

## Preface

This workshop's long term goal is to foster a community of Information Systems researchers and practitioners who are interested in the socio-technical perspective and see it as an important approach to improve the quality and reduce the costs of the information systems that have become an essential part of our lives in this 21st century. All communities need meeting places where they can discuss and debate existential issues. These workshop proceedings are the first attempt to set a broad platform for discussion and debate on the benefits and problems of viewing information systems as socio-technical artifacts.

In the first presentation session of the workshop, we look at education, tools and terminology. There are a number of questions asked and answered. Can we mix ethnographic educations with engineering education? What should be included in a good socio-technical analyst's tools box? Are the terms that both practitioners and theoreticians use when discussing a socio-technical perspective correct or incorrect or are they just out of date for modern organizations and businesses?

In the second session, we have two papers that consider the socio-technical perspective as a collaborations and coordination constituent of a system. That is to say the socio-technical perspective is seen as an independent variable and the performance outcome of the work system in focus as the dependent variable. The third paper in this session asks more fundamental questions as to the nature of mind and organization of work. It questions whether the socio-technical perspective affects the mind or the mind is affected by the socio-technical perspective.

The last session of the workshop and the post session are called diverse issues and is design to capture both the breadth and depth of socio-technical perspective. All and all, these first workshop proceedings have hopefully set a good broad base for discussion and debate on the strength and weakness of a socio-technical perspective in the information systems research and teaching domain.

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