

Culture or Context: a Qualitative Approach Investigating the Relationship of Scheduling Styles and Situational Context in Uganda and Germany

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Supplementary Material

Interview Guide

Generating a narrative:

1. Please describe the course of a **typical working-day** as precisely as possible -/ a typical day off
 - ➔ Answer clock time: this sounds as if you would structure your day according to the clock. Is this correct?
 - ➔ Answer event time: this sounds as if you would structure your day according to the events happening during the day. Is this correct?

Subsequent questions:

2. **Why** is your day **structured** the way it is?
 - ➔ Who determines this/How much power do you have concerning the structure? To what extent is the course of a day **flexible**? Why?
3. How **spontaneous** are you/how spontaneous can you be from your own perspective?
4. Do you sometimes have to **stop** what you are doing because **clock time reminds** you to do another activity?
5. What do you think: To what extent does **chance** has something to do with time scheduling?

6. To what extent do you **schedule** the time you have? Why?
7. You have to go to work. In this very moment a dear friend comes by: Surprise visit after a long time.
What do you do? Why?
8. Do you think the clock is **important** - why? When? Concrete personal examples.
9. To what extent can the clock time be of **no importance** - why? When? Give examples.
10. Do you have **regular fixed appointments** and times that are fixed?
11. Do you think you can **structure** your time **freely**?
12. How much **attention** do you pay to the clock generally/typically?

Questions concerning personal routines:

13. When do you **eat**? Why? On work days/on free days (rotating)
14. When do you go to **sleep**? Why? Before work days/on free days (rotating)
15. Do you set an **alarm** clock? Why? On work days/on free days (rotating)

Yes → Even when you have no appointment? Why?

No → Even when you have appointments?

Finishing:

16. *To what extent would you say does clock have the power over you/to what extent do you have the power over the clock?*

Codebook Scheduling Style

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General rule: Assign answers to codes as comprehensive as possible. If, for example, two parts of an answer should be assigned to the same coding and the break between does not belong to disjunct codes, use one coding for the whole statement.

example of one coding

That depends. Regarding school, I have to be there at one o'clock. It lasts until four o'clock. The other occupation there — I haven't mentioned yet — is a youth club. I would do minus hours if I were too late but for usual one also works overtime. I must be there by opening time and can leave soonest at closing time. This also depends on whether other people involved in the youth club are there. I'm more flexible than on days when I have to be at school. Though school only takes three hours.

(interview D, segment 18)

→ coding *time*

Code into the same coding *time*. Despite minor aspects not falling into the category *time* they are part of one statement. Therefore, they are not to be interrupted by coding *time of event*.

example of two codings

Anyone has a one-hour lunch break. That's at one o'clock when I work in the early shift. We go ahead at 2 o'clock when the next delivery arrives, the same procedure as in the morning. Clearing goods and serving when costumers enter — in alternation. And so on until six o'clock, then I go home. Don't have to lock up or to do anything else because there is a late shift.

(interview B; segment 12)

coding *time*

coding *event time* (*disjunct category*)

situation:	to code when...	anchoring example:
<p>Important: Whenever codings from the categories “scheduling style” or “control over processes” have been assigned in fragmented Segments of the interviews, the respective coding of situation has to be assigned to this segment again too!</p>		
<p>working time (gainful employment)</p>	<p>...reported content happens during working time.</p> <p>...one reports processes and actions in preparation for working time or disruptions of working time.</p> <p>...it is obvious that something happens concerning the following working time.</p>	<p>‘...because I’m at work then for sure...’ (interview D; segment 38)</p> <p>‘I get up around six o’clock and go to the office shortly after seven.’ (interview G; segment 5)</p> <p>‘I take care of going to bed at least eight hours before I have to start to work.’ (interview E; segment 63)</p>

<p>leisure</p> <p>(time apart from gainful employment)</p>	<p>...reported content explicitly happens not in the context of gainful employment or when this can be concluded through given information, e.g. mentioning activities like going for a walk, shopping, meeting friends.</p> <p>If it is not possible to differentiate between 'days off' and 'time without work' (and neither through context of the interview), assign to root category 'leisure'.</p>	<p>'When I incidentally meet a friend while shopping, [...].'</p> <p>(interview E; segment 63)</p>
<p>subcodes</p>		
<p>➤ days off</p>	<p>...reported content happens during days off.</p>	<p>'On weekends it depends, whether I do something.'</p> <p>(interview G; segment 72)</p>

➤ time without work	...leisure time during workdays is described.	'[...] first, I get some groceries, handle some stuff on my way back home and then I will eat something.' (interview E; segment 69)
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scheduling style	to code when...	anchoring example:
clock time	<p>...procedures explicitly are described through time of day or time frames.</p> <p>...processes, actions, daily structures are described concerning time or available time frames (in hours/minutes).</p>	<p>'Main working time is from nine until one.' (interview A; segment 12)</p> <p>'When I work in the early shift, I go [...] to work half an hour before my shift starts.' (interview B; segment 8)</p>

	<p>...a procedure, action or point of time is obviously described in relation to time of day.</p>	<p>'Then I unlock.'</p> <p>(<i>context clearly indicates a fixed time of day.</i>)</p> <p>(interview H; segment 8)</p>
event time	<p>...daily structures, procedure of actions, and course of time are indicated based on events and succession of events (e.g., 'when', 'then', 'next').</p>	<p>"So normally when I reach home, I — I watch TV, some news, interacting my kids, my wife... then supper. Yeah. That's all. Then I sleep."</p> <p>(Interview M; segment 28)</p>
	<p>...either relation to time does not become apparent by context or relation to time is explicitly rejected.</p>	<p>'Well, besides, I don't have a special time for meals.'</p> <p>(interview F; segment 70)</p> <p>'But it's luxury! Especially during vacations — to live</p>

	<p>...beginning and end of events, actions, and procedures are based on themselves and not on time of day or time frames.</p>	<p>without having to worry about the clock.’</p> <p>(interview A; segment 40)</p> <p>“And when I’ve not finished that work, I’m not first go out or go home.”</p> <p>(Interview Q, segment 104)</p>
subcodes	<p>Only use the following subcodes if they are clearly assignable — otherwise use root category time/event time.</p>	
<p>➤ signal internal</p>	<p>...telling procedures refers to inner needs or is motivated by them.</p>	<p>‘Because I’m tired.’</p> <p><i>(As answer to the question why the person is going to bed.)</i></p> <p>interview C; segment 70)</p>
<p>➤ signal external</p>	<p>...report of procedures refers to factors not inherent in the person, such as need for synchronization or logical</p>	<p>‘And then preparing for dinner because soon after my husband and son — the second one already moved out</p>

	consequence of finished actions.	<p>— come home to have dinner [...].’</p> <p>(interview A; segment 10)</p> <p>‘So, when I arrive at work, I have to clock in.’</p> <p>(interview C; segment 8)</p>
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control over processes	to code when...	anchoring example:
external	<p>...interviewed person mentions circumstances not inherent in the person. Therefore, issues and procedures are structured as they are and cannot be influenced.</p>	<p>“[...] there is not much power I have, because I have to, you know I have to follow the rules, the regulations of the hospital, of my employee, because my employee wants me to be here at eight, I have to be here at eight.”</p> <p>(Interview M; segment 64)</p>

	<p>...it is referred to the need for synchronization with others and, in consequence, the situation is described as not determined by the person and as not readily modifiable.</p>	<p>'At my office, we're always on the road. So, when I miss my colleague, I'm in trouble.'</p> <p>(interview G; segment 50)</p>
internal	<p>...person describes that he or she can arrange actions, structures, and plans as they wish.</p> <p>...interviewed person explicitly tells he or she is able to control structures and procedures in terms of time.</p>	<p>'During that time, I often start to get hungry.'</p> <p>(interview G; segment 70)</p> <p>"The power does — the clock does not have power over me. But I'm the one. I have the power. On the clock. Over the clock. Yes."</p> <p>(Interview K; segment 308)</p>

other codings	to code when...	anchoring example:
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personality	...in a statement it is referred to one's character or personality.	<p>"I don't, no. I'm not that kind of person. I'm not that kind of person."</p> <p>(Interview M; segment 96)</p>
habit	...one's routines or habits are mentioned as the cause of something stated.	<p>"Because, and you know, the body, when it is used to, it will, it will demand."</p> <p>(Interview K; segment 288)</p>
function of clock	...the clock is described as something fulfilling a particular function for the interviewed person.	<p>"It [the clock] gives me reliability."</p> <p>(interview D; segment 57)</p>