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Abstract: A general literature survey on time management in cross-cultural teams is made and summarized in this paper. Also a questionnaire that focuses on time management in cross-cultural teams is prepared and a pilot survey is done in order to validate the questionnaire.

Time Management in Cross- Cultural Student Teams

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EMP-P98076

TIME MANAGEMENT IN CROSS - CULTURAL STUDENT TEAMS

**CAPSTONE PROJECT
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EMGT 589**

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Time Management in Cross Cultural Student Teams

I. EXECUTIVE SUMMARY

Teams are becoming a key and distinct element of a study design in which effective cross-cultural work has become the norm for dealing with the inevitable changes that face all student. One of the interesting aspect that influences a working team is "Time Management."

A literature search on time management in cross-cultural teams is summarized. Much of the literature emphasizes time attitude. Monochronic/polychronic, time orientation, and value of time are discussed. Other literature addresses the function of time management. They are time planning, time estimating, time scheduling, and time control.

A questionnaire is developed that focuses on time management in cross cultural student teams. There are four sections on the questionnaire: general information, time attitudes, function of time management, and any additional comments. Then, the research approach is presented in several steps such as project topic, research review, research question/hypothesis, questionnaire design, and questionnaire validity test/pilot.

A survey was compiled to test the impacts of time management in cross-cultural students. The design will be tested in the work of student teams in the PSU graduate program. This step and further steps will be done in the next project.

II. INTRODUCTION

Portland State University graduate programs offer a variety of opportunities for advanced study and research, including preparation for academic or other professional careers, continuation and improvement of skills for in-service professionals, and personal intellectual enrichment and professional development. More than 4,000 graduate students who come from different countries are enrolled in the university[39]. In graduate courses, teams are becoming a key and distinct element of a study design in which effective cross-cultural work has become the norm for dealing with the inevitable changes that face all students[24].

Cultural values have a significant influence on multicultural team functioning and international mindset development. They strongly influence the behavior patterns of team members and the modes of team functioning. The behavior of individuals in the team is influenced by the values, orientations, attitudes and beliefs individuals bring with them to their projects. Individuals acquire cultural values early in life, long before they join work teams. The increasing use of teams is having extraordinary influences on organizational cultures. Thus, the strategic management of the enterprise must consider the cultural changes likely to come forth as more participative, team-driven work environments develop.[4,14,20,31]

One of the interesting aspects that influences a working team is "TIME MANAGEMENT." [21] This paper deals with the development of the research design for a study of management of time in cross-cultural student teams. The design will be tested in the work of student teams in the PSU graduate program.

III. BACKGROUND/LITERATURE SEARCH

A preliminary search was made of literature concerning time management. This preliminary search focused on identifying cross-cultural teams in time management as posed by other authors, consultants, or researchers. The literature is overwhelmingly full of sources such as articles and case studies which deal with time management.

Culture is defined as the values, belief, and norms of an organization. Since teams have been around for hundreds of years, it is not unreasonable to assume that teams have been successfully applied in a variety of organizational cultures[9,13,17,23]. Cultural values have a significant influence on multicultural team functioning and international mindset development. They strongly influence the behavior patterns of team members and the modes of team functioning. The model of the relationship between cultural values and individual behavior in figure 1[5] shows that the behavior of individuals in the team is influenced by the values, orientations, attitudes and beliefs individuals bring with them to their projects.

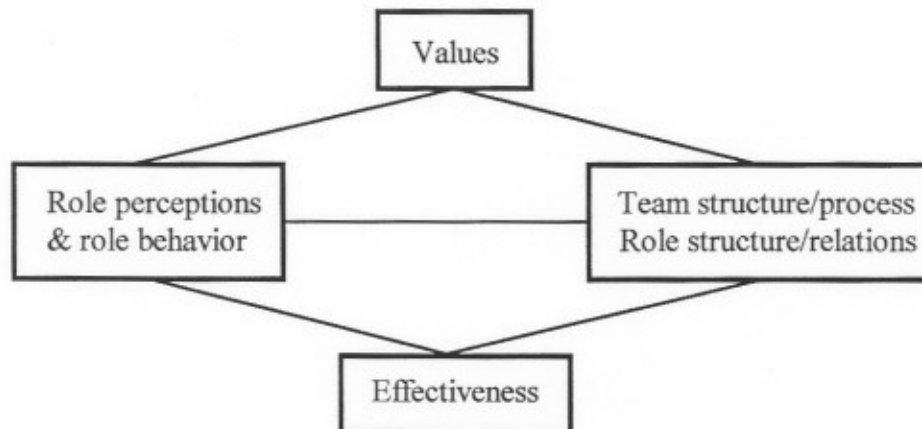


Figure 1 Mode of relationship between values and individual behavior.[5]

Lewis [16] addressed that time is thought to be universal and nonnegotiable. While for the most part true, the world views held by different cultures mean that time can be subject to strikingly different notions. Time is also one of the fundamental bases on which all cultures rest and around which all activities revolve. Understanding the different concepts of time and their implications in the way people think, work, and must be managed is one of the necessary steps to managing cultural diversity. Clauss Moller is the founder and managing director of Time Management International T.M.I., based in Denmark. When he chose to become a "Time Manager" his purpose was simple: linking goals and interests to time for better achievement [18,32]. He may be one of the first people to develop the concept of time as a resource and now its usage has been extensively studied by consumer researchers [27].

Today, as the twenty-first century approaches, the idea of managing time is taking on a new, expanded meaning[31]. Our concept of time must be larger; the clock itself must be bigger. Individual effort is no longer enough. However, it is still beneficial for individuals to strive for good personal time management skills. Team time management requires an entirely new approach to time management. It suggests that the tempo of the organization is focused on groups of people working together, not on individuals. Top performance demands the joint efforts of many people working together toward a common goal. The greater concern is not just for personal time management but for team time management.

The effect of national background or ethnicity in relation to time has been examined by several authors.[4] Cultures also vary in their definitions of acceptable punctuality. Perceptions of how late one may be to an appointment or meeting, for

example, or of what constitutes an acceptable margin of completion time around a started deadline will vary from culture to culture. Time and the cross-cultural teams illustrate how beliefs, values and attitudes related to time can add to the complexity of attaining group goals. Temporal attitudes and values from individual style and background can be a source of conflict and goal-blocking behavior with the cross cultural team.

According to Clam Moller[18], time management is “linking up time available with goals or interest achievement.” But, If one looks at the diversity of cultures across the world, the application of this principle may have surprising results. The understanding that work time differs across cultures will help cross-cultural teams work better. This paper begins by looking at two different dimensions in views of time attitudes, and function of time management, based on the underlying values of cross-cultural student teams.

A. Time Attitudes

In order to consider the time styles , it is important to recognize that time diffuses every aspect of social life and spans individual, group, and cultural levels of analysis[36]. Several different concepts of time are showed in the appendix C. This paper chose three concepts. In addition to the differences in “time activity” or “level of activity”, the distinctions between the culture with *the monochronics and polychronics time* will be presented. Another time attitude in this regard is *orientation time*, which is time perceived as composed of moments, succeeding each other in an unending continuum; flow comprised of a past, present, and future, which individuals may rank differently in

planning. The last item in time attitude is *time value*. This will show how important of time.

A.1) Monochronic/Polychronic Time

The monochronic and polychronic distinctions characterize the differences in “time activity” with monochronic cultures focusing on a single activity at a time and polychronic cultures[3] focusing on multiple activities at the same time. A question that often arises about the idea of polychronicity concerns the meaning of “simultaneously” and “at once.”[2]

For example, if you are working on three different projects during a once-hour period; if three projects are dealt with completely and in sequence where A is begun and completed before B is started, B is begun and started before C, and C is begun and completed before any other project is started, monochronic behavior is clearly exhibited. However, if the following pattern occurs - resume A from a previous time, stop A and begin B, stop B and return to A, stop A and begin C, stop C and return to B, etc. Polychronic behavior is exhibited. See figure 2.

Another view of how time varies with culture can be explored using a time management concept. We can look at differences in low-context culture versus high-context cultures. These relate with the monochronic/polychronic time concepts.

Low context cultures are mostly developed countries, such as Western Europe and the United States. They emphasize the promptness of schedules [27]. In USA, Germany, or Switzerland, you can expect a meeting to begin on time[10].

Low context cultures are typically monochronic, treat time as a tangible asset, divided into small units, and use it in a linear manner.

- ◆ One activity at a time.
- ◆ Social context relatively less important,
- ◆ Emphasis on promptness, saving time, keeping to schedules.

The high context cultures are Japan and countries in Asia, Latin American, and the Middle East. High-context cultures are typically polychronic time.

- ◆ Multiple activities at a time,
- ◆ Social context is much important more than keeping schedules.

See appendix D.

| Monochronic Students | Polychronic Students |
|--|--|
| do one thing at a time | do many things at once |
| concentrate on the job | are highly distractible and subject to interruptions |
| take time commitments (deadlines, schedules) seriously | consider time commitments an objective to be achieved if possible |
| are low-context and need information | are high-context and already have information |
| are committed to the job | are committed to people and human relationships |
| adhere religiously to plans | change plans often and easily |
| are concerned about not disturbing others; follow rules of privacy and consideration | are more concerned with those who are closely related (family, friends, close business associates) than with privacy |
| show great respect for private property; seldom borrow or lend | borrow and lend things often and easily |
| emphasize promptness | base promptness on relationship |
| are accustomed to short-term relationships | have strong tendency to build lifetime relationship |

Figure 2 Proper understanding of the difference between the monochronic and polychronic time systems[1].

A.2) Time Orientation

Cultures differ in how they value time. Several world cultures have a high regard for ancestry and the history of their families. This time orientation creates a mode of using past events to drive the outcome of similar situations encountered in the future. This is called past time orientation and can have tremendous ramifications in the work environment. Students who display past time orientation may set schedule based on previous project, be reluctant to try new methods for handling problems, or have trouble communicating their expectations. Knowledge of time orientation helps one understand practices related to scheduling and quality systems. Present-oriented schedulers are likely to develop a precise schedule for near-future activities, while the longer-term activities will be detailed as more information becomes available utilizing, the rolling wave approach. Preserving the deadlines is crucial. Contrary to this, the importance of deadlines would be low in the past-oriented projects.[8]

| Issue | Variations | | |
|------------------|------------|---------|--------|
| Time Orientation | Past | Present | Future |

| Managerial Impacts | | | |
|-------------------------------|----------------------------|----------------------|---------------------------|
| General | Specific by Variation | | |
| Planing | Extension of past behavior | Short-term | Long-term |
| Emphasis in decision criteria | Precedence | Current impacts | Desired effects |
| Reward systems | Historically determined | Currently contracted | Contingent on performance |

Figure 3 Variations in Time Orientation and Examples of Managerial Impact.[12]

The perspectives of time orientation.

- ◆ The past time perspective is regarded to the previous event.
- ◆ The present time perspective, suggested in two different premises:

1) The present time perspectives supports the idea that the probability of achieving a distal goal is no greater as result of present behaviors than it would be as a result of future behaviors initiated when the goal becomes more proximal.

2) In the present time perspective, it was quite clear that proximal goals were more important than distal ones. In some cultures it is a generally held value that enjoying today is more important than worrying about enjoying tomorrow.

- ◆ A future time perspective is the basic formulation for construal of events in what Hall [37] calls AE(American-European) culture. In general, judgments of character based on time-relevant behaviors are more common to persons who hold a future time perspective. [7]

3. Time Value

Time is a fundamental business performance variable. Time may sometimes be a more important performance parameter than money. In fact, as a strategic weapon, time is the equivalent of money, productivity, quality, and even innovation.[33]

Value given to relationships and not time may create confusion and a distraction of the work force. Other students may find this extended meeting a burden to a high valued scheduled and may resent the interruption created by students to foster relationships[19]. The understanding of how students value time is critical for working as a team. These values will effect how a student schedules and manages individual items in their workload, whether the student tries to foster relationships with disregard for time,

and how they have an effect on team performance. Cultural generalizations and time for acculturation would be invaluable in the student's search for understanding. The United States is quite emblematic of "time is money" cultures. Since time is a scarce resource, or at least perceived as such, people should try to reach its optimal allocation, between competing ways of using it. The norm will be very strict regarding time schedules, appointments, and the precise setting of dates and durations in a society where time is strongly felt as an economic asset.

B. Function of Time Management

Time is an integral part of life. However, many people and organizations do not actively manage it. Time can speed by, never being used in an organized effort to achieve goals, or time can be managed to efficiently complete specific objectives. The better time is managed, the more efficient a project will be, assuming all other processes remain the same. Lack of time management can and probably will result in the failure of a project. The management of time is crucial to the successful completion of a project[28,29]. Not only is the short term realization of success or failure of the project at stake, but also the personal reputation of the team leader and the project team members. Some large projects run for several years at costs in excess of a billion dollars. With a team approach to time, a large number of similar activities can be grouped together and executed by fewer people. This saves learning time, start-up time, and wind-down time as well.[22,25,35] Time is a tool that can be drawn upon to help you accomplish results, an aid that can take care of a

need, an assistant in solving problems [34]. However, time is not like other resources because one can not buy it, sell it, steal it, or charge it. All one can do spend it.

The function of time management has been divided into four processes:

1. Time Planning: Planning consists of identification of the intention of the project management group with respect to the methods and procedures they intend to follow towards the management of the project. There are 4 parts in time planning: strategy, resource constraints, milestones and master plan.

Figure 4 Time Planning.

| Time Planning | | | |
|---------------------------------|------------------------|-----------------------|-------------------------|
| Strategy | Resource Constraints | Milestones | Master Plan |
| 1. Time Management Scope | 1. Logic Drive | 1. Calendar | 1. Presentation |
| 2. Constraints | 2. Resource Driven | 2. Calendar Range | 2. Acceptance |
| 3. General Sequencing | 3. Resource Evaluation | 3. Contract Dates | 3. Key Event Schedule |
| 4. Methods and Procedures | 4. Resource Allocation | 4. Imposed Dates | 4. Accuracy |
| 5. Authority and Responsibility | 5. Interfaces | 5. Key Event Schedule | 5. Level 1 Task |
| 6. Accuracy | | | 6. Breakdown and Logic |
| | | | 7. Scope Definition |
| | | | 8. Line Activity |
| | | | 9. Activity Description |
| | | | 10. Calendar Unit |
| | | | 11. Criteria |
| | | | 12. Work out |

2. Time Estimating: Time estimating is the determination of the duration of an activity. Despite all the sophistication, however, it is something we can only attempt to gauge with a limited degree of accuracy due to the uncertainties associated with imperfect humans and their working conditions. Although it is a difficult task to estimate work duration with assured accuracy, it is not totally impossible to quantify. The estimator has available to him many modern techniques and historic or past performance data.

Figure 5: Time Estimating

| Time Estimating | | | |
|-----------------------------|---|--|------------------|
| Content | Constraints | Resources | Analysis |
| 1. Identify Activities | 1. Resource Driven | 1. Identify | 1. Alternatives |
| 2. Work Breakdown Structure | 2. Restraints | 2. Variation | 2. Feasibility |
| 3. Level of Detail | 3. Interfaces ♦ Internal ♦ External | 3. Resource Code | 3. Duration |
| 4. Quantity Take-Off | 4. External Impact | 4. Resource Plots | 4. Forecasting |
| | | 5. Productivity ♦ Learning Curve ♦ Historic ♦ Experience Factor ♦ Cueing | 5. Workload |
| | | | 6. Contingencies |

3. Time Scheduling: Time scheduling is phased plan of work to be performed.

Since timing is an important factor in planning and performing all work, schedules should be prepared for all work. Good time scheduling leads to more efficient performance and utilization resources, and better management and control of work.

Figure 6: Time Scheduling

| Time Scheduling | | | | |
|--------------------------|--|----------------------|-----------------------------------|--|
| Real Time | Real Resources | Logic | Analysis | Information management |
| 1. Input Milestone | 1. Input Limits | 1. Data Refinement | 1. Verification | 1. Display schedule ♦ Lists ♦ Graphs ♦ Bar ♦ Network |
| 2. Input Time Restraints | 2. Input Priorities | 2. Dummy Activities | 2. Interpretation | 2. Distribution |
| 3. Input Priorities | 3. Resource ♦ Allocation ♦ Leveling ♦ Code ♦ Plots | 3. Slack Time | 3. Alternatives | |
| | | 4. Expert Systems | 4. Selection | |
| | | 5. Standard Networks | 5. Calculation ♦ CPM ♦ PERT | |
| | | | 6. Regression Analysis | |
| | | | 7. Scheduling Contouring | |
| | | | 8. Resource Leveling | |
| | | | 9. Discussion | |
| | | | 10. Feedback | |

4. Time Control: Time control is the measurement of what actually happened against what was expected to happen; what the results, or effect, will be ; and if negative, the implementation of steps to prevent undesirable impacts and, if positive, the implementation of steps to ensure its continuation. Control must contain the recognition of what has been happening and some overt action to ensure that the objectives of the project are met.

Figure 7: Time Control

| Time Control | | | |
|--|--------------------------------|--------------------|----------------------------|
| Project Control Plan | Monitoring and Analysis | Reports | Action Alternatives |
| 1. Control Objectives | 1. Data Collection | 1. Purpose | 1. Comprehend Situation |
| 2. Accuracy | 2. Calculation | 2. Level Of Detail | 2. Recognize Alternatives |
| 3. Tolerances | 3. variance Identification | 3. Frequency | 3. Rank Alternatives |
| 4. Information Flow | 4. Post Project Evaluation | 4. Distribution | 4. Select |
| 5. Organization Breakdown Structure(OBS) | | 5. Archive | 5. Direct |
| 6. Identify OBS Objective | | | 6. Follow Up |
| 7. System Flow Diagrams | | | |

Figure 8 is the summary of the function of time management.

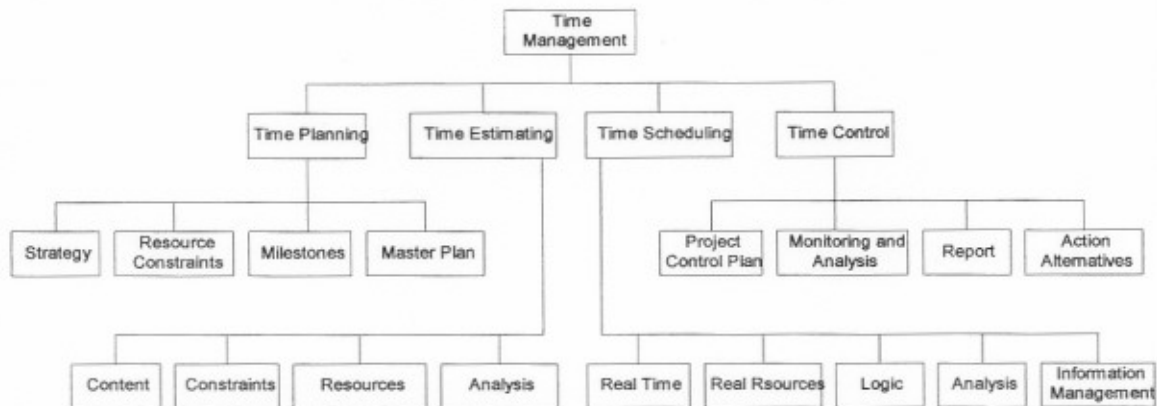


Figure 8 Function Chart Time Management[15].

Summary

The literature on time is extensive and covers a broad range of human behaviors[4,40]. With respect to temporal attitudes, beliefs, and behaviors in the organization, however, much research needs to be done.

IV. QUESTIONNAIRE METHODOLOGY

A. Background Questionnaire

To assess the time management issues faced by cross-cultural students, a survey was compiled to test the impacts of time management in cross-cultural students. This questionnaire deals with the development of the research design for a study of management of time in cross-cultural student teams. The design will be tested in the work of student teams in the PSU graduate program.

B. Research Approach

B.1) Project Topic

First, researchers have to know what area they want to study. This study focuses on team building which becomes very important in the present. Also, the researcher needs to narrow the study area. When the author talked with the adviser, he recommended studying the management of time in cross-cultural student teams. Thus, this topic is very interesting for studying.

B.2) Research review

After you know what the topic is, the following step is literature research. The purpose of this step is to look in that area which you want to study. In time management, most articles pinpoint time management in the business. Few research studies were found on this subject. The author used about 40 references in this paper.

B.3) Research Question/Hypothesis

When the researchers get enough articles, they will be able to start research questions and hypotheses such as below:

Research Questions

1. How do students (in teams) differ on monochronic and polychronic time scales, time orientation, and time value?
2. How do students (in teams) differ on time planning, time estimating, time scheduling, and time control?

3. Does a student's cultural background impact any of the three temporal attitude and the four functions of time management?

Hypothesis

Hypothesis 1: There are no significant differences among cross-cultural students regarding the three temporal attitudes.

Hypothesis 2: There are no significant differences among cross-cultural students regarding the four functions of time management.

Hypothesis 3: The impact of differences among cross-cultural students can be improved by understanding team member cultures.

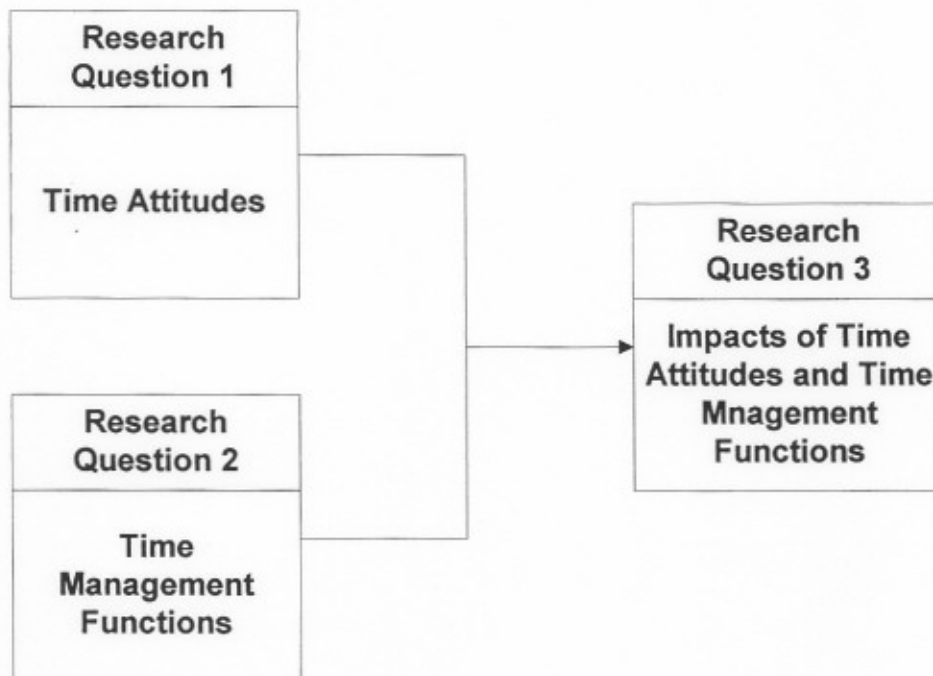


Figure 9 Research Questions

B.4) Questionnaire Design

B.4.1) Developing Questionnaires

At the heart of survey research is the questionnaire development process. The key considerations in this process include the placement of questions within the survey instrument, and their format in terms of the method of implementation. In the initial stages of the survey research process it is important to determine the relevant issues that bear upon the purpose of the research. The discussion that ensues should contribute significantly to an understanding of the key substantive issues necessary for the development of the questionnaire. Then, at the conclusion of this preliminary information-gathering stage, the key issues that have emerged must be outlined and specified. After that, the researchers can prepare a draft questionnaire. In this survey, four sections have been developed. See appendix A.

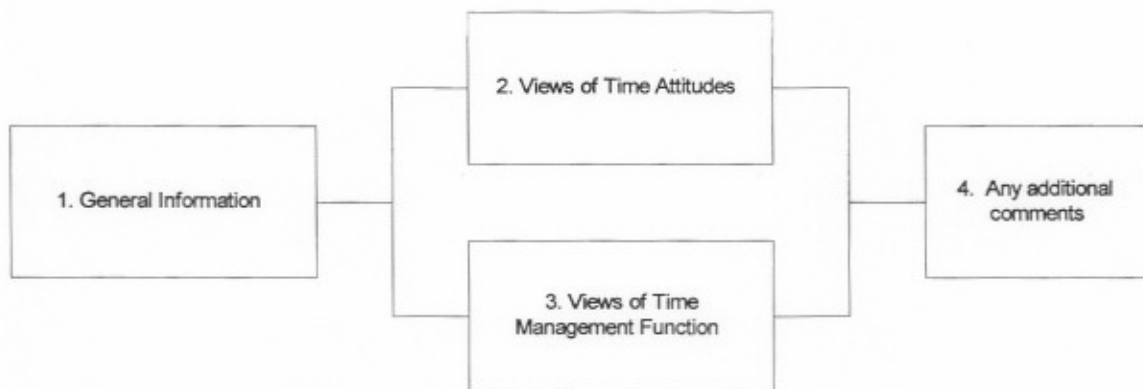


Figure 10 Four sections on the questionnaire survey

B.4.2) Question Format

Most questions in this questionnaire have closed-ended response choices or categories. Such questions provide a fixed list of alternative responses and ask the respondent to select one or more of them as indicative of the best possible answer. In contrast, open-ended questions have no preexisting response categories and permit the respondent a great deal of latitude in responding to them.(See as the Appendix A)

The order in which questions are presented can affect the overall study quite significantly. A poor organized questionnaire can confuse respondents, bias their responses, and jeopardize the quality of the entire research effort. This questionnaire has 4 main sections: general information, views of time management, views of function of time management and any additional comments. It is quite difficult to organize the question. For example, some people think that the general information should be put at the end of the questionnaire.

The questionnaire should be as concise as possible while still covering the necessary range of subject mater required in the study. The research must be careful to resist the temptation of developing questions that although interesting, are peripheral or extraneous to the primary focus of the research project.

The questionnaire

1) General information

A set of background questions were posed to determine the backgrounds of those interviewed. Questions are asked to determine their status, nationality, and cross-cultural student teams they have them worked on,

Further questions handled the type of projects worked on, the range of the project teams, and the number of people from different countries.

2) View of time Attitude

a) Monochronic/Polychronic: On a scale of 1 to 5, a score of 5 (strongly agree) would indicate strong monochronic tendencies. Reversing the level of the score will contribute to the measurements of the subject's level of monochronism.

b) Time orientation: On scale of 1 to 5, a score of 5 (strongly agree) would indicate strong future time orientation. Reversing the level of the score will contribute to the measurements of the subject's level of past time orientation. However, a score of 3 would indicate present time orientation.

c) Time value: On a scale of 1 to 5, a score of 5 (strongly agree) would be indicate a high value is placed on time. Reversing the level of the score will contribute to the measurements of the subject's level of a low value.

3) View of time management function

a) Time planning: In this part, the respondents just indicate the agreement with the following statements. There are 3 options: Yes, No, and Don't Know.

b) Time estimating: In this part, the respondents just indicate the agreement with the following statements. There are 3 options: Yes, No, and Don't Know.

c) Time scheduling: In this part, the respondents just indicate the agreement with the following statements. There are 3 options: Yes, No, and Don't Know.

d) Time control: In this part, the respondents just indicate the agreement with the following statements. There are 3 options: Yes, No, and Don't Know.

B.5) Questionnaire Validity Test / Pilot Survey

Once the research is satisfied with the draft questionnaire, the next step is to conduct a pretest. A pretest is a small-scale implementation of the draft questionnaire that assesses such critical factors as the following (See appendix II).

♦ *Questionnaire Clarity*: Are the questions understood by the respondents? The researchers may find that certain ambiguities exist that confuse respondents. Are the response choices sufficiently clear to elicit the desired information?

♦ *Questionnaire comprehensiveness*: Are the questions and response choice sufficiently comprehensive to cover a reasonably complete range of alternatives? The researchers may find that certain questions are irrelevant, incomplete, or redundant and that the stated questions do not generate all the important information required for the study.

♦ *Questionnaire Acceptability*: Potential problems such as excessive questionnaire length or questions that are perceived to invade the privacy of the respondents, as well as those that may abridge ethical or moral standards, must be identified and addressed by the researchers.

The questionnaire Validity Test / Pilot Survey had to be done twice because the author found those questions in the first test were difficult to answer for the respondents. The author had to redesign the questions and test it again. To do so, the author chose 7 pilot testers: 4 American and 3 international students. Here are some examples from the pilot testers.

♦ Design was good, but it is hard to answer how to a group might react to a situation.

- ◆ “Group majority or what I think?” This means the respondents confused to response the questionnaire that they did not be sure to use their own or team perspective.

B.6) Other Steps

The research approach still has about 4 more steps to get the result. All of these steps will be held for the next project.

- ◆ Survey
- ◆ Content Base Analysis
- ◆ Basic Statistical Analysis
- ◆ Interpretation/Conclusion

7
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On the following page is the research approach chart.

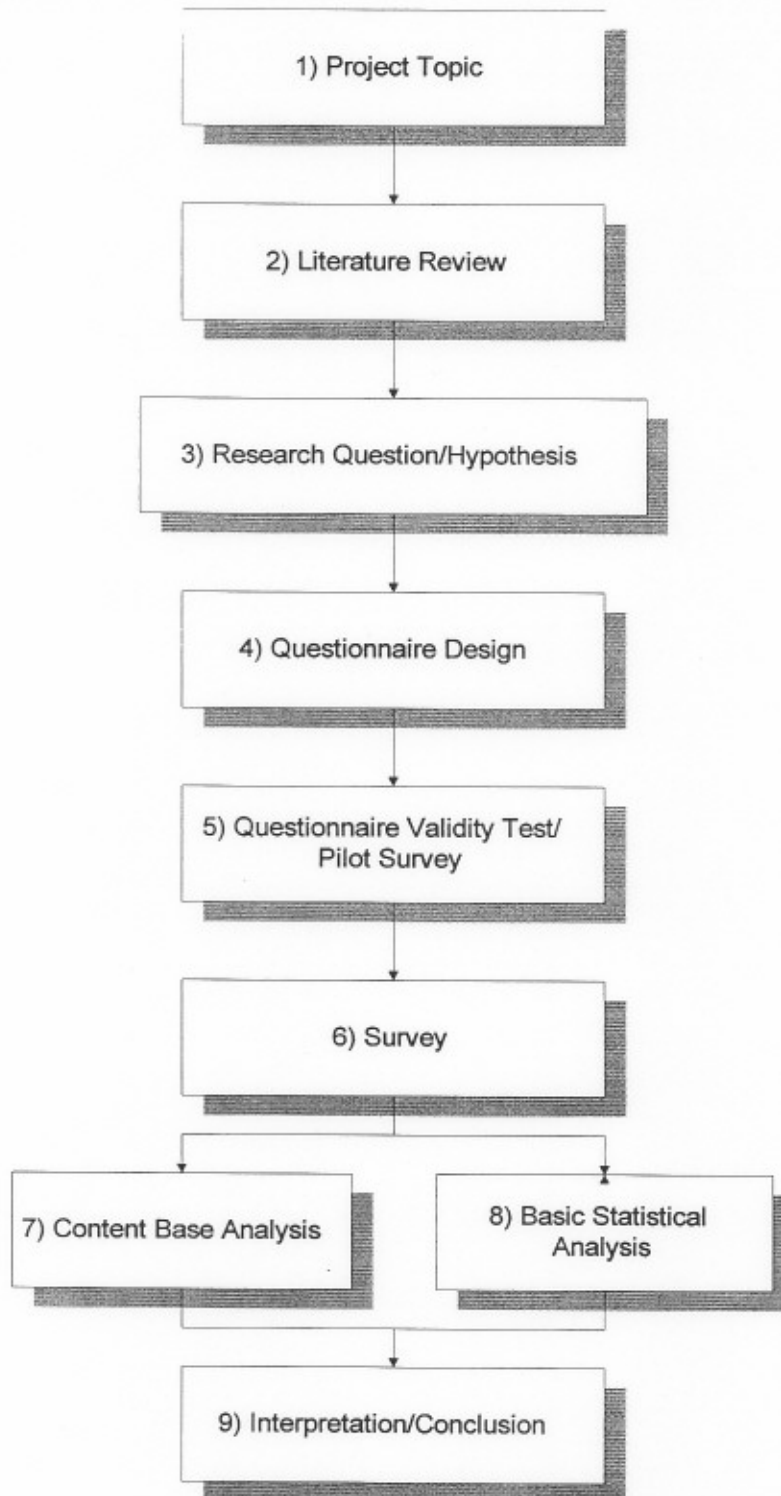
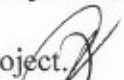


Figure 11 Research approach

V. FUTURE STUDY

As the author wrote in the previous section, this project has not completed yet, it still has about 4 more steps to be completed in the next project. 

- ◆ Survey
- ◆ Content Base Analysis
- ◆ Basic Statistical Analysis
- ◆ Interpretation/Conclusion

From the pilot test, one of the respondents suggests, "I have not found time management differences a problem with international students very much. The biggest problem is getting them to speak." This will be an interesting idea for the further research in cross-cultural students.

VI. CONCLUSION

People of different cultures will be working side by side even more as the decade progresses. It is important that students be able to understand how to work together to meet the common objectives of the project. Also necessary will be an understanding of the complexity of temporally related beliefs, values, and behaviors that influence behavior at individual, work group, and organizational level. This survey will be useful to learn what students in cross cultural-teams do in regards to time management.

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APPENDIX A
QUESTIONNAIRE

TIME MANAGEMENT IN CROSS - CULTURAL STUDENT TEAMS

The purpose of this survey is to study management of time in cross-cultural student teams. For this study, we define cross-cultural team as being composed of members from different countries.

This questionnaire survey will take approximately 15 minutes.



**Engineering Management Program
Portland State University**

TIME MANAGEMENT IN CROSS-CULTURAL STUDENT TEAMS

Name: _____
(first, middle initial, last)

Please provide your e-mail address: _____

1. General Information.

1a. Please answer the following questions regarding your personal background.

Sex: Male Female Age: _____
☐ ☐

Your student status:
EMP MBA ME EE CE Other: _____
☐ ☐ ☐ ☐ ☐ ☐

Full Time Student Part Time Student
☐ ☐

1b. What is your nationality and country?

Nationality: _____ Country: _____

1c. How many cross-cultural student teams have you worked on?

0 1 2 3 4 5 more than 5
☐ ☐ ☐ ☐ ☐ ☐ ☐

1d. Please think of a typical cross-cultural student team that you worked on and describe its task in a sentence or two.

How many members were in this team?

0 1 2 3 4 5 more than 5
☐ ☐ ☐ ☐ ☐ ☐ ☐

Please list the country of members and number of members from each country.

| Country | No. |
|---------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

1e. How many weeks was the team in existence ?

| | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | more than 8 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1g. Did this team manage its time well?

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------|
| Strongly Disagree | | | | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

1h. Have you experienced any problem in regards to time management ?

| | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |

[If yes] Describe the problem?

2. Views of Time Attitudes

2a. Please indicate the agreement with the following statements.

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| When in the middle of a task that I am concentrating on, I would attempt to reschedule an interruption of equal importance for later in the day so that I may return to the task at hand..... | <i>Strongly Disagree</i> | | | | <i>Strongly Agree</i> |
| | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Events that take place on short notice have lesser importance than events that have substantially longer lead times..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Punctuality is vital to success..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It is disrespectful to arrive for a meeting more than 15 minutes late..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I prefer to do one thing at a time..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2b. Please indicate the agreement with the following statements.

| | <i>Strongly Disagree</i> | | | | <i>Strongly Agree</i> |
|---|------------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| I don't place significant importance on what has happened in the past when making decisions for the present and the future..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project schedules should be planned on a long term time frame..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am content to wait a number of months to realize effects of decisions I make today..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2c. Please indicate the agreement with the following statements.

| | <i>Strongly Disagree</i> | | | | <i>Strongly Agree</i> |
|---|------------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| It is unacceptable for a team member to show up to a meeting 10 minutes late without apologizing..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Time is tangible, it can be wasted, saved, or lost..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would call a team member if I expected to be 15 minutes late to a meeting..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project schedules should have planned milestone dates in order to track progress..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Time is a valuable commodity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Views of Time Management Function

3a. Please indicate the agreement with the following statements.

| | Yes | No | Don't Know |
|--|--------------------------|--------------------------|--------------------------|
| In projects, I don't plan, but rather go do the work..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In project planning, I do not develop the written list of project activities, but rather develop a mental list..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In project planning, I like to develop a tentative, written list of several major project activities for very flexible planning..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In planning the project work, I prefer to develop a written list of moderate number of project activities, neither very detailed nor brief, for some flexibility and detail..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In project work, I like to develop a very detailed list of many project activities for detailed and precise planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3b. Please indicate the agreement with the following statements.

| | Yes | No | Don't Know |
|---|--------------------------|--------------------------|--------------------------|
| When working on a project, I don't estimate duration of project activities..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In planning a project, I prefer to tentatively estimate duration of project activities..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When planning a project, I tend to develop accurate duration of project activities..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My estimates of duration of project activities are based on the available resources..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My estimates of duration of project activities typically include contingencies..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3c. Please indicate the agreement with the following statements.

| | Yes | No | Don't Know |
|---|--------------------------|--------------------------|--------------------------|
| I don't do any project scheduling..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When scheduling projects, I do it mentally without developing any written schedules..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I show dates of several major milestones or events for entire project..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When scheduling project, I like to develop a summary bar chart showing major activities for the entire project..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When scheduling projects, I prefer to develop a bar chart showing detailed activities for the entire project..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When scheduling projects, I like to develop a PERT/CPM chart detailing relationships between activities of the whole project..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When scheduling projects, I prefer developing a look-ahead schedule of activities for next week or two..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3d. Please indicate the agreement with the following statements.

| | Yes | No | Don't Know |
|--|--------------------------|--------------------------|--------------------------|
| During the project implementation, I do not monitor the schedule at all..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| During the project implementation, I weekly monitor schedule progress..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| During the project implementation, I monthly monitor schedule progress..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| During the project implementation, I like to update my written schedule when necessary..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Any additional comments on cross-cultural time management.
(Problems, Strengths, Suggestions,.....)

Thank you very much for your time and input.

APPENDIX B
QUESTIONNAIRE EVALUATION FORM

QUESTIONNAIRE EVALUATION FORM

(Please feel free to write any suggestions on the questionnaire as well)

| QUESTION NUMBER | RELEVANCE (1to 5) 1: Irrelevant 5: Very relevant | READABILITY, CLARITY AND EASE OF ANSWERING THE QUESTION (1 TO 5) 1: Very Difficult 5: Very Easy | COMPLETENESS IN COVERING THE DOMAIN (1to 5) 1: Very Incomplete 5: Very Complete |
|---|---|--|---|
| Question 1 (General Info) Comments: → 1a | | | |
| 1b. | | | |
| 1c. | | | |
| 1d. | | | |
| 1e. | | | |
| 1f. | | | |
| 1g. | | | |
| 1h. | | | |

| QUESTION NUMBER | RELEVANCE (1to 5) 1: Irrelevant 5: Very relevant | READABILITY, CLARITY AND EASE OF ANSWERING THE QUESTION (1 TO 5) 1: Very Difficult 5: Very Easy | COMPLETENESS IN COVERING THE DOMAIN (1to 5) 1: Very Incomplete 5: Very Complete |
|---------------------------------------|---|--|---|
| Question: 2 2a. Comments: → | | | |
| 2b. Comments: → | | | |
| 2c. Comments: → | | | |

| QUESTION NUMBER | RELEVANCE (1to 5) 1: Irrelevant 5: Very relevant | READABILITY, CLARITY AND EASE OF ANSWERING THE QUESTION (1 TO 5) 1: Very Difficult 5: Very Easy | COMPLETENESS IN COVERING THE DOMAIN (1to 5) 1: Very Incomplete 5: Very Complete |
|--|---|--|---|
| Question: 3 Comments: → 3a | | | |
| 3b. Comments: → | | | |
| 3c. Comments: → | | | |
| 3d. Comments: → | | | |

OVERALL QUESTIONNAIRE

| Length (1 to 5) 1: Unacceptable (Too Long) 5: Very Reasonable/Acceptable | Font Size (1to 5) 1: Unacceptable (Too Small/ Big) 5: Very Reasonable/Acceptable | Overall Design (1 to 5) 1: Required Major Redesign 5: Very Pleasant Design |
|--|---|---|
| Comments: | Comments: | Comments: |

Estimated time taken to answer the questionnaire: _____ minutes.

Any additional comment:

Thank you for your help.

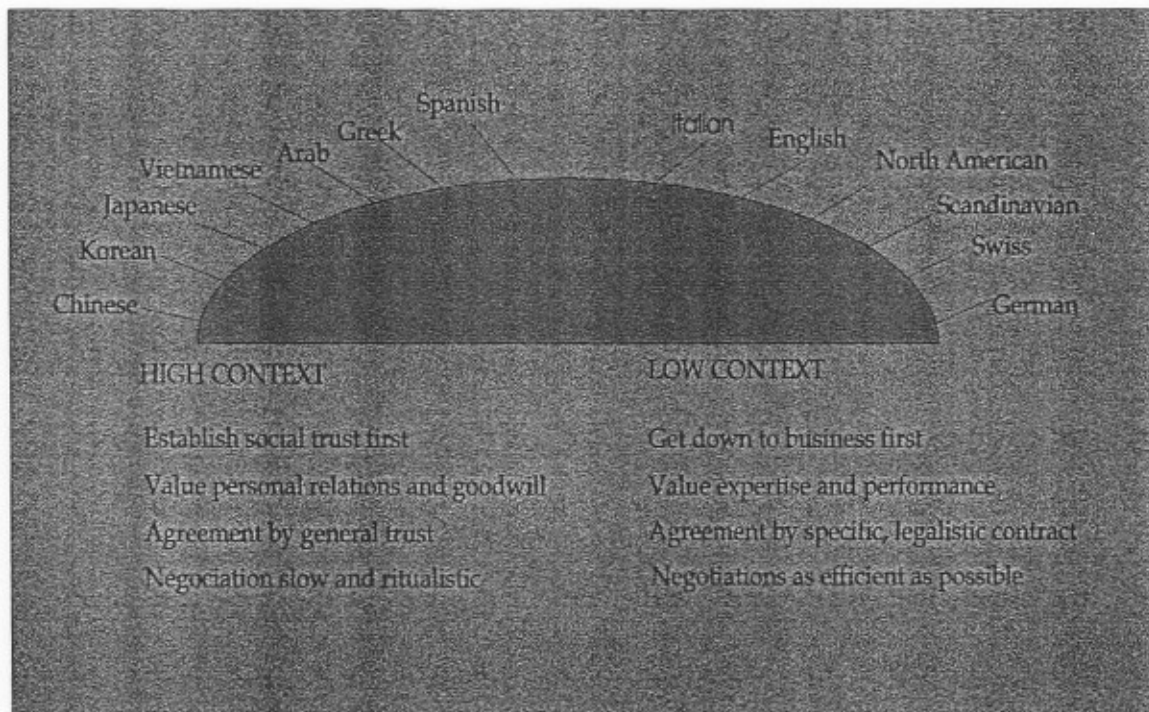
APPENDIX C
AN OVERVIEW OF TIME STYLE CONCEPTS

An Overview of Time Style Concepts[6]

| Time Style | Definition |
|----------------------------|---|
| Approaches to Time | |
| Economic | Time as a fixed resource; bounded; time as money; budgeted; allocation; intraorganizational time boundaries. |
| Socio-cultural | Approach to time learning from one's upbringing; establishing importance placed on certain types of time; punctuality |
| Psychological | Time as an individual perceives it personally; subjective perceptions; awareness, speed, duration, value; variety versus routine. |
| Measurement | Time in terms of hours, days months, years; punctuality; coordination; synchronization; pace of activities; quality versus speed. |
| Physiological | Biological clock affects and controls periods of sleep, alertness, mood, and performance. |
| Orientation | |
| | Time perceived as composed of moments, succeeding each other in an unending continuum; flow comprised of a past, present, and future, which individuals may rank differently in planning. |
| "Past" Orientation | Criteria for making important decisions are older standards developed in the past. |
| "Present" Orientation | Focuses on "now"; neither past nor future expectations are of great importance. |
| "Future" Orientation | Conditions expected to be better in the future than in the past or in the present. |
| Activity Level | |
| Monochronic | One activity is done at a time; sequencing. |
| Polychronic | Combining several activities in the same block of time; synchronization; coordination. |
| Commitment and Use | |
| | Time is experienced and perceived in a subjective sense, according to whether an activity has to be done and whether it must occur at a scheduled time. |
| Income-Producing-Obligated | Time spent in income production performed at a certain defined clock time; sequencing of tasks; scheduling; deadlines; work pace. |

| | |
|---------------------------------|--|
| Income-Producing, Not-Obligated | Time spent in deriving income, but not obligated to a specific clock time; autonomy of time use. |
| Committed-Obligated | All the non-income producing activities. |
| Committed-Not Obligated | Must be done at a specific clock time; nonincome producing which must be done but not during a specific clock time period; autonomy of time use. |
| Uncommitted-Planned | Time devoted to something a person wishes to do when time is available |
| Uncommitted-Unplanned | Time devoted to spontaneous or "spur of the moment" activities; autonomy of time use. |

APPENDIX D
HIGH-CONTEXT AND LOW-CONTEXT CULTURES



High-Context and Low-Context Cultures [10].

APPENDIX IX
ARTICLES USED AS REFERENCES

TIME MANAGEMENT IN CROSS - CULTURAL STUDENT TEAMS

The purpose of this survey is to study management of time in cross-cultural student teams. For this study, we define cross-cultural team as being composed of members from different countries.

This questionnaire survey will take approximately 15 minutes.



**Engineering Management Program
Portland State University**

TIME MANAGEMENT IN CROSS-CULTURAL STUDENT TEAMS

Name: _____
(first, middle initial, last)

Please provide your e-mail address: _____

1. General Information.

1a. Please answer the following questions regarding your personal background.

Sex: Male Female Age: _____
☐ ☐

Your student status:
EMP MBA ME EE CE Other: _____
☐ ☐ ☐ ☐ ☐ ☐

Full Time Student Part Time Student
☐ ☐

1b. What is your nationality and country?

Nationality: _____ Country: _____

1c. How many cross-cultural student teams have you worked on?

0 1 2 3 4 5 more than 5
☐ ☐ ☐ ☐ ☐ ☐ ☐

1d. Please think of a typical cross-cultural student team that you worked on and describe its task in a sentence or two.

How many members were in this team?

0 1 2 3 4 5 more than 5
☐ ☐ ☐ ☐ ☐ ☐ ☐

Please list the country of members and number of members in each country.

| Country | No. |
|---------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

1e. How many weeks was the team in existence ?

| | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | more than 8 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1g. Did this team manage its time well?

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------|
| Strongly Disagree | | | | | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

1h. Have you experienced any problem in regards to time management ?

| | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |

[If yes] Describe the problem? _____

2. Views of Time Attitudes

2a. Please indicate the agreement with the following statements.

| | | | | | |
|---|-------------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| When in the middle of a task that I am concentrating on, I would attempt to reschedule an interruption of equal importance for later in the day so that I may return to the task at hand..... | <i>Strongly Disagree</i> 1 | 2 | 3 | 4 | <i>Strongly Agree</i> 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Events that take place on short notice have lesser importance than events that have substantially longer lead times..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Punctuality is vital to success..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It is disrespectful to arrive for a meeting more than 15 minutes late..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I prefer to do one thing at a time..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2b. Please indicate the agreement with the following statements.

| | <i>Strongly Disagree</i> | | | | <i>Strongly Agree</i> |
|---|------------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| I don't place significant importance on what has happened in the past when making decisions for the present and the future..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project schedules should be planned on a long term time frame..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am content to wait a number of months to realize effects of decisions I make today..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2c. Please indicate the agreement with the following statements.

| | <i>Strongly Disagree</i> | | | | <i>Strongly Agree</i> |
|---|------------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| It is unacceptable for a team member to show up to a meeting 10 minutes late without apologizing..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Time is tangible, it can be wasted, saved, or lost..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would call a team member if I expected to be 15 minutes late to a meeting..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project schedules should have planned milestone dates in order to track progress..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Time is a valuable commodity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Views of Time Management Function

3a. Please indicate the agreement with the following statements.

| | Yes | No | Don't Know |
|--|--------------------------|--------------------------|--------------------------|
| In projects, I don't plan, but rather go do the work..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In project planning, I do not develop the written list of project activities, but rather develop a mental list..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In project planning, I like to develop a tentative, written list of several major project activities for very flexible planning..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In planning the project work, I prefer to develop a written list of moderate number of project activities, neither very detailed nor brief, for some flexibility and detail..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In project work, I like to develop a very detailed list of many project activities for detailed and precise planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3b. Please indicate the agreement with the following statements.

| | Yes | No | Don't Know |
|---|--------------------------|--------------------------|--------------------------|
| When working on a project, I don't estimate duration of project activities..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In planning a project, I prefer to tentatively estimate duration of project activities..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When planning a project, I tend to develop accurate duration of project activities..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My estimates of duration of project activities are based on the available resources..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My estimates of duration of project activities typically include contingencies..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3c. Please indicate the agreement with the following statements.

| | Yes | No | Don't Know |
|---|--------------------------|--------------------------|--------------------------|
| I don't do any project scheduling..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When scheduling projects, I do it mentally without developing any written schedules..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I show dates of several major milestones or events for entire project..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When scheduling project, I like to develop a summary bar chart showing major activities for the entire project..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When scheduling projects, I prefer to develop a bar chart showing detailed activities for the entire project..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When scheduling projects, I like to develop a PERT/CPM chart detailing relationships between activities of the whole project..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When scheduling projects, I prefer developing a look-ahead schedule of activities for next week or two..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3d. Please indicate the agreement with the following statements.

| | Yes | No | Don't Know |
|--|--------------------------|--------------------------|--------------------------|
| During the project implementation, I do not monitor the schedule at all..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| During the project implementation, I weekly monitor schedule progress..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| During the project implementation, I monthly monitor schedule progress..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| During the project implementation, I like to update my written schedule when necessary..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Any additional comments on cross-cultural time management.
(Problems, Strengths, Suggestions,.....)

Thank you very much for your time and input.

**Time Management in Cross-
Cultural Student Teams**

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EMP-P98076

EMGT 589
Capstone Project

**TIME MANAGEMENT IN CROSS-
CULTURAL STUDENT TEAMS**



Engineering Management Program
Portland State University

TIME MANAGEMENT IN CROSS - CULTURAL STUDENT TEAMS

The purpose of this survey is to study management of time in cross-cultural student teams. To identify how students (in teams) differ on monochronic and polychronic time scale, on time orientation, on time value, and student's cultural background impact any of the 3 temporal altitude and how the 3 temporal altitude of teams impact on their grades/success.

The 3 temporal altitude are:

- ◆ Monochronic / Polychronic time scale.
- ◆ Time Orientation (past, present, and future)
- ◆ Time value

TIME MANAGEMENT IN CROSS-CULTURAL STUDENT TEAMS

Name: _____
(first, middle initial, last)

Please provide your e-mail address: _____

A. General Background.

Please answer the following questions regarding your personal background.

Sex: Male Female
 ☐ ☐

Your student status: (Graduate Student)

EMP MBA ME EE CE Other: _____
☐ ☐ ☐ ☐ ☐ ☐

Full Time Student Part Time Student
☐ ☐

Have you ever worked in cross cultural teams ?

Yes No
☐ ☐

How many team have you worked in cross-cultural team projects?

1 2 3 4 5 more
☐ ☐ ☐ ☐ ☐ ☐

As a general your cross cultural teams, what do you think about their performance in term of time management performance?

Poor Good Satisfactory Excellent
☐ ☐ ☐ ☐

.....

B. Monochronic and Polychronic time scale

Please indicate the agreement of the following sentences with respect to your cross-cultural team to identify monochronic and polychronic time scale.

When in the middle of a task

[illegible]

Events that take place on short notice have lesser importance than events that have substantially lead time.....

It is acceptable to be late for an appointment as long as the job gets done.

My team believes that members should try to do many things at once.....

C. Time orientation (past, present, and future)

Please indicate the agreement of the following sentences with respect to your cross-cultural team to identify time orientation.

[illegible]

My team considers long term project to be 1-2 months into the future. Project schedules should be planned on a weekly time frame.....

My team prefers to see the results of decisions my team makes today as soon as possible☐

My team is content to wait a number of months to realize effects of decisions my team makes today. ☐

D. Time value

Please indicate the agreement of the following sentences with respect to your cross-cultural team to identify time value.

| | <i>Not Agree</i> | <i>Least Agree</i> | | | | <i>Strongly Agree</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| | 0 | 1 | 2 | 3 | 4 | 5 |
| It is acceptable for a team member to show up to a meeting 10 minutes late and not apologize | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Time is tangible, it can be wasted, saved, or lost..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would call a team member if I expected to be 15 minutes late to a meeting..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project schedules should have planned milestone dates in order to track progress..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Time is a valuable commodity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

.....

E. Cultural background

Please answer the following questions regarding your cultural background.

What is your nationality and country?

Nationality: _____

Country: _____

What is your type of context cultures?

Low Context Cultures

☐

High Context Cultures

☐

Which of the following temporal altitudes in your teams differ from your cultural background teams?

- ☐ Monochronic / Polychronic time scale
- ☐ Time orientation (past, present, and future)
- ☐ Time value

Have you experienced any problem in regards to the 3 temporal altitudes in cultural background ?

Yes ☐ No ☐

[If yes] What type of problem? _____

E. The 3 temporal altitude on their grades/success

Please indicate the agreement of the following sentences with respect to your cross-cultural team to identify the 3 temporal altitude on their grades/success.

[illegible]

Any additional comments:

Thank you very much for your time and input.