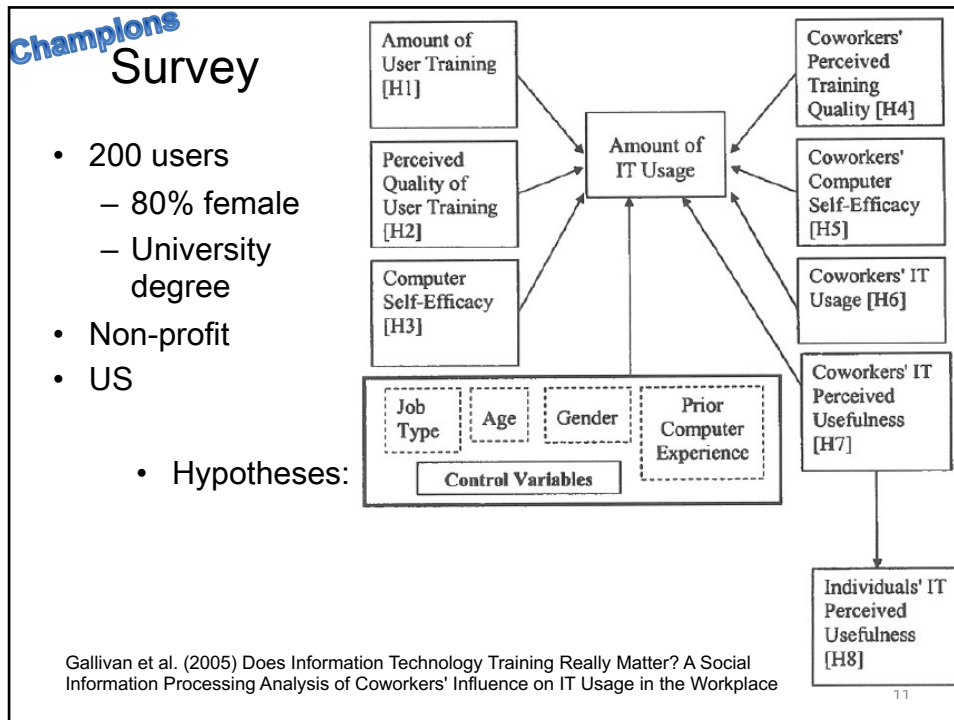
1. Users learn more by operating the computer themselves than by a trainer demonstrating on the user's computer.
2. If a trainer takes over the keyboard, the user may feel stupid and his self-efficacy can be lowered.
→ Make the user use the keyboard and mouse, **don't** take over.

Bjørge and Jønsson (2015) Cultivating local champions for mentoring colleagues through integrated e-learning within District Health Information System: A quasi field experiment in Malawi. Master thesis. Department of Informatics, University of Oslo

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Champions

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 Jønsson (2015)

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Champion and mentor

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.

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Champion and mentor Organising for mass learning

<p>+ Superusers</p> <ol style="list-style-type: none"> 1. Develop material for learning <ul style="list-style-type: none"> – Publish on the web 2. Select superusers <ul style="list-style-type: none"> – One per geographical unit <ul style="list-style-type: none"> • Floor 3. Train superusers thoroughly <ul style="list-style-type: none"> – Inform all users of introduction – Inform all users of the superuser – If necessary, train all users briefly <ul style="list-style-type: none"> • Superusers involved as trainer 4. Organise regular superuser meetings 	<p>– Cascade training</p> <ol style="list-style-type: none"> 1. Develop material 2. Select 2nd level trainers 3. Train these 4. Let them train users <p><i>They don't know the business. They disappear.</i></p>
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Summary

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

