



LC	Temporality	HC
Time is monochromic – emphasize schedules and timeliness	5 4 3 2 1 0 1 2 3 4 5	Time is polychromic – emphasize people & transaction-completion rather than strict schedules
Emphasize promptness – being late sends message about status	5 4 3 2 1 0 1 2 3 4 5	Promptness is not as important, being late does not send a message
Do one thing at a time, concentrate on job at hand	5 4 3 2 1 0 1 2 3 4 5	Do many things at once, distractible and subject to interruptions
Change happens fast, want immediate results	5 4 3 2 1 0 1 2 3 4 5	Change happens slowly
Value speed and efficiency	5 4 3 2 1 0 1 2 3 4 5	Value accuracy and completeness
Take deadlines seriously	5 4 3 2 1 0 1 2 3 4 5	Deadlines are goals to be achieved if possible
Adhere to plans	5 4 3 2 1 0 1 2 3 4 5	Change plans often and easily
Time is a commodity – yours to be spent, saved or wasted	5 4 3 2 1 0 1 2 3 4 5	Time is a process, part of nature and belongs to everybody
Synchrony with others is not important and tempo of life is faster	5 4 3 2 1 0 1 2 3 4 5	Synchrony with others is important and tempo of life is slower
Tradition is superficial – new ways replace old, trouble accepting others' differences, willing to reshape their culture & expect others also to be willing	5 4 3 2 1 0 1 2 3 4 5	Tradition is integral - new ways are included with old, receptive to differences in others & do not expect others to reshape their culture
<b>Temporality Average</b>	5 4 3 2 1 0 1 2 3 4 5 LC MC HC	

LC	Gender Culture/ Territoriality	HC
Team oriented – individuals have specific skills – work is sequential, compartmentalized & handed off to others	5 4 3 2 1 0 1 2 3 4 5	Group oriented – individuals have general or specific skills – work is interactive (no territoriality re: tasks)
Space has boundaries; compartmentalized space; social distance	5 4 3 2 1 0 1 2 3 4 5	Space is communal; close social distance; personal space is shared
Little touching or contact during conversation	5 4 3 2 1 0 1 2 3 4 5	Non-intimate touching or contact during conversation
Privacy is important; concerned about consideration and not disturbing others	5 4 3 2 1 0 1 2 3 4 5	Privacy is less important; involved with others and with concerns about privacy
Personal property shared less; seldom borrow or lend	5 4 3 2 1 0 1 2 3 4 5	Personal property shared more; borrow & lend more often (“my home is your home”)
<b>Gender Culture /Territoriality Average</b>	5 4 3 2 1 0 1 2 3 4 5 LC MC HC	

LC	Information	HC
Information does not flow freely; is highly focused & compartmentalized	5 4 3 2 1 0 1 2 3 4 5	Information spreads rapidly; as if it has a life of its own
Low use of personal information networks	5 4 3 2 1 0 1 2 3 4 5	Significant use of personal information networks
Information can be separated from context	5 4 3 2 1 0 1 2 3 4 5	Information without context is meaningless
<b>Information Average</b>	5 4 3 2 1 0 1 2 3 4 5 LC MC HC	

LC	Learning	HC
Knowledge is obtained by logical reasoning – step-by-step scientific analysis yields information	5 4 3 2 1 0 1 2 3 4 5	Knowledge is obtained by gestalt – facts are complete and embedded in the context of situations
Reality is elemental and can be isolated or compartmentalized for analysis	5 4 3 2 1 0 1 2 3 4 50	Reality can not be easily separated for analysis because things are inter-connected
Analytical thinking is important - prefer inductive reasoning (from specific to general) – focus on compiling details	5 4 3 2 1 0 1 2 3 4 5	Comprehensive thinking is important - prefer deductive reasoning (from general to specific) – focus on “big picture”
Learn best by following directions	5 4 3 2 1 0 1 2 3 4 5	Learn best by demonstration
Learning is oriented toward the individual – prefer to work apart from others – teamwork means everyone does their specific task	5 4 3 2 1 0 1 2 3 4 5	Learning is group oriented – prefer to work in groups to learn – teamwork means interacting
Creative learning process is externalized – use pens, paper, computers, books etc - process is visible for others to evaluate	5 4 3 2 1 0 1 2 3 4 5	Creative learning process is internalized – use head instead of extensions such as pens & paper; process is less visible for others to evaluate
<b>Learning Average</b>	5 4 3 2 1 0 1 2 3 4 5 LC MC HC	

<b>LC</b>	<b>Academic Systems</b>	<b>HC</b>
Information is separated from context	5 4 3 2 1 0 1 2 3 4 5	Information is taught in context
Research analysis is usually quantitative	5 4 3 2 1 0 1 2 3 4 5	Research analysis is usually qualitative
Research is directed toward predetermined outcomes	5 4 3 2 1 0 1 2 3 4 5	Research is conducted with more open ended and flexible outcomes
Scientific thinking is emphasized – value examination of ideas	5 4 3 2 1 0 1 2 3 4 5	Practical thinking is valued – value application of knowledge to real world events
Linear thinking	5 4 3 2 1 0 1 2 3 4 5	Interconnected thinking
Academic/teaching style is technical – less interactive, teacher oriented	5 4 3 2 1 0 1 2 3 4 5	Academic/teaching style is personal – interactive and student oriented
Research focuses on theoretical or philosophical problems	5 4 3 2 1 0 1 2 3 4 5	Research focuses on real life problems
Writing uses few pronouns	5 4 3 2 1 0 1 2 3 4 5	Writing uses more personal pronouns
Taxonomies favor linear analysis; classification is for information retrieval	5 4 3 2 1 0 1 2 3 4 5	Taxonomies are more folk-style than linear; classification is for communication about things being classified
<b>Academic Systems Average</b>	5 4 3 2 1 0 1 2 3 4 5	
	LC MC HC	