

Chapter 5.5

Enhancing E-Collaboration Through Culturally Appropriate User Interfaces

Dianne Cyr

Simon Fraser University, Canada

INTRODUCTION

Prior to the Internet, forms of social expression, communication, and collaborative behavior are known to be sensitive to cultural nuances. According to researcher Geert Hofstede (1991), a widely used definition of culture is proposed where “Every person carries within him or herself patterns of thinking, feeling, and potential acting which were learned through their lifetime” (p. 4). Hofstede referred to such patterns as mental programs or “software of the mind.” It is expected that such mental programming related to cultural differences will affect perceptions of the electronic medium as well (Raman & Watson, 1994). Related to the topic of this volume, culture has a place in the consideration of e-collaboration when individuals come together to work toward a common goal using electronic technologies. This may include various domains including e-business, e-learning, distributed project management,

working in virtual teams of various forms, to name a few.

While there is little work to date on the explicit topic of culture and e-collaboration, there is evidence that creating culturally appropriate user interfaces (Cyr & Trevor-Smith, 2004) contributes to a better perception of the interface (Kondratova & Goldfarb, 2005), and indeed to enhanced levels of Web site trust and satisfaction (Cyr, 2006). In e-commerce settings, Web sites that are perceived as appropriate to the user have also resulted in greater commitment (Oliver, 1999). In this article, and building on previous work in related areas, it is argued that the development of culturally appropriate electronic interfaces can enhance user involvement, ultimately resulting in enhanced e-collaboration.

In the following sections, culture as a context for e-collaboration is outlined followed by considerations of the Web used as a communication tool, and how trust and satisfaction are related to

the online collaborative process. The article ends with concluding remarks.

CULTURE AS CONTEXT

Over the decades sociologists have proposed that socially shared meanings are culture specific. These shared meanings are grounded in language, geographical proximity, and history as shared by members of nations or those who have lived within the same social environment (Hofstede, 1980). In both commercial and noncommercial settings, culture has been found to have implications for information systems research. More specifically, culture is proposed to affect online trust (Jarvenpaa, Knoll, & Leidner 1999), Web site development (Sun, 2001), use of group support systems (Reining & Mejias, 2003), predisposition for type of electronic communication media (Straub, 1994), among other topics.

Related to how individuals operate together in groups, mental schemas for knowledge construction (Kock, 2004) influence the impact of e-collaboration technologies on the individuals involved. Schemas can be socially constructed, causing groups to interpret information in specified ways (Lee, 1994)—thus influencing perception and interaction. As Kock (2004) elaborates, the degree to which members of a task group share similar schemas, then less cognitive effort is required to successfully accomplish the task. Members of the same cultural group are more likely to share similar mental maps or schemas than with members of external groups.

In decision making, Tseng and Stern (1996) found significant differences in the information gathering behavior between Asians and North Americans. Different online communication strategies were uncovered in a study that included Japan, Spain, and the United States (Okayazaki & Rivas, 2002). Further, cultural differences exist in instant messaging between Asia and North America (Kayan, Fussell, & Setlock, 2006). For

example, North Americans reported significantly less multiparty chat and rated emoticons lower in importance than Asians. Ethnicity has been established as a factor in electronic brainstorming (Tan, Wei, Watson, Clapper, & McLean 1998). Based on the foregoing, it is a natural extension that culture influences e-collaboration behavior.

THE WEB AS A COMMUNICATION MEDIUM

Bordia claims that “computers and electronic networks have revolutionized communication” (1997, p. 99). Although it is not always clear that the electronic medium has enhanced the communication process since nonverbal cues that form a significant portion of the transmitted message are mostly missing. In fact, research has demonstrated that an absence of nonverbal cues that serve to “embellish meaning or social context regarding gender, age or status” can potentially hamper communication efficiency (Bordia, 1997, p. 9). Alternately, new capabilities for communicating content and collaborating using the Web are created (Tsao & Lin, 2001).

Simon (2001) used media richness theory (from Daft & Lengel, 1986) to examine how information richness might enhance user perceptions of the interface. Various design characteristics of Web sites were considered such as shapes, colors, language, site layout, and quality of information. It was expected that information rich Web sites would reduce user ambiguity, increase trust, reduce perception of risk, and encourage users to utilize the site. Significant differences between cultural groups in the study were uncovered, with Asians registering higher levels of trust with information across all Web sites in the study than European and North American groups. This finding suggests that not only is creating information rich interfaces useful generally, but that across cultures different preferences for the user interface prevail.

6 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/enhancing-collaboration-through-culturally-appropriate/22348

Related Content

Student Perceptions and Adoption of University Smart Card Systems

Jamie Murphy, Richard Lee and Evan Swinger (2011). *International Journal of Technology and Human Interaction* (pp. 1-15).

www.irma-international.org/article/student-perceptions-adoption-university-smart/55455

Surfacing Occupational Threats to IT-Enabled Change: A Neglected Role for Organization Development?

Joe McDonagh (2004). *Issues of Human Computer Interaction* (pp. 179-191).

www.irma-international.org/chapter/surfacing-occupational-threats-enabled-change/24735

Complex Processes and Social Systems: A Synergy of Perspectives

David Large, Petia Sice, Robert Geyer, Geoff O'Brien and Safwat Mansi (2015). *International Journal of Systems and Society* (pp. 65-73).

www.irma-international.org/article/complex-processes-and-social-systems/123440

Speech Driven Interaction in Mobile Multimodality

Giovanni Frattini, Fabio Corvino, Francesco Gaudino, Pierpaolo Petriccione, Vladimiro Scotto di Carlo and Gianluca Supino (2009). *Multimodal Human Computer Interaction and Pervasive Services* (pp. 293-314).

www.irma-international.org/chapter/speech-driven-interaction-mobile-multimodality/35894

"Free" Service or "Good" Service: What Attracts Users To Public Access Computing Venues?

Melody Clark and Ricardo Gomez (2012). *Libraries, Telecentres, Cybercafes and Public Access to ICT: International Comparisons* (pp. 43-50).

www.irma-international.org/chapter/free-service-good-service/55827