

Appendices

Appendix 1: PRETEST CODING PROTOCOL AND CODEBOOK Civil Society Participation in Decision Making Process during WSIS (October 18, 2005)

GOAL OF STUDY

The purpose of this study is to understand the impact of culture on Civil Society participation in World Summit on Information Society (WSIS) using email listserv. This training packet provides you with a set of instructions to guide you on the procedures to code the three different aspects which are: 1) demographic, 2) decision making stages, and 3) cultural behaviors. You will be accessing archival email messages that allow you to understand the listserv discussions that took place between April to July 2003. The goal of the email discussions is to promote transparency of the WSIS process as well as to increase participation of Civil Society participants at a distance. In order to understand the cultural behaviors that Civil Society demonstrated in their email messages, this study uses a cultural concept called 'context' based on Hall's (1976) theoretical framework. There are two distinct dimensions called High vs. Low Context. It is useful to note that context is a continuous dimension—meaning high and low context is the extreme point of the dimension. Any person can fall between these two extreme points, but for the purpose of this study, only these two extreme points were focused.

CODING INSTRUCTIONS

You need to apply the codes or label to each of the email messages by using the function in Atlas Ti called 'code by list,' and then pick the 'codes' that are appropriate to the messages based on two levels—(1) sentence, and/ or (2) paragraph.

- 1) **Code the demographic** information that can be found on the email headers (see codebook attached).
- 2) **Code the decision making process** based on four distinct stages—problem identification, proposal making, responses and deliberation, and solution. Then for problems, identify the different types of problems evident in the discussions.
- 3) **Code the cultural behaviors** based on the two primary categories—high vs. low context, follows by the sub-categories. Please refer to the descriptions and examples given in the following Table so that you can understand how to apply the codes. If there was no decision making codes applied in the message, please do not code the message with cultural code. Also please remember that all decision making messages need to be applied with the appropriate cultural codes—do not leave any decision making messages 'uncoded.' If you have any problems, please use the code called 'coder's question' or raise the concerns during our training sessions. Each of you will code approximately 50 messages from April-July 2003.

CONCEPT DESCRIPTION

1) **Decision Making** is defined as the act or process of, or a determination arrived at after consideration, a report of a conclusion.

Example: What is the decision made on the speakers that have been nominated?

The purpose of this study is to understand the impact of culture on such specific instance or episode called decision making activities during which Civil Society participants' participate in WSIS using email listserv. The decision making episodes look at the behaviors of Civil Society participants based on 4 distinct stages of contributions: identify a problem, make proposal, responses and deliberation, and arrive at a solution/non solution.

Measurement of effectiveness is based on two criteria:

- 1) **Quantity**—number of emails posted and frequency in participation on the three decision making stages
 - 2) **Quality**: Substantial discussions in terms of the content or inputs provided to the discussions in each of the three stages
- 2) **Context** is defined as the way people assign meanings to information they receive, or the way people interpret meanings, and understand information. When a person is undergoing a process of "contexting", it means people will begin to make interpretations, or try to understand something from the information they receive. People will also engage in the "contexting" process before they send a message. In essence "context" shapes who, when, why, and how information is delivered or received. According to Hall, the distinction between these two cultural orientations is as following:

- **High Context:** People that tend to rely or dependent on factors like environment or situations (in which context they are in), people (who they communicate with), reasons for communicating (why), and the way people communicate (how). Use covert and implicit words.
- **Low Context:** People that tend to rely on factors like words--written or verbal, contracts, and use overt or explicit words.

CODEBOOK

Part One: Broad Situational/Demographic Analysis

Code Scheme 1: Demographic

No	Primary Category	Sub Category	Descriptions & Purposes
	Message		To count the number of messages
	Auto-reply message		Considered as a filter for no further coding
	Date-time-message		Message received
	Email address		To use for potential survey participants
	Name	5.1 Unique participant name	To get a list of participants and specific individual, e.g. Rince Plum (to conduct individual analysis)
	Gender	6.1 Female 6.2 Male	Identification of gender
	Language	7.1 English 7.2 French 7.3 Spanish	Identification of language used in the messages
	Organization name		Identification of the organization that an individual belong to
	Country	9.1 Specific country name	Identification of culture, e.g. Mauritania (nationality)
	Continent/ Region	10.1 Africa 10.2 Australia 10.3 Antarctica 10.4 Asia 10.5 Europe 10.6 South America 10.7 North America	Identification of countries that fall under the 7 continents/region in the world
	Coder-question		for any doubtful questions or unsure codes while coding

Code Scheme 2: Decision Making Stages

No.	Primary Category	Sub Category	Descriptions and Examples
	SpeakerID		Participants or the person that send the message
	RespondentID - (member name)		Participant who responded to a message
	Types of Proposal	14.1 Technology issues 14.2 Language issues 14.3 Policy making issues 14.4 Structure 14.5 Others	<i>e.g. Wireless connection, use of computers, availability offacilities e.g. Translation, use of non-English language e.g. Specific thematic issues such as Internet governance, gender, youth e.g. Issues related to establishing mechanism for the civil society participants or format to communicate and submit proposals Other types of proposals e.g. choosing speaker's slot</i>
	Decision making stages	15.1 Problem Identification 15.2 Proposal making or generation of ideas 15.3 Response to ideas 15.4 Solution	- When participant identifies and recognizes an issue - When participant expresses opinion, give idea, and provide suggestions. <i>e.g. "The proposal is to set up a small adhoc Task Group charged with comings..."</i> - When participant reacts to an idea or provide responses. <i>e.g. "I totally don't agree with your suggestions that..."</i> - When participant reach a solution or

		when participant endorses or sign a document as a collective voice. e.g. “ <i>We theendorse the document</i> ” or “ <i>CSDTT cannot endorse the document entitled....</i> ”
--	--	--

Part Three: Cultural Behaviors

(Adopted from Hall (1976) theory and Gudykunst et al. (1996) survey scale)

Code Scheme 3: Cultural Behaviors

Primary Category	Sub-category	Descriptions and examples
16. HIGH CONTEXT		
16.1 Communication Styles	16.1.1 Indirect	Message is implicit. Words used are polite, apologetic, and in non-confrontational manner as to avoid open discussion, or debate. E.g. <i>I hope you could see from what I wrote that I am not proposing confrontation for confrontation's sake, and that I also believe holding the summit in Tunis is better for Tunisians and for African civil society in general than holding it again in Geneva, NY, or another place in the 'North.'</i>
	16.1.2 Ambiguous	Provide lots of background information when communicating, and use lots of references before expressing opinions. Lengthy sentences to show disagreement e.g. <i>I hope you don't mind that ICC thisÉ.(Use 162 words to say how she feels about a situation)</i>
	16.1.3 Restricted	Use shortened words, sentences and phrases. Sometimes the message is meaningless unless the receiver knows the sender or understands the context the message is in. Responses given may also be brief, without further explanation. e.g. <i>Just to say that I will be in Paris for the intermediate Prepcom or I will be in Paris Sunday evening, if you want we can meet Monday to talk about it?</i>
16.2 Relationship- oriented	16.2.1 Procedures to take 16.2.2 Person responsible 16.2.3 Initial message begin with small talk or padded words	Emphasis is made on a 'process' and how things need to be done. Participant asks questions related to structure, format or procedures like how to send documents. e.g. <i>"Hi all who's compiling inputs for plan of action? we, the education caucus, are ready to make proposals on paragraph 17 action plan, capacity building section. So, please let me know how do we proceed."</i> e.g. <i>Who is responsible in editing the drafts, who wants to translate messages of documents.</i> e.g. <i>"I do not judge systems the way some people did recently. I would rather speak with those on the ground"</i>
16.3. Collectivism		Refer to the group they belong to. Use a lot of collective voice to refer to self and others like "We, they, us." e.g. <i>It then becomes our task, not to be joyful for a seat in the peanut gallery, but to make our participation meaningful: to insist. To make demands. To take stands where we need to.</i>
17. LOW CONTEXT		
17.1 Communication Styles	17.1.1 Direct	Use straightforward and explicit statement to express opinions, or express disagreements. Use confrontational strategy, not afraid of conflicting or contradictory opinion. e.g. <i>Thanks for your thoughtful message. The Tunisian system is different. It is different from the US, China, Nigeria or any other country. (Don't delay opinion.</i>

		<i>Response directly—right to the point)</i>
17.1.2 Succinct		Communicate and respond to issues with minimal words and use short phrases or sentences. Use clear, precise words. e.g. <i>This has a deadline of July 15. That is not realistic (respond in 42 words to describe a situation) or “west asia region endorses”</i>
17.1.3 Detail		Provide long and detail explanations and instructions when making proposal e.g. <i>Thank you, a very good document. I think it would be a good idea to send the draft to the CS bureau list. Are all bureau family members on... On content. I would like to see some references to accessibility. Disabled and elderly are very much absent from all the documents... The short para on open sources, I think should begin “Open</i>
18.2 Task-oriented	18.2.1 Focus on task or actions to be taken	e.g. Tone of the messages indicates actions to be
		taken. Participant asks a question that is related to the substance of the task or the content of the product, datelines and schedules. e.g. <i>“I did speak with Tunisian CS members (show what she did) or “Please take a look at this, and do check the video link” e.g. “I want to express my concerns that Argentina is not included in the countries list. I asked the CSD to check this situation, and they didn't as I can see.” e.g. “Here is what I think we should start planning for the next PrepCom meeting”</i>
	18.2.2 Rely on facts and evidence to make a point or express opinions	
	18.2.3 Set the goals to be accomplished in the meeting—jump in straight to the issue	
18.3 Individualism		Use first-person and direct voice and it is based on one's personal feelings and opinions like “I, my, you” e.g. <i>“And my personal perspective is that what needs to be changed is the system.”</i>

Appendix 2: Auto-Coding Protocol for Decision Making Process For Civil Society Effective Participation during WSIS

GOAL OF STUDY

The purpose of this study is to understand the impact of culture on such specific instance or episode— decision making activities during which Civil Society participants ’ participate using email listserv during WSIS in Geneva.

Decision Making is defined as **the act or process of, or a determination arrived at after consideration, a report of a conclusion.** The decision making episodes look at the behaviors of Civil Society participants based on 3 stages of contributions: identify a problem, make proposal, and arrive at a solution/non solution.

Example: What is the decision made on the speakers that have been nominated?

Measurement of effectiveness is based on two criteria:

- 3) **Quantity**—number of emails posted and frequency in participation on the three decision making stages
- 4) **Quality**: Substantial discussions in terms of the content or inputs provided to the discussions in each of the three stages

CODING INSTRUCTIONS

Please note that when using auto-coding, please use the search keywords thoroughly or exhaustively to all the primary documents (PDs) that you are working on. This means you will repeat the search by using the different keywords for each decision making stage in all the PDs that you are applying to. For example, if you are applying the keywords to the month of July, then the same procedure needs to be repeated for

August and September (all the PDs that are assigned to you to code).

CODEBOOK: DECISION MAKING (Adapted from Adler, 1997; Kingdon, 1995)

No.	Primary Category	Search Keywords used	Descriptions and Examples
	Problem Identification	Anxiety, Concern, Concerns, Concerned, Concerning, Conflict, Conflicts, Conflicting, Contentious, Issue, Issues, Matter, Matters, Problem, Problems Problematic	When participant identifies and recognizes an issue, concerns, or problems <i>e.g. “Saras and Anita echo your concerns and also raise issue of Portuguese speaking participants?”</i>
	Proposal Making	Application, Applications, Applying, Arrange, Arrangement, Arrangements, Idea, Ideas, Opinion, Opinions, Offer, Offers, Offered, Offering, Plan, Plans, Proposal, Proposals, Proposal- Making, Propose, Proposes, Proposed, Proposing, Proposition, Propositions, Request, Requests, Scheme, Schemes, Suggest, Suggests, Suggested, Suggestion, Suggestions, Suggesting	When participant expresses opinion, give idea, and provide suggestions. <i>e.g. “The proposal is to set up a small adhoc Task Group charged with comings.”</i>
	Solution	Accept, Accepts, .Accepting, Adopt, Adopts, Adopted, Adopting, Answer , Answers , Clarify, Clarifies, Clarified, Clarification, Conclude , Concludes, Concluded, Consensus , Decision,	When participant reach a solution or when participant endorses or sign a document as a collective voice.
		Decisions, Decision-Making, Explain, Explains, Explained, Explanation, Explanations, Outcome, Outcomes, Resolution, Resolutions, Result, Results, Satisfy, Satisfies, Satisfied, Solution, Solutions	<i>e.g. “We theendorse the document” or “CSDTT cannot endorse the document entitled....”</i>

Appendix 3 - Coding Protocol for CULTURAL Behaviors for Civil Society Effective Participation during WSIS (November 8, 2005)

GOAL OF STUDY

The purpose of this study is to primarily understand the impact of culture on effective participation of Civil Society Participants during World Summit on Information Society (WSIS). This study looks at email archival messages that were posted by Civil Society participants during their participation in virtual Civil Society Plenary listserv discussions. You will be accessing archival email messages that allow you to understand the listserv discussions that took place between July to December 2003. The goal of such email discussions is to promote transparency of the WSIS process as well as to increase participation of Civil Society participants at a distance. In order to understand the behaviors that Civil Society demonstrated in their email messages, this study uses a cultural concept called 'context' based on Hall's (1976) theoretical framework. There are two distinct dimensions called High vs. Low Context. It is useful to note that context is a continuous dimension--meaning high and low context is the extreme point of the dimension. Any person can fall between these two extreme points, but for the purpose of this study, only these two extreme points were focused.

CONCEPT DESCRIPTION

1) **Context** is defined as the way people assign meanings to information they receive, or the way people interpret meanings, and understand information. When a person is undergoing a process of "contexting", it means people will begin to make interpretations, or try to understand something from the information they receive. People will also engage in the "contexting" process before they send a message. In essence "context" shapes who, when, why, and how information is delivered or received. According to Hall, the distinction between these two cultural orientations is as following:

- **High Context:** People that tend to rely or dependent on factors like environment or situations (in which context they are in), people (who they communicate with), reasons for communicating (why), and the way people communicate (how). Use covert and implicit words.
- **Low Context:** People that tend to rely on factors like words--written or verbal, contracts, and use overt or explicit words.

CODING INSTRUCTIONS

You need to apply the codes or label to each of the email messages by using the function in Atlas Ti called 'code by list,' and then pick the 'cultural' codes that are appropriate to the messages based on two levels— (1) sentence, and/ or (2) paragraph. Please note that the cultural codes need to be applied only to messages that were already coded with three decision making stages (problem identification, proposal making, and solution). If there was no decision making codes applied in the message, please do not code the message. Also please remember that all decision making messages need to be applied with the appropriate cultural codes—do not leave any decision making messages 'uncoded.' If you have any problems, please use the code called 'coder's question' or raise the concerns during our training sessions. Each of you will code three months of email messages and the break down is as follows:

Coder -Michel: 1) July	Coder: Drew	1) October
2)August		2) November
3)September		3) December

Attached is the detail codebook on the code to apply and general descriptions together with the samples or examples quoted from the email messages.

Primary Category	Sub-category CODE	General Descriptions and Examples
HIGH CONTEXT		
Intercultural Communication Styles	Indirect	Indirect is defined as verbal messages that camouflage and conceal speakers' true intention in term of their wants, needs, and goals in the discourse situation (Gudykunst & Ting Toomey, 1988, p.100). The characteristic of the message is implicit. Words used are polite, apologetic, and in non-confrontational manner as to avoid open discussion, or debate. E.g. <i>I hope you could see from what I wrote that I am not proposing confrontation for confrontation's sake, and that I also believe holding the summit in Tunis is better for Tunisians and for African civil society in general than holding it again in Geneva, NY, or another place in the 'North.'</i>
	Ambiguous	Provide lots of background information when communicating, and use lots of references before expressing opinions. Lengthy sentences to show disagreement e.g. <i>I hope you don't mind that ICC thisÉ.(Use 162 words to say how she feels about a situation)</i>
Cultural Values	Relationship-oriented	- Emphasis is made on a 'process' and how things need to be done. e.g. Participant asks questions related to structure, format or procedures like how to send documents e.g. <i>"Hi all who's compiling inputs for plan of action? we, the education caucus, are ready to make proposals on paragraph 17 action plan, capacity building section. So, please let me know how do we proceed."</i> - Concerned about the person responsible e.g. <i>Who is responsible in editing the drafts, who wants to translate messages of documents.</i> - Begin initial message begin with small talk or padded words e.g. <i>"I do not judge systems the way some people did recently. I would rather speak with those on the ground"</i>
	Collectivism	The way people refer to the group they belong to. Use a lot of collective voice to refer to self and others like 'We, they, us.' e.g. <i>"It then becomes our task, not to be joyful for a seat in the peanut gallery, but to make our participation meaningful: to insist. To make demands. To take stands where we need to."</i>
LOW CONTEXT		
Intercultural Communication Styles	Direct	Directness is defined as explicitly stating one's feelings, wants, and needs; the speaker says what he or she wants (Gudykunst & Ting-Toomey, 1998, p.100) Use straightforward and explicit statement to express opinions, or express disagreements. Use confrontational strategy, not afraid of conflicting or contradictory opinion. e.g. <i>"The paragraph should be deleted. ICANN is far from perfect. It's policy making structures are not as open as we would like..."</i>
	Detail	Provide long and detail explanations and instructions when making proposal e.g. <i>Thank you, a very good document. I think it would be a good idea to send the draft to the CS bureau list. Are all bureau family members on...(followed with 300 words).</i> e.g. <i>"I would like to see some references to accessibility. Disabled and elderly are very much absent from all the documents...The short para on open sources, I think should begin "Open...."</i>
Cultural Values	Task-oriented	- Focus on task to be taken in which the tone of the messages

		indicates actions to be taken. Participant asks a question that is related to the substance of the task or the content of the product, datelines and schedules. <i>e.g. "I did speak with Tunisian CS members (show what she did) - Rely on facts and evidence to make a point</i>
		<i>e.g. "I want to express my concerns that Argentina is not included in the countries list. I asked the CSD to check this situation, and they didn't as I can see." - Set the goals to be accomplished in the meeting—</i>
		jump in straight to the issue. <i>e.g. "Here is what I think we should start planning for the next PrepCom meeting"</i>
	Individualism	Use first-person and direct voice and it is based on one's personal feelings and opinions like "I, my, you" <i>e.g. "And my personal perspective is that what needs to be changed is the system."</i>

Appendix 4-Sample of Direct and Detail Messages

James,

First, just to say that consensus is not synonymous with unanimity: it means that in the spirit of achieving a common position, there are no overriding objections.

However, concerning your point, it has been clear from the outset that documents produced by the Content and Themes group express the consensus of those who sign them and not an overall consensus of civil society organizations attending the WSIS.

What is important to underline, however, is that the content and themes committee is a space created by the civil society plenary that is open to all civil society organizations that wish to participate. It has two roles: first, it facilitates spaces for collective work and consensus on content, for those who wish to work collectively on producing common positions, through the thematic and regional caucuses and working groups, and through documents such as this one. However there is obviously no obligation for civil society organizations to participate in this collective production. It is nonetheless the widest space existing in the civil society process at WSIS for producing consensus positions and should be recognized as such.

(It should be noted that if civil society were expected to come up with a unanimously agreed consensus document for the WSIS, we would require considerable financial and material resources to be able to work on this adequately, as do the governments. Everything we have done up to now has been on a voluntary basis).

Secondly, the content and themes group is the space that is responsible for assigning time for speakers, as agreed by the plenary in February. To make this process transparent, we have drawn up a proposal of criteria which has been circulated on these lists (I will repost it for those who may not have seen it). So far there has been no objection to these criteria.

Reiterating Angela's point, there was clear agreement in February that it is not the role of the bureau to intervene on neither content nor speakers. The role of the bureau in this respect is to ensure that we have spaces to speak. It was also agreed that we would have a representative of the content and themes committee at bureau meetings, who, in accordance with the plenary decision made in February, should have the right to speak on content related issues.

I would thank you for conveying this information to the bureau list as well as the draft document. (I don't have the bureau list address).

Kathryn Betty is provisionally the liaison person for the content and themes committee concerning the speakers list and is

compiling the requests for speaking slots. (Neither I nor Benjamin are able to go to Paris).

Sandra Burkasa

Appendix 5- Sample of Indirect and Ambiguous Message

I am sorry for not describing the whole scene that is happening in Prepcom III, but I am only one person who has body imprisoned in physical limit, which is far away from cyberspace itself. Therefore, please forgive me. And I have my own personal concern among many issues. That is why I am concentrating on only this one specific issue of Internet Governance. Moreover, although many people may not believe my excuse, as a non-English speaker, my English capacity is not so good. I have much feelings on Plenary session of Sub-com II, but if I should summarize it as much as I have done to now, it takes much time.

This morning, as promised yesterday evening session, I tried to attend to ad-hoc working group of Internet Governance, but the meeting place was not notified. As I asked the meeting place to other national delegates, they answered it was very vague yesterday. As a result, morning session was broken.

In the morning main session of Sub-com II, many delegations including the U.S., Brazil, China expressed that they are waiting for the results of the above-mentioned working group with respect to internet governance related action plan items. Immediately after lunch time, the meeting place and time (14:00) was notified again on the board. So, I attended to that meeting again. Then, almost half of delegations were present there compared with yesterday evening session. Maybe, too late notification might make so. Anyhow, after ten minutes passed away, Chair declared the opening. Chair requested five minutes comments from observers.

The first comment was made by private sector. Multi-stakeholder participation and public-private partnership should be inserted at the first bullet. And In the 2nd bullet, private sector leadership should be emphasized in all areas of Internet. We are not talking about the leadership for development in general, but talking about leadership at the stage of planning, designing of technical things.

The second comment was made by Mr. Bernie Chantelle. He suggested to insert "with the consensus of local internet community" in the third bullet sentence. (Yesterday he had already proposed to reformulate it. Today, he coined the concrete words.) And also he pointed out the intercontradiction of bullet sentence 1 and 4 because 4 is saying that government's sole while the first bullet sentence is emphasizing the importance of multi stakeholders.

Yesterday, as finally resolved, the rules of procedure allowed five minutes presentation from observers and observers should leave during negotiation, and after the closing negotiation, chair will brief its outcome to observers. So, private sector person asked when they can get briefing. The answer of the chair was very vague. It could be immediately after the agreement among governments. And it might not be easy to guess when it will come up with for now. Correctly speaking nobody knows it. How can we know when the briefing will be done? Bertrand's answer to this interesting question was that we should keep the gate by standing up.

Chair said to request us to leave out generously, but personally it was felt to be forced by some evil power. Please God, forgive them!