Example 3: Books.
State author’s name and year of publication where you use the source in the text. See the following examples:

**Example 1:** In most organizations, information resources are considered to be a major resource (Brown, 1988; Smith, 1987).

**Example 2:** Brown (1997) states that the value of information is recognized by most organizations.

Direct quotations of another author’s work should be followed by the author’s name, date of publication, and the page(s) on which the quotation appears in the original text.

**Example 1:** Brown (1998) states that “the value of information is realized by most organizations” (p. 45).

**Example 2:** In most organizations, “information resources are considered to be a major organization asset” (Smith, 1996, pp. 35-36) and must be carefully monitored by the senior management.

*For more information please consult the APA manual.*

**Review Process:** To ensure the high quality of published material, JGIM utilizes a group of experts to review submitted manuscripts. Upon receipt of the manuscript, it is judged by the editor in chief for its suitability. If suitable, three reviewers are selected from the Editorial Review Board of the Journal. The selection is based upon the particular area of expertise of the reviewers, matched to the subject matter of the submission. Each submission is accordingly blind reviewed by at least three reviewers. The manuscript and the reviews are then sent to an associate editor or the editor in chief for a final recommendation. Return of a manuscript to the author(s) for revision does not guarantee acceptance of the manuscript for publication. The revised manuscript is again reviewed by one of the editors. The final decision is made by the editor in chief based upon comments of the reviewers and associate editor. The editor in chief may intervene at any stage in special circumstances or to expedite the process.

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**Case Studies:** JGIM also encourages submission of case studies based on actual cases related to different issues and aspects of information resources management. Case studies must provide adequate information regarding the organization upon which the case is based, discussion of the issues involved, coverage of any experiments or trials of techniques or managerial approaches, and finally, discussion of any lessons learned or conclusions drawn from this study.

**ALL SUBMISSIONS OR QUESTIONS SHOULD BE FORWARDED TO:**

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EDITORIAL PREFACE

Special Issue:
Cross-Cultural Research in IS

Guest Editor Roberto Evaristo
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We are proud to present the three papers comprising this special issue; they originate from the Cross-Cultural Research in IS meetings (CCRIS) held in 2003 and 2004. In 2005, for the first time, the CCRIS meeting was also sponsored by the Special Interest Group in Cross-Cultural Research in Information Systems under the auspices of the Association for Information Systems (AIS).

In the first paper, Gefen and Heart discuss the impact of national culture in the formation of e-commerce trust beliefs. Given the pervasiveness of e-commerce as an international phenomenon, this work is timely and relevant. They investigate whether trust beliefs as conceptualized and empirically tested in the U.S. apply in Israel, countries with starkly different levels of individualism, uncertainty avoidance, and power distance.

The cross-validation of the data showed a general support to trust beliefs being applicable across cultures. However, their study also showed new differences in how trust building processes do change across cultures, strongly suggesting the importance of understanding trust formation differences in such situations.

In particular, a more collectivistic culture that is also high in its uncertainty avoidance characteristic, such as Israel, tended to emphasize familiarity whereas a predominantly individualistic and low uncertainty avoidance culture, such as the U.S., valued predictability more highly.

The second paper, by Hornik and Tupchiy, discusses the impact of culture on the effectiveness of technology mediated learning (TML). They explore culture boundaries by investigating the horizontal and vertical dimensions of individualism/collectivism in a single culture, and find that indeed the four dimensional patterns impact the use of TML communication capabilities, satisfaction with the TML experience,
perceived learning, and declarative knowledge acquisition. It is their contention that the TML ecosystem is strongly defined by individuals’ level of individualism/collectivism, in connection with their use of communication capabilities in the context of social interaction to define learning outcomes. A surprising result is that the only cultural dimension to affect actual learning was horizontal individualism — and negatively, which they attribute to the fact that self-directed learning does not seem to be as suitable for a collaborative TML environment. Other learning outcome variables were, however, affected by cultural dimensions. In particular, horizontal collectivism was positively related to satisfaction with the learning environment, whereas vertical individualism attributes such as power and achievement led to a negative view of TML. The social context variables were mostly influenced by the collectivist dimensions.

The practical implications of their work for learning in collaborative environments are important: the encouragement of characteristics associated with horizontal collectivism while concurrently discouraging those associated with vertical individualism is likely to lead to increased effectiveness of TML. They suggest ways of doing so.

Finally, Dinev et al. present in the third paper a very interesting discussion of the impact of national culture on user’s privacy concerns and beliefs about government surveillance. They used multiple cultural theories in their work to understand in depth the differences between the Italian and U.S. culture. In particular, Italy is higher-context, more collectivistic, and displays a lower level of trust in general (including in the government). However, they point out that the lower level of trust in Italy is not adequately explained by their collectivism characteristics — and suggest that “familism” may be better suited as an alternative explanation.

Ultimately, the authors find that Italians would generally rather not have government surveillance or interference, whereas the U.S. respondents seem to recognize the need for surveillance in general but are less likely to approve of it when it applies to them individually. A conclusion is that higher levels of e-commerce use must be preceded by lower levels of privacy concerns and government intrusion concerns, with a clear concern for the delicate balance between the need for security vis-à-vis the fear of lost privacy.

As a set, these three papers raise interesting questions and provide both theoretical and practical implications relevant to the area of cross-cultural research in information systems. I hope you will enjoy reading them as much as I did working with them throughout the editorial process.

Roberto Evaristo
Chicago, April 2006