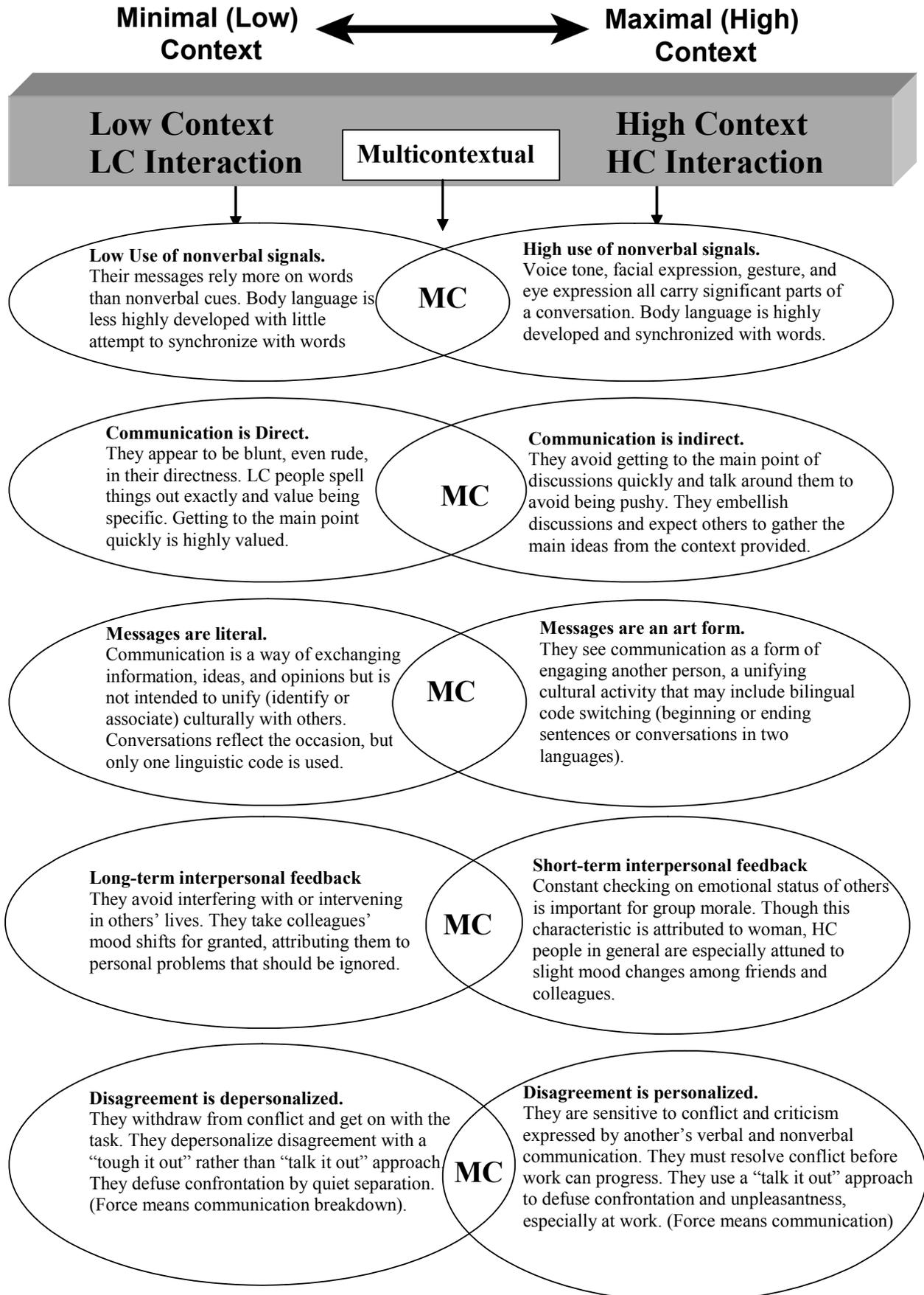


Context Diversity Matrix



Context Diversity Matrix

Minimal (Low)
Context



Maximal (High)
Context

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.

Formal culture is team oriented.

Teams consist of individuals with specific skills who are brought together to work on projects or tasks. Their work may be linked, but it is sequential and compartmentalized (handled off to others).

MC

Informal culture is group oriented.

Individuals with general and/or specific skills come together to work as a group to complete projects. Work is interactive, and individuals are not territorial about specific tasks.

Time - Temporality

Minimal (Low)
Context



Maximal (High)
Context

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.

Culture relative to time is superficial.

They perceive culture as something that one can change, put on, or take off. Change means discarding (excluding) old ways for new ones. Because they regard culture as a superficial difference, they have trouble accepting differences in others. They tend to expect others to be willing to reshape their culture.

MC

Culture relative to time is ingrained.

They perceive culture as an integral part of everyone and everything. Change means incorporating or adopting (including) new ways with old ones. Because they regard culture as ingrained, they are receptive to what is different in others, and they seldom expect others to reshape their culture.

Time is monochronic (M-Time).

They emphasize schedules, compartmentalization, and promptness. They do one thing at a time and may equate time with money and status. Change happens fast.

- They work on a schedule and do one thing at a time. Their intent is to do things quickly and see immediate results.
- They value speed and efficiency in work. The objective for learning and training is "getting up to speed".
- They concentrate on the job at hand.
- They take deadlines and schedules seriously.
- They adhere religiously to plans.
- They emphasize promptness. Being late sends a message about status or importance.
- They see people who juggle several tasks at once (P-time) as being totally disorganized

MC

Time is polychronic (P-Time).

They emphasize people and completion of transactions. They do many things at once (multiple tasking) and do not equate time with money or status. Change happens slowly.

- Because life has its own flow, they are reluctant to schedule time, cognizant that people's needs may interfere with keeping to a schedule.
- They value accuracy and completion of a job. How well something is learned is more important than how soon or how fast.
- They are highly distractible and subject to interruptions at work.
- They regard deadlines and schedules as goals to be achieved if possible.
- They change plans often and easily.
- They value promptness if they know it is important to the relationship. Being late does not send a message.
- They perceive people who work in sequence as obsessive. Working collegially is more important than achieving working goals.

Context Diversity Matrix

Minimal (Low)
Context



Maximal (High)
Context

LC Territoriality (Space)

HC Territoriality (Space)

Space has more boundaries.

LC people need more social distance for interaction with little if any touching or contact during conversation. Personal space is compartmentalized, more individualized, and private.

MC

Space is more communal.

HC people are more comfortable interacting within close social distances, and constant nonintimate touching during conversation is normal. Personal space is shared, and involvement with others is encouraged.

Privacy is more important.

They are concerned about not disturbing others and following social rules of privacy and consideration.

MC

Privacy is less important.

HC people are involved with those who are closely related (family, friends, close business associates) and have few concerns about privacy.

Personal property is shared less.

LC people tend to show great respect for private property. They seldom or reluctantly borrow or lend things.

MC

Personal property is shared more.

They respect private property but tend to borrow and lend things often and easily. My home is your home.

LC Information

HC Information

Information does not flow freely.

Data are highly focused and compartmentalized. They make relatively low use of personal information networks.

MC

Information spreads rapidly.

It moves as if it has a life of its own. They make relatively significant use of multiple personal information networks.

Information can be separated from context.

They can separate the two, an artifact primarily of Western analytical science.

MC

Information without context is meaningless.

They prefer information in context; otherwise, it is unreliable.

Context Diversity Matrix

Minimal (Low)
Context



Maximal (High)
Context

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.

Context Diversity Matrix

Minimal (Low)
Context



Maximal (High)
Context

LC Academic Systems

HC Academic Systems

Scientific thinking is emphasized.

They value examining ideas rather than broad comprehension of real-world applications. Linear thinking is ultra specific and inhibits a broad mutual understanding of multilayered events. Scientific thinking uses words and math to communicate.

MC

Practical thinking is valued.

They value application of knowledge in real world events (social skills). Interconnected thinking fosters creativity and broad comprehension of multilayered events.

Academic/teaching style is technical.

Their style is individual, less interactive, and teacher orientated. Research interests include people or communities, but they focus on theoretical and philosophical problems. Writing style uses fewer pronouns.

MC

Academic/teaching style is personal.

Their style is more open, interactive, and student orientated. Research interests are directed to real-life problems with people and the community. Writing style tends toward more use of personal pronouns.

Science relies on Linnean-style taxonomies.

Scientific taxonomies favor linear analysis that classifies living things mainly for information retrieval. Taxonomic systems emphasize the processes of collecting specific information more than its integration into usable, intelligible patterns.

MC

Science includes folkstyle taxonomies.

Taxonomies function beyond information retrieval to communicate *about* the living things being classified with those who already know culturally significant properties of the things being discussed. The intent is to integrate the information collected with contextual thinking to open new areas for research.

LC disciplines.

They may favor traditional scientific fields that tend to conduct analysis with methods that often eliminate context (separate information from context). Research analysis usually deals with large numbers of quantitative and easily measured variables; results are more deterministic and context is less important. New research projects are directed toward strongly projected predetermined outcomes.

MC

HC disciplines.

They may favor disciplines that are more directly involved with contextual thinking and research about living systems and people. Research analysis is more qualitative and probabilistic and requires attention to variables in which cultural context is important. New research projects are clear about the direction and methods of analysis, but projected outcomes are less predetermined and more open-ended and flexible.