

**EXPLORING THE COLLABORATIVE PROCESS IN THE CONTEXT
OF A CROSS-CULTURAL TEAM FROM THE
UNITED STATES AND ZAMBIA**

A Dissertation

By

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Dedication

This research project is dedicated to my sons Matt and Tom, you both bring joy and excitement and happiness to my life; and to my husband, Frank, who patiently transcribed 148 hours of interview tape recordings and was always able to figured out how to make the computer do what I could not make it do.

Abstract**EXPLORING THE COLLABORATIVE PROCESS IN THE CONTEXT OF
A CROSS-CULTURAL TEAM FROM THE UNITED STATES AND ZAMBIA****Georgia Lynn Piez****Dissertation Chair: Richard L. Henderson, Ph.D.****University of the Incarnate Word, 2009**

This ethnographic study examined the affects of culture, through the lens of Hofstede's five dimensions of culture, on team performance and the individual experiences of 11 members a small cross-cultural collaborative team. Three of the team members were from the United States, an individualist culture, and eight were from Zambia, Africa, a collectivist culture. The study describes the thoughts, feelings, expectations, perceptions, interactions, behavior patterns, and collaborative work processes employed by a small cross-cultural collaborative team to communicate, make decisions, allocate assignments, and share leadership responsibilities during a 21 month period in which a Child Development Project Assessment for Zambia was conducted. Individual learning and lived experiences are presented as crafted profiles in the words of the participants.

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Chapter One: Introduction

Context of the Study

This study took place in Zambia, Africa a landlocked country in the center of the southern region of Africa that covers 753,000 km. It is divided into nine provinces, namely Central, Copperbelt, Eastern, Laupula, Lusaka, Northern, North-Western, Southern, and Western as shown in Figure 1. There are seven major tribes in Zambia as well as many other tribes speaking 73 different languages with English being the official language of the country.

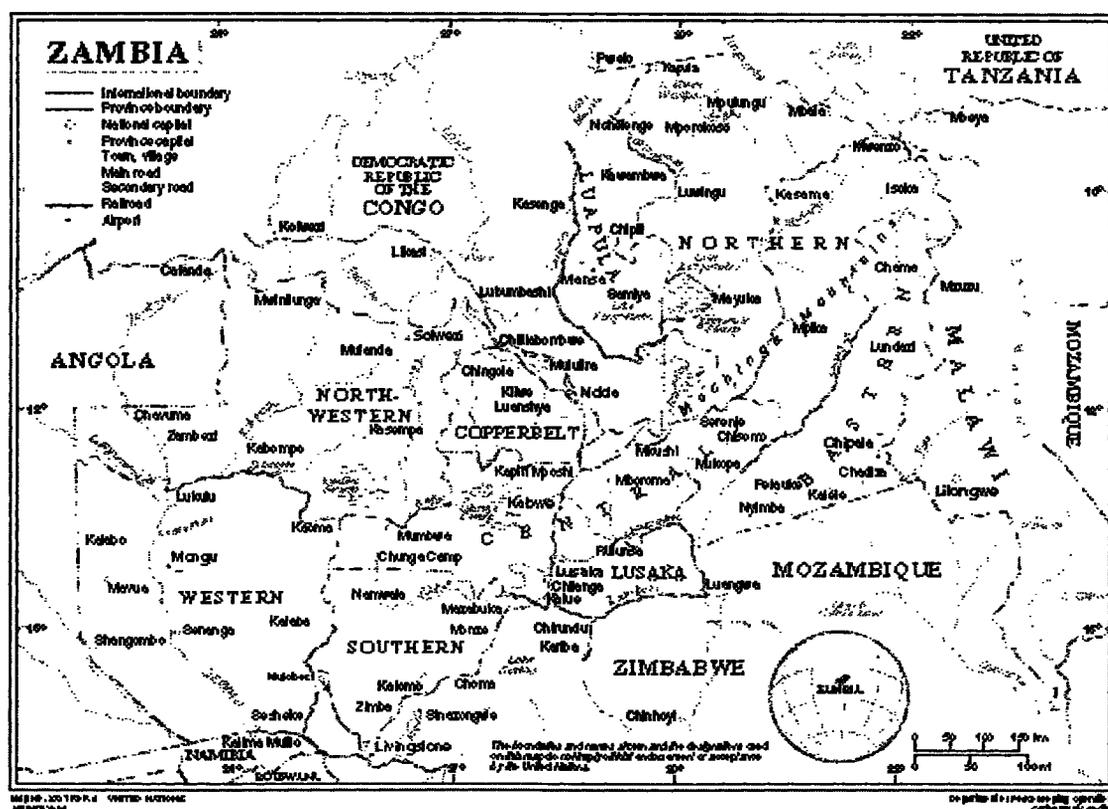


Figure 1. Map of Zambia, showing its nine Provinces and location in Africa.

Note. UN Cartographic Section, *Map of Zambia*, January 2004, No. 3731 Rev. 4, available at <http://www.unhcr.org/refworld/docid/460b6ef22.html>. Available in the public domain for research purposes only.

The territory of Northern Rhodesia was administered by the [British] South Africa Company from 1891 until it was taken over by the United Kingdom in 1923. During the 1920s and 1930s, advances in mining spurred development and immigration. The country's name was changed to Zambia upon independence in 1964. In the 1980s and 1990s, declining copper prices and a prolonged drought hurt the economy. Elections in 1991 brought an end to one-party rule, but the subsequent vote in 1996 saw blatant harassment of opposition parties. The election in 2001 was marked by administrative problems with three parties filing a legal petition challenging the election of ruling party candidate Levy Mwanawasa. The new president launched an anti-corruption campaign in 2002, which resulted in the prosecution of former President Frederick Chiluba and some officials of his administration (CIA World Factbook, 2006).

Demographics

The official and most recent census, conducted in the year 2000, by the Zambian Central Statistical Office (CSO) found the total population to be 10.3 million. The 2009 CIA World Factbook estimates the current population of Zambia, to be 11.8 million of which 45% are children between the ages of 0 to 14 years and the remaining 55% are people over the age of 14. The break down of the total population by gender is 50.7% female and 49.3% male. The majority of the population (60%) lives in rural areas while the rest (40%) lives in urban areas.

The National Aids Council (NAC) Strategic Plan for 2002-2005 estimated that 20% of the population is infected with the aids virus; this coupled with a poverty level of 67% account for a life expectancy of 38.5 years for males and 38.7 years for females.

To address the demographic issues facing the country of Zambia, Mr. Mwanawasa has implemented positive, workable policies in the agriculture, education, mining, and health sectors. Zambia became part of the World Bank Highly Indebted Poor Countries (HIPC) program in 2001 and began to receive debt relief which represented 6% of the nation's approved budget. The budget allocations that were going toward paying the debt were then shifted to the health and education sectors. In 2003 the total public expenditure to education was 20%, distributed as Pre-primary 0%, Primary 1.9%, Secondary 0.4%, University 0.4%, other tertiary colleges 0.2%, Distance Education 0.01% and Administration 0.2% (Ministry of Education Data Base, 2004).

Involvement of Women's Global Connection

As these events were unfolding in Zambia an NGO, Women's Global Connection in San Antonio, Texas, USA, chose Zambia as an area in which it would begin to develop outreach programs for the new millennium. The outreach program expanded to include collaborative efforts with the University of The Incarnate Word in San Antonio, Texas, USA, and included university faculty, students, and interested persons from around the world.

In July 2004, a team composed of people interested in early childhood care and development from the Woman's Global Connection and Catholic Relief Services of Zambia began collaboratively planning The Children Under Seven Conference. The purpose of this conference was to provide a forum where dialogue could occur on the issues facing children under seven years of age in Zambia and where planning for the basic elements of a comprehensive program for children and their parents and adult caregivers could take place.

The objectives of the conference were to deepen the understanding of real problems children under seven faced in their everyday life, to understand the role that families play in the development of children, to identify the strengths and gaps that exist in the present programs addressing issues of children under seven, and to recommend appropriate responses to the identified gaps. (CUS Conference Proceedings, 2005).

One of the findings of the conference was that a tool for assessing the development of children under age seven in Zambia was lacking. A professor from the University of the Incarnate Word (UIW), a professor from the University of Zambia (UNZA), and a representative from the Zambian Ministry of Education (MOE) began to discuss ways they could collaborate to research and document the developmental stages of these children.

Collaborative Team Formation and Funding

The Child Development Assessment for Zambia (CDAZ) Study team, that is the subject of this research, was formed as a result of conversations between a UIW and a UNZA professor. The original team consisted of those two professors, the Dean of the UNZA School of Education, who was selected because of his position and status within the UNZA, two UNZA lecturers, two UIW students, one of which is the researcher, and two MOE curriculum specialists. Another UNZA lecturer and an MOE curriculum specialist joined the team nine months into the CDAZ Study to complete work that could not be preformed by other team members.

The first team meeting occurred on May, 12, 2005 at the UNZA in Lusaka, Zambia. The team members made a verbal commitment to work as a collaborative for two to five years conducting the CDAZ Study. Through open discussion the team decided

on a plan for conducting the Study, developed a strategy for presenting the plan and for requesting funding for the Study from the United Nations International Children's Education Fund (UNICEF). Several members of the team met with an Early Childhood Project Officer at UNICEF headquarters to present the plan and request funding for it. The UNICEF officer was convinced that both the children and government of Zambia would benefit from the CDÁZ Study and granted verbal funding approval providing that a proposal and detailed budget were submitted the following day.

The team met that day for a second time at the UNZA and worked late into the night to compose the proposal and budget as requested by UNICEF. In the process of creating these documents a bond, based on a commitment to the children of Zambia, formed among the team members, and the mode of working collaboratively was established and solidified to mean that all work would be accomplished through open free discussions in which all team members were free and encouraged to participate, all decisions would be made by consensus, and all team members were responsible for the outcome of the work.

Conceptual Framework for the Study

This study is based on the conceptual framework of Geert Hofstede's five dimensions of national culture and Edward Hall's (1959) concept of clock and event time. In 1980 Hofstede conducted a survey of 117,000 IBM employees in 40 countries which he later supplemented with another scale that he and Bond (1988) developed based on Confucian dynamism and administered in an additional 13 countries. The data from these two studies were used to develop the theory of the five basic cultural dimensions in

which cultures differ: power distance, uncertainty avoidance, individualism, masculinity, and long vs. short term orientation as shown and defined in Table 1.

Table 1

Hofstede's Five Dimensions of Culture

Power Distance	The extent to which people accept unequal distribution of power.
Uncertainty Avoidance	The extent to which the culture tolerates ambiguity and uncertainty.
Individualism	The extent to which individuals or a closely knit social group is the basis for social systems.
Masculinity	The extent to which assertiveness and independence from others are valued.
Long vs. Short Term Orientation	The fostering of virtues that are oriented toward future rewards versus emphasis on immediate gratification

Harry Triandis (1996) who refers to the individualism-collectivism national cultural dimension as a syndrome believes that it appears to be the most significant cultural difference among cultures. This one dimension seems to be important both historically and culturally as numerous publications each year use this dimension when discussing cultural differences.

The study is also based on Edward Hall's (1959) concept of clock-time and event-time. A clock-time orientation focuses on official, formal, and task oriented temporal concerns while an event orientation gives attention to interpersonal relationships among people (Brislin & Kim, 2003). If people in a culture behave according to event-time they organize their day around various events and participate in one event at a time until it reaches its natural end and then begin another event (Levine, 1997).

Individualists operate on clock-time; they make sure their watches are set correctly, schedule meetings, show up on time and generally become irritated and frustrated when others are late. Punctuality is important in individualist cultures whereas relationship building that may save time in the long run is important in collectivist cultures.

Collectivists view time as an ally in the sense that group processes and performance may be enhanced when group members consider the future benefits to be gained. Individualists, however, view time as an adversary in the sense that group interactions are a temporary means to gain personal goals in the present or near future (Sosik & Jung, 2003).

The purpose of this study was to describe the individual experiences and team performance of a small cross-cultural collaborative team consisting of 11 members: 3 who live in San Antonio, Texas, United States, an individualist culture; 8 who live in Lusaka, Zambia, Africa, a collectivist culture. The study examined the effects of culture, as seen through the lens of Hofstede's five national dimensions of culture within the influence of Hall's (1959) concept of time in a culture. It examined the experience of collaboration for the individuals on this team as well as the team's performance.

The aspects of team performance and individual collaborative experience expected to be influenced by cultural differences and the theory of clock-time verses event-time are displayed on the Concept Map in Figure 2. They formed the primary themes guiding the collection and analysis of data for this study.

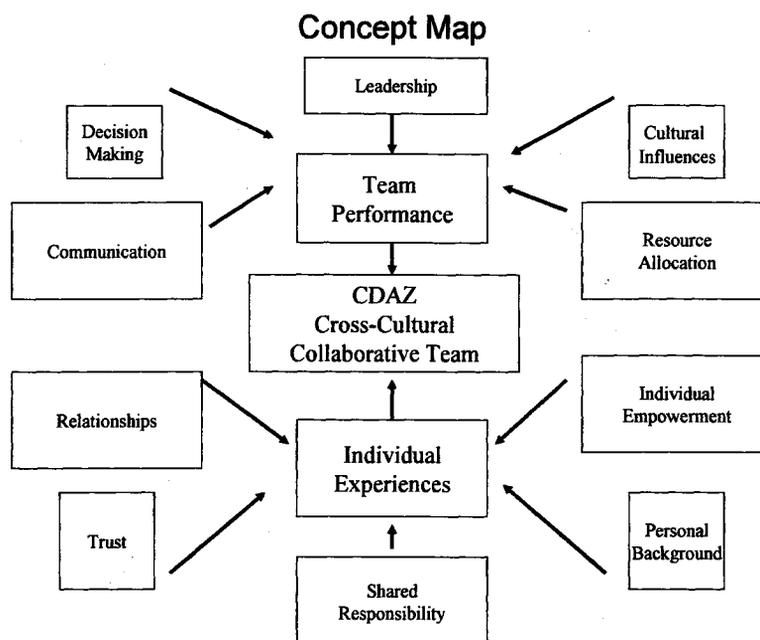


Figure 2. Thematic concept map used to guide data collection and analysis.

Introduction to the Methodology

This ethnographic case study describes the effect of culture on the individual experiences and performance of a small cross-cultural collaborative team made up of members from the United States and Zambia, Africa. Observational field notes gathered in Zambia, Africa, the natural setting where this study took place, in person semi-structured interviews conducted in Zambia and the United State, and e-mail messages, which are considered to be viable for data gathering (Chang et. al., 2002), sent between team members were the primary research strategies used to collect data for this study (Creswell, 2003).

Statement of the Problem

This current age of globalization has increased the awareness of the plight of those living in developing countries. As a result, interest in providing assistance to

countries in Africa by small collaborative teams by government and non-governmental agencies in the United States has escalated. As these agencies make plans to conduct collaborative cross-cultural studies and recruit employees and volunteers, they need to know what collaborative processes lead to participant empowerment and self-sustaining projects and programs.

Research conducted by Hall (1959), Hofstede (2001), Trompenaar (1998), and other researchers in the fields of education, medicine, business, and industry provides comprehensive knowledge of culture at the national and organizational level for large companies and organizations, which have been working across cultures for some time. There is, also, an abundance of literature recounting their stories of successful and failed collaboration making it easier for other companies and organizations to avoid the consequences of cultural blunders.

However, there is a lack of research examining and describing the effects of the inherent national and cultural differences of people from the United States and people in countries in Africa working together on small collaborative teams.

The researcher addressed this problem by examining and describing the individual learning experiences and perceptions of each member of a successful small cross-cultural team and the processes used to accomplish team goals.

Purpose of the Study

The purpose of this study was to describe the effects of culture on the individual and group learning experiences of a small cross-cultural collaborative team made up of 3 participants from the United States and 8 participants from Zambia, Africa. This study used an ethnographic case study design to present individual experiences and team

performance from the perspective of the participants. The data were analyzed and interpreted through the lens of Hofstede's five dimensions of culture and Hall's concepts of time.

Research Questions

In describing the lived collaborative experiences of the CDAZ team participants the primary questions guiding this study were:

1. How did each individual member of this cross-cultural team perceive their personal experience?
2. How did the individual's culture and the *others* culture affect these experiences?
3. What did the participants learn about cross-cultural collaboration?
4. How did culture affect team performance?

To obtain answers to these questions the researcher, who was fully immersed in all team activities, collected on site observational field notes, conducted semi-structured in-person interviews with each participant, and retrieved e-mail messages sent between team members; all appropriate data collection strategies for a qualitative ethnographic case study.

Objectives of the Study

1. To present a clear and detailed description of the cultural differences, operational procedures, work performance, communication and learning that occurred in a small cross-cultural collaborative team consisting of 8 members from Zambia, Africa, and 3 members from San Antonio, Texas, USA.
2. To present the experiences of each participant in the form of crafted profiles.

3. To describe, from the perspective of the participants, what the cultural differences were, and how cultural differences either facilitated or made collaboration difficult for them.

Limitations

The data for this study was collected over a 21 month period. During this time the researcher/participant traveled to Zambia to meet and work with the whole CDAZ team for 1 day in May 2005, 4 days in October 2005, and 6 days in December 2006. Team members communicated and constructed the CDAZ assessment tool via e-mail in between their face to face meetings. The time lapse between interactions and meetings affected team membership and may have affected the way participants responded to the researcher's interview questions. The bond between the researcher and the participants in this study may have interfered with her ability to objectively interpret the data.

Delimitations

This study focused on the thoughts, feelings, expectations, perceptions, interactions, behavior patterns, work processes, perceived learning experiences, and cultural differences of the members of the CDAZ cross-cultural study team. It does not address the findings or results of the CDAZ study team's assessment of Zambia's children under seven.

Definition of Terms

The following definitions are provided to the reader as a framework for the meaning they have in this study.

Behavior Patterns: the actions of individual team members and the collective group that might reflect cultural norms and traditions or actions that have evolved naturally and become acceptable behavior for members of this group.

Collaborative Team: a collection of people from the United States and people from Africa who have joined together to equally share the work and responsibility of developing and implementing the CDAZ study. The team members share a common set of goals and are more concerned with helping each other learn than with meeting their own individual needs.

Communication: the verbal and nonverbal messages and cues exchanged between group members as they work on the CDAZ study.

Cross-Cultural: the participants in this study come from two different continents and two different cultures and are working across cultural differences and boundaries.

Interactions: rituals, communications, combined and reciprocal actions, and behaviors between the group members that are directed toward group goals, conflict resolution, building group cohesiveness, and the accomplishment of the CDAZ study.

Work Processes: all systems and organizational strategies used by the group to identify, assign, and accomplish study tasks that result in a visible outcome.

Learning: knowledge acquired by individuals and the group which influenced the development of group culture, work performance and processes, and the experience of working together on the CDAZ study.

Significance of the Study

An understanding of the individual learning experiences and perceptions of those who participate on cross-cultural collaborative teams is of value to those who will

participate on such teams in the future. Those who are in leadership positions must form teams and choose a mode of work that leads to the successful completion of the teams' mission. Knowing what processes were employed by a successful small collaborative team can inform participant selection, work setting and processes, modes of communication, assignment of individual and group responsibilities and accountability, and possibly aid in the avoidance of destructive conflict.

This study is important because it provides new information that describes the lived experiences and successful performance of a small cross-cultural collaborative team from the perspective of the participants. The researcher describes the effects of cultural differences, as seen through the lens of Hofstede's five dimensions of national culture and Hall's concepts of time, in the words of the participants. The reader gains an understanding of how each participant experienced the work, what the participant learned about collaborating on a major project with people from another culture, and how cultural differences affected both individual experiences and the team performances. The findings from this study are specific to the participants from Zambia, and the United States, and should not be generalized for all people in Zambia or the United States.

Researcher's Assumptions

The researcher came to the study assuming that the way in which cross-cultural work is accomplished will determine the success or failure of a project. It is the researcher's belief that collaboration is the best and most productive mode of work for a project such as the CDAZ study. For this researcher collaboration means that everyone on the team actually is responsible for doing part of the work, decisions are made by consensus and everyone is responsible for the outcome of the project.

According to Hofstede's (1980) theory of national culture, Zambia is a collectivist society. The researcher assumed that collaboration was the natural work mode for the people of Zambia and that everyone on the Zambian team would feel comfortable working in that mode and do their share of the work.

Chapter Two: Literature Review

Cross-Cultural Research

Extensive research has been conducted across a wide variety of disciplines, using numerous theoretical perspectives to study collaborative work groups and therein lays a problem for current researchers. The sheer volume of research is disjointed and overwhelming, and researcher's names rarely appear on more than one or two reference lists. Basic terminology used in research such as *partnership*, *alliance*, and even *collaboration* are subject to a variety of interpretations. Additionally, there is no clearly accepted definition of an agreed upon method for conducting successful collaboration across organizations. The process of culling through the research becomes even more cumbersome when the researcher looks for studies dealing with cross-continental, cross-cultural collaboration.

However, within the scholarly body of research certain themes, patterns and processes appeared repeatedly across the literature. This enabled the researcher to explore, understand, and describe the methods and systems utilized by small cross-cultural collaborative teams of people throughout the world, who had successfully accomplished the work they set out to do.

The researcher found that: (a) collaborative teams do not just happen; teams are deliberately created by those who believe that collaboration is the proper work mode for the project they are contemplating; (b) without a clear idea of exactly what collaboration means it is not surprising that collaborative teams are not all created equal; (c) the number of studies focusing on face-to-face cross-cultural group interaction between dissimilar cultures is limited and fragmented; (d) studies conducted in Africa are almost

non-existent; (e) Internet, computer technology, and real-time communication have led to a decrease in face-to-face contact and communication, not just between cultures but within cultures.

Recent studies indicate that a focus on information technology (IT), collaborative distance learning, and the effect of Internet on perceived cultural differences in group asynchronous learning, seems to be taking center stage in current research. However, according to Lee (2008), the “use of Internet as a communication tool to expedite ... fieldwork has not been featured prominently in the literature” (p. 31).

Additionally, as we become more globally and culturally aware there is growing criticism in the literature as to the validity and usefulness of Hofstede and Triandis theories in understanding cultural differences in the twenty-first century. Eaton and Louw (2000) dispute Triandis’ (1989) claim that Africa is a collectivist culture stating, “it is assumed that African cultures are also collectivists; however, the continent has been ignored almost entirely and assertions of collectivism have not been empirically tested” (p. 2).

Despite the criticism of more modern researchers Hofstede and Triandis continue to make significant contributions to the literature regarding the implications of the five cultural dimensions on cross-cultural groups and publish works in defense of their original theories of national culture. In 2004, *Culture, Leadership and Organizations: The GLOBE a Study of 62 Societies* was published as a result of research conducted by House, Hangers, Javidan, Dorfman, and Gupta, who used nine dimensions of culture, corresponding to Hofstede’s five dimensions, to study 62 societies around the world,

including the United States and Zambia, Africa. The GLOBE research project provides new empirical evidence supporting Hofstede's findings of national cultural differences.

Harry Triandis (1996) who refers to the individualism-collectivism national cultural dimension as a 'syndrome' believes that it appears to be the most significant cultural difference among cultures. This one dimension seems to be important both historically and culturally. The individualism-collectivism dimension served as the underlying structure from which the group performance, communication, relationships, and learning experiences of the participants in this study were analyzed and described.

Hofstede's five dimensions of national culture continues to be the most widely accepted and quoted (Gerhart & Fang, 2006) theory of national identity. Hofstede used worldwide survey data collected from 117,000 IBM employees to develop his theory four national culture dimensions, the common elements of a culture or the key issues of a culture that can be studied and analyzed in meaningful ways. He and Bond (1988) later added long term orientation as a fifth dimension. Hofstede's cultural dimensions are:

Power Distance (PD), defined as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power distributed unequally; from relatively equal (that is, small power distance) to extremely unequal (large power distance). The basic dilemma in this case is human inequality.

Individualism (ID), defined as the extent to which the ties between individuals in a society are loose, so that everyone is expected to look after himself or herself and his or her immediate family only.

Collectivism (C), defined as the extent to which people in a society from birth onwards are integrated into strong, cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty. The basic dilemma in this case is human togetherness.

Masculinity (MA), defined as the extent to which social gender roles in a society are clearly distinct; men are supposed to be assertive, tough, and focused on

material success; women are supposed to be more modest, tender, and concerned with the quality of life. The opposite pole is *Femininity*, defined as the extent to which social gender roles in a society overlap; both men and women are supposed to be modest, tender and concerned with the quality of life. The basic dilemma in this case is gender roles.

Uncertainty Avoidance (UA), defined as the extent to which the members of a culture feel threatened by uncertain or unknown situations. The basic dilemma in this case is dealing with the unknown. Uncertainty Avoidance at the nation level is statistically associated with the expression of emotions; in uncertainty avoiding nations, people are more expressive; in uncertainty tolerating nations the expression of feelings is inhibited (Hofstede, 1980).

Long-term Orientation: an emphasis on fostering virtues, which are oriented toward future rewards versus emphasis on immediate gratification (Kelly, 1996).

Culture Definition

“Culture is a term elusive in definition and yet loaded with an unlimited number of explanations” (Shah, 2004, p. 554). In 1952 Kroeber and Kluckhohn compiled a list of 164 definitions of culture. Spenser-Oatey (2000) quotes Apte in emphasizing lack of agreement among anthropologists as to its nature.

The study of cultural has its intellectual roots in the West. Most research on culture is being conducted out of theoretical frameworks developed by Western theorists to the exclusion of lesser known marginalized works and texts (Nyamnjoh, 1999). In Western terms culture can be used to describe those habits, actions, and assumptions that members of a group or society have learned in common and have set as values (Rossman & Rubel, as cited in Maitand, 1998).

Trompenaars (1998) and Schein (1992) consider culture to be that aspect of a society that provides implicit structures and rules about the way people get along, work together, and solve problems as they deal with issues of change. This change may be a

product of either integration of new elements into existing social structures, or the adaptation of social structures to fit with new elements in the environment.

Pusch (1979) states that culture is the sum of total ways of living, including values, beliefs, standards, linguistic expression, patterns of thinking, behavioral norms, and styles of communication, which a group of people has developed to assure its survival in a particular physical and human environment.

An African definition of culture borrowed from William E. Abraham by Nyang (as cited in Nyamnjoh, 1999, p. 3) states that culture is “a human enterprise comprising a material, a value, and an institutional base. The material base “embraces all material embodiments of the spirit and ideas of a particular society.” The value base “refers to the total body of values that determines the relative significance of all things and all deeds within a given social universe.” The institutional base “refers to the processes and conditions that are instrumental in the self definition and self advancement of a given society.”

A second African definition of culture is provided by Bernard Fonlon (as cited in Nyamnjoh, 1999, p. 4), who believes that every cultural element is the result of a human need and since humans are composed of mind, will, flesh, and sense, there are definite elements of culture that have been created as a result of the needs of these compounds. Fonlon used the cultural metaphor of cultivating a farm, and defined culture as “tillage’ composed of:

the action of the tiller, ... the state of refinement induced by that action into that which is tilled... the growth that diligent tending and the state of cultivation promote in the plant and... the fruit that is born by this plant thanks to action, state and growth. He considered culture as the fruit yielded by cultivated humanity, the lasting content of human civilization, distinct from humankind and handed down from generation to generation.

According to Kluckholm (1957) culture is to society what memory is to individuals. Hofstede (2007) states that culture is “the collective programming of the mind that distinguishes one group or category of people from another”(p.16). In essence, culture is central to what we see, how we make sense of what we see, and how we express ourselves. It influences our values, our assumption, our beliefs, and our practices. It defines who we are.

Cultural Attributes

In his book *Cultural Consequences*, Hofstede (2001) states the following:

...the key constructs to be used in this book for describing mental programs are values and culture. Values are an attribute of individuals as well as of collectivities; culture presupposes a collectivity. I define value as a ‘broad’ tendency to prefer certain states of affairs over others. (p. 5)

It is this tendency to prefer certain “states of affairs over others” or exhibit one behavior over another that defines a culture and makes it unique. It is also what can lead to misunderstandings and miscommunication within cross-cultural teams. The cross-cultural team, which is the subject of this study, is made up of individuals from North America and Africa. Hofstede (1980), Hall (1959), Triandis (1989), and Mary Munter (1993), a communications expert, tell us that people from Africa live in a collectivist culture and people from North America live in an individualist culture. Therefore, people from these two continents view the world and life in it very differently; they think, act, relate to others, and communicate in ways that reflect the culture in which they were raised. Table 2 presents a summary of the cultural attributes of societies in the United States and Africa constructed by the researcher from the wrings and research of Hofstede, Hall, and Munster as cited in Reynolds & Valentine (2004).

Table 2

Summary of Cultural Attributes of Societies in the United States and Counties in Africa

United States of America	Countries in Africa
<p>Individualist: value individual over group identity, individual rights and needs come before group needs; independence is the life goal, accountability for personal problems and issues.</p>	<p>Collectivist: the group is more important than the individual, group needs take priority, relationships are more important than space and privacy.</p>
<p>Transactional/Competitive: focus on results, facts, numbers; success is measured by profits and productivity and competition ensures results, contracts and transactions can be cancelled if results don't meet expectations.</p>	<p>Rational/Collaborative: relationships, not deals or contracts get results, words and arguments are not separate from the person expressing them; trust and loyalty are more important than numerical facts, decisions are not hurried, emphasis is on the long term.</p>
<p>Direct (low context) Communication: messages are explicitly stated, emphasis is on verbal rather than nonverbal cues; needs and wants are expressed as clearly and as quickly as possible; building relationships is not as important as getting the job done.</p>	<p>Indirect (high context) Communication: meaning is implicit, inferred, and often nonverbal and subtle; the purpose of communication is to nourish relationships, maintain harmony and prevent loss of personal dignity while conveying content.</p>
<p>Monochromatic (linear) Time: a precious commodity to be saved or spent but not wasted; late arrival is not well tolerated.</p>	<p>Polychromatic (flexible) Time: schedules are less important than humans; time is an open ended resource not regulated a clock.</p>
<p>Linear Logic: western logic emphasizes linear cause and effect thought patterns.</p>	<p>Circular Reasoning: problems are presented holistically, within the larger context.</p>
<p>Flat Organization: the distance between the more powerful and the less powerful is smaller and communication flows both ways.</p>	<p>Hierarchical Structure: communication is somewhat restricted and flows from the top down; clearly defined hierarchy.</p>
<p>Trust in Words: silence is negative and may be interpreted as confusion about statements, disagreement, or anger with the speaker.</p>	<p>Trust in Silence: silence indicates respect for the speaker and ideas presented; used to weigh pros and cons and form opinions.</p>

Note. Table 2 was created by the researcher.

The information in Table 2 clearly indicates that individuals from these two continents do not view the world through the same lens. Members of collectivist cultures such as in Africa draw on the *We* identity (Hofstede, 1991; Paulus et al., 2005), consider it socially desirable to put group goals ahead of individual goals and work best when working in groups, performing interdependent tasks and sharing responsibility (Triandis, 1995). Individuals from collectivist cultures would be more likely to comply with group norms than those from individualist cultures (Du Babcock, 2003). In individualistic societies such as the United States individuals perform best when working alone with individual goals and individual responsibility (Earley & Gibson, 1998) and when personal and collective goals come into conflict they draw on the *I* identity (Hofstede, 1991; Paulus et al., 2005) and tend to choose to pursue personal goals at the expense of collective goals. Sosik and Jung (2002) report that cultural researchers (e.g. Cox, Lobel, & McLeod, 1991; Early & Gibson, 1998; Watson, Kuman, & Michaelson, 1993) suggest that the distinction between collectivist and individualist cultural values influences work processes, and performance outcomes. Individuals raised in collectivist cultures see themselves as interdependent with their in-groups, which provides them with a stable social environment to which they must adjust, and their relationship to the group remains stable even when the in-group makes high cost demands on them (Triandis, 1988). Values emphasizing social community, collective goals and harmony, and a self identity rooted in the collective (Hofstede, 1991) parallel attributes of high performing work groups (Mohrman, Cohen, & Mohrman, 1995).

When group norms are clear and sanctions are likely to be imposed for deviant behavior, those from collectivist cultures exhibit personality traits such as humility,

deference, obedience, dutifulness, attentiveness, respectfulness, reciprocity, self-sacrifice, security, traditionalism, conformity, and cooperativeness (Darwish & Huber, 2003). These individuals see the *self* as stable and the social environment as changeable and they tend to shape the social environment to fit their personalities (Triandis, 2001).

The personality traits of those raised in individualist cultures tend to be independence, pleasure seeking, assertiveness, creativity, curiosity, competitiveness, self assurance, efficiency, initiative, and directness (Triandis, 2001). They want to have many choices and are motivated more when they have many choices than people in collectivist cultures (Iyengar & Lepper, 1999). Although these world views and personality traits are different, they should not be considered opposite.

Relationships

Social relationships differ between collectivists and individualist societies. Social relations tend to be more enduring, to be involuntary, and to occur in larger groups in collectivist cultures. The relationships with in-group members are intensive and interdependent. To the collectivist being friends means having a life long intimate relationship with many obligations. In contrast, social relationships in individualist cultures are more detached, distant, and practice self-reliance. Social groups tend to be more temporary, tend to be voluntary, tend to occur in smaller groups, and friends are non-intimate acquaintances (Triandis, 2001). Collectivists value consequences and outcomes that are important to and shared by a group and view group interactions as opportunities to develop relationships that grow more fulfilling over time (Lincoln et al., 1986). Individualists think in the short term and may be unwilling to commit to long term relationships developed through group interaction (Shamir, 1990).

In collectivist cultures, where people develop their identity in relation to others (Triandis, 1995), socializing occurs frequently during the work day. Work gets done through webs of relationships in collectivist cultures. The relationships that are developed through socialization lead to collaborative task accomplishment. The basic identity of an individualist includes their own goals, attitude, opinion, and does not necessarily include developing relationships with others. In America people put priority on their work because they are afraid to be left behind by the competition (Brislin & Kim, 2003).

Cultures differ with respect to the importance placed on establishing relationships early in the collaborative process. Collectivists are usually shy when joining new groups (Sinha, 1988), and individuals from collectivist cultures tend to attach more value to developing relationships at the beginning of a shared project, and place more emphasis on task completion toward the end of the project (DuPraw & Axner, 1997). Individualist tend to focus immediately on the task at hand and let relationships develop as they work on the project (DuPraw & Axner, 1997), and are skilled at entering new groups and dealing with others in superficial ways (Sinha, 1988). Each group approaches relationship-building differently. Collectivists value interdependence and affiliation in long term relationships (Breer & Locke, 1965), and as they learn more about each group member's skills they tend to build interdependent relationships (Shamir, 1990). As individualist learn more about each others' abilities and experiences they may identify similarities, but will place more emphasis on identifying distinctions and complementary skills to maximize autonomy and independence in group-based-working relationships because they tend to view work teams as temporary and self-serving (Lincoln, Hanada, & McBride, 1986).

Members of both individualist and collectivist cultures have difficulties when interacting in cross-cultural groups (Oetzel, 1998; Watson, Kumar, & Michaelson, 1995). As group members spend time working together and become more familiar with each other they identify more similarities among themselves and become more cohesive (McGrath, 1991) and an in group is formed.

Adler (1997), and Osland & Bird (2000) found that successful long term cross-cultural collaboration requires the establishment of strong interpersonal relationships among people who were socialized into different cultures. They also found that development of these relationships requires an understanding of the cultural similarities and differences that can have powerful effects on how people communicate with each other, make decisions, and follow through on commitments.

Communication

The personal relationships that group members develop with each other greatly influences individual communication and participation in the creative processes of the group. A study conducted by Gudykunst et al. (1991) shows that the individualism-collectivism dimension has a direct influence on behavior and influences how individuals perceive themselves, which in turn impacts their communication behavior. Their study showed that the individualist/collectivist cultural dimension could be used to predict a variety of communication behaviors, such as low-and high-context communication styles.

Paulus et al. (2005) found that cultural differences in communication can lead to miscommunication and conflict, which can move the team process off course. Barna (as cited in Shah, 2004, p. 561) identified six deterrents to effective cross-cultural communication and understanding: (a) assumptions of similarities; (b) language

differences; (c) non-verbal misinterpretations; (d) preconceptions and stereotypes; (e) tendency to evaluate; and (f) high anxiety. Difficulties and misunderstandings may arise when individuals view interactions and communication from their own cultural perspective (Nadler et al., as cited in Shah, 2004, p. 562).

Collectivists sub-conscientiously pay more attention to the context or how something is said, while the individualist tends to focus on the content of what is said (Triandis, 2001). Words and their specific meaning are important in individualist cultures and of secondary value to the collectivist who focus on level of voice, body posture, eye contact, and accompanying gestures (Gudykunst, 1991). The way people communicate varies widely between and even within cultures.

There are two important aspects to communication. One aspect of communication is language usage. Across cultures some words and phrases are used in different ways. Even in countries that share the English language a word can have different meanings; for example in the United States the word *done* is frequently used to mean *finished*, whereas, in Zambia it means *cooked*. Non-verbal communication is another major and important aspect of communication. Non-verbal communication includes facial expressions and gestures, seating arrangements, personal distance, sense of time, and silence (Triandis, 1995; Du Babcock, 2005).

Collectivists are comfortable with silence and use it as a tool to collect their thoughts before making a contribution to the discussion. According to Triandis (1995), showing respect for others and developing cooperative alliances is important for collectivist and group members may remain silent if they don't have a strong preference for an action, listen carefully to what is said by others, and later when they feel the timing

is right, try to compose a diverse comment into a workable suggestion. However, individualists are not comfortable with long periods of silence during a meeting or in personal communication and feel that something should be said to fill up the time and keep the meeting or conversation going. Individualists expect everyone to make suggestions at multiple points in a group discussion.

The results of a study conducted by Du Babcock (2003) on speaking time found that the amount of speaking time during meetings for individuals from collectivistic cultures was significantly less than that for individuals from individualistic cultures. In a similar study on turn taking Ng, Loong, He, Liu, & Weatherall, (2000) found that cultural identity did not significantly influence the number of turns an individual spoke during a group meeting.

Cultural-Time Orientations

Time is a measurement tool and depending on how it is viewed can be either a friend or a foe to work teams. The potential impact of this tool on group performance, communication and relationships is so powerful that Edward Hall (1959) wrote a book about it called *Time the Silent Language*.

According to Hall, people either work out of a clock-time or event-time oriented framework, depending on their cultural identity. A clock-time orientation would focus on official, formal, and task oriented temporal concerns while an event orientation gives attention to interpersonal relationships among people (as cited in Brislin & Kim, 2003). If people in a culture behave according to event-time they organize their day around various events and participate in one event at a time until it reaches its natural end and then they begin another event (Levine, 1997).

Individualists generally view time as an adversary in the sense that group interactions are a temporary means to gain personal goals in the present or near future (Sosik & Jung, 2003). People from the United States operate on clock-time; they make sure their watches are set correctly, schedule meetings, show up on time and generally become irritated and frustrated when others are late. Punctuality is important in individualist cultures, whereas, relationship building, that may save time in the long run, is important in collectivist cultures.

Time can also be measured as long or short term using Hofstede's and Bond's (1988) fifth dimension of cultural identity: long term orientation which is the extent that individuals place an emphasis on fostering virtues that are oriented toward future rewards versus emphasis on immediate gratification (Kelly, 1996). Collectivists view time from a long term perspective, looking to the future, they value thrift and patience. Individualists view time from a more short term perspective contemplating the past and present; they value immediate gratification of needs (McGrath, 1991). Collectivists view time as an ally in the sense that group processes and performance may be enhanced when group members consider the future benefits to be gained. Individualists societies, on the other hand, view time as the enemy (Sosik & Jung, 2003).

Earley and Mosakowski (2000) argue that the group's task determines the long or short term concept of time. A long term for a group may range from an hour to several days or months based on Gersick's (1988) theory of *punctuated equilibrium* which states that a critical event differentiates between the short and the long term. If the task at hand is critical, individual group members will behave with long term time orientation values even if the task takes only thirty real time minutes to accomplish.

Collaboration Dynamics

Navigating the milestones on the road to collaboration takes strong committed leadership and has many implications for cross-cultural collaborative teams made up of participants from different countries. Collaborative team formation follows a distinctive set of milestones: (a) getting together with potential team members; (b) building trust and ownership; (c) developing a strategic plan; (d) identifying a shared vision and mission; (e) providing administrative support; (f) ensuring mutually beneficial outcomes (Melaville & Blank, as cited in Olson, 2003, p. 237).

According to Farrell (2001), a collaborative starts as small groups of friends or professionals who meet through social networks organized along disciplinary or organizational lines. In some cases collaborative group formation is a one time event and in others group formation unfolds over time as members come into and leave the group. Goal directed behavior can begin once the collaborative has as an initial compliment of members (Levine & Moreland, 2004).

Huxham (2003) has conducted extensive research on group collaborative work processes in order to discover what collaborative groups actually do as compared to what common wisdom or romantic notions of collaboration says these groups do. Two concepts have dominated his research findings. The first concept to emerge was *collaborative advantage* (Huxham, 2003, p. 403), which has become an accepted definition of collaboration. Huxman states “to get the real advantage of collaboration something has to be achieved that could not have been achieved by individuals working alone.” The second concept which Huxham calls *collaborative inertia* emerged after more extensive research observing the actual practices of collaborative groups. In it he

states “the output from collaborative groups often appears to be negligible or the rate of output to be extremely slow” (Huxham, 2003, p. 403). Huxman also found that even when collaborative efforts were successful participants often expressed feelings of pain and conflict associated with the collaborative work. Stories of pain and conflict are often integral to the success achieved by collaborative groups. Many researchers (Das & Teng, 1998; Lane & Bachman, 1998; Spekman et al., 2001) argue that trust is a precondition for successful collaboration, but according to Huxham (2003) the existence of trusting relationships between collaborators would be the ideal situation, but his research (1996) indicates that suspicion, not trust, is the common starting point in collaborative groups and that trust among group members must be built over time. The relationships between team members are based on trust and group cohesiveness that develops over time and out of necessity. Once the trust- relationship has been established each team member is expected to fulfill his or her obligation with the assistance of the group in order to accomplish the team’s goal. This particular relationship is an important element in collaborative teams in which decisions are made by consensus not by vote (Paulus et al., 2005).

Leadership. The literature contains stories of successful and failed collaborative efforts. Teams that succeed are usually initiated and led by individuals with extensive collaborative experience who are willing to stand strong against unavoidable outside forces that interfere with the team’s ability to continue the slow unfolding processes of collaboration, one milestone at a time.

Leadership is defined by Huxham (2003) as the mechanism that makes things happen in the formation and implementation of collaborative policy, goals, and activity.

The structure and processes are as important to leading agendas as are the participants in the collaboration. Leadership activities whether conducted by one individual or shared by the group, generally fall fundamentally within the spirit of collaboration and seem to be highly facilitative and concerned with embracing, empowering, involving and mobilizing members; but research also revealed that these same leaders “engaged in activities that on the face of it, are much less collaborative” (Vangen & Huxham, 2003, p. 416) by playing politics and manipulating agendas to move the work forward. These types of activities are frequently thwarted by dilemmas and difficulties. Therefore, such activities impact collaborative group outcomes and performance, which are greatly influenced by leadership activities (Huxham & Vangen, 2000). According to Van Hook (2000), Hofstede cited power distance and uncertainty avoidance as two of the cultural dimensions most problematic for effective group performance. Power distance is defined as “the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally” (Hofstede, 2001, p. 98), and uncertainty avoidance is defined as “the extent to which the members of a culture feel threatened by uncertain or unknown situation” (Hofstede, 1991, p. 113). In low power distance cultures, such as the United States, individuals generally believe that inequalities between levels of the hierarchy should be minimized, that subordinates in the hierarchy would be consulted by those at higher levels, and that the ideal leader believes power resides in the people (Paulus et al., 2005). In high power distance cultures, such as Africa is assumed to be, inequalities between hierarchy levels are expected and even desired, subordinates expect to be told what to do, and the ideal leader is one who has absolute undisputed authority yet uses it for the good of the people (Hofstede, 1991).

Decision making. All teams must make decisions during the course of their work. Decision-making processes and approaches to conflict resolution are likely to be influenced by the group's power distance level. Conflict management in U.S. teams with a low power distance factor is based on principles of negotiation and cooperation, while in the high power distance culture found in Africa conflict is resolved primarily by the power holder (Deutsch, 1973).

Stroebe and Diehl (1994) describe group decision making and groups in general as inefficient, unimaginative, inaccurate, and unproductive. An influential study by Janis (1982) found that groups may be prone to *groupthink* a drive for consensus that overrides realistic appraisal of decision alternatives. The source of groupthink is the group's cohesion and the unwillingness of group members to criticize each others' ideas. (Forsyth, 1999). Deadlines or one group member having more knowledge can get in the way of building consensus. The composition of the team impacts work process, decisions, and exerts great pressure on the team concerning time and meeting deadlines (Paulus et al., 2005). The pressure of time or other commitments can lead to teams letting one member who stands out as leader write the final paper, possibly compromising the validity of the information or study (Bryan, Negretti, Christensen, & Stokes, 2002).

Collaborative learning. Socio-cultural theory views learning as situated within interrelated historical, cultural, institutional, and communicative processes. The individuals involved in a cross-cultural collaborative study have the potential to learn many things from and about each other by working within a matrix of social relationships and processes. It is the changing nature of these relationships and types of participation in

activities of team members that define and redefine what is regarded as learning and development for the group (Paulus et al., 2005).

Descriptions of learning and development within a socio-cultural framework are accounts of changing patterns of engagement in collective activities and social practices, rather than descriptions of progressive developmental changes that occur within the individual (Renshaw, 1998). Tasks and activities, according to socio-cultural theory, include the learner's perspective by focusing on socio-cultural knowledge as part of the context. Learning is not viewed as the accumulation or transmission of knowledge but as a process of becoming an active participant. The act of learning extends beyond the individual as the object of inquiry to the individual in interaction with other team members.

Participation on this team through internalizing knowledge, taking action, or reflective engagement, is mediated by the complexities of each individual's cultural identity. Socio-cultural theory reframes learning as an open-ended process where new and different ways of thinking, feeling, and acting can arise from new and different forms of individual interaction, interpersonal relationships, social practices, and collective action (Lim, 2002).

New Age of Research

Conceptualizing cultures as discrete or dichotomous across the globe and within societies has been critiqued as inadequate to meeting the challenges raised by globalization (Hermans & Kempsen, 1998; Wolf, 1994). Hermans and Kempsen (1998) state that pervasive cross-cultural typological dichotomies related to cultural identities such as individualism/collectivism (Triandis, 1989) egocentric/socio-centric (Shweder &

Bourne, 1984) the Western versus the non-western self (Marcella, 1985) independence versus interdependence (Markus & Kitayama, 1991) oversimplify and are insensitive to the contradictions and tensions inherent in the relationships between cultures especially in a global environment (Lim, 2001).

Cultural identities are neither fixed nor static but are actually fluid, dynamic, negotiable, and constantly in the process of change and transformation (Hall as cited in Lim, 2001). Diversity exists both within and among cultures however within a single culture certain behaviors are favored and others repressed; a cultural orientation, such as those outlined in Hofstede's five cultural dimensions (1980), describes the attitudes and behaviors of most people, most of the time, but never all of the people, all of the time (Gerhart & Fang, 2006).

These are exciting times in the field of psychology and cultural studies for those researchers who are gathering data and formulating theories that seem to be contrary to the well established theories of earlier researchers. It is hoped that the findings of this study, small and localized as it is, will add new knowledge to their growing data base which in turn will add to the information available to those who wish to educate themselves before conducting cross-cultural activities.

Chapter Three: Research Methodology

Research Design

This study presented individual and team interactions, patterns of behavior, feelings, perceptions, and learning experiences from the perspective of the participants, through the lens of Hofstede's five dimensions of culture. A qualitative approach was most appropriate for this research study because the phenomenon being studied was social in nature (Creswell, 2003).

The specific research strategy used in this study is a microanalysis ethnographic case study approach focusing on the individual lived experiences of a small group of people working together as a cross-cultural collaborative team for 21 months. The data were collected in the natural setting, and the researcher was deeply immersed in the study which is consistent with an ethnographic strategy.

This study did not focus on relationships of similarity that could be used to sort data into categories independently of context, but looked for relationships that connected statements and events within the context of the data into a coherent whole (Maxwell, 1996).

Characteristics of Ethnography

Ethnographies are a description and interpretation of a cultural or social group or system (McMillan & Schumacher, 2000, p. 35). Researchers first used ethnographies in anthropology but they are now used in psychology, sociology, and education. In ethnography the researcher looks at a group that shares a common culture. In the past, ethnographies focused on large cultural units such as a North America Indian tribe but in recent years ethnographies have been used to study such *cultures* as gay bars, beauty

salons, and preschools (Leedy & Ormrod, 2005). Culture defines the framework in which large organizations as well as small groups of people work together on a project.

According to Schein (1999) culture is:

a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that have worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to these problems. (p. 12)

“Site based field work is the essence of ethnography” (Leedy & Ormrod, p. 137)

in which the ethnographer often spends extended periods of time with the cultural group being studied; even to the point of becoming an *insider*. A team culture that is sustainable is formed over the time team members work together

Selection of Participants

The nature of ethnographic case study requires the use of a purposeful sampling strategy (McMillan & Schumacher, 2001, p.175). The 11 members of the CDAZ collaborative team were purposefully selected for this study, which focused on the affects of culture on the individual experience and the collaborative processes used by the CDAZ team, because they are the subject of the study. CDAZ team membership changed throughout the course of the study as individuals make career or educational choices that removed them from the team. However, the researcher interviewed all members of the team and included their data in this study.

Researcher's Role

Adler and Adler (1987) refer to researchers who are fully committed to and immersed in the groups they study as “complete member researchers”. As a “complete member researcher” the researcher became an *insider* and the instrument of data collection. The researcher listened carefully to what people said and watched what they

did, took pictures and wrote field notes while fully engaged in the activities of the team; and developed the habit of spending time each evening privately reflecting on the day's interactions and writing summary notes.

Data Collection Procedures

The gathering of data for a qualitative study does not begin at any particular moment in time. It often begins, as it did with this researcher, long before there was any commitment to the study. A considerable portion of all qualitative data is impressionistic, picked up informally as the researcher first becomes acquainted with the case. First observations and impressions are often replaced or refined but the data pool often includes the earliest observations, thoughts, and impressions of the researcher (Stake, 1995).

The informal collection of data for this study began in October 2004, when the researcher, through conversation with others involved in the Women's Global Connection, Reach Out Africa, project, decided to conduct this study. The formal collection of data took place over a 21 month period during which the researcher/participant traveled to Zambia three times to take part in the CDAZ study.

Observational field note data were collected by the researcher as a participant (Creswell, 2003) during 10 on site meetings with the whole team and with certain individual members of the team and the funding agency representatives in Lusaka, Zambia. Observational field note protocols were used to gather this data allowing the researcher to capture events as they unfolded as well as the researcher's thoughts and reactions to the event.

Semi-structured in person interviews of the Zambian participants were conducted in Zambia, Africa, in December 2006. UIW participants were interviewed in San Antonio, Texas, USA in February and March 2007. The same interview protocol (Appendix C) was used for each participant, however, during the course of some interviews additional questions were asked to clarify participant statements or gain additional information. The researcher e-mailed a copy of the interview questions to each participant prior to the actual interview in order to give the participants time to think about how to answer the questions.

Internet e-mail was the primary method of communication used by the CDAZ team to continue the CDAZ study process and create documents in between face to face meetings. The researcher retrieved and printed 298 e-mail messages sent between the participants from the computer of one of the UIW participants and placed them in chronological order.

Documents consisting of study proposals and budgets, child development assessment tools, agendas, a resource kit supply list and the final CDAZ study report were retrieved from e-mail messages and collected during on site meetings. They were not analyzed for content but serve as tangible artifacts and symbolic representations of the CDAZ study team's performance and add validity to this study.

Protection of Human Subjects

The researcher submitted the required Application for Institutional Review Board Approval Form, describing the protection of human subjects, to the University of the Incarnate Word Internal Review Board. The application, number 06-11-011, was signed

as approved on November 27, 2006. A copy of the signed approved form is maintained in the researcher's private files.

The participants in this study shared a great deal of personal information concerning their work situation and events that occurred during CDAZ study with this researcher. Several of them even asked the researcher not to make their comments known to other team members for fear of retaliation. Other participants wanted the researcher to use their full given names as a proof that they had taken part in this study. The researcher took great care to protect the identity and right to privacy of each participant; to that end, pseudo-identification in the form of a participant number for each participant was used in this study (Leedy & Ormrod, 2005).

The researcher prepared a letter of informed consent (Appendix B) and presented it to each participant before beginning the interview process. The letter contained an explanation of the interview procedures, the purpose of the study, the impact participation in the study may have on the participant, and a statement that participation was voluntary, giving each participant the right to withdraw from the study at any time. The researcher assured each participant of his/her right to ask questions about anything concerning the research (Creswell, 2003). Participants who agreed to take part in the study were asked to sign the letter of consent acknowledging their agreement and given a copy of it at the time of the interview.

The same interview protocol was followed with the UIW participants, with the exception that they did not wish to be given a copy of the signed letter of consent. The researcher frequently presents this research at conferences and continues to take precautions to protect the identity of the UIW participants, who often attend those

conferences or are known by others in attendance, by not using their names, positions, or pictures as part of the presentations.

Data Analysis Procedures

Data analysis is an ongoing process that requires continual reflection and questioning on the part of the researcher (Creswell, 2003); and data collection and analysis in an ethnographic case study occurs somewhat simultaneously (Lee, 2008). The researcher/participant consistently reflected and composed summary notes at the end of each team meeting or collaborative interaction and during the process of transcribing participant interviews. When the same objectives are used to collect different types of data consistency of the results is assured (Merriam, 2002 p. 25). The researcher collected three different types of data and utilized triangulation as the primary data analysis strategy.

Interview, observational field note and e-mail data were collected for this study and analyzed holistically paying special attention to, team collaborative processes, participant interactions and relationships, inherent cultural differences and the affects of those differences on individual experiences and team performance. The data were coded and sorted into meaningful *chunks* of information (Rossman & Rallis, 1998, p. 171) using themes from the Concept Map in Figure 2 and themes that emerged from the data itself. The *chunks* of data were categorized according to meanings, patterns, and critical events as recommend for ethnographic research by Leedy and Ormrod (2005 p. 138).

The semi-structured interview data were also used to construct a crafted profile for each participant. The purpose of the crafted profile is to give *voice* to the lived experiences of the participant by using their own words to craft the profile (Seidman,

2006, p. 121). To that end, while crafting each profile, the researcher continually asked, “What is it that this participant wants others to know about her/his experience and learning as a result of being on the CDAZ team?”

Presentation of Results

The results of this ethnographic case study are presented in three chapters. In Chapter Four the researcher presents a description and interpretation of the results of the triangulation process used to analyze the interview, e-mail and observational field note data for this study.

In order to give *voice* to the lived experiences of the participants their crafted profiles are presented, as much as possible, in their own words; as are their perceptions of the affects of culture as presented in the discussion in Chapter Five. Crafted profiles are a channel through which each participant’s personality and lived experiences are brought to life for the reader. The power of the crafted profile lies in presenting the data in the words of the participant (Seidman, 2006, p. 121). The researcher re-arranged some segments of the interview in order to present a logical beginning, middle and end to each participant’s experience while staying faithful to the words of the participant. However, certain terms of oral speech that would not ordinarily be found in writing were deleted and some words or phrases inserted to replace and protect the identity of other participants.

Trustworthiness and Credibility

Trustworthiness is seen as strength in qualitative research and is used to determine the accuracy of the findings from the perspective of the researcher, participant, and reader (Creswell, p. 195). The “validity of qualitative designs is the degree to which the

interpretations and concepts have *mutual meanings* between the participants and the researcher” (McMillan & Schumacher, 2000, p. 407).

To ensure the credibility of this study the researcher used a triangulation strategy in which multiple forms of data in the form of open-ended interviews, e-mail messages, and observational field notes (Merriam & Associates, 2002, p. 25) were collected. The data were analyzed holistically as the researcher compared data sources looking for regularity in patterns and themes to cross validate data sources, data collection strategies, time periods, and theoretical schemes (McMillan & Schumacher, 2001, p. 478).

The researcher also used a process of member checking to determine the accuracy of the individual crafted profiles. Participant’s were e-mailed a completed copy of their crafted profile and asked to read it for accuracy of word, thought, and experience (Merriam & Associates, 2002, p. 26) and instructed that a non-response would indicate agreement with the crafted profile as written. One crafted profile sent to a participant in Zambia was returned as “undeliverable”; all other profiles sent to participants in the United States and Zambia were successfully transmitted and received.

Chapter Four: Data Analysis and Interpretation

Introduction

In this chapter the researcher presents a descriptive analysis and interpretation of the data collected for this study; the holistic triangulation used to analyze the data for this study is shown in Figure 4.

Interview, e-mail and field note data were triangulated using the same set of codes to sort and categorize the three different collections of data into meaningful “chunks” (Rossman & Rallis, 1998, p. 171) of information and holistically analyzed to cross validate the data (Merriam & Associates, 2002, p. 25). Reflective and inductive thought during the analysis process accompanied by a strategy of triangulation “shores up” (Merriam & Associates, 2002, p. 25) internal validity and answer the primary research question of the study:

How do the individual members of this cross-cultural team perceive their personal and group learning experiences, their involvement in the CDAZ study and what did they learn about cross-cultural collaboration?

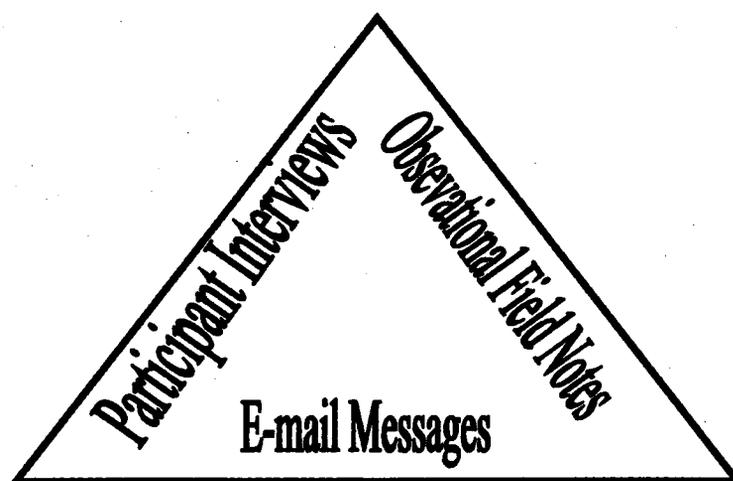


Figure 3. Data analysis strategy, the triangulation of 3 collections of data.

Documents

The documents generated by the CDAZ Study team consist of draft, final proposals, budgets, 3 drafts, one final Child Development Assessment for Zambia tool, a meeting agenda, and the final CDAZ Study report. They are tangible artifacts and symbolic representations of the CDAZ team's performance (Leedy & Osmond, p. 144).

Table 3

Documents Produced by the CDAZ Study Team During Face-to-Face Meetings and Via Internet E-mail

Document	Date(s) Prepared	Venue	Initiator
Phase I draft proposal/budget	May 12, 2005	UNZA	UIW/UNZA/MOE
Phase I revised proposal/budget	June 11 to July 17, 2005	E-mail	UIW/UNZA/MOE
October 11, 2005 agenda	September 9, 2005	E-mail	UIW/UNZA/UNICEF
December 11-15, 2006 agenda	November 21, 2006	E-mail	UIW/UNZA/UNICEF
Draft CDDAZ assessment tool	June to September, 2005	E-mail	UIW/UNZA
Final CDAZ assessment tool	October 11 and 17, 2005	Comfort Lodge Lusaka, Zambia	UIW/UNZA/MOE
Phase II and III proposal/budget	October 18, 2005	Comfort Lodge Lusaka, Zambia	UIW/UNZA/MOE
Draft CDAZ Report	December 11-15, 2006	Saivonga, Zambia	UIW/UNZA/MOE
Final CDAZ report	December 16, 2006 to February 12, 2007	E-mail	UIW/UNZA

Document names, date(s) produced, work venue, and collaborating organizations are displayed in Table 3. The data indicates that when the University of Zambia (UNZA),

University of the Incarnate Word (UIW) and the Ministry of Education (MOE) team members worked face-to-face in Zambia they were able to create complete or draft documents in a few days, but when documents were revised and completed via e-mail the process took weeks or months.

E-mail Data

As indicated in Table 3 some CDAZ documents were created or finalized via Internet e-mail, which was the primary means of communication used by the participants in between face-to-face meetings. A system of copying e-mails to all participants allowed the team to maintain a collaborative mode of working in which every team member was consistently invited to review documents, make comments, and join in the decision making process

The researcher retrieved and printed all available e-mail messages and documents sent and received during the CDAZ study (see Table 4) from the home computer of one of the UIW participants. The researcher did not have access to the UNZA, MOE or UNICEF computers therefore any e-mails exchanged within or between those organizations were not available for analysis; with the exception of 2 e-mails sent from the UNICEF to the UNZA and copied to the UIW principal investigator.

Table 4 displays the total number of e-mails sent and received, within and between the CDAZ Study team organizations.

The UIW participants sent more e-mails to every organization than they received with the exception of the MOE. In person interview data reveal a general sense of frustration, on the part of the UIW participants, due to a perceived lack of response to e-mail requests and expressions of disappointment with the e-mail system in general.

Table 4

E-mails Sent Between CDAZ Study Team Organizations

Sender	Number of E-mails sent	Receiver
UIW	84	UNZA
UNZA	62	UIW
UIW	51	UNICEF
UNICEF	48	UIW
UIW	33	UIW
MOE	10	UIW
UIW	8	MOE
UNICEF	2	UNZA
Total	298	

It is interesting to note, as reflected in Table 54 that 33% of all e-mail messages were sent between the UIW and UNICEF, the funding agency.

Table 5

Number and Percent of E-mails Exchanged Between CDAZ Organizations

Sender-Receiver Receiver-Sender	E-mails Exchanged	Percentage of Total E-mails Exchanged
UIW/UNZA	146	49%
UIW/UNICEF	99	33%
UNICEF/UNZA	2	1%
UIW/MOE	18	6%
UIW/UIW	33	11%
Total	298	100%

E-mail data were organized chronologically and read several times to capture the rhythm, flow, and tone of the messages before being coded, and sorted into meaningful “chunks” (Rossman & Rallis, 1998, p. 171) of categorical information. Resulting themes and the directional flow of information between CDAZ organizations is displayed in figure 4.

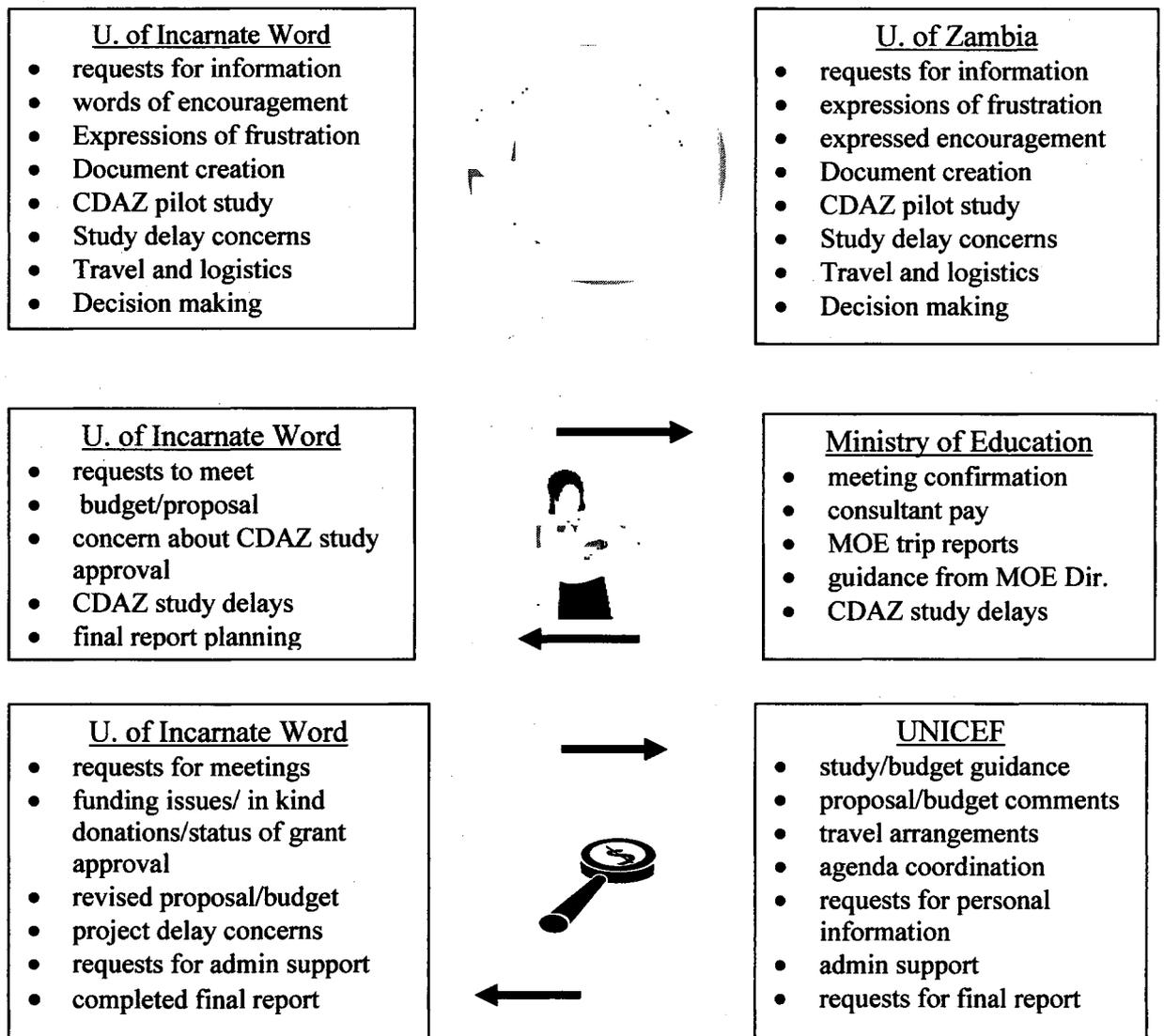


Figure 4. Categories and directional flow of information between CDAZ organizations.

Information exchanged between the UIW and the UNZA appeared to be circular, flowing back and forth and copied to all participants as the participants worked together

to develop the CDAZ instrument, conduct the pilot study, make plans to train research assistants, and complete the final CDAZ report.

The UIW and the MOE communicated in a more direct back and forth manner to exchange information about study approval and delays, as did the UIW and the UNICEF with questions and answers concerning funding, travel, administrative support, and CDAZ study proposals/budgets and the final report.

The five major themes to emerge from the e-mail data are:

1. *Collaborative work mode*: participants consistently collaborated on all facets of the CDAZ study. Numerous decisions were made via e-mail and before any decision was made all participants were asked their opinion and invited to take part in the decision making process. The researcher did not find even one instance in which a decision was made unilaterally by one person.
2. *Empowerment*: participants exhibited a sense of empowerment in the way they addressed each other, made suggestions and freely contributed to the study.
3. *Frustration*: of the 298 e-mails sent between participants, 91 of them concerned delays or changes in the CDAZ study plan. Participants openly expressed feelings of stress and frustration and offered each other encouragement when the study was repeatedly delayed by outside influences beyond their control.
4. *Shared Responsibility*: the participants divided work tasks among the organizations represented on the CDAZ team, participants freely delegated other work tasks to those thought most capable and familiar with the issue,

and all participants took ownership of the study and felt responsible for its successful competition.

5. *Trust*: participant e-mail messages suggest a belief in each other's commitment to the study, ability to complete assigned tasks, and that a quality product would be produced.

Observational Field Note Data

The researcher/participant collected hand written observational field note data during 10 meetings held in Lusaka, Zambia, Africa, and during the five day CDAZ study report-writing workshop held at the Kariba Lodge in Siavonga, Zambia, Africa (see Figure 5). The field note data were typed, coded and sorted into meaningful "chunks" (Rossman & Rallis, 1998, p. 171) of information. The researcher mindfully looked for patterns and themes to cross validate with e-mail and interview data.



Figure 5. Photograph taken by the researcher on December 7, 2006, of the Kariba Lodge Conference Center located in Siavonga, Zambia, Africa.

Major decisions were made and documents created during face-to-face meetings (see Table 6) in Zambia. The researcher was unable to observe the whole CDAZ team working together because some members were unable to attend every meeting.

Table 6

Observations Conducted During Face-to-Face CDAZ Team Meetings

Observation	Date	Place	Members Present			Purpose
			UIW	MOE	UNZA	
1	5/12/05	MOE	2	2	0	Team member introductions
2	5/12/05	UNZA	2	1	4	Develop UNICEF presentation
3	5/12/05	UNICEF	2	1	1	Present CDAZ study plan
4	5/12/05	UNZA	2	1	3	Write draft proposal/budget
5	10/11/05	Lusaka	3	2	4	Overview of Phase I & II Review CDAZ instrument
6	10/11/05	UNICEF	3	2	4	Receive cash for field visits
7	10/11/05	Lusaka	3	2	4	Research Assistant Training
8	10/17/05	Lusaka	3	2	3	Revise CDAZ instrument
9	10/18/05	Lusaka	3	2	3	Field training feedback Compose phase II & III budget Present budget to UNICEF
10	10/19/05	UNICEF	3	2	4	Retirement of training funds
11	11-15 12/06	Siavonga Zambia	2	3	4	CDZA longitudinal study report writing workshop

Themes emerging from the observational field note data are shown in Appendix D as meeting highlights. The five themes that emerged from the observational field notes, which constitute the second data source in the triangulation strategy used in this study are:

1. *Collaborative work mode*: work was accomplished through a process of long discussions culminating in decisions made by consensus. Participants self-selected work assignments and every participant did a fair share of the work. All participants took ownership of the CDAZ study and contributed to the outcome.
2. *Empowerment*: the participants engaged in hours of discussion; all participants freely and openly contributed their ideas and solutions to every issue discussed. In three instances *Zambian* participants passionately argued their points with those in higher positions of status which is unusual for that culture.
3. *Frustration*: participants were frustrated by the actions of the funding agency and stressed by the intensity and long hours spent working on the CDAZ study.
4. *Punctuality*: the *UIW* participants were on time or early for every meeting, except when being escorted by the *Zambians*; and the *Zambians* were late to every meeting. There seems to be a half hour tolerance for lateness built into the *Zambian* culture.
5. *Relationships*: the participants built relationships by visiting with each other before discussing the business at hand and eating meals together during full day meetings and taking customary morning and afternoon tea breaks; during which they socialized and did not discuss the CDAZ study or any work related to it.

Semi-Structured Interview Data

The original cross-cultural collaborative team that is the subject of this research consisted of three members from the University of the Incarnate Word (UIW), San Antonio, Texas, United States, two members from the Ministry of Education (MOE) in Lusaka, Zambia, Africa, and four members from the University of Zambia (UNZA), Lusaka, Zambia, Africa. The team collaborated for 21 months from May, 2005, to February 2007, to produce the Child Development Assessment for Zambia.

During the CDAZ study two team members were unable to participate in the collection of data due to financial and time restraints. A person from the MOE and a person from the UNZA were recruited and permanently joined the team so that data could be collected from all nine provinces according to the CDAZ study proposal.

All participants were available and participated in the interview process for this study. Data in the form of semi-structured interviews constitute the third data source of the triangulation strategy utilized in this study. To further ensure the accuracy of the information the researcher used a strategy of member checking and e-mailed each participant his/her own crafted profile for review and comment. The member approved crafted profiles are presented in Chapter 5 and each profile is followed by a list of participant highlights

The major themes to emerge during the process of analyzing and crafting individual profiles for this study were:

1. *Decision Making*: all decisions were made by consensus after long discussions in which all participants took part.

2. *Empowerment*: all participants expressed feelings of worth and that their contributions were valued by the team. There was a sense of pride in working toward a common goal and completing the CDAZ study within the time frame allowed.
3. *Frustration*: all participants expressed experiencing frustration due to changes in the study and delays caused by outside forces such as the government, internet and fuel shortages.
4. *Personal Cultural Conflict*: all participants experienced working in ways that were different from what they normally did and felt uncomfortable in doing so.
5. *Relationship*: the working relationship was positive and the participants developed close friendships with each other. All participants expressed a desire for the friendship to continue.
6. *Trust*: a high level of trust existed within the team as a whole. All participants stated that they trusted that each team member was working according to his or her ability and knowledge. However, three Zambian team members expressed a lack of trust in one of their members whom they felt did not take the responsibility of the study seriously; and one UIW team member expressed a lack trust in the Zambian team members toward the end of the study.

Summary of the Data

The triangulation of interview, observational field note and e-mail data indicate that the collaborative patterns (see Figure 7) utilized by the CDAZ study team resulted in three common participant experiences. A Data Triangulation Chart (see Appendix E) was created to display the e-mail, observational field note and interview data analysis

strong sense of empowerment (b) frustration and (c) a consistent collaborative work mode.

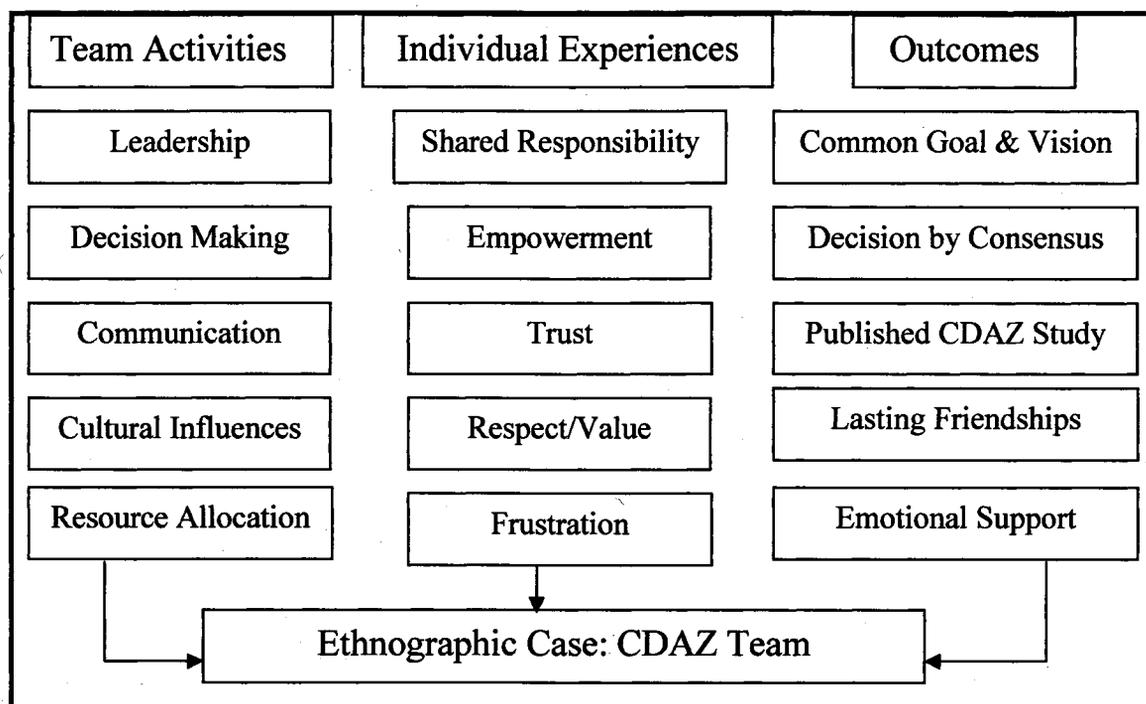


Figure 6. CDAZ team collaborative processes used to conduct the CDAZ study, individual experiences of those processes, and resulting outcomes.

The first common experience was a very strong sense of empowerment resulting from the collaborative processes put in place when the CDAZ team was formed. The team consistently made decisions; both in person and via e-mail, by consensus after participants contributed to in person discussions or commented on issues via e-mail. Team members trusted and valued each other's contributions and comments. Individuals freely chose their own work tasks and frequently delegated work assignments to each other both during in person meetings and while communicating via internet e-mail and all participants took responsibility for the completion of the CDAZ study. Consistent

practice of agreed upon collaborative processes allowed the participants to individually and collectively exert power and control the process and outcome of the CDAZ study.

Secondly, the participants experienced frustration due to delays in the CDAZ study and personal cultural conflict. Almost every action the team planned was delayed either by third party bureaucratic systems, economic conditions within the country of Zambia or an inability to access and communicate via internet e-mail. The Zambian participants were formal but relationship oriented and the UIW participants were informal but task oriented in their approach to the work. This difference led to both frustration and personal cultural conflict for the participants.

Thirdly, the Zambian participants had never experienced working collaboratively on a team where all members had equal authority and voice, decisions were made by consensus, and all participants, regardless of status, were actually expected to do work and share the responsibility for the outcome of the study. As a result the Zambians felt valued as individuals and, at the same time, experienced some personal cultural conflict. The UIW participants set the collaborative parameters within which the team worked and were comfortable with them, but also experienced some personal cultural conflict. Participant experiences and the affect of cultural differences, as seen through the lens of Hofstede's five dimensions of culture, on those experiences are discussed in Chapter Six.

Chapter Five: Participant Crafted Profiles

Introduction

The CDAZ cross-cultural collaborative team collaborated on the CDAZ study for 21 months, from May 12, 2005, to February 9, 2007. The original team consisted of 3 members from the University of the Incarnate Word (UIW), San Antonio, Texas, United States, 2 members from the Ministry of Education (MOE) in Lusaka, Zambia, Africa, and 4 members from the University of Zambia (UNZA), Lusaka, Zambia, Africa.

Nine months into the CDAZ study the UNZA team communication coordinator left the team, two new team members were recruited, and one person was hired temporarily to assist in the collection of data. The impact of these changes on team performance and individual experience is reflected in the participant crafted profiles presented in this chapter.

Crafted profiles are a channel through which each participant's personality and lived experiences are brought to life for the reader. The power of the crafted profile lies in presenting the data in the words of the participant (Seidman, 2006, p. 121).

The researcher re-arranged some segments of the interviews in order to present a logical beginning, middle and end to each participant's experience while staying faithful to the words of the participant. However, certain terms of oral speech that would not ordinarily be found in writing were deleted and some words or phrases inserted to replace and protect the identity of other participants and make the experiences and learning of the participant more meaningful and clear for the reader.

All participants, except the person contracted to temporarily help collect data, were available and participated in the interview process for this study and were e-mailed

a copy of their individual crafted profile for review and comment to further insure accuracy of actual words spoken and in some cases to clarify the meaning of certain statements made by the participant.

First Participant's Crafted Profile

First participant. I started my career in education teaching pre-school and some time later I was recruited into the Ministry of Education position that I now hold. I love this field and even if I became something higher than this, I will still make sure that any issues of early childhood are addressed because this is where my heart is.

This was my first experience working with people from the United States and I didn't find it necessary to do anything to prepare myself to work with you. When this team was put on board there was a clearly designed order of leadership and I was one of the three team leaders, chosen by virtue of my position. I served as the link between the Ministry and the CDAZ team and the Ministry and UNICEF.

All communication between the team and the Ministry Permanent Secretary (PS) as well as communication between the Ministry and UNICEF went through me. I was also responsible for writing and submitting status reports to the PS and the directors, and coordinating the budget with UNICEF to make sure that we were working within the budget plan. At one point I had to re-design the budget submitted by our local leader, requesting the funds for our final meeting to write the study report, so that it conformed to the way we submit plans to the PS.

I think we had a very strong team spirit and shared a common understanding and vision right from the first time we met. We moved and flowed nicely as a team as we decided who would be responsible for each part of the study and set deadlines for

communication and work. We were controlled by the research time frame and the type of resources we had and in looking at the available resources we agreed that we were working as volunteers to some extent.

Our goal was not a high monetary gain, it was to complete the CDAZ study and I appreciated that the external consultants were very co-operative and willing to look at the resources we had and operate within them. One of the challenges that we some times experience is that the external consultants become too rigid and demanding as to the amount of money they want to be paid. That was not the case with this group; everyone was very committed to helping the children of Zambia.

However, I was very upset in the beginning because the Ministry directors said I could not be paid as a consultant because the study belonged to the Ministry and I work for the Ministry. So, it was a challenge for me to figure out how I could be considered for compensation. When you are working as a team you all must enjoy the same cake, and in the end we all enjoyed the same cake.

Being on this team gave me a chance to grow professionally. I had to learn how to defend the study to my supervisors when they questioned me about the cost of the study and the makeup of the team.

I learned that you are people that I can interact with freely and easily reason with. I thought you might think you were better than us, but I didn't see that gap and we became very close collogues at a personal level. There wasn't anything difficult about working with you Americans, in fact the most outstanding feature of this team was that there were no structure barriers; no one was carrying the shield of professor, specialist, chief, no such jackets were there, so we all worked as team members.

I had the feeling at this level that we were all doing the work together. When it came to my role as the consultant from the Ministry everyone understood and respected the fact that all communication with the Ministry had go through me and that I was the one who could help push the study along. I think we all contributed equally and effectively. We needed each other and it was a consolidated collaborative effort.

You know sometimes when you are doing professional work with people from another culture they want to maintain a certain distance; so you find that even when they say they want to collaborate with you, they really expect you to follow their line of understanding. We were really at par with you in terms of direction and decision making,

We had a common goal and everyone was free to contribute their ideas and then we always agreed on everything that we did and because of that, there was no mistrust. Even when it came to training and financial decisions, we made all the decisions together.

Communication with UIW team members was not a problem because we were using e-mails to plan our activities; but there is no e-mail in the provinces so we communicated with the research assistants by phone or letter, Communicating by telephone was effective because our consultants here would call our lead assistants in the provinces and ask them to contact the rest of the assistants and tell them when we would be coming to collect the data.

However, sometimes after we called them we ran into problems. The first field visits to collect data were delayed because contracts had not been signed between the Ministry and the CDAZ team members, and then there was a fuel shortage in the country. They would be readily waiting for us and then we had to change the dates at the last

moment. We kept on postponing the field visits and in some instances it frustrated our assistants.

All of our team members speak English so we didn't have any problem understanding and communicating with each other. We know that the American English is kind of plain language and at the level of consultants we understand that you use terms like, "hi folks" and we wouldn't take offense at it. At the consultant level I think that was fine, but of course it would sound funny because we are more inclined to the British approach; the polite terms, the office language.

I don't think our different cultures affected our collaboration. We were conscience that our exposure may not be the same as yours but other than the difference that you are coming from a developed country and we are a developing country, everything else in terms of how we understand concepts in relation to the area of study is equal.

I do think that at the time of designing the tool, our different cultures had an affect on the way we made decisions. As local consultants, we didn't have much chance to design a tool that was child local and child friendly. The tool was ok, but some of the materials were strange to the Zambian children and because it was the first time they had seen them the findings showed that the children could not accomplish some of the tasks.

There were no serious cultural barriers that I observed, actually I didn't observe anything. I think we were all free, in fact it was very easy for us because we know that Americans are people who are open, we know that they are not very careful with language. So I think we had an advantage because we are more careful with what we say to someone and how we say it. I think we had respect for each other and each other's views and we knew that each one had a very key role to play in the in the CDAZ study

for it to work. We had a very clear common understanding of the study and we all went with our root cultural values; no one was a nuisance in the group. I think that socially we follow the same values; you Americans help someone to fit in easily and I think that is one of our cultural values too.

I think it was a very good relationship and went beyond work points only; it went to personal friendship with each other. We interacted with you on a personal level and not just as a traditional office or research team. I feel this relationship will not break because we still can communicate through the e-mails. I feel this is a long lasting kind of personal friendship and as we keep on implementing from this end it would be important to tell you what we are doing. For me, it's not the end; it was just an opening from which more friendship can come.

It was a very good learning process and an opportunity to interact with the people from the UNICEF and at a personal level to make friends from there and even an opening for us to travel to America. Some of us are just getting into the field of consulting and it was a very good training experience for me.

Now, that the study is complete and we know and understand the developmental norms of our children the directors want to see good results from this study. We are looking forward to using the findings to make key policy decisions and write the new early childhood curriculum for the nation.

We did experience some problems with UNICEF. The resources and funding UNICEF provided were not adequate to complete the CDAZ study as planned. We had to adjust and reduce our sample population from three districts to the provincial capitol districts only.

In our local meetings and when we were all together as a full team one of our team members would take the chair position and the other members would speak through the chair. There has always been order in our meetings and we followed agendas that were based on the activity to be implemented.

First Participant's Highlights

Themes emerging from the first participant's lived experiences and learning were utilized in the triangulation of the data and serve as basic areas for discussion.

First participant.

1. When this team was put on board there was a clearly designed order of leadership and the leadership responsibilities for this team were determined by virtue of position.
2. Our different cultures didn't affect our collaboration but at the time of designing the tool, our different cultures had an affect on the way we made decisions. There was a bit of a gap because in some areas of the tool it was a bit strange to the local children.
3. I think we were a team. We had a very strong team spirit, we shared a common understanding and vision of what needed to be done and we moved and flowed nicely as a team. We all made all the decisions together and there was never anyone going behind their friends and trying to say no, actually I didn't see that I didn't see that.
4. I appreciated that the external participants were very co-operative; they looked at the resources we had and then to managed to operate within those. One of the challenges that we experience is that external consultants are very demanding as to what resources they should be given which was not the case in this group, I think that we appreciate knowing that this is a committed group.
5. There were no serious cultural barriers that I observed, actually I didn't observe anything. I think we were all free. In fact it was very easy because we know that Americans are people who are open. We know that they are not very careful with language. So I think on our part it is an advantage that we are more careful with language, in what we say to someone and how we say it.
6. I think we had the respect for each other and each other's views and we knew that each one had a very key role to play in the whole thing for it to work. So I think

we had a very clear common understanding, and we all went with our root cultural values; no one was a nuisance in the group.

7. You are people that I can interact with freely and can easily reason with, we became very close colleagues at a personal level. I think it was a very good relationship. It was a very good learning process and an opportunity to interact with the people from the UNICEF and at a personal level to make friends.
8. The thing that I think featured most was there were no structure barriers; that is others carryings shields of professor, specialist, chief, no such jackets were there. So we all worked as team members and some were my former lecturers, but it didn't bring a barrier in terms of work or make others feel indebted, we still worked as colleagues.

Second Participant's Crafted Profile

Second participant. I have worked in the field of education all my life. I taught English, Physical Education, Mathematics, and Geography in various secondary schools for 15 years before I became a language curriculum specialist with the Ministry of Education. I recently transferred into the Early Childhood Education Department at the Ministry as a curriculum specialist.

Since I was just learning about early childhood development I attended the Zambian CDAZ team meetings with my supervisor so I could learn about the study you were doing. I was co-opted into joining the team in May 2006, at one of those meetings when we learned that some of the team members would not be available to go into the field with their research assistants to collect the first set of data.

The first time I went out to the province I sat down with the research assistants, introduced myself to them and told them exactly what we were going to do and they accepted me even though they had been trained by another team member. I found that some of the research assistants who had been trained had moved and had been replaced so I had to go through the whole training process again with all eight of them. It was

quite challenging, but the trained research assistants were very helpful. So, I paired the new assistants with a partner who was already trained and we went out to collect the data. They did the job very well and we managed to get most of the data we needed and we worked long hours.

We could not get some information because in the villages the children and adults don't all speak English and I found that the interpretation of the items on the instrument was difficult in some cases. I think we got those items on the instrument from you and when you translate from the English language to the village language you may not have the same tenses reflecting the same content.

We were collecting the second set of data during the rainy season, the time when most families are working in the fields. The research assistants and I could not get the people in the villages so we had to follow them into the fields and that actually took the longest time; but despite that we managed to get the information.

I felt so good about being invited to join the team because I wanted to know what other people were doing in this field and reading about something is not the same as meeting the people who are actually doing the work. I was just beginning to learn about what other people have done in this field and before we met, to write the final report, I started looking at some of the literature and browsing the internet because I felt like there were gaps in my knowledge.

When I first joined the team the Ministry team leader showed me the training materials that had been developed by the UIW team members and told me how they had been used to train the research assistants, described the research sites and locations, and explained how the study was progressing and being funded. I learned that we had planned

to evaluate children at three sites in three districts in each province but because the finances were restricted the mission changed and we were only able to evaluate children at three sites in the same district in each Province.

This was my first experience working on a team with people from America. I met the UIW team members for the first time when we gathered in Siavonga to discuss the study findings and write the final report. Since I wasn't on the team from the beginning some of the things that we talked about were new to me and I had to concentrate in order to understand; especially when we were discussing the assessment tools used by the UIW and UNZA team members to develop the CDAZ instrument. I had never seen the instruments they used until now so I asked for clarification from the other team members and I understand them better now. Actually we spent a lot of time discussing the instrument and findings before we could agree on what we should put in the final report. Even in our local meetings we had those open free discussions. Each and every time it was the same; someone would put forth an issue, we would discuss it and then as a team we would decide what to do.

I can visibly remember a discussion in which we were trying to decide if and how each team of two researchers could evaluate children at both rural and urban sites. We were supposed to see a certain number of children in each particular place and I put across a warning of the limitations. I saw that it was going to take a long time to travel between areas and I started a discussion about what we would do if we didn't complete the evaluations within the three days allotted for data collection.

After we discussed and decided what to do the UNZA leader communicated the decision to the UIW team leader so the UIW team members could comment on it.

Actually, I think there was a lot of communication between the UIW team leader and our team leaders because information about the study was coming quite often to us from them.

We made our decisions about the final report in the same way. No one was trying to force their ideas on us; an issue was brought up, each one of us made our contribution and then we all discussed the idea and decided what to do. No one ever said, "You are wrong" they just stated their idea so that I realized there was a better way; and that has been quite interesting to me. I've enjoyed working on the CDAZ study and I never felt demeaned or not valued.

I have learned many things while working on this team, especially about writing the report. You have to be systematic in the organization of the report, because certain things are supposed to follow each other. The most interesting thing I learned while working with you on the final report is your work culture, you want to work and work and work; it is rather not the way we do it. But in this case we all stayed at it for long hours until the work was complete; even to the point of working in the restaurant for several hours after supper, that wasn't so exciting.

Being on this team gave me the opportunity to meet and get to know people I may not have otherwise met. I think the relationship between the team members is good, we trusted each other and everyone contributed according to their ability, knowledge, and experiences.

Second Participant's Highlights

Themes emerging from the second participant's lived experiences and learning were utilized in the triangulation of the data and serve as basic areas for discussion.

Second participant.

1. No one tried to force their ideas on us. We were all free to contribute our ideas and suggestions and we all decided what to do, it was decided each and every time; that has been quite interesting to me I never felt demeaned or not valued.
2. After we discussed and decided what to do the UNZA leader communicated the decision to the UIW team leader so the UIW team members could comment on it. Actually, I think there was a lot of communication between the UIW team leader and our team leaders because information about the study was coming quite often to us from them.
3. I've learned quite a number of new things. One of them is the way you work; you haven't been pushing your ideas on us. You've let us contribute and then you put in your own ideas. When it's comes to the final report that we were writing I learned that it has to be organized in a certain way; that certain things follow one another.

Third Participant's Crafted Profile

Third participant. I grew up in a rural village and after graduating from the government secondary school in my home town that was run by American missionaries I enrolled in the University of Zambia (UNZA) and earned my Bachelors and Masters Degrees in Educational Psychology. I taught English in a secondary school for several years before returning to the University as a faculty member in the Education Department.

I always wanted to work with people from other cultures especially Americans so I was very excited when another UNZA lecturer invited me to join the CDAZ team. Since I had been taught by American teachers I was not totally ignorant about you people, and I did nothing really to prepare myself to work with you; I just went in with an open mind.

Prior to this I had only worked on teams with other Zambians and I must say being on this team was very different from our way of working. I was only on the team for nine months but during that time I learned a lot about what it means to collaborate on a project

and teamwork. I also had to learn how to deal with the challenges of being placed in a leadership role as a junior team member and the internal cultural conflict I sometimes felt while working with you Americans.

Right from the start of this collaboration we were all made aware that we were together as colleagues and we all had equal authority in the study and were free to speak, no matter how junior we were. We could speak when ever we thought we needed to make a contribution. I did make contributions during our meetings, but I must say, speaking out was really uncomfortable for me because the Zambian culture requires us to let older people, the people that are in leadership, to speak first and my parents taught me, as a young person, to behave that way. On the other hand, your view of, and your strong emphasis on the individual helped me have confidence in my contributions. I didn't, at any point, have the feeling that I must withhold my contribution because it may not be valued.

However, we're not as informal as you tend to be, for you someone can be the managing director but you call them by their first name. In my culture I would never call you [the researcher] by your first name but now I've been forced to learn to do that and I could see a few times, when I wanted to speak only your surname, it was becoming offensive to you. To me it was very uncomfortable to call you by your first name because I felt as if I was being disrespectful.

It wasn't always easy for me to understand the meaning of some of your expressions. Some of them are too informal and you took it for granted that it's known in Zambia. I just ignored the phrase and though maybe it wasn't so important, but I really didn't understand the meaning. It could be noted in areas where you joke in typical American

English, and we feel that you expect everybody to laugh and really follow you, but everybody was just dumbstruck. They didn't follow you, but we all laughed anyway and pretended to understand.

During the study it seemed like we were always being pushed and rushed to produce something and then made to wait months for the approval to move forward with the study. In fact, as I recall, our first meeting in May, 2005, came as an urgent matter because UNICEF asked us to prepare a proposal for the CDAZ study and submit it to them the following day so to use our expression, we were working "at gunpoint".

We discussed the scope and purpose of the study for several hours until we came to an agreement about what we wanted to do and how we wanted to do it and then we decided how to allocate the funds UNICEF promised as support of the study. We decided to split the work; you [the researcher] and another University of the Incarnate Word person worked on the budget and we [three UNZA persons] worked on the proposal text only; nothing to do with the money.

We worked very late into the night and before we left we decided that the UNZA team members would design the CDAZ instrument, the UIW team members would develop the research assistant training program and the Ministry would communicate with the Provincial Ministers and collaborate with the UNICEF on funding issues.

After you left the UNZA coordinator assigned me the responsibility of coordinating the design of the CDAZ instrument even though it is highly unusual in my culture for a junior scholar to coordinate such a large project. I was happy to be given this responsibility but I must say it was not easy. At times I felt that other more senior team members seemed to resent and resist my contribution, even though they had far more

important duties to attend to. Once I tried to call a meeting but most of the UNZA team members were unable to attend and the team members from the Ministry of Education were involved in the administrative work to get the funding we needed from UNICEF. I found out that trying to get everyone together for a meeting can be very frustrating.

The first time another UNZA team member and I met with the Zambian team coordinator to discuss the design of the instrument he brought a whole lot of other instruments designed elsewhere for us to use as guidelines. Well, actually, he wanted us to just copy the items but we didn't want to do that, and, as we talked, he seemed to be getting upset, and so he said, 'ok why don't you just design the instrument since you seem to know what to do and I'll serve as a resource person because I have the expertise on the designing of instruments?'

Even though I am young I was also given the authority and responsibility of communicating with the UIW team members and that really gave me a lot of confidence. I felt valued as an individual, in spite of being a junior team member. While coordinating the design of the instrument and communicating with the UIW team members I discovered there were times when I could not wait for the input from the other Zambian members. So, I just make a decision and communicated it to the UIW principal investigator.

I must say, doing so was uncomfortable for me, but I knew I was doing the correct thing because we had met previously and as a team had decided on the issue; so it was not really my own decision. It was just that the other team members were handling other responsibilities and were unable to provide me with their input when I needed it.

Speaking of communication, the internet was a major challenge for me as the communication coordinator for this collaboration. There were many times when I needed us to communicate with you on a certain aspect of the study and we did not do that as quickly as you would have loved us to do. Not that I didn't want to, but because accessibility to the internet is a bit hard here. Sometimes the internet is down and sometimes it's expensive. At the office we have the internet; it's there alright but in name only, because it's very, very, very, very slow.

So, I may not have communicated as often as I should have because I had to walk to the internet café in town and pay for it out of my own pocket. I kept all of the receipts from the internet café but when I presented them to UNICEF they said, "This is not part of what we can pay for, that is your business." I had to spend my own money, I was never refunded and it was not easy for me.

While I appreciate UNICEF's funding for this project, I must say that I think we had to operate at the barest minimum. We didn't quite get what we needed and we had to improvise on some of the materials that we used for assessing the children. We had to draw some of the things that should have come already printed and we had to use bamboo like things as a gage.

As a team we didn't have authority over funding and the one area where I was not satisfied was the prompting by team leaders to prod and push the UNICEF to release the funds. They should have pushed harder so that we didn't have to wait until the last minute for our funds and resources.

You can not take anything for granted in Zambia. I think that in the UIW principal investigator's culture when someone says they'll do something, they do it; it's as good as

done. It's not that way in the Zambian context; when people in Zambia tell you that they are going to do something you can't just accept it and say "oh, it will be done" and then sit back and wait. In the future, if ever we do another study together, the principal investigator has to exert more pressure on UNICEF to release the funds to get the project done. I even went to the Ministry of Education and tried to expedite the release of the funds, to make sure that everything moved on time and on course, but it was frustrating because they were very, very slow.

Payment of the consultant is another area, where we had to exercise a lot of patience. We were not paid until all of us had turned in our reports about how we spent the money UNICEF gave us. We had to retire [turn in] whatever we didn't use up. This is very unpopular because for other projects in Zambia, you do not have to retire the money afterward. For example, if I am given money to go and do research in my home Province and I spend the night with my parents where I don't have to pay anything for food or accommodations I can keep the money. I save up! In our culture there's a tendency to ask, 'how much is in it for me?' but in this case the results may affect the lives of future generations so we were willing to work almost as humanitarians.

One of the other challenges that I had when I was coordinating came because I was given the responsibility of allocating team members Provinces to work in. I had to make sure that we took care of you [the visitors] first, I had to make sure that you went where you were comfortable going. I asked my colleagues where they wanted to go and I asked the Ministry of Education team members where they wanted to go. I allocated them the Provinces they requested and the complication came in when the allocations were announced in the meeting. One of the team members became upset and demanded to be

reassigned because one of the team members from the Ministry of Education, who had just been brought on the team, got a much more attractive Province and the one where she chose to go was more rural.

I was treated as team coordinator then and I didn't want to change, I didn't want to shovel people around. Everybody went where they were supposed to go. I knew she expected me to make the changes because she was upset but I did not want to do that because the leader has to, while they are supposed to be practical, they have to be firm also. They [leaders] have to be firm and I wanted to be firm, and so it stayed, and things worked out.

Team members should have to feel compelled to give their leader respect; they have to feel compelled to look up to that person. The leadership responsibility for our team was mainly determined by qualifications. One person from the UIW became the external principal investigator because they were the initiator of the project. They met with the UNICEF to request funding for the study and right from the beginning they brought us together and gave us the vision of the study. That told us that this is a leader that we had to look up to and support so that together, as a team, we would succeed.

The Zambian internal principal investigator was selected on the basis of seniority and because they had the power to influence those who would approve the University's participation in the study. Our investigator assigned another UNZA lecturer as the CDAZ study coordinator to ensure that information on the study was flowing from the team leader to all team members and to handle funding and other issues with the UNICEF.

I don't think we should not have invited people to join the team just so we could have team members with seniority and power. We should have people on the team because of

the input that they bring to the team because that's where the value lies. I think we should have had a team member who was purely for the purpose of authority and not include them on the actual technical part of the study. What I saw was that sometimes the quality of our study was comprised for the sake of just having certain people with authority on the team.

I felt valued as a member of the CDAZ team because from the start the principal investigator from UIW made it clear that we were working as colleagues, even though there were members who clearly held more status than others, and that every team member was free to contribute whatever ideas they had. In this collaboration each one of us was equally responsible for the outcome of the study because everyone, including the team leaders were required to do their share of the work. Working in this way, which is not our usual way of working, not only strengthened each team members self confidence but created a bond of friendship and trust between team members.

The Zambian coordinator trusted me enough to assign me responsibilities not usually given to junior team members in our culture and because of the challenges, frustration, and personal conflict I had to deal with I was able to grow both personally and professionally.

I learned that you people coming from outside were ready to adapt to Zambian culture and that's very important. You, were asking, "Do you think we'll be able to have access to these children?" and I knew you were asking because you knew the family concept here is a little bit different than yours.

I hope we stick together, but I have a fear that the friendship might just get lost because it seems whenever we communicate, it's purely about the study. I would like to

communicate with people on a more personal level because I think as academics we've got a lot to share.

Third Participant's Highlights

Themes emerging from the third participant's lived experiences and learning were utilized in the triangulation of the data and serve as basic areas for discussion.

Third participant.

1. We're not as informal as you tend to be, for you someone can be the managing director but you call them by their first name. Here, because of the respect we tend to give the people that are in authority it tends to inhibit the subordinate members of the team.
2. In my culture I would never call you [the researcher] by your first name but now I've been forced to learn to do that and I could see a few times, when I wanted to speak only your surname, it was becoming offensive to you. To me it was very uncomfortable to call you by your first name because I felt as if I was being disrespectful.
3. Right from the start, we were all made aware of the fact that we were together as colleagues. While the Zambian culture requires us to let the older people speak first, the people that are in leadership to speak first, we were made aware that we had to be free. No matter how junior we were, we had the same amount of authority in the project. We could speak when ever we thought we needed to make a contribution but speaking out was really uncomfortable for me.
4. The fact that I was coordinator gave me a lot of confidence; I was given the responsibility to communicate with the Americans and I felt valued as an individual, in spite of being a junior member.
5. I think leadership responsibility for our team was determined by qualifications. We knew right from the start who was the USA principal investigator was because they brought us together and gave us the vision of the study. The Zambian principal investigator was selected on the basis of seniority and because of their position in the UNZA School of Education they had the power to influence those who would approve the University's participation in the study.
6. I was given the responsibility to coordinate the designing of the CDAZ instrument and I was quite junior to coordinate. I found there are many challenges to being the coordinator of a project as a junior member. One of the challenges came because I was given the responsibility of allocating team member's Provinces. I allocated the members what they requested and the complication came when the

allocations were announced in the meeting. One of the team members became upset and demanded to be reassigned. I knew she expected me to make the changes because she was upset, but I did not want to do that because the leader has to, while they are supposed to be practical, they have to be firm. I wanted to be firm, and so it stayed. And things worked out.

7. The other thing that I learned while coordinating and as the one communicating with the team members in the US was that if I waited for the input from the other Zambian members, it would never get done. I knew I was doing the correct thing because we had met, and it was not my own decision but the team had decided on it, it was just that other members were handling other responsibilities.
8. Here on our part we may not have communicated as often as we should have with you people because of limited e-mail internet facilities. Not that we didn't want to, but because accessibility to internet is a bit hard here.
9. The one area where I was not satisfied was the prompting by team leaders, to push UNICEF to release the funds. I would have loved that to have been done a bit harder so that we didn't have to wait until the last minute. You can not take anything for granted and that probably comes from the USA principal investigator's culture that when someone says they'll do something, they do it, it's as good as done. It's not that way in the Zambian context. I think the USA leader took too much for granted, when people in Zambia tell you that they are going to do something don't accept it and say "oh, it will done" and then sit back and wait.
10. I think the most enjoyable part of collaborating was your willingness to listen to everybody, the openness to value every single contribution that came from a team member. I didn't, at any point have the feeling that what I said was not valued. You believe in individuals and that's very, very important, and I saw it and I felt it. When someone believes in you, you are able to bring out so much more than you would otherwise have given out.

Fourth Participant's Crafted Profile

Fourth participant. I went to various primary schools in the rural area just outside of Lusaka; we called it The Standard Six in 1964 before we gained our independence. I came to the UNZA to study in 1970 and after some closures, the policies then were such that the government could close the institution whenever they felt it necessary, I earned my degree in 1974. After teaching in secondary schools for sixteen years I joined the University of Zambia as a lecturer in the education department.

I currently teach curriculum, education systems, and comparative education courses in my specialty which is education in developing countries. I became a member of this team because I thought I would learn something that I could incorporate into the Issues in Early Childhood and Primary Education course I am teaching.

I am one of the leaders on the CDAZ team and I think my leadership role was determined by my position. As a team leader I gave guidance, make sure that everything stayed on track, and I motivated the team members. The most important contribution I made to the CDAZ team was to respond with, "let the university get involved in this study" when we were invited to form a collaborative with the UIW. I was the designated internal principal investigator but because of my busy schedule I delegated another senior UNZA team member to act as the UNZA team coordinator.

We faced several problems with this study. For one, I wouldn't say we had enough monetary resources to do the work and that was a problem for us because we had to reduce the scope of the study; the resources are never enough but we are to do with whatever is available. The resources were divided among team members equitably and accounting for the funds was easy because we were briefed by the UNICEF so we knew how to record our expenditures. Material resources were plentiful, there were enough early childhood materials to evaluate the children properly but they were not delivered as soon as they should have been and that caused delays.

In fact, the major problems we faced were delays. We couldn't go the field to collect the data when we were supposed to because there was some sort of break down in communication between the Minister of Education and the UNICEF. I believe the problem came because the Ministry Director of Planning did not write a letter to UNICEF

authorizing the release of funds for the CDAZ study as quickly as we would have liked; but that's the bureaucracy, the bureaucratic nature of authorizing projects between the Permanent Secretary's office and the UNICEF. You know, even the inception of the program was delayed because of the third party.

I think there was a problem with communication too, because there was such a long period of time between our face to face team meetings. Each time we met, it was like we were meeting for the first time. We were new, new to each other, but otherwise the relationship between team members was close.

I did experience some trouble understanding you because of the accent. The American accent is not "English" English, and we are so used to the "English", English, because we listen to BBC radio weekly and Word of America only once in a while. I have interacted with some Americans before at the University of London but still I had some problems with getting the accent.

The UNZA team coordinator was in touch with the UIW team members but our e-mail system doesn't seem to work, at times it's down, or something is wrong with it and that caused problems with communication in terms of the work we were doing. I wasn't able to communicate with UIW team members via the internet, unfortunately not.

On our part we have been holding meetings here. We met before going into the field to collect the data to iron out issues and decide what to do. For instance there might be some people in the provinces, among our research assistants, who have opted out of the study and we had to meet to decide how to replace the assistants who didn't show up.

When we had our first meeting with the UIW team members at the lodge there were a lot of decisions we made as a team and I don't think there was any difficulty due

to cultural differences. We do take into account that you are trying to study how our
Zambian culture is, and we also wanted your input as a people of America.

So, the decisions, I think, were made fairly; they were rational decisions, and it
was voluntary, you could chip in any time when you thought you had an idea to
contribute. I think all our decisions were made collaboratively and if we didn't agree with
any decision we discussed and negotiated until we reached a compromise or consensus.
The agenda was also done collaboratively, it was a collaborative effort; at the end of each
meeting we would decide together what to discuss the following day.

One thing which I learned about American culture while working on this study is
just the idea of working hard. The work culture, it seems that Americans have that drive
to say, "lets achieve this work that we are meant to achieve" and that's different from us.
You know unless there is a boss we Zambians don't respect our work enough to say, "this
is my work, I get my income from this" whereas the Americans work a lot.

Well, I'm not sure about our cultural customs, we seem to be quite urbanized here
and I don't think I brought any cultural things into the team. I don't think there have ever
been any difficulties for this group because of our cultural differences. No, because we
seemed to have agreed that we should do this study and I don't think there was any
cultural influence in the group.... I don't remember ever being de motivated, we never
got de- motivated.

Personally, I didn't do anything to prepare myself to work with you because you
were coming from a different culture. I knew you were coming, I knew we would be
working together and if there were going to be difficulties we were going to sort them
out.

It seems that this “cross culture” idea is quite strong in developed countries like England, Australia, America, and Canada, they seem to talk about culture a lot, and here it seems meaningless. I just did my work; I did what I was supposed to do. I don’t think I bring my culture or my attitude into my work. What I want to achieve, what I’m supposed to achieve, that is what I do.

The one thing about working on this team that has been different from the way we usually work is that we have been both coordinators and participants. We actually shared all our responsibilities, even the CDAZ team leaders trained research assistants and as leaders of the people in the Provinces went out with them to collect the data. Yes, because we were all responsible for the success of the study I think everybody worked hard and did their fair share of the work.

I wish we could have brought the research assistants together to meet with us. It would be very expensive because we are talking about almost one hundred people from nine provinces; but we could learn a lot from their experiences. It’s as if we went out and trained them and then just sort of dumped them.

This study is very important to me and to the University’s early childhood education program. It has come at the appropriate time because the Ministry of Education has taken over early childhood education and will be developing the curriculum for the entire nation. It is important for team members to trust each other.

I think that what we have gone through, as people from two different countries collaborating to conduct this study, will go a long way in improving the lives of the children in Zambia. In order for the work to get done you must trust your colleagues and

the other stake holders. I think the level of trust on this team was quite high; the only difficulty we had was with the source of funding.

Fourth Participant's Highlights

Themes emerging from the fourth participant's lived experiences and learning were utilized in the triangulation of the data and serve as basic areas for discussion.

Fourth participant.

1. The only problems we had were delays. We couldn't go to the research when we were supposed to. The most difficult part was the funding aspect, but that is a third party.
2. I think the long periods of time between face to face meetings was a problem because each time we met, it was like we were meeting for the first time, and we were new to each other.
3. I don't think that there was any difficulty between the Zambian culture and the American culture. We do take into account that you are trying to study how the Zambian culture is, and we also wanted your input as a people of America. There have never been any difficulties for this group because of the two different cultures in it.
4. The decisions were made fairly; they were rational decisions. They are collective decisions. I think all decisions were made collaboratively and if we didn't agree with any decisions we negotiated until we reached a compromise or consensus.
5. One thing I learned about American culture while working on this study is the idea of working hard, the work culture.
6. I thought we should have met together with the research assistants. It would be a shame to just let them go after training them.

Fifth Participant's Crafted Profile

Fifth participant. In 1978, I entered the School of Education of the University of Zambia to study for a Bachelor of Arts degree in Education and Psychology. I was expelled for political reasons in 1982 two months before I could graduate. I was allowed to finish my studies in 1989 and finally graduated in 1990 with merit. After I graduated I

remained as a Staff Development Fellow in the School of Education. I was sent to the United Kingdom where I earned a Masters in Education Studies at the University of Hull in 1995. Since then, I have been teaching Educational Psychology, Special Education, and Guidance and Counseling at the University of Zambia.

The collaborative work that we have done is highly unusual for a developing country. Rarely do the UNZA and MOE join with a university from the United States to work on a project, especially one of this magnitude. The way the collaborative was started was excellent. It didn't come down as a mandate from the Vice Chancellor; it was pushed up from the bottom by the team. We put the whole thing together and we got it done.

I must admit I was a bit apprehensive in the beginning. I have worked on projects with people from other cultures and I am quite comfortable with diverse culture. Having never worked with anyone from the United States I didn't know what to expect. I found the UIW team members to be open and friendly and not afraid to say what was on their mind or show their feelings, and once we became comfortable with that openness we also began to be more open.

In fact, right from the start the team leaders made it known that we needed to be open and honest in order for the collaborative to work. It could be seen in everything we did but especially in our decision making process. This team took a long time to come to a decision because before any decision was made there were long discussions about the issue. All team members were encouraged to contribute and argue their case and then accept the general consensus, even if it wasn't in favor of what they had proposed.

You know, I thought that we might have some problems in the area of decision

making because we come from two different cultures, but I didn't see that at all.

Everything was discussed and on some issues we went with the contributions of the UIW team members and on some issues we went with our ideas. Even if it was through e-mail we discussed the issue and then reached a consensus. No one ever tried to push their agenda on us and we made our decisions based on what was best for the children of Zambia. We all shared our ideas without any feelings of superiority on anyone's part.

The level of professionalism was quite high on both sides and we trusted each other. Even when I had reservations about what someone said I believed it was their honest opinion and I respected them for sharing it. We trusted each other and we believed in each other, but that's not to say we always believed whatever we were told. In the way we collaborated there was a consolidated effort amongst ourselves to complete the study and if there was someone who did not do his share of the work it was not visible because we were quite united in the way we worked. There was no one pushing anyone to do anything but we did regulate ourselves and we didn't waste any time. No wonder we never quarreled with each other.

The most striking thing about the way this team worked was the way we were able to meet our targets. I think we did quite well in meeting targets. Another team would have gone on with this study forever. Even the UNICEF representative was quite amazed, especially with the final report; I don't think he expected us to do a good job of writing the report within the allotted five days. He was quite happy, and we are expert writers now. We were able, without any complaints whatsoever to get everyone working on the study and met all the deadlines.

I think the most enjoyable part about working on this study was the sharing of ideas without any feelings of superiority on anybody's part. I think we worked well in groups, and as individuals. Writing the final report has been fantastic, nobody pushed anybody to be in this group or that group; we just laid out the writing plan and everyone went to work.

I don't think there were ever any difficulties between the UIW and Zambian team members. However, when I was the coordinator I found it difficult to coordinate with UNICEF on certain things and our first trip to the provinces was agonizing because our cash, supplies and transportation were not ready when we needed them. I also had difficulty communicating with team members and the research assistants within Zambia, because not everybody has access to e-mail. So, sometimes I had to depend on telephones, letters, and even traveling to meet people. It was not as easy as communicating with our members in the USA by e-mail.

I do think there was one area where we didn't quite understand, as consultants, particularly those consultants from the UIW, the different worlds that we were getting data from. It would have been a richer experience for us if we had received an orientation program of the various cultures in the provinces before we embarked on this study. A good conversation about the rich cultural backgrounds of the people we were about to study would have been very helpful.

Quite a colossal amount of data was collected for this study and we did not have the capacity in Zambia to analyze such a volume of data. It was analyzed by the UIW team members in the USA who had the presence of mind to know that this data needed to be explained in the Zambian context. These things dealing with cultures tend to be quite

offensive to some, if not handled properly so you didn't say, 'this is what we are going to do' no, together we sat down to interpret the data and decide how it should be presented.

I hope we still communicate and open other doors for future collaboration. I think it would be a pity to just let our relationship die. Even if it means exchanging e-mails once in a while that would be sufficient as far as saving this friendship is concerned.

Fifth Participant's Highlights

Themes emerging from the fifth participant's lived experiences and learning were utilized in the triangulation of the data and serve as basic areas for discussion.

Fifth participant.

1. I'm quite comfortable working with the diverse cultures, at the same time I was a bit apprehensive because I've never worked on a team with Americans before. I find Americans more outright, meaning they tell you their mind. They'll be able to tell you their point of view without any hesitation at all
2. Zambian cultures do not tend to be forthright. We are rather timid and shy especially with strangers. It takes time for us to open up but once we open up, we tend to strike very good partnerships with others; but from the beginning you tend to be very reserved not knowing what to expect from somebody from another culture.
3. I have learned that even though you are coming from a more superior economy and political system you have a lot of regard for the Zambian culture; meaning that at times you are prepared to learn from Zambians and I think we have also shown that we are able to learn from the American experience, without feeling inferior or superior to each other.
4. I think that the greatest lesson I've learned is that although people are very learned they will give you an ear so long as what you are saying is contributing to what you are trying to build. That's very positive.
5. The most striking difference about this team was in meeting targets, we have met our targets. Another team would have gone on with this study forever.
6. I thought it was difficult at times to arrange with UNICEF on certain things. I thought the first trip was very agonizing; they were not ready when we wanted to leave for the provinces.

7. The e-mail facilitated the ease of communication between team members in the States and Zambia, but within Zambia, it is a bit difficult because not every body has access to e-mail.
8. I don't think the decision making process for this group was affected by the two cultures represented in the group because the participants from the United States knew that on certain items or aspects our views would carry more weight than theirs; and there were certain aspects that we from Zambia thought the contribution from members from the States would carry weight, depending on what aspect we are dealing with. There were no serious differences; the level of professionalism was quite high.
9. Every discussion we have had was open. People were encouraged to feel free to contribute and to argue their case. I think we collaborated there was a consolidated effort amongst ourselves. No wonder we never quarreled with each other. This period in working on writing the report has been fantastic. Nobody pushed anybody to be in this group or that group.
10. If there was a member who did not quite do his share of our work it was not visible because we are quite united in the way we did things, which is good for team work.
11. This has been a very unique collaboration effort. Two universities, then the Ministry of Education also came in. It's a rare collaborative effort in a developing country. And I wish we could find other useful ways of extending this collaboration. The way the collaboration was started was excellent, because it didn't come from the Vice Chancellor, they all coming down, no. it was pushed from below and that was quite good.
12. Together we sat down now to interpret the data, because these things dealing with cultures tend to be quite offensive to some, if not handled properly but in this case, it was very wholesome.
13. I think I trained the research assistants well and they were quite an eager team that can do any other task we want them to do. And it would be a waste just to throw them away. And they (research assistants) were very enthusiast. I think I also learned a lot from them because they were coming from the local environment and they knew things that I thought I would never know in my life.

Sixth Participant's Crafted Profile

Sixth participant. I am a lecturer at the University of Zambia in the School of Education and I am currently teaching courses in special education. I have been a teacher

for the Ministry of Education, served as head teacher of a special education school and worked as an inspector of schools before joining the University of Zambia.

This is the second time I have worked on a research project with Americans. I have found that people from America are friendly and very hard working and that they try to understand the cultural views of the people they are working with. As for me, I think my culture helped me because the study itself required information from my cultural background to explain certain observations of the children and to understand the outcome of the research itself. I don't think the cultural differences between team members affected our work because as academicians we were looking at issues from an academic point of view so any cultural differences were taken care of by the fact that our relationship in the study was academic.

At first I was not sure if my contribution would be of any use, looking at the fact that the UIW team members were coming from a different cultural background; but as I joined the group and we started working I realized that I was in a position to learn from them and they were willing to learn from my contributions.

I think the difference between this experiences and what we usually do was in the way we approached the work itself. We have shared responsibilities and exchanged information without one person actually taking over for the whole program. In our local projects of this kind, you find that one person seems to take control of the situation which limits the contribution of other team members. There has been an openness which is a very unique experience to me; we have respected each others contributions.

While working on the CDAZ study team I have learned a number of lessons. One is the need for cooperation and the need for trusting one another. Another thing I learned

was that it called for a commitment to the work itself so that the other members of the team would not be let down. I also learned something about leadership; I wasn't on the team from the beginning so I don't know how the leaders were chosen, but the representative from the UIW and the representative from the UNZA have provided very helpful guidance throughout the study and because of the way we collaborated we have been able to do what we set out to do.

We had quite a number of decisions to make during this study. The interesting part was that suggestions were floated, and then the team members were free to react to the suggestion. We discussed each particular item as a group until the team came to one particular position on what needed to be done and when it needed to be done. We depended heavily on the group members standing together. So we approached the whole thing from a democratic point of view, there was that democratic approach in making the decisions pertaining to the study.

We discussed and debated every item before a decision was made. Members who did not agree with an idea presented their reasoning and only when we were all convinced that the decision would support the work that we were doing we accepted and said, 'ok, we are going to go ahead with this particular decision.' There was transparency in the way we were making decisions. No one demanded that we accept their ideas, no; we all made adjustments and looked for alternative ways of doing it. We have been able to work together quite easily because of this method of making decisions.

My relationship with the other team members, both the Zambian team members and the UIW team members has been cordial, friendly, and very warm; leading to the final production of the study report. We have been able to work closely together so the

relationship has been very, very good. The only problem we had was the delay in the release of funds from UNICEF. That upset the schedule that we had prepared in terms of when and how much data would be collected. Instead of spacing Phase I and Phase II we did them both within a period of two months. The original intention of the plan was to have allowed a certain number of months before doing the second data collection.

In terms of getting information to everyone we had a structure that worked well. Our UNZA team leader would receive information and pass it on to the other team members. If the information needed to be brought to the attention of the research assistants it was my responsibility, as their team leader, to pass it on to them in advance of what was expected. I was not in any way affected by the internet arrangement because communication came to me verbally through the team leader. I think the communication arrangement that was put in place, was good enough. We have been able to communicate quite easily.

I think it has been a very interesting experience working with the team from UIW on a very importance project; a project that will definitely change and make a very significant contribution to the development of the Zambian children. We were very friendly and able to easily exchange views, ideas and experiences; not only when we were in the room working, but even in our leisure time we were able to exchange experiences.

The collaborative approach that we have taken for this work is the best because of the nature of the study. We trusted each other. We had confidence in all the members of the team and because of that we have been able to achieve our goals. I would say our level of team trust was very, very high.

In my opinion, each one of us did what was expected of them. There were, of course, a few who did more, especially those who were typing the material and continued typing even when the rest of us left; but each one definitely did a fair share of the work. For me, the most difficult part was the volume of work itself, there was a lot of work to be done. We were kept very, very busy most of the time and that demanded quite a lot from individual members, including myself.

I think that the work we have done is just the first step in a very big assignment that will emerge from our work. What we have at the moment is just the beginning and there are many, many more things that need to be done. We need to continue using the instrument to evaluate more children so we can improve the instrument, and we anticipate that more early childhood education studies will emerge from this study.

So, I think what we have now is just the first step, the beginning of the relationship with our colleagues from the UIW. We should not stop at identifying the developmental norms; the next thing is that children must benefit from what we have identified. This means that we need to work in that direction, together with the colleagues from America, so that our children, our Zambian children, in the end benefit from the work that has just been started.

Sixth Participant's Highlights

Themes emerging from the sixth participant's lived experiences and learning were utilized in the triangulation of the data and serve as basic areas for discussion.

Sixth participant.

1. There was the need for cooperation, for trusting one another and a commitment to the work itself so that the other members of the team would not be let down.

2. Americans are able to work for a long time, even when we, the locals give up and say now it's time to relax, they continue working which is very rare with us.
3. All participants were willing to learn from each other. The team was not affected by cultural differences; we were all academicians looking at issues from an academic point of view. My cultural background helped me understand the children and the outcome of the research itself.
4. We have a representative from your side and we have a representative from the Zambian side and these two provided the leadership required was a good arrangement.
5. There was a democratic approach in making the decisions pertaining to the study. Issues were discussed until we all agreed on what to do.
6. The delay in the release of funds from UNICEF was a problem because it upset our data collection schedule.
7. The communication arrangement that was put in place was good, we had a central person who received the information and communicated it to the other consultants.
8. The most difficult part was the volume of work itself.

Seventh Participant's Crafted Profile

Seventh participant. My background is in early childhood education. I taught kindergarten and first grade for awhile before I became an early childhood teacher trainer. The work I do now is with Woman's Global Connection (WGC) where I coordinate one of the Reach Out Africa projects.

This was my first experience working on a team with people from Africa. I was very excited about being part of this cross cultural team. Being sponsored by UNICEF gave us a certain amount of credibility that we may not have had if we had done the study on our own or with a lesser known sponsor. It's given me a much more realistic picture of UNICEF's role and what they really do.

The biggest challenge I faced during this collaboration was trying to communicate long distance. Whenever I sent e-mails and faxes the Zambians were always slow to respond. I'm not sure if it was due to inconsistent internet access at the University of Zambia or what. We would go weeks without any communication and that really brought home the point of the whole relationship of the team and how when we were there, working person to person, we were much more productive, and we were able to communicate much better in person.

In fact, whenever I communicated with them directly I never got a response; but if our team leader asked for the same information that I had asked for she was more likely to get it. I think it was partly because she was seen as the leader and was the one communicating with UNICEF. Any communication I received from them came through our team leader who always forwarded all the communication sent to or received from the Zambian team members to me.

One of the Zambian team members had been designated as their team coordinator and was the person who communicated with us the most but he left half way through the study. What made his position as a coordinator difficult was that he had to answer to his two supervisors, he was just the point person to communicate with, he wasn't in a decision making position. I felt that there was a little bit of chauvinism on the Zambian side in terms of who was at the helm or maybe it wasn't chauvinism as much as it was hierarchal.

The long delay in communication would just get a little frustrating for me. I felt that if we could communicate better we could get so much more done and then that would make our in person meetings much more productive. Out of necessity our meeting

agendas were based on what absolutely had to be done while we were there. Whatever couldn't be done through e-mail or other long distance communication was put on the agenda for the in person meetings; and we tried to keep everyone at the meetings until we finished every item on the agenda.

Working on a team with members on two distant continents made it difficult to determine expectations and try to communicate those expectations. I sent a lot of e-mails and tried to be very diplomatic because I didn't want offend anyone and I didn't want to jeopardize the relationship that was already established.

I think the Zambians saw the project as ended once the data was collected. I'm not sure if it was because they lack experience with projects like this and don't know what actually takes place after all the data is collected as far as reporting the data, analyzing the data, and writing conclusions, or what; but I do know that it has definitely been much more difficult to communicate since all the data was collected.

Yes, there was a lack of trust, on my part, towards the end because I knew that they would not respond to our pleas for feed back and input on the final report and that was discouraging because we had a deadline to meet. After the December 2006, meeting every moment that was put into the project was in kind, no one was compensated for anything after that; perhaps that's why the communication really began to drop off.

Even though communication was a challenge and frustrating at times the team had a good working relationship but there were people on the team who considered it part of their job and just gave so many hours to it because that was what they were compensated for. And then there were team members who were committed to the project and were willing to do whatever it took to get it done. Having been to Africa before I knew there

would be challenges with communication but I think everybody involved really understood that the study was needed and tried to do what they could to accomplish it.

There is the concept of extended family in Zambia, and that's in my culture too, and as I worked with families and children in Zambia I found some of the same issues we have in my culture such as bilingualism; not wanting to lose the language spoken at home, that's an issue that I can relate to. I can identify with the Zambian culture and family values so my culture really helped as I worked on this team.

I enjoyed getting to know the other team members and working with them. Each CDAZ team member trained eight research assistants and acted as their leader. I come from a collectivist culture, in that it's very group oriented, so I can understand the hesitation and unwillingness of the Zambian team members to identify one single person as their team leader.

Our UIW team leader wanted to evenly share the responsibilities among the whole team and efforts were definitely made to encourage two Zambian participants to take a leadership role. I'm not sure if it was the communication challenge, or time constraints on their part, or if they just expected that we were going to take the lead; but they just never rose to the top as leaders.

We were working with a culture that is relationship based and I learned that we were much more productive when we were all in the same room and able to speak person to person. Decision making was a team effort. I didn't always agree with all the decisions and I would have liked more input from the Zambian side, but all decisions were made as a team.

We were all respectful of each other's time to communicate and really didn't do much cross talk or talk on top of each other. Everybody seemed to be respectful about listening to each other and taking turns. I would have liked to hear more from one of the UNZA female participants. She was always so much quieter in the meetings, not nearly as aggressive at making her point, as some of the other members; but then two of the male participants were obviously her superiors and had seniority. So, her input may have been limited because of that hierarchal aspect of the *Zambian culture*.

It was a little difficult to hold discussions with the research assistants in the provinces because they were reluctant to share. I was a stranger coming in and it was a new project that needed a lot of explaining. They were very willing to listen and trying to get feed back was probably the bigger challenge.

Our relationship is continuing to grow. This project was just a starting point for other things. Now that we've collected and analyzed the data it can be used to develop teacher training programs and a standard curriculum for the country and in that way address the educational needs of families and children in *Zambia*.

I hope the study can be redone in 10 years to see how those developmental stages have changed and if the new curriculum prepared the children more for school. I hope the study is used, not just something that gets put on a shelf.

Seventh Participant's Highlights

Themes emerging from the seventh participant's lived experiences and learning were utilized in the triangulation of the data and serve as basic areas for discussion.

Seventh participant.

1. Working on a team with members on two distant continents made it difficult to determine expectations and try to communicate those expectations back and forth.

Long distance communication was difficult; we would go weeks without communications. The long delay in communication was a huge challenge and it got a little frustrating.

2. I come from a collectivist culture and I can identify with the Zambian culture and family values so my culture really helped me relate to others as I worked on this team. We were working with a culture that is relationship based and I learned that we were much more productive when we were all in the same room and able to speak person to person.
3. Our leader wanted to evenly share the responsibilities among the whole team. Efforts were definitely made to encourage two Zambian participants take a leadership role. I'm not really sure why it was that they just never rose to the top as leaders.
4. On the Zambian side there was a little bit of chauvinism in terms of who was at the helm or maybe it wasn't chauvinism as much as it was hierarchal.
5. Decision making was a team effort.
6. The team has a good working relationship. Everybody seemed to be respectful about listening to each other and taking turns. There were people on the team who considered it part of their job and just gave so many hours to it because that was what they were compensated for, and then there were team members who were committed to the project and were willing to do whatever it took to get it done.
7. There was a lack of trust towards the end because I knew that they would not respond to our pleas for feed back and input on the final report and that got hard especially because the deadline was so impending; and you just knew you had to get it done.

Eighth Participant's Crafted Profile

Eighth participant. I have been a teacher at the elementary and secondary levels, and I am qualified to teach at the college level. When I came to the Ministry there was no one to develop curriculum so I established the Curriculum Development Center. I worked in several departments in the Ministry and then left to do some community based refugee work. I didn't resign my position, I just took administrative leave; so when the Ministry insisted that I come back, I did.

I made it possible for the team to start the CDAZ study by signing the original document. The other major role that I played was to train my research assistants, and make sure that the data was collected properly. I think that my guidance in these areas was very good because, well, initially there were challenges, but I think I faced fewer than some of the other consultants; especially in Lusaka where there were so many challenges.

I have worked with people from other countries on some research but this was my first time working on a team with people from America. The other teams came here with a program and just imposed it on us. They just wanted us to assist them and so we were not part of any decisions they made; but for this study we were brought together and from the beginning each one knew they had an important role in the outcome of the study and would be involved in the decision making process.

We decided everything as a team and we always used the same decision making process. The leader would suggest something and then the whole team discussed the idea. When we agreed that the idea would work we went along with it, but if we thought there were issues that we needed to change in order to improve the suggestion we discussed them until, as a group, we came up with a compromise, so that each one of us was satisfied with the decision. All of us respected each other's opinions. I think it was very, very good.

Yes, I think for decision making we were all involved. I still remember a decision which we didn't change; when the Provincial assignments were announced during a meeting another team member demanded that I change provinces with her. I said, "No, I will not go to that Province. Let the person who is supposed to go there, go, and I'll go

where I'm supposed to go." We discussed that as a group and in the end we agreed that we all would go to our originally assigned provinces.

When you bring out what you think and express your feelings together in one group and don't just go complaining elsewhere people can discuss it; they understand you and you understand them. This is how we managed to bridge the gap between each other and become closer and understand each other.

So, there was a need for us to trust each other, and I think we did, and that's how we managed to work as a team. We trusted each other. There was only one person who lost our trust because things didn't work out the way we expected them to, but as a team we agreed that we would help this person, who was having difficulty understanding what was expected, and we all worked together to get things done.

I learned a lot about the American work culture by working with the UIW team members. I learned that you want to do things right and right away; you decide to do something and you do it. We Zambians take things to a certain point and then we say, 'well, maybe I will do it tomorrow' but working with you, I learned that we need to do things as quickly as possible. Our culture is adaptable and we are quick to adapt to new ideas and ways of doing things.

There were no cultural barriers between us, but there was some confusion with the assessment materials that we got from you. They were not suitable for the type of children that we were targeting because some of them were not familiar to the children. We wanted to quit using them because we thought it would be better to use materials from within the country but the budget did not allow us to buy new materials, so we just continued to use what you sent us from the USA.

I don't think the team had any problems communicating with each other. The UIW team leader was very much in touch with all of us, and every e-mail to me was copied to everybody else. Sometimes I would be so busy that I forget that I had e-mail here and didn't open it for five days. When I finally opened it I found a lot of mail. Within the country we used the phone more than the internet to communicate and whenever there was something we needed to discuss we would meet with the UNZA coordinator.

We did have some problems with funding. All the funding came from UNICEF and that created a big problem for us. They kept demanding one thing after another from us and postponed giving us any funds until we submitted what they wanted. This caused us to delay working on the study and the delays almost derailed the whole thing; but finally we managed to get the funds, and managed to go on with the study.

The resources and funding were not adequate in the sense that we had to cut off certain activities. The UNICEF representative told us to prepare a budget based on what we actually needed not on some predetermined figure; and after the team wrote the budget UNICEF could not fund everything we requested. We had to look at what was available and as a team decide which items to delete.

I think the only problem we had was in our approach to the UNICEF because the Ministry and the UNICEF didn't collaborate enough in the right way. There was a problem between the Ministry, UNICEF, and the team members. It was as if we had three caps, we had the Ministry, we had UNICEF, and we had the team. UNICEF was saying to the team; 'you do not belong to us, you belong to the Minister of Education', and the

Minister of Education was telling the team, 'no, you belong to UNICEF they are the ones who engaged you'.

First of all, the team didn't know who was responsible for what and how the system works here. We should have started with the Ministry of Education and sent our plan up through all the proper channels to the Permanent Secretary, convinced him that the study was going to contribute to the work of the Ministry and then waited for him to authorize UNICEF to fund it. You have to go the Ministry first and then to UNICEF for the funding of programs.

The way it was done, with UNICEF coming to the Ministry and saying, "this program is for the Ministry of Education and you need to support it" caused a lot of things to be left out that should have been addressed by the Ministry and ironed out before the study was funded and begun. The main problem was with the contracts, they were signed eleven months after we started working on the study and that caused frustration and delays for all of us.

The relationship between the team members was cordial, and I've come to know the UNZA team members a little better. I looked forward to the first time I met you Americans and I think it was good that we worked together and built this relationship. I think we will continue corresponding through the internet and that our relationship will continue to grow.

However, we didn't have enough time for ourselves, we were just too busy, and so there was no time for a more personal relationship. You know, time where we could just get together and talk among ourselves. We didn't have that time, it was just business all the time, we just worked.

Eighth Participant's Highlights

Themes emerging from the eighth participant's lived experiences and learning were utilized in the triangulation of the data and serve as basic areas for discussion.

Eighth participant.

1. Decisions were made by consensus in local and full team meetings. Leaders brought an issue to the team and it was discussed until a decision that satisfied everyone was reached.
2. The assessment materials sent from the USA were not culturally appropriate for the children being assessed. They were used anyway because the budget did not allow for purchasing new materials.
3. There weren't any problems with the communication. E-mail made communicating with the UIW participants easy. Within the country participants communicated by the phone.
4. There were no problems due to culture between the team members. The only problems the team had were with UNICEF. The Ministry didn't collaborate in the right way with UNICEF. The team was not aware of the correct Zambian project funding protocol. To avoid delays that led to participant and research assistant frustration the team should have gotten the Ministry of Education to approve the CDAZ study before going to UNICEF to ask for funding.
5. We didn't have enough time for ourselves, we were just too busy, and so there was no time for a more personal relationship. You know, time where we could just get together and talk among ourselves. We didn't have that time, it was just business all the time, we just worked.

Ninth Participant's Crafted Profile

Ninth participant. In 1996, I enrolled in the University of Zambia to pursue a BA degree in education. It is a four year program but it took me six years to complete because there were so many disturbances and closures at the University. After I completed my first degree I enrolled in a one year post graduate program in human rights law in the UNZA and helped with the assessment of children. I stayed in school and after I

completed my Master's Degree in Education in 2005, I was appointed as a lecturer at the UNZA.

In March 2005, I was invited to present a paper on assessment services in Zambia at the Children Under Seven Conference sponsored by the UIW Women's Global Connection and Catholic Relief Services here in Lusaka. The UIW presenters were interested in my presentation and sat down after the last workshop with the UNZA presenters and together they came up with the idea of assessing the developmental milestones of children in Zambia; which was one of the challenges I highlighted in my presentation. It is quite difficult to assess the child when you don't know the developmental norms of the child you are working with. So, I was approached by the UNZA and UIW presenters and invited to be part of the team.

This was my second experience working with a team from America. In 2004, I worked with a team of students from another university on a research project. It was a longitudinal study that looked into learning disabilities in children in Zambia. At that time I was writing my Master's thesis and one of the doctors from that university was very helpful.

The working relationship I had with that team and the relationship that we had with the team from the University of Incarnate Word were quite different. Under the other team there was an aspect of, "you are supposed to learn; it is us who know everything and you are supposed to learn." The people from that university appeared to be more dominating than the Zambian team especially when it came to making decisions; there were decisions made without even consulting the Zambian team members.

We have been working as peers with the UIW team members and we were all willing to take ideas from one another and contribute in a very positive way. At first I was anxious, being a junior scholar, I was anxious about meeting people from the Western world; people who I thought were more learned than me. So, I thought I'd just be somebody participating and not really contributing in any way, but after the first meeting, I came to appreciate the way we cooperated and I could see that my contributions would be accepted.

So, from the very beginning this has been a participatory study and from what I can recall no decision has been made without consulting everybody. In fact we made many decisions during our meetings and I can't ever remember the leaders making decisions without our consent. We have all been involved.

I feel this study has provided for information sharing, we are exchanging our cultures, we are comparing how children grow in the USA and how children develop in the Zambian context and it's through discussion that each one's input can be incorporated into the study. I have never felt nervous about contributing or restrained from contributing. Even though there were senior members and staff on the team I feel I've been given an opportunity to learn and also to contribute.

I've learned that you people are friendly and liberal and when I am interacting with you I don't feel that different, it's just the color that is different, but I don't feel like I am being treated differently because I am junior. One thing I've come to appreciate is that you people are very hard working; Americans generally are hard working and it's different from our working culture; we are too relaxed, and we don't see any urgency

even when we are doing an activity. You people set targets and the targets have to be made.

You people have been so liberal and you appreciate that this tool had to be made in the best interest of the Zambian child. You haven't been imposing things on us you haven't been showing off like you know better than us. Even when you propose something you want to hear from the Zambian side whether we think what you are proposing is culturally friendly or something different from the Zambian culture. In all of our discussions the UIW team members were urging us to include what the Zambian child can do, not based on the Western norms, but from our own experience. So, I think this has been a very good team in that the cultural aspect has been taken into account.

To some extent my cultural background has helped me to actively participate in this study. My parents were originally from the province where I was a team leader, so it was not something new to me. I had not been there for about twelve years so going back really gave me an insight into my cultural background and how children from my culture develop and best of all I didn't have any language barriers. It was quite an experience so I don't think my cultural background negatively affected my participation in this study; it actually enhanced my participation.

I always felt like I had the power to contribute to the study; especially in the very beginning because another UNZA team member and I actually sat down and, using the studies you set us from the USA and some from Zambia, designed the tool.

When we finished writing the tool we gave it to the UNZA coordinator and he approved it, but said there were some things that needed to be changed. We made the changes, and when we piloted the instrument we observed that there were some other

areas that needed to be changed or modified. We shared the lessons we learned from the piloting with our colleagues and together we made more changes before we sent the tool to you in the USA for comment. Then, when you came here in October and we all went to the field to train the research assistants together we made more modifications to the tool based on feed back from the field.

From my perspective there were people on the team who are really working hard to see the study completed successfully and then there were people who were just there to add credibility to the team but were not willing to take up any responsibility. I think it is imperative for any activity to have a leader for direction and for focusing purposes and when choosing that leader there are certain factors you have to bear in mind such as experience, the knowledge and skill of that person in that particular area, the interest that person has in the activity you're about to undertake and how committed that individual is.

I would have liked to have a principal investigator from the Zambian side who was very committed and interested in the study to direct the team; but the reality was that we needed someone in his position in order to obtain approval for the university to participate in the study. He agreed to take on the position as our principal investigator even though he had many other pressing responsibilities.

There was a time we thought it was important for us to have a coordinator to coordinate the activities between the Ministry of Education the UNZA the UIW and the UNICEF. So, at our first meeting the five of us, including our principal investigator, sat down and chose a coordinator from among ourselves.

Our coordinator has been able to bring the UNZA and the Ministry team members together and communicate with the UNICEF and with the UIW. However, after the data

had been collected and sent to the USA it was difficult for him to get people to come to meetings. He attempted to call meetings but people would not show up and because we couldn't form a quorum the meeting couldn't take off. You know, people get so detached after an activity, and when you meet again they say, "oh this thing is still going on" I think it's not a good indication in a research activity.

I think that communication has been the biggest challenge in this study. Initially when we were working on the assessment tool there was constant communication. A colleague and I would sit down and think of ideas and actually put those ideas together and then pass them to the UNZA coordinator for comment, that's how we did the piloting and everything so from that angle communication was good.

In terms of inter communication via e-mail between you people from the UIW and us; I don't think there has ever been a problem. Each time the UIW team members communicated with the UNZA coordinator the communication was copied to all of us and I think that has really helped a lot; but from the Zambian side, after we finished collecting the data, it is as if the study had just been shelved and we were waiting for the opportunity to meet with you to do something with it.

I think we should have gathered, before you people even came, and started writing up some of the information that we would be putting in the final report. For example, we are the ones who understand the background of early childhood education in Zambia, so we should have sat down, as the Zambian team, and worked on that part of the literature review.

Waiting for this opportunity to meet with you again has caused some delay and, actually, I anticipate some delay even in the production of the report. Research is

supposed to be on going you don't just shelve things when you finish the data collection, you move on because if you don't you'll lose your grip on the findings.

Funding was a challenge for me and the research assistants. The project was approved by UNICEF and we were asked to draw up a budget for the whole study. Our budget line initially was quite high and the UNICEF could not approve it because it was just too enormous. We were asked to reduce it and we were given the lump sum of 25,000 US dollars. It was really a challenging task to reduce the budget,

That amount of funding was not enough at all. The first time we went to the field to collect the data the transport money was not adequate for the assistants. I chose places that were distant from the main town so we needed to hire a car and pay for fuel. The most challenging thing I experienced was in terms of transportation for the assistants; they got about 100,000 KW per day and that wasn't really enough. I think that the budget was underestimated as far as transport allowance.

I was given about 150,000 KW per day for my subsistence allowance and when I went into the field I found that some of the accommodations were more than 150,000 KW so I had to find a cheaper place. The allowance was for both accommodations and food, so it wasn't really adequate; but I wanted to do the study for the Zambian children and for me it became humanitarian work. It wasn't about money anyway, it was about finishing the work and seeing the end product and being proud of being part of the team that came up with the developmental norms of Zambian children.

There was also that problem I had when the team was talking about who was going to which province to train the assistants. I had made an earlier request to be sent to a certain province but I was assigned to another province because I was junior to

someone, who, by virtue of being senior, thought she should go to the province I had requested, even though she had just joined the team; actually she wasn't even there when we were developing the instrument.

It really affected my school schedule and the other team members didn't seem to understand how important my classes were to me. I went to the other province and trained the assistants alright, and to make matters worse the day I was to leave I received a phone call that the car was needed in another province because the vehicle that had taken the consultant to that province had broken down.

I felt like I was being taken advantage of because of my age, because I was young. I thought that the people, who were senior and much older than me, were taking advantage of my age and that they thought my contribution toward the study wasn't very significant. It was something that really offended me.

To create a friendly work environment you need to trust each other. Trust is the ability to respect one another and to have confidence in one another. It is important for team members to trust each other because when you have confidence in the other team members it can help the out come of any activity; and if you don't trust one another that can affect the team's ability to meet its objectives. I think we trusted each other for the most part, I think so, yes.

What I liked the most about being on this team was the aspect of sharing responsibilities and respecting one another's views. I can't really recall any difficulty. The relationship that we have formed is very strong in terms of research and even at a personal level. I want the relationship to continue and for us to continue sharing ideas, yes, ideas both from here and from the UIW.

Ninth Participant's Highlights

Themes emerging from the ninth participant's lived experiences and learning were utilized in the triangulation of the data and serve as basic areas for discussion.

Ninth participant.

1. We are working as peers, at the same level and we are all of willing to take ideas from the other group and also to contribute in a very positive way. Even though there are senior members or staff on the team I feel I've been given an opportunity to learn and also to contribute. I think that I had the power to contribute especially from the very beginning in the development of the tool before it was sent to the States.
2. From the very beginning this has been a participatory study and no decision has been made without consulting everybody. I can't remember the leaders making decisions without our consent.
3. You people have been so liberal and you come to appreciate that this tool has to be made in the best interest of the Zambian child you haven't been imposing things on us, you haven't been showing off like you know better than us. You want to hear from the Zambian side whether we think what you are proposing is culturally friendly or just something different from the Zambian culture.
4. To some extent my cultural background has helped me to actively participate in this study. My parents were originally from the Province where I was a team leader, so it was not something new.
5. From my perspective there are people really working hard to see the study completed successfully and then there are people who are just here and they are not willing to take up any responsibility. People get so detached after an activity, until you meet again, and say, "oh this thing is still going on" so I think it's not a good indication in a research activity. The research is supposed to be on going, you don't shelve things when you finish the data collection you move on other wise you loose grip on the findings.
6. In terms of inter communication via e-mail between the University of the Incarnate Word and us I think there has never been a problem because each time the UIW communicated with the UNZA the communication was copied to all of us.
7. When the study budget was reduced it became like a we just wanted to do it for the Zambian child there was some level of humanitarian work and from that time I think it not about money issues it's about finishing the work and seeing the end

product and being proud of the team that came up with the developmental norms of Zambian children.

8. I felt like I was being taken advantage of because of my age because I was young and people who were senior and much older than me were taking advantage of my age and they thought my contribution toward the study wasn't very significant; it was something that really offended me.
9. What I liked the most was the aspect of sharing responsibilities and respecting one another's views. We are working as peers, at the same level and we were all willing to take ideas from the other group and also to contribute in a very positive way.
10. I feel this study has provided for information sharing; we are exchanging our cultures, we are comparing how children grow in the USA and how children develop in the Zambian context and it's through seeking out that your input can be incorporated into the study.
11. I have never felt nervous or restrained to contribute. Even though there are senior members or staff on the team I feel I've been given an opportunity to learn and also to contribute.
12. One thing I've come to appreciate is that you people are very hard working Americans generally are hard working and it's different from our working culture; we are too relaxed and we don't see any urgency even when we are doing an activity; you people set targets and the targets have to be made.

Tenth Participant's Crafted Profile

Tenth participant. I teach, I've been teaching for many years in different settings in the United States and throughout the world. I do a lot of work with Women's Global Connection (WGC) and to me that's a really important part of my life. Through WGC I have come to connect across cultures and to really promote learning and leadership, particularly of women. I have had the opportunity to get to know and work with people in several different countries in Africa, but most of the work I've done lately has been in Zambia and Tanzania.

In March 2005 I attended the Children Under Seven Conference sponsored by Catholic Relief Services and Women's Global Connection in Lusaka, Zambia, with some other people from UIW. We were outsiders listening to the presentations and at the end of the conference we presented a small power point on the lessons we learned. Most of the presenters emphasized the lack of research and assessment of children within Zambia, and since we were researchers, we thought we might be able to help fill that gap.

So, after the conference we talked with the people from the University of Zambia and they seemed interested in working collaboratively with us to assess the children in Zambia. At that point we thought the UNICEF would be quick to fund it since it would be an international study. So, I approached the UNICEF representative attending the conference and he said that he thought the UNICEF might be interested in such a study.

This was my first time working on a team with people from Zambia, on a research project of this magnitude and because I was the outside initiator of the study I was named as the external principal investigator. I learned many things about collaborating with the Zambians while we were working together on the Child Development Assessment of Zambia (CDAZ) study.

First and foremost I learned that checking out assumptions within yourself and with the team members from another culture is really important. We never explicitly talked about our expectations for the way timelines would be held, the way accountability would be dealt with, or the way decisions would be made. If we had taken the time up front to discuss some of the experiences we've had in previous studies, it would have been very helpful. Our African colleagues probably had just as many assumptions as we did, but we all just got to work and did things the way we always do them.

I don't think we had a really good system for communication and e-mail definitely had its limitations. In Zambia, if you don't have access to the internet and can't afford to go to the internet café to open your e-mail, long distance communication is difficult. Even though the e-mail always went to everybody, I had no way of knowing that the whole team really received it. I wasn't sure if they had a system where they would pass information along because some of them rarely saw each other.

So for me, one of the most important learnings, is when you're working as a team you need to set up a system of on-going communication in some kind of interactive site, such as the one we have with the Women's Global Connection, where everybody can tune in and see what everybody else says.

I've also learned from my experience in Zambia, that the internet connection is only as strong as is the personnel connection. I've learned that the face to face connection is very, very important, but, of course, it is also very expensive. However, we did the best work when we were together.

There was some evidence that the research assistants we trained didn't fully grasp all the details of the process. Maybe we weren't clear enough or didn't sufficiently check for understanding. However, before the second round of data collection, we were able to give them some additional training. We learned a great deal about how to train and we learned some techniques that we would perhaps do a little differently the next time; but the research assistants really had a good experience and they were eager to do more.

There were things that we had to learn as we went along, the simple things like our travel from here to there and who makes the travel arrangements and how reimbursement for expense is handled. To me they were important, they were real

learnings. Some of the things were irritating and problematic at the time, but I never found anybody trying to be malicious.

For example, when we first went to UNICEF in May 2005 to negotiate about the funding we became aware that there were some funding challenges between UNICEF and the Ministry of Education. UNICEF had recently decided to channel all of its money through the Ministry, rather than give it out directly to organizations and there was still some confusion and tension about how all that was going to work.

A second tension then arose concerning our team members from the Ministry. It was not clear whether they would participate as consultants or as part of their job in the Ministry. We were probably one of the first situations they had to deal with and there still wasn't clarity of roles between UNICEF and the Ministry of Education concerning funding and approvals.

UNICEF apparently had gotten a mandate to work with special education children a little more strongly and they were looking for some reliable base line norms in order to do assessments. The CDAZ study seemed to fit nicely into their plan. They provided all the direct funding and, I think we had enough to accomplish the study. Women's Global Connection also contributed to the study with a lot of indirect funding and in-kind services as did some of our colleagues at the University of the Incarnate Word.

One issue with the funding was just getting the money to the research assistants on time. I wasn't always there, so the people in the province where I was working got their money late. They had actually finished their work before they ever got paid or got their transportation costs reimbursed. That was a bit disconcerting because many of them

don't have the money to put out for these expenses up front. So, that was one of the disadvantages of those of us in the States not being over there for a longer period of time.

We chose to work collaboratively and we went into a good collaborative mode the very first night when we chose to write the proposal together. We created the beginning of a bond, the beginning of some trust. No one was trying to out do anyone else; everyone was in it for the good of the children. We set the tone of doing everything together by saying to each other, "What do you think? Let's divide up and conquer here, let's trust each other, you do that part, we'll do this part and then we'll come back and see what we've got and work on it". From the very beginning everybody just assumed we were all capable.

I thought there was a really good spirit in all of our meetings. All the decisions we had to make when we were together were made collaboratively. We discussed everything together, and I didn't ever get a sense that anybody was trying to push their own agenda.

I felt like we collaborated. When we were doing the final report we worked very hard, we actually got into a time pressure but we had those days together. We shared everything and I know everybody took responsibility for the study. We laid it all out. Someone would say, "I don't like this, I don't like that." We'd adjust. I never did feel any kind of power struggle; I never did feel that at all, any place.

There were certain areas where I would defer to our African colleagues because even if it seemed like a step that we needed but in their opinion it wasn't a valuable or useable step then I would defer to them. Where I felt the need to push was to constantly bring in the aspects we needed to make this really good valid research.

There were some cultural things that people felt and spoke strongly about. We had a long discussion about the inclusion of all the material in the report, and I felt strongly about that. I think there was some concern on our colleague's part that perhaps it was too long, or perhaps putting in some of the details might cause comparisons in the provinces. There was definitely a move to leave out some of the detailed material and the UIW team members pushed hard to assure that it was all included.

One drawback was that due to time pressures, we didn't have enough time to share with our African colleagues, in great detail, the process we had used to interpret the statistical data when we all gathered to write the final report. So, they had to trust our interpretations. When they were doing the editing of the final report, there were some inaccuracies in the condensing of the data because of this lack of understanding; they didn't fully understand our interpretations. We had to work with them to redo it and I think we met a happy medium. We didn't include all the tables but we had some of that information in summary form.

We were always under a lot of pressure to get our task done and I think that pressure made us a little uncomfortable at times. I learned that Zambians are very different about pressure than we are. In our culture pressure is a motivator but I don't think pressure is a motivator for them. At least it wasn't in this study. So to create pressure was not a way to motivate and not a way to enhance the end product. I think having a good experience together, being in relationship and working together is the motivator; and we tried to do that from the beginning

There were some changes on the Zambian team. One of the UNZA team members definitely took a lot of responsibility and then he had to leave. It was then harder to assess

who was taking on responsibilities in Zambia. The UNZA principal investigator was selected because of his position, but, because of his schedule, he didn't have time to commit to the study. So the coordinator they chose became more responsible for decisions and giving approval of things and I felt he was leading the Zambian team.

In this kind of a study, I definitely think that leadership can best be exerted if there is a collaborative effort, that is, someone from the States and someone from Zambia taking responsibility for seeing that things get done in their country. I think the Zambian coordinator pushed that team to do their part; for example, the pilot study was their responsibility and the UNZA coordinator delegated it to two of the UNZA team members and got them to do it. He clearly took leadership for all the writing phase at the very end and I sensed that he saw himself as the leader of that group, even though the UNZA principal investigator was there.

And definitely, I think the UNICEF looked to me to be the prodder of the study, the one who would push to get it finished according to their time lines. We exerted leadership but I would say it wasn't clearly enough spelled out with mechanisms for being accountable to each other.

I thought the level of trust among team members was pretty remarkable considering we really were novices to each other's culture in this kind of setting and for all the natural constraints we were working with. When the Zambian team sent the CDAZ instrument back to us, did the pilot, and wrote the literature review, I never went back and questioned any of it or said I'm not sure this is really right. I really did trust them and they never mistrusted any of the results we had.

We were frustrated at times with each other, but I didn't feel that was due to a lack of trust. I think it was due to our different expectations. I found people being open and honest and not a whole lot of resistance to anything.

In a sense it was a great learning. I wouldn't have lost this opportunity for anything. It was a wonderful opportunity to be thrown into in to this kind of work; in difficult circumstances with uncertainty sometimes about funding or slowness in the midst of all that I really wouldn't want to have missed this opportunity.

I really like learning about the Zambian reality from Zambians. I liked learning about what they saw in their culture, how they talked about their culture, how they interpreted their culture, and how they gave us insight into their culture. I realized that I can't get that unless I stop and reflect on the experience. It's not just going over there that allows you to get that insight; you have to go over and engage, but you have to be able to step back and reflect on the experience.

The only other thing that I would have liked, besides time up front to talk about how we would proceed as a team would be to have more time together. We needed to have time together as a team to discuss what we were doing and not just time enough to get ready to do the next thing. We didn't have enough time to strengthen and experience the fruits of our collaborative effort. I have learned that we need to tell our funding agency, up front, the kinds of things we need from them and the number of days we need together as a team and then just build them into our budget.

But, I think the CDAZ study cemented my relationship with the other UIW team members because we shared a lot of ups and downs in it all and it was very positive for me. We're trying to continue doing some work over the next couple of years in early

childhood and we are clearly collaborating in an ongoing way with our Zambian team members. I feel like we have made friends with them and actually, we're not only friends but we are professional colleagues too.

It was collaborative, that was my way of experiencing the work. To me being in a collaboration means we take equal ownership in the outcome. We put forth our expertise to get something done and we did that, we all took ownership. I have no question in my mind that we all took ownership of the task and produced it.

Tenth Participant's Highlights

Themes emerging from the tenth participant's lived experiences and learning were utilized in the triangulation of the data and serve as basic areas for discussion.

Tenth participant.

1. We approached UNICEF together and asked them to participate in the study by funding it, and that's where we got all of the actual money. During the meeting that there was some funding challenges between UNICEF and the government and the Ministry of Education. There was a second tension on the fact that if somebody from the Ministry participated in the study; were they going to participate as a consultant or were they going to participate as part of their job in the Ministry?
2. We spent a lot of time on the study in between the times we were in Zambia. We had the challenges of just trying to get to know how to work together and how to work together in a system that probably had not dealt with this kind of a situation before. I'm not sure UNICEF had ever funded a grant that had consultants from two countries.
3. There were a lot of logistical things that I think were learnings for me. It was very different than consulting fees may be in the United States, but that didn't matter, we assumed that we would all get the same fee, whether we were from the States or whether we were from Zambia. It would be based on our education, our experience, or whatever our degree was, they have a set fee.
4. We learned about being more clear up front in writing about what we thought and having the necessary approval.

5. One of the most important learnings, is that if you're working as a team you need to set up a system of communication in some kind of interactive site where everybody can tune into it and see what everybody else says, as preferable over the e-mail route. E-mail definitely had its limitations; there's a huge problem in Zambia with technology. I've also learned from my experience in Zambia, that the e-mail or the internet connection is only as strong as is the personnel connections, the face to face connection. We did the best work when we were together.
6. The decisions we made when we were together were made collaboratively. I didn't ever really sense any need for anybody to push their agenda. I felt like we collaborated. When we were doing the final report we worked very hard, we actually got into a time pressure. I thought we shared every thing. We laid it all out, people would say, 'I don't like this, I don't like that', we'd adjust, I never did feel any kind of power struggle, and I never did feel that at all, any place.
7. I think the pressure of having to get things done made us a little uncomfortable at times because it put pressure on us. I do feel one of the learnings is that Zambians are very different about pressure. Pressure is not a motivator. I think having a good experience together, being in relationship and working together is the motivator; we did that at the beginning, when we started the study, we chose not to write this independently, we chose to try to write the proposal together even though we were on that very short time line.
8. We created the beginning of a bond, the beginning of some trust during the night when we created the first budget and proposal; nobody was trying to out do anybody else. Everybody was in it for the good of the children. We went into a good collaborative mode, mainly because all of us were comfortable in that mode. I think they're comfortable in it kind of naturally, and I think we're comfortable in it by choice.
9. The five days was definitely not enough and that's where we were fighting a battle, the key here was, yes, it could be done in that amount of time, but not collaboratively. It could easily be done by one person just doing it. But if you want to do it where everybody has a real understanding and feels like they can really own it all, then you can't just have one person doing it or one team doing it and then just moving on.
10. One big learning is to say, well, from previous experience these are some of the places we bumped into challenges and it would be real helpful if we could talk about it.
11. I found people being open and honest and not a whole lot of resistance to anything. It was collaborative, that was my way of experiencing the work. I did think it was a collaborative effort because to me being a collaboration means we

take equal ownership in the outcome. I have no question in my mind that we all took ownership of the task and produced it.

By emphasizing the depth of the perceived lived experiences of each participant in the *Participant's Highlights* section at the end of each crafted profile, the substance of each individual's learning and the essence of their lived experiences working collaboratively on the cross-cultural team emerged. The common themes emerging from the *Participant Highlights* constitute the data analysts of the third piece of the triangulation strategy utilized for this study which formed the basis for the discussion of the findings in Chapter Six.

Chapter Six: Discussion, Conclusion, and Recommendations

Discussion

The discussion in this chapter focuses on the individual experiences of the CDAZ cross-cultural team members and the team's performance. It is presented as seen through the lens of Geert Hofstede's research on national culture conducted in 1980 which formed the conceptual framework for this study.

The discussion begins with an introduction to the CDAZ cross-cultural team and the development of the participatory collaborative. The remainder of the discussion is presented from the perspective of the participants (Walcott, 1994) in order to give *voice* (Leedy & Ormrod, p. 139), through their own words, to the impact and influence of the cultural differences inherent in Hofstede's five cultural dimensions on their individual experiences of cross-cultural collaboration and the performance of the CDAZ team.

Practical conclusions and recommendations are presented to provide future cross-cultural collaborators with an understanding of how these team members, who came from both individualist and collectivist cultures, experienced collaborating with each other and the lessons they learned about cross-cultural collaboration.

The collaborative. The CDAZ team was made up of people from the University of the Incarnate Word (UIW) in San Antonio, Texas, United States, the University of Zambia (UNZA) in Lusaka, Zambia, Africa, and the Ministry of Education of Zambia, also located in Lusaka, Zambia. The participants in this study made a verbal commitment to spend two years working on a longitudinal Child Development Assessment for Zambia (CDAZ) study.

A UIW participant, who served as the external principal investigator, and a UNZA participant, who served as the Zambian coordinator, initially developed the vision and established the goals for the CDAZ study. They agreed that if the CDAZ study was to have meaning for the people of Zambia it needed to be conducted collaboratively, meaning that all team members would be personally involved in, and responsible for the outcome of the study.

Adler (1997) and Osland & Bird (2000) believe that successful long term cross-cultural collaboration requires the establishment of strong interpersonal relationships among people who were socialized into different cultures. It is their contention that the development of these relationships requires an understanding of the cultural differences and similarities that can have powerful effects on how people communicate with each other, make decisions, and follow through on commitments.

The participants in this study did develop strong interpersonal relationships but it wasn't because they understood each other's cultural differences and similarities. They did however, recognize and talk about them extensively as they compared the two during in person interviews with the researcher. At no time during the CDAZ study did the team openly discuss their cultural similarities and differences with each other in any formal manner.

In fact, the idea of studying the culture of other countries seemed foreign to the Zambian team members as reflected in a statement made by participant four when asked, "What did you do, if anything, to prepare yourself to work with Americans?"

Personally I didn't prepare anything. I knew you were coming, I knew you would be working with us and if there were going to be difficulties we were going to sort them out...ha, ha, ha. (Participant Four, personal communication, December 7, 2006)

And as the discussion of culture continued he said:

And it seems that is quite a strong idea in developed countries like England, Australia, America, and Canada this cross culture study, they seem to talk about culture a lot, and here it seems meaningless. (Participant Four, personal communication, December 7, 2006)

In contrast all three UIW participants attended cultural sensitivity training provided by the UIW Women's Global Connection and talked to people who had been to Zambia in an effort to become familiar with the Zambian culture before going to Zambia. Americans seem much more concerned with being culturally correct than Zambians, but the only real way, according to participant ten, to learn about another's culture is to experience it. And so it was, the CDAZ team members learned about each other's culture through interaction, and over time, as they worked together, developed and strengthened a team culture of collaboration which became the norm for this team.

The CDAZ team was able to maintain a collaborative work mode throughout the study for two reasons. First of all, the personalities of the participants in this study were compatible. All of the team members shared a common trait of respect, respect for the others as well as their own culture and people. As participant five said when reflecting on the respect that the team members showed one another:

I know you have a lot of regard for the Zambian culture. Meaning that at times you are prepared to learn from we Zambians and I think we have also shown that we are able to learn from the American experience as much as possible, without feeling inferior or superior to each other. I think that's the greatest lesson I've learned. (Participant Five, personal communication, December 14, 2006)

Secondly, there was an absolute commitment to collaboration on the part of the team leaders. Collaborative leadership is defined by Huxham (2003) as the mechanism that makes things happen in the formation and implementation of collaborative policy, goals and activity and he believes that the structure and processes are as important to

leading agendas as are the participants in the collaboration. The two recognized CDAZ team leaders ensured that everyone involved in the study knew from the very beginning that the team would be working as a collaborative in which every participant's opinion and contribution was valued by the whole team, decisions would be made by consensus, and each person was responsible for the outcome of the study.

Their commitment could be seen in the way they consistently declined to provide the UNICEF, who funded the study, with speculative budgetary information or make decisions on matters not yet discussed with the whole team, and in the inclusion of every team members in the decision making process; whether via e-mail or during face to face meetings. This mode of doing work was quite unusual for the Zambians as can be seen in the discussion of their experiences in the section on *Power Distance*; for the UIW team members it was their normal mode of work and as participant ten said:

I'm very comfortable in a collaborative mode. I think we went into it that very first night, which set the tone to doing this together, and saying to each other what do you think? Let's divide up and conquer here, let's trust each other and you do that part, we'll do this part and then come back and see what we've got and work on it; not, well I don't know if you'll be able to do that right. There was none of that from the very beginning. Everybody just assumed we were all capable. (Participant Ten, personal communication, August 14, 2007)

The literature reflects a large number of case studies describing the causes for success and failure of "collaborative" efforts (Barnes, 2004; Imel & Zengler, 2002). One of the Zambian team members, participant nine, worked with another research team from a university in the United States, who also said they wanted to work "collaboratively" and compared the two experiences:

When I compare with the work relationship that I had with the [university name] team and the work relationship that we had with the team from the University of Incarnate Word I've seen a little variation in that under the [university name] team there was an aspect of, "you are supposed to learn, it is us who know stuff

and you are supposed to learn". I saw that aspect where others appear to be more dominating than the Zambian team and even when making decisions there were decisions that were made without consulting the Zambian team. Then there's the team from UIW, we are working as peers at the same level, all of us are willing to take ideas from the other group and also to contribute in a very positive way. (Participant Nine, personal communication, December 11, 2006)

The participants in this study gave voice to an array of experiences and learnings as they answered the researcher's interview questions but did not connect any of their experiences to the cultural differences of the team members. In fact, when the researcher asked interview questions specifically about the influence of culture every participant indicated that culture was not a negative factor in either their experiences or the team's performance and provided responses similar to this one from participant two:

I don't think the cultural differences came in because we were all academicians and we are looking at issues from an academic point of view, so that the cultural differences are taken care of by the fact that we are focusing on, academically, aspects of our relationship in the study. (Participant Two, personal communication, December 13, 2006)

The Zambian participant's collectivist cultural need for relationship based interaction, the UIW participant's individualist need to be consulted and contribute to the out come of the work and the strong commitment on the part of the team leaders, to work collaboratively made successful collaboration possible; but it was not easy for either cultural group.

The three junior, meaning youngest, participants in this study were the most vocal and critical of the CDAZ study procedures and events while the more senior, meaning older, participants seemed to just accept whatever came along as being the reality of the situation. The rest of this discussion focuses on the impact and influence of Hofstede's five dimensions of culture these individual participant experiences and the performance of the CDAZ cross-cultural team.

Individualism. Hofstede's (1980, 1992, 1997, 2001) research indicated that members of the CDAZ team from the UIW would put their individual needs before group needs and focus on results, facts and numbers. The participants from Zambia, according to his theory, would come to the collaborative with a collectivist world view in which the needs of the group and relationship building are more important than meeting the needs of the individual and work gets done through relationships not contracts or deals. However, Hofstede's cultural findings cannot be generalized to every member of a given society.

The United States is classified as an individualist culture but all three of the UIW participants came from relationship based backgrounds and for the most part viewed the world through a collectivist lens. And the Zambians, especially the junior members of the team, sometimes behaved as individualists and became upset, as presented in the section on *Power Distance*, when their needs were not met. As participant seven, who is from the UIW, commented when speaking of her family's ethnic background:

Being of [ethnic group] descent which is a collectivist culture, I can really understand the needs of the Zambians because we have those same needs in my culture. (Participant Seven, personal communication, March 12, 2007)

The Zambian team members, who are collectivists by nature, did recognize the collectivist characteristics of the UIW team members and as participant three stated:

While you may be individualistic, and we are more collectivist, you tend to value an idea that is put forward by an individual and right from the beginning, we said, we were colleagues, we were a team" so we became a collective. (Participant Three, personal communication, December 8, 2006)

As group members spend time working together and become more familiar with each other they identify more similarities among themselves and become more cohesive (McGrath, 1991) and an in-group is formed. As a collective the participants became an *in*

group that viewed the UNICEF, their funding agency, as the *out group* upon whom they cast most of the blame for delays in their ability to conduct the CDAZ study as they had planned. Even though some of the team's problems were caused by individual team members, who didn't do what was expected of them, no one ever openly blamed another individual. Every team member knew that one particular participant did not do his part of the work, but instead of placing blame, the behavior was rationalized by statements such as this one from participant five:

If there was a member who did not quite do his share of our work it was not visible because we are quite united in the way we did things, which is good for team work. (Participant Five, personal communication, December 14, 2006)

And when speaking of team trust, participant eight said of this same person:

There was only one person who lost our trust because it didn't work out how we expected it to be, but as a team, in the end, we just agreed that we would help this person who had difficulty to know what was expected and later on, we worked together. (Participant Eight, personal communication, December 7, 2006)

The blame always went to an impersonal agency such as "the UNICEF" or "The Ministry" and in cases where a problem was attributed to the team, it was seen as caused by "they" or "the leaders".

The phenomenon of a *in group* mentality led to solidarity and strength of purpose for the CDAZ team members as they learned to deal with the challenges of outside agencies. As their relationship grew they became more courageous in the way they dealt with these challenges. Their gradual growth of resolve can be seen in the following three events.

On May 12, 2005, the CDAZ team submitted their study budget and proposal to the UNICEF for approval. One month later a UNICEF education officer, who had reviewed the document, sent the CDAZ external principal investigator a litany of fifteen

comments and questions concerning the accuracy and validity of the information in the CDAZ proposal. The team immediately rallied, via e-mail, and answered, without argument, all of his questions and comments and resubmitted the document within two weeks.

The team received an approved budget in January 2006, which did not include funding for the pilot study of the CDAZ instrument but this time the team rallied and questioned the UNICEF as to why it had been removed; resulting in the pilot study being funded.

The third major incident occurred in October 2006, when the team was told they needed to submit the CDAZ final report before the close of 2006 because of a contract issue between the UNICEF and the government of Zambia. The approved budget included the funding of five days for the team to write the final CDAZ report but the UNICEF fund manager insisted that it could be done in three days. By this time the team had been dealing with delays and changes in plans, including having to reduce the number of field visits to collect data from three to two because of budget restraints, for eighteen months. They had become strong and confident enough to demand and receive the funding for the five day report writing workshop as reflected in the approved budget.

In a collectivist culture building relationships is more important than formal deals or written contracts. That doesn't mean that Zambians immediately form relationships with whomever they are working. In fact, every Zambians team member commented on the friendly openness and liberal use of the English language by the UIW team members in comparison to their reserved more quiet way of approaching relationships.

Sinha's (1988) finding that collectivists are usually shy when joining new groups, while individualists are skilled at entering new groups is supported by participant five's assessment of the UIW team members approach to others when compared to the Zambian approach:

I find Americans more outright, meaning they tell you their mind. They'll be able to tell you their point of view without any hesitation at all, where as others may be a little withdrawn. I find the Americans do not hide their feelings on any subject matter. Generally speaking, much of the Zambian cultures do not, as we say, tend to be forthright. We are rather timid and shy, especially with strangers.

It takes time for us to open up but once we open up, we tend to strike very good partnerships with others; but from the beginning you tend to be very reserved not knowing what to expect from somebody from another culture. And I think that has been the experience in this case. When we felt you were people we could get on with it was the start of the jokes. (Participant Five, personal communication, December 14, 2006)

By the time individual participant interviews were conducted in December 2006, the team had been working together for 19 months and had developed close relationships with each other. When asked, "How would you describe your relationship with the other team members?" every participant responded with comments similar to those of participant one who said:

I think it was a very good relationship that went beyond work points only, it went to personal friendship with each other. We interacted on a personal level and not just as a traditional office or research team. (Participant One, personal communication, December 6, 2006)

All participants also expressed a desire for the team to find ways to continue its relationship and stated that they wished there had been more time to socialize. Participant three was concerned that the team would disband and stated:

I hope we stick together, but I have a fear that the friendship might just get lost; because, you know, it seems we, when ever we communicate, it's about the study. I would like to communicate with people on a more personal level. (Participant Three, personal communication, December 8, 2006)

In like manner participant eight stated that the most difficult part of the study was that:

We, didn't have enough time for ourselves, we were just too busy, so there was no time for this other cordial relationship where we could meet and discuss just, you know, ourselves, with each other. We didn't have that time, so we were just business all the time, we just worked. (Participant Eight, personal communication, December 7, 2006)

In a collectivist culture work is accomplished by building relationships not formal contracts (Hofstede, 1980). In Zambia the government had put regulations in place requiring the Ministry of Education and UNICEF to sign contracts with others before any work is begun. In this study the government regulations were ignored. Once the team received a verbal agreement of funding from the UNICEF the team members immediately began working on their part of the study unconcerned that contracts had not been signed because as participant one said:

Since they (UNICEF) were funding the consultants they didn't want to delay the process by holding on for the contracts to be signed. There was such clear communication that this activity was supposed to start now, and so we started the activity, and then later on we signed a contract between the Ministry and the consultants. (Participant One, personal communication, December 6, 2006)

As the researcher interviewed participant three, who conducted the pilot study and acted as the UNZA communication coordinator, there was hurt, pain and feelings of rejection in his voice as he explained how beginning to work without a contract had personally affected him:

This is one area this where, I think, our friend in UNICEF probably did not move in quickly because when we started the project we should have signed a contract. We did not. We did not and yet much of the work had already been done. And so it happened that I had to go to school. In February, 2006, and by that time I had not yet signed a contract. A few months later, they brought the contract and then the member who replaced me signed the contract. So it was as if, you know, I had moved out, I had not existed actually. When I came back in July, I think it was about two weeks before they went out to collect the second data set I asked the Zambian team leader if I could be on the team. Especially considering the fact

that the American colleagues were not coming, I could see it, even if I had not signed the contract I could collect the data. It would be a good experience for me but I was told, “no, we can not have you on the team because you haven’t signed a contract”. (Participant Three, personal communication, December 8, 2006)

The lack of emphasis on contracts also became a problem for the CDAZ team members from the Ministry of Education. According to participant one:

I think first of all we should have known who was responsible for what. We should have started by telling the Ministry of Education that we would like to do some studies and the UNICEF will fund us. I think that’s the way it should have been done. And then the Minister of Education would have said “ok, what do you want to do with this, what do you have, what have you come up?” and then it should have been addressed by the Ministry, so that by the time UNICEF came in to fund us we would have already ironed out all these problems.

The problem was with the contract, the contract was signed much, much later and there was a problem with that. So if I were the one initiating the study I would have started in the Ministry. Once the Ministry agreed that this program would be very important and that the Ministry was going to contribute to it for the good of the Ministry then UNICEF is now the one to fund it. You have to go to UNICEF for funding after the program is approved by the Ministry. The way it was done it was the UNICEF coming back to the Ministry and a lot of things were left out and we ran into problems. (Participant One, personal communication, December 6, 2006)

In the researcher’s opinion the real problem with the way the CDAZ study was initiated was that the team leaders, one of whom represented the Ministry of Education, in their enthusiasm to get the program going did not follow the proper Zambian hierarchical protocol. The bureaucratic leaders in the Ministry and the UNICEF had inadvertently been circumvented and those at the top of the hierarchy were not willing to formally approve and fund the CDAZ study until the proper protocol had been followed and they were fully informed.

Power distance. Power distance is defined as “the extent to which the less powerful members of institutions and organizations within a country expect and accept

that power is distributed unequally” (Hofstede, 2001, p. 98). In low power distance cultures such as the United States individuals generally believe that inequalities between levels of the hierarchy should be minimized, that subordinates in the hierarchy would be consulted by those at higher levels, and that the ideal leader believes power resides in the people. In high power distance cultures, such as Zambia, inequalities between hierarchical levels are expected and even desired, subordinates expect to be told what to do, and the ideal leader is one who has absolute undisputed authority yet uses it for the good of the people.

According to Van Hook (2000), Hofstede cited power distance as one of the cultural dimensions most problematic for effective group performance. The cultural beliefs and behaviors of the individualists (UIW) and collectivists (Zambians) on the CDAZ team concerning leaders, leadership and power, only marginally affected overall team performance, but was personally empowering and at the same time uncomfortable for one participant in this study.

For ease of reading this section is presented in two parts. The first part consists of a discussion of the influence of the power distance on the learnings and experiences of individual participants; followed by a discussion of the effects of power distance on team performance in the second section.

Participant experiences and power distance. The Zambian participants in this study live in a high power distance culture with well established hierarchies where everyone is expected to follow the rules and work within systems that have been put in place; and they are comfortable with their culture.

The system that was put in place for this team was a participatory collaborative in which all team members had equal power and shared responsibility for the outcome of the CDAZ study. This type of participatory team work was familiar and comfortable for the UIW team members but quite unusual and foreign to the Zambian participants. In fact, it was the opposite of the way they usually work.

Briggs (1979) believes that when people experience a new cultural environment, they are likely to experience conflict between their own cultural predispositions and the values, beliefs, and opinions of the host culture. For the purpose of this discussion, "host culture" is defined as the culture belonging to the person viewed by other team members as the team leader. In this study the initiator and principal investigator, the one who set the vision and the one whom all team members considered the leader, came from an individualistic culture.

The team culture that resulted was a combination of individualistic and collectivist characteristics; in that, team needs had priority over individual needs and all participants had equal power and authority in all aspects of the study. The lack of hierarchical boundaries and formality throughout the CDAZ study was a positive empowering experience for all the participants and at the same time a source of cultural conflict for some.

All team members, even those who held high positions in their own hierarchal structure, felt empowered as members of this team when the whole team was working together. It was routine for this team to spend hours discussing an issue, during which all members were free to contribute their opinions before a decision by consensus was made; even when the team wasn't together no decision was ever made until all team members

had been invited, via e-mail, to contribute their comments. Participant six's comments reflect the feelings of empowerment and freedom to contribute expressed by every

Zambian team member:

I think the difference is in the way we have approached the work itself. We have been sharing responsibilities here and easily exchanging the information without one person actually taking over for the whole program the whole show. In our local projects of this kind you find one person seems to take control of the situation limiting the contribution of other members. There is that openness which is a very unique experience to me, because we have respected everyone's contribution which is not normally the case; in our local programs you find one person seems to know everything and everyone wants just to listen to that particular person. So it's a good departure from what we do. (Participant Six, personal communication, December 15, 2006)

All of the Zambians, including the most junior members, did speak up and make contributions during meetings and participate in decision making via e-mail in ways that they were unaccustomed to but from the UIW participant's perspective they seemed quiet and reserved. As participant seven stated:

I would have liked to hear more from [a UNZA team member], it may have been because of the hierarchal cultural aspect, you know, her place in the hierarchy of things [two other UNZA team members] were obviously her superiors and had seniority so that may be why her input was limited. I don't know. (Participant Seven, personal communication, March 12, 2007)

The Zambian team members also said they enjoyed working in an open free manner with the UIW participants and recognized that it was different from what they normally did but it only seemed to cause feelings of cultural conflict for one of the junior members of the team. The feelings of personal conflict can be heard in the words of participant three who speaks proudly of the Zambian culture one moment and critically of it the next:

I think, as an African, as a Zambian, one thing that I'll say I'm proud of, is the ability to look up to someone older than me, to a leader and to listen to them and follow. It just comes naturally. So, even though I'm one of the ordinary team

members, not the principal investigator, it was very easy for me to look up to the two principal investigators for guidance because my culture has taught me to behave that way; as a young person to look up to your parents, to older members of society.

On the other hand, your view of, and your strong emphasis on the individual helped me have confidence in my contribution. I made contributions and the other members have said, "oh yea, that's a great idea," it's really wonderful. The fact that I was coordinator gave me a lot of confidence; being young and yet I was given the responsibility to communicate with the Americans really gave me a lot of confidence. I felt valued as an individual, in spite of being a junior member.

I've only worked with other Zambians and the difference is working with the Zambian colleagues sometimes you tend to have a strong feelings of who is the boss, you know, and sometimes individual contributions are not so much valued. It's about who brings out who's idea and it's about who brings out an idea, really. It may be the most valuable idea, but if it comes from the most junior person on the team, it may not be received with as much enthusiasm as would have been the case if that idea had come from the most senior person.

Here, because of the respect we tend to give the people that are in authority, sometimes, it tends to inhibit the subordinate members of the team, the leader is given too much respect and that tends to inhibit the flow of ideas from the junior members. (Participant Three, personal communication, December 8, 2006)

Participant three also expressed difficulty adjusting to the informality of the UIW team members, who viewed each other as peers, and addressed every one on the team by their first name. This was not only acceptable, but expected behavior when the UNZA, Ministry and UIW participants were working together but not expected or acceptable during the local Zambian team meetings.

We're not as informal, as you tend to be, for you, someone can be the managing director but you call them ____ or ____ or whatever. It was really uncomfortable for me.

I must say something else here, with regards to the use of first names. I would never call you by your first name in my culture, never, ever; but now I've been forced to learn to do that because, I could see a few times I wanted to speak only your surname and I think it was becoming offensive to you. (Participant Three, personal communication, December 8, 2006)

Cultural change occurs slowly over time and begins when people speak out against those things in a society that don't seem right or fair. The senior (older) members of this team accepted the reality of whatever happened while the junior (younger) members of the team were more vocal and critical of some of the procedures and events that occurred during the CDAZ study. This was particularly true when decisions they considered unfair or unjust, based on seniority or status, personally affected them. For example, during an afternoon meeting when the team members were assigned the provinces they would collect data in, one of the junior team members became angry and demanded that she be assigned to a province closer to Lusaka, a province that had been assigned to a more senior member of the team. She was not re-assigned and would later express her anger privately to the UNZA coordinator who refused to change her assignment and again during the in person interview with this researcher:

I had made an earlier request that I wanted to be in [Province] and I was sent to [a different Province] because I was junior to someone who thought by virtue of being senior should be taken to [my original Province] when she just came on board, actually she was not even there when we were developing the instrument. It really affected me somehow

I was being taken advantage of because of my age because I was young. People who were senior and much older than me were taking advantage of my age and they thought my contribution toward the study wasn't very significant to the so called senior members; and it was something that really offended me. (Participant Nine, personal communication, December 11, 2006)

Perhaps it's a sign of the times that young women in Zambia, especially those with some experience working with other cultures, are recognizing and speaking out against the concept of privilege based on seniority and status rather than knowledge and ability.

All but two of the CDAZ team members had worked with people from other countries and cultures. However, this was the first time any of the CDAZ study participants had ever worked on a cross-cultural study of this magnitude and the first time UNICEF had funded a study between two universities in two different countries. It was quite a learning experience for everyone involved and part of what the team learned was that the way in which one approaches and interacts with the established hierarchy and bureaucratic systems in a country affects the team's performance.

Team performance and power distance. In a collectivist society there is a clearly defined hierarchy in which communication is somewhat restricted, flows from the top down, and people are used to, and expect, their leaders to tell them what to do. The way this team chose to work was different from the usual Zambian way in that the team set goals and then proceeded to accomplish them without waiting for formal permission or approval from those at the top of the hierarchy. As participant five stated:

This has been a very unique collaboration effort. Two universities, then the Minister of Education also came in. It's a rare collaborative effort in a developing country. Ah, it's rare. And the way the collaboration was started was excellent, because it didn't come from the Vice Chancellor, they all coming down, no. It was pushed from below and that was quite good. (Participant Five, personal communication, December 14, 2006)

It was quite good, but it was also quite frustrating and stressful for everyone involved including the UNICEF. The members of this team learned, by trial and error, how to work within the established hierarchical protocol of Zambia and struggled with the duties and distribution of leadership.

All the participants in this study agreed that teams need leadership but the criteria for choosing a leader was different for these two cultures. The Zambian principal investigator was selected on the basis of seniority and in his own words:

All teams need leaders and I think that our democratic process is the best way of choosing, but that should be accompanied by experience. You can't just choose a young person as a leader when they're not experienced. And yes, those are automatic position and status those are automatic. (Participant Four, personal communication, December 7, 2006)

The external principal investigator from the UIW was chosen because that investigator was the initiator of the project and, according to participant three:

That meant that they would be the one to lead because they understood the vision of the project right from the beginning, and they were the most qualified member of the team. They were the one who went to see the would be funding agency in this case, UNICEF and that told us right away that this is a leader that we had to look up to and support so that together as a team, we can succeed. (Participant Three, personal communication, December 8, 2006)

In this study being the legitimate leader of the UNZA team was in name and title only. The UNZA principal investigator was very busy at the time the team was formed and assigned another UNZA professor to act as the team coordinator and throughout the study this coordinator was considered the leader of the Zambian team by the Zambians. As participant three stated:

When they went to the University, the [position of team leader] didn't want to take the implementing role. He realized that he had a bigger responsibility in his office than to start becoming team leader for this. So he assigned someone to mobilize and identify those who could be part of the consultant's team. (Participant Three, personal communication, December 8, 2006)

The UIW team members expected that everyone would take responsibility for the outcome of the study and do their fair share of the work; and they did. The team learned that in Zambia a leader leads and delegates but doesn't actually do any of the "work" work. Since everyone was expected to take an active part in the study the Zambian principal investigator had, as participant eight said, "to be helped to learn what to do" by the other UNZA team members before actively participating in the actual work of the team.

Interacting with the UIW principal investigator who was so actively involved in every part of the CDAZ study became a source of frustration for participant nine, a junior member of the team, who wished that the UNZA principal investigator had been more involved in the study and said:

Our principal investigator hasn't done anything [laugh] that I can recall apart from facilitating the meetings and activities he hasn't done anything significant throughout this study. I don't know if he didn't have a clear grip of the study I don't think so because being the principal investigator he's supposed to be well vested with what is going on in this study, how far we have gone, and just to have that insight of the study; I think he's a bit detached. (Participant Nine, personal communication, December 11, 2006)

The way the study was begun and the request for funding was also a bit confusing for the UNICEF and Ministry. A curriculum specialist at the Ministry, and member of the CDAZ team, agreed to write a letter for the Ministry Permanent Secretary's (PS) signature requesting permission to begin the process to request funding and granting approval for the study to begin.

She took the letter to her supervisor who was reluctant to sign it because she didn't feel that it was within her authority. It took some convincing and cajoling but the curriculum specialist, who thinks of herself as "the implementer", is very persuasive and the letter was signed. Upon reflection the supervisor said:

The one thing I would change was the problem that we had between the Ministry, UNICEF and the members. It was like we had the three caps, we had the Ministry, we had UNICEF, and we had the team here. UNICEF is saying to the team; you do not belong to us you belong to the Minister of Education. The Minister of Education is also telling the team, no you belong to UNICEF, they are the ones who engaged you.

So if I were the one I would have started in the Ministry. After the Ministry agreed that this program would be very important and that the Ministry would contribute for the good of the Ministry and that UNICEF is now the one to fund it. You have to go to UNICEF after the Ministry for funding of the program. The way it was done it was now UNICEF coming back to the Ministry, and a lot of

things were left out and we ran into problems. (Participant Eight, personal communication, December 7, 2006)

In this researcher's opinion the one area where the cultural dimension of power distance caused the most significant problem was in the development and editing of the CDAZ instrument.

The team decided that the UNZA participants were in the best position to develop a culturally appropriate instrument and the UIW team members agreed to send them copies of instruments used in the United States to use as guides. When the instruments arrived in Zambia the UNZA coordinator met with the two junior members of the UNZA team to discuss the development of the CDAZ instrument. In the words of participant three, a junior member of the team, the meeting proceeded as follows:

So we did meet and we could see, as we were talking that we tended to agree more and we tended to have maybe ideas that should have appeared quite clearly to have been better than what the [UNZA coordinator] would have wanted.

He brought a whole lot of other instruments designed elsewhere, and he was more or less wanting us to book lift (copy other's work) and we were against that. We were like, you know, we don't know about this, lets just design our own thing and it was like the arsenal that he had brought to the battle front were all declared null and void, and so he said, ' fine then, then go it alone' more or less that's what I felt.

And so that's when we decided, "lets just do it, we must do it, because we'll look stupid if we don't." And so, from that day, you really saw that there was a withdrawal on his part."

It became, more or less, our work, which should not have been the case, but we were given the opportunity and guidance to learn how to create the instrument and we did it. (Participant Three, personal communication, December 8, 2006)

They designed the instrument, piloted it and presented it to the team for discussion. Some changes were made in the format and wording but for the most part the instrument remained as they had written it. The team members went into the provinces

and trained 72 research assistants who make 1,790 observations of 895 selected participants (sampled children) during the data collecting field visits.

The team did not fully realize that many of the items on the CDAZ instrument were culturally inappropriate until the results of the data analysis were shared and discussed during the week they spent together writing the final report. One example was use of scissors to evaluate small muscle coordination. As a team we discussed each item on the CDAZ instrument before and after we went out to the provinces to train the research assistants to administer it and no one ever mentioned a problem with the use of scissors.

It was only when the data showed that some of the children could not use scissors to cut that participant one said, "It is true enough we have scissors in the home, but Zambian parents do not let their children touch sharp objects." In this researcher's opinion the two participants who wrote the instrument did just what they said they didn't want to do and book lifted some of the items on the CDAZ instrument. Not on purpose, but sub-conscientiously, because of the respect ingrained in them by their culture to follow the directions of those in authority.

Uncertainty avoidance. Hofstede (1980) defined uncertainty avoidance as the extent to which the members of a culture feel threatened by uncertain or unknown situations. He originally found differences between countries in uncertainty avoidance as a by product of power distance. In his study of 74 countries the United States ranked 62, with a medium tolerance for uncertainty, and South Africa ranked 58, with a low tolerance for uncertainty (Hofstede, 2005, p. 168-169). The 2004 GLOBE study included

Zambia and the United States and found them both to have a medium tolerance for uncertainty (House et al., p. 622).

“All human beings have to face the fact that we do not know what will happen tomorrow: the future is uncertain but we have to live with it anyway” (Hofstede, 2005, p. 165), and the CDAZ team did live and work with a great deal of uncertainty.

Zambia is a developing country with an unstable economy in which no one is ever certain what tomorrow will bring. The UNZA team members shared stories of times when the university was shut down for months at a time due to government restructuring. In like manner this team was never really certain about anything except that they wanted to conduct the CDAZ study and were willing to do whatever it took to complete it.

Once verbal approval and a promise of funding for the study was received from the UNICEF the team proceeded to develop the assessment instrument and make plans to assess the children without any certainty that the study plan, budget, or funding would actually receive formal approval. There was a certain level of confidence that the study and funding would be approved because in a collectivist culture the word of someone is as binding as a formal written contract.

The team had no other choice but to tolerate and deal with these. It was the delays in funding which caused delays in the progress of the study that frustrated the team members in this study the most. The verbal agreement was given on May 12, 2005, and 10 months later the funds still had not been released. As participant eight said, “The UNICEF kept delaying and asking for first one thing and then another” and in an e-mail to the UIW principal investigator participant five expresses his frustration:

I called all the consultants to a meeting on 29th March - Wednesday. I wanted to train them on the use of the tools. All came. So did [two UNICEF

representatives]. The two ruined my day. After the meeting I didn't want to inform you because I wanted to be sure what exactly to say. Here is what we were told:

UNICEF was not going to release the money until there are signed contracts between us consultants and Ministry of Education. After discussing this problem, after the meeting we decided that we would regroup and move forward. We agreed that it was necessary to have contracts in place. We tasked [MOE team member] and I to work out this. (Participant Five, personal communication, December 14, 2006)

The frustration was also felt by the 72 research assistants in the nine provinces, who had been trained by the CDAZ team members to collect the data. They had been told that the first field visit would take place in January 2006, and were ready to collect the data only to be told repeatedly that the visits had been cancelled. As participant one said when speaking of their plight:

To some extent it was frustrating the assistants because of the wait from the time they were trained to the time of data collection. There was such a deep gap because of the fuel and different things that needed to be put in place and that was the time when we were trying to do the signing of contracts. So the first field visit was not done at the time it was planned, so there was a problem due to a lack of proper communication between the people in the provinces. Well, even when we did communicate with them by phone to say, 'We are coming this week', so they would be readily waiting for you and then in the end you find that there are certain things that are not in place. So we kept on postponing until in some instances it frustrated our assistants; but when the time for implementing came they were still cooperative and most of them completed the data collection. Only a few were not available because they had moved on. (Participant One, personal communication, December 6, 2006)

Communication between the participants and the research assistants could only be done by phone or letter but the CDAZ team used the internet e-mail to communicate. Communicating via e-mail was always difficult and challenging due to a lack of technological advancement in Zambia but it was the catalyst that held the team together and kept team members focused on the CDAZ study in between their face to face meetings, but it was unreliable and expensive.

The UNZA was equipped with e-mail but it didn't always work. The UNZA communication coordinator would receive and send e-mail from a local internet café and pay for the communication out of his own pocket. It was a financial strain for him and a frustration for the UIW participants as participant seven pointed out:

Communication has been difficult, long distance. We have called and sent, e-mail and faxes and there's always been a slow response on their part. I think partly it had to do with inconsistent internet access on the University of Zambia side and that they had to go to internet cafes, so we would go weeks without communications and what it did was really bring home the point of the whole relationship of the team and how when we were there person to person we were much more productive, and able to communicate much better person to person. It was very difficult to do things long distance that was a huge challenge.
(Participant Seven, personal communication, March 12, 2007)

Participant Ten echoed these same feelings but also stated that she was never really sure if the Zambian team members got the e-mails in the first place or if they even opened their e-mail and read it. Internet e-mail is fairly new to the Zambian participants and it is possible that they haven't developed the same habit as the UIW participants of opening their e-mail every day. As participant eight said, "Oh, email, I even forgot it was there and when I checked after about a week there were 30 messages waiting for me, and I had to decide which one I would answer first"

The positive aspect that arose from the frustration of so much uncertainty was the emotional support that these team members provided for each other both in person and through e-mail communication.

Masculinity. The researcher did not find any evidence that the cultural dimension of masculinity affected either individual participant experiences or the team's overall performance. Masculinity is defined by Hofstede (1980) as the extent to which social gender roles in a society are clearly distinct; men are supposed to be assertive, tough, and

focused on material success; women are supposed to be more modest, tender, and concerned with the quality of life.

For the most every participant was kind, gentle, and respectful and most of all concerned with the quality of life of the Zambian children. The male UNZA coordinator gently but assertively called the meetings to order and kept the team working as per the agendas. The UIW principal investigator did the same when it was her turn to call the meetings to order.

There were two instances in which female participants acted in what might seem like a masculine manner. The first occurred at the initial meeting between some of the CDAZ team members and the UNICEF education officer when one of the CDAZ participants started yelling at the UNICEF officer and asserted that the CDAZ study belonged to the Ministry

The second incident occurred during a meeting when the team was discussing the results of the data analysis in preparation for writing the final report. A UNZA participant started yelling at a Ministry participant because, in her opinion, the children of Zambia did not have the educational materials they needed because that Ministry participant was not doing her job properly.

But upon closer examination in both of these cases the passionate loud arguments erupting from these women came from a deep concern for Zambia's children and not their personal agendas; which is one of the traits of women in Hofstede's definition of masculinity: concern for the quality of life.

Long vs. short term orientation. The fifth dimension of national culture that is

independent of the four identified in the IBM studies conducted by Hofstede is long-versus short-term orientation. This dimension came about as a result of the Chinese Values Survey developed by Michael Bond in Hong Kong and administered to students in 23 countries around 1985 (Hofstede, 2001, p. 351). Long-term oriented cultures teach virtues directed at the future such as education, frugality, and persistence while short-term oriented cultures teach virtues directed at the past and present; such as respecting traditions, social spending, and maintaining face (Hofstede, 2001, p. 363). That is virtues that are oriented toward future rewards versus emphasis on immediate gratification (Kelly, 1996).

Hofstede's study included the United States which showed a tendency toward a short-term orientation, but did not include Zambia; and the criteria and instrument used to assess this cultural dimension for the GLOBE report, which did include Zambia, was completely different and measured different characteristics and tendencies than Bond's original instrument.

McGrath (1991) found that collectivists view time from a long term perspective, looking to the future, they value thrift and patience and individualists view time from a more short term perspective contemplating the past and present; they value immediate gratification of needs. The purpose of the CDAZ study was to construct information that could be used to develop early childhood educational programs and teacher training materials that would be appropriate and beneficial for present and future generations of Zambian children. The participants in this study while focusing on the future wanted the gratification of completing the study on time.

The long versus short-term orientation of the participants in this study did not seem to influence either the team's performance or the individual experiences of the participants. However, the way in which these two cultural groups viewed the concept and use of time did. In fact, it was the most significant cultural difference between the members of the CDAZ team and the source of most of the frustration and stress felt by the participants in this study.

Clock-time vs. event-time. Time is a measurement tool and depending on how it is viewed can be either a friend or a foe to work teams. According to Edward Hall (1959), people either work out of a clock or event oriented time framework depending on their cultural identity. A clock time orientation would focus on official, formal, and task oriented temporal concerns while an event orientation gives attention to interpersonal relationships among people (Brislin & Kim, 2003). If people in a culture behave according to event time they organize their day around various events and participate in one event at a time until it reaches its natural end and then begin another event (Levine, 1997).

People from the United States operate on clock time; they make sure their watches are set correctly, schedule meetings, show up on time, and generally become irritated and frustrated when others are late. Punctuality is important in individualist cultures whereas relationship building, that may save time in the long run, is important in a collectivist cultures.

The UIW participants in this study were clock oriented, and viewed time as a valuable commodity not to be wasted while the Zambian team members were event oriented and viewed time as a means to develop relationships. These differences were

recognized and commented on by every member of the team both in the form of compliments and criticisms.

The UIW participants experienced frustration throughout the study when the Zambians didn't answer their e-mail as quickly as they wanted, took longer than expected to complete documents or provide comments on the CDAZ instrument, and most of all, when the UIW participants were trying to coordinate the completion of the final report, after the December 2006, report writing workshop, with the Zambians.

The team agreed that the Zambians would finish the report and submit it to the UNICEF, but they went on a two week university retreat immediately following the writing workshop. The UIW team members assumed they would work on the report while on retreat. The Zambians, who live in the present and attend to the events of the moment, only involved themselves in the retreat with their colleagues. What seemed a lack of interest became very frustrating for the UIW participants who sent numerous e-mails to the Zambians requesting their input, while they continued working on the final report. In the end, it became a matter of trust for participant seven who stated:

There was a lack of trust towards the end because I knew that they would not respond to our pleas for feed back and input on the final report and that got hard especially because the deadline was so impending; and you just knew you had to get it done. (Participant Seven, personal communication, March 12, 2007)

The team actually spent very little face to face time together working on the CDAZ study and when they did meet there was a lot work that needed to be done. The team leaders planned an agenda for each meeting but the meetings never started on time because people came to the meeting places late. This was a real source of irritation for the researcher, who values punctuality, until she realized that she was the only one bothered by the lateness of others.

When the CDAZ team did meet they spent hours discussing an issue before a decision was reached. At the end of the work day there was always work that needed to be finished. All of the UIW participants and some of the Zambian participants stayed each evening typing reports and other documents until the electricity went out. Americans are used to working until a job is finished but the Zambians are not as is reflected in these comments made when the researcher asked, during in-person interview, "What did you learn about Americans as a result of working on this team?"

Participant four:

The one thing which I learned is just the idea of working hard, the work culture. It seemed that Americans have that drive to say lets achieve this work that we are meant to achieve. And that's different from us. (Participant Four, personal communication, December 7, 2006)

Participant two:

I would say your work culture, you know, you want to work and work and work; it is rather not the way we do it. You usually work overtime, yes, and that's not so exciting. (Participant Two, personal communication, December 13, 2006)

Participant six:

Work you are able to work for a long time, even when we, the, locals give up and say now it's time to relax, you continue working which is very rare with us. (Participant Six, personal communication, December 15, 2006)

For the UIW participants time needed to be used wisely so that the established goals of the CDAZ team could be met on time. This was especially true during the December final report writing workshop because the UNICEF had set December 31, 2006, as the deadline for submitting the report. Meeting times had been established but each morning, after breakfast, the Zambian team leader would delay the meeting time by a half hour. People still arrived late for the meetings but everyone worked from 10 to 12 hours a day on the report and as Participant Eight stated:

We learned that we needed to do things as quickly as possible although we were also disappointed from UNICEF, because they were not geared to do this whole thing according to what we had planned to do. (Participant Eight, personal communication, December 7, 2006)

Working long hours strengthened the bond between the team members and created a sense of pride of accomplishment on the individual level. As participant five put it:

I think the most striking thing is in the area of meeting targets, I think we did well, we are meeting targets. Another team would have gone on with this study forever. Even the UNICEF [representative] didn't expect us to do a good job within these five days. (Participant Five, personal communication, December 14, 2006)

Participant Five was also proud of the fact the Zambian team members had managed to get their principal investigator to take an active role in the CDAZ study and not only attend the writing workshop but also take part in the writing exercise itself. In his words:

I'm quite happy that we were able, without any complaints what so ever, to get [principal investigator] working on this thing and meeting the deadline which is very good. (Participant Five, personal communication, December 14, 2006)

These two different cultural views and ways of using time had both a positive and negative effects on the team. While the Zambian event time orientation was a source of irritation for the UIW participants it also enhanced the bond and friendship between the participants and opened doors for future collaboration. The UIW participant's clock time orientation was uncomfortable for the Zambians who had to work at a quicker pace and for longer hours than they were used to; and at the same time it kept the team on track and contributed to the successful completion of the CDAZ study and timely submission of the final report.

Conclusion

One can spend many hours, as this researcher did, reading and talking to others in an effort to learn about another culture but the only real way to “know” another culture is to experience it first hand by interacting with the people of that culture. As a participant on the CDAZ cross-cultural study team the researcher, who lives in a generally individualistic society, became immersed in the collectivist culture of the Zambian participants. Through her lived experiences the researcher discovered that cultural differences do impact the way individuals experience and perceive events and team work. The researcher agrees that the five dimensions of culture as discovered and described by Hofstede (1980) do exist; and that the GLOBE report findings that Zambia is a collective society and that those living in the United States are generally individualist a reality.

In an individualist society success is measured in terms of profits and productivity and in a collectivist society it is measured by how well people relate to each other. The CDAZ team produced the Child Development Assessment for Zambia study and the participants developed close personal relationships that continued long after the study was complete. The CDAZ cross-cultural team succeeded based on these criteria, both from a production and relational perspective.

It was the compatibility of these particular team members, a relentless commitment to working in a collaborative mode and a commitment to the children of Zambia, rather than a deep understanding and awareness of each other’s personal and national cultures, as Bruffee (1999) and Osland & Bird (2000) suggested, that led to the success of this long term collaboration. The participants in this study learned many things

about collaboration and their own and each other's cultures as a result of, and not as a precursor, to working on this team.

According to Huxham (2003) leadership activities, whether conducted by one individual or shared by the group are generally highly facilitative and concerned with embracing, empowering, involving, and mobilizing members. The participants in this study all took on some leadership responsibility and seemed to instinctively take the best from both of their cultures and build a team culture that respected the dignity and contributions of each person while staying focused on the work they set out to accomplish. As participant three stated, "This free and open way of working made it easy for us to give more than we may have otherwise been willing to give."

After observing the actual practices of collaborative groups Huxham developed a theory called *collaborative inertia* which states that "the output from collaborative groups often appears to be negligible or the rate of output to be extremely slow and that stories of pain and conflict are often integral to the success achieved by collaborative groups" (Huxham, 2003, p. 403). The output of this team, especially the decision making process which consisted of hours of discussion followed by a decision made by consensus and then more discussion, was extremely slow; and participants reported feelings of cultural conflict and uncertainty about the completion of the study due to conditions within and between the UNICEF and the government of Zambia.

Stress, frustration, and empowerment are words used throughout this study because they accurately describe how the participants experienced participatory collaboration. The UIW participants were quite comfortable working on a team in which everyone possessed equal power and authority and decisions were made by consensus;

but for the Zambians, who were used to being told what to do, this mode of work was unusual, uncomfortable, and at the same time empowering. The junior Zambian members of the team expressed feelings of personal conflict as a result of working within a structure that was much less formal than their own and easily criticized what they considered to be flaws in their own culture. The more senior members of the team commented on cultural differences between team members but spoke of them in a matter of fact way rather than a critical manner.

The most stressful aspects of cross-cultural collaboration for this team were the delays in planned program activities and long distance communication challenges caused by outside forces over which the team had no control. In a developing country nothing is ever really guaranteed or certain. The constant change and challenges this team faced and worked through only served to strengthen their relationships and unity of purpose.

Even though the participants in this study felt discouraged at times, every one of them said they were proud of the work the team accomplished and expressed a desire to continue both the personal and academic relationships they had established. When the contributions of each person are valued and respected, as participant four said, "Each one is willing to give more than they might have otherwise given" and that, when all is said and done, is the point of forming a collaborative work group.

Suggestions for Improvement of the Collaborative

The CDAZ team set in place structural procedures and processes that resulted in a successful collaborative effort. Every participant stated that the CDAZ study, "Was just the beginning" and expressed a desire for the team to stay together and collaborate on other projects in the future aimed at improving the lives of Zambia's children. The

researcher/participant would like to make four suggestions that might enhance future individual collaborative experiences and improve overall team performance.

First, in Zambia the Internet is unreliable and costly and proved to be an inefficient means of communicating and tracking messages sent between team members. It is suggested that in the future the collaborative use an inter-active site, such as the Women's Global Connection site, so that continuous on-going conversation could take place among the participants and a record of those conversations maintained and available for viewing by all participants.

Secondly, a system of accountability should be put in place to insure that work assignments are completed in a timely manner. The creation of a written time line, agreed upon by all participants, would reduce the element of uncertainty for all participants and the funding agency. The Zambian participants who, as collectivists, are used being told what to do by their supervisors and function most efficiently with formal guidelines would appreciate knowing exactly what is expected of them; and the UIW participants who are task oriented individualists would feel more comfortable knowing that document and report deadlines would be met.

Thirdly, it is suggested that the team take time for leisure. Participant Eight speaks for all the participants when saying,

We didn't have enough time for ourselves, we were just too busy, and so there was no time for a more personal relationship. You know, time where we could just get together and talk among ourselves. We didn't have that time, it was just business all the time, we just worked.

The CDAZ participants need to relax and enjoy the friendships they've developed.

Recommendations for Further Study

The researcher proposes further research based on the findings of this study. The three areas to be addressed are communication, leadership and team action, and time concept.

First, Internet e-mail has made it possible for team members in distant locations to communicate and complete much of their work without face-to-face meetings. However, it was also one of the main areas of frustration and stress for this small collaborative team. Although the difference between a developing country (Zambia) and a developed country (the United States) would account for some of the technical e-mail transmission difficulties, it did not address two main constraints on communication and the ability to produce study documents: the lapse of time between responses and no responses. It is recommended that further research be conducted to explore the effects of cultural differences on cross-cultural collaboration, with a focus on the willingness of team members to respond and to send e-mail messages to those parties they perceive to be of higher or lower social status.

Secondly, globalization has become a reality in today's world forcing more people from geographically separated cultures to join together to form collaborative work teams. In order to provide others with the tools necessary to facilitate collaborative efforts, it is recommended that additional research be conducted on small cross-cultural collaborative teams. This research should focus on leadership actions and team processes that result in empowerment of individual team members, commitment on the part of team participants, and the instilling, in team members, of a sense of being valued.

The third recommendation is that research be conducted to document and

describe the unspoken meaning of time in differing cultures. The purpose of such research would be to determine the meaning that people in different cultures hold to be the norm when setting deadlines, due dates or scheduling meeting times. The questions to be asked are then: Are scheduled and agreed upon due dates and meeting times taken literally or is there a cultural understanding built into them that allows for flexibility in the? And, if this is the case, what are the acceptable parameters of flexibility within the culture?

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Appendix A

APPLICATION FOR INSTITUTIONAL REVIEW BOARD APPROVAL FORM
University of the Incarnate Word

(PLEASE TYPE INFORMATION)

1. Principal Investigator (type name): Georgia Lynn Piez
2. Co-Investigator; Faculty Supervisor; Thesis or Dissertation Chair: Dr. Richard Henderson
3. Division/Discipline: University of the Incarnate Word, Dreeben School of Education
4. Research Category: a. Exempt b. Expedited Review c. Full Board Review
5. Purpose of Study

This case study will describe the individual and group experiences and learning of a small collaborative cross-cultural team as they worked on the Child Development Assessment for Zambia (CDAZ) study. The team consists of persons from the UIW, the U. of Zambia, and the Zambia Ministry of Education and is engaged in developing a tool to assess base line early childhood norms and training research assistants to observe and evaluate children, using the tools they develop, in all nine Provinces of Zambia, Africa. Most of the data for this study will be collected at the site in Lusaka, Zambia.

6. Number of Subjects: 7 Controls: 0

7. Does this research involve any of the following:

	YES	NO		YES	NO
Inmates of penal institutions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Fetus in utero	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Institutionalized mentally retarded	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Viable fetus	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Institutionalized mentally disabled	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Nonviable fetus	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Committed patients	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dead fetus	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mentally disabled outpatient	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Minors (under 18)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnant women	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

For each "Yes", state what precautions you will use to obtain informed consent. N/A

8. Duration of study: 2 years
9. How is information obtained? (Include instruments used)
The information will be obtained through researcher participation on the team, observations, audio recorded interviews of the participants and a review of written documents to include over 300 e-mails.

10. Confidentiality – (Are identifiers used for subjects ?) Yes No

11. Benefit of research:

This study will add new knowledge to the literature concerning the process of collaboration across cultures through in-depth descriptions of the work performance of the team and the individual experiences of each team member. It may also serve as a model for other third world countries who may wish to develop early childhood education programs for children under seven in their country as they strive to meet the Education For All goals set for 2015.

*****IF CHANGE IN RESEARCH OCCURS THE BOARD MUST BE NOTIFIED BEFORE RESEARCH IS CONTINUED.*****

Principal Investigator signature _____ Date _____

IRB Approval signature _____ Date _____

Application # _____

Appendix B: Letter of Informed Consent

Exploring the Collaborative Process: A Case Study of the Experiences, Learning Process, and Work Performance of a Cross-Cultural Team in Zambia, Africa

You are being asked to participate in a study designed to describe the individual and group learning experiences of a collaborative cross-cultural team engaged in the process of developing an assessment tool that has the potential to impact early childhood educational programs for all children in Zambia, Africa.

We have been working together on the CDAZ study for more than a year now and most of our work and communication has been conducted via the internet so we haven't had much time to get to know each other. I am interested in learning more about you, your background how you became a member of this team, what the experience of being a part of this team has been like for you and what you learned about working collaboratively with people from another country and culture.

If you agree to participate you will be interviewed once and possibly twice, if time permits, by the researcher. All interviews will be audio recorded and transcribed at a later date by the researcher. To ensure your right to privacy you will be asked to select a name or word to be used as a pseudo-identification for yourself. The pseudo-identification you choose will be known only to the researcher and used by her to identify you on written and recorded data collected from you. To further protect you privacy and anonymity the findings of this study will be presented more in the aggregate, documented as comments by the Zambian team or the UIW team rather than individual comments. You will not be putting your name on anything except this form.

Although all studies have some degree of risk, the potential in this study is minimal. The interviews and written documents are a reflection of your individual experience and learning as they relate to the team experiences and learning while working on the CDAZ study. You will not incur any costs as a result of your participation in this study.

You will be given a copy of this study for review and comment before it is finalized as well as a copy of the final study.

Your participation is voluntary. If at any time during this study you wish to withdraw your participation, you are free to do so without prejudice.

Please do not hesitate to contact me if you have any questions prior to your participation or at any time during the study.

AUTHORIZATION: I have read the above and understand the nature of this study. I understand that by agreeing to participate in this study I have not waived any legal or human right and that I may contact the researcher by writing to Lynn Piez at 527 Elmhurst Ave. San Antonio, Texas, USA 78209, or calling cell phone # (210) 382-5217, or e-mailing her at lynnpiez@yahoo.com. I agree to participate in this study. I understand that I may refuse to participate or withdraw from this study at any time without prejudice.

Participant's signature _____

Date _____

Researcher's signature _____

Date _____

Appendix C: Participant Interview Questions

Team Performance

Resource Allocation

1. How did the team receive funding and material resources for the CDAZ study?
2. What kind of material resources and how much funding was provided?
3. How were the resources divided among team members?
4. How did the team members keep track of their funds and report expenditures?
5. What kinds of problems did you encounter when trying to obtain or use resources?
6. Were the resources and funding provided adequate for the work you needed to do?

Communication

1. How have the long periods of time between meetings and the necessity to communicate via e-mail affected you? How did it help or hinder the progress of the work?
2. What, if any, confusion did you experience due to language or use of words?
3. How did you know or decide when to speak during the meetings?

Leadership

1. Do you think a team needs a leader? If so, how do you think a team leader should be chosen?
2. How was leadership responsibility for this team determined?
3. How did you know who was leading the team?
4. What things did the team leader do?
5. How were the meeting agendas and study deadlines established?

Decision Making

1. What were some of the decisions that had to be made?
2. How were these decisions made?
3. How was the decision making process for the group affected by the two cultures represented in the group?
4. How were decisions made concerning what needed to be done, when it needed to be done and who would do it?
5. Did you agree with all the decisions? If not, what did you do?

Cultural Customs

1. Was this your first experience working on a team with people from Africa/ America?
2. What did you learn about African/American culture/people while working on this study?
3. Have your cultural customs helped you to be a better team member on this study or have they hindered your participation? Please explain.
4. What difficulties have you experienced in your attempt to provide direction for this group as a result of the multiple cultures represented therein?
5. What was the most interesting thing you learned about Africans/Americans as a result of being on this team?

Individual Experiences**Personal Background**

1. Please tell me about your family, yourself, and the work you do.
2. How did you become a member of this team?
3. Did you do anything to prepare yourself to work with people from Africa/America, if so, what?
4. How did you feel about being a part of this cross-cultural team before you met the other team members?

Relationships

1. Have you ever worked with people from Africa/America before?
2. What affect did internet communication have on your relationships with the other group members?
3. How would you describe your relationship with the other team members?
4. What does being a "friend" mean to you?
5. What do you think will happen to your relationships with other team members once the study is complete?
6. What do you want to happen?

Shared Responsibility

1. What was the most enjoyable part about working with Africans/Americans on this study?
2. What was the most difficult part?

3. How was working on this team different from other teams you've worked on?
4. In your opinion, did each team member do his/her fair share of the work? Please explain.

Trust

1. How would you define trust?
2. Is it important for team members to trust each other? If so, why?
3. How would you describe the level of trust among the CDAZ team members?
4. How did you feel about sharing personal information or concerns with other team members?

Individual Empowerment

1. What did you contribute to the development and implementation of the CDAZ study?
2. How did you express your ideas about the CDAZ study?
3. How did other team members react to your ideas or opinions?
4. What would you have liked the team to do differently during this study?

Appendix D: Observational Field Note Highlights

Observation 1: May 12, 2005: MOE Meeting Highlights

1. The purpose of this meeting between 2 UIW and 2 MOE participants was to involve the Ministry of Education in the CDAZ study.
2. Participants introduced themselves to each other
3. The Curriculum Director sat at her desk facing the participants and listened as the CDAZ plan was explained. After about ten minutes of conversation the Director got up and sat on the sofa next to the Curriculum Specialist and the discussion continued.
4. The Director agreed to push the study through Ministry channels for approval and asked the Curriculum Specialist to act as the Ministry team leader and attend a meeting with the Education Project Officer (EPO) at the United Nations International Children's Education Fund (UNICEF) Headquarters to present the study plan and request funding for it.

Observation 2: May 12, 2005: UNZA Meeting Highlights

1. The purpose of this meeting was for 2 UIW, 1 MOE and 4 UNZA participants to discuss plans for implementing the CDAZ study and develop a strategy to present the plan to UNICEF for funding
2. The 2 UIW participants and the UNZA principal investigator arrived 30 minutes late; no one seemed to notice
3. The participants visited informally for about one-half hour before beginning to discuss how, where, and when to collect the data for the CDAZ study; everyone participated in the discussion
4. The participants developed a strategy to present the CDAZ plan to the UNICEF Education Project Officer (EPO).

Observation 3: May 12, 2005: UNICEF Meeting Highlights

1. The purpose of this meeting was for 2 UIW, 1 MOE and 1 UNZA participant to meet with the UNICEF EPO and present the CDAZ study plan and request funding for it.
2. The UIW, MOE, and UNZA participants arrived thirty minutes late; the UNICEF EPO didn't seem to be upset that the participants were thirty minutes late as she came in and sat on the opposite side of the table facing them.
3. The UIW principal investigator presented the CDAZ study plan. The discussion was pleasant and positive until the Ministry team leader became angry with the UNICEF EPO during a discussion concerning whether the CDAZ study would belong to the Ministry or UNICEF, whether UNICEF or the Ministry would actually approve the funding for it, and whether or not the Ministry participants would be considered UNICEF consultants and receive consultant pay or was the CDAZ study part of their job as Ministry employees. The UNICEF EPO remained calm agreeing with the Ministry team leader who, because of her anger, didn't seem to hear her words of agreement.
4. The UNICEF EPO granted verbal funding approval of the CDAZ study plan contingent upon the submission of a proposal and detailed budget the next day.

Observation 4: May 12, 2005: UNZA Meeting Highlights

1. The purpose of this meeting was to write the CDAZ proposal and budget. The attendees were 2 UIW, 1 MOE, and 3 UNZA participants. The UNZA principal investigator did not attend the meeting.
2. The participants discussed how to conduct the CDAZ study and agreed that it should be conducted collaboratively. The participants were asked if they were willing to commit as much as two years of their life to working on the CDAZ study and all participants agreed to do so.
3. For three hours the participants discussed how they would collaborate over the next two years, how to prepare the proposal and budget and what human resources and materials were needed to conduct the CDAZ study. All decisions were made by consensus.
4. One UNZA participant left after all decisions concerning the study had been made. The 2 remaining UNZA participants composed and wrote the proposal. As the UNZA participants completed sections of the proposal and budget they were typed by the 2 UIW participants.

Observation 5: October 11, 2005:, Lusaka, Zambia, Meeting Highlights

1. The purpose of this meeting was to formally initiate the CDAZ study, present an overview of Phase I and II, review and revise the CDAZ instrument, and present the *Research Assistant Training workshop*.
2. An agenda for this meeting had been prepared by the UNICEF and coordinated, via e-mail, with all participants. The meeting was scheduled to begin at 10:00am. The 3 UIW participants arrived at 9:45, the 4 UNZA participants arrived at 10:30 and the 2 MOE participants and the UNICEF EPO arrived at 10:45am.
3. The senior member from the Ministry of Education and the UNICEF EPO sat down at the head of the table and the rest of the participants seated themselves by seniority around the table. The senior Ministry participant opened the meeting, as a signal to the rest of the participants that the study belonged to the Ministry, with a briefing on the long standing relationship between UNICEF and the Ministry.
4. A UIW participant presented an overview of Phase I and II. There was no discussion during the presentation; everyone just listened. The presentation was followed by an open discussion during which the UNZA coordinator and a UIW participant both commented on the importance of open, honest and on-going collaboration.
5. At 11:30 the UNZA coordinator invited everyone to have tea; during the tea break no one talked about the work; just friendly chit chat and getting to know each other.
6. The instrument was discussed for three hours; changes decided upon by consensus were typed by one of the UIW participants.
7. The team retired to the lodge restaurant to socialize and enjoy a buffet lunch from 1:00 to 2:30 after which they left for a meeting at the UNICEF HQ.

Observation 6: Oct. 11, 2005,,Lusaka, Zambia, UNICEF HQ Meeting Highlights

1. The participants all met at UNICEF HQ for a procedural briefing. They were given UNICEF reimbursement forms and a check to cover training costs and per

diem and instructed to cash the checks in the UN bank. The teller didn't have enough change to cash the checks. Participants pooled their own cash and after one and one half hours the checks were cashed.

2. The participants went back upstairs in the UN to pick up the training resource kits but they had not been assembled.
3. The participants left the UN stressed and frustrated by these two events.

Observation 7: Oct. 11, 2005 , Comfort Lodge, Lusaka, Zambia, Meeting Highlights

1. During this observation, which began at 4:30pm, the participants received Provincial assignments, letters of introduction and the Research Assistant Training. Workshop was presented.
2. The Ministry team leader briefed the team on the arrangement made to train research assistants with the provincial Education Ministers and gave each participant a letter of introduction to present to the provincial Education Officer.
3. The UNZA coordinator read the Provincial assignment. One participant was not happy with her assignment, for personal reasons, and demanded that, first one, and then, another participant trade provinces with her. She was clearly angry and said a few unkind things but did not yell at the other participants. The assignments were not changed.
4. A UIW participant presented the *Research Assistant Training Workshop* and distributed a seven page *Research Assistant Training Guide* and a CD that demonstrated how the assessment materials were to be used with the children.
5. The workshop was followed by a two and one-half hour discussion in which all participants contributed ideas and data collection decisions were made by consensus.
6. The electricity went out at 7:30pm forcing the team to stop working. Before leaving the participants agreed to return from the field one day early, because the participants took a long time to discuss issues and make decisions. They agreed to meet at 10:00am on October 17, 2005, to plan Phase II and III of the study.
7. Arrangements had been made for the UNICEF drivers to bring the resource kits when they came to pick up the participants at 9:00am the next morning and drive them to their respective provinces. The drivers arrived at 10:00 because they had been shopping for the resource materials but could not find everything. The participants divided up the materials and went to the field frustrated by having to train with incomplete resource kits.

Observation 7: October 17, 2005, Lusaka, Zambia, Meeting Highlights

1. There was no formal written agenda for the day. The meeting began with a prayer by the UNZA coordinator followed by a discussion of feedback from the research assistants on the assessment tool.
2. A methodical discussion of every aspect of the instrument and each of the 178 items to be assessed ensued. All participants freely and openly shared their thoughts and ideas and the instrument was changed according to group agreement.
3. The UNZA coordinator invited the group to take a tea break at 11:30am. The participants stopped working, got something to eat and drink and chatted with

each other about their experiences in the field until the UNZA coordinator signaled them to come back to work.

4. The team adjourned for lunch together at 1:00pm and returned to work at 2:15pm. The afternoon was spent in long discussions of certain items on the instrument of concern to the Zambian participants. As the team came to agreement on changes a UIW participant typed the changes to the instrument.
5. The UNZA principal investigator left at 3:00pm, the senior Ministry participant left at 3:15pm, and the rest of the participants kept working. At 5:30pm some of the Zambian participants said they needed to leave because they had places to be and got up to go, but the UNZA coordinator wanted to finish the assessment and replied "no let's finish this." No one left, and the discussion, decision making and typing of revisions continued until 8:30pm.
6. The team agreed to meet in the conference room at 8:30am the next day. The UNZA coordinator stated, "OK it's agreed then, we'll meet here at 8:30am, we'll all be here at 8:30am in the morning, yes, but by 9:00am for sure."

Observation 8: October 18, 2005, Lusaka, Zambia, Meeting Highlights

1. The UIW participants arrived at 8:30, the UNICEF EPO and UNZA participants arrived at 9:00am and the meeting began with a prayer by the UNZA coordinator. There was no formal agenda for the day. The participants shared general feedback from the field and then spent four hours in open discussion during which the CDAZ instrument was finalized and retyped, and a detailed budget and proposal for Phase II and III were created for presentation to the UNICEF fund manager at 2:00.
2. Some provincial districts were not aware of the study and participants had to go from office to office until they found someone who knew that that Ministry had scheduled a Research Assistant Training Workshop for the province. It was decided that the Ministry team leader should communicate by letter to the Commissioner in each district and then call each one of them before the participants went to the provinces to collect the data;
3. The UNZA principal investigator and coordinator left at 2:00 to teach classes at the UNZA. The UNICEF fund manager arrived one-half hour late.
4. The UIW principal investigator projected the proposed budget on the wall and made a formal line by line presentation of the budget. The participants discussed each item in the proposed budget with the UNICEF fund manager. There was a long discussion concerning whether or not UNICEF would fund the airfare for the UIW participants from the USA to Lusaka, Zambia, for Phase II and III. The UIW principal investigator insisted that the UIW participants should not pay for their own airfares.
5. The UNICEF EPO, fund manager, and Ministry senior participant left at 3:45 the UNZA communication coordinator and another UNZA participant left at 4:15, the UIW participants worked until 5:30 typing the budget and proposal.

Observation 9: October 19, 2005, UNICEF HQ, Lusaka, Zambia, Meeting Highlights

1. The purpose of this meeting was to retire travel funds and receive consultant pay.

2. The participants were expecting to receive a check for working as UNICEF consultants and inquired about them at the beginning of the meeting with the UNICEF accountant who stated the checks were not ready for pick up.
3. All excess cash and forms were given to the UNICEF accountant who accepted and reviewed them individually on the spot; the participants asked if the consultant pay checks were ready and were told that there wasn't anyone at the UNICEF HQ with the authority to sign them.
4. Not receiving payment as promised was a source of frustration, especially for the Zambian participants.

Observation 10: December 11-15: Siavonga, Zambia, Report Writing Workshop Highlights

1. The purpose of this five day workshop was to write the final CDAZ study report. There was no formal agenda for this workshop. Participants ate all meals together but did not discuss the work while eating.
2. Participants looked to the UNZA coordinator for guidance and instruction. He was always the one who opened the meetings with prayer, invited the participants to tea, lunch, and dinner, set meeting times and topics for the next day, and kept the team on task.
3. Some participants traveled back to Lusaka during the week to attend to business and one participant received several personal phone calls during the presentation of the study findings. The rest of the participants had looks of disbelief on their faces.
4. The findings of the study were presented and discussed. A plan for writing the final report was presented and participants broke up into self-selected small groups to work on different sections of the report.
5. The participants worked 10 to 12 hours each day. Small group work was presented daily and critiqued by the whole group and adjusted accordingly after discussion and decisions made by consensus.
6. A heated debate occurred between a 2 participants concerning the role the Ministry should take in bringing educational issues to the attention of the Zambian Parliament.
7. The entire final report was a collaborative effort; only wording, conclusions and recommendations decided upon by consensus were written into the report.