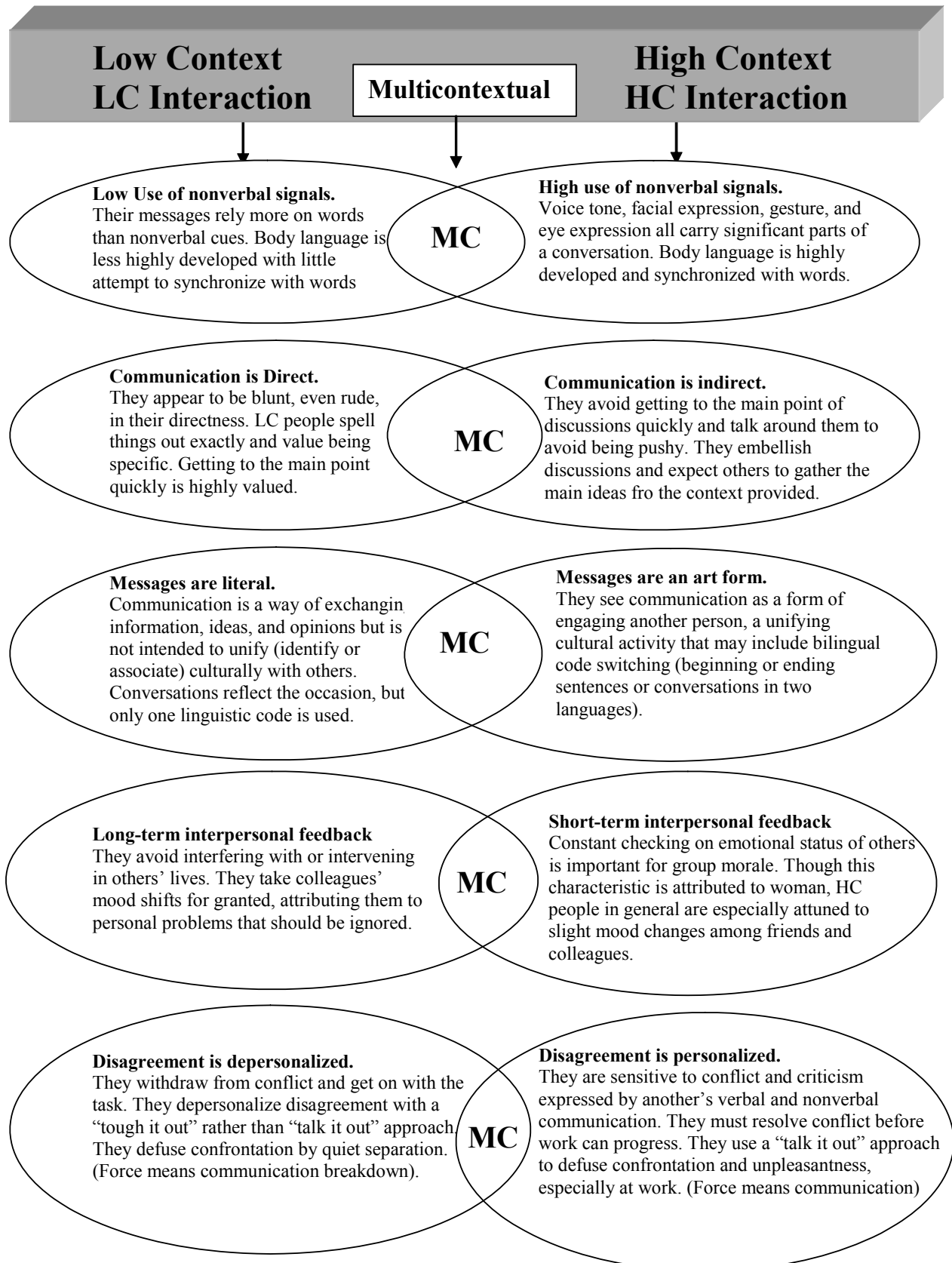


Modified from Ibarra, R.A. 2001 *Beyond Affirmative Action: Reframing the Context of Higher Education*, University of Wisconsin Press



## LC Association

## HC Association

### **Personal commitment to people is low.**

Relationships start and end quickly. Many people can be inside one's circle, but boundaries are blurred. They are often highly committed to their job or career. Written contracts are important.

MC

### **Personal commitment to people is high.**

Relationships depend on trust, build slowly, and are stable. They are careful to distinguish who is in their circle. People are deeply involved with each other. They have a strong tendency to build lifetime relationships. Written contracts are less important than bonds of personal trust.

### **Task orientation.**

Things get done when everyone follows policies and procedures and pays attention to a goal. Being nice to people is not necessary nor is it as important as completing the job.

MC

### **Process orientation.**

Getting things done depends on one's relationship with people and attention to the group process. Being nice, courteous, and kind to people is more important than completing the job.

### **Success means being recognized.**

They seek publicity and to stand out among their peers to "get ahead" in society. They value individualism and may ask for more information about someone's accomplishments.

MC

### **Success means being unobtrusive.**

They seek less attention for their accomplishments. Talking about one's achievements is considered brash and boastful. They value humility, and LC people as being unassertive may misinterpret such passive behavior.

## LC Temporality (Time)

## HC Temporality (Time)

### **Time is a commodity.**

Time can be spent, saved, or wasted. One's time is one's own.

MC

### **Time is a process.**

Time is a part of nature; it belongs to everyone.

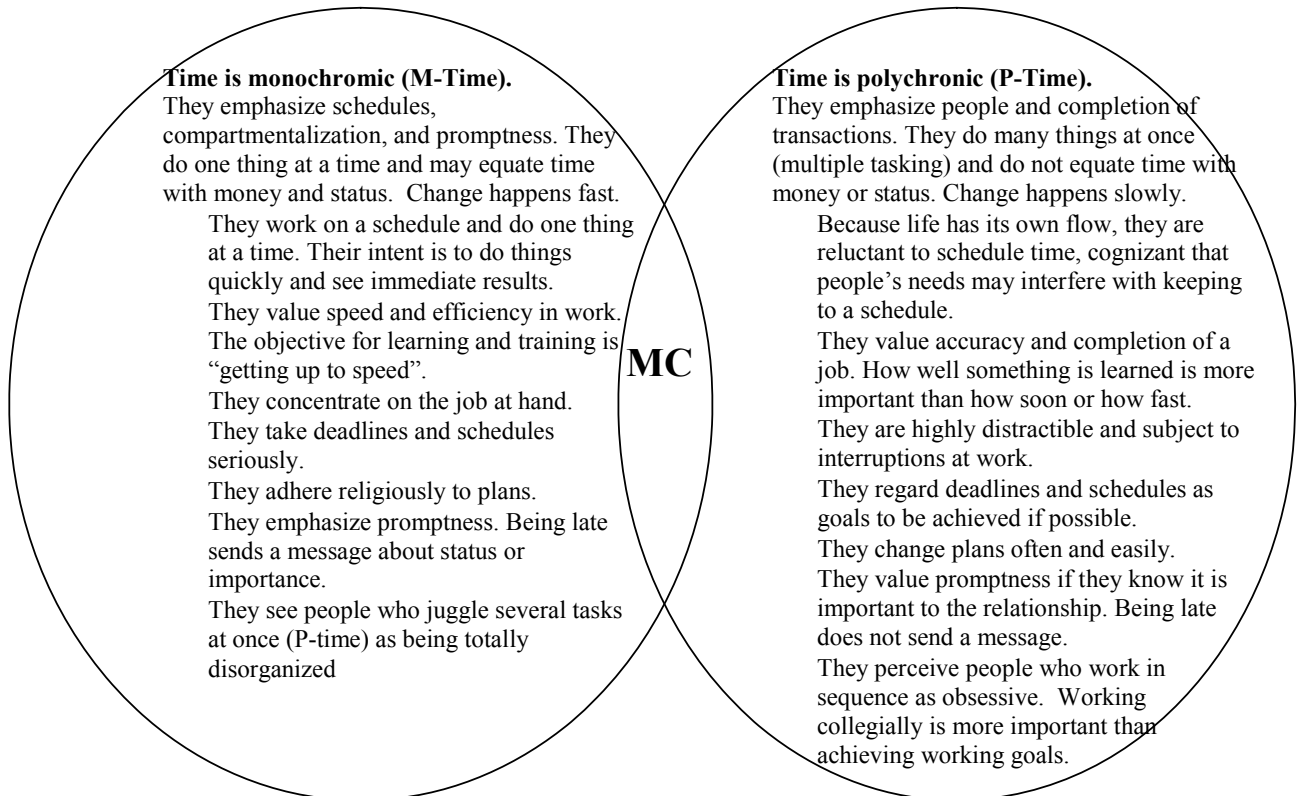
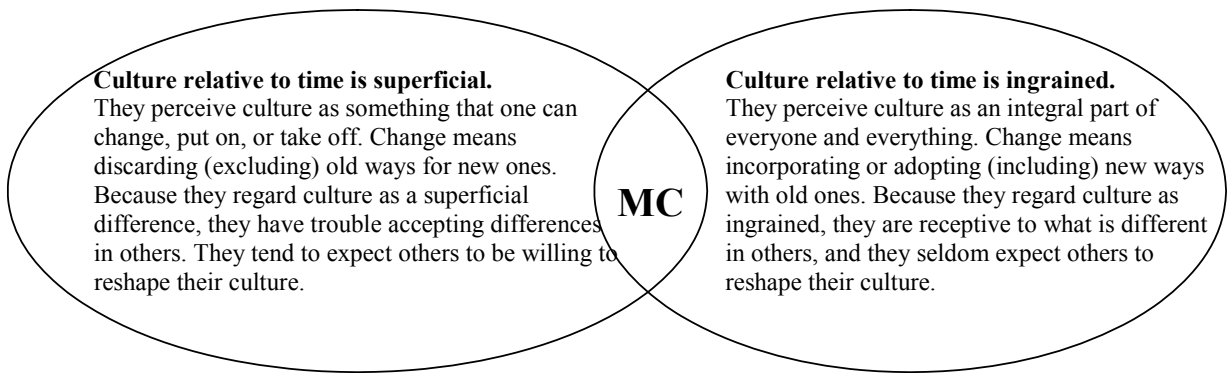
### **Synchrony is not important and tempo of life is faster.**

They are less likely to consciously or unconsciously synchronize body movements while interacting with others (kinesics). The pace of life is hurried and individualized; synchronizing with others is not valued.

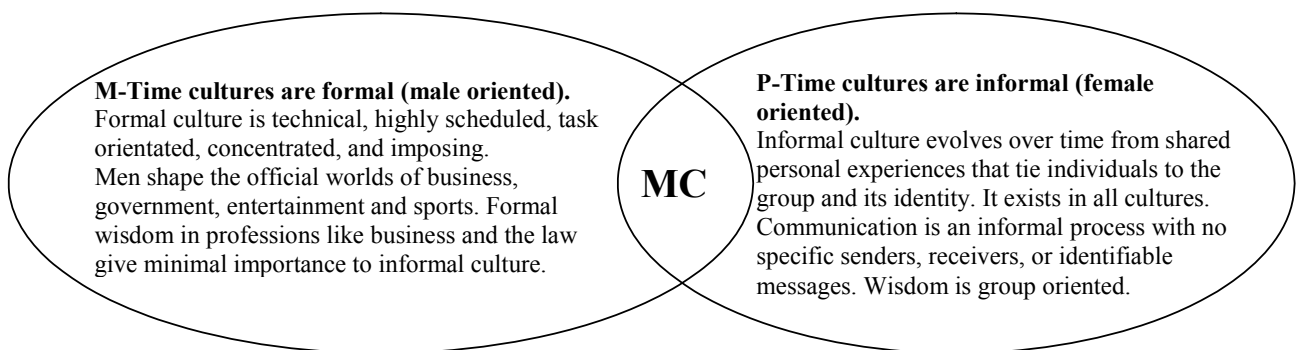
MC

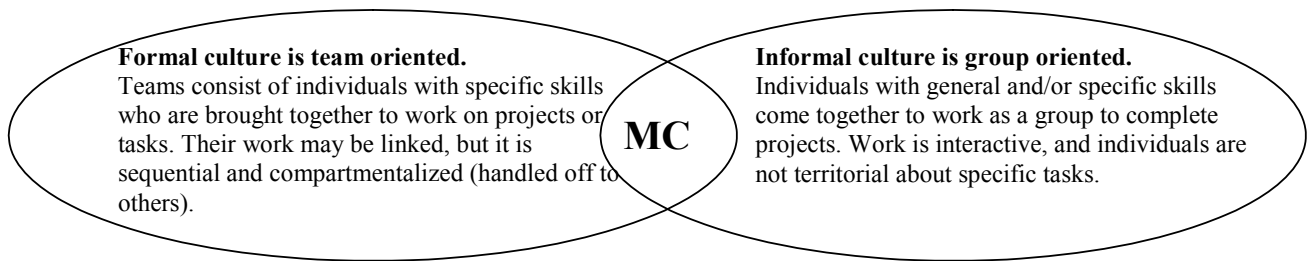
### **Synchrony and tempo of life is slower.**

Body movements while interacting with others are consciously and unconsciously synchronized. The absence of synchrony at work or performing with others may cause stress and tension. The pace of life is slower and synchronization with others is highly valued.

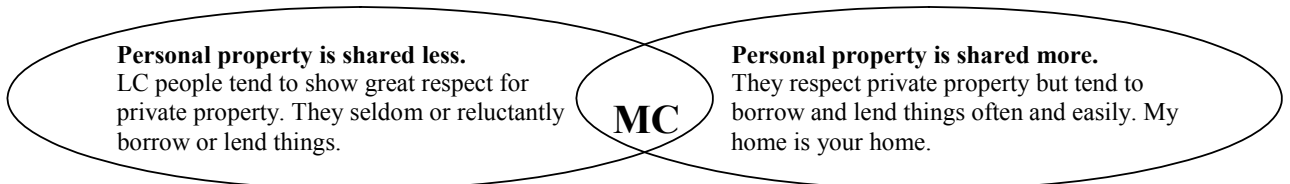
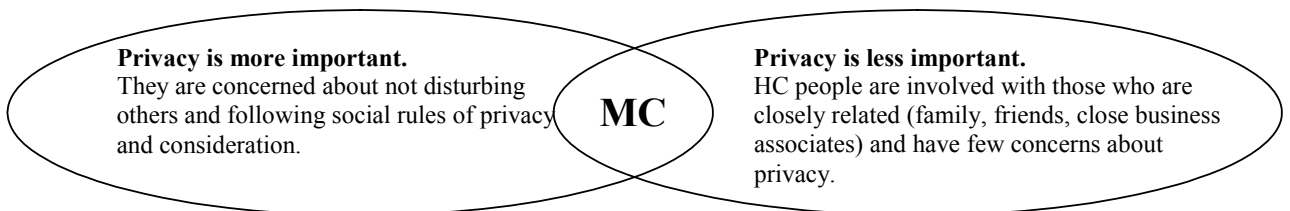
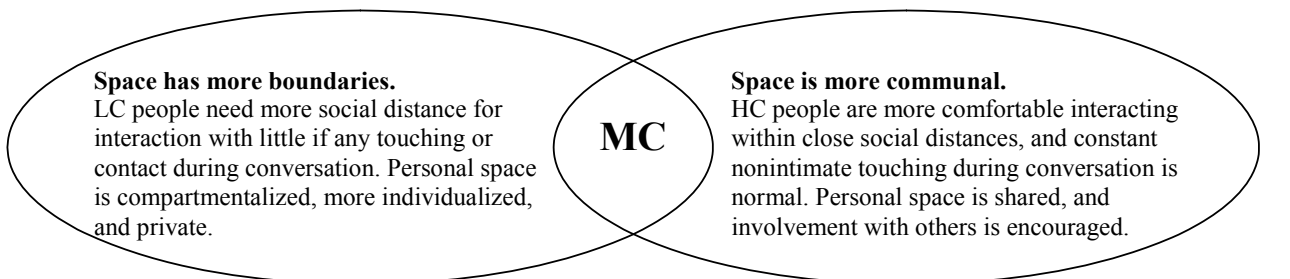


Gender & LC Culture	Gender & HC Culture
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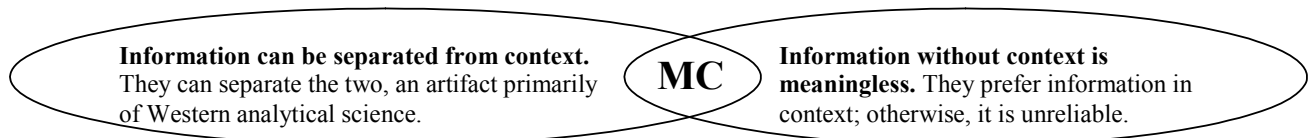
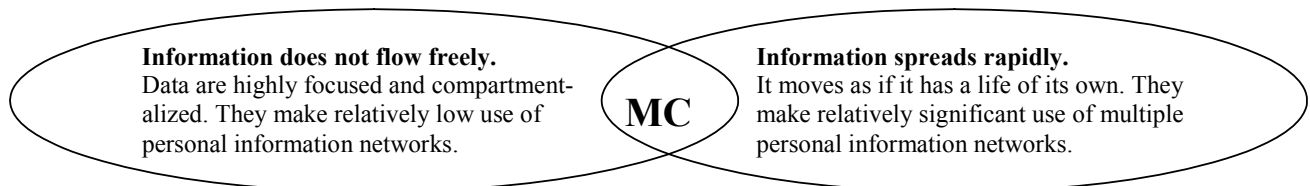




## LC Territoriality (Space)      HC Territoriality (Space)



## LC Information      HC Information



## LC Learning

## HC Learning

### **Knowledge is obtained by logical reasoning.**

A rational step-by-step model of scientific analysis yields information. Reality is elemental, fragmented, compartmentalized and thus easier to isolate for analysis.

MC

### **Knowledge is obtained by a gestalt model.**

Facts are perceived as complete units (gestalts) embedded in the context of situations or experiences; they can be recalled as wholes, and they are not easily separated for analysis. Things are interconnected, synthesized, and global.

### **Analytical thinking is important.**

They prefer an inductive reasoning process, to go from the specific to the general. They focus on compiling details. They have difficulty translating their thinking process into symbols so that comprehensive thinkers can easily understand it.

MC

### **Comprehensive thinking is important.**

They prefer deductive reasoning, to go from general to specific. They use expanded thinking ("big picture" actions, ideas, and/or complex forms). They have few problems translating their thinking processes symbolically (nonverbally) for others to understand.

### **They learn best by following directions.**

They assemble or combine facts according to rule they memorize. Things are spelled out with explicit explanations even in an apprenticeship model. Theoretical and philosophical problems are treated as real.

MC

### **They learn best by demonstration.**

They learn by hands-on methods: observing and mimicking others, practicing it mentally and physically, demonstrating it to others, and by apprenticeship. Real life problems are as important as theoretical and philosophical ones.

### **Learning is oriented toward individuals.**

They prefer to approach tasks and learning individually. They tend to work and learn apart from others. Teamwork means individuals are assigned tasks to accomplish.

MC

### **Learning is group oriented.**

They prefer to work in groups to learn and solve problems. Some groups prefer constant talking (interacting) in close proximity when working or learning

### **Creative learning process is externalized.**

They prefer to learn or create complex knowledge like mathematics externally—with the aid of pens, paper, books, computers, and so on. The learning process is highly visible and accessible for others to evaluate and correct. Externalized creative processes help to speed up change, but they are slower and less productive than internalized processes.

MC

### **Creative learning process is internalized.**

They may be capable of learning or creating complex knowledge like mathematics or music in their heads rather than by using learning extensions like pen and paper. The creative learning process is comprehensive, and integrating complex ideas can happen all at once. Internalized creative processes are less visible for others to evaluate and correct, but they are much faster and more productive than externalized process.

## LC Academic Systems

## HC Academic Systems

