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Cultural determinants of email communication styles among students

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Zásady pro vypracování:

Úvod

Definujte cíle práce a použité metody zpracování práce.

I. Teoretická část

- Na základě kritické literární rešerše prezentujte poznatky z oblasti mezinárodní e-mailové komunikace.

II. Praktická část

- Analyzujte odlišnosti e-mailových komunikačních stylů napříč kulturami.
- Proveďte komparaci na základě konceptu Edwarda T. Halla s dosažených výsledky.
- Porovnejte výsledky s navrženými hypotézami.

Závěr

Rozsah diplomové práce: cca 70

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SALMON, Gilly. E-Moderating: The Key to Teaching and Learning Online. 1st ed. London: Kogan Page, 2000, 180 p. ISBN: 0-7494-3110-5.

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ABSTRACT

Nowadays, cross-cultural communication, especially email communication can be found as s frequently discussed topic. Inasmuch as cross-cultural communication skills are essential for businesspersons in today's market. Indeed, because almost all businesses whether domestic or international, involve communication with people from different cultural backgrounds. Culture impacts on communication at a number of levels.

The aim of this study is to examine the cultural differences in email communication. Based on a sample of 108 students from various cultural backgrounds, this research uses Edward T. Hall´s concept of culture to explain whether cultural differences have a significant impact on the preference for directness, formalness, promptness, preciseness, task-relatedness and relationship-relatedness in email communication.

Based on the relevant theory and secondary research findings six hypotheses were developed to answer if there is a relationship between cultural differences and communication styles.

The results of this study show that cultural differences in email can be explained by Hall´s concept (context, time, space) which means the cultural background has a significant impact on the preference for directness, formalness and relationship-relatedness.

Key words: culture, cross-cultural communication, communication styles, email, Edward T. Hall

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1. INTRODUCTION

1.1. Background of the research

The significance and the scope of the phenomenon of globalization is truly enormous nowadays. It touches us every day and it involves many areas of our lives. The phenomena of globalization led to the growth of foreign trade opportunities and just international trade is the most affected by these phenomena. The development of international trade leads to the intensification of the international contacts and communication. Consequently, there is a clash of cultures, where just the knowledge of the foreign language is not enough for business partners to result in mutual understanding, but the needs of the knowledge of cultural specifics has become more awarded, which can often adversely affect the whole process of the communication and the final result of the cooperation (Hall, 1993).

In today´s world, people spend a large proportion of the time to communicare across cultures with other people. Cross-cultural communication has become strategically important to the growth of global business, technology and the Internet. Distances between people due to new technologies are shortened and travelling and communication is much easier than it was in ancient times of travellers and even the information what we have available today about all countries of the world is a thousand times more accurate and more comprehensive than they might have been in the past.

Culture is not innate, but we learn it during the whole life. It is not determined by our genes but by or social environment. We should distinguish culture on one hand from human nature and on the other hand from the personality of the individual. The human nature is what all human beings have in common and it is innate, based on our genes. It includes a person´s ability to feel fear, anger, love, joy, sadness, shame, and the need to associate with others. These all feelings and the way how the individual expresses them are influenced by culture. On the other hand, the personality of the individual is its unique set of mental programs not shared with any other individual.

During our life we are in permanent contact with other people. There are interaction and influence, known as social interactions. However, cross-cultural contact may cause

uncertainty and mismatch, because the participant is exposed to foreign language, different communication style, unfamiliar behaviour and the use of the non-verbal expressions. One may be confused during this contact, as for example inaccurately understanding of linguistic expressions or incorrectly interpreting of non-verbal signals. Misunderstanding occurs when a person assumes a universal human similarity and based on the fact that the other person is communication in the same way.

1.2. Aim of the research

The aim of this research is to analyse whether email communication styles (directness, formalness, promptness, preciseness, task-relatedness, and relationship-relatedness) vary across cultures. That means, more specifically, if differences in email communication styles can be explained by Hall´s concept of culture (context, time, space).

1.3. Structure of the research

The research is comprised of six chapters which are designed in the following way:

Chapter 1 – Introduction:

This chapter analyses the background and the importance of the research. The items of this chapter are introduction of this research, the aim of this study and the research scope.

Chapter 2 – Literature Review:

In this chapter, the detailed analysis of the relevant literature relating to the research topic is provided. Literatures about culture, communication, cross-cultural communication and computed-mediated and email communication are reviewed to identify what have been known about the research area.

Chapter 3 – Methodology:

The research methodology and the research design of the study are illustrated in this chapter. It includes research philosophy, research approach, research design (research

choice, research strategy, data collection and data analysis). Also ethical consideration is provided.

Chapter 4 – Research results and analysis:

The data collected through the online questionnaire are analysed by using SPSS software, in this chapter, in order to test the developed hypotheses. In addition, the analysis of the results is discussed.

Chapter 5 – Discussion of the findings:

This chapter discusses the findings with the literatures described in literature review chapter.

Chapter 6 – Conclusion and limitations:

Based on the previous chapter, the conclusion of the research provides a summary of the results of this study. Also the limitations of the research are provided in this chapter.

1.4. Research scope

There is a plenty of empirical theory and research on cross-cultural communication, but in this study the attention is focused precisely on email communication which is applied as basic framework in this study. However, while using the existing research to analyse cross-cultural email communication, this study is a contribution to an academic research through quantitative method of data collection. Questionnaire method was used to collect the primary data and the secondary data was collected through literature reviews. The questionnaire was distributed randomly among the students from all around the world and the final number of the sample is 108 participants.

2. LITERATURE REVIEW

2.1. Introduction of the chapter

This chapter will discuss the existing literatures that are related to cultural determinants of email communication styles. Chapter consists of four main parts. The first section introduces the relevant definitions and concepts about culture, the second section is to review literature about communication and the process of communication, the third part is to review theory about cross-cultural communication, especially theory of Hall´s concept – context, time, space. The fourth part discuss computed-mediated and email communication. At the end of the chapter hypotheses and appropriate conceptual framework are given.

2.2. Culture

There are many definitions and theories for the term culture. According to Hofstede (1980, 2001) culture is defined as "collective mental programmes" which is shared by a certain group of people. Diversity of these programmes varies from one group to another. Culture is basically how these groups differ from each other.

„Each cultural world operates according to its own internal dynamics, its own principles and its own laws – written and unwritten. Even time and space are unique to each culture. There are, however, some common threads that run through all cultures" (Hall and Hall, 1990).

One could say that the essence of most definitions is based on a system which shares beliefs, values and symbols that form a way of life.

People start to perceive their own culture only when they are outside of it. They are able to understand their own culture so much better when they find themselves in another culture, said British writer Samuel Johnson. Like water around the fish, culture distorts our perception to us and also how the world perceives us. Culture is used as a way of pointing out the differences as well as awards of others. An example that is quite common is of continental Europeans driving a car on the left side in Great Britain which is considered a wrong side of the road. However, it is funny that the British themselves

say the same thing about people coming from the continent. Is it an expression of the culture or are there local peculiarities and traditions of a particular nation? Historical events shape the culture of the nations and amend their practices, create new standards that can currently be called a part of the culture (Schneider & Barsoux, 2003).

Trompenaars (1993, 2000) said that culture may provide people a meaningful context in which they can think about themselves and face another world. It also tells about what people pay attention to and what they value. It is quite clear that the culture is a reflection of human behaviour and is based on values and proven by practices of individual representatives. Values are powerful emotions in the culture that make it possible to distinguish between positive and negative ones. Practices are an indicator of behaviour, for example, they include standards of dining, greeting, dressing, talking. The values are given to everyone from birth; they come first of all from the family education, while practices are acquired by an individual through exploring other representatives of the same or different cultures. From this it is clear that values remain almost unchanged during an individual´s life, but cultural practices may be readily adapted to the current conditions (Trompenaars 1993, 2000).

One of the important functions of culture is to screen individuals from the outside world and avoid information overload. As Hall (1976) puts it, "culture is man's medium - there is not one aspect of human life that is not touched and altered by culture."

"Culture is a useful tool to describe the luggage of know-how, attitudes, knowledge and beliefs societies use in order to hold a grip over their environment and organize human interaction. When consideration is given to its normative and religious components, and to its role in the building of identities, it gives also insights into the way sets of uncoordinated attitudes and techniques are transformed into systems, with their own dynamics" (Claval, 2001).

2.1.1. Elements of culture

Many authors are engaged in the study of culture as a specific human activity. If we want to keep track of issues of national culture, it is important to understand the second-level of the term culture. The term culture is analysed as a way of life and behaviour of

different groups of people. Culture is manifested by its own characteristic features. These elements can be external or internal. External elements of culture are easily observable and are immediately obvious and distinct. Internal elements of culture are not easily observable and observation requires further experience with the culture.

External elements of culture

Symbols represent words, gestures, pictures or objects and they have for members of different cultures specific meanings. They include language, as well as clothing, hairstyles, flags and symbols of social status. The new symbols are still forming and the old disappear. Symbols of one cultural group are often imitated by others. Symbols are the most obvious feature of the culture (Hofstede, 2007).

Heroes can be living people or deceased, real or imaginary which have the characteristics of a certain culture that are highly appreciated and which are an example to others. Currently in the age of television, choosing the image of the protagonist has become much more important than it used to be (Hofstede, 2007).
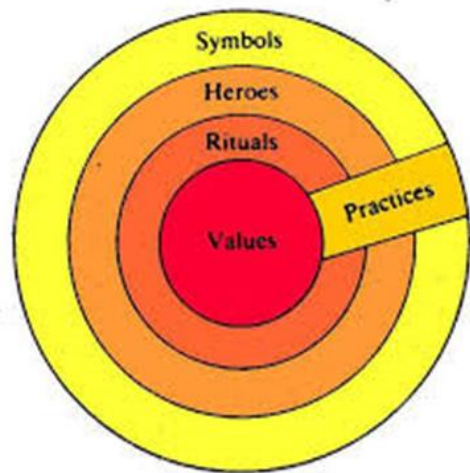
Figure 2.1: Onion diagram (Hofstede, 1997)

Rituals are collective activities that are given to achieve the desired result even though they might be materially useless; they are socially considered as essential. Ways in which we greet others or express appreciation and social or religious ceremonies could be used as good examples. Business and political meetings, organized by ostensibly rational reasons, often serve mainly ritual purposes, such as the strengthening of group cohesion (Hofstede, 2007).

While watching the external elements of cultures, these elements are easily identifiable for observers. Their cultural significance remains hidden. Cultural significance is apparent only to members of the culture.

Internal elements of culture

Values are learnt from birth. The main receptive period of time for human being is from birth to age of 12 years. During this period individuals absorb the necessary information from their surroundings. This absorption includes the above mentioned symbols, heroes and rituals. An acquisition of our core values is a very important part of this process. At the end of this interval we gradually go to a conscious manner of learning (Hofstede, 2007).

Values represent the core of the culture and the basic settings of the individual which characterizes its behaviour. Thus as external elements of culture are easily observable; on the contrary the internal elements are hidden in the behaviour of individual in each community (Hofstede, 2007).

The various cultures differ from each other. Differences may be found both in the external and also in internal elements of the cultures. Each culture is undergoing a process of development. The development is carried out through cultural changes. These changes represent changes in the applied practices. But values remain unchanged. It is therefore evident that the overall development and any changes made in the context of cultures are set on the persistent values. However, these values specify and differentiate cultures between themselves. The values of individual culture can be considered as basic settings (Hofstede, 2007).

2.1.2. Levels of culture

For analysis of various cultures the classification into different levels was accomplished. These levels represent smaller distinguishable components which are classified according to their belonging. In this paragraph different levels of culture are introduced.

Transnational level is made up of several national cultures. These national cultures are merged into transnational communities that are built by all members of member national cultures. These members work together to create larger multinational companies which will have for its members economic, political or other significances (Hofstede, 2007).

National level corresponds to the country from which the individual comes from or where they reside. It is necessary to emphasize that most countries and their national borders do not represent boundaries between national groups. Borders are merely geographical dismemberment (Hofstede, 2007).

Regional, ethnic, religious and linguistic level – most nations consist of culturally diverse regions, ethnic, religious or linguistic groups. Within the framework of nations it is necessary to distinguish the variety of used language, religion, or other specifications (Hofstede, 2007).

In this thesis the national level will be mainly discuss, because will be talked about how cultural differences may affect email communication which is associated with religion, language, etc. and how these differences vary between countries.

2.1.3. Classification of cultural dimension

Although we are unique human beings and all of us have a unique set of values, there are values which tend to be common amongst different cultures. The theoretical basis for the analysis of cultural values is a framework of similar characteristics which nations face together. There are differences between the views that focus on specific issues (Okazaki, Mueller, 2007).

A large number of studies are associated with Hofstede´s cultural dimensions. To a lesser extent it is Hall´s, Trompenaars´ cultural dimensions and the fourth most popular classification system, which is the GLOBE approach that offers newer alternatives. Naturally, there are many other authors who are also involved in defining cultural dimension and values. However, for the purpose of this thesis only four approaches will be described in detail.

Kluckhohn and Strodtbeck (1961) for example indicate five categories of problems, universal to all nations:

- the nature of human beings,
- the relationship to nature,
- the relationship to time,

- the nature of human activity,
- the relationship of the individual to other people.

Authors who try to find the content´s dimensions of national culture and identify the contents of national cultures in relation to management, either came out of the theoretical division of the fundamental problems which nations are forced to deal with during their development (Trompenaars, 1993), or they empirically reached it and confirmed it (Hofstede, 1991). With appropriate instruments the position of each country on each dimension can be measured which allows them to quantitatively map out the occurrence rate of particular characteristics of each country and compare these countries amongst themselves. Based on the combination of certain dimensions that can also be determined, whether for certain countries, there exists the same combination of certain cultural characteristics and reveal groups of countries with similar content of culture.

Scientist E. T. Hall defined the most important dimensions of communication to be of culture space, time perception and a degree of context. This study investigates whether his concept of culture can explain cultural differences in email communication; hence his approach will be explained later in detail (Hall, 1976).

Fons Trompenaars (1993) simplified the above mentioned Kluckhohn´s and Strodtbeck´s breakdowns on three sets of issues the relationship to people, the relationship to nature, the relationship to time. Within these three categories, are identified seven dimensions of national cultures. The first five Trompenaars´ dimensions of national culture relates to other people (Trompenaars, 1993). They include universalism vs. particularism, individualism vs. collectivism, neutrality vs. emotionality, specificity vs. diffusivity, orientation on achieving vs. attributing. The sixth dimension which Trompenaars called orientation on the past, present or future relates to the relation to time and the last the seventh dimension refers to relation to the environment (to nature and its surroundings). He termed the last dimension as internal vs. external orientation, based on a psychological concept "locus of control" (Trompenaars, 2000).

Geert Hofstede (1991, 2001) is undoubtedly the most famous researcher engaged in the study of national culture in the context of management. He is famous for his extensive research of national cultures, implemented in the 70s of last century among employees of IBM (International Business Machines Corporation). The research was initially conducted on a sample of 116 000 employees working in branches of IBM in forty countries. The research was later repeated and extended to the fifty states and three more national regions.

The questionnaire which was used in the research was aimed at determining opinions on various aspects of working life and research of preferred values. Obtained data was processed through factor analysis and according to the results four basic dimensions of national cultures were formulated: high power distance vs. low power distance, individualism vs. collectivism, masculinity vs. femininity, a high degree of uncertainty avoidance vs. low level of uncertainty avoidance. Later, the list of the dimensions was expanded to the fifth dimension long-term orientation vs. short-term orientation.

Authors who prepared the original questionnaire came from several countries, but these were solely western countries (Dutch, British, French, Norwegians, and Americans). With this in mind, the authors hypothesized the possibility that the identified dimensions only correspond to western cultures, while East Asian countries may be irrelevant. In order to eliminate this problem, Canadian Michael Bond created by using a number of Chinese and Taiwanese collaborators equivalent questionnaire based on the conditions of East Asian countries. The questionnaire called CVS (Chinese value survey) was translated from Chinese into other languages and after many bilingual controls was administered in a total twenty-three countries. Twenty of these countries participated in the IBM research as well, so the results obtained by the two methods were possible to compare (Hofstede, 1991).

The comparison showed a new bipolar factor which authors called a long-term and short-term orientation. Its content represents the fifth dimension which authors added into the set of the original four (Hofstede, 1980, 1991, 2001).

While Hofstede´s cultural dimensions theory is regarded as a classic model with a long history and is a sort of initial invention, the GLOBE Project (The Global Leadership and Organizational Behavior Effectiveness Research Project) is more recent, and is based on a broader range of respondents that gives a wider view of cultural dimensions and differences. This is a long term programmatic research project based on the analysis of complex and specific effects of various cultures on leadership, organizational effectiveness, economic competitiveness and psychological state of members of society (Wang & Shi, 2011). The project was carried out in the period 1994 – 1997 with the total number of respondents about 17 000 managers from 951 organizations which represented 62 different cultures. The number of involved countries is higher in Hofstede´s model, a total is 79 compared to 62 in GLOBE.

The results of GLOBE have brought nine key parameters of national cultures (Wang & Shi, 2011): uncertainty avoidance, power distance, future orientation, gender egalitarianism, group collectivism, human orientation, assertiveness, performance orientation and institutional collectivism. As compared with the dimensions of the culture according to Hofstede, it is clearly seen that certain dimensions are interconnected which makes project GLOBE defined in more depth (House & Hanges, 2004).

2.2. Communication

The term communication comes from the Latin word "communicare" which means to give something to someone, share something with someone, exchange information. The word communication means a combination, transmission and information exchange. Most authors identically state that communication is a process of information exchange. Each social communication is a two-way process − bilateral communication. Interpersonal communication is an exchange of information between individuals of the human species (DeVito, 1967; Hartley, 2001). "Communication is the process of developing a common understanding and interpretation of ideas, opinions and feelings between two or more individuals." (DeVito, 1967). In general communication is a continuous two-way process of information exchange between two or more individuals for the purpose of understanding.

2.2.1. Types of communication

Communication can be divided into three, respectively four basic areas: verbal, non-verbal, written communication. Since modern technology spreads fast/rapidly nowadays, it is possible to add another fourth area called technology in communication (Hurn & Tomalin, 2013).

Verbal communication means expression using words through the appropriate language. In a broader sense oral and written communication, direct or mediated, live or recorded communication can be classified like a part of verbal communication. As an example of verbal communication is any conversation there are words used (phone calls, interviews, and others). Non-verbal communication is also known as body language. It means the process of communication does not use words, but non-word mediums. Non-verbal communication is during the communication far more important than verbal communication. Examples of this communication are for example gestures, greetings, facial expressions, body language. Written communication is mediated by written form of a manuscript, typescript or on computer. Also written communication requires clarity, completeness, conciseness, correctness and politeness. This type of communication also includes correspondence (official, personal or societal letters, CVs and cover letters, emails, SMS and MMS), business cards, professional publication and so on (Hurn & Tomalin, 2013).

As the communication is integral part of life, many relationships, whether professional or personal, fail because of it. In the context of this piece of work, cross-cultural communication will be particularly discussed where the main failure is primarily lack of knowledge of the language, but also a different understanding what communication is (Hurn & Tomalin, 2013).

2.2.2. The process of communication

Communication is not a static phenomenon. It is a process which is characterized by variability in time. It requires certain elements necessary to carry out the process, as well as certain procedures, rules or customs that define intelligibility – efficiency of the

entire process. The following figure shows the process of communication between two people. There are elements and links which the process comprises:

Sender (communicator) is the one who sends the message. The sender intends that recipient has the same or a similar repertoire of knowledge and experience = a coding system which allows the recipient to understand what he wants to convey. The prerequisite of understanding is for example the application of the same language that the sender and the recipient understand (Shanon & Weaver, 1949).

Receiver (communicant) is the one who receives the message. His perception – decoding – is influenced by the scale of values, experiences, emotions, momentary state of mind, his or her aims and objectives. The prerequisites for the proper decoding of messages are similar expressive abilities as the sender of the communication has. The recipient should listen carefully to the communicator as long as the communication transmits; try to clarify the message by any questions to better their understanding and fortify effective communication (Shanon & Weaver, 1949).

Communication (communiqué) is the actual sent message as a thought or feeling that one person tells another. It takes the form of verbal or non-verbal symbols that the recipient of the message connects with a certain meaning. The message may be understood differently by different people. Sometimes the communicator deliberately encodes the message ambiguously and obscurely. A difference of understanding can be caused by context or communication noise (Shanon & Weaver, 1949).

The communication channel is the way that information is actually sent through. The most effective communication is face-to-face. The main channels here are sounds, visual signals, and body language. Furthermore also contacts (handshake), clothes, etc. The communication channel is the most natural. Participants perceive communication directly with all their senses. During mediated communication through other channels the overall impression is more depleted. For example, during telephone conversation just the vocal expression of caller is heard, it is impossible to know body language or facial expression, the overall impression is not so compact (Shanon & Weaver, 1949).

Feedback is very important for communication. It is reaction of the recipient in the form of confirmation, gives information about how the message is received and understood. It keeps both participants in attention and in context of the situation. During personal touch feedback is more effective and gives a greater change for understanding (Shanon & Weaver, 1949).

Communication noise is unwanted information that is blended into forwarded messages and thus complicates the transmission and understanding. It may be external character such as background noise, unpleasant shining sun or noise of internal character – intrusive thoughts, restlessness, and fatigue (Harris and Moran, 1987).

2.3. Link between culture and communication

Culture and communication are two elements that interact with each other. The manner, in which individuals communicate, is given by culture which surrounds them and at the same time this way of communication has an effect on the culture itself.

Due to globalization and modern technologies, the world has become smaller which means that people are closer to each other, their cultures and communication styles have begun to interfere with each other and this clash can have a crucial impact in the future.

Hall (1956) said that "culture is communication and communication is culture". On the other hand Birdwhistell (1970) argues that "culture and communication are terms which represent two different viewpoints or methods of representation of patterned and structured interconnectedness. As culture the focus is on structure, as communication it is on process".

"Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted […] Culture […] is the foundation of communication" (Samovar *et al.*, 1981).

2.4. Cross cultural communication

Cross-cultural communication is conducted among people with different cultural backgrounds. It is a reflection of an existing phenomenon that occurs every day and its significance is growing due to increasing globalization tendencies in many spheres of human activity – in international trade and business, diplomacy, science and the arts as well as in tourism or sport, when exchanges of students and teachers, during transfers of migrants from one country to another country and others. It is a direct consequence of the fact that people from different countries increasingly meet and do business with each other, work together, but they also go through ethnic conflicts and pursue serious litigate, unfortunately sometimes even wars among themselves.

Anthropologist Edward T. Hall is considered as one of the pioneers in the field of cross-cultural studies. Kluckhohn and Strodtbeck can be called his further followers. Hall designed a model of three cultural dimensions: context, time and space. Hofstede and many other authors have been significantly affected by Hall´s model. As well as Kluckhohn and Strodtbeck, also Hall looks at the culture from an anthropological perspective, which means at the core values level.

Context

Edward Hall (Hall, 1976; Hall and Hall, 1990) considered context as a key intercultural difference causing problems in international communication. Context includes many variables discussed in the context of the other cultural classifications and typologies. Context is the general expression for the environment in which a specific interaction takes place and its interpretation or the tone depends on the specific situation. The context also is a designation for the surrounding, links, environment, background or situation which helps us to behave and act in an appropriate manner in specific situations.

Halls identified two styles of communication – high-context and low-context. High and low context refers to the quantity of information that a person may comfortably manage. That can vary from high context cultures where background information is implicit to

low context cultures where much of the background information has to be made explicit in an interaction. That means for example by using the language (Hall, 1976).

Hall defines language as "the system most frequently used to describe culture […] for organizing information and for releasing thoughts and responses in other organisms" (Hall, 1976).

In the context, it is important to also explain contexting which can take place in two approaches. Firstly, this process occurs in the brain and is a function of past experience, which can be described as a programmed contexting, and the structure of the nervous system, also known as innate contexting. The other, external contexting, involves the situation and setting in which an event occurs. In an intercultural situation with high-context persons, low-context persons have to go much more into detail than usual (Hall, 1976). High-context cultures send more information and implicitly tell minimal information in the transmitted message, have a wider network, and thus tend to stay well informed on many subjects. In cultures with high-context, such as Asia, the Middle East, Africa and the Mediterranean, the feelings and thoughts are not express directly. This means it is necessary to read between the lines. People in these cultures define the meaning of particular situations according to who they communicate with, in which environment or depending on personal or social linkages (Hall and Hall, 1990).

By contrast, people from low-context cultures usually phrase much more background information, and tend not to be well informed on subjects outside of their own interests. In cultures with low-context, for example German-speaking countries, Scandinavia, North America, the business relationship are more depersonalized and the communication must be expressed in words with precision. The feelings and thoughts are expressed verbally as well as to avoid to interpretative intention. Low context cultures are typically targeted to individuals (Hall and Hall, 1976, 1990).

Hofstede argues that "high-context fits the collectivist society, and low-context is typical for individualist cultures" (Hofstede, 2001).

While cultures which focus on context expect that the meaning of the situation or answer will be apparent from the gestures and hints, cultures with low context require

precise, direct and detailed information. This can easily lead to problems with communication between each other, when each side expects something different (Hall and Hall, 1990).
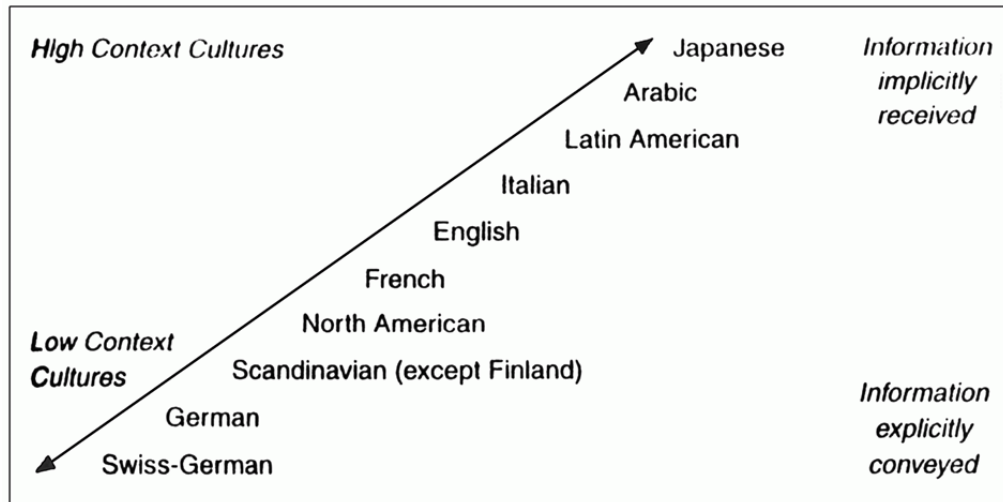
Figure 2.2: High-context and low-context cultures (Hall, 1976)

Time

Different cultures have different approaches to time, whether short-term (even depends on minutes or seconds) or long-term (decades are important). It basically means that one group of people tries to utilize the time as efficiently as possible and the others try to subordinate the time.

In real life, one group tries to comply with time restraints as accurately as possible and even for unutilized time, they have tendency to charge (the wasted time has the same value). Others, on the contrary, prefer human relations and therefore time is not so important. They do not hesitate to miss the next appointment when they are acting with someone else, because the interrupted negotiation they would consider as a sign of disrespect. Another situation that perception of time strongly influences is the manner of conducting negotiations, setting deadlines and very important is also decision-making process (speed) (Hall and Hall, 1990).

Hall called divided these groups into monochronic and polychronic. Heavily monochronic regions are North European countries including the United Kingdom and the Netherlands, German-speaking countries, North America, Japan. As slightly

monochronic, regions of southern and eastern Europe, Australia and New Zealand, Singapore, Hong Kong, Taiwan, China, South Korea are considered. Polychronic cultures are then Arab countries, Africa, Latin America, South and Southeast Asia. Over the time, some states, for example Japan moved from polychronic culture to strongly monochronic culture. It is attributed to influence of strongly monochronic cultures (Hall, 1976; Hall and Hall, 1990).

When summarised, members of monochronic cultures concentrate on one problem, the tasks are carried out in chronological order, people always come at the agreed time of the meeting and time plays an important role. On the other hand, members of polychronic cultures are flexible; they solve more problems simultaneously and do not put emphasis on the schedule (Hall and Hall, 1990).

For example, if a German will arrive at the agreed time for an appointment and will have to wait until the host will sort out his or her affairs, the business partner from Germany will consider host´s behaviour most likely as rude or brash. If a business partner from Africa will come on the business meeting and the host will let him wait, the businessman from Africa will not consider anything indecent.

These cultural differences, as regards the perception of time in communication, can lead to not only to misunderstandings but also to negative attitudes (Hall and Hall, 1990).

Space

Space is a particularly important factor in interpersonal non-verbal communication, although we rarely dwell on it. Hall (1959, 1963, 1966) examined, as a first, spatial communication and he referred to this science proxemics. From the wide field, there will be examine specifically personal space, which is the area immediately surrounding each person, and the personal territory, which is described by Hall as an area that one can claim and defend.

E. T. Hall (1959, 1966) distinguishes four distances that define the type of relationship between people. Any distance communicates a specific type of communication. Intimate distance represents the distance of 45 cm and less. In this area, the presence of another person cannot be overlooked. We can hear and feel its breath. People in this distance are

in situations like, for example, while making love, struggling, appeasing or while protecting. It is so tight that most people think it is inappropriate in public. Personal distance represents the range from 45 cm to 1.2 m. This distance defines our personal space, an imaginary protective "bubble" which we try to keep undisturbed by intrusion of someone else. At this distance we can still grab others, hold them, but only by outstretched arms. Inside this bubble we would let to enter only certain group of people. Social distance ranges from 1.2 m to 3.6 m. Here we lose the view on the details that we have in personal distance. We deal with impersonal matters and socially communicate. The greater the distance we keep, the more formal communication appears. Many people in leadership have their desks positioned in a way that guarantees a minimum distance between themselves and employees. Public distance is greater than 3.6 m. This distance protects us. It enables us, if necessary, undertake defensive action. For example, in public transport, we will keep this distance from the drunk or aggressive man. Although in this distance we do not recognize the fine details of the face and eyes, we are close enough that we could see everything that is happening (Hall, 1959, 1966).
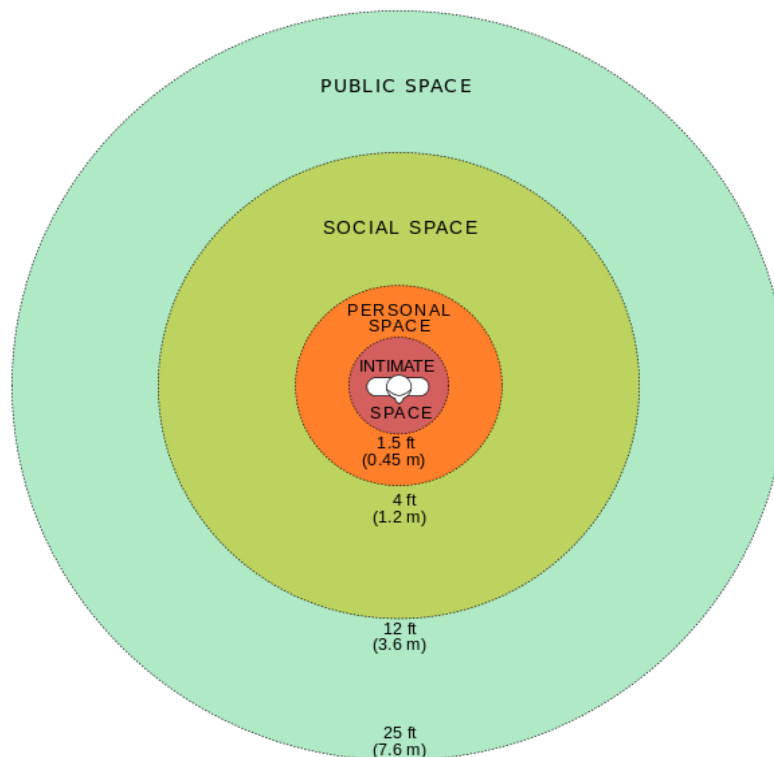
Figure 2.3: Four type of distance between interacting people (Hall, 1966)

Another aspect of communication which relates to space is territoriality, ownership reaction to any territory or objects. There are basically three types of territories: Primary territories are areas that we can call as our own. These zones are our exclusive preserve. We can include, for example, our own room, desk or our office. Secondary zones are territories that do not belong to us, but we occupy them and we are associated with them. It may be our usual table in the café, our place in the classroom or lawn in our neighbourhood. Public zones are territories open to everyone. Individuals or organization can own them, but everyone can use their services. An example might be cinemas, restaurants and shopping malls (Altman, 1975).

People indicate primary and secondary territories similarly like animals. They use following ways: Central marking are placed in territory where we reserve for ourselves (a book on the desk in the library, clothes over a chair in the bar). A border marking is meant to distinguish one´s territory from other territories (fencing around the house, dividers at the checkouts in supermarkets or armrest between the seats in the cinema or theatre). Marking by tag we identify an area or subject (labels, trademarks, monograms and others) (Goffman, 1971).

2.5. Computed-mediated and email communication

The key role of the Internet, especially its communication skills in the world, can be a benefit, but at the same time a threat, for example for universities. Salmon (2000) reports that computed-mediated communication can be beneficial in the sense that there is space and time to think, because these two features together affect the development of ideas and a deeper understanding (Anderson, 2000). But as already mentioned, this type of communication has its drawbacks in the sense that students can be affected by this "virtual environment" and it could have an impact on the regular face-to-face contact with their teacher and also with their classmates and friends.

Because of email the Internet has mainly started to build. Email communication is based on a system that allows us to write a message directly on the screen of our computer and send it to the whole world. The transmissions are much faster and therefore cheaper than regular mail. It is possible to transmit a much larger documents which are also

immediately below utilizable. Email is so convenient that many people use it rather than phone. Email sends directly the computer representation of the letters from which a message is composed. Significant plus consist in speed of transmission of email messages. When we get the email, we have an electronic document that can be instantly copy to a computer file or send further. So people can work together. Another advantage of email communication is that in addition to ordinary texts, various files and programs can also be transferred. Virtual communication is useful only if there is no physical contact required of communicating parties. The disadvantage is the lack of non-verbal expression that is an important component of communication between people and which while reading cannot be seen. When sending the email we are deprived of, for example, the tone of the speech and expression in the face much needed to illustrate the mood of another person. Some people still do not use advanced programs and do not have equipment that transmits both video and voice. Many people on the other side also appreciate the feeling of relative anonymity. If our partner is in debate and cannot see us, often they dare to be more open (Herbert, 1973; Baron, 2002; Crystal, 2008)

2.6. Hypotheses

Context in email communication

Low-context cultures communicate mainly directly, whereas in case of the high-context cultures indirect communication is more common which can be also supported by the literature (Adair, 2003; Bello *et al.*, 2006). Even as Koeszegi *et al.* (2004) claims high-context cultures show indirectness also within email communication. People communicate within the low-context prefer direct communication that does not have to be encoded. Implicit cues and coding is an important part of this concept recognized by Hall (1976). Also other scientists supported the fact that high-context cultures do not use the directness in email communication which is reflected by using of special characters or emoticons (Adair, 2003; Kayan *et al.*, 2006). This leads to following hypothesis:

> Research hypothesis 1a: Low-context cultures will show a higher preference for directness in email communication than high-context culture.

A higher level of formalness in the communication process as well as communication style can be expected to be observed in high-context cultures. Japan, as a high-context culture uses „honorifics, formal forms of address attached to each name" (Hall and Hall, 1990). That means that one´s last name and titles are included. It is obvious that in the business context is easily recognizable communication with high-context cultures, due to their high level of formalness (Murphy and Levy, 2006). Low-context cultures, especially English-speaking, differ because they begin and remain informal (Bello *et al.*, 2006). To avoid conflicts between these two types of cultures, it is assumed that in written communication the higher degree of formalness is used. From the above mentioned, it is possible to formulate the following hypothesis:

> Research hypothesis 1b: High-context cultures will show a higher preference for formalness in email communication than low-context cultures.

Time in email communication

Monochronic and polychronic cultures have a completely different view of time (Hall, 1983). For polychronic cultures it is typically especially simultaneous performance of tasks and fluidity of time which may have a significant impact on monochronic cultures in the sense that these cultures deem as a priority for promptness or urgency (Bluedorn *et al.*, 1999; Waller *et al.*, 1999). This applies to "traditional" communication, but within email communication time is evaluated in quite a different way (Lee *et al.*, 2005). Email is perceived as an instrument of multi-communicating which is an important dimension for polychronic cultures. One would assume that as in traditional communication monochronic cultures emphasize promptness, it would be the same in email communication. The opposite is true. For monochronic cultures incoming email can be a distraction in their linear-segmented workday. Conversely, for polychronic cultures this multitasking tool can result in a greater degree of promptness while the ability to perform several activities at once. Therefore, the following hypothesis is proposed with the respect to those facts:

> Research hypothesis 2a: Polychronic cultures will show a higher preference for promptness in email communication than monochronic cultures.

Considering multitasking, it is expected that polychronic cultures will formulate emails less precisely than monochronic cultures, also in view of the number of activities performed at the same time. As Kapoor *et al.* (2003) states monochronic cultures are more direct and hence more precise. With this in mind it is proposed that:

Research hypothesis 2b: Monochronic cultures will show a higher preference for preciseness in email communication than polychronic cultures.

Space in email communication

As it might seem the space in the virtual world may look inappropriate because Internet and electronic communication methods allow space boundaries to get smaller (Lee *et al.*, 2005). However, in the context of Hall´s concept it is not just about physical distance, but also about what is perceived as private. According to Vishwanath and Chen (2008) high space cultures are more task-oriented and maintain social distance in an email communication. They can clearly distinguish between working and personal life (Koeszegi *et al.*, 2004). This lead to following hypothesis:

Research hypothesis 3a: High-space cultures will show a higher preference for task-relatedness in email communication than low-space cultures.

On the other hand, in low-space cultures, it is expected to put greater emphasis on the relationship in email communication, even in a professional context (Kim *et al.*, 1998). According to several studies (such as Arunthanes *et al.*, 1994 or Gudykunst *et al.*, 1996) it is obvious that the low-space cultures tend to build long-term relationships. These cultures are generally, in the concept of email communication, involved to be more concerned with cultivating their interpersonal relations than high-space cultures. These facts lead to following:

Research hypothesis 3b: Low-space cultures will show a higher preference for relationship-relatedness in email communication than high-space cultures.

2.7. Conceptual framework

Figure 2.4 shows a conceptual framework proposed for purpose of this study. This conceptual framework has been adopted from previous studies and adapted for this research. Hall (1976) defined three approaches which have an effect on cross cultural communication: context, time and space. Six dimensions were adopted in the same order, but control variables, in order to account for demographic biases were used including gender, age and also level of study.
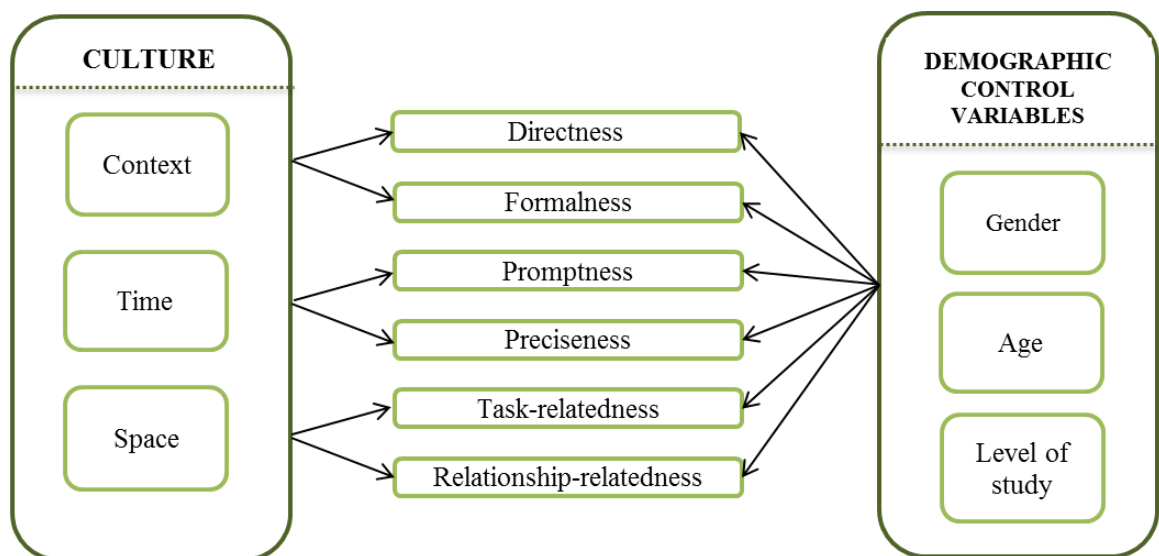
Figure 2.4: Conceptual framework

2.8. Summary of the chapter

This chapter analyses the relevant literature regarding to cross-cultural email communication. According to the literature review there is an interaction between culture and communication which is most likely caused by globalization. This fact has also affected the development of email communication. The following chapter will discuss the methodology of this research.

3. METHODOLOGY

3.1. Introduction of the chapter

Research methodology plays an important role in providing the guidance of using the appropriate research methods. This chapter will provide a detailed introduction of methodology used in this research.

For the selection of a suitable research approach and research strategy, Saunders *et al.* (2009) presented a figure called "The Research Onion". This research onion is divided into six layers and the purpose is to describe each of these layers of research methodology.

The first two layers of the research onion are research philosophy and research approach. These two layers and followed by research strategies, research choices and research time horizons. The research onion ends with data collection and data analysis in the centre.
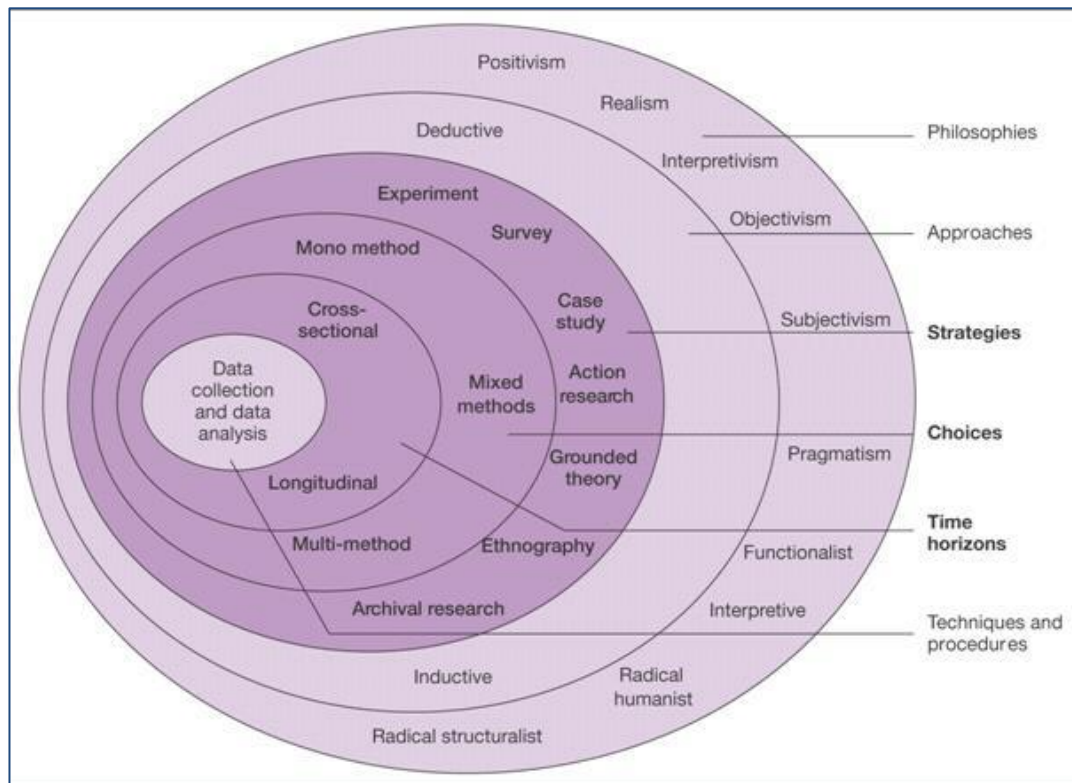
Figure 3.1: "The Research Onion" (Saunders *et al.*, 2009)

3.2. Research philosophy

The term research philosophy relates to the development of knowledge and the nature of that knowledge (Saunders *et al.,* 2012). According to Johnson *&* Clark (2006) ''as business and management researchers we need to be aware of the philosophical commitments we make through our choice of research strategy since this will have a significant impact not only on what we do but how we understand what it is we are investigating."

However, research philosophy can also be defined using the research paradigm. The research paradigm can be characterized as a framework which includes perception, beliefs and understanding of several theories and practices that are used to perform the research. It can also be defined as the precise procedure involving various steps through which the relationship between research objectives and questions is created (Cohen *et al.*, 2007).

There are two major types of research paradigm: epistemology and ontology; and four main ways of thinking about research philosophy: realism, positivism, interpretivism and pragmatism (Saunders *et al.*, 2009).

Epistemology explores the relationship between the researcher and field of study; it is about the nature of the knowledge. Ontology is concerned with the assumptions, due to which there is an effort to understand regularities of the world "as it is". The point is to understand the real nature of society (Saunders *et al.*, 2009).

Firstly realism which is focused on reality and beliefs that have already existed in the specific environment. This trend can be divided into two types, namely direct realism and critical realism. Direct realism says what individuals see, hear or what they feel. On the other hand, critical realism is about how individuals argue about their experiences on the specific situation, but not directly about the things. Individuals try to prove their values and beliefs (Saunders *et al.*, 2009).

Secondly positivism is when researchers give their own opinions to their evaluation of the social world; and the final evaluation is conducted in an objective manner (Cooper & Schindler, 2008). Researchers do not focus on details in the research but on general

information which are collected from a large social sample. The own beliefs of the researcher do not have value in this trend. Positivism is associated mainly with experiments and observations to collect numeric data (Easter-Smith *et at*., 2008).

Thirdly interpretivism is when the approach emphasizes the importance of the researcher´s beliefs and values to give adequate justification for the research problem (Easter-Smith et at., 2008). Researchers place emphasis on the real facts and figures according to the research problem and use only a small sample in the research when the opinions of people are evaluated in detail (Saunders *et al.*, 2009).

And finally research philosophy is pragmatism. Pragmatism works with the question if it is possible to adopt both approaches − positivism and interpretism. In practice, it is perfectly normal that it is difficult to choose only one approach. If the research question does not make clear which approach should be used, the pragmatist´s view may be admitted which is perfectly fine work with both these trends in the research (Saunders *et al.*, 2009).

For above mentioned reasons, this study is explanatory study and follows therefore philosophy of positivism. This philosophy is defined by collecting data about an observable reality and search for regularities in order to provide generalisation (Gill *et al.*, 2010).

3.3. Research approach

According to Saunders research approaches can be listed as induction or deduction.

A deductive approach is used when explaining relationship between variables, developing a theory and hypothesis which are based on existing facts and theories in a particular area. While on the other hand, an inductive approach starts with data collection and theory is formulated as a result of the data analysis (Robson, 2002; Saunders *et al.*, 2009).

However, the first of the approaches, a deduction is mostly used in quantitative studies, while inductive approach is applied in qualitative studies (Saunders *et al.*, 2009).

In this dissertation it works with a research model of previous studies and also the hypothesis are tested to explore how cultural differences of students´ of University of Huddersfield affect email communication. Since there are many theories that cross cultural communication deals with, one can say that these previous finding were very useful and led to the understanding of the concept. Based on these facts, a deductive approach is more suitable for this research.

3.4. Research design

3.4.1. Research choices

It is necessary to distinguish between the two main research methods – quantitative and qualitative. Choice depends strongly on research philosophy and research approach. Quantitative research differs from qualitative research in several ways.

Quantitative research is a standardized method of scientific research which describes phenomena using variables that are constructed to measure certain characteristics. The results of these measurements are then processed and interpreted for example by using statistics. Conversely, the concept of qualitative research identifies research that focuses on how individuals and groups inspect, understand and interpret the world. According the other criteria as a qualitative research can be designated research that does not use statistical methods and techniques (Walle, 1997; Hascher, 2008).

More detailed differences of these methods are given in the following Table 3.1: Differences between quantitative and qualitative approach (Bryman & Bell, 2007, Saunders *et al.*, 2009).

Table 3.1: Differences between quantitative and qualitative approach (Bryman & Bell, 2007, Saunders *et al.*, 2009)

Quantitative research	Qualitative research
We ask: What? How? How many/much?	We ask: Why?
Deduction	Induction
Testing of the theories, hypothesis	Creating hypothesis
Structured, standardized methods (questionnaire)	Interview, observation
Large research sample	Smaller research sample
Reduction of information	Exhaustive information about the case
Mediated contacts with respondents	Close and prolonged contact
Mathematical and statistical processing	Coding
Generalization is possible	Generalization is impossible
High reliability	Low reliability
Low validity	High validity

It is also necessary to define whether it will be a choice of mono method, mixed methods or multi-methods.

When selecting mono method, it is very simple, because the data is collected in a way which uses just one technique and corresponding analysis procedure. In the case of mono method quantitative design, data is collected by using the questionnaire and analysed statistically or in the case of mono method qualitative design data are collected through in depth interviews and analysed as narratives (Saunders *et al.*, 2009).

In contrast, multiple methods can be used. This means that there is possibility to combine the data collection techniques and procedures, but only strictly either a quantitative or qualitative method. It is not possible for these two approaches to mix amongst themselves. Regarding multi method quantitative design, more than one quantitative data collection technique is used (for example a questionnaire and structured observation) with associated statistical analysis procedure (Curran & Blackburn, 2001; Tashakkori & Teddlie, 2003; Saunders *et al.,* 2012).

Mixed methods approach generally means that both quantitative and qualitative data collection and analysis techniques are used in a research design (Tashakkori & Teddlie, 2003; Saunders *et al.,* 2012).

In this work, the aim is to achieve the research objectives by testing the series of hypotheses, as well as the relationship among the variables, therefore quantitative approach is used. It should be noted that the primary data are collected using a questionnaire that is why the type of the design of this research is a mono method quantitative design.

3.4.2. Research strategies

According to Saunders *et al.* (2009) there are seven types of research strategies. Each strategy has advantages and disadvantages. Some of these strategies can be used in business research, but others are strictly scientific. Some quantitative in nature and others are usually qualitative, regardless of what the research is, and the use of strategies that can be done separately or in combination depends on the purpose of research, and their philosophy and approach.

The seven research strategies are experiment, survey, case study, action research, grounded theory, ethnography and archival research (Saunders *et al.*, 2009).

Surveys are the most popular and the most widely used for a diversity of research strategies to achieve planning methods to answer research questions. This strategy is perceived by people as authoritative in general. Using a survey strategy should give us more control over the research process and when sampling is used, it is possible to generate findings that are representative of the whole population at a lower cost than collecting the data for the whole population. Also it is very important to ensure that the representative sample is chosen (Saunders *et al.*, 2009).

Effectively respond to research questions means that a large amount of quantitative data is expected which is collected in order to test the hypotheses. For this consideration, a questionnaire is used in cases where it is necessary to collect a large sample of quantitative data in a short period of time. For example structured observation or structured interviews are other techniques of survey strategy Cohen *et al.* (2007).

Neuman (1997) designed the following steps to create a successful layout for survey research.

1. Determine the type of the survey (such as survey through email, social network or telephone interview), population and about type of the respondents.
2. Choose the right instrument or method for the collecting of the data:
   - Write down the questions for measuring of the variables (dependent and independent)
   - Specify the categories of response
   - Determine the order of the questions
   - Propose a layout and design of the survey
3. Design a method for recording responses
4. Plan a pilot-test or train the interview (not necessary)
5. Define the sample
   - Specify the target population
   - Fix the type of the sample and also the size of the sample
   - Create the framework of sampling
   - Selection of the sample

According to these steps, this study defines the layout of the survey as follow. In this research questionnaire was used as a tool for collection of the data which was distributed through the social network called Facebook and also through UniLearn to students. Questionnaire contained 21 questions where 17 questions were rated on 7-point Likert scale 1=strongly disagree; 7=strongly agree). The remaining 4 questions were demographic questions which were placed at the end of the questionnaire. Data was recorded into Google Docs. Also in this research the pilot-test was performed when 3 people were chosen to do a pre-test of this questionnaire. The target population was determined as at least 100 students. The exact size of the population was impossible to identify as the questionnaire was posted electronically.

3.4.3. Research time horizon

As within all types of research, the time limit tends to be very crucial for most of the researches. Therefore, it is very important to understand that research is something that takes time and that the time period for one type of research is not necessarily the same

as for others. Saunders *et al.* (2009) identified two types of studies: cross-sectional studies and longitudinal studies. Cross-sectional studies mean that "the study of a particular phenomenon (or phenomena) at a particular time". These types of studies are common for research projects in which there is a time constraint and where the research is designed as a form of "snapshot". According to Easterby-Smith *et al.* (2008) and Robson (2002) the survey strategy is very often employed in cross-sectional studies.

In longitudinal studies, the researcher has the opportunity to investigate if there is any change or development over a period of time. Adams and Schvaneveldt (1991) pointed out that in observing people or events over time the researcher is able to exercise a measure of control over variables being studied, provided that there is no effect on them by the research process itself. As an example may be mentioned the Workplace Employee Relations Survey which was conducted in 1980, 1984, 1990, 1998 and 2004 (Millward *et al.* 1992, Cully *et al.* 1999, Kersley *et al.* 2006). Compared to cross-sectional studies, longitudinal studies study a phenomenon on several occasions; the research is then designed in form of a "diary". In these studies the major question is "Has there been any change over a period of time?" (Bouma & Atkinson, 1995).

The cross-sectional approach is appropriate for this study, given the time constraint and also this study discusses a particular phenomenon.

3.4.4. Data collection

For data collection both primary and secondary data is very important (Collis & Hussey, 2003). Both of these types are used in this thesis. Data collection is necessary in order to be able to answer the research questions and meet the objectives of the study. According to Silverman (2007) the method of the choice of the data collection should depend on what the best way to answer our research questions is (Saunders *et al.*, 2009).

Secondary data is data collected for different purpose and they have already existed somewhere. Secondary data will be collected from public sources such as books and journal articles to provide the relevant background and theoretical basis for the research. Primary data is newly collected data and it is collected exclusively for solving the current problem. In comparison with secondary data, primary data is current and it is

directly related to the addressed problem. On the other hand, to get this data can be much more demanding to time and money. The primary data can be collected in several ways, for example by conducting questionnaire (Saunders *et al.*, 2009).

The researchers generally begin their survey by examining one of the rich sources of secondary data to determine whether the problem may be partially solved or resolved completely without the costly collection of primary data. Secondary data provides the starting line and offer the advantage of low cost and easy availability. When the necessary data does not exist or is obsolete, inaccurate, incomplete or unreliable, researchers must obtain primary data (Saunders *et al.*, 2009).

Saunders *et al.* (2009) have created three main sub-groups of the secondary data: „Documentary data, survey-based data, and those compiled from multiple sources.“

After deciding how the researcher will proceed in the research and what tools are used, the researcher must decide on a sample of respondents. This requires three decisions:

1. **Potential participants: Who are we asking to?**
   The target segment of the population must be defined, which the set of the respondents will be chosen from. Then the method of the selecting individuals into the set of respondents is developed and everyone in the target population should have the same or an identifiable chance to be part of the sample (Saunders *et al.*, 2009).

2. **The size of the set: How many respondents should be part of the survey´s set?**
   Large sets provide more reliable results than small ones. However, to obtain reliable results it is unnecessary to explore entire target population or its substantial part (Saunders *et al.*, 2009).

3. **Procedure for selecting set: How respondents should be selected?**

To obtain a representative sample and probability sample of the population should be selected. Such samples allow to calculate with trustworthy limits for mistakes of the sample (Saunders *et al.*, 2009).

Three types of probability selecting of the respondents are described in the following Table 3.2: Probability and non-probability samples part A. If the required cost or time is too high for probability sampling, the non-probability samples are selected (Table 3.2**:** Probability and non-probability samples part B), when there are three types of these samples. Non-probability samples are useful in many situations, although they are not able to measure errors of the sample.

Table 3.2: Probability and non-probability samples (Saunders *et al.*, 2009).

A: Probability sample	
A simple random sample	Every member of the population has an equal chance to be selected.
Stratified random sample	The population is divided into mutually exclusive groups (e.g. age groups) and from each group is selected a random sample.
Cluster pattern	The population is divided into mutually exclusive groups (e.g. according to houses´ blocks) and researcher select from each group a sample for the survey.

B: Non-probability sample	
The most suitable sample	The researchers select from the most accessible members of the population.
Intentional sample	The researchers select from the members of the population where there is a good chance for precise information.
A sample of established quotas	The researchers find a prescribed number of people in each of several categories and ask them questions.

As stated above, a tool for collecting primary data in this research is a questionnaire.

"Questionnaire is worth noting that there are a variety of definitions in common usage." (Oppenheim, 2000).

The questionnaire consists of a set of the questions which respondents have to answer. Thanks to its flexibility, questionnaire is by far the most common tool that is used in data collection. Before the application, questionnaires must be carefully built up, tested and debugged in a large scale. When preparing the questionnaire, the researcher must carefully select the questions and their form, verbal form and a sequence. The form of the questions can affect the answers (Oppenheim, 2000; Gill, 2002; Dillman, 2007).

Between the advantages of the questionnaire are mainly low time and financial demands. Research may be conducted with a small number of researchers, but it still allows collecting data even from the large number of the people. Relatively high degree of anonymity and time unpretentiousness is very important for respondents and results are highly representative also for the rest of the general population (Saunders *et al.*, 2009).

The disadvantage is the possibility of high questionnaire bias from the part of the respondents because they may convey only their personal views of the situation or try to portray themselves in the better light and answer the questions falsely (Saunders *et al.*, 2009).

The structure of questionnaire in this research is made of 21 questions so it means that design of this questionnaire could be self-administered and completed by the respondents electronically using the Internet, when for the data collection the questionnaire was created by using Google Docs and distributed through the social network Facebook and also sent to students of Business School of University of Huddersfield via their unimails.

In as much as this questionnaire is short and concise; it is possible to administer it this way. Longer questionnaires with more complicated questions are better to present as a structured interview or telephone interview (Oppenheim, 2000; Saunders *et al.*, 2009).

3.4.2.1. Sample characteristics

The final study group consisted of 108 randomly selected students of University of Huddersfield. All results of this analysis can be found in Appendix 1. The majority of the participants were women while 44% were men as Figure 3.2 shows.
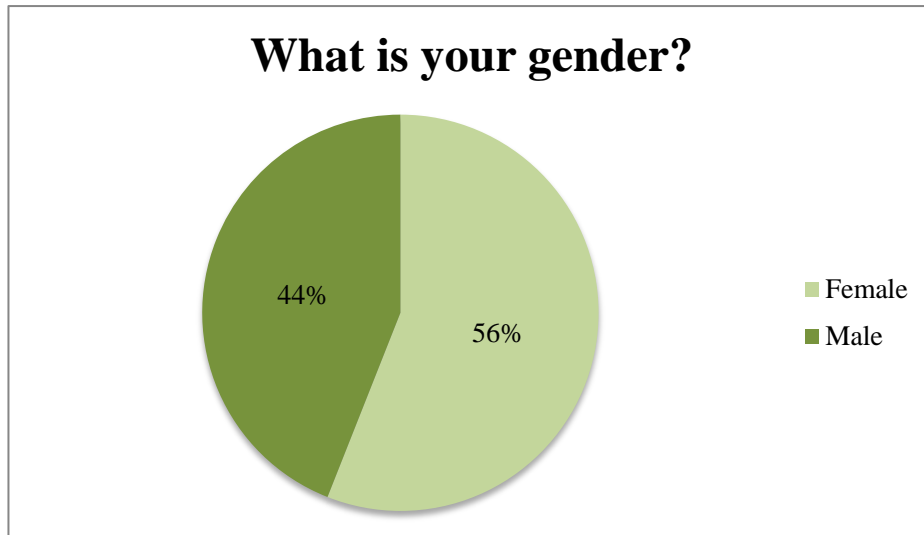
Figure 3.2: Gender

All participants were divided into four age categories. The majority of participants are in aged between 22 to 25 years old, followed by students between 18 to 21 years old. The minority of the participants were over 30 years old.
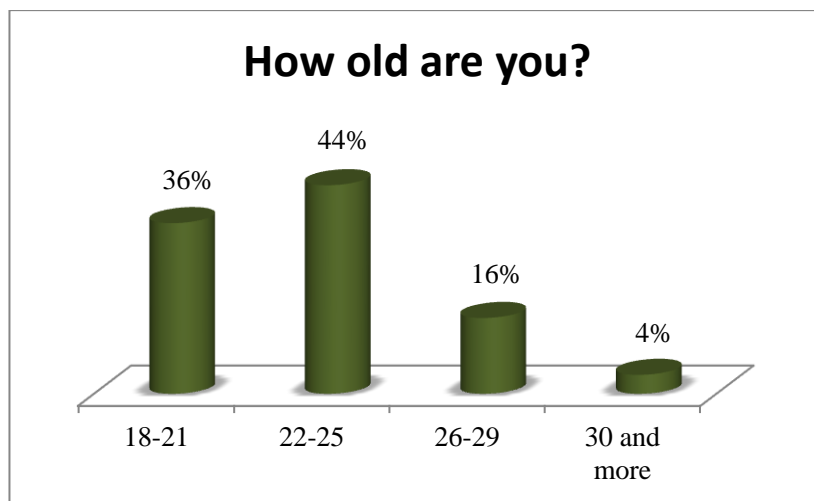
Figure 3.3: Age

The sample of respondents was represented by various cultures. The majority of respondents are British students (14,8%), followed by French, Chinese and Pakistani students (6,5%), Czech students (4,6%), students with German and Egyptian nationality (4,6%). All results could be seen in Figure 3.4.
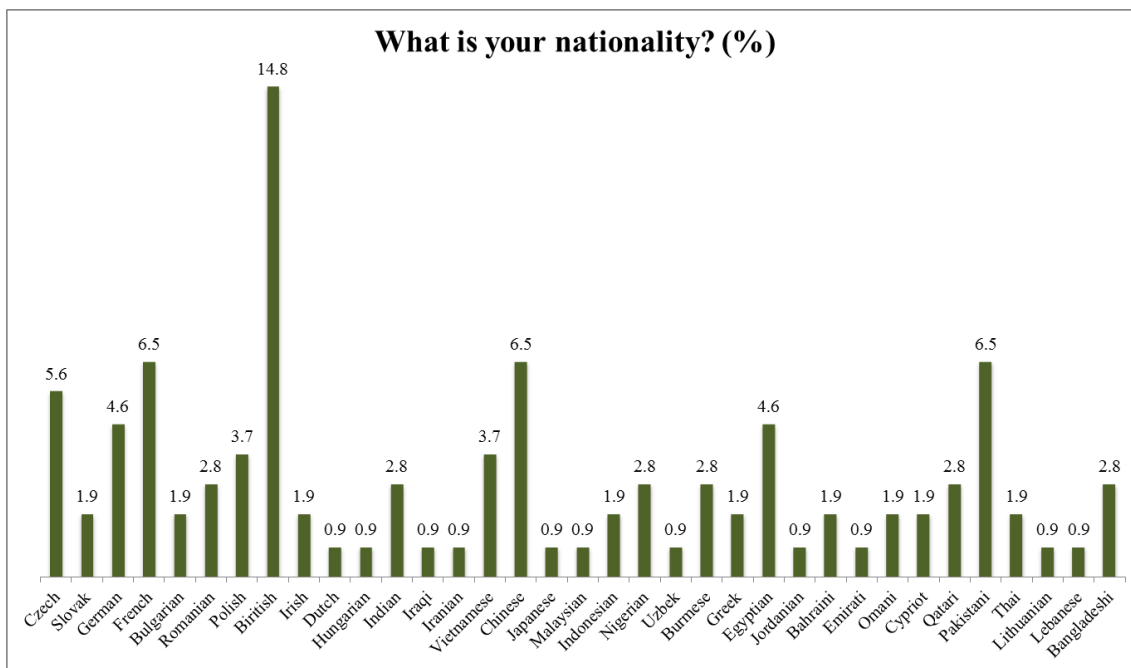
Figure 3.4: Nationality

As can be seen in the Figure 3.5 students are equally divided according to the level which they study.

Which level do you study?

49%   51%

■ Undergraduate
■ Postgraduate
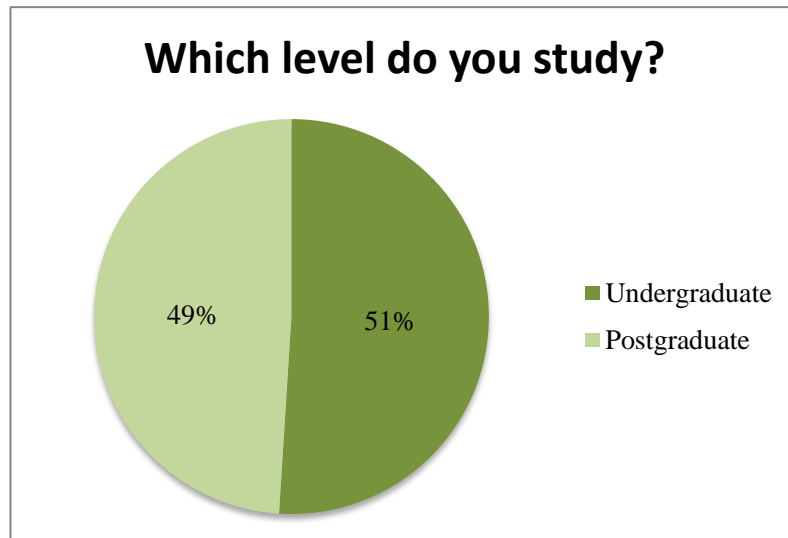
Figure 3.5: Level of study

3.4.4.1. Measurements

Dependent variables

In Table 3.3 can be seen dependent variables which include six dimensions. Every dimension includes several items to measure particular dimension.

Table 3.3: Items dependent variables and construct reliabilities

Directness: Cronbach´s alpha = 0.527 (Adair, 2003; Gudykunst *et al.*, 1996; Kapoor *et al.*, 2003)
Response options: 1=strongly disagree, 7= strongly agree
1. The most important point should be put in the first part of the email.
2. Content of the email has to be clear and direct.
3. The email should also contain subject line that receiver immediately knows what email is about.
Formalness: Cronbach´s alpha = 0.700 (Thomas, 1998; Bello *et al.*, 2006; Hall and Hall, 1990)
Response options: 1=strongly disagree, 7= strongly agree
4. In email communication I prefer formal greeting.
5. If I receive the email from an unknown person, I expect to be addressed with my surname.
6. Titles must be respected and used in email communication.

Promptness: Cronbach´s alpha = 0.422 (Waller *et al.*, 1999; Hayes and Kuchinskas, 2003)
Response options: 1=strongly disagree, 7= strongly agree
7. When I get the email, I do not respond right away, but I leave time to think and formulate answer.
8. Emails from mobile phones I do not consider as important as emails from computers.
9. I prefer to communicate through email, because I have more time to formulate what I want to say.
Preciseness (de Vries *et al.*, 2009; Byron, 2008)
Response options: 1=strongly disagree, 7= strongly agree
10. I dislike using of the jokes, sarcasm and abbreviations in the email, as they could lead to misinterpretation.
11. When I write emails, I am sure to make them as precise as possible regardless of the length.
Task-relatedness: Cronbach´s alpha = 0.487 (Morkes *et al.*, 1999; Keeling *et al.*, 2010)
Response options: 1=strongly disagree, 7= strongly agree
12. I like emails which are short and to the point.
13. When I write emails I concentrate precisely on this activity and do not do other activities simultaneously.
14. My emails are always well-organized.
Relationship-relatedness: Cronbach´s alpha = 0.146 (Pee *et al.*, 2008)
Response options: 1=strongly disagree, 7= strongly agree
15. Usually I do not respond to mass emails.
16. At the start of the email I always ask receiver how things are going before I go to the specific point.
17. I frequently discuss personal matters in email communication even with my classmates.

According to the reliability and inter-item correlation, item 5 from formalness, item 8 from promptness, item 10 from preciseness, item 13 from task-relatedness and item 15 from relationship-relatedness were excluded. All analysis can be seen in Appendix 1.

Independent variables

In this study independent variables are context, time and space orientation. Although these dimensions are conceptualized separately, Hall (1976, 1990) indicates that they are closely inter-related, that means, high-context cultures are often polychronic and characterized by low-space orientation. On the other hand, low-context cultures have in most cases a monochronic time concept and high-space orientation. For purpose of this

research cultures were firstly coded each of them separately as can be seen in Table 3.4 and then coded according to classification of cultures into above mentioned two categories is presented in Table 3.5.

Table 3.4: Classification of cultures for SPSS purpose

0	Czech	7	British	14	Vietnamese	21	Burmese	28	Cypriot
1	Slovak	8	Irish	15	Chinese	22	Greek	29	Qatari
2	German	9	Dutch	16	Japanese	23	Egyptian	30	Pakistani
3	French	10	Hungarian	17	Malaysian	24	Jordanian	31	Thai
4	Bulgarian	11	Indian	18	Indonesian	25	Bahraini	32	Lithuanian
5	Romanian	12	Iraqi	19	Nigerian	26	Emirati	33	Lebanese
6	Polish	13	Iranian	20	Uzbek	27	Omani	34	Bangladeshi

Table 3.5: Classification of cultures in previous studies (Hall, 1976, 1983; Hall and Hall, 1990; Adair, 2003; Kapoor *et al.*, 2003; Koeszegi *et al.*, 2004; Mehta *et al.*, 2006; Kittler, 2008; Van Everdingen and Waarts, 2003)

High-context/polychronic/low-space (1)		Low-context/monochronic/high-space (2)
Czech	Slovak	German
French	Bulgarian	British
Romanian	Polish	Dutch
Irish	Hungarian	Bangladeshi
Indian	Iraqi	
Iranian	Vietnamese	
Chinese	Japanese	
Malaysian	Indonesian	
Nigerian	Uzbek	
Burmese	Greek	
Egyptian	Jordanian	
Bahraini	Emirati	
Omani	Cypriot	
Qatari	Pakistani	
Thai	Lithuanian	
Lebanese		

Control variables

As control variables were indicated three item. Gender was measured by asking if respondents to determine whether they are female or male (0=female, 1=male). Age was measured by indicating the specified age categories from which respondents could choose (0=18-21, 1=22-25, 2=26-29 and 3=30 and more). Level of study was measured by asking respondents to indicate their current level of studying (0=undergraduate, 1=postgraduate).

3.4.5. Data analysis

Quantitative data in a raw form according to Saunders *et al.* (2009) have a little or almost no meaning even before they are analysed and processed for most people. Therefore it is necessary to analyse and transform them into the information which will be useful and clear for people.

At the beginning of the data analysis process, descriptive statistics were calculated on the independent variables to sum up and describe the data collected. Results of the survey were measured by categories. There were six categories which representing the six dependent variables. Responses to the survey items were coded on 7-point Likert scale when 1 represented "completely disagree" and 7 represented "completely agree". The codes for all items in the same categories were summarized together for a composite score for each of all categories. This composite score was used for statistical analysis. Cronbach´s alphas as indicators of internal reliability were presented. According to Nunnally (1967) variables where Cronbach´s alpha test is above 0,5 level show an acceptable reliability.

The data analysis was completed using SPSS version 22.0 for Windows.

3.4.6. Validity and reliability

Quality and relevance of the research are reviewed from the two basic criteria – validity and reliability.

Validity is another word for truthfulness. It is a requirement of relevance among the predetermined objective of the research and truly achieved results. In other words, if

research is valid, it means that measures what should measure. While doing the research it is important to think about how to maximize its validity to ensure that the results of the research will be the most correspond to actual reality (Robson, 2002).

Research can be called invalid 1) only a few exemplary cases are referred, 2) the criteria or reasons for inclusion of certain cases and not others are not provided, 3) the material is not available in its original form (Neuman, 1994; Robson, 2002).

It is very difficult, if not impossible, to achieve absolutely validity. It must not be forgotten that the validity proven in a certain context and for a specific purpose is automatically valid only for this context and purpose.

Reliability indicates repeatability with the same results. It is acceptable to talk about reliable research when it is possible to record the level of compliance with which different observers or the same observer in different situations classifies cases in the same category. Reliability is actually a requirement for formal precision of the measuring instrument used in empirical research (Robson, 2002).

There is certain dependence between the validity and reliability. A valid tool also includes reliability, it means when the tool is valid, is also reliable. Conversely, it is not true; it means that even when the tool is reliable, the measurement may not be valid.

Cronbach´s alphas as indicators of internal reliability are used in this study.

3.4.7. Ethical consideration

Ethics, in the context of the research, refers to the appropriateness of behaviour in relation to the rights of those who are the subjects of a research project and affected by this research (Saunders *et al.*, 2009). Cooper & Schindler (2008) define the ethics as the "norms or standards of behaviour that guide moral choices about out behaviour and our relationships with others." To protect confidentiality, anonymity and human rights in the whole research process, strict ethical guidelines are followed in this research.

The questionnaire was designed to not offend, harm, provoke or stress in any of the participants in any way. All participants in the project participate on a voluntary basis and are allowed to determine whether they will respond to the questions or not. If they

are not willing to answer the questions, freedom is given to them to quit the questionnaire (Robson, 2002; Easterby-Smith *et al.*, 2008). All collected information is used only for the purposes of this research.

3.5. Summary of the chapter

This chapter has examined the methodology used in this study. This research has followed a positivist philosophy with a deductive approach. Survey, as an appropriate research strategy, is used to collect the primary data by using online questionnaire. Obtained data was evaluated by using SPSS software. Furthermore, ethical and validity issues were also described in detail in this chapter. In the following chapter all obtained results are presented.

4. RESEARCH RESULTS AND ANALYSIS

4.1. Introduction of the chapter

This chapter will describe the findings that have been interpreted from the obtained data. The first section comprises of results from descriptive analysis. Next section includes measuring by helping correlation analysis. After that, hypotheses are tested that explain whether email communication styles are varied across cultures or not.

4.2. Descriptive analysis

Table 4.1: Descriptive statistics

Directness		
Questions	Mean	Std. Deviation
Question 1	4.05	1.737
Question 2	3.95	1.851
Question 3	4.18	1.776
Formalness		
Questions	Mean	Std. Deviation
Question 4	3.51	1.638
Question 6	3.22	1.671
Promptness		
Questions	Mean	Std. Deviation
Question 7	3.68	1.515
Question 9	3.65	1.789
Task-relatedness		
Questions	Mean	Std. Deviation
Question 12	3.66	1.804
Question 14	3.52	1.544
Relationship-relatedness		
Questions	Mean	Std. Deviation
Question 16	3.35	1.763
Question 17	2.66	1.949

The Table 4.1 shows a descriptive statistics – mean and standard deviation for each question of 6 dimensions. However, as the results show, most students expressed their disagreement with the question number 17 "I frequently discuss personal matters in email communication even with my classmates" (M = 2.66), as the second question with the most disagreement is the questions number 6 "Titles must be respected and used in email communication" (M = 3.22). Most students showed an agreement with question number 3 "The email should also contain subject line that receiver immediately knows what email is about" (M = 4.18) and question number 1 "The most important point should be put in the first part of the email" (M = 4.05). All results can be found in Appendix 1.

4.3. Correlation

Correlation analysis measures the strength and direction of the linear relationship among variables. In this study the relationship between independent and dependent variables were measured by using Pearson product-moment correlation coefficient.

A positive correlation (+1) means that changes in the independent item result in an identical change in the dependent item. However, if there is a negative correlation (-1) between two variables, it results in a change of opposite direction (Pallant, 2003).

Descriptive statistics include means, standard deviations and correlations between the variables which are presented in Figure 4.1. Full results of correlation analysis can be found in Appendix 2.

	Mean	SD	1	2	3	4	5	6	7	8	9	10
1 Gender	.44	.50	-									
2 Age	.88	.81	.041	-								
3 Level	.49	.50	-.095	.669**	-							
4 Culture (context/time/space)	1.23	.42	-.137	-.162	-.144	-						
5 Directness	4.06	1.28	-.138	.087	.134	.250**	-					
6 Formalness	3.37	1.45	.090	.030	.085	.287**	.358**	-				
7 Promptness	3.66	1.32	-.188	-.042	.020	.108	.161	.079	-			
8 Preciseness	3.99	1.53	-.191*	-.098	.006	-.026	.351**	.227*	.272**	-		
9 Task-relatedness	3.59	1.37	-.044	.190*	.223*	.118	.485**	.268**	.148	.007	-	
10 Relationship-relatedness	3.00	1.36	.230*	-.025	-.153	-.244*	-.420**	-.238*	-.047	-.123	-.234*	-

Note: Levels of significant $* p < .05, ** p < .01$.

Figure 4.1: Means, standard deviations and correlations between variables

4.4. Simple linear regression

A simple linear regression tests and explains relationship between dependent and independent variables. Hence, the linear regression is used in this research to measure the strength of the association between Hall´s concept and dimensions of communication styles. According to the conceptual framework, the dependent variables are represented by six dimensions of communication styles and independent variables are represented by Hall´s concept which includes context, time and space.

For this analysis control variables were designed, namely gender, age and level of study. Inasmuch each dimension must be tested separately, six simple linear regression was performed. The results of this analyses explicative the relationship between dimensions of communication styles and Hall´s concept are proved by predictive analytics software SPSS - coefficient analyses. Tables with results can be seen in Appendix 3.

Each relationship is identified based on the value of its significance when the significance is represented by p-value given it the following figures. A p-value which is lower than 0.05 denotes that there is a significant relationship. The significant relationship means that the independent variable has an effect on the dependent variable. The Beta coefficient (β) indicates the strength of the contribution. It is also important to determine whether the direction of the significant relationship is positive or

negative- A positive sign in front of the value indicates a positive way of contribution, whereas a negative sign means a negative contribution.

Hypothesis 1a: Low-context cultures will show a higher preference for directness in email communication than high-context culture.

Hypothesis 1a expects that low-context cultures show a higher preference for directness in email communication than cultures with high-context. Table 4.2 confirms that hypothesis 1a is accepted, culture (β = .264, p < .01) has a positive and significant relationship on directness in email communication.

Table 4.2: Results of linear regression - directness

Directness		
Variables	β	p
Gender	-.091	.343
Age	.044	.730
Level of study	.134	.299
Culture (context/time/space)	**.264**	**.007**

Hypothesis 1b: High-context cultures will show a higher preference for formalness in email communication than low-context cultures.

Hypothesis 1b expects that the high-context cultures show a higher preference for formalness in email communication than low-context cultures. Table 4.3 indicate that there is a significant relationship (β = .326, p < .01), but the direction of the relationship is opposite what we hypothesized and therefore hypothesis 1b has to be rejected.

Table 4.3: Results of linear regression - formalness

Formalness		
Variables	β	p
Gender	.152	.111
Age	-.039	.756
Level of study	.172	.176
Culture (context/time/space)	**.326**	**.001**

Hypothesis 2a: Polychronic cultures will show a higher preference for promptness in email communication than monochronic cultures.

Hypothesis 2a assumes that there is a significant relationship between polychronic cultures and a higher preference for promptness in email communication. However, results in Table 4.4 show that there is no significant relationship (β =.083, p >.05) and therefore hypothesis 2a is rejected.

Table 4.4: Results of linear regression - promptness

Promptness		
Variables	β	p
Gender	-.169	.090
Age	-.059	.654
Level of study	.055	.676
Culture (context/time/space)	**.083**	**.403**

Hypothesis 2b: Monochronic cultures will show a higher preference for preciseness in email communication than polychronic cultures.

Although hypothesis 2b expects that there is a significant relationship between monochronic cultures and a higher preference for preciseness in email communication, Table 4.5 indicates that there is no association (β = -.064, p >.05). Based on these results hypothesis 2b has to be rejected.

Table 4.5: Results of linear regression - preciseness

Preciseness		
Variables	β	p
Gender	-.185	.062
Age	-.158	.229
Level of study	.085	.519
Culture (context/time/space)	**-.064**	**.514**

Hypothesis 3a: High-space cultures will show a higher preference for task-relatedness in email communication than low-space cultures.

The results of the linear regression analysis between high-space cultures and a higher preference for task-relatedness in email communication provided Table 4.6 reveals that these two variables have no significant relation (β = .158, p > .05). This indicates that hypothesis 3a is rejected.

Table 4.6:Results of linear regression - task-relatedness

Task-relatedness		
Variables	β	p
Gender	-.009	.926
Age	.094	.467
Level of study	.181	.164
Culture (context/time/space)	**.158**	**.106**

Hypothesis 3b: Low-space cultures will show a higher preference for relationship-relatedness in email communication than high-space cultures.

In order to examine the relationship between low-space cultures and a higher preference for relationship-relatedness in email communication, another linear regression was performed. Results provided in Table 4.7 show that there is a significant relationship (β

= -.240, p < .05), but the direction is opposite what we expected. It follows that hypothesis 3b is rejected.

Table 4.7: Results of linear regression - relationship-relatedness

Relationship-relatedness		
Variables	β	p
Gender	.173	.070
Age	.080	.524
Level of study	-.225	.076
Culture (context/time/space)	**-.240**	**.012**

4.5. Summary of the results

All results which were obtained through single linear regression of the six dimensions of the communication style are summarized in Table 4.8. This table shows that three dimensions (directness, formalness and relationship-relatedness) have a significant relationship. But the direction in case of formalness and relationship-relatedness was opposite like we expected so that is why the hypotheses have to rejected. Only for dimension called directness the relationship was significant with direction which was expected and based on this fact hypothesis was accepted.

Table 4.8: Summary of the linear regression

Final results			
Variables	β	p	Hypotheses
Directness	**.264**	**.007**	**Accepted**
Formalness	**.326**	**.001**	Rejected
Promptness	.083	.403	Rejected
Preciseness	-.064	.514	Rejected
Task-relatedness	.158	.106	Rejected
Relationship-relatedness	**-.240**	**.012**	Rejected

5. DISCUSSION OF THE FINDINGS

The hypothesis 1a was proposed that the low-context cultures would communicate more directly than high-context cultures. This positive and significant relationship indicates that this hypothesis is supported by our data. This finding may be proved by many authors as well. For example Hall (1976) indicates that the high-context cultures communicate in a more indirect manner and implicit meaning is embedded in the context. On the other hand the low-context cultures rely more on explicit interpretation of the meaning of the messages. Gudykunst and Nishida (1986) add that low-context cultures pay attention more on information itself than on the context in the message, however the high-context cultures rely more on nonverbal communication, and therefore indirect manner of the communication is more appropriate for them.

Hypothesis 1b proposed that the high-context cultures would communicate more formally than low-context cultures. In this case, the relationship is significant, but the direction is opposite than we expected. Based on this fact hypothesis is not supported by our data. That means that in case of our study the low-context cultures communicate more formally than high-context cultures. The original hypothesis is supported by Shachaf (2008) who provides evidence that for example Japan as a high-context culture uses a more formal style regarding to the communication in contrast with United Kingdom. On the other hand Murphy and Levy (2006) indicate email communication is more polite in general in term of the cross cultural communication. The reason why this hypothesis has not been accepted may thus be that although the majority of the respondents are people from high-content culture, they have adapted enough to become accustomed to less formal communication regards to email communication.

The upcoming three hypotheses of this study indicate no significant relationship. This result is somewhat surprising because promptness and preciseness, as indicators for time orientation has been empirically proven in a variety of settings (Manrai and Manrai, 1995; Benabou, 1999; Turner and Reinsch, 2007; Gong, 2009). As far as space orientation, in particular preference for task-relatedness, in terms of concept and Hall's and especially with regard to computed-mediated communication, represent research gap in this regard.

In hypothesis 2a we hypothesized that the polychronic cultures would communicate more promptly than monochronic cultures, hypothesis 2b proposed that monochronic cultures would communicate more precisely than polychronic cultures in email communication and finally, in hypothesis 3a was proposed that high-space cultures would communicate with a higher degree of task-relatedness than low-space cultures.

Hypothesis 3b, proposed that low-space cultures would show a higher preference for relationship-relatedness in email communication than high-space cultures. Hall (1966) theorized that cultures have a different meaning of the sizes of private spheres. It depends on how much information one person shares with others. This hypothesis is not confirmed, despite the fact that the relationship is significant. However, the direction is opposite to our expectations, therefore based on this fact this hypothesis is not supporting by our data which indicates that in our research high-space cultures show a higher preference for relationship-relatedness. This finding may be caused, as has been mentioned above, that the students are adequately with the environment or more often they discuss personal matters with their classmates through email and they can be more open and more communicative regarding to personal life. One could say that in more recently, thanks to the globalization and interconnection of the world, the boundaries between cultures get smaller and thus the cultural differences are not so visible and striking.

6. CONCLUSION AND LIMITATIONS

The regression analysis on the specific dimensions of communication styles (directness, formalness, promptness, preciseness, task-relatedness, and relationship-relatedness), derived from previous researches and empirical studies, revealed that differences between variables can be explained by Hall´s cultural concept. Thus, that the low-context cultures were found to prefer more direct email communication. Likewise it was shown that they show a higher preference for formalness, which is in contrast to previous studies. In addition, preference for relationship-relatedness in email communication is more relevant for high-space cultures, although previous studies have found that just low-context cultures show a higher preference for relationship-relatedness. Findings of this study provide a good contribution to the field that the cultural concept from Hall was applied to the email communication. This study also demonstrates that the cultural concept can be applied to many communication settings, in the case of this study; it is an environment that has become increasingly relevant to the world. Some studies suggest that today´s global market with the progresses of today´s modern technologies mitigate the cultural differences. This study reveals that cultural can really be explained by differences with respect to email communication.

The important fact is that although this study confirmed that cultural differences are smaller among examined students compared with previous studies, there is still a number of findings which are specific for particular culture. Due to that it is possible to orientate and interpret better the emails which we receive from people with different cultural background. But there is also the possibility that individuals may adjust their communication styles to the culture background of the receiver, as they are aware of cultural differences in communication and they try to minimize these differences.

Although this study provides evidence of cultural differences in email communication, it is necessary to take into consideration that the questionnaire was conducted in English, which means that for most respondents, this language is not their mother language and it can occur distortion and misunderstanding due to a poor understanding of the questions. However, can be assumed that students, who were asked, they use the language every day, because they are students of international universities, and the

using of the English language on a daily basis is commonplace. Another limitation may be six dependent variables that were derived from several studies therefore do not form integrated complex which resulted in mostly acceptable but not very high scale reliabilities.

When interpreting the results of this study, one should also consider that all respondents are students of many courses, so there is no distortion or bias in the field. This note should be taken into account in future researches to do not focus only on a specific field or industry, optionally on organizational culture or industry, because it could lead to biased results (Pang *et al.*, 2007). As other possible limitation can be considered coding, as culture were coded only according their conceptual orientation. High-context, polychronic and low-space cultures were classified together, as another group were low-context, monochronic and high-space cultures. Although Hall and Hall (1990) propose that the contextual time and space orientation correspond in terms of classification and empirical studies also confirm this (Bouncken, 2004; Manrai and Manrai, 1995), deviations could exist. However, some countries cannot be allocated with one hundred percent certainty that either a high-context or low-context, as they are considered as culture with mixed cultural profile. This fact can be taken as another limitation.

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APPENDICES

Appendix 1: Descriptive statistics

Scale: Directness

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded	0	.0
	Total	108	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.527	3

Item Statistics

	Mean	Std. Deviation	N
1. The most important point should be put in the first part of the email.	4.05	1.737	108
2. Content of the email has to be clear and direct.	3.95	1.851	108
3. The email should also contain subject line that receiver immediately knows what email is about.	4.18	1.776	108

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. The most important point should be put in the first part of the email.	8.13	8.918	.276	.524
2. Content of the email has to be clear and direct.	8.22	8.305	.287	.514
3. The email should also contain subject line that receiver immediately knows what email is about.	8.00	7.178	.469	.204

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.18	14.801	3.847	3

Scale: Formalness

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded[a]	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.405	3

Item Statistics

	Mean	Std. Deviation	N
4. In email communication I prefer formal greeting.	3.51	1.638	108
5. If I receive the email from an unknown person, I expect to be addressed with my surname.	3.69	1.862	108
6. Titles must be respected and used in email communication.	3.22	1.671	108

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
4. In email communication I prefer formal greeting.	6.92	6.619	.350	.109
5. If I receive the email from an unknown person, I expect to be addressed with my surname.	6.73	8.423	.033	.700
6. Titles must be respected and used in email communication.	7.20	6.145	.400	-.001[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.43	12.247	3.500	3

Scale: Formalness_2

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded[a]	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.700	2

Item Statistics

	Mean	Std. Deviation	N
4. In email communication I prefer formal greeting.	3.51	1.638	108
6. Titles must be respected and used in email communication.	3.22	1.671	108

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
4. In email communication I prefer formal greeting.	3.22	2.791	.539	.[a]
6. Titles must be respected and used in email communication.	3.51	2.682	.539	.[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
6.73	8.423	2.902	2

Scale: Promptness

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded[a]	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.085	3

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Item Statistics

	Mean	Std. Deviation	N
7. When I get the email, I do not respond right away, but I leave time to think and formulate answer.	3.68	1.515	108
8. Emails from mobile phones I do not consider as important as emails from computers.	2.05	1.881	108
9. I prefer to communicate through email, because I have more time to formulate what I want to say.	3.65	1.789	108

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
7. When I get the email, I do not respond right away, but I leave time to think and formulate answer.	5.69	5.373	.126	-.510[a]
8. Emails from mobile phones I do not consider as important as emails from computers.	7.32	6.969	-.197	.422
9. I prefer to communicate through email, because I have more time to formulate what I want to say.	5.72	5.249	.012	-.223[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
9.37	8.553	2.925	3

Scale: Promptness_2

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded[a]	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.422	2

Item Statistics

	Mean	Std. Deviation	N
7. When I get the email, I do not respond right away, but I leave time to think and formulate answer.	3.68	1.515	108
9. I prefer to communicate through email, because I have more time to formulate what I want to say.	3.65	1.789	108

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
7. When I get the email, I do not respond right away, but I leave time to think and formulate answer.	3.65	3.202	.271	.[a]
9. I prefer to communicate through email, because I have more time to formulate what I want to say.	3.68	2.296	.271	.[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
7.32	6.969	2.640	2

Scale: Preciseness

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded[a]	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.019	2

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Item Statistics

	Mean	Std. Deviation	N
10. I dislike using of the jokes, sarcasm and abbreviations in the email, as they could lead to misinterpretation.	3.52	1.632	108
11. When I write emails, I am sure to make them as precise as possible regardless of the length.	3.99	1.525	108

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
10. I dislike using of the jokes, sarcasm and abbreviations in the email, as they could lead to misinterpretation.	3.99	2.327	-.009	.[a]
11. When I write emails, I am sure to make them as precise as possible regardless of the length.	3.52	2.663	-.009	.[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
7.51	4.944	2.223	2

Scale: Task-relatedness

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded[a]	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.087	3

Item Statistics

	Mean	Std. Deviation	N
12. I like emails which are short and to the point.	3.66	1.804	108
13. When I write emails I concentrate precisely on this activity and do not do other activities simultaneously.	3.34	1.746	108
14. My emails are always well-organized.	3.52	1.544	108

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
12. I like emails which are short and to the point.	6.86	5.149	.100	-.110[a]
13. When I write emails I concentrate precisely on this activity and do not do other activities simultaneously.	7.18	7.455	-.134	.487
14. My emails are always well-organized.	7.00	5.308	.215	-.376[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.52	9.224	3.037	3

Scale: Task-relatedness_2

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded[a]	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.487	2

Item Statistics

	Mean	Std. Deviation	N
12. I like emails which are short and to the point.	3.66	1.804	108
14. My emails are always well-organized.	3.52	1.544	108

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
12. I like emails which are short and to the point.	3.52	2.383	.326	.[a]
14. My emails are always well-organized.	3.66	3.255	.326	.[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
7.18	7.455	2.730	2

Scale: Relationship-relatedness

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.399	3

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded[a]	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure.

Item Statistics

	Mean	Std. Deviation	N
15. Usually I do not respond to mass emails.	3.74	1.742	108
16. At the start of the email I always ask receiver how things are going before I go to the specific point.	3.35	1.763	108
17. I frequently discuss personal matters in email communication even with my classmates.	2.66	1.949	108

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
15. Usually I do not respond to mass emails.	6.01	7.449	-.277	.146
16. At the start of the email I always ask receiver how things are going before I go to the specific point.	6.40	5.849	-.130	-.336[a]
17. I frequently discuss personal matters in email communication even with my classmates.	7.09	4.496	-.053	-.733[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
9.75	7.853	2.802	3

Scale: Relationship-relatedness_2

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded[a]	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.146	2

Item Statistics

	Mean	Std. Deviation	N
16. At the start of the email I always ask receiver how things are going before I go to the specific point.	3.35	1.763	108
17. I frequently discuss personal matters in email communication even with my classmates.	2.66	1.949	108

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
16. At the start of the email I always ask receiver how things are going before I go to the specific point.	2.66	3.797	.079	.[a]
17. I frequently discuss personal matters in email communication even with my classmates.	3.35	3.109	.079	.[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
6.01	7.449	2.729	2

Frequencies

Statistics

		18. What is your gender?	19. How old are you?	21. Which level do you study?	20. What is your nationality?
N	Valid	108	108	108	108
	Missing	0	0	0	0
Mean		.44	.88	.49	14.35

Frequency Table

18. What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	60	55.6	55.6	55.6
	Male	48	44.4	44.4	100.0
	Total	108	100.0	100.0	

19. How old are you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-21	39	36.1	36.1	36.1
	22-25	47	43.5	43.5	79.6
	26-29	18	16.7	16.7	96.3
	30 and more	4	3.7	3.7	100.0
	Total	108	100.0	100.0	

21. Which level do you study?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	55	50.9	50.9	50.9
	Postraguate	53	49.1	49.1	100.0
	Total	108	100.0	100.0	

20. What is your nationality?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Czech	6	5.6	5.6	5.6
	Slovak	2	1.9	1.9	7.4
	German	5	4.6	4.6	12.0

French	7	6.5	6.5	18.5
Bulgarian	2	1.9	1.9	20.4
Romanian	3	2.8	2.8	23.1
Polish	4	3.7	3.7	26.9
Biritish	16	14.8	14.8	41.7
Irish	2	1.9	1.9	43.5
Dutch	1	.9	.9	44.4
Hungarian	1	.9	.9	45.4
Indian	3	2.8	2.8	48.1
Iraqi	1	.9	.9	49.1
Iranian	1	.9	.9	50.0
Vietnamese	4	3.7	3.7	53.7
Chinese	7	6.5	6.5	60.2
Japanese	1	.9	.9	61.1
Malaysian	1	.9	.9	62.0
Indonesian	2	1.9	1.9	63.9
Nigerian	3	2.8	2.8	66.7
Uzbek	1	.9	.9	67.6
Burmese	3	2.8	2.8	70.4
Greek	2	1.9	1.9	72.2
Egyptian	5	4.6	4.6	76.9
Jordanian	1	.9	.9	77.8
Bahraini	2	1.9	1.9	79.6
Emirati	1	.9	.9	80.6
Omani	2	1.9	1.9	82.4
Cypriot	2	1.9	1.9	84.3
Qatari	3	2.8	2.8	87.0
Pakistani	7	6.5	6.5	93.5
Thai	2	1.9	1.9	95.4
Lithuanian	1	.9	.9	96.3
Lebanese	1	.9	.9	97.2
Bangladeshi	3	2.8	2.8	100.0
Total	108	100.0	100.0	

Appendix 2: Correlation

Descriptive Statistics

	Mean	Std. Deviation	N
18. What is your gender?	.44	.499	108
19. How old are you?	.88	.817	108
21. Which level do you study?	.49	.502	108
Nationality_2	1.23	.424	108
Directness	4.0586	1.28238	108
Formalness	3.3657	1.45108	108
Promptness	3.6620	1.31992	108
Preciseness	3.9907	1.52546	108
Task_relatedness	3.5880	1.36517	108
Relationship_relatedness	3.0046	1.36460	108

Correlations

		18. What is your gender?	19. How old are you?	21. Which level do you study?	Nationality_2	Directness	Formalness	Promptness	Preciseness	Task_relatedness	Relationship_relatedness
18. What is your gender?	Pearson Correlation	1	0.041	-0.095	-0.137	-0.138	0.09	-0.188	-.191*	-0.044	.230*
	Sig. (2-tailed)		0.676	0.327	0.156	0.153	0.356	0.051	0.048	0.65	0.017
	N	108	108		108	108	108	108	108	108	108
19. How old are you?	Pearson Correlation	0.041	1	.669**	-0.162	0.087	0.03	-0.042	-0.098	.190*	-0.025
	Sig. (2-tailed)	0.676		0	0.095	0.37	0.761	0.663	0.311	0.049	0.8
	N	108	108	108	108	108	108	108	108	108	108
21. Which level do you study?	Pearson Correlation	-0.095	.669**	1	-0.144	0.134	0.085	0.02	0.006	.223*	-0.153
	Sig. (2-tailed)	0.327	0		0.138	0.167	0.383	0.838	0.951	0.021	0.113
	N	108	108	108	108	108	108	108	108	108	108
Nationality_2	Pearson Correlation	-0.137	-0.162	-0.144	1	.250**	.287**	0.108	-0.026	0.118	-.244*
	Sig. (2-tailed)	0.156	0.095	0.138		0.009	0.003	0.267	0.793	0.224	0.011
	N	108	108	108	108	108	108	108	108	108	108
Directness	Pearson Correlation	-0.138	0.087	0.134	.250**	1	.358**	0.161	.351**	.485**	-.420**
	Sig. (2-tailed)	0.153	0.37	0.167	0.009		0	0.096	0	0	0
	N	108	108	108	108	108	108	108	108	108	108
Formalness	Pearson Correlation	0.09	0.03	0.085	.287**	.358**	1	0.079	.227*	.268**	-.238*
	Sig. (2-tailed)	0.356	0.761	0.383	0.003	0		0.419	0.018	0.005	0.013
	N	108	108	108	108	108	108	108	108	108	108
Promptness	Pearson Correlation	-0.188	-0.042	0.02	0.108	0.161	0.079	1	.272**	0.148	-0.047
	Sig. (2-tailed)	0.051	0.663	0.838	0.267	0.096	0.419		0.004	0.127	0.628
	N	108	108	108	108	108	108	108	108	108	108
Preciseness	Pearson Correlation	-.191*	-0.098	0.006	-0.026	.351**	.227*	.272**	1	0.007	-0.123
	Sig. (2-tailed)	0.048	0.311	0.951	0.793	0	0.018	0.004		0.942	0.203
	N	108	108	108	108	108	108	108	108	108	108
Task_relatedness	Pearson Correlation	-0.044	.190*	.223*	0.118	.485**	.268**	0.148	0.007	1	-.234*
	Sig. (2-tailed)	0.65	0.049	0.021	0.224	0	0.005	0.127	0.942		0.015
	N	108	108	108	108	108	108	108	108	108	108
Relationship_relatedness	Pearson Correlation	.230*	-0.025	-0.153	-.244*	-.420**	-.238*	-0.047	-0.123	-.234*	1
	Sig. (2-tailed)	0.017	0.8	0.113	0.011	0	0.013	0.628	0.203	0.015	
	N	108	108	108	108	108	108	108	108	108	108

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 3: Simple linear regression

Directness

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you ?...[b]	.	Enter

a. Dependent Variable: Directness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.317[a]	.100	.065	1.23979

a. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.642	4	4.411	2.869	.027[b]
	Residual	158.320	103	1.537		
	Total	175.962	107			

a. Dependent Variable: Directness

b. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	2.952	.449		6.572
	18. What is your gender?	-.234	.246	-.091	-.952
	19. How old are you?	.069	.200	.044	.346
	21. Which level do you study?	.341	.326	.134	1.044
	Nationality_2	.798	.290	.264	2.753

Formalness

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you [b]...	.	Enter

a. Dependent Variable: Formalness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.347[a]	.121	.086	1.38699

a. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.157	4	6.789	3.529	.010[b]
	Residual	198.146	103	1.924		
	Total	225.303	107			

a. Dependent Variable: Formalness

b. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	1.611	.502		3.207
	18. What is your gender?	.443	.275	.152	1.609
	19. How old are you?	-.070	.224	-.039	-.312
	21. Which level do you study?	.498	.365	.172	1.364
	Nationality_2	1.116	.324	.326	3.441

Promptness

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you [b]...	.	Enter

a. Dependent Variable: Promptness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.211[a]	.044	.007	1.31509

a. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.278	4	2.070	1.197	.317[b]
	Residual	178.136	103	1.729		
	Total	186.414	107			

a. Dependent Variable: Promptness

b. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	3.556	.476		7.464
	18. What is your gender?	-.448	.261	-.169	-1.714
	19. How old are you?	-.095	.212	-.059	-.450
	21. Which level do you study?	.145	.346	.055	.419
	Nationality_2	.258	.308	.083	.839

Preciseness

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you [b]...	.	Enter

a. Dependent Variable: Preciseness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.230[a]	.053	.016	1.51298

a. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.211	4	3.303	1.443	.225[b]
	Residual	235.779	103	2.289		
	Total	248.991	107			

a. Dependent Variable: Preciseness

b. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	4.661	.548		8.504
	18. What is your gender?	-.566	.300	-.185	-1.884
	19. How old are you?	-.295	.244	-.158	-1.209
	21. Which level do you study?	.258	.398	.085	.647
	Nationality_2	-.232	.354	-.064	-.655

Task-relatedness

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Nationality_2 , 18. What is your gender?, 19. How old are you?, 21. Which level do you [b]...	.	Enter

a. Dependent Variable: Task_relatedness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.278[a]	.077	.041	1.33655

a. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.419	4	3.855	2.158	.079[b]
	Residual	183.995	103	1.786		
	Total	199.414	107			

a. Dependent Variable: Task_relatedness

b. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	2.592	.484		5.353
	18. What is your gender?	-.025	.265	-.009	-.093
	19. How old are you?	.157	.215	.094	.731
	21. Which level do you study?	.493	.352	.181	1.402
	Nationality_2	.509	.313	.158	1.629

Relationship-relatedness

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you [b]...	.	Enter

a. Dependent Variable: Relationship_relatedness

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.362[a]	.131	.097	1.29667

a. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.069	4	6.517	3.876	.006[b]
	Residual	173.178	103	1.681		
	Total	199.248	107			

a. Dependent Variable: Relationship_relatedness

b. Predictors: (Constant), Nationality_2, 18. What is your gender?, 19. How old are you?, 21. Which level do you study?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	3.929	.470		8.364
	18. What is your gender?	.472	.257	.173	1.832
	19. How old are you?	.134	.209	.080	.639
	21. Which level do you study?	-.611	.341	-.225	-1.790
	Nationality_2	-.773	.303	-.240	-2.548

Appendix 4: Questionnaire

Cross cultural email communication

I am a postgraduate student studying International Business Management at the University of Huddersfield. I am conducting my dissertation research and its aim is to analyze whether email communication styles vary across cultures.

I would appreciate it very much if you would take part in my research. The questionnaire will take 3 minutes and is completely anonymous and your data or identity will not be shared or publicly released.

Please feel free to contact me for any questions regarding the questionnaire.

Many thanks,
Michaela Hermanova (U1471151@unimail.hud.ac.uk)

*Povinné pole

1. The most important point should be put in the first part of the email. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

2. Content of the email has to be clear and direct. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

3. The email should also contain subject line that receiver immediately knows what email is about. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

4. In email communication I prefer formal greeting. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

5. If I receive the email from an unknown person, I expect to be addressed with my surname. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

6. Titles must be respected and used in email communication. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

7. When I get the email, I do not respond right away, but I leave time to think and formulate answer. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

8. Emails from mobile phones I do not consider as important as emails from computers. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

9. I prefer to communicate through email, because I have more time to formulate what I want to say. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

10. I dislike using of the jokes, sarcasm and abbreviations in the email, as they could lead to misinterpretation. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

11. When I write emails, I am sure to make them as precise as possible regardless of the length. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

12. I like emails which are short and to the point. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

13. When I write emails I concentrate precisely on this activity and do not do other activities simultaneously. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

14. My emails are always well-organized. *

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

15. Usually I do not respond to mass emails. *
Mass email = same message send to a large group of people

1 2 3 4 5 6 7

Completely disagree ○ ○ ○ ○ ○ ○ ○ Completely agree

16. At the start of the email I always ask receiver how things are going before I go to the specific point. *

                1 2 3 4 5 6 7

Completely disagree   ○ ○ ○ ○ ○ ○ ○ Completely agree

17. I frequently discuss personal matters in email communication even with my classmates. *

                1 2 3 4 5 6 7

Completely disagree   ○ ○ ○ ○ ○ ○ ○ Completely agree

18. What is your gender? *

○ Female

○ Male

19. How old are you? *

○ 18-21

○ 22-25

○ 26-29

○ 30 and more

20. What is your nationality? *

[   ]

21. Which level do you study? *

○ Undergraduate

○ Postgraduate

Appendix 5: Ethical approval

THE UNIVERSITY OF HUDDERSFIELD

Business School

STUDENT PROJECT / DISSERTATION ETHICAL REVIEW

APPLICABLE TO ALL UNDERGRADUATE AND POSTGRADUATE PROGRAMMES

Please complete and return via email to your Project / Dissertation Supervisor along with the required documents (shown below)

SECTION A: TO BE COMPLETED BY THE STUDENT

Before completing this section please refer to the Business School Research Ethics web pages which can be found at xxxx. Students should consult the appropriate ethical guidelines. The student's supervisor is responsible for advising the student on appropriate professional judgement in this review.

Please ensure that the statements in Section C are completed by the student and supervisor prior to submission.

Project Title:	Cultural determinants of email communication styles among students
Student:	Michaela Hermanova
Student number:	U1471151
Course:	MSc International Business Management
Supervisor:	Dr. Lianghui Lei
Project start date	01/06/2015

SECTION B: PROJECT OUTLINE (TO BE COMPLETED IN FULL BY THE STUDENT)

Issue	Please provide sufficient detail for your supervisor to assess strategies used to address ethical issues in the research proposal
Aim / objectives of the study These need to be clearly stated and in accord with the title of the study. (Sensitive subject areas which might involve distress to the participants will be referred to the Course Approval Panel).	The aim of this research is to analyse whether email communication styles (directness, formalness, promptness, preciseness, task-relatedness, and relationship-relatedness) vary across cultures. That means, more specifically, if differences in email communication styles can be explained by Hall´s concept of culture (context, time, space).
Brief overview of research methodology The methodology only needs to be explained in sufficient detail to show the approach used (e.g. survey) and explain the research methods to be used during the study.	In order to achieve the aim of the study and answer research hypotheses a deductive approach is adopted. As the most appropriate design for this study the quantitative research is selected based on the nature of this research. In order to collect the primary data the survey is the research strategy chosen for this study with using the questionnaire.
Does your study require any permissions for study? If so, please give details	No
Participants Please outline who will participate in your research. If your research involves vulnerable groups (e.g. children, adults with learning disabilities), it must be referred to the Course Assessment Panel.	The participants for this study are selected from the population of students of University of Huddersfield without referring to any specific requirements.
Access to participants Please give details about how participants will be identified and contacted.	The questionnaire will be accessible online through social network called Facebook and also will send to students via UniLearn.

How will your data be recorded and stored?	Data will be collected through online questionnaire by using Google Docs, where will be also stored. After completion of the questionnaire, data will be downloaded into the Excel and saved and used only for researcher´s purposes.
Confidentiality Please outline the level of confidentiality you will offer respondents and how this will be respected. You should also outline about who will have access to the data and how it will be stored. (This should be included on information sheet.)	All participants in the project participate on a voluntary basis and are allowed to determine whether they will respond to the questions or not. If they are not willing to answer the questions, freedom is given to them to quit the questionnaire. Obtained data will be stored online in researcher´s personal account created by Google and at the same time downloaded into personal laptop. All obtained data can be accessed only by researcher and supervisor.
Anonymity Do you intend to offer anonymity? If so, please indicate how this will be achieved.	This research is completely anonymous. Participants are asked only about their demographic information (gender, age, nationality, level of study).
To what extent could the research induce psychological stress or anxiety, cause harm or negative consequences for the participants (beyond the risks encountered in normal life). If more than minimal risk, you should outline what support there will be for participants.	The questionnaire was designed to not offend, harm, provoke or stress in any of the participants in any way.

SECTION C – SUMMARY OF ETHICAL ISSUES (TO BE COMPLETED BY THE STUDENT)

Please give a summary of the ethical issues and any action that will be taken to address the issue(s).

This study focuses primarily on cross cultural email communication and how this communication can vary across cultures. Participants are asked to express their opinion about the statements regarding to email communication. The questionnaire is completely anonymous and participants state only their gender, age, nationality and level of study. The questionnaire was also designed to not provoke or stress in any of the participants in any way.

SECTION D – ADDITIONAL DOCUMENTS CHECKLIST (TO BE COMPLETED BY THE STUDENT)

Please supply to your supervisors copies of all relevant supporting documentation electronically. If this is not available electronically, please provide explanation and supply hard copy

I have included the following documents

Information sheet	Yes	☐	Not applicable	x
Consent form	Yes	☐	Not applicable	x
Letters	Yes	☐	Not applicable	x
Questionnaire	Yes	x	Not applicable	☐
Interview schedule	Yes	☐	Not applicable	x

SECTION E – STATEMENT BY STUDENT

I confirm that the information I have given in this form on ethical issues is correct.

Signature   Michaela Hermanova   Date: 01/09/2015

Affirmation by Supervisor
I have read the Ethical Review Checklist and I can confirm that, to the best of my understanding, the information presented by the student is correct and appropriate to allow an informed judgement on whether further ethical approval is required

Signature   Dr. Lianghui Lei   Date: 01/09/2015

SECTION F: SUPERVISOR RECOMMENDATION ON THE PROJECT'S ETHICAL STATUS

Having satisfied myself of the accuracy of the project's ethical statement, I believe that the appropriate action is:

The project proceeds in its present form	x
The project proposal needs further assessment under the appropriate Course Approval Panel	
The project needs to be returned to the student for modification prior to further action	

All documentation must be submitted to the Course Department Office (normally, Course Assistant).